

PROFILING & PLANNING FOR COHERENCY

Māori students enjoying and achieving success as Māori

85% NCEA Level 2 & qualifications for tertiary education

A strength-based approach

Kia Eke Panuku is underpinned by the metaphor of 'building on'. To do that we need to develop a shared understanding of where each school is starting from and how and what they are going to build on.

Initial profiling activities illustrate a school's current situation – the status quo. This process provides an opportunity to look at the big picture, identify the strengths that can be 'built on' and the discourses, systems, structures and practices that contribute to the marginalisation of Māori within a school.

The initial hui

At the profiling to programming hui Strategic Change Leadership Teams are able to consider the fabric of society. They do this through interrogating the evidence of Māori student engagement and achievement in the education system nationwide and historically. They are able to reflect on their own school's evidence of Māori students' engagement and achievement alongside this, to consider how they are supporting or disrupting the status quo. It can be an uncomfortable realisation for some, as they consider the implications of their schools' systems, structures and practices, which many believe are not detrimental to Māori but just 'good' education. Understanding that continuing to do what we have always done is in fact supporting the institutionalised racism that is the norm. This creates a strong response in many who want to work towards greater equity.

At these hui, schools are able to experience whakawhanaungatanga as individuals and as a collective as they work across school teams sharing, discussing and reflecting together.

An evidence-based approach

The word 'profile' and the phrase 'planning for coherency' have particular meaning in Kia Eke Panuku. Profile is closely linked to the word 'evidence'. Schools are required to provide evidence from the start of their engagement with Kia Eke Panuku on where they are 'positioned' as a teaching and learning institution. It is only from that detailed evidence that they can then begin the process of reflection – asking questions of both moral and educational import such as, 'is our current position (in relation to Māori students) correct? Why are we in this position? Is it right? Is it just? If not, what can we do about that?'

One of the first things schools do at the profiling wānanga, therefore, is to provide enough of their own 'profile' (data on school education outcomes, leadership attitudes, teacher attitudes, student and staff perspectives) to be able to begin the journey of planning a pathway out of their current position.



Kia Eke Panuku
building on success

The interrelated dimensions for change

Profiling contributes to a picture, based on evidence, of the current situation across five dimensions for change: transformative leadership, evidence-based inquiry focused on Māori learners, culturally responsive and relational pedagogy across the school, developing educationally powerful connections with Māori, and literacy, numeracy and te reo. Once schools have an understanding of where they are starting from, strategic change leaders can think critically about how current responses are contributing to closing the gaps. They can then plan for what else they might need to do as part of a potential-focused response to accelerate success for Māori as Māori.

This critical self reflection at the institutional level, supports leaders to determine an *action plan* that responds to their specific school context. The evidence set created by the initial profiling activities can then be used as baseline evidence with the activities repeated at appropriate intervals to inform further critical reflection on the impact of the mahi (work) undertaken within the context of a *reflect, review and act* dialogue.

Coherency

The complexity of data schools collate and analyse means that their planning has to be consistent and coherent. It means looking for the connections between different sources of data and evidence. It means keeping an eye on the key focus areas of Kia Eke Panuku, but also being true to their own stated intentions and vision as a school.

Giving voice to the aspirations of all stakeholders

That is the role of the kaitoro – to assist schools in their planning so that there is an alignment between both the higher level and specific goals of the Government, as evidenced in their policy documents, and the higher level and specific goals and targets as evidenced in the school's charter and action planning documents.

It seems logical, given the intention of a school's charter is to represent the voices of all stakeholders within their community, that there is a synergy between the vision for Māori and the vision within that document. The action plan developed within Kia Eke Panuku, then, should directly connect to that vision and that the goals be seen as the stepping stones towards achieving it.

Coherence comes from sound planning, but it is also the result of sound processes being in place. Sound processes include effective communications between school leaders, the Strategic Change Leadership Team, teachers, students and whānau, and a close examination of processes that hinder progress in meeting goals and targets. This requires thinking about ways that power is shared, delegated and responded to.

A reasoned and flexible pathway forward

Discussions about structural as well as curriculum matters will need to take place. Coherence comes when the different elements of school life are developed in an intelligible framework of planning actions that provide schools with a reasoned and flexible pathway forward. In terms of Kia Eke Panuku, planning for coherence also means ensuring that the importance of the interrelated nature of the five dimensions is understood and adequately planned for.

Collective and individual agency

Leaders identify areas of common focus, targets or goals they will work towards both collectively and in their individual areas of responsibility.

Collective and individual agency cont'd

By sharing this process leaders begin to deprivatise their leadership practice, and find ways of supporting each other to deepen shared understandings and build coherence. Leaders take the shared targets and goals and make them a focus of their planning. While the strategic planning and organisation in the different areas remain the responsibility of each leader, this collaborative way of planning (with input and connections made by both leader colleagues and other personnel) builds coherence across the school.

Both leaders and teachers are supported to recognise and accomplish their roles and responsibilities in planning for coherency and working towards deep and equitable change for realising Māori potential.