# Resource 3. Possible responses

Outlined in table 2 below are two possible ways schools might respond - each arising from a different leadership perspective.

1. Thinking about transformative leadership, including the eight key principles for transformative leadership identified earlier, identify what the implementation of Ka Hikitia could be like when approached from a transformative perspective.
2. What might the focus, discourses and initial actions around a transformational approach to using the Registered Teacher Criteria and Tātaiako look, sound and feel like in a school?
3. What differences would be needed for your identified approach to be transformative?

## Table 2: Transactional and transformational responses

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|  | **Transactional** | **Transformational** |
| Focus | Compliance with the MoE generated strategy | Improving the learning experiences and outcomes for our Māori students through engaging with the Ka Hikitia strategy |
| Possible discourses | We need to implement Ka Hikitia because the Ministry of Education has articulated clear expectations in this regard  There are links between Ka Hikitia and the National Education Priorities, National Administration Guidelines for schools (NAGs) and the requirements that the Ministry has for school charters | The principles that underpin Ka Hikitia will help us improve outcomes for our Māori students and therefore improve our overall school outcomes  We need to communicate clearly that raising Māori student achievement is everybody’s responsibility |
| Initial actions | P and SLT identify a goal, that fits in the 5 Year Strategic Plan, along with strategies and actions including reporting responsibilities  Assign the responsibility for Māori student achievement (NCEA and literacy /numeracy Years 9 and 10) to one of SLT who then reports to P, SLT and BOT on progress  Call a whanau hui at school to consult/communicate about the plan  Monitor achievement of NCEA and Year 9 and 10 literacy and numeracy achievement | Allocate a teacher only day for all staff to engage together with Ka Hikitia. Time is allocated to whole staff activities and then faculties to identify how we might implement this strategy. Identify an overarching goal.  Call a whānau hui at school to collect ideas to contribute to a graduate profile – what is success as Māori?  Examine the current evidence of Māori engagement and achievement in learning at different levels   * school-wide * curriculum faculty * pastoral   and from this determine a set of targets, action plans, progress measures and review points across each of these areas of the school. |