

STRATEGIC PLAN 2026

2026

UPLIFTING CULTURAL IDENTITY ▶ QUALITY CHILDHOOD EDUCATION ▶ LEADERSHIP ▶ SELF-RELIANCE

TUI TRUST



Mission To support educational, environmental, social and cultural development with a particular emphasis on providing this support for the benefit of children.

Our purpose

Support the well-being of children using a holistic approach, which includes the uplifting of their cultural identity, the alleviation of poverty and a reconnection with the environment.

Our function

To interrupt the inter-generational cycle of disadvantage ensuring all children have access to quality education and opportunities, developing long-term leadership and self-reliance.

Our principles

We acknowledge that the Treaty of Waitangi is the founding document of Aotearoa/New Zealand and we are consistent with the United Nations Convention on the Rights of the Child.

Tui Trust Strategy 2026

1



INVESTMENT

PROVIDE A SAFE ENVIRONMENT
WHERE CHILDREN CAN LEARN

KEY ACTIONS

- 1.1 Support the key principles of Kaupapa Māori.
- 1.2 Support and fund educational, environmental, and social development projects focusing on children and whānau.
- 1.3 Support programmes that advance the mental, physical, cultural and emotional wellbeing of children and whānau
- 1.4 Support projects that engage disadvantaged learners into quality education.

2



SERVICE

ENABLE ACCESS TO QUALITY
EDUCATION IN AREAS BELOW
THE NATIONAL AVERAGE

KEY ACTIONS

- 2.1 Ensure educators in our scope are adequately trained with the most up-to-date evidence based information available at the time.
- 2.2 Provide on-going professional learning and research.
- 2.3 Widen the scope of transformational initiatives that demonstrate we are making a difference to reduce the need for social services in the long-term.
- 2.4 To aid the relief of poverty for children and whānau.

3



ENGAGEMENT

ENGAGE AND PARTNER WITH
KEY STAKEHOLDERS

KEY ACTIONS

- 3.1 Ensure stakeholder, sponsor and donors' engagement and acknowledgement plans are up-to-date.
- 3.2 Establish collaborations with Iwi, NGOs, corporate partners, Government agencies and long-term collaborations with funders.
- 3.3 Learn from stakeholder feedback and ensure outcomes are measured and reported.
- 3.4 Ensure value of our volunteering is supported and recognised.

4



GOVERNING WELL

STRENGTHEN GOVERNANCE,
ACCOUNTABILITY, SUSTAINABILITY

KEY ACTIONS

- 4.1 Strong governance and board structures.
- 4.2 Ensure strong accounting and reporting processes.
- 4.3 Ensure our vision, functions and principles and brand are fit for purpose.
- 4.4 Ensure donations, grants, sponsorship, sales and fundraising reach targets and sponsors are acknowledged.
- 4.5 Develop a framework to measure social impact of long term sustainable outcomes.
- 4.6 Create a sustainable model.

5



FUTURE SUCCESS

BE A DRIVER FOR SOCIAL CHANGE
BY BUILDING RESILIENT, STRONG,
VIBRANT COMMUNITIES

KEY ACTIONS

- 5.1 Research data that will aid in reducing child poverty in New Zealand.
- 5.2 Understand the unique deprivation drivers that lead to poverty. Collaborating with stakeholder's harness funding opportunities to address these inequalities.
- 5.3 Track outcomes – a critical element of recognising the shift that impact brings.
- 5.4 Be consistent with the UN Sustainable Development Goals.

Tui Trust Strategy 2024-2026

ECE to Primary School

- Support Moko Club Ngaruawahia and primary schools and the transition.
- Building daily routines for children and parents.
- Identify learning difficulties/neurodiversity at all stages of a child's education particularly ECE/primary and provide support.

Primary School to Intermediate

- Intermediate starter packs.
- Assistance finding a mentor if required.
- Financial Literacy course.
- Identify learning difficulties particularly literacy and numeracy and provide support.
- Ensure children with learning difficulties/disabilities are supported.

Intermediate to Secondary School

- Secondary school starter packs.
- Reassign new mentor if needed.
- Career development and advice.
- Support and guidance in obtaining scholarships.
- Continue to identify learning difficulties particularly literacy and numeracy and provide support.

Secondary to tertiary study/ vocational training/ apprenticeships

- Support and guidance in obtaining scholarships and/or student loan.
- University starter packs.
- Reassign new mentor if required.

Supported by:

- Continuous mentoring throughout educational cycle, inspiring individuals from previous cycles to contribute to assisting upcoming recipients through volunteering programmes and ambassadorships.
- Continuous support and additional learning for children with learning difficulties/disabilities required throughout education.

Ref: Measure impact on intergenerational cycle