

Community Inclusion & Executive Support Coordinator

12-Month Position, Investment & Impact Plan

THE TECHNOLOGY IS BUILT. THE RESOURCES EXIST. THE NEXT STAGE IS PEOPLE.

Children with Disability NZ

Registered Charity	CC59148
Project period	12 months
Total project investment	\$80,000
Location	Whangārei / Northland, New Zealand
Reports to	Founder and Chief Executive Officer

Primary Year 1 focus: Inclusive Education NZ + Accessible Play

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1. Executive Summary

Children with Disability NZ is a disability-led registered charity focused on practical inclusion for disabled children, young people and their families. Over several years, the charity has built substantial digital infrastructure, educational resources, accessible-play knowledge and community projects, largely through voluntary leadership and lived experience.

The capacity gap

The charity's main constraint is no longer whether it can create useful projects. The constraint is the human capacity to take established work into schools, councils and communities, respond to enquiries, follow up opportunities and build sustained relationships.

The proposed Community Inclusion & Executive Support Coordinator is a 12-month organisational capacity-building role. Its first-year delivery will be concentrated on two established programmes with immediate potential to scale:

- Inclusive Education NZ - school outreach, educator relationships and promotion of inclusive learning resources.
- Accessible Play - expansion of Accessible Playgrounds NZ and engagement around the lived-experience guidance provided through Inclusive Playground Equipment NZ.

The Coordinator will also provide communication, project, funding and administrative support that enables the Founder and CEO to concentrate on strategy, digital development, resource creation, advocacy and disability-led innovation.

\$80,000 total 12-month programme - designed for shared funding across multiple supporters

2. Why This Position Is Needed

Children with Disability NZ has reached a point where the opportunities created by its existing work are greater than the organisation's available human capacity.

- Resources are ready to be introduced to schools and educators.
- Accessible-play information can be expanded and promoted to councils, communities and families.
- Replies and enquiries need timely follow-up.
- Partnership, sponsorship and funding opportunities require coordination.
- Projects need consistent records, communication and accountability.

The Founder and CEO provides strategic leadership, lived experience, project development and much of the charity's digital and technical capability. He is a wheelchair user with a significant voice disability. This does not prevent him from leading the organisation, but it creates practical barriers to telephone communication and some forms of external engagement.

This is not a personal support position

The Coordinator is an organisational role. It adds the communication, relationship-building, follow-up and delivery capacity needed to turn disability-led ideas and established resources into wider community benefit.

What funding changes

Funding does not start the charity from the beginning. It allows existing infrastructure to move from creation into systematic outreach, engagement, partnership development and measurable use.

3. Priority One - Inclusive Education NZ

Inclusive Education NZ is a professionally developed website and working app designed to encourage disability awareness, inclusion, kindness, acceptance and participation through engaging resources for children, schools, teachers and families.

The platform replaces the charity's former Boundless Dreams NZ education website. Existing Easy Digital Downloads records from the predecessor platform provide documentary evidence of resource activity and include users associated with New Zealand schools, education services and the Ministry of Education. The new identity provides a clearer foundation for national school engagement.

Ready for outreach

Children with Disability NZ has already compiled a structured contact database containing more than 2,400 New Zealand school contacts across primary, intermediate, secondary, composite and specialist education. Outreach can begin immediately.

What the Coordinator will do

- Begin a manageable programme of 10+ targeted school contacts each week.
- Introduce educators to Inclusive Education NZ and relevant resources.
- Respond to enquiries and maintain follow-up records.
- Handle telephone or verbal follow-up where the CEO's voice disability creates a barrier.
- Build ongoing relationships with schools and education organisations.
- Gather educator feedback and evidence of resource use.
- Support targeted campaigns promoting particular resources or themes.

Platform + app + resources + school database + human follow-up = a practical pathway to national reach

4. Priority Two - Accessible Play

Children with Disability NZ has developed two complementary accessible-play platforms that now operate as an integrated resource.

Accessible Playgrounds NZ	Inclusive Playground Equipment NZ
Helps disabled people and families find accessible playgrounds and understand location, accessibility features and amenities before visiting.	Provides practical lived-experience guidance for councils, schools, communities and decision-makers on designing and improving genuinely inclusive play spaces.

Existing baseline

Accessible Playgrounds NZ currently has 33 individual playground listings. The charity also holds contact information for 54 District Councils, providing an immediate starting point for structured local-government engagement.

What the Coordinator will do

- Identify and add further accessible playgrounds.
- Contact councils and communities to obtain and verify accessibility and amenity information.
- Maintain and update existing listings.
- Encourage councils and communities to submit new locations and information.
- Promote lived-experience guidance from Inclusive Playground Equipment NZ.
- Build relationships with councils, playground stakeholders and communities.
- Gather community experiences that can improve future accessible-play advocacy.

Finding accessible play today + improving accessible play for the future

5. Existing Foundations and Proven Delivery

The Coordinator will inherit established work rather than an empty programme. Children with Disability NZ has already invested significant voluntary effort in the infrastructure, knowledge and projects required for delivery.

Digital and outreach infrastructure

- Working websites and app-enabled platforms for Inclusive Education and Accessible Play.
- More than 2,400 structured New Zealand school contacts.
- 54 District Council contacts.
- 33 current accessible-playground listings.
- A wider disability-focused digital network that demonstrates the charity's technical and publishing capability.

Real-world accessible-play experience

- Direct involvement in accessible-play initiatives in Northland, including wheelchair-accessible play equipment.
- Development and advocacy around the Pohe Island accessible playspace concept.
- Practical lived-experience knowledge incorporated into accessible-play guidance.

Educational resource development

- A growing collection of inclusive educational and disability-awareness resources.
- Evidence of educator and school-related use from the predecessor education platform.

Why this matters to a funder

The investment is primarily in human capacity, not speculative infrastructure. The Coordinator can begin delivering against established programmes from the outset.

6. The Position

Community Inclusion & Executive Support Coordinator

The Coordinator will work alongside the Founder and CEO to connect the charity's projects and resources with the people and organisations they are designed to benefit.

Primary responsibilities

- Inclusive Education NZ school and educator outreach.
- Accessible Play council, community and family engagement.
- Stakeholder correspondence, telephone communication and follow-up.
- Project coordination and maintenance of outreach records.
- Funding and sponsorship development supporting programme sustainability.
- Communications, newsletters, campaigns and collection of impact evidence.
- Executive and communication support where disability-related barriers affect external engagement.

Leadership remains disability-led

The CEO will retain responsibility for organisational leadership, strategic direction, advocacy priorities, project development and digital development. The Coordinator adds capacity around that leadership rather than replacing it.

Founder/CEO capacity released

By taking responsibility for structured outreach, follow-up, telephone communication and coordination, the role allows more CEO time to be directed to strategy, resource development, digital innovation and lived-experience leadership.

7. Workforce and Operational Readiness

Children with Disability NZ has considered how the role could be implemented in practice. A suitable potential applicant has already been identified who has experience working alongside the Founder and CEO in a disability-support capacity.

Through that existing working relationship, the person understands the CEO's communication and accessibility requirements and the practical assistance that enables him to work effectively. This provides a strong foundation if the person chooses to apply for the charity role.

Separate role and separate funding

The CEO's existing disability-support funding is fully allocated to personal disability-support needs. It cannot fund the charity's school outreach, council engagement, project coordination, funding development or organisational communications. The proposed Coordinator position is a separate charity role with separate responsibilities and funding.

No appointment is assumed. Any employment will remain subject to appropriate charity governance, recruitment and employment processes. Having a suitable potential applicant identified nevertheless reduces implementation risk and gives the charity a realistic pathway to beginning delivery promptly once sufficient funding is secured.

Governance authority

The charity's updated Rules expressly allow it to employ staff, pay reasonable salaries and employment-related costs, and engage contractors where appropriate. They also require conflict-free decision-making, financial controls, proper records and governance oversight.

8. 12-Month Work Programme

Months 1-3 - Establish

- Confirm employment and induction arrangements.
- Set up outreach tracking, reporting and follow-up systems.
- Begin weekly school outreach through Inclusive Education NZ.
- Prioritise council contacts and begin accessible-play engagement.
- Establish the annual funding and sponsorship pipeline.
- Confirm baseline measures for school engagement and playground listings.

Months 4-6 - Expand

- Increase school outreach and follow-up.
- Develop educator and council relationships.
- Add and verify accessible-playground listings.
- Promote inclusive education and accessible-play resources.
- Progress funding applications and partnership approaches.
- Complete a six-month review and adjust priorities where evidence supports it.

Months 7-9 - Strengthen

- Turn initial school contacts into ongoing relationships.
- Progress council and community discussions.
- Continue directory expansion and information verification.
- Gather educator, family and community feedback.
- Strengthen partnerships and sponsorship discussions.
- Document emerging outcomes and impact examples.

Months 10-12 - Demonstrate and Sustain

- Complete priority outreach and follow-up activity.
- Review school engagement and accessible-play growth.
- Prepare funder accountability information.
- Document measurable outcomes and community feedback.
- Prepare a 12-month impact report.
- Develop the next-stage sustainability and funding plan.

9. Measuring Success

The Coordinator will maintain practical records throughout the year so the charity and its funders can see what the investment has achieved. Activity measures will be used alongside relationship and community-outcome measures.

Outcome area	Measure	12-month target
Inclusive Education	Schools contacted	500+
Inclusive Education	Meaningful school/educator follow-ups	100+
Inclusive Education	Ongoing education relationships	30+
Inclusive Education	Targeted education campaigns	4+
Accessible Play	Playground directory	33 baseline -> 50+
Accessible Play	Councils/local-government contacts engaged	20+
Accessible Play	Meaningful council/community follow-ups	10+
Accessible Play	Ongoing council/community/sector relationships	5+
Sustainability	Quality funding applications supported/submitted	12+
Sustainability	Potential sponsors/strategic partners approached	20+
Evidence	Testimonials, impact examples or community stories	10+

Outcome, not just activity

Success will not be judged simply by the number of emails sent. The charity will look for stronger educator and council relationships, greater use and awareness of resources, better information for disabled families, and reduced communication barriers to disability-led leadership.

10. From Activity to Community Impact

Inclusive Education pathway

School outreach -> follow-up -> educator relationships -> resource use -> understanding, kindness, belonging and inclusion

The purpose of school outreach is not simply to promote a website. It is to help inclusive resources reach educators and children in ways that encourage disability awareness, acceptance and participation from an early age.

Accessible Play pathway

Council/community outreach -> better information -> more useful listings and guidance -> informed families and decision-makers -> greater participation in play

The accessible-play programme links practical information for families with lived-experience guidance for the people planning and improving playgrounds.

Organisational capacity pathway

Coordinator -> communication + follow-up + coordination -> more CEO capacity for strategy and innovation -> stronger disability-led delivery

The position strengthens the organisation without displacing lived-experience leadership. It removes practical barriers around that leadership and creates the capacity required to take established work further.

11. Financial and Governance Readiness

Children with Disability NZ has demonstrated that it can receive funding, account for expenditure and deliver funded activity. Its latest performance reporting records grants, sponsorship, donations and community support, and identifies that substantial organisational development, digital work, advocacy, administration and project planning have historically been undertaken without salary or remuneration.

Governance safeguards

- Updated Rules adopted in September 2026.
- Governing Committee responsible for financial oversight, legal obligations, risk and conflicts of interest.
- Express authority to employ staff and pay reasonable employment costs.
- Actual, potential and perceived conflicts must be disclosed and recorded.
- A conflicted officer must not determine their own remuneration or financial benefit.
- Charity funds must be held in the charity's name with appropriate expenditure controls and financial records.
- Significant payments should, where practicable, require approval by at least two authorised people.

Next stage of development

The proposed Coordinator represents a move from a model heavily dependent on voluntary leadership to a more sustainable structure with funded human capacity, measurable delivery and stronger organisational resilience.

12. Annual Investment

Budget item	12-month amount
Coordinator salary/wages	\$64,000
Employer KiwiSaver and employment-related costs	\$2,500
Community travel and local transport	\$4,500
Computer, technology and equipment	\$2,000
Phone, internet and communications	\$1,500
Community meetings, events and outreach	\$2,000
Training and professional development	\$1,500
Project materials, printing and administration	\$1,000
Monitoring, reporting and direct project costs	\$1,000
TOTAL PROJECT COST	\$80,000

Shared funding model

Children with Disability NZ is not expecting one funder to meet the entire \$80,000 cost. The charity will seek appropriate contributions from charitable trusts, community funders, sponsors and partners.

Each application will clearly state the total project cost, the amount requested from that funder, other funding applied for, pending or confirmed where required, and the remaining funding gap. All contributions will be recorded against the overall programme budget so combined funding does not exceed the actual cost of delivery.

13. Why Invest Now?

Children with Disability NZ is not seeking funding to test whether it can build websites, develop resources or create accessible-play ideas. Much of that foundation already exists.

What is already in place

Working platforms and apps. Inclusive educational resources. An established school contact database. A functioning accessible-play directory. Lived-experience playground guidance. Council contacts. Real-world accessible-play experience. Updated governance. Financial reporting. A defined role and measurable work programme.

The missing component is sustained human capacity to connect this work with the people and organisations it was created to serve.

THE INVESTMENT TURNS EXISTING INFRASTRUCTURE INTO OUTREACH, RELATIONSHIPS AND MEASURABLE COMMUNITY USE.

What success will look like after 12 months

- More schools know about and engage with inclusive education resources.
- More educators have ongoing relationships with the charity.
- More accessible playground information is available to disabled families.
- More councils and communities are connected with practical lived-experience guidance.
- Funding, partnerships and stakeholder follow-up are more systematic.
- The CEO's voice disability is less able to restrict the organisation's external engagement.
- The charity has a documented 12-month impact record and a stronger basis for future sustainability.

14. Closing Case for Support

Children with Disability NZ has already demonstrated the ability to create practical disability-led resources, digital platforms and community initiatives. The proposed Community Inclusion & Executive Support Coordinator is the next step: adding the human capacity needed to connect established work with schools, councils, families and communities.

Year 1 will concentrate on two clear priorities - Inclusive Education NZ and Accessible Play - so the role remains focused, measurable and achievable.

The charity's infrastructure, outreach databases, governance arrangements and programme foundations are already in place. A suitable potential applicant has been identified, while any appointment will remain subject to proper governance, recruitment and employment processes.

The proposition

An \$80,000 shared investment will fund 12 months of dedicated capacity to turn established disability-led resources into sustained outreach, relationships, participation and measurable community benefit.

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