



TE AKATEA

Māori Principals Association

NATIONAL COORDINATOR ROLES

EMERGING MĀORI LEADERSHIP and FIRST MĀORI TIME PRINCIPAL PROGRAMMES

INFORMATION PACK and APPLICATION DETAILS

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TE AKATEA

New Zealand Maori Principals' Association

Kia hiwa rā! Kia hiwa rā!
Kia hiwa rā ki tēnei tuku
Kia hiwa rā ki tēnā tuku

Haruru ana te moana
Pāpaki kau ana ngā ngaru ki ngā pari kārangaranga puta noa i te motu
Ko te reo o Te Akatea e karanga atu nei
Tihei Mauri ora!

Ko Tongariro taku Maunga
Ko Rangitikei taku awa
Ko Ngāti Tūwharetoa taku iwi
Ko Bruce Jepsen ahau

Te Akatea is proud to announce the establishment of two new Māori Leadership programmes that will commence on 1 January 2022.

- Te Akatea, the New Zealand Māori Principals Association is recognised for its important role in contributing to systemic shifts that will address inequity, racism and increase the success of ākonga Māori.
- The degree to which our perspectives are valued have been reflected in the opportunities that Te Akatea Executive have had to contribute to a range of significant Ministry of Education policies and initiatives.
- Of particular significance is the exciting opportunity that we now have to implement two professional learning and development programmes for Emerging Māori Leaders and Māori First Time Principals.
- Both programmes have been developed based on research including the feedback that we have received from our Māori leadership network.
- Both programmes will explicitly focus on developing the capacity and capability of participants to understand themselves as Māori leaders.
- Both programmes will also support leaders to enact the practices that will enable the communities they serve including ākonga, kaiako, and whānau

Māori to thrive in terms of culture, language, identity, well-being and academic success.

The people that we are seeking to lead these programmes will be experienced leaders who:

- understand Te Tiriti o Waitangi as our constitutional foundation and the responsibilities and promises inherent in this agreement for both tangata whenua and tangata tiriti.
- can demonstrate that they have effectively led the learning and practice of kaiako to address inequity by improving the experiences and education outcomes of ākonga Māori and their whānau.
- can demonstrate that they understand the aspirations of mana whenua and whānau Māori and have worked in mutually respectful ways with these groups to realise these aspirations
- understand the premise of mana motuhake and are committed to reclaiming, revitalising and normalising mātauranga, te reo and tikanga Māori as natural ways of knowing and being within the contexts that they engage in.
- understand the research regarding 'what works' for ākonga Māori and their whānau and have implemented practices that have been effective in lifting their well-being and achievement.
- have experience in coordinating and operationalising a national leadership programme that is focused on reducing racism and enhancing the success of Māori
- understand the importance of and are prepared to be guided by kaumātua whakaruruhau
- are visionary and can support leaders to understand the short and long term visions of mana whenua and integrate these aspirations into their own strategic plans so that practices can be enacted that enable Māori to be liberated from oppression and thrive as our tūpuna envisaged.

Nō reira, tenā koutou, tenā koutou, tenā tātou katoa

Bruce Jepsen
PRESIDENT

ADVERTISEMENT AND APPOINTMENT TIMELINE

We are looking for **TWO National Coordinators** of our Te Akatea Emerging Māori Leadership and First Time Principal programmes designed for Māori by Māori.

Ko wai mātou - Who are we?

Te Akatea, the NZ Māori Principals Association, is an incorporated society and approved PLD provider that aims to further develop, enhance, and strengthen Māori leadership in senior positions within kura.

Ngā kōrero mō te tūranga - About the role:

The National Coordinator position is 1.0 FTE - (could be delivered by multiple members)

National Coordinators are responsible for:

- Planning, delivery and reporting of Te Akatea Emerging Māori Leaders or First Time Principal PLD programmes
- Providing overall strategic planning and vision, leadership and development of Te Akatea Emerging Māori Leaders or First Time Principal programmes
- Using the Te Akatea Educational Leadership Capability Framework to create systems, communications, review and development of content and context
- Quality Assurance and building capability, observation and feedback, feedforward on quality and development needs.
- Sector and organisation liaison and communication, building cultural intelligence across the system
- Organisational growth and sustainability
- Ministry of Education liaison
- National delivery (voice and agency) of Te Reo Māori knowledge with tikanga Māori and Kaupapa Māori and public speaking, seminars, zooms and webinars.

Outcomes that can be expected from this role include:

- **Professional development and implementation** of all Ministry of Education strategies and guidelines regarding leadership supporting Māori Education - i.e. Ka Hikitia; Tū Rangatira; Tau Mai te Reo; Hautu; Tātaiako.

- **Leading quality kaupapa and delivery** of a highly capable and professional team; and
- **High quality review** and reporting.

National Coordinators will undertake travel and liaise with schools, clusters, whānau, hapu and iwi to assist in the development of strategic thinking in relation to leadership, Māori education, the barriers, hopes and aspirations of iwi.

Applications for each position should consist of a detailed electronic CV and cover letter and should be sent to secretary@teakatea.co.nz.

WELCOME VIDEO

Please view the welcome video on our Te Akatea Website

APPOINTMENT TIMELINE

Wednesday 27th October

- Position advertised and application Packs available online

Thursday 11th November

- Applications close at 5.00 pm.

Friday 12th November

- Short listing day. Shortlisted candidates notified and given interview time.

Monday 15th November

- Referees contacted. Reports due by 4.00 pm

Tuesday 16th Wednesday 17th November

- Interviews

Friday 19th November

- Successful candidate notified

INFORMATION FOR CANDIDATES

PROGRAMME OVERVIEW

The Emerging Māori Leaders' and First Time Principals' Programmes will engage forty participants over a period of two years.

The **Emerging Māori Leaders** programme intends to target participants who have a desire to develop their leadership potential – rather than cater for participants who are already experienced leaders in schools already.

This programme will focus on developing participants' leadership philosophy and direction over the duration of the programme. Participants may not have a clear leadership position when they enter this programme, and more importantly there needs to be support for participants to continue to develop and evolve their leadership philosophy and practice over time.

The **First Time Principal** 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 Rūmaki Reo and Reo Rua, rural, urban etc.

This programme will focus on developing each Māori Principal's leadership implementation and professional partnership within the communities they connect with. Māori Principal's may not have a clear understanding of the adaptive expertise required in their Principalship when they are appointed, there needs to be support for Māori Principal's to continue to develop and evolve their leadership philosophy and practice over time - as Māori.

Participants will be supported to develop their leadership position using questions such as:

- Who am I? Why is this important?
- What is my motivation for leadership?
- Who am I accountable to?
- What is my leadership philosophy?
- How will I make a contribution of significance?

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
- Hui
- Wānanga
- Tuakana-teina

This is an applied learning model and does not work on a 'one size fits all' approach. Participants will set goals and identify and plan a project that they will lead, that will benefit their community in some 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 goals set and the projects that individuals select to work on. There will be a robust programme of work 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 would participate in professional networking opportunities to enable relationships with other leaders across the sector to be established and maintained. Facilitators would be able to introduce participants to 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 10 participants each). The National Coordinator will oversee all aspects of the programme and Regional Facilitators will be employed to awahi 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

These programmes 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.

The programmes are 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.

SUMMARY

Both these programmes 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 development programme that looks to grow authentic Māori leadership in schools. Our programmes are suitable for emerging Māori leaders in all school contexts and settings, and does not exclusively target Māori leaders in Māori

medium contexts only and Māori First Time Principals irrespective of their school setting.

To be able to support aspiring Māori leaders and First Time Principals 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.

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.

Once appointed National Coordinators will be involved in the hiring of Lead Facilitators and other key roles to staff the programmes. National Coordinator roles will have a base salary equivalent to a U9 Principal salary.

EXPECTED ATTRIBUTES OF SUCCESSFUL CANDIDATE

The successful candidates for these roles will be Māori. We are looking for National Coordinators with strong links to Māori education, Māori communities and is comfortable operating in Māori led environments. These programmes will run alongside each other, and National Coordinators of both programmes will be expected to work together.

BUILDS AND SUSTAINS HIGH TRUST RELATIONSHIPS

- Coordinate, facilitate and model the principle of whānau: provide opportunities for building genuine and reciprocal relationships, partnerships, professional networking, acknowledging collective success as well as individual achievement.
- In relationships demonstrates leadership expertise, respect, openness, self-awareness within and beyond the programme.

ENSURES CULTURALLY RESPONSIVE PRACTICE AND UNDERSTANDING

- Values and models the importance of Te Reo Māori.
- Coordinates, facilitates and models the principle of whakapapa: provide opportunities for Māori identity and ways of knowing, and organising Māori knowledge.
- Uses knowledge of cultural heritage using Te Tiriti as a foundation to collaboratively develop and evaluate the vision and programme.
- Works with Te Akatea, hapū and iwi and emerging Māori leaders or First Time Principals to develop Māori leadership success goals.
- Develops shared understanding of the importance of working in partnership with Māori whānau and organisations.
- Develops shared understanding of pedagogy and inquiry into Māori leadership.
- Coordinates and facilitate Kaupapa Māori models of learning experiences e.g. noho marae, Cluster hui, wānanga, ako, rangahau research and the collective vision, aspiration and purpose of Māori communities, as well as facilitator visits and mentoring.

BUILDS AND SUSTAINS COLLECTIVE LEADERSHIP AND PROFESSIONAL COMMUNITY

- Has recent successful Māori educational leadership experience in New Zealand schools or kura.
- Supports and strengthens emerging Māori leaders and First Time Principals in all school settings and their career pathway development.
- Coordinates, participates and contributes expertise to professional learning: leadership potential, philosophy, skills, networks, Te Reo Māori and tikanga.
- Values and draws on individual and collective strengths.
- Provides opportunities and supports to grow Māori leadership capabilities.
- Builds knowledge of learning to improve.
- Overcomes barriers to foster innovation.

THINKS AND PLANS STRATEGICALLY

- Keeps the programme vision and goals to the forefront.
- Regularly reviews and reports on progress of the programme goals.
- Coordinates, facilitates opportunities to understand educational change management within a Kaupapa Māori perspective.

EVALUATES PRACTICE IN RELATION TO OUTCOMES

- Clearly communicates, confident with IT and a range of applications to produce robust information about the achievement and progress of goals, practices and wellbeing of staff and participants.
- Facilitates collaborative inquiry for leadership goal setting, planning, implementing and evaluating community, iwi change projects and informs future adaptations for success.
- Facilitates the analysis of leadership practice, teaching practice and achievement data in relationship to each other and progress towards programme goals.
- Identifies puzzles, gathers more information, draws on research and expert advice for actions to improve and resources strategically.

MANAGES RESOURCES ADEPTLY TO ACHIEVE VISION AND GOALS

- Gather good information regarding finance, staffing and property to make decisions and source further resources.
- Effectively meets contractual, legislative and reporting requirements .
- Recruits staff strategically.
- Undertakes performance management when required.
- Seeks expert advice and manages efficiently to achieve the vision and goals of the Programme.
- Uses networks beyond the organisation to benefit the Programme.

PERSONAL LEARNING AND WELLBEING

- Keeps up to date with leadership research.
- Uses critical friends to extend their knowledge.
- Seeks and uses personal feedback for growth.
- Takes time for wellbeing.
- Ensures personal performance management is completed.
- Actively participates in other leadership networks.

VALUES, MORAL PURPOSE, OPTIMISM, AGENCY & RESILIENCE

- Embodies the values of the Programme.
- Demonstrates moral purpose, optimism, agency and resilience to achieve the vision and goals of the Programme.
- Initiates and supports new ideas that support the vision and goals of the Programme.

WIDER EDUCATION CONTRIBUTION

- Actively participates in other leadership networks or roles in Te Ao Māori, education or leadership.
- Contributes to knowledge of Māori leadership, reducing disparity for Māori learners, improving teaching and learning that enables successful outcomes for Māori learners.
- Coordinates, facilitates opportunities to understand legislative responsibilities, National Education Priorities within a Kaupapa Māori perspective.

- Networks and collaborates with regional coordinators, Te Akatea Executive, the Ministry of Education, iwi / hapu, local principal groups and other stakeholders.

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 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.

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 participants would start the programme together (Term 1).
- This first wānanga is about forming relationships between participants as this will be an important part of their support network over the next two years. The first wānanga will also provide an in-depth overview of the programme for participants so they are clear about the expectations over the next two years. The wānanga would be planned to motivate and inspire participants to further grow and develop their individual leadership abilities within a kaupapa Māori framework. Wānanga 1 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 expected to be groups of 10 participants (4 cluster groupings).
- Cluster meetings will be an opportunity to continue group face to face contact so participants 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.

Facilitator visits

- Each participant can expect to meet with a programme facilitator two times per year.
- Facilitator visits are a formal meeting to discuss how things have been going, and document and record each participant's progress.
- Other meeting times are available if necessary.

Ako series

- Once per term there will be an opportunity for participants 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.
- It is optional for participants.
- 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 could include speakers/PLD discussions/Presentations/new initiatives etc.

Mentoring (external support)

- Mentors are also available for participants. Mentors are additional external support for participants.
- Participants 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/women's leadership/community leader etc.
- Participants are provided with the opportunity to meet twice per year with an external mentor.
- Mentors may have more than one participant.

Full programme wānanga (Wānanga 2):

- All participants would meet again at the end of Year two.
- 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 would be a requirement of their evaluation.
- Wānanga 2 is an opportunity to celebrate and acknowledge the participants and the work they have completed.

OVERVIEW AND BACKGROUND OF TE AKATEA

The Origins of Te Akatea

In 1990 Punohu McCausland and I were working as liaison officers for the newly established Ministry of Education which had a regional office in Rotorua where we were based. I had just arrived from a four year stint at Te Kura o Rakaumanga beginning 1986 which was part of a national network of kura rua reo (bilingual kura) at the time. Kura kaupapa Māori had not been legislated for at that time.

Tomorrow's Schools and kura kaupapa Māori in 1989 ushered in a new era, kura kaupapa Māori and other forms of Māori medium education were growing quickly. Punohu and I thought that we ought to create an opportunity for a group of reo Māori kura from Waiariki and Waikato to get together to talk about the kaupapa of a national body of tumuaki. In late 1989-1990 some of the original kura reo rua had or were looking to transition into kura kaupapa Māori. Te Aho Matua legislation wasn't around then. Kura reo e rua had been around since 1978 (Ruatoki) and by 1989 numbered about ten. The 1989 Kura Kaupapa Māori legislation spelt the end of kura reo e rua.

The whakaaro for the establishment of a kaupapa Māori tumuaki national body came from two hui held in the basement of my home in Maketu in 1990 – 1991. Punohu McCausland and I secured some Ministry of Education funding to help cover costs. The whakaaro came from a strong desire to whakawhanaunga and whakakotahi tumuaki in kura who were using te reo Māori as the medium of instruction. By coming together as a national body for the express purpose of growing cultural and professional leadership capability it was thought we could advance the cause of kaupapa Māori education.

Present at the hui were myself and Punohu (MOE), Pererika Twist (Huiarau), Barna Heremia and Alex Hope (Rakaumanga), Jimmy Schuster (Whangamarino), Huria Tawa (Rotoiti) and Iramena Heke (Otepou).

The decisions taken over the course of the two hui were:

That a body as envisaged and for the purpose stipulated would be established.

- *That Pererika Twist would take responsibility for growing support in Waiariki and Barna in Waikato.*
- *That the group would be called Te Akatea, following a suggestion from Jimmy Schuster who related the story of his tipuna Rangitihī who suffered a grievous*

wound to the head in a particular battle, had the wound bound with akatea vine to stem the flow of blood and enable him to continue to fight and eventually carry the day.

Thus Te Akatea – a metaphor for contemporary Māori leadership in kura battling to keep alive te reo Māori with brave, stoic and relentless determination!

Following the hui my and Punohu's roles ended. The Ministry of Education closed in Rotorua. [Nonetheless,] Te Akatea grew into what it is today.

Noho ora mai

Pem Bird

Te Akatea New Zealand Māori Principals speak on all Māori Education issues.

Māori Education is the education of Māori, for Māori, sometimes in Māori, often about Māori but always to the benefit of all Māori and non- Māori alike.

Ninety per cent of Māori students are in mainstream school settings and Te Akatea will enhance the educational opportunities of all Māori learners, regardless of the setting.