

**I HAVE
A DREAM**

Charitable Trust New Zealand

**Inspiring dreams.
Enabling futures.**

Pathway to 2050



2025 Annual Report / Te Pūrongo o te tau

I Have a Dream *inspires dreams*
and enables *bright futures*.

Our vision is that tamariki and
rangatahi reach their full potential,
find pathways to successful *futures*
and realise their *dreams*.



Ngā Kaupapa Kōrero

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I like everything about I Have a Dream. We are doing transition at Tikipunga High this term. We've done a Scavenger Hunt with Whaea Rose and Whaea Lucia, they help us feel confident when we start.

CARTER - YEAR 6 DREAMER





He Whakataki

Foreword

2025 was a defining year for our organisation. The year we shifted from vision to action and began the next stage of our long-term plan to grow a network of community-led programmes supporting 50,000 Dreamers across Aotearoa by 2050.

To prepare for this expansion to serve more communities and carry our kaupapa (purpose, programme) forward with integrity and purpose, we strengthened our organisational structure and refined key roles to support sustainable, long-term growth.

In 2026, I Have a Dream's Whangārei operation will celebrate ten years, with Dreamers first welcomed to four partner schools in Term one of 2016. This milestone arrives at a time when the need for sustained, multi-layered support for young people is more evident than ever. Recent Statistics New Zealand data shows that one in seven children are living in material hardship, the equivalent of four students in every classroom.

This reality reinforces the importance of the I Have a Dream model and our mission to empower tamariki (children) and rangatahi (youth) to overcome barriers and connect with meaningful opportunities through long-term support in partnership with whānau, kura and community. Over the past decade, we have demonstrated our ability to anticipate challenges early, activate the right supports at the right time and prevent crises before they escalate.

As we look ahead, our direction is clear. We will continue to champion equitable access to education and opportunity, strengthen the partnerships that underpin our work and pursue expansion into more communities across Aotearoa. The need is significant, but so is the momentum. With the dedication of our team and volunteers, the belief of our supporters and the growing confidence of our Dreamers, we are optimistic about the path forward.

We see ourselves not as recipients of donations but as a steward of your investment in our tamariki, rangatahi and shared future. The ongoing support of donors and partners enables us to walk alongside young people, helping them dream big and thrive. Without this support, our work would not be possible.

*Thank you for standing with us.
Together, we are building brighter
futures, one Dreamer, one whānau
and one community at a time.*

Shane Gorst

CEO

Scott Gilmour

Chairman & Founder



Scan QR code to read more and watch origin and inspiration video with Scott and Shane.

Key 2025 Highlights

- Khinhtay-yee Matete stepped into the Navigator Manager role, bringing strong relational leadership and deep commitment to supporting ngā Kaiarataki (Navigators), whānau, and Dreamers.
- Moana Matautia-Tepania moved to a national leadership role as General Manager Operations, leading strategy, programme development, and support for emerging regions.
- Lisa Carrington joined the team as Fundraising Manager, expanding national reach and strengthening relationships to support long-term, sustainable growth across Aotearoa.
- I Have a Dream's partnership with Tikipunga High School deepened with plans set in place for three pilot programmes in 2026; co-funded Kaimahi Whānau (family support and attendance) role, Pathways Programme pilot and a new impact measurement data project that will be expanded across all partner schools.
- The Dream Team welcomed colleagues from I Have a Dream Boulder County, reconnecting kanohi ki te kanohi (face to face) and reaffirming our place in the international philosophy of I Have a Dream and a global movement.
- We hosted two successful Visitor Open Days, giving supporters a firsthand look at how our team works within partner kura.
- Relationships and foundations solidified for expansion into new communities in 2026.



Senior Leadership Team (L-R)
Lisa Carrington - National Funding Manager
Lesley McCardle - Finance Manager
Shane Gorst - CEO
Catherine Baker - Brand & Insights Lead
Moana Motautia-Tepania - General Manager

Ngā Raraunga o I Have a Dream

I Have a Dream Data Snapshot

2025 Dreamers

1,107 Dreamers
(Whangārei)

107 Dreamers
(Upper Hutt)

1,214 Total
Dreamers



2,668+

Dreamers supported since 2003

Mt Roskill 2003 (53 Dreamers)

Whangārei 2016–2026 (2,508 Dreamers)

Upper Hutt (107 Dreamers)

Navigators

20 Whangārei
Navigators

3 Upper Hutt
Navigators

35 Structured
Programmes

14,515

**Navigator
facetime
contact hours
with Dreamers**
(Whangārei)

7,665

**Navigator
in classroom
hours**
(Whangārei)

90%

**of students in partner
schools enrolled in
I Have a Dream**

90%

**Dreamers attending
structured
programmes**

708

Whānau

95

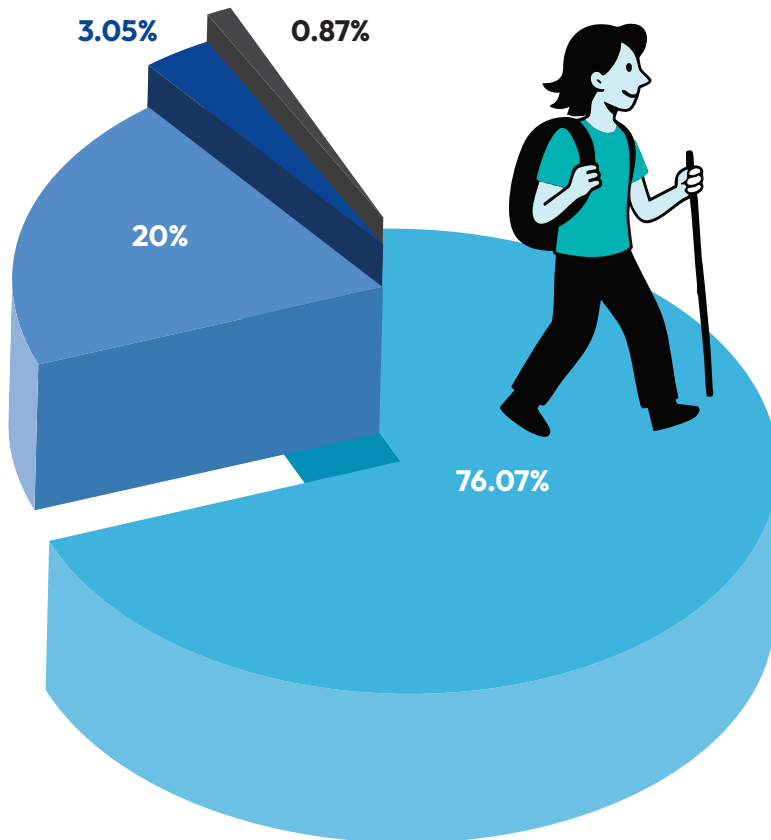
Volunteers



21,895

**kms travelled
for activities
in 2025**

Breakdown of Expenditure



\$1,920,568

Employee related costs

\$505,006

Other expenses related to service delivery

\$77,007

Expenses related to fundraising

\$22,030

Other expenses

72.19%

of all costs directly attributable to programming or 72c per dollar goes directly to Dreamers

\$2,524,611

Total expenditure

The generosity of our donors has allowed I Have a Dream to direct over \$2.5M towards inspiring dreams and enabling futures in 2025.



Tikipunga High School Principal Emma Leyland
I Have a Dream and Tikipunga High School Kaimahi Whānau - Dave Taylor
I Have a Dream General Manager Moana Matautia-Tepania

The most powerful learning environments are those where young people feel known, valued, heard and supported.

MOANA MATAUTIA-TEPANIA

Kanohi ki Te Kanohi Kia Whai Oranga

A Unified Approach to Support and Outcomes

I Have a Dream and Tikipunga High School have established a co-funded Kaimahi Whānau role to improve attendance and strengthen outcomes for ākonga (students). The role leverages social work expertise to re-engage ākonga with low attendance by first connecting with and supporting their whānau.

Clinician Dave Taylor, who has been appointed in the role was drawn to the shared values of I Have a Dream and Tikipunga High School, particularly their commitment to empowering students and grounding practice in tikanga (system of values and protocols).

Dave's initial focus will be to work with ākonga to raise their attendance by reconnecting them back in to school. By representing both Tikipunga High School and I Have a Dream, more doors will be opened for Dave to reach both ākonga, and their whānau.

Over the long term, the intention of the role will be to reach whānau and ākonga early, before challenges begin to significantly affect attendance and education.

As Kaimahi Whānau, Dave will support whānau over the long term, and advocate for timely access to any additional services they may need. His approach is to meet kanohi ki te kanohi (face to face) wherever possible to build whanaungatanga and trust. Dave centres his practice on Whai Oranga (active pursuit of wellness) creating a safe and respectful space where whānau define what wellbeing means for them.

"I strive to provide a holistic approach that is appropriate and supportive, and that meets the needs of the ākonga and their whānau. The shared values of the partnership between I Have a Dream and Tikipunga High School align deeply with my own."

"I place a strong focus on their education, attendance and on fostering independence, wellbeing, and resilience, so ākonga can get the best from their school experience." said Dave.

During these conversations, Dave listens for 'gold nuggets' that reveal what matters most to whānau and then helps guide the most beneficial support and pathways forward. He explained that this often takes several visits to fully understand unique needs.

With consent, Dave can make direct referrals or provide contacts for government and other mana-enhancing agencies.

"Supporting whānau starts with knowing my community and building trusting relationships with partners who can help intervene early," says Dave.

This new role spanning education, youth work and social work and two organisations is another conduit that will continue to strengthen the partnership between I Have a Dream and Tikipunga High School. Dave is mindful of tailoring his practice to meet each organisation's definition of success and uphold the spirit of partnership and collaboration.

"The key, I believe, is ensuring communication and processes are always clear and transparent, and always keeping the students and their whānau at the forefront of what we are doing and why."

I place a strong focus on students' education, attendance, and on fostering independence, wellbeing, and resilience, so ākonga can get the best from their school experience.

DAVE TAYLOR



School retention is key to education attainment, and Year 11 is crucial. We know that if we can keep students at school until the end of Year 11, they are then likely to go right through and complete Year 13.

EMMA LEYLAND

I Have a Dream Navigators at Tikipunga High School work collaboratively across year levels and in close partnership with teachers and school staff to help keep student attendance, retention and attainment levels up.

Year 12 Navigator Te Aranga Hopa, and Year 10 Navigator Rose Welsh with Tikipunga High School Dreamers Tearii Kupa-Wichman, and Te Koha Williams-Burling.



Te Oati – He Tupu He Oranga

Big Dreams Take Time

As we head towards the ten year milestone for I Have a Dream Whangārei, and 25 year anniversary of the 2003 Mt Roskill pilot programme, we have been reconnecting with some of our earliest Dreamers and their mentors. The initial pilot had 53 Dreamers and one Navigator, Ant Backhouse who would go on to become the first CEO of I Have a Dream when the programme launched in Whangārei in 2016. Dreamers were supported by Ant, alongside a team of devoted mentors, and New Zealand Founder Scott Gilmour.

Bringing I Have a Dream to Aotearoa was a long held dream for Scott, having first discovered the programme while living in Portland, Oregon in 1991. The vision and philosophy of I Have a Dream struck Scott so deeply that he never forgot about it and, with the blessing of the US Foundation, Scott would go on to start a pilot twelve years later in New Zealand in 2003.

A big history and a bright future 1963 – timeline to 2025



1963

Dr Martin Luther King Jr delivers his historic “I Have a Dream” speech at the March on Washington, later inspiring Eugene M. Lang’s vision.



1981

Eugene M. Lang founded the US-based I Have A Dream Foundation with 61 Dreamers

1981 to present

The US Foundation has since supported more than 20,000 young people across over 200 programmes in the United States.

1991

Scott Gilmour initially learns about **I Have a Dream** while living in the US.



Scott Gilmour with Mt Roskill pilot Dreamers

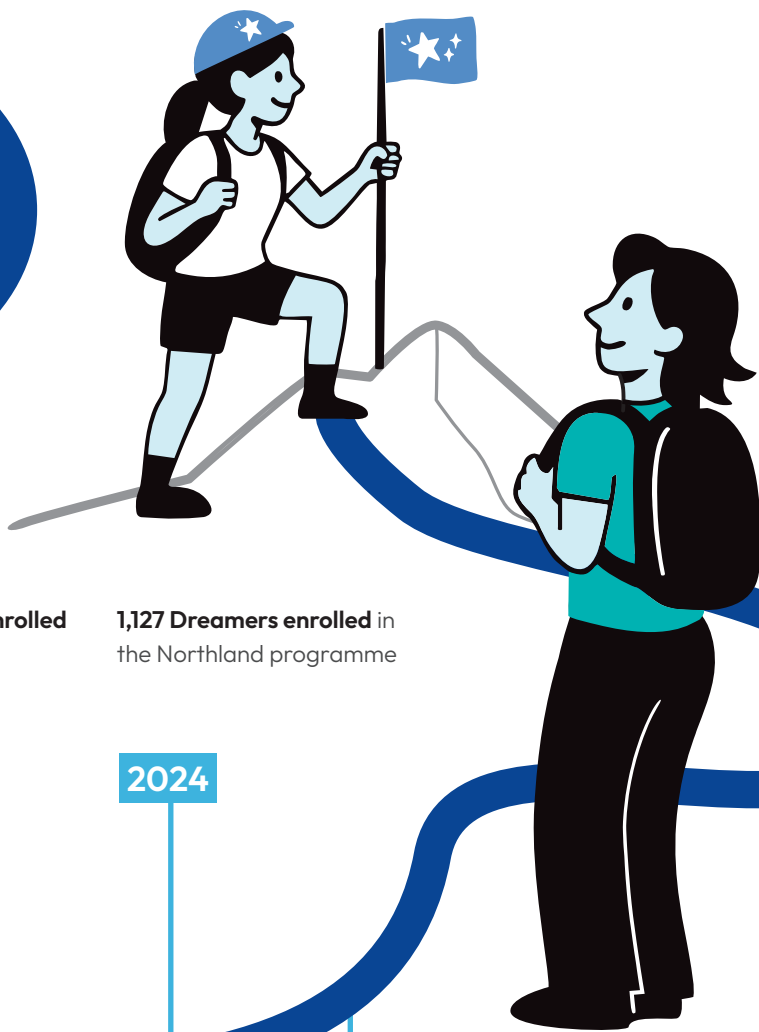
2003

I Have A Dream pilot launched in Aotearoa with 53 children at Wesley Primary School in Mt Roskill, Auckland.



I love I Have a Dream because Whaea Bailey always hangs out with me and makes me feel really special.

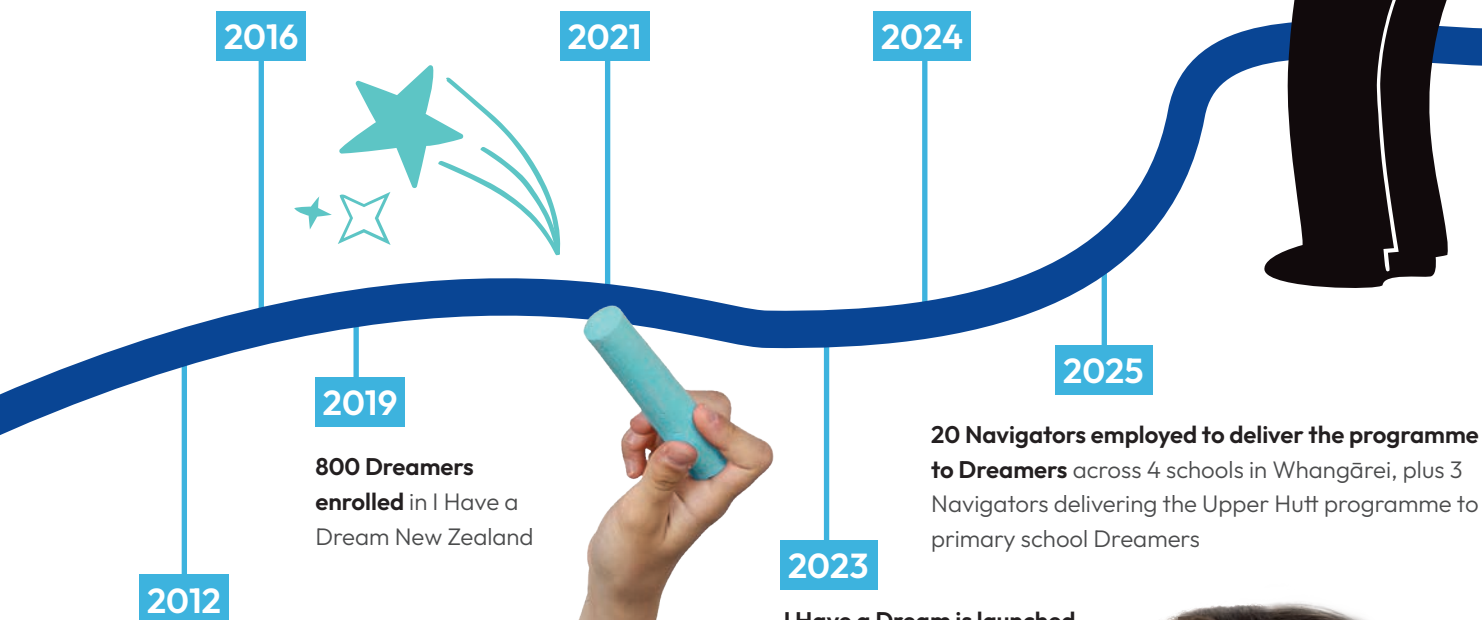
KARENZ - YEAR 5 DREAMER



Full launch of I Have A Dream in the communities of Tikipunga and Otangarei, Whangārei

1003 Dreamers enrolled in I Have a Dream New Zealand

1,127 Dreamers enrolled in the Northland programme



He Herenga Mauroa

An Enduring Connection

The 2003 I Have a Dream Mt Roskill pilot established long-standing mentor and mentee relationships that proved life changing for everyone involved. We caught up with Martin Knoche and his Dreamer mentee Tali Lekasa on their unique bond that endures to this day.

What first inspired you to become a mentor?

We don't have kids ourselves, and I always wanted to help young talent. I started volunteering with the after school programmes which really helped me get to know the Dreamers and how to best work with them. When I was matched with my mentee Tali, my wife and I met his family at a Dreamers trip to Wenderholm. I was probably more nervous than he was. Now Tali's eldest son is almost the same age as Tali was when we first met him.

Did anything surprise you about mentoring once you started?

Working with multicultural Dreamers, I learned a lot about exciting Pacific cultures from the Dreamers, their families, and other mentors. Being exposed to very different cultures helped my mentee and I appreciate each other's backgrounds more. For me, a good mentor-mentee relationship is largely about trust and consistency. You have to work through challenges together and persevere. Some Dreamers had never been to downtown Auckland. Doing regular trips to get them out of their comfort zone and into nature was a game changer, not just for Dreamers, but also for mentors. We learned that what may be 'normal' to us through our mentees' eyes is not normal for everyone. Mentoring is a wonderful experience that helped me grow as a human.

How has your relationship with Tali evolved as he grew from a child to a young adult?

A real connection developed over time. We didn't rush anything. First, we built trust by spending time together. Then we worked on school-related tasks to prepare for exams, helping Tali gain work experience and explore potential roles. This helped him work out what he really wanted to do. The mentorship included not only Tali but his extended family. Tali and I stayed in contact through many of his milestones. I was invited to his 21st, his wedding and farewell when they moved to Australia. One of my greatest honours was Tali naming his first son Tiuai Martin. We still keep in touch and talk a few times a year as good friends.



Mentoring is a wonderful experience that helped me grow as a human.

MARTIN KNOCHE - I HAVE A DREAM
MT ROSKILL PILOT MENTOR



Mentor Martin Knoche
with mentee Tali Lekasa



Tali named his son Tiuai Martin in
honour of his mentor

How would you describe the role I Have a Dream has played in your life?

It helped me through my educational year. The extra support I received after and during school gave me a chance to build a better future for my family and me.

The programme was designed to meet our own learning requirements, our mentors worked hard and made sure that we didn't fall behind. It was like a big family, we went on trips and had experiences that helped build our confidence and character. I was given an opportunity that opened many doors for me.

Can you explain the importance of your relationship with your mentor?

I first met Martin when I was 8 or 9 years old. He held me accountable for my education and personal growth by supporting and guiding me. My dream was to be a builder so he gave me opportunities to work alongside his friends in the building industry. It has been a few years since I finished school but I still keep in close contact with him.

What's something Martin said or did that has stayed with you?

"My door is always open." Martin and Barbara (his wife) have become close family, he usually visits my family and I make sure to visit him as well. Martin has always been like a father figure in my life, he's been there through each and every milestone that I have achieved.

What are you doing now?

In New Zealand, I was a metal roofer for a couple of years where I completed my ticket. I have now moved to Sydney with my family, where I am a sole trader subcontracting to a garage company, installing and servicing garage doors. My son's middle name is Martin (named after my mentor), he is full of life, so hopefully when he grows up, he can do amazing things with his name.

To read the full interview, visit our website.



My son's middle name is Martin (named after my mentor), he is full of life, so hopefully when he grows up, he can do amazing things with his name.

TALI LEKASA - I HAVE A DREAM MT ROSKILL PILOT DREAMER



Te Rapuara Whai Mātauranga Pathways Programme Launch

In Term 2 of 2025, Tikipunga High School teachers and Navigators began exploring how to better support students as they considered their next steps beyond school. From this kōrero (conversation), the Pathways Programme concept was developed and shared with inaugural ākonga and whānau in late 2025, marking an important step in our shared commitment to strengthening futures for young people in the Tikipunga community.

The Pathways Programme provides targeted support through enhanced Navigator guidance, community-based mentoring and flexible scholarships. It is designed to help Dreamers pursue vocational training, tertiary study or meaningful employment. Beginning the programme in Year 12 helps promote retention, and ensures tailored support of Dreamer's goals and stage of readiness.

To ensure the programme reflects the aspirations of Dreamers and their whānau, 2026 will operate as a pilot year. Activities and opportunities will continue to be shaped collaboratively with those directly involved, reinforcing the partnership approach at the heart of the initiative.

At the launch event, CEO Shane Gorst acknowledged the many people who contributed to bringing the programme to life, including Tikipunga High School staff, Pathways Navigator Bradee Taituha, senior Navigators and the team at Front Steps, whose funding made the programme possible.

Front Steps representative Susan Parkes spoke about the strong alignment between the organisations and the collective impact spirit evident in the room. Bradee Taituha emphasised the privilege of supporting Dreamers and the importance of matching each student with a trusted mentor to support success.

The programme includes a three-year scholarship of \$4,000 per year, adaptable to a wide range of pathways including apprenticeships, vocational training and tertiary study.

Call for Mentors

Community-based mentors are now being sought to support the first cohort of Pathways Dreamers.

Mentors commit to:

- Spending a minimum of one hour per month in person with their mentee
- Regular check-ins between sessions
- Building relationships with whānau
- A minimum 12-months of mentoring

Mentors receive onboarding, guidance and ongoing support from the Pathways team.



To express interest in becoming a mentor, scan the QR code or visit ihaveadream.org.nz/mentor

Kōrero o ngā ākonga moemoe

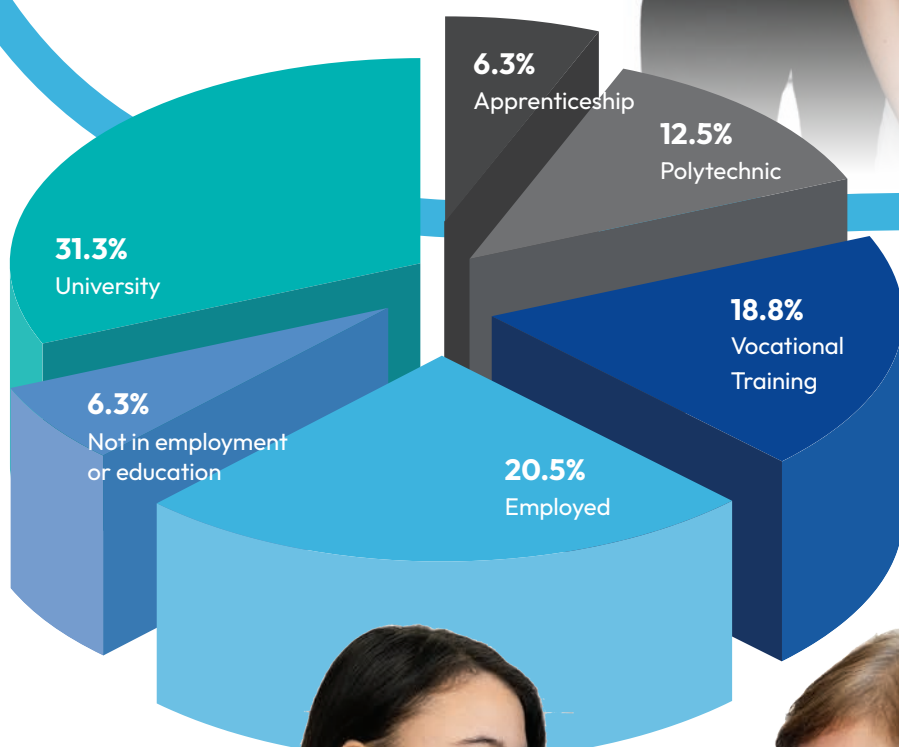
Year 14 Dreamer Snapshot

At the end of 2025, 30 Dreamers from Years 11-13 were selected to join the 2026 pilot Pathways Programme in partnership with Tikipunga High School. To be considered for the programme, Dreamers had to submit an application and be interviewed along with their whānau.

Heading into 2026, Bradee Taituha will support all Dreamers enrolled in the Pathways Programme. Lucia Kotze will support any Year 14 Dreamers not enrolled in the Pathways Programme, as well as a Year 12 cohort in school.



Year 14 Pathway Status:



I pride myself on maintaining strong connections with my Dreamers and their whānau while they are at school and beyond to their future pathways.

LUCIA KOTZE
YEAR 13 NAVIGATOR

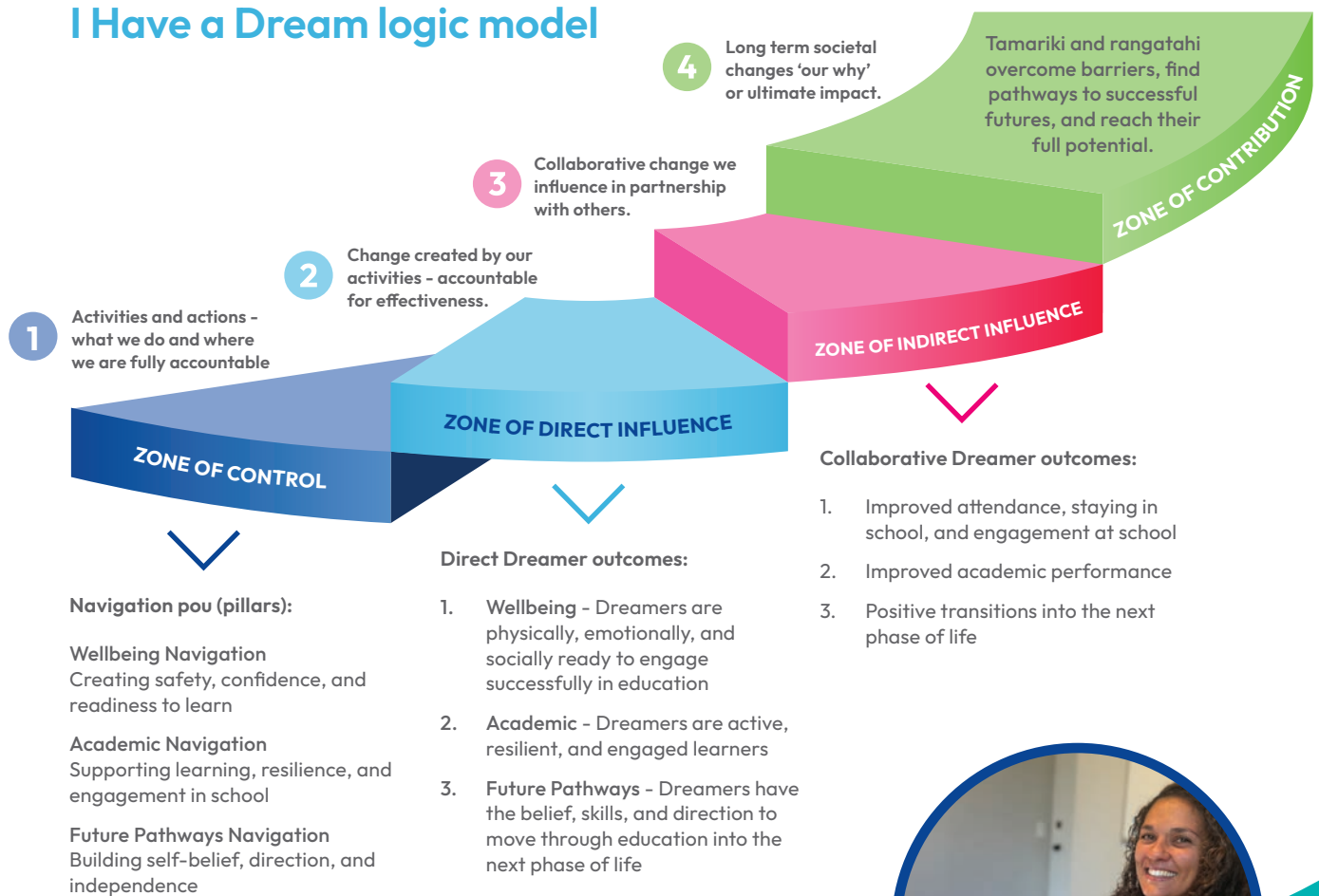


Te Toi Huarewa o I Have A Dream

I Have a Dream's Data Storytelling Future

In 2025, I Have a Dream continued to work on building internal impact measurement and storytelling capabilities. The team embarked on a four phase data project which included co-designing an impact framework with Navigators and developing a logic model that clearly defines direct and collaborative impacts and outcomes for Dreamers.

I Have a Dream logic model



This project is led by Programme Coordinator Laura Griffin, and Brand & Insights Lead Catherine Baker, in collaboration with the Navigator team and external expertise from project partners Fundamentally.

In 2026, Laura will take on an expanded role as Programme Learning & Insights Lead, continuing to upskill and grow internal data capabilities, with ongoing support from the Leadership Team and external expert partners.

Dreamer insights from impact framework

With the impact framework and Navigation pou developed, the next phase is a data collection pilot with Navigator cohorts from five year levels and three schools starting early 2026. This will test the measures for each outcome, as well as data collection tools. Once rolled out, both qualitative and quantitative data will be captured, allowing us to measure 'distance travelled' per Dreamer and per cohort. Early insights from the pilot show positive direct impacts:

Pathways Navigation

Initial 

Emerging 

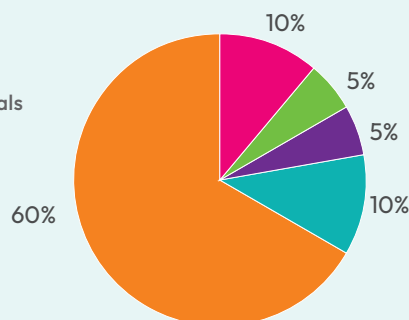
Developing 

Advancing 

Excelling 

Goal clarity and direction: Dreamers can articulate interests, strengths, and goals.

60% of Dreamers are advancing - they have clear goals and understand why goals matter.



Academic Navigation

Initial 

Emerging 

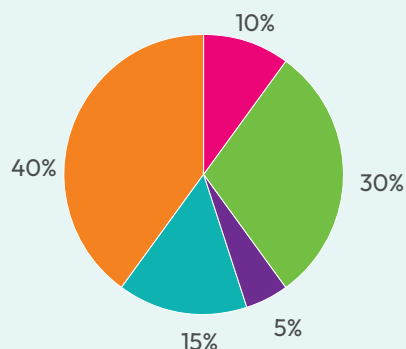
Developing 

Advancing 

Excelling 

Strengthened school connection: Dreamers show increased attendance, focus, and participation.

30% of Dreamers are excelling - Strong, reliable connection to school; engaged across subjects and settings.



Three collection tools, co-designed with Navigators are being trialled in the pilot:

- 1. Story log** - Captures qualitative evidence of wins and milestones in multimedia formats from Dreamers of all year levels, whānau and partners.
- 2. Observation tool** - Captures behavioural change and growth observed by Navigators for all ages.
- 3. Dreamer check in** - Captures Year 7-13 Dreamer voice and internal shifts through bi-annual survey completed in 1:1 sessions with Navigators.

Looking ahead to 2026 - Key milestones:

Term 2

Data pilot to collect data from five Dreamer cohorts across different year levels and three partner schools.

Term 3

Finalisation of data infrastructure technical solution / software to collect and analyse Dreamer data.

Term 4

Finalisation of data governance and implementation of software, second pilot data capture round.

Term 2, 2027

Intended roll out of impact measurement framework and collection across all partner schools.



He ngākau koakoa, he
ngākau akoako e hono
ai te tangata

Holiday fun, learning and connection

Holiday Programmes create spaces of belonging, connection and whakawhanaungatanga (process of relationship building), supporting Dreamers to engage, and strengthen readiness for kura (school). The programmes also support transition needs and barriers ahead of the new school year.

Severe weather meant postponing the Year 6 camp and Auckland Zoo visit during the holiday programme this year, but Navigators quickly adapted to create engaging alternative programmes to ensure Dreamers still enjoyed a memorable week.

Dreamers explored Te Tai Tokerau (Northland), deepening their understanding of its history, including a Year 7 and 8 visit to Manea: Footprints of Kupe in Opononi. Fun activities close to home included ten pin bowling and visits to the Whangārei Art Gallery.

Year 9 Dreamers, many transitioning to Tikipunga High School in 2026, focused on relationship building through creative sessions at Quarry Arts Centre and Te Kowhai Print Trust, followed by two nights at the Kupe Waka Centre learning traditional navigation and mātauranga.

Year 10 Dreamers enjoyed a week of adventure, from indoor climbing and movie screenings to trips to Kerikeri, Te Ahurea, Waiotemarama Waterfall and Omapere. Year 13 Dreamers travelled to Auckland to take on challenges at Māngere Bike Park and Wero Whitewater Park before joining younger Dreamers for a pampering session at I Have a Dream headquarters, ensuring everyone was refreshed, connected, and ready for the year ahead.





Kirsty Pillay-Hansen with Navigators
Chloe Price and Angie Moselen

Hauora pakari, māia te tū

Caring for our Kaimahi (staff)

I Have a Dream has strengthened its organisational commitment to staff wellbeing through the continued development of the Kaimanaki Hauora role, led by Kirsty Pillay-Hansen. The role has evolved into a structured wellbeing model that provides kaimahi with access to practical support, including two wellbeing days per year, professional development such as Mental Health 101 (MH101), and supervision.

Kirsty provides one-on-one wellbeing support, including referrals to counselling, financial planning and budgeting services when required. She works with kaimahi to develop personalised mental health and wellbeing action plans that identify strategies to maintain balance and manage periods of increased pressure and stress.

Her presence at I Have a Dream headquarters on full team days enables proactive monitoring of staff wellbeing, supported by close collaboration with Navigator Manager, Khinhtay-yee Matete. All discussions remain confidential except where safety concerns require escalation.

Throughout the year, Kirsty helps kaimahi anticipate seasonal pressures and identify wider support networks including whānau, marae, and community services. She maintains strong professional boundaries and regular supervision to ensure the sustainability of her role.

This approach reflects I Have a Dream's commitment to fostering a safe, supportive and high-trust environment where kaimahi are equipped to thrive both at work, and in their personal lives.

Kirsty says the team is fortunate to be part of an organisation that truly walks the talk around staff hauora and wellbeing.

I feel incredibly fortunate because I love I Have a Dream, the culture and who we are. And I love our people. I feel that's where my heart is, helping support them both in their mahi and in their own lives.

KIRSTY PILLAY-HANSEN





I definitely appreciate that the Navigators my kids have had have all found a way to connect with them as individuals on more than just a surface level.

CHRISSY KUPA-WICHMAN

He puna moko te whānau Kupa-Wichmans. Dream whānau the Kupa-Wichmans

The Kupa-Wichman whānau have been a part of the I Have a Dream journey since the programme began in Whangārei in 2016. All four of Abenzar Wichman and Chrissy Kupa-Wichman's children are Dreamers at three Year levels at two partner schools.

Tikipunga High School students Tearii, a Year 13 student leader, and his sister Pahemata, a Year 11 student, as well as Tikipunga Primary School Year 3 twin sisters Irihapeti and Tapuatua, have all grown up with I Have a Dream.

They've become familiar faces to our supporters over the years, with Tearii first appearing in a video as an eight-year-old. Today, he is featured on the two new caravans that provide flexible, relocatable workspaces for Navigators at Totara Grove and Tikipunga Primary Schools, where space is at a premium as both schools continue to grow.

Abenzar and Chrissy are strong supporters of I Have a Dream and see it as a vital part of the wider network uplifting their whānau that includes schools, friends, and the Tikipunga community.

Chrissy says they have always encouraged their kids not to let society 'box them in,' and she values the way I Have a Dream offers them opportunities they might not otherwise experience.

She said I Have a Dream's long-term support model has been particularly beneficial as her children have navigated different ages and stages, from their early years at Tikipunga Primary School through the transition to intermediate, high school, and on to their senior years of school.

Having Navigators working closely with teachers to provide extra learning support and guidance around future pathways has made a real difference for the children, and for them as parents too.

One of the programme's greatest strengths, she believes, is the way Navigators connect with each child.

"I definitely appreciate that the Navigators my kids have had have all found a way to connect with them as individuals on more than just a surface sort of level."

As their children continue to grow and choose their own directions, Abenzar and Chrissy feel confident knowing all four have strong foundations thanks to the support they receive through the partnership between their schools and I Have a Dream.

For Chrissy, the heart of the programme is simple: every child learns differently, and I Have a Dream Navigators help them discover what they're passionate about, and empower them to believe in what's possible.

Tuakana, Teina – He oranga roa

When mentoring becomes whānau

One of Whangārei I Have a Dream's first and longest-standing mentoring relationships, between mentor Heidi Erceg and former Dreamer Jo Durrant, is heading towards the ten year mark. Their partnership demonstrates the impact of long-term, committed support for a young person.

From the outset, Heidi approached mentoring with a deep sense of responsibility. She entered the programme with no expectations other than to contribute meaningfully, and she committed fully to showing up week after week, year after year.

After ten years, Heidi believes consistency is one of the most important ingredients in long-term mentoring success. *"When a young person says they're going to do something, you need them to follow through. Modelling that has always been important to me, and commitment is part of the I Have a Dream philosophy,"* she said.

Jo, a quiet and creative young person, gravitated toward Heidi's confidence, warmth, and openness. Heidi recognised early that their values aligned, grounded in honesty, respect, and genuine care.

Another key factor in the longevity of their relationship was Heidi's commitment to connecting with Jo's whānau.

"For the first few years, I never picked Jo up, or dropped her off without going to the door to say hello and goodbye, and thank you to her Mum, Ida."

"It was important to get to know Ida because I was taking her precious child out."

Heidi consistently encouraged Jo to pursue her interests, set goals, and take on new opportunities. She supported her into her first jobs, celebrated her sporting achievements, and championed her educational and vocational pathways. Jo credits much of her work ethic and determination to Heidi's example.

Jo recently began a four year drainlaying apprenticeship with United Civil Construction. When she qualifies, she will be one of the very few wāhine (women) certified drainlayers in Aotearoa.

"Ten years is a long time," Heidi reflects. *"We've both had periods where we've been there for each other. Not just the good times, but some challenging ones too. Jo knows she can turn up or ring me anytime. She knows she can trust me 100%."*

The relationship has extended naturally to both whānau. *"Jo's whānau are always the first to offer help,"* Heidi said. *"I've often come home to find a big feed of kina because they know it's my favourite."* Her own family feels the same way about Jo. *"They love her. When I talk about my world, I include my son Felix, Jo and my dogs, they all come as one bundle."*

"Becoming a mentor is one of the best decisions I've ever made. I couldn't imagine Jo and her whole family not being in my world. It's been such a gift. I often think I got the better end of the deal."

Ten years is a long time. We've both had periods where we've been there for each other. Not just the good times, but some challenging ones too. Jo knows she can turn up or ring me anytime. She knows she can trust me 100%

HEIDI ERCEG - MENTOR





The MG project offered a hands-on learning opportunity for automotive academy students.

CLINT MCEWEN - TRADES ACADEMY TUTOR



He waka huia, he pukenga whakairo The MG helping drive trade futures

I Have a Dream is dedicated to inspiring dreams and enabling futures by giving young people the tools, support and opportunities they need to thrive. Sometimes those futures begin in unexpected places, including under the hood of a 1961 MGA Mark I.

Long-time supporter, mentor and MG enthusiast Dave Cotty saw an opportunity to make a lasting impact when he decided it was time to part with his classic MGA. By donating the vehicle to I Have a Dream, Dave helped support I Have a Dream's educational partnership with Tikipunga High School's Automotive Trades Academy. The project offered students valuable hands-on learning while also raising funds for both the Academy and I Have a Dream once the restoration was complete.

Over three years, students restored the MG under the expert guidance of tutor Clint McEwen. Although the car was not running when it arrived, Clint viewed each challenge as a teaching moment. *"As it was a classic car, we had to strip it down to the basics and deal with the little issues that cropped up."*

The harder you looked, the more things needed to be done. But because all cars run in similar ways, having an engine stripped back without all the modern features actually made it easier to teach from."

For Te Koha Williams-Burling, the project opened new learning pathways. *"It was the first time I had dealt with a vintage vehicle. It was nothing like the modern cars I've helped with before, but it was amazing to work on."* Through the Academy's supportive environment, Te Koha has developed skills ranging from basic servicing to welding, forming a strong foundation for a future in the trades.

The restored MG was sold for \$28,000 at an auction held at the Auckland MG Car Club's Annual General Meeting and proceeds shared equally between I Have a Dream and the Trades Academy to support further learning opportunities.

CEO Shane Gorst describes the project as a powerful example of what can be achieved when passion, education and opportunity come together.





He toi whai mana e here ai te tangata

A mural of belonging, leadership and whakapapa

A group of Tikipunga High School Dreamers from across year levels unveiled a 'Dream Wall' mural that symbolises their journeys so far and hopes for the future. The intention was simple and powerful: to inspire all students to know their voice matters.

Around 20 Dreamers worked with Navigator Lucia Kotze to shape the concept. They wanted the mural to reflect the identity, dreams and shared stories of young people in their community. The process was entirely student-driven, which Lucia described as a meaningful learning experience. Natural leaders emerged, quieter artists found their place and every Dreamer contributed in their own way.

The group met weekly to plan, sketch and source materials, increasing to twice-weekly sessions as the deadline approached. They even dedicated time during school holidays to ensure the mural was completed before exams began. While the process included disagreements about colours and design, each challenge became an opportunity to practise patience, active listening and restorative conversation.

Support from Creative Northland and local artist Shane Hansen helped guide the students through technical decisions and creative problem solving. Mitre 10 Mega Whangārei, introduced through the Kindness Collective, generously provided most of the materials and practical advice throughout the project.

Lucia said the diversity of ages and ideas became the project's greatest strength. *"When it was complete, the pride on their faces said it all. They had not just created art, they had created belonging. The Dream Wall is a reflection of their shared journey, their whakapapa (genealogy or lineage) to this place, and growth as leaders."*

For the Dreamers, the mural is a legacy piece that marks their time at Tikipunga High School and with I Have a Dream. Year 9 student Zariah shared that she was sad the project had ended because it had become like a second home. *"I learned how much teamwork matters and how every idea counts. I was the youngest, but I always felt like I belonged."*

The reveal event drew a crowd of around 80 people, all united in pride for what the Dreamers had achieved. Now installed at I Have a Dream's headquarters, the Dream Wall stands as a reminder that this is a place where rangatahi lead, dreams are nurtured, and community stands strong together.

I learned how much teamwork matters and how every idea counts. I was the youngest, but I always felt like I belonged.

ZARIAH - YEAR 9 DREAMER



I Have a Dream Navigators

Khinhtay-yee (Htay) Matete

Year 0-2 Totara Grove Primary School (2025) Navigator Manager from 2026

Htay joined the Dream Team as a Navigator in 2021 and has since progressed to Team Lead and in 2026 will take on the role Navigator Manager. She supports the Navigator team to deliver their best mahi through strong leadership and direction, while building collaborative relationships with partner kura to ensure high-quality, meaningful support for all Dreamers.



Angie Moselen

Year 6 Navigator - Totara Grove School

With more than 20 years of experience working in education, advocacy, early intervention, and community support, Angie's mahi (work) is grounded in the belief that, with the right guidance and care, every child can realise their potential and achieve meaningful outcomes. In 2026, Angie will support a Year 0-2 cohort.

Naomi Bromberg

Year 2 Navigator - Tikipunga Primary School

Naomi holds a Bachelors in Drama, Film, Media, and Television, and has a rich background in theatre. She believes young people offer incredible insight into the world around them and deserve to be cherished as they grow.



Charleen Ngata

Year 6 Navigator - Tikipunga Primary School

Char loves seeing how comfortable and confident her Dreamers become with her, even the wary ones and encourages them to have conversations on what and where they want to be in the future. In 2026, Char will support Year 3s.

Chloe Price

Year 3 Navigator - Totara Grove School

As a former Teacher Aide, Chloe is passionate about supporting tamariki in their learning and personal development, helping them feel confident, capable, and supported every step of the way.





Bubbie Rapana

Year 3 Navigator - Tikipunga Primary School

The little feel-good moments are what Bubbie enjoys most about her role. She sees every day as an adventure, and if she can make a difference to at least one Dreamer, she feels she is doing something right.

Brenz McGillan

Year 4 Navigator - Totara Grove School

Brenz is drawn to the way Navigators form strong relationships with their Dreamers, and how they get to help be a part of their journey. He also loves how his I Have a Dream mahi teaches him a lot about himself.



Koa Matete

Year 4 Navigator - Tikipunga Primary School

A former New Zealand and Australian sports representative with a Certificate in Māori and Indigenous Arts, Koa hopes to be an encouraging role model for her Dreamers and believes every student has the potential to become whatever they aspire to.

Molly Chiuta

Year 5-8 Navigator - Te Kura o Otangarei

Using her teaching and social work experience Molly understands the practical implications of delivering an excellent individualised experience and knows how to build empathy and trust with a diverse range of people, and celebrate diversity.



Bailey Beddis

Year 5 Navigator - Tikipunga Primary School

Bailey holds a Bachelors in Communication, Major in Video Production and a Diploma in Child and Youth Counselling and is currently studying Post Grad Applied Psychology Diploma, which she applies to support her Dreamers' emotional regulation and cognitive growth.

Jason Turuwhenua

Year 7 Navigator

Jason has worked closely with young people requiring additional support to engage positively in learning. This has given him the tools to help rangatahi develop better emotional awareness and regulation.





Marcia Aperahama

Year 8 Navigator

Marcia values education of all realms and has a deep interest in the way we learn. She was drawn to I Have a Dream because she is passionate about seeing our young people thrive, and is excited by opportunities that address barriers in education and support creation and innovation.

Dwayne Tainui

Year 9 Navigator - Tikipunga High School and High School Team Lead

Dwayne loves being part of the team as he believes we are creating amazing opportunities for young people of all backgrounds in order to produce positive outcomes. As team lead, he is anchored in a Dreamer-first philosophy.



Rose Welsh

Year 10 Navigator - Tikipunga High School

Rose is a qualified primary school teacher. 2025 will be her seventh year as a Navigator, supporting the same cohort across that time. When the Navigator model changed to 4 year blocks, Rose's Dreamers petitioned to keep her as their Navigator and as a result she will continue to support them into Year 11 in 2026.

Lucia Kotze

Year 13 Navigator - Tikipunga High School

Lucia graduated in 2025 with a Diploma in Youth Development (with distinction) from Praxis New Zealand. She takes pride in guiding Dreamers through their learning journeys and leading programmes like the Dream Mural, always keeping each Dreamer's wellbeing and growth as her north star.



Te Aranga Hopa

Year 12 Navigator - Tikipunga High School

As a proud Tikipunga High School alumnus and former I Have a Dream volunteer, Te Aranga sees it as a privilege to walk alongside the rangatahi of his community and give back in a meaningful way. He leads senior Dreamers in kapa haka, volleyball, and other creative kaupapa.

Bradee Taituha

Year 11 Navigator (2025) 12-16 Pathways Navigator from 2026

Bradee uses his skills and experience as a former employment consultant, to support Dreamers to find future potential with empathy and care. From 2026, Bradee will take on the Pathways Navigator role, supporting Dreamers enrolled in the Pathways Programme and continuing to develop the pilot programme.



Nicola Henderson

Year 0-4 Navigator - Te Kura o Otangarei - to end of 2025

While at I Have a Dream, Nicola (Whaea Nics) championed the Garden Oasis Project, honeybee cultivation and cooking programmes while also studying to become a teacher. While on her teaching placement, Nics secured an a teaching role opportunity at Totara Grove School which she will start in Term 1, 2026.



Kyle Paxton

Year 5 Navigator - Totara Grove School - to end of 2025

Drawing on his experience as a musician, artist and sound engineer while at I Have a Dream, Kyle passionately instilled a love of music into all his Dreamers. In 2026, Kyle will move to a Teacher Aide role through which he will deliver his own music programme, which he hopes to build up into a full time business.

Hui Hopa

Year 14 Navigator - Tikipunga High School - to end of 2025

Hui shared his passion for kapa haka, music, cultural immersion and a deep connection to the Tikipunga community while working as an I Have a Dream Navigator. Hui moved on to pursue a degree in teaching at the end of 2025.



**I Have a Dream Upper Hutt is based at Te Kura
o Hau Karetu and operated in partnership with:**



**For A Better City
HUTT VALLEY**



Maima Stanley

Year 5 & 6 Navigator - Te Kura O Hau Karetu

Maima joined I Have a Dream in 2022 as the first Navigator at Te Kura o Hau Karetu. With a background in Pasifika education, social services, and reintegration, she loves empowering youth to thrive.

Numa Fonoti

Senior Navigator and Year 1 & 2 Navigator - Te Kura O Hau Karetu

Numa began her role in 2025 as a Navigator and has taken on the role of Senior Navigator. She brings a wealth of experience in community development projects and supports the team with safe practice, effective planning and implementation, communications and reporting.



Henry Titi

Year 3 and 4 Navigator - Te Kura O Hau Karetu

Henry brings his experience working with youth and adults in the mental health sector to his role with 4 A Better City, strengthening the support he provides across the community.

Kaupapa Whakahihiko

Interest area programmes

Navigators design I Have a Dream programmes across five interest areas to spark curiosity, build confidence, and strengthen a sense of belonging. Whether Dreamers are exploring arts and culture, growing their hauora through sports and wellbeing, caring for the environment, diving into STEM and innovation exploration, or striving toward academic and future pathways goals, these experiences are made possible through a growing network of community based programme partners who share our future vision.

These partnerships further build out the Dreamer support ecosystem and connection into their local community. Below are a few examples of the type of programmes run in 2025 for each of the five interest areas.



Numeracy and literacy upskilling is delivered to Navigators alongside teachers through the Piki Ako programme by StudyFit. Plans are in place to start whānau upskilling inclusion sessions in 2026.

StudyFit facilitators **Whaea Sharleen Nathan** and **Whaea Chrystal Hapuku** (pictured left, and above with some of the Navigator team).



ACADEMIC & PATHWAYS

Piki Ako (Elevate Learning)

Emerging from the long term relationships built by I Have a Dream across four Whangārei kura, Piki Ako is an initiative that responds to the urgent need for literacy and numeracy support that centres the identity, wellbeing, and potential of every child.

Piki Ako is not just a programme. It is a practice of coexistence - where youth development and education no longer simply align, but actively interweave.

While kaiako (teachers) hold strong expertise, complex learner needs mean they are often under resourced.

Piki Ako strengthens literacy and numeracy by drawing on the long-term, trusted relationships Navigators have with Dreamers.

Piki Ako builds Navigator capabilities that complement classroom teaching and further strengthens school partnerships. The programme blends youth development and education, creating a shared practice where educators and Navigators learn together in service of each child.



Dreamer artists are the highlight of my week because they're always respectful, engaged, and arrive with smiles.

JESSIE ROSE



ARTS & CULTURE

Jessie Rose Inspire Art Class

Tucked away in a quiet Te Kamo studio, something special unfolds each week. A group of ten Year 7-10 Tikipunga High School Dreamers step out of their usual routine and into a world of colour and calm at a private art class with local artist Jessie Rose. Her classes are in high demand, but each term, Jessie sets aside a dedicated allocation for Dreamers from Tikipunga High School to learn alongside her. The

programme is so popular that Year 10 Navigator Rose Welsh works with the school to fairly share the opportunity. Jessie says the Dreamers are the highlight of her week because they're always respectful, engaged, and arrive with smiles. In this nurturing space, Dreamers relax, build friendships, and discover confidence through creativity. An end of term exhibition of their work is held alongside Jessie's other students.



ENVIRONMENTAL & CONSERVATION

WithIN NATURE

An incredible programme brought in by Navigator Dwayne Tainui, WithIN NATURE is loved by Dreamers and Navigators alike due to the immense benefits of immersion in the natural world. The programme has closely aligned values to I Have a Dream, and gives Dreamers hands-on experiences in gardening, cooking, carpentry, and outdoor learning, with each session tailored to suit the needs of different groups and year levels. The result is growing confidence, practical skills, and a deeper connection to nature.



I genuinely love every moment of WithIN NATURE. There's something incredibly special about seeing tamariki thrive, be themselves, explore freely, and grow in confidence in a safe, natural environment.

BAILEY BEDDIS - YEAR 5 NAVIGATOR





STEM & INNOVATION

Science, Technology, Engineering, Maths (STEM) Trip to Tāmaki Makaurau

Twenty-one senior science students from Tikipunga High School took part in a two-day Science Enrichment / STEM trip funded by I Have a Dream, designed to bring science to life beyond the classroom. Led by Leader of Learning – Science, Anita Taylor, the trip aimed to make learning tangible, build whanaungatanga, and expose students to diverse science careers.

Students began at Auckland Zoo's Careers Day, hearing from conservation and environmental science professionals before completing primate behaviour observations for their NCEA Biology internal. At SEA LIFE Kelly Tarlton's, they studied animal adaptations, sketched specimens, and gathered data for another NCEA standard. An overnight stay beneath the shark tunnel added an extra level of excitement.

On the final day, Dreamers got to visit Rainbow's End and apply physics concepts to real rides, measuring speed, height, and g-forces. Every student passed their Roller Coaster Assessment, with several achieving Excellence. The trip broadened career horizons and strengthened students' confidence heading into exams.



Boxfit Classes

Thanks to the support of Classic Builders and the fundraising efforts of the Whangārei community in the 2025 Classic 100, selected Dreamers now have access to a fun, fitness-focused BoxFit programme delivered to Dreamers at Totara Grove and Tikipunga Primary Schools by Whangārei Boxing Gym. The programme gives tamariki a positive outlet to channel energy, build resilience, and strengthen their connection to kura. Sessions take place during morning tea or lunchtime, removing barriers to participation and Navigator Khinhtay-yee Matete says the programme helps students build confidence, discipline, and emotional regulation in a supportive environment.

The boxfit programme helps students build confidence, discipline, and emotional regulation in a supportive environment.

KHINH TAY-YEE MATETE

- YEAR 0-2 NAVIGATOR



2025 Programme Partners

- Bike Northland
- Creative Northland
- Experiencing Marine Reserves (EMR)
- Freedive Aotearoa
- Heads Brazilian Jiu Jitsu
- Hillary Outdoors
- Hundertwasser Art Centre
- Jessie Rose
- Kumarani Circus
- Mitre 10
- MoreFM
- Mountains to Sea Conservation Trust
- Pompallier College
- Quarry Arts Centre
- Questionable Research Labs
- Renton Sporthorses
- Shane Hansen
- Te Kowhai Print Trust
- Te Ora Hou
- Tutukaka Surf
- Whangārei Boxing Gym
- Within Nature

Thank you!

Weekly Waves

Each week Dreamer programme highlights are compiled by Marketing & Communications Advisor, Abbey Cameron in collaboration with Navigators. These are then shared with partner schools and across our social media channels - LinkedIn, Facebook, Instagram, and Youtube. Be sure to follow us to receive I Have a Dream Weekly Waves!



I am so lucky to see firsthand the positive impact Navigators deliver for Dreamers each week, and the relationships they build. I love working for I Have a Dream.

ABBIE CAMERON - MARKETING & COMMUNICATION ADVISOR



Ngā Mihi Ki Ngā Kaituku

Thank you to our donors

Inspiring dreams and enabling futures would not be possible without our incredible donors.

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Ngā Wāriu o I Have a Dream

I Have a Dream Values Tohu



Designed by Whangārei based artist Stephen Tava (Ngātiwai), this tohu displays the five I Have a Dream values interwoven into a Dreamers journey, with our greatest taonga – our tamariki and rangatahi – represented by the manaia, shown climbing towards their dreams.

Tūmanako Hope

We embrace tūmanako – fostering hope, ambition, and opportunities for all to thrive.

Akoranga Learning

We live akoranga – learning together, sharing knowledge, and growing capability in ourselves and others.

Rangatiratanga Empowerment

We nurture rangatiratanga – growing confidence, skills, and purpose in every space.

Aroha Love

We lead with aroha – protecting, and honouring everyone's wellbeing and mana.

Whanaungatanga Relationships

We build whanaungatanga – strong, caring connections with everyone we work alongside, grounded in respect, trust, and shared purpose.

The more you do, the more opportunities will open up for you, I Have A Dream is really fun!

LEONYE - YEAR 9 DREAMER



Kuputaka

Glossary

Ākonga	Students/learners
Ākonga Moemoe	Dreamer
Aotearoa	New Zealand
Aroha	Love
Hauora	Wellbeing
Hui	Meeting
Kaiako	Teacher
Kaiarataki	Navigator
Kaimahi	Staff
Kaimahi ā Whānau	Family support staff
Kaimoana	Seafood
Kanohi ki te kanohi	Face to face
Kaitiakitanga	Conservation, guardianship
Kaupapa	Purpose, programme
Kōrero	Conversation
Kura	School
Mahi	Work
Mana	Inherent power, status,
Manaaki	Care for / support - verb
Manaakitanga	Care for / support - noun
Matua	Uncle, male elder
Mihi whakatau	Welcome speech
Moemoeā	Dream
Ngā kaiako	Teachers
Pātaka Kai	Pantry
Rangatahi	Youth

Rōpū	Group
Rongoā	Medicine
Tamariki	Children
Tāpuna āwhina	In-kind support
Tautoko	Support, agree
Te taiao	The natural world
Te Tai Tokerau	Northland
Tohu	Emblem, symbol
Tuakana-teina	Younger & older learning / working together
Tumuaki	Principal
Tumu Whakahaere	General Manager
Tupuna Mātua	Grandparents
Wahine	Women
Wahine Māori	Māori woman
Waiata	Sing (verb) Song (noun)
Wānanga	Learning workshop
Whaea	Aunt, female elder
Whakapapa	Genealogy or lineage
Whakataukī	Proverb
Whaka	(verb) process of
-whanaungatanga	connecting
Whanaungatanga	relationships
Whai Oranga	Seeking wellbeing
Whānau	Family
Whare	house





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