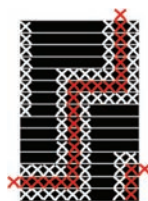


LEADERSHIP



Kia Eke Panuku

building on success

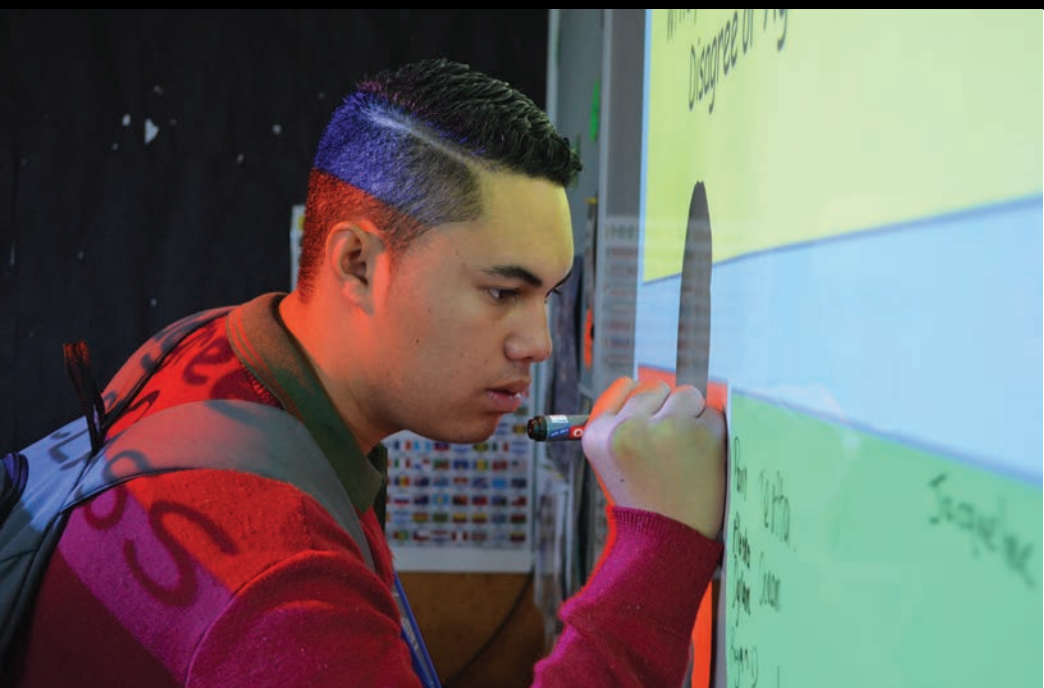
LEADING THE KIA EKE PANUKU REFORM

School leaders have a critical role in disrupting and changing the status quo of Māori under-achievement.

Transformative leaders understand that:

- the Treaty of Waitangi provides all New Zealanders with a model for partnership, protection and participation
- schools have traditionally had a role in reproducing the fabric of society
- leaders are part of the power base, and
- Ka Hikitia expects them to make more of a difference for Māori students.

How leadership is undertaken and evolves in schools can accelerate or hinder the social change required to ensure Māori students can achieve education success as Māori.



Kia Eke Panuku action plans reflect the following five dimensions that are the levers for accelerated school reform:

- *Leadership*
- Evidence-based inquiry
- Culturally responsive and relational pedagogy
- Educationally powerful connections with Māori
- Literacy, te reo Māori and numeracy.

Leadership of these dimensions coherently across the school and across the system will accelerate the closing of the gaps between Māori and their non-Māori peers.

Kia Eke Panuku provides interdependent practices for giving life to Ka Hikitia and supporting Māori students to pursue their potential.

The personal commitment of all, to the dynamic interplay of these dimensions, will effect transformative change for Māori students and their communities. In this document Kia Eke Panuku participants give voice to their emerging understandings of these processes.

TRANSFORMATIVE LEADERS



Conscientisation begins by understanding where we may be inappropriately using power and privilege over others. Leaders in Kia Eke Panuku accept they have a moral responsibility to resist social injustices and challenge inequities within their own sphere of influence. Leaders who can 'walk this talk and talk this walk' are demonstrating transformative praxis.

Shields (2010), calls leaders such as these 'transformative leaders'. These leaders take seriously the personal and public responsibility to use power, privilege and position to promote social justice and enlightenment for the benefit of society as a whole. This requires listening to the needs and aspirations of the wider community within which one serves.

In Kia Eke Panuku, school leaders will understand the implications for social change and accept their role in driving the moral imperative for equity within their school. This occurs by:

- understanding and analysing their school's current position (Profiling)
- aligning and focusing actions to disrupt the status quo (Planning for Coherency)
- gathering data in an iterative manner to monitor effectiveness of the reform (Evidence to Accelerate) and
- re-imagining and embedding more equitable opportunities for Māori to excel (Reflect, Review and Act).

This requires leaders to investigate and develop their school's strategic systems, processes and procedures to reflect and inform the ongoing reform.



disrupting the status quo



To manage a change like this you actually need the structural element, which is the way the school conceives its goals and its priorities and its leadership and how it does things.

You also need to know what happens inside the classrooms – effective teaching and learning is critical.

Andy, principal

If you think that you've got no room to grow, then it's time to quit. There's always room for improvement and fine-tuning. Shadow-coaching will provide a really good opportunity for people to extend themselves.

Robyn, principal

We have to ensure that the sense of direction of the organisation is very clear. The leader's job is to define it and articulate it. Repeatedly.

Andy, principal

You can't do something to people. People have to do things for themselves, but what you can do is help to raise their consciousness as to how change might happen.

Steve, principal

I think there's a difference between saying it and living it through the opportunities that you make available. Not only make them available but make them easy to take up and hard to refuse.

Robyn, principal

It's about being convincing. So if my data didn't stack up, if the way I presented the data wasn't convincing, then I'd be called to account very quickly by people in the school.

Andy, principal





If I were to urge staff to think about one thing, it would be to build the relationships with the students, so connection before correction.

When we had ERO last year, they asked if we had a mantra that said 'Every day's a fresh start' and I said 'no.' ERO said that the kids had told them that's what they heard from teachers. The kids know even if they stuff up we come down on the behaviour, not them as a person. That every day is a fresh start and that every child deserves a chance to re-invent themselves.

I think, for a lot of our students, school is the safest place in their lives and we have to do everything we can to not jeopardise that.

Robyn, principal

We mustn't become complacent. Our response to that is to get more grit into the conversations.

Linda, principal

I certainly was very upfront about challenging deficit theorising and repositioning ourselves over time. In our heads and in our hearts ... to be agentic as professionals.

Steve, principal

If this approach to changing teaching practice has got integrity and we apply it sincerely it will speak for itself. Teachers who experience it will see changes themselves, tell others about it and they too will be drawn into this mahi. As time goes by we expect more and more people to get involved in it.

Andy, principal

We can all say we want to do something but whether we actually do it or not is another thing. Whether we let people be a part of it, that's another thing too because we always want change but we want to change it our way.

Carol, Ngāti Kahungunu, Ngāti Tahu, Ngāti Whaoa





I'm absolutely convinced a principal needs to recognise there will be some resistance from within the staff, the students and the community. So, by being true to some really core values, after a while people begin to see that it's not what he's saying, it's what he's doing.

When they start to see you, living and breathing and walking the talk, so to speak, then it starts to affect people's readiness.

Steve, principal

She definitely demonstrates the expectation of the notion of power-sharing. She walks the walk, her expectations are really high, but it's not done in a controlling way, it's just that openness and acceptance. And if you can do that with your staff then it's limitless, I think, for what you can do for students.

Andrea, teacher

I feel like there's less negativity and it's just a change in how people speak ... the idea that maybe it's not them, maybe it's us.

It's changed how the staff react to parents. They make sure they know them, know who they are, know who the kids are.

Kirsten, Ngāi Tahu

Leadership is not just about leading from the front. Leadership is very much about ensuring that others are empowered to be more effective in whatever role they have.

Steve, principal



In Kia Eke Panuku, secondary schools give life to Ka Hikitia
and address the aspirations of Māori
communities by supporting Māori students to
pursue their potential.



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