



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 Māori First Time Principals' Programme

Te Akatea Māori First Time Principals' Programme is a significant solution to supporting and strengthening Māori Principalship 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 targets Māori Principals' in their first two years of Principalship regardless of the school setting - Kura Kaupapa Māori, Kura a iwi, English medium, Dual medium, Bilingual and Rumaki Reo and Reo Rua, rural, urban etc.

With focus on developing each Māori Principal's leadership implementation and professional partnership within the communities they connect whilst developing adaptive expertise required for Principalship and supporting evolving leadership philosophy and practice over time - as Māori.

Māori Principals' will be supported to develop their leadership position using questions such as:

- How bicultural and inclusive is our learning environment?
- What perceptions of risk are evident for my staff?
- What is my leadership philosophy?
- How will I make a contribution of significance?
- What specific change is needed ?
- What are my Principal responsibilities?

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 ways of knowing, skills and identifies Māori cultural development and support as a key cornerstone to Principalship success.

An important component of the professional and personal development will be support to grow Māori Principal's own level of Te Reo Māori knowledge with a level of confidence in tikanga Māori and Kaupapa Māori research to support Māori Principalship ways of being. Māori Principal's development to lead from a basis of knowing they are Māori legitimizing Māori leadership development prioritizing Māori culture, language and identity in order to be an effective and successful Principals in schools and communities.

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

- Rangahau (Hohepa, M. K., & Robson, V, 2008; MK Hohepa, 2013)
- Noho marae (Legge, 2010; Hunt, 2006)
- Hui (Robinson & Robinson, 2005)
- Wānanga (Smith, 1999; Jones, 2012; Bagley, Finley & Kenyon, 1986; Taniwha, 2014; Kingi, 2010)
- Tuakana-teina (Reilly, 2010; Glynn, Berryman, Atvars, Harawira, Walker & Kaiwai, 1997)

This is a flexibly applied learning model and does not work on a 'one size fits all' approach. Māori Principal's will identify challenges and problem solve and plan a solution that they will lead, that will benefit the professional community in a specific way. There will be common needs in the group that enable us to have 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 challenges or goals set and the projects that individuals select to work on. A robust programme of work planned for participants however there will also need to be 'space' for the programme to develop organically in response to the needs being presented by the participants themselves, their community and time of the year.

In addition to the programme outline, Māori Principal's would participate in professional networking opportunities to enable relationships with other Principals' across the sector to be established and maintained. Facilitators would be able to introduce participants to other school Principals'. This networking is intended to help facilitate safe sharing and testing of growth in practice and philosophies that can enact tuakana / teina and ako ways being in a natural way.

Māori Principals' will be involved in Clusters. Four clusters will be established for Cohort 1 (with each cluster having approximately 10 Māori Principals' each). A National Coordinator will oversee all aspects of the programme and Regional Facilitators will guide and support Māori Principals' as needed in the programme over the duration of the two year period.

Researchers will identify success factors, and independently report on the effectiveness of the programme.

Key Principles

This programme intentionally locates the Māori Principal at the centre of our practice, supported with a range of activities designed to wrap around, and nurture growth and development between their Māori way of being and Principalship philosophy, responsibilities, position and practice.

This Māori Principals' programme is designed with the following key principles as major drivers for success. Particularly the principle of the collective can not be overlooked. It is fundamental to the success of the programme, but also designed to show Māori Principals' that in their leadership role, they are also a part of a 'whānau' 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".

This is a model of whānaungatanga:

- Inter-related successes are celebrated as Principal, school and community.

- Genuine relationships are planned for, prioritised and practised
- Māori Principals' have a lot to offer the organisation they work with, and the organisations have a lot to offer the Māori Principals'. This is a mutually beneficial relationship, where everyone has a vested interest.
- Māori Principals' 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).

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

Te Akatea Māori First Time Principals' programme will be of significant benefit to the education sector, as it fills the gap in the current provision of PLD - to provide a professional and personal leadership programme that looks to grow authentic Māori Principalship for bicultural and accessible school settings. This programme is suitable for graduates of emerging Māori leaders in all school contexts and settings, and does not exclusively target Māori leaders in Māori medium contexts only.

To be able to support effective Māori Principals' to practice a grounded sense of who they are, why they are doing what they are doing, and to truly understand their influence for transformative change – will have a significant impact on Māori learner experience and success as Māori across the sector.

It is expected that participants who have been on this programme will leave with a strong foundation on which to build further leadership experiences, and extensive networks of support. Māori leaders in education would connect with participants and new employment opportunities for participants could come through the connections made on this programme.

Mā mua ka kite a muri, mā muri ka ora a mua

Those who lead give sight to those who follow, those who follow give life to those who lead.

All Māori Principals' will be involved in their first two years of Principalship. The programme planned for each year will be as follows;

Year One:

Year one is about setting individual leaders up for success. This includes Matauranga Māori leadership knowledge, attributes, goals and planning an individual leadership or change project that makes a contribution back to whānau/hapū/iwi/school etc. Connecting and making sense of legislative responsibilities and National Educational priorities within kaupapa Māori practices and ways of being.

1. identify theories of change that support educational improvement
2. understand the importance of responding to the views of young Māori in educational change
3. recognise the role of emotion in change
4. understand the process through which education policies are developed

Year Two:

Individual leadership goals are already set and the individual leadership project planned and underway. Year two is about biculturalism knowledge, practice and empowering the professional growth of those they lead to achieve both individual goals and the leadership project, while evaluating the impact of the Māori Principals' programme on the participant individually and their community (leadership project).

1. use theories of effective educational change to critique practice
2. develop analytical skills to examine processes that promote and hinder change for improvement
3. communicate knowledge about effective processes of educational change with others.
4. appreciate both the theoretical and the practical applications of the educational policy process
5. understand the role of the Ministry of Education in setting national policy and the role of Boards of Trustees in setting local school policy.

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 Māori Principals' will attend.
- Each wānanga promotes forming relationships between Māori Principals' 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 Māori Principals' 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 Māori Principals' (4 cluster groupings)
- Cluster meetings will be an opportunity to continue group face to face contact so

Māori Principals' 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 Māori Principals' progress.
- Other meeting times are available as needed.

- Ako series

- Once per term there will be an opportunity for Māori Principals' 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 Māori Principals'. Mentors are additional external support for Māori Principals'. An experienced Principal of their choosing or local to their setting is negotiable.
- Māori Principals' 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.
- Māori Principals' 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 Māori Principals' would meet again at the end of their second year (this will be relevant to their anniversary of appointment to Principalship).
- Wānanga 2 is about reporting back to the group – regarding the impact of this programme on their own Principal 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.