



Te Akatea

New Zealand Māori Principals Association

Ka tū ai Te Akatea ki te whakawhānaunga, manaaki, whakapakari hoki i ngā tumuaki Māori me ngā kaiwhakahaere matua o ngā kura.

Te Akatea Emerging Māori Leaders' Programme

Te Akatea Emerging Māori Leaders' Programme is a significant solution to supporting and strengthening Māori leadership in all school settings, and providing an opportunity for career pathway development for the future.

Te piko o te māhuri, tērā te tupu o te rākau

The way in which the young sapling is nurtured (bent), determines how the tree will grow

This programme intends to target Emerging Māori Leaders who have a desire to develop their leadership potential

This programme is focussed on developing each participants' leadership philosophy and direction over the duration of the programme. This programme supports participants to continue to develop and evolve their leadership philosophy and practice over time.

Often success criteria for effective leadership in schools in a New Zealand context is driven largely by Western criteria, and prioritises the necessity to learn about the many regulatory aspects of school leadership. Māori leadership can be seen to be a 'nice to have' – but not considered essential. This programme deliberately prioritises Māori leadership skills and identifies Māori cultural development and support as a key cornerstone to leadership success.

An important component of the professional and personal development will be support to grow participant's own level of Te Reo Māori knowledge and level of confidence in tikanga Māori. Participants need to know who they are. Not only is this seen as legitimate leadership development in its own right, it has also been identified that once in leadership roles, many Māori find themselves suddenly expected to take lead roles in terms of Te Reo and Tikanga Māori in both their schools and communities.

Consistent with Kaupapa Māori models of practice, participants in this programme will experience learning opportunities in indigenous modes including:

- Noho marae (Legge, 2010; Hunt, 2006)
- Hui (Robinson & Robinson, 2005)
- Wānanga (Smith, 1999; Jones, 2012; Bagley, Finley & Keynon, 1986; Taniwha, 2014; Kingi, 2010)
- Tuakana-teina (Reilly, 2010; Glynn, Berryman, Atvars, Harawira, Walker & Kaiwai, 1997)

This is an applied learning model and does not work on a 'one size fits all' approach. Participants will set goals, identify and plan a project that they will lead, that will benefit their community in some way. Common needs within groups will guide threads of development that are appropriate to all participants. However there will also be the opportunity to develop individual ideas, passions and needs dependent on the goals set and the projects that individuals select to work on. A robust programme of work is planned and in place for participants however there will also be 'space' for the programme to develop organically in response to the needs being presented by the participants themselves.

In addition to the programme outline, participants will participate in professional networking opportunities to enable relationships with other leaders across the sector to be established and maintained. Facilitators will support participants to connect and network with other school leaders. This networking is intended to help facilitate movement from their current role and position into a leadership role.

Participants will be involved in Clusters. Four clusters will be established for Cohort 1 (with each cluster having approximately 10 participants each). A National Coordinator will oversee all aspects of the programme and Regional Facilitators will be employed to stay in touch with participants on the course over the duration of the two years of the programme.

External researchers would be contracted to identify success factors, and independently report on the effectiveness of the programme.

Key Principles

This programme intentionally locates the participant at the centre of our practice, supported with a range of activities designed to wrap around, and nurture growth and development of their leadership philosophy, position and practice.

This Māori leadership programme is designed with the following key principles as major drivers for success. This is a model of whānau:

- - Genuine relationships are planned for, prioritised and practised
- - Participants have a lot to offer the organisations they work with, and the organisations have a lot to offer the participants. This is a mutually beneficial relationship, where everyone benefits
- - Participants will lead as well as learn. Older/more able will be expected to pass on their knowledge to those younger/less able. Tuakana/Teina relationships and obligations will be important.
- - Collective success and achievement can be just as much of a priority as individual achievement
- - It is a privilege to work together and relationships for life will be the outcome, beyond the lifespan of the programme

The concept of whānau also acknowledges the relationships we have with each other and with the world around us, and is central to the well-being of the collective. Upholding the mana of the whānau entails a complex web of responsibilities and obligations of individuals to care for these relationships (Pihama et al., 2019).

The key principle of the collective can not be overlooked. It is fundamental to the success of the programme, but also designed to show participants that in their leadership role, they are also a part

of a 'whanau' network of support, guidance, learning and acknowledgment, and that they make an important contribution to the success of the collective.

Penetito (2010, p.269) also states that "there are many ways to 'be' Māori, but one constant is that the collective has priority over the individual".

Whakapapa is primarily concerned with connections. It is the framework that connects all living things both animate and inanimate and includes the spiritual realm (Te Rito, 2007). It serves to represent our genealogical lineage and is at the heart of Māori ways of knowing and the organisation of Māori knowledge (Graham, 2009). Whakapapa is a way of thinking about, storing and debating knowledge (L. Smith, 1999). Whakapapa defines and binds both the individual and whānau groups, and governs the relationships, obligations and responsibilities (Pitama et al., 2002)

Summary

This programme is of significant benefit to the education sector, as it fills the gap in the current provision of PLD - to provide a professional and personal development programme that looks to grow authentic Māori leadership in schools. This programme is suitable for emerging Māori leaders in all school contexts and settings, and does not exclusively target Emerging Māori leaders in Māori medium contexts only.

To be able to support aspiring Māori leaders to develop a strong sense of who they are, why they are doing what they are doing, and to truly understand their motivation for leadership – will have a positive impact on schools in the sector.

All participants on this programme will leave with a strong foundation on which to build further leadership experiences, and extensive networks of support. Emerging Māori leaders in education will connect with other participants readied for new employment opportunities.

Ehara taku toa i te toa takitahi, engari he toa takitini.

My success is not mine alone, but it is the strength of many.

Programme Delivery Structure

The programme will be delivered over two years as follows;

	<i>Suggested Timeframe</i>			
	<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	<i>Term 4</i>
Year One	Full programme wānanga (all participants) – programme launch	Cluster Meeting 1		Cluster Meeting 2
	Ako Series - Ongoing online meeting/cluster development/ optional for all participants <i>Online speaker engagement/topic – evenings/once per term</i>			
	Facilitator visit		Facilitator visit	
	Mentor available – 2 x per year <i>Personal/Professional Development area of choice</i>			
Year Two	Cluster Meeting 3		Cluster Meeting 4	Full programme wānanga (all participants) – report back/ evaluation
	Ako Series - Ongoing online meeting/cluster development/optional for all participants <i>Online speaker engagement/topic – evenings/once per term</i>			
		Facilitator visit		Facilitator visit
	Mentor available – 2 x per year <i>Personal/Professional Development area of choice</i>			

Forty five participants will be involved in the two year programme. The programme planned for each year will be as follows;

Year One: Year one is about setting individual leadership goals and planning an individual leadership project that makes a contribution back to whānau/hapū/iwi/school etc.

Year Two: Individual leadership goals would already be set and the individual leadership project planned and underway. Year two is about maintaining the achievement of both individual goals and the leadership project and evaluating the impact of the programme on the participant individually and their community (leadership project).

Programme Detail

This will be achieved over the course of two years within the design of the programme as follows;

- Full programme wānanga (Wānanga 1):

- All Emerging Māori Leaders' will attend.
- Each wānanga promotes forming relationships between Emerging Māori Leaders' as this is an important part of their support network over the next two years. Each wānanga will provide an in-depth overview of the programme for participants so they are clear about the expectations over the two year period. The wānanga are planned to motivate and inspire Emerging Māori Leaders' to adapt Maori expertise with Professional expertise, growing and developing their individual leadership abilities within a kaupapa Māori framework. Wānanga is likened to a 'mini conference' where there is a mixture of speakers and presentations, workshops and activities to get to know each other and identify strengths amongst the participants.

- Cluster meetings x 2

- Cluster meetings are an opportunity for cohorts to link together in regions.
- Clusters are estimated to be groups of 10 approx Emerging Māori Leaders' (4 cluster groupings)
- Cluster meetings will be an opportunity to continue group face to face contact so

Emerging Māori Leaders' can update each other on their progress towards their individual leadership goal/s and their leadership project – and to seek support and learn from each other. Problem solving real scenarios will be a feature of these meetings.

- Facilitator visit/s

- Each participant can expect to meet with a programme facilitator two times per term. However this is flexible to the need and/or time of year where support and guidance may be higher.
- Facilitator visits are a formal meeting to discuss how things have been going, and document and record each Emerging Māori Leaders' progress.
- Other meeting times are available as needed.

- Ako series

- Once per term there will be an opportunity for Emerging Māori Leaders' to 'meet' online as part of an 'Ako series' programme. The Ako series is planned by the National Coordinator and facilitators.
- The Ako series is delivered via zoom and is an evening workshop of 1 hour duration. ○ Programme content online would be highly motivational/non-threatening (i.e.; no speaking/presenting roles etc), and participants would be encouraged to participate
- Topics for the Ako series including Reading discussions/Current ed event provocation/speakers/PLD discussions/Presentations/new initiatives etc.

- Mentoring (external support)

- Mentors are also available for Emerging Māori Leaders'. Mentors are additional external support for Emerging Māori Leaders'. An experienced Principal/Leader of their choosing or local to their setting is negotiable.
- Emerging Māori Leaders' may wish to meet with mentors outside of education for advice/guidance/support. Potential interest areas could be – Māori language expertise/cultural advice and guidance/business expertise community leader etc.
- Emerging Māori Leaders' are provided with the opportunity to meet twice per year with an external mentor to offer their expertise to our programme participants.
- Mentors may have more than one participant.

- Full programme wānanga (Wānanga 2):

- All Emerging Māori Leaders' will meet again at the end of their second year
- Wānanga 2 is about reporting back to the group – regarding the impact of this programme on their own leadership, and the impact of their leadership project on the community they serve.
- Community feedback is a requirement of this evaluation.
- Wānanga 2 is an opportunity to celebrate and acknowledge the participants and the work they have completed.

Certain aspects of the programme detail and organisation have been left for the National Coordinator to develop as would be appropriate for this role.