TŪ RANGATIRA
MĀORI MEDIUM EDUCATIONAL LEADERSHIP
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.
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
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

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

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

Tu 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 A-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.

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

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

<table>
<thead>
<tr>
<th>Key focus area:</th>
<th>Focus of leader:</th>
<th>Learner outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MANA MOKOPUNA</strong></td>
<td>learner potential and success</td>
<td>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</td>
</tr>
<tr>
<td>placing the learner at the heart</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ko te mokopuna te pūtaka o te mātauranga</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MANA WAIRUA</strong></td>
<td>the physical, emotional, social and educational well-being of every individual</td>
<td>The learner’s self-worth, self-esteem and personal pride are displayed in his or her demeanour, attitude and behaviour</td>
</tr>
<tr>
<td>spiritual and holistic well-being</td>
<td></td>
<td></td>
</tr>
<tr>
<td>He puna wairua</td>
<td></td>
<td></td>
</tr>
<tr>
<td>He puna tangata</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MANA TANGATA</strong></td>
<td>building relationships on trust, honesty and respect</td>
<td>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</td>
</tr>
<tr>
<td>recognising that relationships are critical to effective practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>He toi whakairo, he mana tangata</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MANA REO</strong></td>
<td>developing, strengthening and preserving high-quality delivery of education through te reo Māori in everyday practices</td>
<td>The learner is a competent thinker, speaker, reader and writer in both Māori and English</td>
</tr>
<tr>
<td>the preservation of te reo Māori</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ko te reo te waka wairua o ō tātou tīpuna</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MANA TIKANGA</strong></td>
<td>ensuring appropriate tikanga in protocols and practice across all aspects of the kura</td>
<td>The learner is secure in the knowledge of his or her ancestral links, and considers the hopes and aspirations of whānau, hapū and iwi</td>
</tr>
<tr>
<td>Māori customs and protocols</td>
<td></td>
<td></td>
</tr>
<tr>
<td>He tangata i ākona ki te whare, tūnga ki te marae tau ana</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MANA MĀTAURANGA</td>
<td>asserting that being and thinking Māori is an advantage</td>
<td>The learner understands contemporary and traditional views of te ao Māori and the natural world</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Māori discourses and knowledge</td>
<td>Ko te waka mātauranga, he waka eke noa</td>
<td>The learner identifies and develops teaching and learning programmes unique to the goals and aspirations of kura whānau</td>
</tr>
<tr>
<td>MANA Ā-KURA</td>
<td>identifying and developing teaching and learning programmes unique to the goals and aspirations of kura whānau</td>
<td>The learner is intellectually stimulated within an environment conducive to learning</td>
</tr>
<tr>
<td>the uniqueness of each kura</td>
<td>Mā tātou katoa hei whakatō i te whakaroro ka puta ki te ao</td>
<td></td>
</tr>
</tbody>
</table>
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.

THE LEADERSHIP ROLES AND AREAS OF PRACTICE
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

<table>
<thead>
<tr>
<th>KEY FOCUS AREA: MANA MOKOPUNA</th>
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<tbody>
<tr>
<td><strong>Goal:</strong> 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</td>
</tr>
</tbody>
</table>

**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

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<tr>
<th>KEY FOCUS AREA: MANA WAIRUA</th>
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<tr>
<td><strong>Goal:</strong> To be prepared for challenges to the well-being of learners, staff and whānau</td>
</tr>
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</table>

**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 entities
- 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 management and planning to ensure relevant tikanga is observed within kura operations and activities
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<tr>
<th><strong>KEY FOCUS AREA: MANA MĀTAURANGA</strong></th>
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<tbody>
<tr>
<td><strong>Goal:</strong> To use mātauranga Māori to guide educational planning</td>
</tr>
<tr>
<td><strong>Leadership practice:</strong></td>
</tr>
<tr>
<td>▶ applying tikanga and mātauranga when formulating strategic plans for the future</td>
</tr>
<tr>
<td>▶ looking 'back to the future' and using Māori knowledge, past histories and herstories, evolving knowledges and experiences to guide future plans and development</td>
</tr>
<tr>
<td>▶ engaging with iwi for guidance and advice on tikanga and mātauranga Māori</td>
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<tr>
<td>▶ integrating iwi knowledge and concepts into planning and future directions for the kura</td>
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<tr>
<th><strong>KEY FOCUS AREA: MANA Ā-KURA</strong></th>
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<tbody>
<tr>
<td><strong>Goal:</strong> To establish, promote and maintain high standards, goals and expectations for every learner and adult in the kura</td>
</tr>
<tr>
<td><strong>Leadership practice:</strong></td>
</tr>
<tr>
<td>▶ establishing and extending teaching and learning programmes that are relevant and up to date with current developments and conventions in teaching and learning</td>
</tr>
<tr>
<td>▶ regularly reviewing programmes and systems to ensure teaching strategies proven by classroom practice help learners achieve</td>
</tr>
<tr>
<td>▶ stimulating innovation and creativity in school-wide teaching and learning activities</td>
</tr>
<tr>
<td>▶ inspiring and motivating learning with exciting teaching and learning programmes and practices</td>
</tr>
<tr>
<td>▶ staying focused and connected to learners’ learning and classroom practice</td>
</tr>
<tr>
<td>▶ guiding a collective approach to classroom practice to improve learners’ achievement and success</td>
</tr>
</tbody>
</table>
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 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
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<thead>
<tr>
<th>KEY FOCUS AREA: MANA REO</th>
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<tbody>
<tr>
<td><strong>Goal:</strong> To advance staff capability in and through te reo Māori</td>
</tr>
<tr>
<td><strong>Leadership practice:</strong></td>
</tr>
<tr>
<td>▶ to identify staff te reo Māori capability and plan for their upskilling to support and extend learners’ language skills for a range of purposes</td>
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<thead>
<tr>
<th>KEY FOCUS AREA: MANA TIKANGA</th>
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<tbody>
<tr>
<td><strong>Goal:</strong> To work with others to ensure tikanga is practised and valued at the kura</td>
</tr>
<tr>
<td><strong>Leadership practice</strong></td>
</tr>
<tr>
<td>▶ working alongside others to determine how tikanga can be applied throughout the kura</td>
</tr>
<tr>
<td>▶ encouraging input and involvement from others so that decisions involving tikanga can be reached with widespread agreement</td>
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<tr>
<td>▶ promoting a collective commitment to using tikanga in all aspects of kura life</td>
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<tr>
<td><strong>Goal:</strong> To work with kura whānau and iwi to promote mātauranga Māori in teaching and learning</td>
</tr>
<tr>
<td><strong>Leadership practice</strong></td>
</tr>
<tr>
<td>▶ working with kura whānau and iwi to realise mātauranga Māori in teaching and learning programmes</td>
</tr>
<tr>
<td>▶ encouraging kura whānau and iwi to support the kura through sharing and maintaining tikanga, reo and mātauranga</td>
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<tr>
<th>KEY FOCUS AREA: MANA Ā-KURA</th>
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<tbody>
<tr>
<td><strong>Goal:</strong> To work with teachers to successfully implement kura priorities, goals and aspirations</td>
</tr>
<tr>
<td><strong>Leadership practice:</strong></td>
</tr>
<tr>
<td>▶ encouraging commitment to kura priorities, goals and aspirations from all stakeholders</td>
</tr>
<tr>
<td>▶ encouraging a collective spirit and enthusiasm for the goals of the kura</td>
</tr>
<tr>
<td>▶ supporting teachers to work towards achieving these priorities, goals and aspirations</td>
</tr>
<tr>
<td>▶ working alongside teachers to identify individual strengths and weaknesses, and to make adjustments that benefit learner development</td>
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</table>
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.
<table>
<thead>
<tr>
<th>HE KAIKÔTUITU – NETWORKER</th>
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<tbody>
<tr>
<td>“Kotahi te kōhao o te ngira e kuhuna ai te miro mā, te miro pango, te miro whero”</td>
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<tr>
<td>Networking, brokering and facilitating relationships that contribute towards achieving kura goals</td>
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<tr>
<th>KEY FOCUS AREA: MANA MOKOPUNA</th>
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<tbody>
<tr>
<td><strong>Goal:</strong> To lead the kura whānau to work together to help learners to realise their learning potential</td>
</tr>
<tr>
<td><strong>Leadership practice:</strong></td>
</tr>
<tr>
<td>▶ encouraging whānau as educators outside of the kura</td>
</tr>
<tr>
<td>▶ maintaining consistent educational messages in and out of the kura</td>
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<tr>
<td>▶ facilitating a collective effort to help learners realise their potential</td>
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<tr>
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<tr>
<td><strong>Goal:</strong> To identify best practice, behaviour and tikanga in a way that supports the health and well-being of learners, staff and kura whānau</td>
</tr>
<tr>
<td><strong>Leadership practice:</strong></td>
</tr>
<tr>
<td>▶ implementing tikanga, based on best practice and behaviours that everyone can acknowledge and respect</td>
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<tr>
<th>KEY FOCUS AREA: MANA TANGATA</th>
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<tbody>
<tr>
<td><strong>Goal:</strong> To advocate for the kura and develop relationships with the learning community, mana whenua and other stakeholders to benefit the kura</td>
</tr>
<tr>
<td><strong>Leadership practice:</strong></td>
</tr>
<tr>
<td>▶ advocating and representing the goals of the kura in building relationships in the wider community</td>
</tr>
<tr>
<td>▶ establishing relationships with a range of stakeholders to support the vision and goals of the kura</td>
</tr>
<tr>
<td>▶ acknowledging the place of mana whenua as kaitiaki of the area</td>
</tr>
<tr>
<td>▶ facilitating processes to develop strong relationships with external stakeholders</td>
</tr>
</tbody>
</table>
### 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

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<thead>
<tr>
<th>KEY FOCUS AREA: MANA MOKOPUNA</th>
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<tbody>
<tr>
<td><strong>Goal:</strong> To facilitate the development and implementation of clear strategic, annual and operational planning focused on realising learners’ potential and success as Māori</td>
</tr>
<tr>
<td><strong>Leadership practice:</strong></td>
</tr>
<tr>
<td>▶ facilitating the development of strategic, annual and operational plans focused on successful learner achievement</td>
</tr>
<tr>
<td>▶ coordinating and integrating the goals of the Ministry of Education, the Board of Trustees, kura whānau, iwi, staff and learners</td>
</tr>
<tr>
<td>▶ guiding professional colleagues towards achievable objectives and tasks focused on the successful education of learners</td>
</tr>
<tr>
<td>▶ developing a symbolic presence in the kura and the community</td>
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<tr>
<td>▶ advocating a strong focus for Māori student engagement, achievement and success</td>
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<tr>
<th>KEY FOCUS AREA: MANA WAIRUA</th>
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<tr>
<td><strong>Goal:</strong> To facilitate and implement strategies that support and protect the well-being of learners, staff, and whānau</td>
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<tr>
<td><strong>Leadership practice:</strong></td>
</tr>
<tr>
<td>▶ developing practices within the kura that ensure personal dignity and respect are given to each individual</td>
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<tr>
<td>▶ designing and implementing codes of ethics and conduct to guide learners, staff and kura whānau practice</td>
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<tr>
<td><strong>Goal:</strong> To strategically plan educational opportunities linking iwi, kura whānau, te ao Māori and the community</td>
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<tr>
<td><strong>Leadership practice:</strong></td>
</tr>
<tr>
<td>▶ co-constructing with governance and kura whānau to formulate plans and recognising the value of others’ contributions and ideas</td>
</tr>
<tr>
<td>▶ creating forums, hui, meetings and interviews where input can be collated from individuals, groups and stakeholders</td>
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</tbody>
</table>
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.
ACKNOWLEDGEMENTS

The Ministry of Education would like to sincerely thank all the principals, education sector representatives, organisations, advisers and researchers who work in the Māori medium education sector for their contributions to the development of this document, Tū Rangatira. Your valued time, intellect, care and assistance are acknowledged.

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


NGĀ PĒPEHA A NGĀ TĪPUNA

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 Ötapeehi, 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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