

Pai tū Pai hinga! **Whakamaua kia tina!**

Power, Passion, Pace

**Harnessing Māori Potential
through culturally sustaining leadership**



Karakia Timatanga

Ka hikitia! Ka hikitia!
Hiki, hikitia!
Whakarewa ki runga rawa.
Herea kia kore e hoki whakamuri mai.
Poua atu te Pūmanawa Māori.
He Mana Tikanga.
Me Te Uri o Māia.
Poipoia ngā mokopuna.
Ngā rangatira mo āpōpō.
Ka tihei! Tihei mauriora!



Mā tō ngākau, mā tō hinengaro
ka hikitia ngāi tātou te iwi Māori.

By principals for principals;

- *Leading so things are not left to chance...*
- *Visioning for a decolonised way forward*
- *Taking the lead on change*
- *Collective leadership that matters*

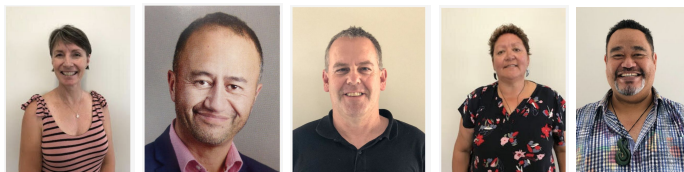
Ko tō mātou waka ko Te Arahou o Aotearoa

Hoe Whakaterere

MAC BOARD

Taurapa Mātauranga

Kaihautū Mātauranga



Pitau Mātauranga



Kaihoe Mātauranga

Kaimahi Mātauranga

Kaihoe Mātauranga

Te Heke Rangatira



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Whakawhanaungatanga - Making connections...

Ko wai au?
Nō hea au?

Introduce yourself -
Who are you and where
are you from

Share YOUR “why” for
you coming to this
session.





THIS IS NOT ABOUT...

Stereotypes & Deficit views...

**Low Self Belief
Low Expectations
Harmful Assumptions
Racism
Exclusion
Assumed superiority
“Equal treatment”**

Unteach racism

The purpose of Education?

*In 2019, one-third of Year 11
Māori students were not
entered for a full NCEA
mathematics course, why
aren't they getting a slice of
the opportunities?*

Te Ao Hurihuri... The evolving world..

Mana Motuhake... Mātauranga... **Survival**... Renaissance...
Revitalisation... *Flourishing* as Māori ... Mana Motuhake...

Rangiatea
Hawaiki

Te Ao Māori o Nehera

Tihei Mauri Ora - heart
beat, rhythm, principles.
Te Tuakiritanga,
Te tūhonohonotanga
Ngā Hekenga

950 -
1800

Aotearoa - Whakatere

Navigators, Explorers
Entrepreneurs, Innovators
Pūtaiao, Hangarau,
Te Reo Rangatira,
Mana Motuhake.
Mauri Oho
Pākeha, Tauīwi

180
years

Assimilation Strategies

*Cultural Oppression &
Marginalisation for
more than 3
generations*

*KUPU HŌU - Critical
language of change...*

2021

Treaty Response Practice

Partnership, Participation,
Protection Living as Māori
in the local, national and
global world

2040 AND BEYOND..?

What do **we** see as the advantages of being Māori in 2021?





Future Focus Scenario Exploration

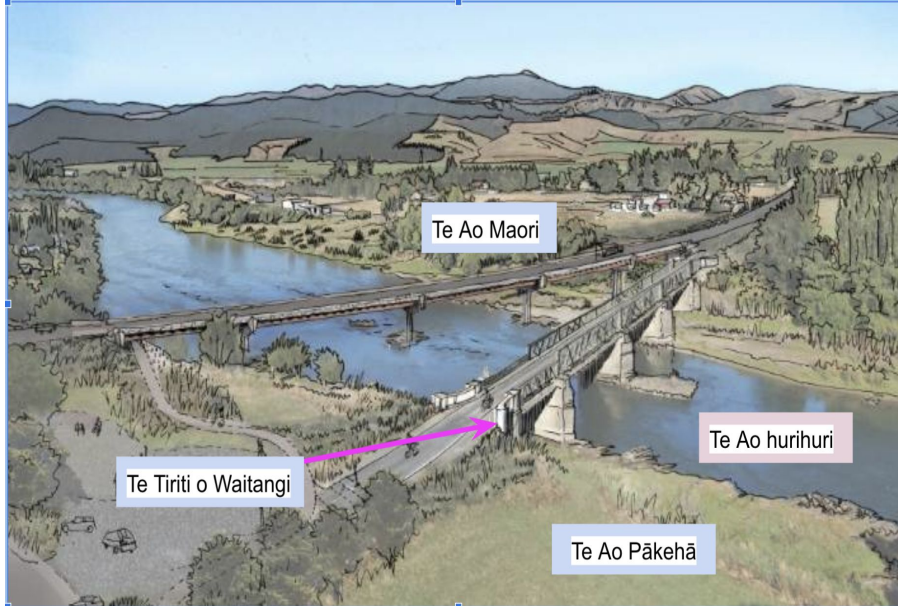
Navigating successful futures as Māori

Discuss the following trends and consider how this could change education and Aotearoa, New Zealand.

Nov 2020 - New Zealand's estimated Māori ethnic population was 850,500 (or 16.7 percent of national population, median age about 11 years younger for Māori, reflecting a younger Māori population)

- Based on current trends, 2025 all councils and government agencies have a co-governance model that honours Te Tiriti principles.
- In 2030 Māori are 19% of the total population, but 30% of the school aged population.
- In 2040 at least 1 million NZers are conversational in English and Te Reo Māori, and 150,000 Māori youth are fully bilingual.
- By 2050 Treaty settlement processes increase iwi capacity to be economically and financially viable as a collective.

Tau Mai te Reo - Maori Language Strategy 2020



Expectations

- Take all reasonable steps to make instruction available in tikanga Māori and te reo Māori
- With whānau, hapū, and iwi work to ensure that plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori
- Incorporate Māori language, identity and culture into all practices.
- Support Māori learners develop the skills to participate in te ao Māori including the Māori language.
- Support all New Zealanders to value the Māori language as part of our national identity.

Toku Reo Toku Ohooho Toku Reo Toku mapihi maurea
My language is my awakening, my language is the window to my soul

Founding Documents - He Whakaputanga & Te Tiriti o Waitangi

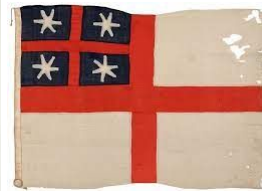
Education and Training Act 2020:

Giving better effect

In line with with Tomorrow School's recommendations, **section 127 of the Act** refocuses boards on a wider range of objectives, with educational achievement sitting alongside three other objectives.

One of the objectives is for the board **to ensure that the school gives effect to Te Tiriti o Waitangi** by:

- working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori
- taking all reasonable steps to make instruction available in te reo Māori and tikanga Māori; and
- achieving equitable outcomes for Māori students.



wikipedia.org.nz

- emphasise the importance of local history and practices;
- improve the teaching of te reo Māori and tikanga Māori;
- contribute to meeting the Crown's duty to actively protect tino rangatiratanga rights; and
- make a significant contribution to achieving the Crown's Strategy for Māori Language Revitalisation 2018 – 2023 – Maihi Karauna.

What resources do YOU have that support this reality?

Language - Te Reo

[Tau Mai Te Reo](#)

[Te Aho Arataki](#)

Curriculum

[NZ Histories curriculum](#)

[Critical Histories resource](#)

Strategy Documents

[Ka Hikitia - Ka Hāpaitia](#)

[Hautū](#)

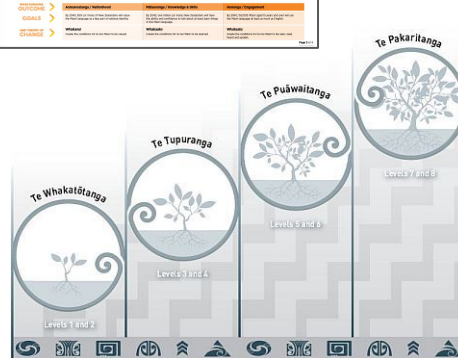
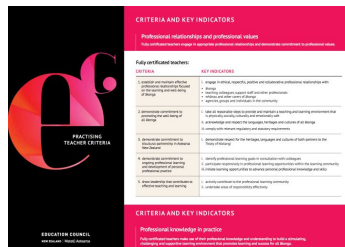
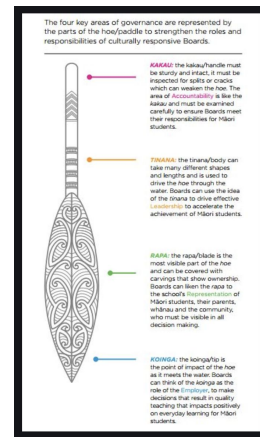
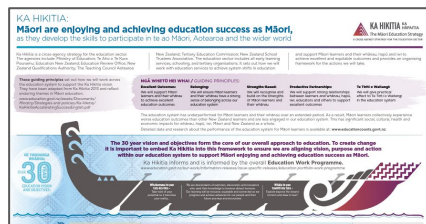
[Te Hurihanganui](#)

[National Education & Learning priorities \(NELPs\)](#)

Legislation

[Education and Training Act 2020](#)

[Teachers Education Council](#)



Ka Hikitia - Maori Education Strategy 2020

NGĀ WHETŪ HEI WHAI / GUIDING PRINCIPLES:

Excellent Outcomes:

We will support Māori learners and their whānau to achieve excellent education outcomes

Belonging:

We will ensure Māori learners and their whānau have a strong sense of belonging across our education system

Strengths-Based:

We will recognise and build on the strengths of Māori learners and their whānau

Productive Partnerships:

We will support strong relationships between learners and whānau, hapū, iwi, educators and others to support excellent outcomes

Te Tiriti o Waitangi:

We will give practical effect to Te Tiriti o Waitangi in the education system

KA HIKITIA:

Māori are enjoying and achieving education success as Māori, as they develop the skills to participate in te ao Māori, Aotearoa and the wider world



	Te Whānau	Te Tangata	Te Kanorautanga	Te Tuakiritanga	Te Rangatiratanga
NGĀ INENGA MATUA Key Messages	Ka Hikitia will be successful when	Māori learners are engaged and achieving excellent education outcomes and	Māori whānau, hapū and iwi are active partners with our education services in designing and supporting excellent outcomes for Māori learners	We will measure this through participation data, NCEA achievement data, NZDF achievement data (other achievement measures) and engagement surveys	
HEAHEA FOR LEARNERS AND THEIR WHĀNĀU	<ul style="list-style-type: none"> Māori learners have high levels of attendance and participation in our education services. Māori whānau have regular and positive engagements with our education services. 	<ul style="list-style-type: none"> Māori learners and whānau feel a strong sense of belonging in the education system and across the wider community. Māori learners are achieving excellent and equitable education outcomes. Our education workforce looks more like the population that it serves. It is skilled in engaging with Māori learners and whānau. 	<ul style="list-style-type: none"> Māori learners and whānau feel a strong sense of belonging in the education system and across the wider community. Māori learners and whānau feel a strong sense of belonging in the education system and across the wider community. 	<ul style="list-style-type: none"> Whānau, hapū, iwi and Māori are participating in and making decisions about the education of Māori learners. 	
IMPLEMENTING THE KA HIKITIA APPROACH	Education provision responds to learners within the context of their whānau.	Māori are free from racism, discrimination and stigma in education.	Māori are diverse and need to be understood in the context of their diverse aspirations and lived experiences.	Identity, language and culture matter for Māori learners.	Māori exercise their authority and agency in education.
ACTIONS JUNE 2020	<ul style="list-style-type: none"> We will provide Māori learners and their whānau, with the right information, at the right time, through the right channels that enables them to make informed decisions about education. We will provide facilitation and brokerage support for Māori learners and their whānau, in ways that work for them, to ensure their voices are heard and responded to appropriately. We will support education services to develop their capability to engage with Māori learners and whānau in productive partnerships. 	<ul style="list-style-type: none"> We will set clear expectations for education services and the education workforce to eliminate racism in our education system. We will provide leadership and professional development to support education services to work to eliminate racism. We will support everyone participating in the education sector, including Māori learners and their whānau, to "call out" racism, as well as professional and environmental norms that understand and prevent racism. 	<ul style="list-style-type: none"> We will set and maintain professional standards for the education workforce that identify our expectations for how teachers will work with Māori learners and their whānau. We will provide initial teacher education and ongoing professional development to support the education workforce to achieve these standards. We will provide early and intensive support for Māori learners when this is needed. 	<ul style="list-style-type: none"> We will provide high quality Māori language education. We will incorporate Māori identity, language and culture into the teaching and curriculum for Māori learners. We will support the incorporation of Māori identity, language and culture into the day-to-day practices of our education services so that Māori learners can actively participate in te ao Māori, Aotearoa and the wider world. 	<ul style="list-style-type: none"> We will support whānau, hapū, iwi and Māori to develop and lead Kāupapa Māori pathways within our education services. We will support whānau, hapū, iwi and Māori to participate in the governance and leadership of education services. We will grow the ability of education agencies and education services to give practical effect to the Kāwanatianihi in Te Tiriti o Waitangi. We will monitor our performance and report to Māori learners and whānau so they can hold us to account.

Our approach to supporting high quality Māori language education is further described in Tau Mai Te Reo (The Māori Language in Education Strategy) which is a companion document to Ka Hikitia.

It will be necessary to take a deliberate, long-term and coherent approach to implementing the actions we have committed to in order to achieve the outcomes we are seeking. We will need to prioritise some of these actions and our priorities will need to reflect the right balance of national policy settings and local contexts and circumstances. We need to do the right things at the right time and in the right places. The Ministry of Education and education agencies will develop national, regional and local implementation plans with education services, iwi, and Māori communities at the regional and local levels, that will be monitored, reported and updated on a regular basis.

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» Māori learners and whānau feel a strong sense of belonging in our education system and are free from racism.

» Māori learners are achieving excellent and equitable education outcomes.

» Our education workforce looks more like the population that it serves. It is skilled in engaging with Māori learners and whānau.

» Māori learners and whānau tell us they see and feel their identity, language and culture on a daily basis in our education services.

Māori are free from racism, discrimination and stigma in education.

» We will set clear expectations for education services and the education workforce to eliminate racism in our education system.

» We will provide leadership and professional development to support education services to work to eliminate racism.

» We will support everyone participating in the education sector, including Māori learners and their whānau to "call out" racism, as we create professional and environmental norms that understand and prevent racism.

Māori are diverse and need to be understood in the context of their diverse aspirations and lived experiences.

» We will set and maintain professional standards for the education workforce that identify our expectations for how teachers will work with Māori learners and their whānau.

» We will provide initial teacher education and ongoing professional development to support the education workforce to achieve these standards.

» We will provide early and intensive support for Māori learners when this is needed.

Identity, language and culture matter for Māori learners.

» We will provide high quality Māori language education.

» We will incorporate Māori identity, language and culture into the teaching and curriculum for Māori learners.

» We will support the incorporation of Māori identity, language and culture into the day-to-day practices of our education services so that Māori learners can actively participate in te ao Māori, Aotearoa and the wider world.

Ka Hikitia – Ka Hāpaitia | The Māori Education Strategy (English)



Future focus scenario exploration

Navigating successful futures as Māori

Discuss the scenario and create a picture of what it could mean for NZ and for education.

What could a Māori school leaver in Aotearoa NZ be like in 2040?

(Coherent pathway for two cohorts of 5 year olds)

What would they

- Know
- Understand
- Do

as part of their school's design for learning and teaching?

Is this a bicultural vision for all learners?



A Māori Paradigm .. . [Te Tai Tini Transformations](#) - 2005 - 2025, Mason Durie

Outcome focused:

Identifying as Māori

Being part of a Māori network or Collective

Participating in te ao Māori

Enjoying the closeness of the natural environment

Celebrating the use of Māori Language

Possessing some knowledge of custom and heritage

Participating as whānau, hapū member

Having access to Māori Resources

FOR Māori by Māori:

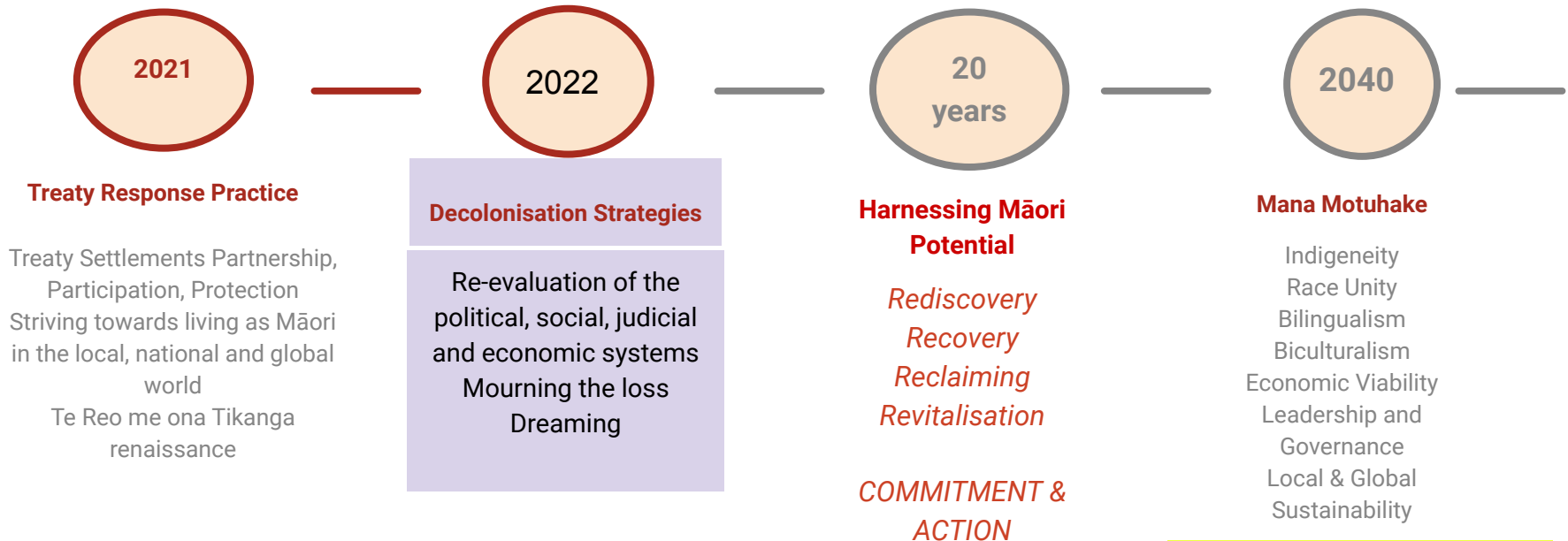
Social, Economic & Cultural development through multiple pathways;

- Workforce
- High achievement
- Governance & leadership
- Whanau capacity strategy
- Methodologies for futures thinking

Te Ao Hurihuri...

Pai tu Pai hinga! Whakamaua kia tina!

Power, Passion, Pace



2040 AND BEYOND..?

Taika Waititi backs 'unteach racism' school campaign, talks to his 8-year-old self

Laura Wiltshire · 10:00, May 13 2021



Screenshot

SUPPLIED

You have the power
to “unteach”
racism!”

Will you?



**Teaching
Council of
Aotearoa
New Zealand**



Mā tō ngākau, mā tō hinengaro ka hikitia ngāi tātou te iwi Māori.

TU RANGATIRA!

*Leading so things are not left to chance...
Visioning for a decolonised way forward
Taking the lead on change
Collective leadership that matters*

Visionary, Guardian, Teacher & Learner, Advocate, Networker, Worker

Karakia Whakamutunga - Ka Hikitia

Kua hikitia te kaupapa.
Kua takoto te wero.
Me hoe tahi i runga i te whakaaro kotahi.
Tiaki tō tāua oranga.
Kia kaha ai mo te tuku taonga.
Kia tutuki ngā hiahia mō
Ka Hikitia.
Tihei mauriora!
Ki te whai oranga e!
Mauriora!



Disclaimer statement

Presentations

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Kua mutu

*Other prompts for dialogue around
decolonisation included below.*

Aspirations for a Bi-cultural Nation...?

To the Editor:

Last Sunday I attended the Anzac service in Darfield. I was very disappointed at all the Maori language spoken, I have lived in the district all my life and never once did I hear my parents or grandparents speak Maori. We were there to respect all those young soldiers that died for us, I'm sure not one of them would have understood one word and I didn't either.

Barbara May, Darfield.

Talkback - RNZ



The belief in the suitability of Māori for working-class occupations was to persist in official circles well into the 20th century - and in society until today

More recently - [Jan 2021 - Magic Radio](#) (scroll down for link to audio)

A caller, identified as Richard, said that Māori were "victims of their own genetic background. They're genetically predisposed to crime, alcohol, and underperformance educationally."

Last 5 minutes of the movie...

Brewery owner behind racist Facebook rant 'deeply sorry' after business partners abandon him ▶

Marine Lourens Sam Sherwood and Brittney Deguara · 21:26, May 14 2021



Collins says her party won't stand for 'racist separatism' New Zealand

2:11 pm on 28 April 2021

Share this



National Party leader Judith Collins says her party will not pursue policies of 'racist separatism' when dealing with poverty and lack of opportunity in New Zealand.



Who holds the **power** in our systems, practices and society?