

## National Marine and Freshwater Education Wananga – Conference 2010



**Whakapaumahara Marae, Whananaki, Northland**  
**Wednesday 6<sup>th</sup> – Saturday 9<sup>th</sup> October, 2010**

**Theme** - Mountains to Sea – Collaboration for conservation of our marine and freshwater environments in schools and communities.

### **Purpose**

*An inspirational professional development and networking opportunity for all those involved or interested in freshwater and marine conservation.*

### **Sponsors and Supporters**

Mountains to Sea Conservation Trust would like to acknowledge funding support from the Department of Conservation and the Tindall Foundation. MTSCCT would also like to acknowledge the Whananaki marae committee & Dive! Tutukaka for supporting this wananga. Thanks to our local cooks – Kowhai Caterers (aka Wakefield whanau)



**Department of Conservation**  
*Te Papa Atawhai*

## **PROCEEDINGS 2010**

Day 1

Powhiri Welcome from whanau whanui of Whakapaumahara Marae (Te Whanau Whero)

3pm – Introductions & housekeeping

Programme outline and introduction to Wananga facilitators by Samara Nicholas – favourite marine creature is nudibranch – here to organize a great wananga!

Each participant then had 2 minutes to introduce themselves, state what they wanted to get out of the wananga and their favourite marine and/or freshwater species.

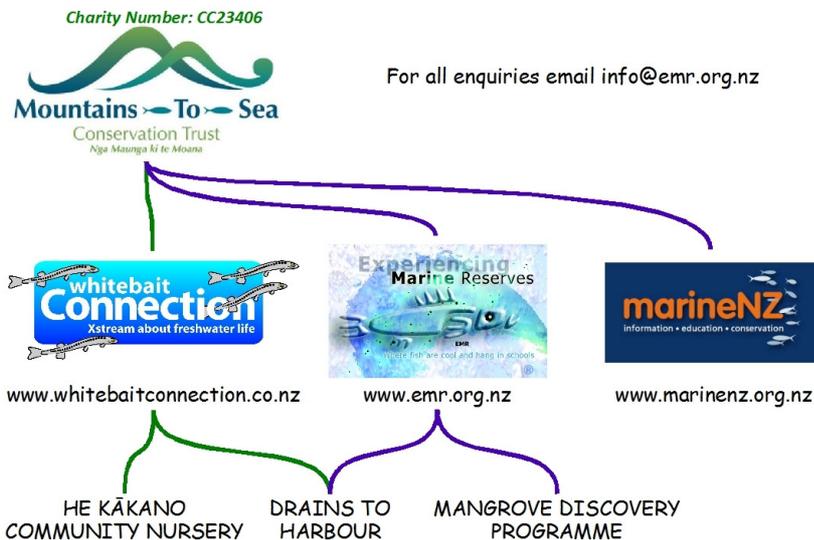
| <b>Name</b>  | <b>What I want to get out of this wananga</b>   | <b>Favourite Marine Species</b>      | <b>Favourite Freshwater Species</b> |
|--|---|--------------------------------------|-------------------------------------|
| Kim Jones, MTSCT Trustee, national coordinator of WBC programme, EMR coordinator                 | Looking forward to talking, sharing and seeing what everyone is up to   | Seahorse                             | Stick Caddis                        |
| Vince Kerr, MTSCT trustee, marine biologist DOC Northland  | Here to pick up the pieces behind Samara, Kim & Nicki   | Spotted Black Groper                 |                                     |
| Hone Taumaunu  | Talk about a process  | Whale                                |                                     |
| Buc Cullen, Te Uri o Hau, WBC tutor at He Kakano, Ngatiwai Volunteer, Waimarie Nurseries         |   | Angel fish                           |                                     |
| Lisa Clapcott, Kapiti/Wellington Area Office   | Looking for knowledge on issues from mountains to sea   | Saltmarsh Ribbonwood                 | Dragonfly                           |
| Mel McColgan, Awarua, Nelson's Wai Maori Programme, Kai Tahu, Waitaha, Ngati Mamoe               | Work in traditional values of looking after the sea, rivers and water. Here to get exciting information   | Giant Squid                          | Large Green Stonefly                |
| Danelle, Uni o Victoria PhD candidate  | Here to learn tools and techniques for marine outreach  | Wandering Sea Anemone                |                                     |
| Barry, RSNZ teacher fellow,  | Tools which will help back in the classroom, ways to open peoples eyes to the values of marine conservation   | Lesser Pipe Fish and Toxic Sea Slugs | Tox                                 |
| Trudi Ngawhare, Te Araroa, Gisborne DOC community relations                                      | Here to be a sponge, learn from other people, get ideas for seaweek and looking for tools for engagement, looking forward to getting to know everyone |                                      |                                     |
| Lucy, RSNZ teacher fellow hosted by WaiCare  | Here to learn from everyone and take knowledge and tools back to the classroom  | Seahorse                             | Damselfly                           |
| Ben Upin, teaches swimming   | Looking to get into Enviro Education, meet people, networking and learn NZ processes  | Whale Shark                          |                                     |
| Janelle Rice, DOC Trainee Ranger Gisborne  | Interested in marine & freshwater ecology   | Gurnard                              |                                     |
| Ting Yiu, Conservation Corps   | To be a sponge and learn about the programmes   | Jellyfish                            |                                     |
| Katrina Sudebar, Northland is where the heart is, Lecturing at NorthTec in environmental science | Networking, seeing what everyone is up to   | Any of the 26 endemic Triplefins     |                                     |
| Julian Hodge, Island Bay Wellington  | Find more ways of engaging kids in wanting to learn, to   | Sea anemones                         |                                     |

|   |  |                 |                  |
|---|--|-----------------|------------------|
|   | show then that there is more than wanting to just play xbox or watch tv  |                 |                  |
| Barbara, trustee Te Whanganui a Hei marine reserve trust  | Opportunity to get to understand the EMR programme and how her trust can be an umbrella for the programme to operate                     | Dolphins        |                  |
| Steve Beck, Collingwood Area School teacher, PE and health  | Further training in EMR programme, with aim for programmes to be sustainable and long term, here to refresh and learn to take it further | Kahawai         | Koura            |
| Mark Oster, Murihiku DOC bushman & pest control, community relations & education position           | Here to avoid hugging a mangrove   | Blue Cod        | freshwater       |
| Hilton Leith, former rock lobster diver   | I want my grandchildren to see the things I have seen  | Rock Lobster    |                  |
| Sandra Jack, DOC Auckland   | Here to 'sponge' about the marine & freshwater environments  | Orca            |                  |
| Lewis Kidman, year 7 student  | Sounded like it would be fun   | Dugong          |                  |
| Julie Kidman, joinery company, media consultant, chairperson of fish forever campaign of BOIMP      | Here to learn shortcuts from those that have got marine reserves before. Learn to help and support other marine reserve campaigns        | Octopus         |                  |
| Anna Kidman, student aged 5   |  | Seahorse        |                  |
| Baxter Mosely, student aged 13  |  | Nudibranch      | Bully            |
| Ben Sheeran, North Shore, EMR coordinator in Auckland, Rec Solutions                                | Keep up-skilling to deliver EMR  | Hectors Dolphin |                  |
| Sophie, EMR intern and coordinator in training in Auckland  | Meet people that are passionate and interested in preserving, here to keep learning about the sea  | Eagle Ray       | Freshwater Leech |
| Codi Frewin, Christchurch DOC community relations   | Korero, learn, share and take away something   | Seahorse        | Koura            |
| Nicki Wakefield, MTSC Trustee, EMR, WBC, DTH coordinator, Northland                                 | Share, learn inspire and get excited for the summer's EMR delivery   | Inanga          | Sponge           |
| Patrick, St Pius Deputy Principal, commercial kina & paua diver in the past among other occupations | Keen hunter gatherer diver, RSNZ teacher fellowship in first half of the year, was involved in EMR in Wellington; snorkelling with       | Broad Squid     | Torrent fish     |

|  |  |  |          |
|--|--|--|----------|
|  | EMR in Wellington put me onto the programme as it clearly showed it is a strong way to create ownership. Wish to bring EMR to Taranaki |  |          |
| Taimania Toia, Waimarie Nursery, education also has been held at the nursery   | Learn more, support the cause and networking   |  |          |
| Caroline Adams, one of the bosses of Waimarie Nursery  | Here to learn about the sea and tautoko Buc & Tai  |  |          |
| Roger Grace, MTSCCT, Marine Biologist, involved with Mimiwhangata Marine Park since the 70s, involved with Tawharanui, made him even more passionate about marine conservation | Part of the furniture, helpful to meet new marine caretakers   | Packhorse Crayfish   | Hydra    |
| Ian Peters, Whananaki South, TPK Whangarei, family has always been in Whananaki and Poor Knights   | Here to awhi the mahi for the week   | Kingfish   | Bully    |
| Ngaro Waetford, tangata whenua   | Here to welcome you all into our house and make our house warm. I am the sea and the sea is a part of me, you will see where I belong  | Herring  |          |
| Jiggs, Whana o te Nanakia, Tangata Whenua  | Welcome you people here  | Shark/one eyed shark which lead our people from the barrier to Whananaki |          |
| David Clarkson<br>BOIMP Inc/Living Streams   | To break through entrenched views.<br>Working together is the only way   | Dolphin  | Galaxias |

## Mountains to Sea Conservation Trust

Introduction to Mountains to Sea Conservation Trust, our [Trustees](#) and the Experiencing Marine Reserves programme [www.emr.org.nz](http://www.emr.org.nz)



Experiencing Marine Reserves (EMR) presentation images  
[http://emr.zartaj.co.nz/images//File/wananga 2010/emr\\_wananga\\_10.pdf](http://emr.zartaj.co.nz/images//File/wananga 2010/emr_wananga_10.pdf)

About 5 % of participants have been on marineNZ [www.marinenz.org.nz](http://www.marinenz.org.nz)

10-20 % participants have experienced EMR

Samara mentioned that one of our participants (Julie) had taken part in Experiencing Marine Reserves with her son which has buoyed her passion for marine conservation.

Baxter Mosely of Whananaki School made a short speech about EMR – *After participating on the EMR programme and having a marine reserve experience I could easily identify marine life. Because of the knowledge I have got from Samara I have become very environmentally aware. When I saw our stream was polluted I called NRC and they didn't want to hear about it, so I got some samples and took them to Samara who took them to Earthlab where the tests came back highly positive for faecal contamination. I did a project about this and since then work has been done on the stream and it is better.*

Sign up to our EMR [newsletter](#) !

Whitebait Connection (WBC) Programme presentation – Kim Jones

WBC has a new website <http://www.whitebaitconnection.co.nz>

Increasingly throughout the country schools and communities are participating in both EMR and WBC programmes, from the Mountains to Sea. We are achieving the 'ripple effect'; both programmes involve young people, their parents and the wider community. Our programmes reinforce simple concepts such as the uniqueness of our freshwater and marine biodiversity and provide an active focus on conservation of these environments through education and action!

Our programmes provide ultimate mechanisms for connection between and in these environments.

Vince Kerr – Presentation on what kind of information is valuable and worth investigating.

Vince presented underwater maps developed by himself and Roger Grace. This underwater mapping is a collection of data from all sources. With real data we can talk with people about real things that are out there. Mapping is a useful tool in linking the scientific perspective with what people already know. This engages with people that already ‘know’ the area, and enables looking forward to how we should do planning. Get involved in underwater mapping in your area – encourage other areas to use this powerful tool.

GIS is a powerful tool. The MTSCT has recently acquired a software tool which supports marine conservation by testing assumptions and reasons for making decisions. This could help the process of selecting marine conservation areas.

[http://emr.zartaj.co.nz/images/File/wananga%202010/ntld\\_habitat\\_mapping\\_june\\_2010.pdf](http://emr.zartaj.co.nz/images/File/wananga%202010/ntld_habitat_mapping_june_2010.pdf)

Questions for Vince:

Q: What is the difference between maps and surveys?

A: Maps are just a tool created from data sourced through surveys.

Q: Could this data be used for mineral prospecting?

A: The baddies have their own awesome tools, and much better geologists than I.

Break for dinner at 6:30pm

Evening presentation starting at 7:45 by Vince Kerr

Questions asked of the audience: How many people find that marine conservation work is hard to do?  
100%

How many people find freshwater restoration hard? 100%

Learn how to overcome the dark side of life and focus on the positive is important.

In Southern California marine conservationists were having a hard time. What they came up with is the clip “Shifting baselines” <http://www.shiftingbaselines.org/mpas/psa.php>

The clip “Karma” was also shown. Don’t forget the technique of humour to help with your work.

Vince then introduced Hone Taumaunu from Whangara Mai Tawhiti – Hone sits in the middle of the community and has been in the middle of marine conservation throughout the East Cape for a long time. The following information is important to NZ history.

## Keynote Presentation by Hone Taumaunu



[http://emr.zartaj.co.nz/images/File/wananga%202010/hone\\_taugaunu\\_speech.pdf](http://emr.zartaj.co.nz/images/File/wananga%202010/hone_taugaunu_speech.pdf)

### Presentation Notes:

*Sharing experiences and incidents that took place when we first looked at the marine reserve and discuss the mataitai application which is hoped to be finalized by christmas.*

*5 children 9 grandchildren, teacher for 40 years, retired to the middle of the busy village of Whangara. Process and collaboration are two important focuses.*

*Te tapuwae o rongokako – Tapuwae means footprint. These foot prints are found in whangara, wairarapa, and cape kidnappers. One of the ancestors offended a chief in the BOP, giant named rongokako. He fled through te tapuwae o rongokako.*

*Hakihea is the name of mataitai. When ancestor paikea arrived on the back of the whale. His son sent a magic bailer with a message, that bailers name was hakihea*

*Te oko a tangaroa, the serious dream to play the game with the crown. The container of tangaroa. The dream involved a nursery – a marine reserve. The next dream was to hook on a mataitai at the end of the reserve. At the river mouths we would reseed with pipi and cockles. In the mataitai we would reseed with kina and paua.*

*Each family would look after part of the seagarden in the mataitai. And have our people responsible for the seagarden. Then I found out they eat seaweed, so we now are looking for seaweed to plant.*

*The marine reserve is the nursery from which spillage may come to our rocks like crayfish, in stead of us having to farm them.*

*My contribution to the management – underwater surfcasters and fishers in gisbourne wanted a marine reserve. They put in the application in 1990. The following meeting decided survey was needed, beach and underwater survey was conducted. 8 options were compiled by 1992. This is when I arrived deciding to retire quietly to Whangara. Somebody nominated me and I joined the conservation board. Where I found out my people said no as there was no joint management of the proposed reserve.*

*In the marine reserve act there is no room for tangata whenua and kaitiakitanga. As the way of finding a way around this a direct line to the minister of conservation was sought, as well as have joint management of the marine reserve through having 4 members on the committee out of 9 and a generational review every 25 years.*

*Some people yelled and screamed and took some convincing.*

*Over 100 funny little meetings took place over 10 years to decide who would be on the committee, until it was decided the Maori way.*

*To open the marine reserve arrangements were made, reseeding with bubu and crayfish took place, pounamu was laid in 4 corners of the marine reserve.*

*Mataitai discussions then took place. Best brains needed for mataitai committee. We decided how we wanted it, wrote up the charter, where it will go. Community supported. Commercial side of the community was eased into, 3 meetings were held and agreement was found by all bar one which didn't come to meetings. He was convinced through personal contact.*

*The mataitai process has been waiting for 18 months to date.*

*Taiapure will be at rivermouths.*

*The day after opening the marine reserve 4 whales came into the boundary of the marine reserve. 3 naughty young men were doing community work and saw the whales enter. These 3 represented the Te kupenga a te hooki of marrying into tribes, established the network of love within the area of now current marine reserves of Hawkes Bay and Gisborne.*

*To establish marine reserves – ask who are the reliable people I can depend on. The way to discuss with opposed people is to discuss how the marine reserve is for the benefit of all people. We wanted to create spillage areas that are protected from commercial take.*

*The people are very excited about reseeding the mataitai. The responsibility of people is to help people feel they participate and can look after something. In that case the people will be mindful of the marine reserve. You need to talk about me and you, be fair and respectful. I like to bypass the bureaucracy. If you have friends out there you can move up fast. This has been the trick for fast. The process is always important.*

*As the community you put down what you want and then go to the crown asking for help. You must be clear in your mind in what you want. Then go to the top.*

*I look around the areas here and think there could be some nice slivers of mataitai in this area.*

*Before I went to university I would get Charlie and go down the beach to get crayfish when we needed to get some for the aunties. You could see the antennae glistening in the sun. You can see this again now in the marine reserve. They even walk along the sand.*

*Alongside this work there is the information transfer. Every 2 weeks our young kaitiaki transfer the knowledge of what is happening in the marine reserve to more schools and the wider community.*

Q: if the marine reserve act was to be changed tomorrow what would you like included in it.

A: that if there is a marine reserve to be established the local community/tangata whenua must be included as co-applicants. Interactive balance is left to nature in the marine reserve. There are exciting things to be discovered in the marine life.

Q: how do you see the mataitai being governed?

A: we already have the charter and bylaws and committee established as a part of the mataitai. This is included in the strategic plan. The people will take responsibility and determine the future management of the mataitai.

Q: what are the baseline rules for taking from the mataitai?

A: from 6 to 2 for a personal take limit for mataitai. The marae's take will be reduced as well.

Q: How will this be enforced?

A: the mataitai is directly in front of the marae and community which will look after the waters.

Q: those taking advantage of the marine environment, are they locals or outsiders?

A: they are generally relations, in my mind it is a matter of the people.

Q: what are the punishments?

A: if people are caught or known of I will have them at the marae cleaning headstones and clearing blackberry patches. And threatened with Min Fish action.

Q: if the marine environment was in good or better shape do you think you would have been able to convince people.

A: Many people do not know as they were from out of the area. Now they have a share and a stakeholding in the area and its health, I tell them they are not owners, they are custodians. My people hate change and when you start changing things they try put it back in place.

Q: what in your traditional knowledge does taiapure mean?

A: the river and the ocean meeting, taiapure is to be established in these places. How is it accommodated when it is enclosed in a mataitai? Can the crown help us?

Taiapure is a management area where you make recommendations on management to the minister. It is meant to be a community management group. Mataitai differs by being restricted to the rules and area set by the applicants.

The agreement will be need to include the land and farming communities in the case of the Whangara taiapure.

Close at 9:13 pm

## Day 2

Freshwater show'n'tell sessions notes

1. Lisa Clapcott presenting on DOC – Community partnership in restoration of Waikanae Estuary.
  - Nationally significant Waikanae estuary is facing common management problems such as housing too close to estuarine flats, cat & dog pests associated with residential areas, maintenance of main channel's current course to protect houses in estuarine flats, infrastructure aging coupled with massive development of residential areas.
  - Successful actions in the restoration have included:
    - the inclusion of local area residents and community groups in planting activities
    - development of a complex report on ecology of the area and outlining priority areas with a succession planting focus including groundcovers along with the common focus on canopy forming plants e.g., Manuka.
  - Challenges have included:
    - following planting plans with community groups carrying out much of the planting where the often plant what we can approach has been taken
    - methods of total clearance of areas before planting using tractors, spraying etc have devastated any native species such as groundcovers, *Mulhembekia sp.* etc. These species could have contributed to succession and maintenance of species and genetic diversity found naturally in the area. The method of spot spraying and shading out weed species

will be focussed on for future works and opening up new areas for planting.

2. David Clarkson presenting on the BayCare Group's "Living Streams"
  - The BayCare subgroup of the Bay of Island Maritime Park Inc (BOIMP) was formed in 2009 following a talk by visiting Fred Lichtwark of Whaingaroa Harbour Care group fame. The group has many stakeholders within the BOI area.
  - Key focuses are catchment management, reducing sedimentation and riparian protection.
  - The group's current focus is on Kerikeri/Waipapa, fitting within the Far North District Council's Structure Plan area. Kerikeri Inlet has seen over 1 m of sediment build up since 1948. Strategic plan developed with ecological consultants involves riparian planting, fencing, weed & pest control.
  
3. Steve Beck presenting on the Aorere Catchment Project and the impact from the changes that have been made. In addition to how the school has been part of the developments.
  - Our river – Our Future. The aquaculture industry brought the issue of only being able to harvest 30% of the year due to fecal coli forms entering the marine environment through the Aorere River. Farmers (mainly dairy) were approached to help improve the situation, who accepted their responsibility as custodians of the local environment and landowners. Planting, fencing projects have ensued in the bottom 35 kms of the catchment. This is all within a catchment which is home to only 500 people.
  - Collaborations involved, Federated Farmers, NZ Landcare Trust, Sustainable Land Fund, Fonterra, local school and community.
  - Key ideas & outcomes
    - If any other part of the community had approached farmers with the suggestion that their farming practices were damaging the environment, little change would have been made. As this was initiated by two industries there was significant uptake of the project.
    - Mind shift has occurred within the catchment on land management practices
    - The vested interest for farmers is in water quality, not financial return
    - Aquaculture harvesting has increased over the 3 year project
    - ordinary Kiwi's are quiet achievers – achieving great things every day
  
4. Melanie McColgan presenting on development of cultural indicators for freshwater in Te Tau Ihu.
  - This project has included local marae, hapu in developing cultural indicators for monitoring health of freshwater environments in Te Tau Ihu. From results of early surveys, we realized a need for Maori to learn more about scientific monitoring, and for Scientists to get a better handle on the Maori approach to environmental resources.
  - Early surveys showed within iwi there was a lack of understanding of Maori Values such as Mauri, Kaitiakitanga, Manaakitanga. To understand and asses the mauri within our environment long term monitoring is needed – also for the results to show real trends, as opposed to seasonal fluctuations, just like in traditional freshwater scientific monitoring. The Cultural indicator method of monitoring takes in aspects not generally looked at by scientific, or state of the Environment reporting methods. When the monitoring methods have been tailored to suit the kawa of the Tangata Whenua of the place, and definite projects have been established, this method can be adopted by stream-care groups whose

representatives may lack in ecological/scientific knowledge. The method does require the surveyors to understand basic freshwater ecology, and through the process, those monitoring are gaining extra insight into the values and correct way of going about monitoring the health (mauri) of their environmental resources.

- The monitoring methods developed, group each indicator under the Atua associated with it - Atua: kaitiaki, deity god, spiritual guardian
  - Indicators include smell, feeling in the puku & macroinvertebrate diversity
  - Positive spin-offs have included collaboration with council, within Iwi, learning and Matauranga shared between all involved.
5. Nicki Wakefield (WBC) presenting on the Investigating Freshwater resource
- [Investigating Freshwater](#) is an inquiry framework for studies on freshwater environments fitting within the NZ curriculum. This resource has been designed for use by coordinators of freshwater programmes such as the Whitebait Connection. The framework provides links to many resources which can fit into a freshwater topic – big and small!
  - The resource is free and available online. There is also the Whitebait Connection using the Wet Feet/Investigating Freshwater Resource, which is available by contacting [kim@whitebaitconnection.co.nz](mailto:kim@whitebaitconnection.co.nz)
  - The resource was created through collaboration with the Department of Conservation and is the sister of the stand alone resource named [Wet Feet](#)

#### Marine ‘Show & Tell’

1. Danelle Lekan - Strengthening Relationships: Scientific and Traditional Ecological Knowledge about Marine Environments  
[http://emr.zartaj.co.nz/images/File/wananga%202010/danelle\\_wananga\\_2010.pdf](http://emr.zartaj.co.nz/images/File/wananga%202010/danelle_wananga_2010.pdf)

2. Julie Kidman - Fish Forever campaign – Bay Of Islands  
[http://emr.zartaj.co.nz/images/File/wananga%202010/julie\\_wananga\\_fish\\_forever.pdf](http://emr.zartaj.co.nz/images/File/wananga%202010/julie_wananga_fish_forever.pdf)  
See the Fish Forever website <http://www.fishforever.org.nz/>

3. Sandra Jack - MAD marine update  
MAD Marine is a summer camp like no other. Held on idyllic Motutapu island in Auckland’s Hauraki Gulf, young conservationists from local schools come together to participate in all things marine: waka ama, fishing, snorkelling, kayaking, beach clean ups, historic and conservation tours of both Motutapu and Rangitoto including the historic baches and island restoration etc. The presentation given was a short video clip shot at the 2010 camp to give a taste. Look out for it on the DOC website soon [www.doc.govt.nz](http://www.doc.govt.nz) MAD is organised and funded by the Department of Conservation in partnership with the Auckland Regional Council (now the Auckland Council).

4. Katrina Subedar - Homing ability of New Zealand Triplefin Fishes  
[http://emr.zartaj.co.nz/images/File/wananga%202010/kat\\_%20presentation\\_for\\_wananga\\_2010.pdf](http://emr.zartaj.co.nz/images/File/wananga%202010/kat_%20presentation_for_wananga_2010.pdf)

5. Pat Swanson – Royal Society Primary Science Teacher Fellowship

For the first half of 2010 Pat Swanson was out of the classroom and into the science world, as a recipient of a Royal Society of New Zealand Primary Science Teacher Fellowship. The aim of the fellowship is to give primary teachers experiences in the world of science. Pat made the most of his

time working in a variety of fields – conservation projects on Mt Taranaki, research on herbivorous fish, environmental monitoring projects, marine mammal work and more. One of the highlights of the fellowship was becoming involved in Experiencing Marine Reserves through Jade Berman and Claire Pascoe in Wellington. This has spurred him to begin a pilot project for EMR in Taranaki, with Year 5 and 6 students at St Pius X School in New Plymouth. Fellowship blog: <http://patsscienceadventures.blogspot.com/>

### **Short Presentation**

Jeroen Jongejans – Whangarei Coast National Marine Park Proposal

[http://emr.zartaj.co.nz/images/File/wananga%202010/marine\\_national\\_park.pdf](http://emr.zartaj.co.nz/images/File/wananga%202010/marine_national_park.pdf)

Morning tea

### **Keynote Presentation - Tony Miguel – Waitakere City Council – Project Twin Streams**

[http://emr.zartaj.co.nz/images/File/wananga%202010/tony\\_miguel\\_speech.pdf](http://emr.zartaj.co.nz/images/File/wananga%202010/tony_miguel_speech.pdf)

Presentation Notes:

*Tony Miguel Waitakere City Council Director City Services, has a civil engineer background but doesn't believe in engineering solutions.*

*Catchment management is like the process of building a cathedral which can take 200-300 years.*

*USA environmental protection – handbook for restoring watersheds highly recommended.*

*Four waters approach – stormwater, wastewater, groundwater,*

*Less than 10% impermeability goals*

Q: What will you be doing after the formation of the supercity?

A: I will be consulting in asset management offshore, but will be happy to provide some free consultation and give organisations like yours some of my time.

Q: Asked for comment on mitigation of runoff problems.

A: Development levies are in place for continuation of the project. Development also has standards such as raingardens and on site treatment.

Q: Is there a direct connection between developers and the work within Project Twin Streams?

A: This is a dedicated component of development contributions and charges set within council policy.

If you can do one thing and one thing only get the district plan right.

Restoration policy from local councils is an integral part of this project.

Vince made reference to developers in Oregon, where developers must mitigate and one way this is done is through a development bank – where mitigation is in a financial term.

Within the RMA there is provision for mitigation but some councils have yet to recognise this and the powers within it.

Soakholes which treat stormwater on site cost much less than creating more stormwater networks within developments.

Galvanized roofing iron contributes large amounts of zinc to the stormwater runoff when the roofs start to oxidize.

Financial contributions within the RMA will be discontinued from July next year.

Funding for monitoring is best negotiated as conditions on a RMA consent.

## **Marine and freshwater education and conservation discussion panel –**

### *How have you most successfully collaborated on conservation projects*

Panelists – David Clarkson BOIMP, Tony Miguel Waitakere District Council, Lisa Clapcott DOC Kapiti,

5 minutes from each speaker

How have you most successfully collaborated on conservation projects?

Lisa: I do not proclaim to have perfect collaborations with conservation groups. Collaborations include councils, funders, sponsors, community groups. I have become most involved in relationships when there was poor communications, with the goal of clarifying communications between DOC and community. Collaboration takes time which must be planned for. Expectations are always great yet as a representative of an agency expectations can not always be met. A challenge is communication. The most successful collaboration with a group that meets often has good organization and internal consultation.

David: Since BOIMP formed in 2006 there have been 35 different stakeholder groups involved. Cooperation is high between BOIMP subgroups. 60 people showed for the first planting day for the Kerikeri catchment plan (50% tangata whenua and 50% Ngati pakeha), feeling of warmth and peace while busy helping the environment.

Tony: The process used when purchasing properties for the project Twin Streams. 6 months was spent on planning the process. Important to make the messages clear once the conversation starts. Legal costs were organised. Open days on Saturday afternoons were organised involving family activities. Important to build and maintain trust within the communications. Eg responding to little queries. Science and presentations are important for communication. You do not have an option around getting people on board; the best way to avoid people becoming your enemies is by making them your friend. Presentations must be accurate. The issue is always part of the solution – and one is always people people people.

Q For David: How do you collaborate within your organization?

A: The leaders for each group are a part of the BOIMP Inc committee, and provide subgroup reports to the wider committee. BOI has a history of people not talking to each other – this BOIMP group has formed a network of conversation and work that can be done. By coming together the smaller groups can have more say. The ground work and organizational planning will be of importance.

Q For Tony: What stands out when a community group seeks collaboration with the council?

A: normally the community wants things done and the council does not buy in, yet in his case there is a lack of community organisations wanting to form partnerships. If there were an outstanding calamity

like dead fish there may have been a different story. Urban dwellers live very apathetic lives and are not always interested.

Q For Lisa: Are there opportunities where groups can collaborate together eg share processes or knowledge.

A: Community groups are invited to workshops hosted by DOC and QE2 National Trust hold workshop days also for those involved in restoration. DOC itself does not actively promote collaboration unless there is specific need for groups to communicate on a particular topic. There are huge amounts of widely spread information, people are still seeking a one stop shop for advice and directions. Information brokers are needed, yet no one is funded to take on that task. Keeping networks alive like SEEN in Southland where Invercargill licensing outlets manage the permits fund from the the SEEN group.

Q For all: How do you get the general public to visit your websites?

A: Good use of keywords. Marketing through competitions, keep people coming back eg, updates. Unless there is a reason to go people will not come back. Links on other websites. Online polls. Subscriptions. Collaborations with other website holders, getting your link on other websites. Facebook! & Twitter. Interactive web and places for comments on the webpage. Invitations to comment. People like looking at themselves.

### **Short Presentation**

Roger Grace – Whangateau Harbour Care <http://www.whangateauharbour.org/>  
[http://emr.zartaj.co.nz/images/File/wananga%202010/roger\\_pechakuchafor\\_wananga.pdf](http://emr.zartaj.co.nz/images/File/wananga%202010/roger_pechakuchafor_wananga.pdf)

Roger also has a great speech on no-take marine reserves online  
[http://www.marinenz.org.nz/index.php/the\\_undersea\\_world/roger\\_grace\\_archive/why\\_no-take\\_marine\\_reserves\\_by\\_dr\\_roger\\_grace\\_-\\_presentation](http://www.marinenz.org.nz/index.php/the_undersea_world/roger_grace_archive/why_no-take_marine_reserves_by_dr_roger_grace_-_presentation)

### **Community Focus Workshops**

Kim Collins – ASB Community Trust - Writing funding applications for the environment sector  
[http://emr.zartaj.co.nz/images/File/wananga%202010/asb\\_community\\_trust\\_funding.pdf](http://emr.zartaj.co.nz/images/File/wananga%202010/asb_community_trust_funding.pdf)

Sioux Campbell – Writing Press Releases and working with the media  
[http://emr.zartaj.co.nz/images/File/wananga%202010/writing\\_press\\_release.pdf](http://emr.zartaj.co.nz/images/File/wananga%202010/writing_press_release.pdf)

### **School Focus Workshops**

Julie Holt & Kim Jones - Key focus was ‘Yes’ Marine studies in what ever form chosen can be well linked to the expectations of the NZ Curriculum, as well as being an easy fit with the Principles of Enviroschools. Another Key to the explanation was about the value of integration, but of course that is not so easy in Secondary - still even Literacy links have to be part of action in science.

[http://emr.zartaj.co.nz/images/File/efs\\_term\\_2\\_wananaki.pdf](http://emr.zartaj.co.nz/images/File/efs_term_2_wananaki.pdf)

[http://emr.zartaj.co.nz/images/File/efs\\_planning\\_ruakaka.pdf](http://emr.zartaj.co.nz/images/File/efs_planning_ruakaka.pdf)

### **Kim Jones – Marine activities to take away**

Drains to Harbour - For students to investigate how the water quality in our rivers, harbours and oceans has deteriorated through human impacts

[http://emr.zartaj.co.nz/images//section\\_four\\_c\\_activities\\_list.pdf](http://emr.zartaj.co.nz/images//section_four_c_activities_list.pdf) see page 76

Other marine activity ideas under teacher planning

[http://www.emr.org.nz/information.php?info\\_id=34&emrsid=93428ba9ebae48898eafc2de4166699c](http://www.emr.org.nz/information.php?info_id=34&emrsid=93428ba9ebae48898eafc2de4166699c)

Teaching about classification? See our EMR classification activity

<http://emr.zartaj.co.nz/images/File/EMR%20classification%20activity.pdf>

EMR has an online quiz

<http://www.emr.org.nz/survey.php?emrsid=93428ba9ebae48898eafc2de4166699c>

### **Nicki Wakefield/Cody Frewin- Freshwater Activities to take away, including a classroom activity for urban schools**



[http://emr.zartaj.co.nz/images/File/wananga%202010/whitebait\\_run\\_game.pdf](http://emr.zartaj.co.nz/images/File/wananga%202010/whitebait_run_game.pdf)

[http://emr.zartaj.co.nz/images/File/wananga%202010/threat\\_cards\\_for\\_whitebait\\_run\\_game.pdf](http://emr.zartaj.co.nz/images/File/wananga%202010/threat_cards_for_whitebait_run_game.pdf)

## **Ben Sheeran – evaluation techniques**

Evaluation projects applicable to this kind of work. NZAEE.

Increased need to justify work that is done in the financial environment.

Need to show the link between long term social, economic, environmental & social changes. There is difference between action based outcomes and awareness based outcomes which may instill change over time.

Community based social marketing tools applied to the work.

1. Developing a baseline and test assumptions is important. EMR approaches local issues in the programme and is reinforced.

2. Document vision and objectives – hard to develop indicators without vision

3. Develop an activity plan – based around outcomes.

Recommendations – choosing an average number when scaling responses will make people choose the average. It is also important to link to demographics and your target group eg in the case of the wananga evaluation forms.

## **Conference dinner on the beach**



## **Spotlighting**

We saw eel, whitebait, inanga, shrimp and bullies! Glow stick wrist bands worked well for keeping track of participants. Glow sticks didn't work so well for looking in water as they weren't bright enough – need more expensive ones or good old torches or head lamps do the trick.

Day 3

### **Vince Kerr presentation – Future moves in community marine management**

The feeling is that NGO's are dissatisfied with the dark scene of marine management in NZ. Top level predators have huge ecological implications on rocky reefs. Within a marine reserve natural structure starts to establish with flow on ecological effects. Algal forests have disappeared, Biomass is hugely reduced. Aerial photos show large areas of devastated kelp forest. Kelp forest is valuable and diverse and like the kauri forests of the sea.

Enter Mission Blue NZ: Title needed for national marine campaign – catchphrase – a network of fully protected reserves for New Zealand – kia kaha tangata moana.

Legislative change – social change – economical change

Support local fisheries management and kaitiakitanga

Set clear goals for marine protection

Support fisheries management as opposed to opposing fisheries management

Process needs to change –

Marine Reserves Act does not set biodiversity goals or protection. Nor does it recognise kaitiakitanga, legislation needs to honor this.

Current arguments are that we do not compensate commercial fishers – see Australian versions of compensation.

Local fisheries management plans need to be developed, eg in the kaipara a full local fisheries management plan was developed and Min Fish has only adopted 1 measure from the community recommendations.

Once this campaign takes shape we will have the next elections to create a lot of attention for this topic.

Sioux – Reflection from last years proceedings – getting more political and forming a society to lobby for change. Reflecting on this shows that something has come of the wananga from the past (Aquatic Advocates)

Other suggestions were to change dates for World Wetlands Day; to be discussed today.

Using TV more, supporting local land owners in best practice, Seaweek suggestions were executed eg free music, maori radio and e forums used, online poster, and other competitions.

Working more collaboratively – internet came out in highlights but don't overdo it (its not everything)

Actions sticky notes from last year, reflected this year's outcomes.

### **Breakout sessions marine planning ideas and actions for Seaweek & freshwater topics – planning ideas and actions for World Wetlands Day**

#### **Freshwater Focus - What is Working**

##### **1. How are schools linking to communities in taking action for freshwater work?**

- **Schools being invited into trusts** – building strong community links, giving them 'real' issues, meaningful relationships with the community.
- **Any new projects need to get past the BOT** – so get support from the top from the start – bigger faster groundswell.

- **Get your project into the timetable and the curriculum** – make it long-term and open to change, ingrain it into the school philosophy, e.g. Kamo High School leading a Save our Harbour group on sewage issues year 9/10.
- **Encourage kids to take messages home without exploiting them** – e.g. getting them to do your dirty work by dobbing parents in.
- Setting the scene – **finding the right people.**
- Schools are doing good work sometimes without linking to the community and that's OK because **schools are part of the community!**
- Getting in people – **long-term commitment.**
- **ART in the landscape and schools** – Waitakere City council example.
- Schools are out there doing good things which aren't always supported by others e.g. TDC in Nelson funding removal of trees by farmers and kids downstream are planting and kayaking. **Need to communicate projects to other orgs**
- **Tell auditors of evaluation to speak the language of the kids!**
- Different things are working in different areas – and it's important to understand **that it's not a one size fits all thing.**

## 2. Freshwater Engagement

### What's working?

- **Freshwater regional hui** e.g. WBC Northland. Involve iwi/hapu, councils, community group etc. WBC have a planning template and facilitation plan for this.
- **MTSCT Wananga!**
- **Working with schools**
- **Working with young farmers clubs** – being more open minded to user groups. Idea – work with Womens Country institutes as there is power in the kitchen! (you know what we mean ☺)
- **Promoting recreation values of a stream to draw people into its conservation.** E.g Mels swimming hole. Strongest community relations in DOC – biodiversity and assets vs Community Relations at present – perhaps CR should be a part of everyone's jobs?
- **Don't think of yourself as something outside of the community** – you are part of it!
- Rangitane – longfin eel resource.
- **Going into teacher training with resources** – taking them into the field.

### What's not working?

- **Farmer education in some areas.** Need to get into small communities, reduce the threat through education – planting and fencing is often free through regional councils. Campaign the benefits of conservation e.g. Fred Litchwark. Garth Harmsworth GIS work – big picture outlook.

- **The Dairying and Clean Streams Accord!** And another group that involves forestry and beef which appears stagnant is the Primary Sector Water Partnership. How can we support them to actually get results??
- **Being paranoid about joining forces with organisations like Fonterra.** We need to get over ourselves – besides – people often have the same reaction to DOC! Often people in these organisations do want to make a change and we are better off being a part of the change rather than complaining about the status quo.
- **Effective collaboration** – there’s a huge lack of it in some areas and projects between NGOs, government departments, farmers and regional councils.
- **The ability to share results that are working well.** Need to have resource breakdowns for schools so they can put the project into the curriculum themselves. Be adaptable with your resources – prescriptive often means it won’t be used.

### 3. World Wetlands Day

- **Firstly we have a problem with the name, date and timeframe** – Why not make it NZ freshwater Week or even year – why should it be limited to one day that is not even during school term, is when most wetlands are dry and comes from overseas when this time is their winter so it makes more sense? It’s like trying to have a white Christmas in NZ in December – we need to own it and make it more local – maybe **even suggest to Fish and Game to change the date to winter** to make it more relevant to NZ – maybe August and tie it into whitebait season or mudfish or longfin eel. The titles of these days themselves often alienate people – **language can either draw people in or turn them away. E.g. ‘biodiversity strategy’ – thus it’s been forgotten about!**
- **Use the longfin eel as an icon or mascot.**
- **Why separate the wetlands from the sea?** Communicating the mountains to sea focus can be hard during one day but it can be done. Someone suggested tying it in with Seaweek – but we decided that we would be in danger of getting messages mixed up and having too many ‘days’ or ‘weeks’. Many schools and orgs are already past carrying capacity for these things and will get ‘over it’.
- **Use celebrity endorsement.**
- **High schools really need it blended into their achievement standards and this needs to be planned for well in advance.**
- **Key messages** –
  - **Focus on rural areas and young farmers clubs – engage with farmers more.**
  - **Longfin eel or mudfish focus.** Stephanie Bowman doing NZ roadtrip for longfin eels with her childrens book and art in Feb/March starting in Northland with WBC.
  - **Focus on the fact that 25 out of our 27 freshwater species are endangered!**

## MARINE SESSION

| What's working  | What's not working  |
|---|---|
| Coastcare groups  | Insufficient publicity, especially in communities who need to hear it                         |
| Harbour care groups – increasing involvement, engaging schools, monitoring their “patch”  | Politics of language, ie marine reserve or marine sanctuary/nursery – avoid alienating groups |
| Tasking a co-ordinator to drive Seaweek efforts   | Picking the wrong places for marine reserves esp if inaccessible                              |
| Having a theme for Seaweek – engages many sectors eg commercial, government agencies, community groups  | More talk than walk   |
| Finding relevant themes to reach audiences, eg kai  |   |
| LEARNZ  |   |
| Maintaining principles, eg “conserving marine environments”   |   |
| Being creative to overcome challenging environments/situations. Ideas include Mission Blue campaigns, EMR, virtual tours, national coastal hikoi (walk around NZ to visit each marine reserve – do something outrageous when you get there) |   |

### How well are communities engaging schools?

- After school activities, school holiday programmes and weekend programmes
- Coast Care projects/programmes (effective with a co-ordinator)
- Events, eg coastal planting days, some Seaweek activities

It was felt more could be done in this area generally, with participants discussing what was needed to support this engagement:

- Motivation and inspiration
- Start planning early (eg for Seaweek but for school involvement generally) – much earlier than you might think necessary!
- Establish within the ethos of the individual school for the long term
- Consistency and follow up
- Regular programmes more effective
- Don't look at schools as slave labour – needs benefit both ways
- Could source knowledgeable or expert people such as retirees or volunteers for schools requesting talks on conservation topics. Maybe approach Greypower to provide funding for an environment co-ordinator?

### NZAEE Seaweek 2011 ideas

*Theme: The culture, history and traditions of the sea – back to the future!*

Top five activities (group choice) are listed first.

- National (naked) hikoi (see earlier notes)

- Focus on whaling – photographic exhibition/stories/Project Jonah/change from hunting to conservation
- Seaweek cookbook – historic/traditional recipes moving to future recipes (eg jellyfish burgers). Include kids’ (and adults?) artwork
- Seaweek roadshow – make a person available for interviews, collaborate with community groups to organize venues, donations etc and make message delivery more effective, have a speaker/presenter organized by co-ordinator, Radio Live chats, movies, interactive presentations with equipment, dress up; drama.
- Timeline showing what are we leaving for the next generation? Back to the future bundle of resources available for people to use (Vince); Library of resources available under Seaweek website (links and resources) and Marine NZ;
- Fashion show using resources from the sea
- Paper mache fish competition
- Beach clean-ups
- Petition: Do you want more marine reserves?
- End of the Line showings
- Project Crimson link?
- Oral history events – bringing people together/tangible records
- Develop material showing changes/trends on how people use the sea – recreation, trading, freight and transport, community development, settlements, food, lessons
- Shark fishing industry history (book “Hooked” by Jenny Halorth)
- Fishing comparing generation to generation – photos, stories
- Images exhibition, eg Roger Grace, Ngati Wai (whale stranding images, Buck)
- Collaboration with local marae – resource management, legends and stories
- Community Guided Snorkel Days

**Breakout into 5 groups – quick fix on how we can best work collaboratively.**

- 1: Rural vs urban – find those people that have limited resources
- 2: Identify key people, groups and resources – you may perceive people are on the other side of the fence, bring those people on and identify those resources
- 3: Relationships – through networks and interpersonal relationships. If you went through formal avenues you may not strike relationships
- 4: Be realistic that the larger vision may be different – know where your mutual benefits lie and
- 5: Six step process to collaboration: creative approaches with people – express goals when starting a relationship. You must have goal and visions before going into a partnership, don’t come in and rob other people’s work, celebrate
- 6: Fun! How do we get your attention – your efforts must include fun! Don’t take yourself so seriously cause none else does.

**How do we work more collaboratively?**

**Group One**

- Utilising people who are known or respected.
- Coordinator/Coordination

- Finding an effective contact within the agency/group.
- Communication – let people know who you are and what you want to achieve, be proactive, use key people to recommend to others – name dropping.
- Key Relationships “Interpersonal Marketing” i.e. friends. Common values. Common goals.
- Utilising network forums to find out who’s out there e.g. marinenz.org, seaweek, wananga, NZAEE

### **Group Two – the six steps to effective collaboration**

- Have clear goals and visions – do your best to collaborate but don’t get stressed if you can’t get to everything – form a good team and good networks.
- Do your homework – find out what’s already happening and form partnerships! Don’t try to reinvent the wheel.
- Long-term planning – embrace the fact that things take time and stay committed. Form exit strategies so that if one key person leaves there is someone else to take over and the whole thing doesn’t fall over.
- Form effective partnerships – network, don’t exclude people, make compromises, open door policy, courtesy for other user groups, go to the people on the ground, face to face communication, media coverage, profile your sponsors, have MOU’s drawn up to outline partnership roles clearly.
- Be creative and approach people – express your goals. Theatre shows – arts e.g. project twin streams. Involve other sectors – don’t just preach to the converted.
- Celebrate collaboration! Acknowledge partnerships and achievements and ingrain celebration into the culture of the partnership.

### **Group Three**

- Key people.
- Thinking outside the square – organisations.
- Face to face or phone calls – not emails.
- Listening (vs passionate) – what do they need/want/interested in
- Find common goals - MOU’s (1 page)
- Giving up your ‘ownership’ for the greater good.
- Flexibility, respecting boundaries but not necessarily sticking within them e.g. DOC Area office boundaries.
- Being open to challenges – yours and theirs – picking your battles when it’s important.
- Patience
- Sticking with the big picture
- ACTION (less talk) – most important, easiest (to create momentum), hands on (with context)
- Be resourceful, creative; don’t be afraid to ask for resources/funds/time. Have a focus on what you want e.g. fundraising – for what?
- Keep it light and fun – not like work. Have rewards, take check, little steps. Take the time PLANNING.

- Reward – social, not necessarily related.
- Wider audience – bring a friend days, family days; hook in with other community events – less isolating, look like you're part of community/being visible. Sit within the community e.g. teacher but also rugby, fire, BOT – good networking. Selective/targeted e.g. Christchurch and lower decile schools with less resources.

#### **Group Four**

- Pooling resources
- Contact information
- ID key groups/people/resources.
- Shared goals that are achievable – even if it is small.
- Tailor approach for specific collaborators/audience, moderate, do your homework, ID benefits for all groups.
- Have a willingness to compromise or be flexible.
- Networking
- Share successful methods – keep in contact.
- No hidden agendas.

#### **Group Five**

- Desire and need drives collaboration
- Iwi – identify who, relationship based, send most senior person.
- Face to face – “cups of tea”
- Develop a genuine understanding of the person/group, aims, activities etc.
- National activities – inspirational
- Schools/polytechs/Unis (teacher trainee) resources for modules, teacher advocates need support.
- Challenge – Information into knowledge – how to break through – must be fun, short and sweet, face to face still the BEST.
- Each other – Resource, games, pool sharing. Wananga alumni, online blog, social media facebook group. Bio, interest and focus central DB (pic from wananga).
- Agencies – identify mover and shakers (share who), Interagency – think outside the square – who is impacted?
- Communities – Outcome focused interactions, clubs e.g. scouts etc. Provide activities. Talking and being involved with other linked e.g. coastguard. Fun!! – Tie to activities – movies, drink/nibbles.

#### **Group Six**

- Integrity
- Inclusive opportunities to form collaborations...or improve them.
- More than networking.
- Food!
- Understanding orgs/groups/make up/structure/limitations.
- Clear roles

- Organise the TIME to collaborate
- Acknowledgement – celebration.
- Early contact/interventions so all are involved from the outset.
- What mutual benefits are – joint goals, even if part of different larger visions – focus on achievable ‘real’ actions.
- True sharing of workload.

Sticky notes with names on what you are committing to in the next year!

### **Planned Actions**

B. Cullen - Advocate – plants for the land, plants for the water (fresh), plants for the sea. Teach/Advocate/Educate – heritage & culture and how we can work together, also important issues around natural resource use, development & protection. Teach/educate 12 month food cycle for insects, birds, fish, and people. Grow more (propagate) native trees.

R. Grace – help with Northland road show promoting marine conservation. run a successful Whangateau Fun Day on 22 January 2011, glass bottom boat, EMR snorkeling, intertidal ramble, live display of harbour life. Help establish long term monitoring of Tuatua at Mimiwhangata as part of curriculum at Northtec.

Julie – talk and engage with non environmental groups for the fish forever and 10% MR campaign. Promote EMR community snorkeling day at the new Tawharanui Marine Reserve in Seaweeek 2011.

Danelle- create a successful example for outreach with the community by scientists within the university

LC – Snorkel in Kapiti and Taputeranga MR’s . Clarify future work with Kapiti Marine Reserve Committee with new management. Increase involvement with Dive clubs, operators & iwi with marine awareness & marine reserve.

K.J – Use my new business as a way of advocating for marine conservation. Be a sponge – continue to seek knowledge about the marine and freshwater environments. Try to Collaborate with farmers when delivering Whitebait connection programme. Write letter to Fish & Game suggesting we change World Wetlands Day to NZ Freshwater Week at start of whitebait season.

Barbara – come up with ways to promote our marine reserve. Hook the reserve with a local event. Check current web links and info. Work with EMR and our schools. Snorkel Gemstone Bay (MR)

Trudi Ngawhare – working with local council on a streamside project looking at schools& businesses to adopt an area of stream for local buy in & ownership. Seaweeek planning starts now – work with EMR/WBC coordinator in Gisborne and local camp ground owner to initiate “Seaweeek Festival” which involves inviting community groups, business, government departments, local tertiary etc to run activities and competition around marine education and market day. Community Snorkel Day included as part of the activities. Term 1V looking at marine, and then invite those schools festival. Lots of ideas – very exciting

Sophie – research ways to be more enviro friendly for farmers (also palm kernel alternative0 without too much effort on their behalf. Secure funds for EMR Auckland end of 2011/beginning 2012 to ensure world domination of EMR and marine enthusiasm in Auckland “city kids”. Try to be involved in Seaweeek in some way in Auckland

Andy – To continue supporting students against sewerage and environmental committee. Get the department at school to incorporate marine reserves etc and inquiry based education as integral part of curriculum

S.J - Work with Ben running EMR with Schools near the Pollen Island MR for the first time in 2011. Run the MAD Marine camp 2011 (as opposed to helping to run it last 2 years)

Julian – become more political, strengthen relationships with existing partners, and increase EMR exposure to 10 schools

Julie – help build a groundswell of outrage at the current situation and desire for change now . Get involved in the national Mission Blue 10% project. Continue the [www.fishforever.org](http://www.fishforever.org) campaign. Read and learn more about NZ marine & international marine ecology

Ben Upin – Make more time to volunteer. Find a way to share my passion for the environment through education

Sue H – Perfect the workable concept of online interactive coastal education programme for schools and communities. Continue to build my personal relationship with the coast.

Katrina – to get Northtec students actively involved in marine conservation in Northland, such as monitoring – baseline or continued data, seaweek, students taking conservation message and spreading the word. To become actively involved in marine research in Northland – to aid conservation To constantly and continuously spread the word (educate) the public or who ever will listen the need for more marine reserves and be a part of Seaweek – actively!

M.O – Start WBC in Southland

Nicki Wakefield – create more opportunities for engagement in my local community

Pat Swanson – as part of my EMR class programme SEAWEEK will become a focus in 2011. Term 1 2011 my class at St Pius X School in New Plymouth will be EXPERIENCING MARINE RESERVES!

A first for Taranaki!

Sioux – Continue to support the MTS Trust s work as a trustee. Pursue new sponsors for seaweek . Write 2 articles for Dive NZ about marine conservation efforts.

Samara Nicholas – organize and promote National Marine & Freshwater Wananga for 2011

Janelle Rice – Educate the young so our future leaders will be more aware creating a brighter future for our waters both marine & fresh. Make Gisborne people more proud of their local marine reserve “Te Tapuwae O Rongokako” Sense of Kaitiakitanga for all Gissy people. Try my absolute best to bring marine & freshwater conservation more understanding with the younger community

Steve Beck – Engage local community with local marine reserve

Lewis – to check if the food I eat is court safely and nicely. Help by telling lots of people at school

L.P – Discover and explore our school catchment. Snorkel Goat Island with a school group (and EMR). Promote Seaweek in School; invite community groups to share marine info. Riparian management in the Whangapoua Estuary

Mel McColgan – Focus efforts to raise awareness with (and inspire action) community groups such as rotary and young farmers (as going good with schools already). Focus more on importance of wetlands, raise awareness, and inspire action, link schools to restoration projects. Try to schedule presentations at school assemblies to reach wider audience.

HJL- help supervise school groups at Passage Island Marine Reserve (Reotahi ) Nov 2010. Help Roger Grace collect transect info from diving observation. Contribute to EMR every month.

B.S – Secure funding to deliver EMR to 4 schools in 2011. Develop road show template

Laura – Encourage more Coastcare groups to involve their local schools in dune/beach care projects. Make submissions e.g. to Min Fish to support proposed temporary bans on take. Find ways of making the Coastcare face book page more interactive. Find/create some fun activities/games to engage people to learn. Keep learning and sharing knowledge about the marine environment. Go snorkeling in our marine reserve and encourage others to too.

Cody – mentor a child in the community, help their education, sponsorship, junior ranger (next year goal would be to have a group). Become involved with community groups. Undertake more fieldtrips with children, freshwater & marine

Ting- Persuade family to eat less fish/fish awareness, volunteer at more conservation programme i.e. tree planting, beach clean up and involve family (talk at local Chinese community). Further study, maybe marine studies; find out what kind of research needs to be done. Improve own knowledge of marine conservation

Vince – commit to Nat Marine campaign, establish network. Link national marine campaign with Seaweek regionally & nationally

BW – build web page for Goat Island reserve for school based programmes. Use organizations to raise awareness of marine environments within my classroom, then the whole school.

Anna – keep the fish alive

I am going to join the Mission Blue NZ Campaign .Organise a greywater recycling system at my marae to water the gardens and watercress

Lunch time presentation

Laura Shaft – Coastcare Northland <http://www.nrc.govt.nz/coastcare>

Lunch time screening

Fatcat & Fishface – Played animated music video 'The Wreck of the Diddley' and song 'Selfish Shellfish'.Some discussion around possibility of funding availability from DOC to support TV production of Selfish Shellfish for Seaweek 2011. The Fatcat & Fishface music popular with 5 – 12 year olds and plays on TVNZ and TV 3. Consensus from a few involved in conversation was that could be great with some conservation messages in there. Perhaps one way could be to have a pre screening clip about looking after the ocean – before launching into the catchy Selfish Shellfish song. View songs online [http://www.fatcatfishface.com/Video\\_page.htm](http://www.fatcatfishface.com/Video_page.htm) Send feedback and ideas to [samara@emr.org.nz](mailto:samara@emr.org.nz) to pass on to Fatcat & Fishface and DOC.

## Field Trips -

**Experiencing Marine Reserves** with Samara Nicholas - Snorkel an unprotected local reef. Learn more about taking groups snorkeling.

**Additional** Professional development option was to gain snorkel unit standards – 4383 – Snorkel Dive with Safety and 8296 - Instruct clients in Snorkel Diving (7 credits total).

EMR Snorkel Brief [http://emr.zartaj.co.nz/images/File/wananga%202010/snorkel\\_briefing.pdf](http://emr.zartaj.co.nz/images/File/wananga%202010/snorkel_briefing.pdf)

EMR Snorkel Guildlines [http://emr.zartaj.co.nz/images/File/wananga%202010/snorkel\\_briefing.pdf](http://emr.zartaj.co.nz/images/File/wananga%202010/snorkel_briefing.pdf)

We snorkeled local Mangaiti Bay, we had a location change due to wind conditions. After a long and detailed snorkel brief, we headed out in groups of 4, with a more experienced snorkeler leading each group, running through the skills required for the snorkel course. Kina would have been the most abundant organism with many kina barren areas. Some small crayfish were found.



**Mangrove Discovery/Estuary investigation** with Kim Jones, Roger Grace and Laura Shaft. Visited the Whananaki Estuary. Learnt estuary monitoring techniques and heard about the life in the estuary and the environmental problems they are facing. Heard about what the community has been doing about it. Learnt about MTSCT's Mangrove Discovery programme and how we are tackling the controversial mangrove topic in the Whangarei district. See Kims fieldtrip notes [http://emr.zartaj.co.nz/images/File/mangrove\\_field\\_trip.pdf](http://emr.zartaj.co.nz/images/File/mangrove_field_trip.pdf)

**Whitebait Connection** with Nicki Wakefield

Learnt about how WBC engages the community in freshwater conservation and restoration through two fantastic environmental education initiatives – the Drains to Harbour stormwater education programme, and the WBC catchment restoration programme. Visited the interesting Te Wairahi Stream in Whananaki and discussed WBC instream engagement, including demonstration of equipment use and techniques to monitor waterways with schools and community groups.

[http://emr.zartaj.co.nz/images/File/wananga%202010/wbc\\_strea\\_%20investigation\\_checklist.pdf](http://emr.zartaj.co.nz/images/File/wananga%202010/wbc_strea_%20investigation_checklist.pdf)

[http://emr.zartaj.co.nz/images/File/wananga%202010/monitoring\\_techniques\\_stream\\_prep\\_session.pdf](http://emr.zartaj.co.nz/images/File/wananga%202010/monitoring_techniques_stream_prep_session.pdf)

Short presentation

Shane Nicholas and Buc Cullen presented the achievements of the He Kakano community nursery and school programme

Below is the plant game

[http://emr.zartaj.co.nz/images/File/wananga%202010/plant\\_game\\_cards.pdf](http://emr.zartaj.co.nz/images/File/wananga%202010/plant_game_cards.pdf)

[http://www.zartaj.co.nz/development/edu\\_zone/whitebaitconnection.co.nz/information.php?info\\_id=120](http://www.zartaj.co.nz/development/edu_zone/whitebaitconnection.co.nz/information.php?info_id=120)

Paul Buisson (DOC) – recent research at the Poor Knights [http://emr.zartaj.co.nz/images/File/wananga%202010/paul\\_wananga\\_presentation.pdf](http://emr.zartaj.co.nz/images/File/wananga%202010/paul_wananga_presentation.pdf)

Film Launch - **Water Whisperers/Tangaroa** (Directed by Kathleen Gallagher)

Filmed in stunning locations around New Zealand, 10 communities facing serious water issues, come up with amazingly simple solutions to clean up the waters and bring back their fish. Watch the trailer:

[http://www.wickcandle.co.nz/water\\_whisperers\\_tangaroa.html](http://www.wickcandle.co.nz/water_whisperers_tangaroa.html)

## Day 4

### Poroporoake comments

Jiggs: My greatest desire is for the community to come to this hui and listen. This house became a marae in the 50's

Samara: Thanks to Jiggs for his hospitality and for being accommodating, willing and welcome for hosting the very important discussions that have been had here.

Thanks to the cooks, thanks to the trustees.

Julie Kidman: thanks for the hospitality on the marae, kids and I have had an awesome. This is absolutely inspirational and all the energy will be carried forward.

Roger: 1970 that Bill Ballantine first suggested marine protection at Mimiwhangata, 40 years have gone by and the coast is in a very sorry state, hopefully in less than 40 years there will be protection;

Barbara: I appreciated the cultural experience

David: Inclusiveness and feeling of tangata whenua and ngati pakeha thanks. Thanks for recharging my batteries and inspiring me to continue

Cody: I used to come here and camp a lot, so it is very special to come home kia kaha to us all for the work ahead.

Jullian: I come to these events with a level of scepticism and the food, discussion, organization and chance to sit and think about what is going on has replaced that scepticism with a new level of appreciation for the work ahead, I feel refreshed and ready to take on the world.

Mark: The mana of this marae makes me feel like I have been to a marine reserve. This place has been a reserve, and you are all the fishes. I have enjoyed learning from you all and participating.

Lisa: thank all that have made this happen from the logistical point of view, the things that have been taken care of the small things, thanks for taking care of this for us so we could be open to be inspired

Hilton: I have spent a lot of my life discussing the problems in our marine environment, our whole lives without doing anything. I realize Samara has done something and really made a difference.

Trudi: This is big mahi to organize a 3 day event. When it comes to engagement food is one of the most important things. I feel I have the support crew now

Rachel: it has been a pleasure cooking for you – it has been awesome to support you and the work you do.

Martha: I hope you enjoyed your sleep. I'm not the boss in here. It is so nice to have you here. If I was in Whangaruru I would have got my people to come along, this is the korero we need to hear. It is so good to come back from a life in Auckland.

Jiggs: it is very good to hear you people talk. Every part of your body tells a story. United we stand. Divided we fall. It took 3 years for me to sit down and listen. Now I am fully on board. This meeting here is one that the community should be here. Especially the people from this tupuna whare. It's not about the marae, it is about the community. Hone put forward an awesome proposition. I have been beaten from my head to toe. But I can take the beatings so I will do this for our people. Te reo has been learnt late in my life, it is beautiful for us to hear. We sit in Mimiwhangata and now these conversations will go further.

Travel to Tutukaka - Depart for Poor Knights on Perfect Day with Dive! Tutukaka [www.diving.co.nz](http://www.diving.co.nz)



Buc & Mark in Blue Maomao Arch



Ben helps Anna gear up!



Team A - Lucy, Pat, Cody & Bubs (our awesome young cook)



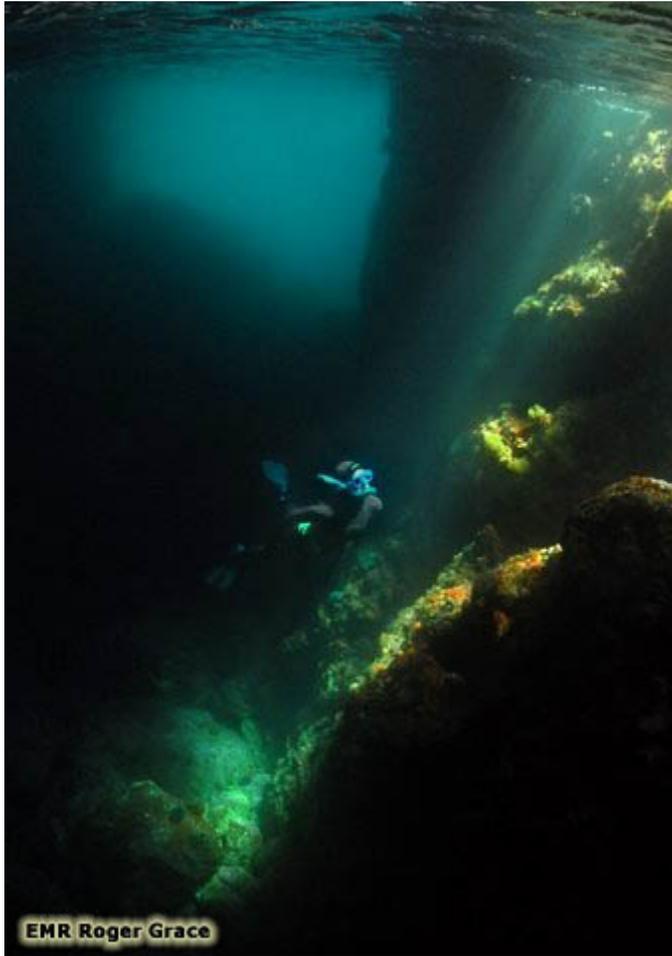
**EMR Kim Jones**  
View from below - Ben, Anna & Julie



Baxter found two different types of nudibranch – this one is *Tambja verconis*



Pat and a banded wrasse



Nicki in Blue Maomao Arch



Kim's conference goal was to get Mark Oster excited about mangroves and HUG a mangrove tree – well done – goal achieved.



National Marine & Freshwater Education Wananga/Conference 2010

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*Note: WE have done our best to keep a good record of the proceedings, however if there are any corrections you wish to make, we can publish these corrections on the EMR website. Apologies for any typos etc*

