TŪ RANGATIRA

MĀORI MEDIUM EDUCATIONAL LEADERSHIP

MINISTRY OF EDUCATION
Te Tāhuhu o te Mātauranga

TŪ RANGATIRA

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Mihi

Nei rā te reo karanga
E kōkiri nei i te kāhui whatu
Kia waihangahia he korowai
Hei taupō i te kāhui ako
Kia tū māia
Kia tū pakari
Kia tū rangatira.

FOREWORD

Tēnā tātou katoa

It is my pleasure to present you with **Tū Rangatira:** *Māori Medium Educational Leadership.* It brings together shared ideas, experiences and leadership practices from the Māori medium education sector. The document has been released after open consultation with the Māori medium education sector. Many thanks go to all who have contributed to the development of this document.

The Ministry and the Māori medium sector are committed to working with whānau to deliver an education system that focuses on raising the achievement of Māori learners. Research has identified that effective school leadership has a significant influence on shaping students' achievement in learning. This document outlines the many daily activities school leaders manage to support and encourage learning in their schools.

Tū Rangatira: *Māori Medium Educational Leadership* sets out a framework for kura leaders, boards of trustees, whānau and communities. It challenges tumuaki and senior leaders in Māori medium education to be visionary and inspirational so that Māori are able to enjoy education success as Māori. It acknowledges the many and varied leadership roles that exist for those working in the sector. It supports the realisation that Māori potential resides within Māori learners themselves.

Tū Rangatira: *Māori Medium Educational Leadership* has been developed to support Māori world views and philosophies as articulated in *Te Marautanga o Aotearoa* to support learners' experiences in Māori medium schooling.

Improvements in education system performance for and with Māori learners will be led by committed and enthusiastic leaders who constantly challenge themselves to realise the potential of Māori learners. **Tū Rangatira:** *Māori Medium Educational Leadership* is a major step in that direction.

Nāku noa

Karen Sewell

Karen Sewell

Secretary for Education

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RATIONALE

Tū Rangatira: *Māori Medium Educational Leadership* is a model of leadership that reflects some of the key leadership roles and practices that contribute to high-quality educational outcomes for Māori learners.

The document has been developed through the collaboration with and sharing of insights from experienced principals, advisors, researchers and organisations who work in the Māori medium education sector. The document provides a starting point for strengthening the capability of educational leadership in the management of kura-wide activities. The main emphasis is to lift the achievement of Māori learners through effective teaching and learning practices that reflect the cultural, social, educational, and economic imperatives that whānau have for their children. This is the key goal for leadership in kura kaupapa Māori, wharekura, kura Māori ā-iwi, kura motuhake and Māori immersion and bilingual units in Aotearoa.

Educational leadership is primarily focussed on improving teacher effectiveness and learner achievement and well-being, and motivated by the regeneration of Māori language and culture and organisational commitment. Some of these practices can be seen as:

- building staff capability in raising the standard of teaching and learning in their kura

- providing high-quality teaching and learning programmes and contexts to maximise learning and success for learners

- strengthening kura-wide capability in the teaching and learning in te reo Māori

- shaping and implementing kura-wide Māori pedagogical practices and evidence-based inquiry to meet learners' needs and interests

- reinforcing the regeneration of te reo Māori me ōna tikanga

- developing strong whānau and kura partnerships to achieve shared goals, and

- knowing and valuing what students bring with them to produce better outcomes.

Leadership in Māori medium education can be seen to carry out a range of duties and tasks centred on the development and expansion of the kura community, and interests associated with the wider community. These could include leadership presence, and engagement in a range of roles that have significance to achieving opportunities and success for Māori and contributing to te ao Māori.

Effective leadership practice acknowledges there are many important participants, learners, whānau, iwi, educators, Māori communities, and government working together to maximise success for Māori. Each has a positive contribution to make and a range of skills, knowledge and resources that are important to support and deliver quality outcomes for all learners.

The model outlined in **Tū Rangatira:** *Māori Medium Educational Leadership* advocates investing in strengths, opportunities and successes. The model provided is only a snapshot of the many vital roles and practices that educational leaders carry out in their daily tasks.

Tū Rangatira focuses on leadership practices, providing insights into how effective professional development programmes can work towards strengthening leaders' capabilities, growing capacity and sustaining exemplary leadership in the Māori medium education sector.

The Māori medium education sector is diverse, and includes the following.

Level 1 programmes (81–100 percent reo Māori):

- kura kaupapa Māori
- wharekura
- kura ā-iwi
- kura motuhake
- immersion units

Level 2 programmes (51–80 percent reo Māori):

- Māori medium bilingual units.

Tū Rangatira has been developed to support all people involved in the above settings. They include:

- tumuaki in kura kaupapa Māori, kura ā-iwi, kura motuhake and wharekura settings
- boards of trustees
- kura whānau
- principals and whānau of schools with immersion and bilingual units
- senior and middle leaders in all Māori medium programmes.

Tū Rangatira is intended to sharpen the focus of leadership and to expand the potential and achievement of Māori.

INTRODUCTION

Tū Rangatira is a resource to support and strengthen leadership of teaching and learning in schools.

The content of *Tū Rangatira* has been guided by the wisdom of pakeke and shaped by experienced practitioners working within the Māori medium education sector.

Tū Rangatira breaks new ground in the field of educational leadership to promote cultural regeneration, kaupapa Māori philosophies, aspirations and valued learner outcomes.

The concepts outlined in this document have been drawn from a range of sources within the Māori medium education sector, including:

- the shared knowledge of tumuaki and principals
- information from the sector gathered through observation, hui and interviews
- advice from leadership research and policy groups working within the sector, and
- findings from international and national studies about the links between leadership practices and improved learner outcomes.

VISION STATEMENT

E kore au e ngaro, te kākano i ruia mai i Rangiātea

E kore au e ngaro, te kākano i ruia mai i Rangiātea captures the vision for **Tū Rangatira** and encapsulates a principle of Māori society dating from its origins, from the time of Rangiātea.

E kore au e ngaro, te kākano i ruia mai i Rangiātea asserts that *to know yourself, your whakapapa and cultural heritage, is to never be lost*. Embedded in the whakataukī is the vision that a Māori identity will not fade: it is derived from ancestors, passed down from generation to generation, and lives on in our mokopuna.

E kore au e ngaro, te kākano i ruia mai i Rangiātea challenges leaders to develop a leadership style and commitment to education that nurtures mokopuna to realise their full potential as Māori – to know who they are, to speak with a Māori voice and to protect Māori cultural wealth for future generations.

Effective leadership in education recognises that through language, culture and knowledge, mokopuna grow to know their identity as tangata whenua of Aotearoa.

GUIDING PRINCIPLES

Tū Rangatira is guided by four underlying principles:

Māori potential	All Māori learners have unlimited potential.
Cultural advantage	All Māori learners have a cultural advantage in that they are Māori.
Inherent capability	All Māori learners are inherently capable of achieving success as Māori.
Mana motuhake	All Māori learners have the right to live and learn as tangata whenua of Aotearoa.

GUIDELINES

The guidelines for **Tū Rangatira** are based on the metaphor of the korowai. Regarded as a taonga tuku iho, a treasure handed down from generation to generation, the korowai has a strong parallel with the whakataukī *E kore au e ngaro, te kākano i ruia mai i Rangiātea.*

The concept of the korowai provides the guidelines with their three key aspects: te aho tapu, whenu and ngā aho.

Te Aho Tapu – Focus on Learners

Te aho tapu, the first and main thread of the korowai, represents a strong focus on learners and for the purposes of **Tū Rangatira** is titled 'Ngā Mokopuna', representing Māori learner success.

Whenu – Seven Key Roles of Leadership

The *whenu* of the korowai descends from te aho tapu. Each of the whenu depicts a key role of the leader:

1. He Kaitiaki	guardian
2. He Kaiwhakarite	manager
3. He Kanohi Matara	visionary
4. He Kaiako	teacher and learner
5. He Kaimahi	worker
6. He Kaikōtuitui	networker
7. He Kaiarataki	advocate

Ngā Aho – Seven Key Areas of Focus

The *aho* of the korowai weaves through the whenu, binding the korowai together as a wearable garment. Each of the aho depicts a key focus area for leadership:

1. Mana Mokopuna	placing the learner at the heart
2. Mana Wairua	spiritual and holistic well-being
3. Mana Tangata	recognising that relationships are critical to effective practice
4. Mana Reo	the preservation of te reo Māori
5. Mana Tikanga	Māori customs and protocols
6. Mana Mātauranga Māori	Māori discourses and knowledge
7. Mana Ā-Kura	the uniqueness of each kura

TE AHO TAPU – FOCUS ON LEARNERS

Te aho tapu, the first and main thread of the korowai, weaves the whenu and aho of the korowai together. In the context of leadership, te aho tapu is dedicated to ngā mokopuna.

The table below provides a starting point for sharpening the focus of leadership to extend the potential and achievement of Māori. In displaying the qualities and applying the practices in the first two columns of this table, leaders are artists, weaving a korowai of strength, integrity and beauty leading to the outcomes for learners.

Leadership qualities	Leadership practices	Broad outcomes	Specific outcomes
▶ are visionary, innovative, creative, hard-working thinkers who inspire teaching, learning and educational achievement ▶ have a diverse range of skills and knowledge ▶ demonstrate positive well-being and are able to fulfill leadership roles with confidence.	▶ provide opportunities for Māori learners to succeed ▶ tailor teaching policies and practices to Māori needs ▶ encourage high-quality teaching through te reo Māori ▶ build relationships within and beyond the learning community.	▶ enjoy educational success as Māori ▶ work with others to determine successful learning and education pathways ▶ excel and successfully realise their cultural distinctiveness and potential ▶ successfully participate in and contribute to te ao Māori ▶ gain the universal skills and knowledge needed to successfully participate in and contribute to Aotearoa New Zealand and the world.	▶ achieve their individual potential ▶ experience successful educational outcomes ▶ are proud to be Māori ▶ contribute to the well-being of their whānau, hapū and iwi ▶ participate in te ao Māori me te ao whānui ▶ confidently represent te ao Māori in other cultural settings ▶ develop a good work ethic ▶ use their initiative ▶ apply skills in multiple careers ▶ make quality career choices ▶ live successful and fulfilling lives ▶ participate positively in society ▶ contribute to the growth of the economy ▶ respect others ▶ pursue lifelong learning.

WHENU – KEY ROLES OF LEADERSHIP

The whenu of the korowai descends from te aho tapu. Each of the whenu depicts a key role of leadership, as outlined below:

Role of leader:	Responsible for:
HE KAITIAKI – GUARDIAN *Ka maru koe i tōku pūreke, he kahu pītongatonga*	protecting and nurturing a caring environment where people and ideas are valued; health, safety and well-being are enhanced; and relationships are strong
HE KAIWHAKARITE – MANAGER *E kore te matau e rawe ki te moana takai ai, engari anō a uta*	effective and efficient management of people, environments and education that transforms teaching and learning communities
HE KANOHI MATARA – VISIONARY *Māku e whatu,mā koutou e tāniko*	innovative and visionary leadership to equip learners with the knowledge, skills and values to succeed in the 21st century as Māori and as citizens of the world
HE KAIAKO – **TEACHER AND LEARNER** *Ko te manu e kai ana i te miro, nōna te ngahere. Ko te manu e kai ana i te mātauranga, nōna te ao*	reciprocal learning and exemplary modelling of innovation that leads to the effective creation, development and delivery of high-quality authentic learning contexts and practice
HE KAIMAHI – WORKER *Ehara taku toa i te toa takitahi, engari he toa takitini*	'leading by doing': upholding collegial practices that build capability in others in pursuit of the goals of the kura
HE KAIKŌTUITUI – NETWORKER *Kotahi te kōhao o te ngira e kuhuna ai te miro mā, te miro pango, te miro whero*	networking, brokering and facilitating relationships that contribute towards achieving kura goals
HE KAIARATAKI – ADVOCATE *Kaua e rangiruatia te hāpai o te hoe; e kore tō tātou waka e ū ki uta*	promoting the development and implementation of strategies, plans and policies to realise learners' potential and their educational success as Māori

NGĀ AHO – KEY FOCUS AREAS OF LEADERSHIP

The aho of the korowai weaves through the whenu, binding the korowai together as a wearable garment. Each of the aho depicts a key focus area for leadership, as outlined below:

	Key focus area:	Focus of leader:	Learner outcomes:
	MANA MOKOPUNA **placing the learner at the heart** *Ko te mokopuna te pūtake o te mātauranga*	learner potential and success	The learner enjoys high-quality education focused on the realisation of his or her potential and success as Māori and as a citizen of the world
	MANA WAIRUA **spiritual and holistic well-being** *He puna wairua He puna tangata*	the physical, emotional, social and educational well-being of every individual	The learner's self-worth, self-esteem and personal pride are displayed in his or her demeanour, attitude and behaviour
	MANA TANGATA **recognising that relationships are critical to effective practice** *He toi whakairo, he mana tangata*	building relationships on trust, honesty and respect	The learner develops physical, spiritual and emotional well-being; an awareness of his or her individual uniqueness; and knowledge and respect for himself or herself and others
	MANA REO **the preservation of te reo Māori** *Ko te reo te waka wairua o ō tātou tīpuna*	developing, strengthening and preserving high-quality delivery of education through te reo Māori in everyday practices	The learner is a competent thinker, speaker, reader and writer in both Māori and English
	MANA TIKANGA **Māori customs and protocols** *He tangata i ākona ki te whare, tūnga ki te marae tau ana*	ensuring appropriate tikanga in protocols and practice across all aspects of the kura	The learner is secure in the knowledge of his or her ancestral links, and considers the hopes and aspirations of whānau, hapū and iwi

	MANA MĀTAURANGA **Māori discourses and knowledge** *Ko te waka mātauranga, he waka eke noa*	asserting that being and thinking Māori is an advantage	The learner understands contemporary and traditional views of te ao Māori and the natural world
	MANA Ā-KURA **the uniqueness of each kura** *Mā tātou katoa hei whakatō i te whakaaro ka puta ki te ao*	identifying and developing teaching and learning programmes unique to the goals and aspirations of kura whānau	The learner is intellectually stimulated within an environment conducive to learning

THE LEADERSHIP ROLES AND AREAS OF PRACTICE

HE KAITIAKI – GUARDIAN

▶▶ The kaitiaki leadership role is about being a guardian, caregiver and protector of all aspects of the kura. A primary focus of this role is the care and protection of the health, safety and well-being of learners and staff, and an essential part is care for oneself, and leading from a position of good health and well-being. The kaitiaki role is also responsible for investing a range of practices with the core values of aroha, manaaki, tiaki, āwhina, whanaungatanga, whakaako, whakapono, ngākau harikoa, ngākau māhaki and whakapakari-hinengaro, acknowledging them as central to learners' sense of well-being. Kaitiaki leadership focuses on the protection and preservation of positive human relationships, te reo Māori me ōna tikanga and mātauranga Māori as the foundation for teaching and learning pedagogy.

HE KAITIAKI – GUARDIAN

"Ka maru koe i tōku pūreke, he kahu pītongatonga"

Protecting and nurturing a caring environment where people and ideas are valued, health, safety and well-being are enhanced and relationships are strong

KEY FOCUS AREA: MANA MOKOPUNA

Goal: To ensure learners are healthy and safe and that their well-being is enhanced

Leadership practice:

▶ ensuring all learners are taught in a safe, caring, nurturing and healthy environment
▶ ensuring legal responsibilities are met and policies for implementing, monitoring and reviewing safety and health procedures are in place
▶ ensuring all staff are familiar with health, care and safety protocols

KEY FOCUS AREA: MANA WAIRUA

Goal: To maintain and enhance the well-being of learners, staff and whānau in a manner that is underpinned by core values

Leadership practice:

▶ creating an environment that stimulates and enhances learners' well-being
▶ protecting and preserving the well-being of learners
▶ caring for oneself and maintaining personal well-being in order to be able to fulfill the demands of the leadership role
▶ creating an environment that upholds the core values of the kura community

KEY FOCUS AREA: MANA TANGATA

Goal: To protect and maintain a nurturing and caring environment where relationships are strong and valued and ideas are affirmed

Leadership practice:

▶ projecting kindness, approachability and understanding
▶ exercising compassion towards and trust of learners, staff and whānau
▶ applying discretion in matters of personal confidentiality

KEY FOCUS AREA: MANA REO

Goal: To protect and advance te reo Māori through high-quality teaching strategies to maximise learners' language development

Leadership practice:

▶ ensuring staff are competent and confident in teaching in te reo Māori
▶ ensuring resources reflect the key learning goals of high-quality language education
▶ implementing recruitment policies that prioritise the necessary competencies in and commitment to te reo Māori
▶ engaging learners and making sure they love learning in te reo Māori

KEY FOCUS AREA: MANA TIKANGA

Goal: To preserve, practice, respect and restore tikanga Māori

Leadership practice:

▶ ensuring correct protocols are adhered to in all kura activities
▶ acknowledging mana whenua discourses as integral components in learning activities
▶ taking a pivotal role in the restoration of tikanga

KEY FOCUS AREA: MANA MĀTAURANGA

Goal: To preserve and protect mātauranga Māori as a foundation for teaching and learning

Leadership practice:

▶ ensuring that teaching and learning programmes are underpinned by mātauranga Māori values, knowledge and skills
▶ emphasising the preservation, protection and ongoing development of mātauranga Māori

KEY FOCUS AREA: MANA Ā-KURA

Goal: To protect the integrity of the kura through a culture of professional commitment to realising learner potential and success

Leadership practice:

▶ leading the development and implementation of programmes to meet learners' educational needs, interests and aspirations
▶ recognising that whānau and iwi are integral to the development, implementation and review of teaching and learning programmes

THE LEADERSHIP ROLES AND AREAS OF PRACTICE

HE KAIWHAKARITE – MANAGER

▶▶ The kaiwhakarite leadership role involves effective and efficient management of the operational aspects of the kura, with a focus on systems that support its educational goals. The kaiwhakarite role includes managing people, resources, administrative systems and teaching and learning programmes to produce outcomes that positively transform learning communities. The kaiwhakarite manages change; builds capacity in key roles; fosters a culture of positive collaboration, commitment, motivation and deepened learning; and raises expectations in order to bring about continuous improvement and success for learners.
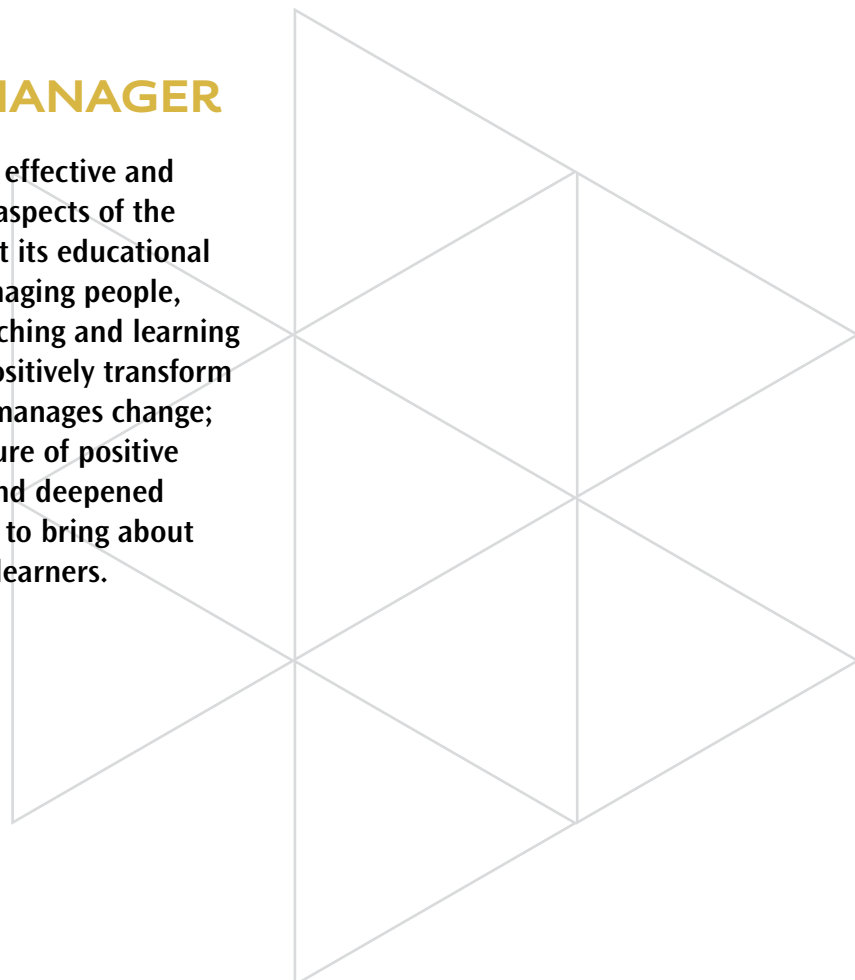
HE KAIWHAKARITE - MANAGER

"E kore te matau e rawe ki te moana takai ai, engari anō a uta"

Effective and efficient management of people, environments and education that transforms teaching and learning communities

KEY FOCUS AREA: MANA MOKOPUNA

Goal: To manage the kura in a way that works towards realising learners' potential and success as Māori both in Aotearoa and in the wider world

Leadership practice:

▸ managing streamlined systems for teachers, learners and whānau

▸ managing timetabling for learners and staff that is clear, consistent and well planned

▸ managing staff and resources efficiently, allowing the focus of kura to be teaching and supporting learners' learning, achievement and success

▸ ensuring learning is prioritised

▸ ensuring that learners' and whānau's presence, engagement and retention in education is maintained and promoted

▸ planning and coordinating regular measurement of learners' progress

▸ maintaining efficient information and storage systems

▸ encouraging learners to take individual responsibility for time management

▸ ensuring appropriate policies and procedures are in place to support learners' success

▸ fostering a culture of positive collaboration, commitment and motivation, to bring about continuous improvement in learners' potential and success

▸ encouraging collective professional learning communities within and across the kura in order to achieve better learner outcomes

KEY FOCUS AREA: MANA WAIRUA

Goal: To support and protect the well-being of learners, staff and whānau

Leadership practice:

▸ managing systems and practices that encourage and support personal contentment as a key component of well-being

▸ supporting learners, staff and kura through personal and professional challenges

▸ managing staff according to correct procedures, supported by effective policy

KEY FOCUS AREA: MANA TANGATA

Goal: To deal with people in a way that preserves mana and self-respect

Leadership practice:

- maintaining an open management style in which learners and staff are encouraged to contribute towards what works best for the kura
- planning and implementing staff professional development opportunities
- maintaining a 'human face' and adopting a management style that demonstrates a genuine caring nature through kindness, approachability and understanding
- exercising a management philosophy that shows compassion for learners and staff under stress or personal hardship
- ensuring whānau are given opportunities to contribute towards management practices
- ensuring whānau are well informed of management policy, procedure and protocols
- securing whānau confidence and trust in the management of the kura
- developing succession plans for emerging kura leadership

KEY FOCUS AREA: MANA REO

Goal: To ensure the use of te reo Māori in management systems

Leadership practice:

- investing time and resources in the professional development of staff to strengthen their knowledge of, and proficiency in, te reo Māori
- developing and implementing staff recruitment policies in which the necessary competencies in and commitment to te reo Māori are explicit

KEY FOCUS AREA: MANA TIKANGA

Goal: To manage the kura in a way that acknowledges and respects tikanga

Leadership practice:

- investing time and resources in the professional development of staff to strengthen their knowledge and understanding of tikanga Māori
- developing staff recruitment policies in which the neccessary competencies in and commitment to tikanga Māori are transparent

KEY FOCUS AREA: MANA MĀTAURANGA

Goal: To use mātauranga Māori in management policies and practices

Leadership practice:

- ▸ ensuring management practices are underpinned by values, knowledge and skills derived from a distinct mātauranga Māori base
- ▸ providing direction school-wide for staff to engage in inquiry learning and action research to identify sound mātauranga and gather evidence to support learner learning
- ▸ developing management systems, policies and protocols based on sound tikanga principles to plan, develop and manage the provision of high-quality educational programmes to achieve valued learner outcomes

KEY FOCUS AREA: MANA Ā-KURA

Goal: To manage teaching and learning programmes to achieve positive learner outcomes

Leadership practice:

- ▸ developing and managing school-wide systems that provide high-quality programmes to support and extend learners' capabilities to realise their potential as Māori
- ▸ developing a self-review process to monitor and examine the progress the kura is making compared to previous years in literacy and numeracy

THE LEADERSHIP ROLES AND AREAS OF PRACTICE

HE KANOHI MATARA – VISIONARY

▶▶ The kanohi matara leadership role is about keeping kura at the 'cutting edge' of developments in education, as well as demonstrating wisdom and foresight and strategising for the future of the kura. Contemporary times call for innovative thinking. This visionary role of leadership entails understanding the past, recognising the present and envisioning the future, to bring about optimal education and life outcomes for learners. A kanohi matara embraces social changes and technological advancements; capitalises on innovation and new knowledge; and simultaneously embeds cultural imperatives into education.

HE KANOHI MATARA – VISIONARY

"Māku e whatu, mā koutou e tāniko"

Innovative and visionary leadership to equip learners with the knowledge, skills and values to succeed in the 21st century as Māori and as citizens of the world

KEY FOCUS AREA: MANA MOKOPUNA

Goal: To ensure the kura equips learners with knowledge, skills and values to succeed in the 21st century as Māori in Aotearoa New Zealand and the wider world

Leadership practice:

▸ inspiring learners through the provision of high-quality innovative educational experiences that focus on learners' needs and interests

▸ ensuring the kura is in a position to take advantage of any opportunities to advance teaching and learning to benefit learners

▸ maintaining a watchful eye on innovation and advancements within the education sector by reading widely and attending conferences, seminars and workshops

▸ learning from learners about their world view, technologies, innovations and aspirations for learning

▸ providing school-wide opportunities for learner-centred teaching and learning

▸ participating in professional development as a leading learner

KEY FOCUS AREA: MANA WAIRUA

Goal: To be prepared for challenges to the well-being of learners, staff and whānau

Leadership practice:

▸ being sensitive and mindful of the circumstances and situations of learners, staff and whānau

▸ ensuring teaching and learning practices are appropriately adjusted to meet the personal needs of individuals and groups

▸ being informed about events in the kura community and wider society, in terms of factors that may impact on the kura, learners, staff, kura whānau and iwi educational goals

▸ developing and maintaining strong collaborative relationships and accountability partnerships with educational organisations, social agencies and iwi entitities

▸ creating a teaching and learning environment focused on positive outcomes

▸ interacting on a professional level with other leaders to build a learning community of mentoring, coaching and collaborative alliances

KEY FOCUS AREA: MANA TANGATA

Goal: To promote and support healthy relationships at all levels – personal, kura whānau, iwi, staff, learners and the learning community

Leadership practice:

- maintaining strong relationships with kura whānau and the learning community to create a collaborative environment that is focused on learners' educational success
- ensuring staff and learners have access to educational opportunities that allow them to engage with external groups and organisations to extend their knowledge base
- creating opportunities to celebrate learner successes and achievements

KEY FOCUS AREA: MANA REO

Goal: To promote and extend te reo Māori proficiency among learners

Leadership practice:

- encouraging and promoting te reo Māori as the language of communication
- ensuring staff are made aware of new developments in relation to te reo Māori
- supporting staff to undertake te reo Māori professional development programmes

KEY FOCUS AREA: MANA TIKANGA

Goal: To be prepared for challenges to the tikanga of the kura

Leadership practice:

- being prepared to protect and apply appropriate tikanga at each and every encounter
- ensuring that tikanga is consistent and appropriate
- enlisting support from pakeke to advise on tikanga for learners and the kura
- undertaking risk managment and planning to ensure relevant tikanga is observed within kura operations and activities

KEY FOCUS AREA: MANA MĀTAURANGA

Goal: To use mātauranga Māori to guide educational planning

Leadership practice:

▶ applying tikanga and mātauranga when formulating strategic plans for the future

▶ looking 'back to the future' and using Māori knowledge, past histories and herstories, evolving knowledges and experiences to guide future plans and development

▶ engaging with iwi for guidance and advice on tikanga and mātauranga Māori

▶ integrating iwi knowledge and concepts into planning and future directions for the kura

KEY FOCUS AREA: MANA Ā-KURA

Goal: To establish, promote and maintain high standards, goals and expectations for every learner and adult in the kura

Leadership practice:

▶ establishing and extending teaching and learning programmes that are relevant and up to date with current developments and conventions in teaching and learning

▶ regularly reviewing programmes and systems to ensure teaching strategies proven by classroom practice help learners achieve

▶ stimulating innovation and creativity in school-wide teaching and learning activities

▶ inspiring and motivating learning with exciting teaching and learning programmes and practices

▶ staying focused and connected to learners' learning and classroom practice

▶ guiding a collective approach to classroom practice to improve learners' achievement and success

THE LEADERSHIP ROLES AND AREAS OF PRACTICE

HE KAIAKO – TEACHER AND LEARNER

▶▶ The kaiako leadership role is about being an exceptional teacher and educational practitioner. It is underpinned by a focus on leading with an innovative edge and embracing an up-to-date knowledge of new and emerging developments in learning and teaching pedagogy. The kaiako leadership role involves being both a learner and a teacher, exchanging roles with learners in order to better understand teaching and learning dynamics.

HE KAIAKO – TEACHER AND LEARNER

"Ko te manu e kai ana i te miro, nōna te ngahere. Ko te manu e kai ana i te mātauranga, nōna te ao"

Reciprocal learning and exemplary modelling of innovation that leads to the effective creation, development and delivery of high quality authentic learning contexts and practice

KEY FOCUS AREA: MANA MOKOPUNA

Goal: To ensure the kura keeps abreast with current teaching and learning pedagogy

Leadership practice:

▸ supporting and facilitating professional colleagues to exemplify effective practices to support and extend learners' academic, cultural and physical learning

▸ applying advancements in technology, teaching practice and resources to support learners' learning

▸ continually monitoring and assessing learner and staff performance

KEY FOCUS AREA: MANA WAIRUA

Goal: To lead teaching practices that support and protect the health, safety and well-being of learners, staff and whānau

Leadership practice:

▸ providing a teaching and learning environment that assures the health, safety and personal contentment of mind, body and spirit of learners and kura whānau

▸ ensuring each individual is able to enjoy a sense of satisfaction and happiness in their learning experiences

KEY FOCUS AREA: MANA TANGATA

Goal: To lead teaching and learning in a way that respects and values relationships

Leadership practice:

▸ supporting teachers to develop their teaching skills

▸ respecting and valuing professional colleagues' contributions towards best classroom practices

▸ valuing the 'teacher–learner exchange' in which teachers and learners learn from each other

KEY FOCUS AREA: MANA REO

Goal: To lead teaching that uses and values te reo Māori

Leadership practice:

▸ encouraging and promoting te reo Māori as a teaching resource, and as a means of generating new ideas and meeting social and educational goals

▸ assisting teachers to extend their proficiency and capability to meet the linguistic demands necessary to advance learners' language development

KEY FOCUS AREA: MANA TIKANGA

Goal: To lead the practice of tikanga in classroom and school-wide programmes

Leadership practice:

▸ promoting tikanga Māori in classroom and school-wide programmes

KEY FOCUS AREA: MANA MĀTAURANGA

Goal: To use mātauranga Māori in teaching and learning pedagogy

Leadership practice:

▸ applying mātauranga Māori across teaching and learning programmes

▸ using mātauranga Māori, tikanga and te reo Māori in innovative and creative ways to support learning and understanding

KEY FOCUS AREA: MANA Ā-KURA

Goal: To lead the implementation of quality teaching and learning programmes across the classroom and facilitate professional development programmes to strengthen staff knowledge and skills

Leadership practice:

▸ mobilising professional colleagues to deliver learning programmes in culturally appropriate ways

▸ readjusting programmes to meet learners' needs and interests

▸ ensuring learning programmes deliver positive educational outcomes

THE LEADERSHIP ROLES AND AREAS OF PRACTICE

HE KAIMAHI – WORKER

►► The kaimahi leadership role is about demonstrating a strong work ethic that models commitment and dedication to the goals of the kura. The kaimahi leadership role requires versatility and the capability to undertake a variety of duties and tasks to achieve positive outcomes for learners' learning and development. The concept of 'leading by doing' is at the heart of leadership for kaimahi. Kaimahi leadership is demonstrated through a 'hands-on' approach, in which decision making can be guided by a 'working knowledge' of all aspects of the kura.

Kaimahi leadership is characterised by a willingness to become involved in various forms of work when the need arises. Additionally, the kaimahi should know, understand and appreciate the work being done by others.

HE KAIMAHI – WORKER

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

'Leading by doing': upholding collegial practices to build capability in others in pursuit of the goals of the kura

KEY FOCUS AREA: MANA MOKOPUNA

Goal: To work alongside learners to ensure that effective learning is taking place

Leadership practice:

▸ working alongside learners to monitor their performance and behaviour and learn about their needs

▸ developing a hands-on approach to leadership and creating opportunities to experience and personalise contact with learners

▸ instilling a sense of collective endeavour in which the common goal is valued educational outcomes for learners

KEY FOCUS AREA: MANA WAIRUA

Goal: To work alongside learners, staff and whānau to ensure their health, safety and well-being is supported and promoted

Leadership practice:

▸ maintaining relationships with learners, staff and kura whānau to support and promote health and safety practices that encourage well-being

KEY FOCUS AREA: MANA TANGATA

Goal: To work alongside others as a peer, valuing everybody's role in the kura

Leadership practice:

▸ gaining the respect of others by working alongside and interacting with colleagues and staff as a peer, mentor and coach

▸ showing an appreciation for others and the work that they do through experiencing the work first hand

▸ providing ongoing advice to encourage risk-taking and the development of professional learning discourses

KEY FOCUS AREA: MANA REO

Goal: To advance staff capability in and through te reo Māori

Leadership practice:

▶ to identify staff te reo Māori capability and plan for their upskilling to support and extend learners' language skills for a range of purposes

KEY FOCUS AREA: MANA TIKANGA

Goal: To work with others to ensure tikanga is practised and valued at the kura

Leadership practice

▶ working alongside others to determine how tikanga can be applied throughout the kura

▶ encouraging input and involvement from others so that decisions involving tikanga can be reached with widespread agreement

▶ promoting a collective commitment to using tikanga in all aspects of kura life

KEY FOCUS AREA: MANA MĀTAURANGA

Goal: To work with kura whānau and iwi to promotoe mātauranga Māori in teaching and learning

Leadership practice

▶ working with kura whānau and iwi to realise mātauranga Māori in teaching and learning programmes

▶ encouraging kura whānau and iwi to support the kura through sharing and maintaining tikanga, reo and mātauranga

KEY FOCUS AREA: MANA Ā-KURA

Goal: To work with teachers to successfully implement kura priorities, goals and aspirations

Leadership practice:

▶ encouraging commitment to kura priorities, goals and aspirations from all stakeholders

▶ encouraging a collective spirit and enthusiasm for the goals of the kura

▶ supporting teachers to work towards achieving these priorities, goals and aspirations

▶ working alongside teachers to identify individual strengths and weaknesses, and to make adjustments that benefit learner development

THE LEADERSHIP ROLES AND AREAS OF PRACTICE

HE KAIKŌTUITUI – NETWORKER

The kaikōtuitui leadership role is about collaborating with key stakeholders, and being able to broker relationships and weave people together to achieve consensus and enlist support for kaupapa of the kura. It involves advocating for the goals of the kura and bringing experience and expertise together to help achieve those goals. Central to kaikōtuitui leadership is the ability to nurture diversity and celebrate the uniqueness that this brings to the kura. In addition, the kaikōtuitui role has a responsibility to foster and support sound relationships focused on learners' development and success.

HE KAIKŌTUITUI – NETWORKER

"Kotahi te kōhao o te ngira e kuhuna ai te miro mā, te miro pango, te miro whero"

Networking, brokering and facilitating relationships that contribute towards achieving kura goals

KEY FOCUS AREA: MANA MOKOPUNA

Goal: To lead the kura whānau to work together to help learners to realise their learning potential

Leadership practice:

- ▸ encouraging whānau as educators outside of the kura
- ▸ maintaining consistent educational messages in and out of the kura
- ▸ facilitating a collective effort to help learners realise their potential

KEY FOCUS AREA: MANA WAIRUA

Goal: To identify best practice, behaviour and tikanga in a way that supports the health and well-being of learners, staff and kura whānau

Leadership practice:

- ▸ implementing tikanga, based on best practice and behaviours that everyone can acknowledge and respect

KEY FOCUS AREA: MANA TANGATA

Goal: To advocate for the kura and develop relationships with the learning community, mana whenua and other stakeholders to benefit the kura

Leadership practice:

- ▸ advocating and representing the goals of the kura in building relationships in the wider community
- ▸ establishing relationships with a range of stakeholders to support the vision and goals of the kura
- ▸ acknowledging the place of mana whenua as kaitiaki of the area
- ▸ facilitating processes to develop strong relationships with external stakeholders

KEY FOCUS AREA: MANA REO

Goal: To acknowledge mana whenua discourses

Leadership practice:

▸ acknowledging the place of mana whenua discourses as part of the kura programme

KEY FOCUS AREA: MANA TIKANGA

Goal: To acknowledge the place of tikanga mana whenua within the kura

Leadership practice:

▸ acknowledging tikanga mana whenua
▸ engaging and collaborating with iwi and kura whānau to acknowledge the goals and aspirations they have for their learners

KEY FOCUS AREA: MANA MĀTAURANGA

Goal: To gather support and assistance from those with expertise in mātauranga Māori

Leadership practice:

▸ networking and collaborating with others to achieve the goals of the kura
▸ enlisting support and assistance from experts in mātauranga Māori
▸ engaging with iwi and pakeke in mātauranga Māori and facilitating opportunities for their involvement as advisers, speakers, historians, participants and planners
▸ collecting information on mātauranga Māori from a range of authentic sources

KEY FOCUS AREA: MANA Ā-KURA

Goal: To gather support for the marau ā-kura from learners, staff and whānau

Leadership practice:

▸ weaving people together to support kaupapa
▸ ensuring opportunities are available for learners, staff and whānau in the development and implementation of kaupapa
▸ encouraging active involvement in goal setting for the kura
▸ encouraging a sense of collective endeavour to achieve the goals of the kura

THE LEADERSHIP ROLES AND AREAS OF PRACTICE

HE KAIARATAKI – ADVOCATE

▶▶ The kaiarataki leadership role emphasises the importance of strategic leadership in Māori medium education. Strategic planning and goal setting are important at all levels, from governance bodies through to principals, teachers and school support staff. Strategic plans provide direction for development, and offer a blueprint against which day-to-day operations can be charted and matched against progress. Achieving the ideal plan for a kura requires good leadership, management and the coordination of people and resources. This form of leadership is about leading the process of strategic planning and annual goals to shape implementation, practice and success.
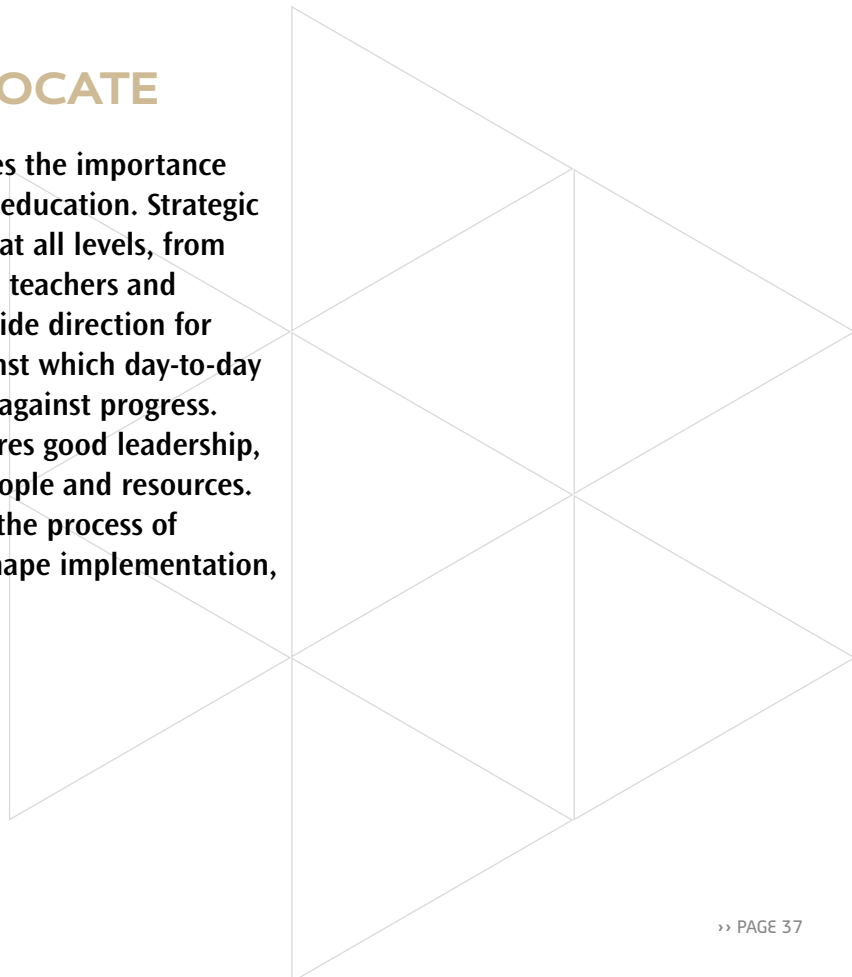
HE KAIARATAKI – ADVOCATE

"Kaua e rangiruatia te hāpai o te hoe; e kore tō tātou waka e ū ki uta"

Promoting the development and implementation of strategies, plans and policies to realise learners' potential and educational success as Māori

KEY FOCUS AREA: MANA MOKOPUNA

Goal: To facilitate the development and implemention of clear strategic, annual and operational planning focused on realising learners' potential and success as Māori

Leadership practice:

▸ facilitating the development of strategic, annual and operational plans focused on successful learner achievement

▸ coordinating and integrating the goals of the Ministry of Education, the Board of Trustees, kura whānau, iwi, staff and learners

▸ guiding professional colleagues towards achievable objectives and tasks focused on the successful education of learners

▸ developing a symbolic presence in the kura and the community

▸ advocating a strong focus for Māori student engagement, achievement and success

KEY FOCUS AREA: MANA WAIRUA

Goal: To facilitate and implement strategies that support and protect the well-being of learners, staff, and whānau

Leadership practice:

▸ developing practices within the kura that ensure personal dignity and respect are given to each individual

▸ designing and implementing codes of ethics and conduct to guide learners, staff and kura whānau practice

KEY FOCUS AREA: MANA TANGATA

Goal: To strategically plan educational opportunities linking iwi, kura whānau, te ao Māori and the community

Leadership practice:

▸ co-constructing with governance and kura whānau to formulate plans and recognising the value of others' contributions and ideas

▸ creating forums, hui, meetings and interviews where input can be collated from individuals, groups and stakeholders

KEY FOCUS AREA: MANA REO

Goal: To facilitate te reo Māori professional development for staff

Leadership practice:

- identifying staff and kura-wide reo in terms of capability and capacity through appraisals
- investing in staff professional development to support and extend teaching and learning capability through te reo Māori

KEY FOCUS AREA: MANA TIKANGA

Goal: To facilitate a culture of appropriate and agreed tikanga across the kura

Leadership practice:

- formulating plans and facilitating a culture of tikanga that is embraced school-wide
- ensuring that ongoing debate and discussion take place to evaluate tikanga for the mutual benefit of staff and kura whānau

KEY FOCUS AREA: MANA MĀTAURANGA

Goal: To facilitate mātauranga Māori across the kura

Leadership practice:

- using mātauranga principles to guide leadership practice
- being knowledgeable about mātauranga Māori, and accessing support and coaching when necessary
- providing opportunities for staff development in mātauranga Māori

KEY FOCUS AREA: MANA Ā-KURA

Goal: To facilitate the development and implementation of educational programmes to maximise learning

Leadership practice:

- maintaining an awareness of learners' educational needs and desires
- providing exciting, innovative and creative learning opportunities and experiences based on learner needs and interests through best practice

WHERE TO FROM HERE?

The focus for Māori medium education is the realisation of learner potential. Our challenge is to provide effective and inspirational leaders who will lead vibrant learning environments that have the ability to unleash that potential and the success of learners as Māori and as citizens of the world. The guidelines outlined in this document are an attempt to meet that challenge.

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Inā ko te kaitiaki, ko te kaiwhakarite,
Ko te kanohi matara, ko te kaiako,
Ko te kaimahi, ko te kaikōtuitui,
Ko te kaiarataki,
Inā ia, te tū rangatira e!

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NGĀ PĒPEHA A NGĀ TĪPUNA[1]

E kore au e ngaro; te kākano i ruia mai i Rangiātea

'I shall never be lost; the seed which was sown from Rangiātea.' This is a saying of tribes from the Aotea canoe. Ra'iatea is an island in the Society Group.

Ka maru koe i tōku pūreke, he kahu pītongatonga

'You shall be sheltered by my rain cape, an impervious garment.' In 1822 Hongi Hika and a large contingent of Ngāpuhi armed with muskets attacked Waikato. Te Wherowhero, the Waikato leader, had retreated up the valley of the Waipā River to a pā of Ngāti Matakore hapū. Here he asked its chief, Te Ōtapeehi, if he was able to shelter him. The pēpeha gives the well-remembered reply in which the rain cape stands for the promised protection.

E kore te matau e rawe ki te moana takai ai, engari anō a uta

'It is not proper to prepare the hook at sea, rather it should be done on shore.' Don't wait until the last minute to do something; be prepared.

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

'My strength is not that of a single warrior but that of many.' Here Huata was referring to the collective effort necessary for the success of the periodical *Te Toa Takitini*, but the pēpeha applies equally in any situation where the combined efforts of many are needed to complete a project. Huata attributes the pēpeha to Paterangi of Ngāti Kahungunu.

Kaua e rangiruatia te hāpai o te hoe; e kore tō tātou waka e ū ki uta

'Do not lift the paddle out of unison or our canoe will never reach the shore.' This proverb serves to emphasise the importance of all working together to succeed in any joint project.

He tangata i ākona ki te whare, tūnga ki te marae tau ana

'One who has learned in the house and on the marae stands with dignity.' One who has been schooled in marae customs and speech will stand on the marae confidently, speaking well and admired by those present. The saying may also refer to the 'house of learning' (whare wānanga), where, after formal training, one may hope to become an outstanding orator on the marae.

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1   Mead, H.M. and Grove, N. (2007)