

Plotting your own leadership pathway journey

Tim White | Chief Advisor- Leadership Advisory Service
Te Pou Ohumahi Matauranga



Four new supports for Principal professional learning

The Principal Development Map

Beginning Principal Modules

‘The Principals Podcasts’

The Leadership Advisory Service

*“it can be **difficult** for principals to access professional learning and development opportunities” - ERO.*



Principal Development Map Tour

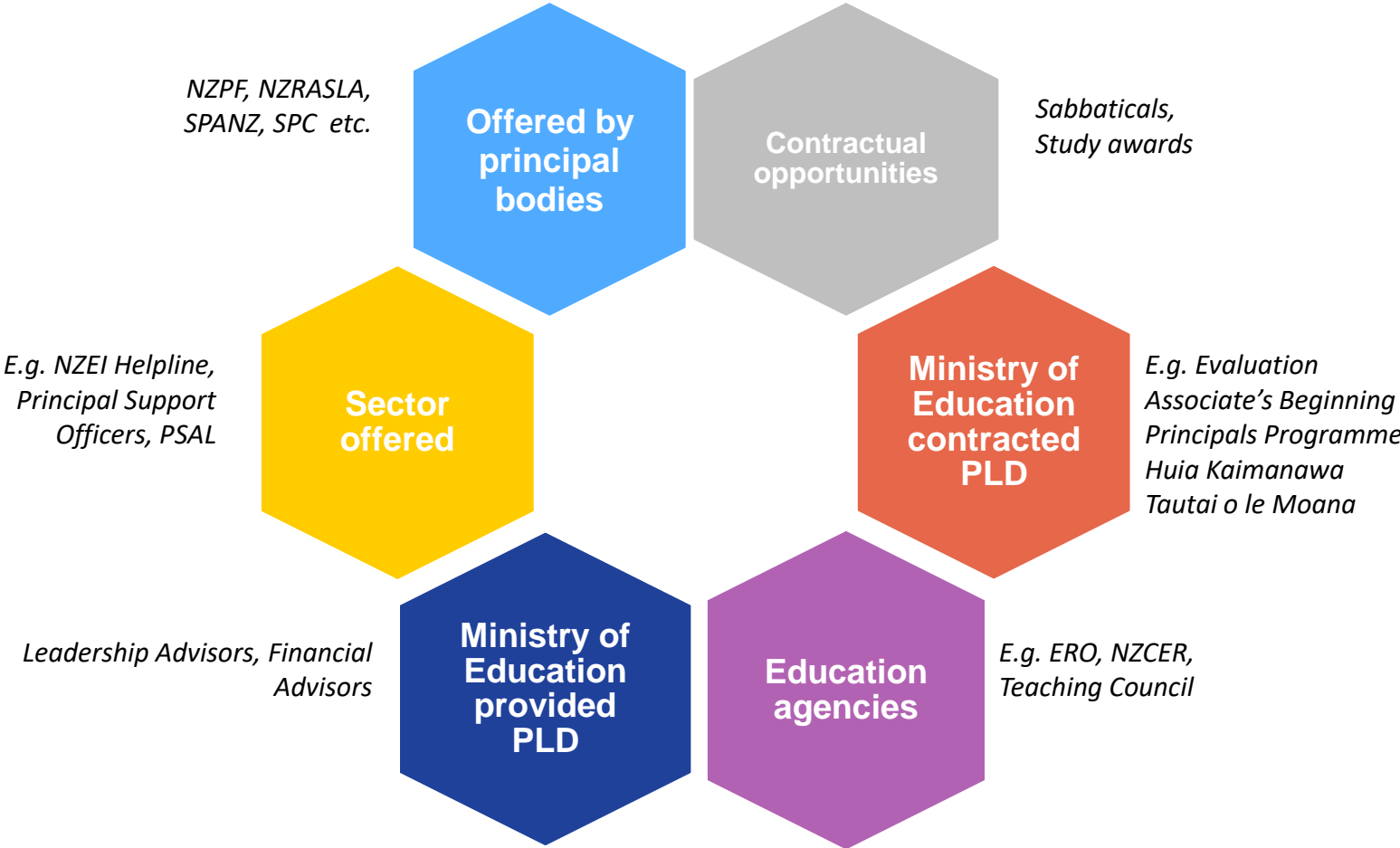
What is our aim?


To move from a **disconnected** system where development opportunities and supports are **challenging** for aspiring and current principals / tumuaki to locate and access

To a coherent, visible and accessible system of professional development and support opportunities for both aspiring and current principals / tumuaki to navigate

To a
one
stop
shop

What is on the Principal Development Map? Phase 1






Education Workforce

Kia tū hei kaiako ki Aotearoa
Becoming a teacher in New Zealand

Ngā kaiako anōiane
Current teachers

Ngā Tumukaki me ngā Kura
Principals and schools



Current teachers

I am a teacher

Looking for professional development and pathways back into teaching

[Find out more](#)

Popular information for current teachers

- Primary Teachers' Study Award
- Primary Teachers' Sabbatical
- Returning from overseas
- Overseas relocation grant for returning teachers

Principals and schools

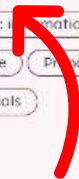
I am a principal

Looking for recruitment support and professional development

[Find out more](#)

Popular information for principals and schools

- Advisor team supporting principals
- Encourage your community into teaching
- Principal Development Map
- Voluntary Bonding Schemes: information for principals
- Overseas teacher finder's fee
- Primary Principals' Study Award
- Primary Principals' Sabbaticals



Using the Principal Development Map



Education Workforce

Information for providers

Te Mahere Whanake Tumuaki

Principal Development Map

Search for development opportunities and supports available at different career stages

Select the options that apply to you or search to see all offerings:

Principal career stage ⓘ

Sector ⓘ

Offering type ⓘ

Any ^

Any v

Any v

Search

- Any
- Aspiring
- Beginning
- Developing
- Experienced
- Leading

Select your career stage,
Sector or offering type

Or simply just search to
see all results

Using the Principal Development Map continued



Te Tāhuhu o
te Mātauranga
Ministry of Education



Education Workforce

Information for providers

< Back

Showing results for any career stage, any sector, any offering

Please select an offering below

Filter by sub-category

- Conferences
- Courses
- Educational agencies
- Helplines
- Huiā Kaimanawa - Emerging Māor...
- Industrial & HR Support
- Leadership newsletters
- Māori Achievement Collective
- National associations
- Networking events
- Pasifika
- Principal Advisor support for begi...
- Principal secondments
- Principals exchanges
- Professional Learning and Growth ...
- Professional support courses
- Regional and local association
- Regional and local associations
- Representative group
- Sabbatical
- School governance support
- Study grants & awards
- Wānanga & hui

Provider & offering	Overview	Eligibility	Sub-category
Auckland Primary Principals' Association			
APPA Annual Conference	Annual conference for Auckland Principals. We aim to provide thought-provoking and challenging speakers along with opportunities to connect with colleagues in a less formal setting.	APPA Member Principals and Deputy Principals	Conferences
APPA Business Partner Luncheon	Quarterly Luncheons Hosted by the APPA	Appa Members	Networking events
ASB/APPA/TTPA Travelling Fellowship	The ASB/APPA Travelling Fellowship made its first "prestigious awards" in 1966. Since then (with the odd exception) two awards have been made to principals in the Auckland and/or Tai Tokerau area each year.	APPA and TTPA Member Principals	Study grants & awards
	The awards are supported financially by the ASB and leave on pay is granted by the MOE as one of the prestigious awards. One award is for one term and gives the recipient \$20,000 for expenses, the second is for two terms and \$35,000 for expenses.		
Auckland Primary Principals' Association	The APPA has been the collective voice for primary and intermediate school principals in the greater Auckland region for close to 120 years. This region spans from Pukekohe and Bombay in the south to Wellsford and Port Albert in the north. It also encompasses schools situated in the Islands of the Hauraki Gulf.	Principals from Primary and Intermediate schools across the wider Auckland region.	Regional and local associations
Canterbury Primary Principals' Association (CPPA)			
Canterbury Primary Principals' Association	The CPPA is a strong advocate and support for Canterbury principals and schools.	Canterbury Primary Principals	Regional and local association
Central North Island Secondary Principals' Association (CNISPA)			
Central North Island Secondary Principals' Association (CNISPA)	CNISPA offers PLD, and support to Principals with secondary students in the greater Waikato area.	Principals in the CNISPA region who have secondary students in their school	Regional and local association
Education Review Office			
Education Review Office	About ERO- The Education Review Office Te Tari Arotake Mātauranga (ERO) is the New Zealand government's external education evaluation agency.	All principals	Educational agencies
Introductory review seminars and webinars	ERO provides a range of resources to support Principals developing an understanding of evaluation practices and frameworks.	All principals	
Leadership Partners - Secondment opportunity	Our Leadership Partners programme provides successful school leaders with the opportunity to work	Experienced principal	

Filter by subcategory or browse via Provider. When you want to know more information, select the offering in the table

[< Back](#)**Showing results for any career stage, any sector, Events**[Please select an offering below](#)**Filter by sub-category**

- Conferences
- Courses
- Networking events
- Wānanga & hui
- Workshops & seminars

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New Zealand Educational Institute			
Annual Conference Hui-ā-Tau 2024	The 2024 NZEI Te Riu Roa Annual Conference Hui-ā-Tau is being held at Rotorua Energy Event Centre from 29 September – 2 October 2024.	NZEI member	Conferences
New Zealand Principals' Federation			
Trans-Tasman Principals' Conference	Tau mai, Tau tahi! We have chosen the title TOGETHER Leading Learning to reflect the special nature of the professional collaboration that exists between our two countries, exemplified by this event which is held every four years. Partnership is about leading learning, and what we can learn from each other through this unique relationship.	Principal or Peak Body leader	Conferences
New Zealand Rural School Leadership Association			
Rural and Small School Regional Liaison Support	Our Rural and Small School Regional Liaison Support provides a dedicated liaison officer who organises regular meetings to connect rural and small schools within their respective regions.	Member of NZRSLA	Networking events
School Leadership and Management PLD	The School Leadership and Management PLD offers regular and topical professional learning and development opportunities during terms 1-3, with a distinct rural and small school focus.	Member of NZRSLA	Workshops & seminars
Post Primary Teachers' Association			
Mahi Tika for Senior Leaders	Mahi Tika for Senior Leaders is a course providing an understanding of the principles of employment relationships, the collective agreement and navigating employment processes specific to the senior leader role.	PPTA member	Workshops & seminars
Māori Teachers Conference	This conference provides Professional Learning and Development on current	Aspiring and current	Conferences

Principal Development Map Tour

[< Back](#)

Trans-Tasman Principals' Conference

Provided by [New Zealand Principals' Federation](#)

Overview

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Eligibility

Principal from New Zealand or Australia, or Peak Body leader

Cost and funding

This offering costs \$1050+gst for an early bird ticket ranging to \$1250+gst. There will be an additional cost for the conference dinner. Funding is available to support attendance including the Tauri Morgan memorial Grant, the Don Le Prou Grant and the Rural/Teaching Principals' Seminar and Conferences Grant

Frequency

Annual, 18-20 September in 2024

Location and mode

Christchurch, NZ in 2024

[Visit provider →](#)

View offering information, click the visit provider link for direct contact

[< Back](#)

Showing results for any career stage, any sector, any offering

Please select an offering below

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- Māori Achievement Collective
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- Pasifika pathways
- Principal Advisor support for begin...
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Hawkes Bay Primary Principals' Association			
Hawke's Bay Primary Principals' Association	The Hawke's Bay Primary Principals' Association advocates for regional principals, offering specialized services and initiatives tailored to local primary and intermediate education needs.	Principals in Hawkes Bay	Regional and local associations
Tai Tokerau Principals' Association			
Tai Tokerau Principals Association	The Tai Tokerau Principals' Association (TPA) is the collective voice for primary and intermediate school principals in the Northland region, encompassing the six regions of Far North, Kaikohe and Districts, Northern Wairoa, Rodney and Otamatea, Southern Bay of Islands and Whangarei.	Principals in Tai Tokerau	Regional and local associations
Wellington Regional Primary Principals' Association			
WRPPA - Wellington Regional Primary Principals' Association	WRPPA provide the collective voice of Primary Principals in the Wellington City and Greater Region. Our membership comprises of around 200 Intermediate and	Any Primary or Intermediate Principal in the Greater	Regional and local associations



Click here to follow link

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Information for Providers

Find answers to common questions:

What does a provider do?

Providers offer high quality professional learning, career development, or support opportunities for principals to grow in their career.

Who can provide opportunities to be published?

Currently, the map displays opportunities and supports offered by national and regional principal associations, education agencies, as well as Ministry-funded PLD.

What opportunities are appropriate to submit?

Opportunities should fit within the categories of:

- > Professional support
- > Scholarships and awards
- > Kaupapa pathways
- > Events
- > Sector leadership

If you are unsure where your opportunity may fit under one of these categories, please make a note on the submission form.

Submit provider opportunity →

Who endorses and quality assures the opportunities?

At this stage, we have opted to limit the opportunities to ones endorsed by national and regional principal associations, or offered by education agencies, or are Ministry-funded.

What about private providers?

We recognise there are a range of quality private providers offering services and supports for principals across their pathway currently. We are exploring options to extend the tool to include private providers in the future.

Who can I contact with feedback and questions?

Please contact Principal.DevelopmentMap@education.govt.nz with further questions or feedback.

Information for providers (at the top of each previous page) has FAQ about the current approach to providers on the map. Submit your associations offerings through the blue submission button (this takes you to an upload form)

Next Steps- Phase 2

With the Sector

Process for considering private providers opportunities for inclusion

Timeline- but November.





Background

“Until you’ve got the job, you don’t know what you don’t know.”

– New principal



Background



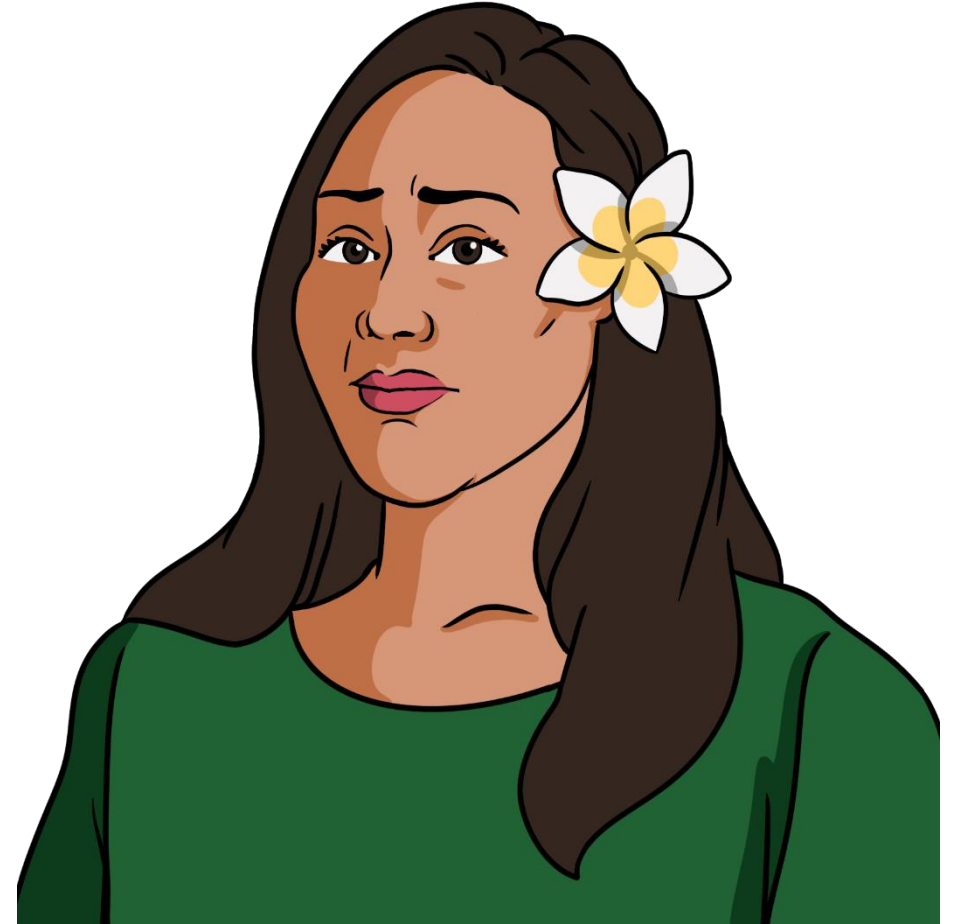
“When I walked in ... I was getting presented all of these things and going, ‘Oh my gosh’. And then, working through trying to understand what they are...”

– New principal

Background

“To add in the mix, I also have property that I oversee, and I have all of the finances that I oversee. And those weren't part of my role when I was a DP. So, it's completely different.”

– New principal



Background

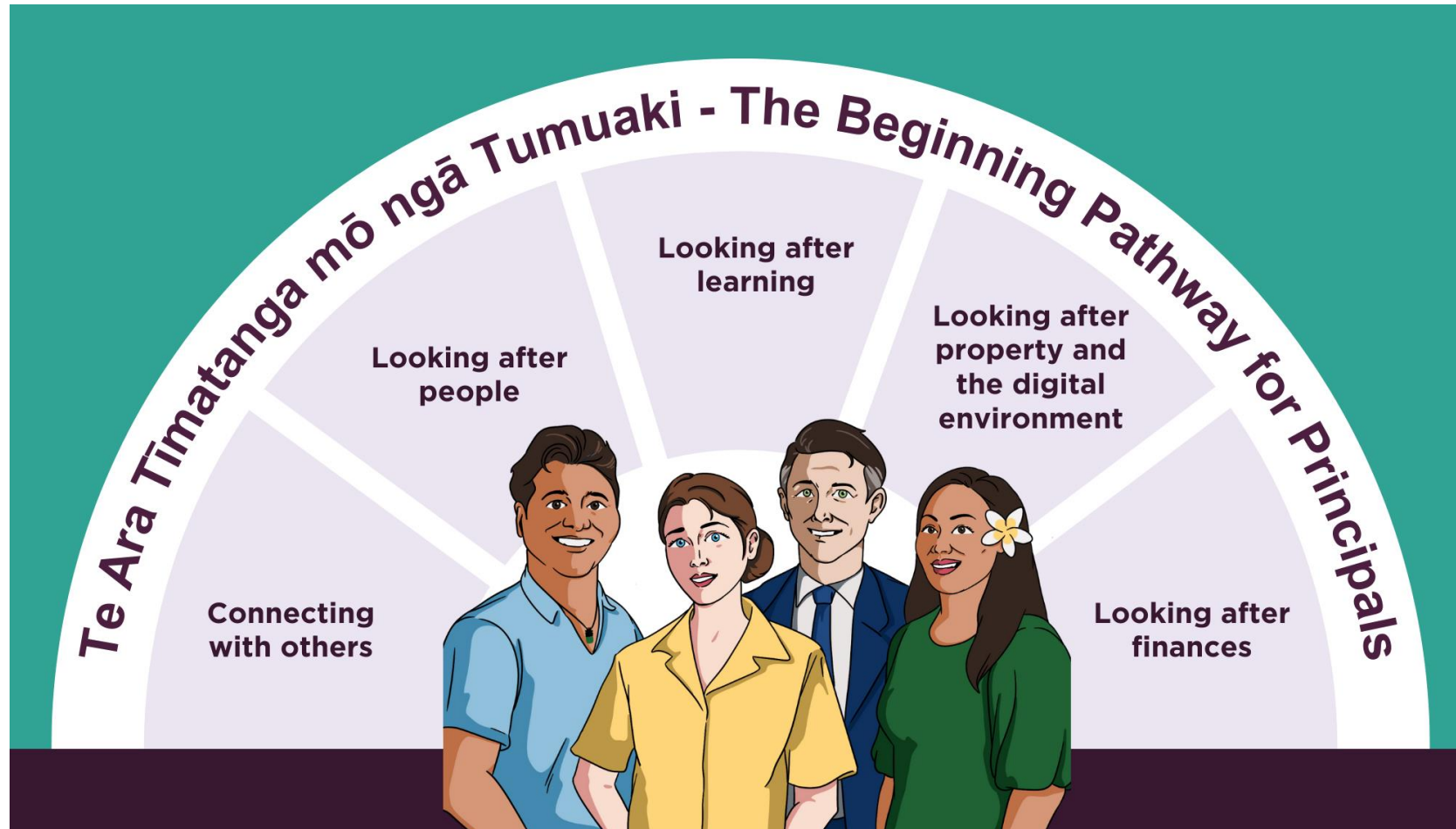


“We're into it on Monday with a pōwhiri and then it's been a pretty steep learning curve ever since ... it's just massive because everything, everything, was new.”

– New principal



Programme overview



E-learning modules

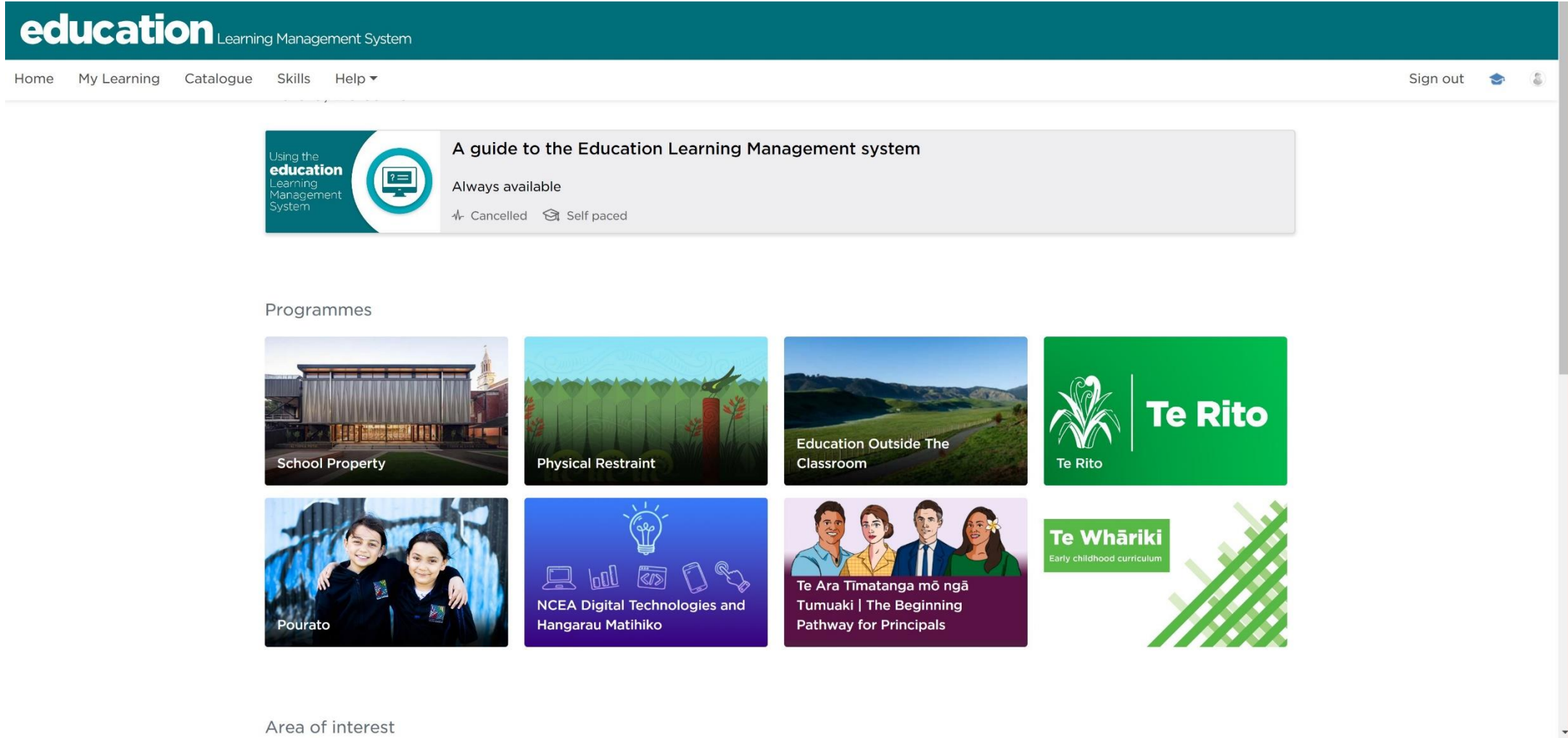
Connecting with others:

- Building your support networks
- Connecting with the community
- Consulting with the community
- Building relationships with whānau, hapū and iwi
- Working with your board





E-learning modules can be found on education LMS



The screenshot shows the 'education Learning Management System' interface. At the top, there is a navigation bar with 'Home', 'My Learning', 'Catalogue', 'Skills', and 'Help'. On the right, there is a 'Sign out' button and user profile icons. Below the navigation bar, there is a featured module card titled 'A guide to the Education Learning Management system' with a 'Self paced' icon. The main content area is titled 'Programmes' and features a grid of seven program cards: 'School Property', 'Physical Restraint', 'Education Outside The Classroom', 'Te Rito', 'Pourato', 'NCEA Digital Technologies and Hangarau Matihiko', and 'Te Ara Tīmatanga mō ngā Tumuaiki | The Beginning Pathway for Principals'. A 'Te Whāriki Early childhood curriculum' card is partially visible on the right. At the bottom, there is an 'Area of interest' section.

← Dashboard
Catalogue

Search term Search Hide filters

[Education catalogue](#) » Te Ara Tīmatanga mō ngā Tumuaki | The Beginning Pathway for Principals (2)

2 Results

Learning type



Te Ara Tīmatanga mō ngā Tumuaki | The Beginning Pathway for Principals

Self directed learning (2)

Area of interest



Primary school (2)

Secondary school (2)

Role



Principal/Tumuaki (2)

Senior Leader/Tātariki (2)

Teacher/Kaiako (2)

School Trustee (2)



An overview of the principal role and self-directed learning

Available for an unlimited time

In progress  Self paced



Connecting with others

Available for an unlimited time

 Self paced

Dashboard > Catalogue

Connecting with others

Self paced In progress

0%

Description Syllabus



Info

Description

Establishing trusting and learning-focused relationships within and beyond the school is central to being a principal. The **Connecting with others** content area explores the why and how behind some key relationships you need to foster in your role as tumuaki.

The online modules and podcasts will offer information, strategies and real-world examples to help you grow into your role.

Modules in this topic include:

- Building your support networks (35mins)
- Connecting with the community (40mins)
- Consulting with the community (30mins)
- Building relationships with whānau, hapū, and iwi (60mins)
- Working with your board (35mins)

You can learn on the go using the podcast series that sits alongside these modules, where experienced school leaders and officials share stories and offer tips.

Topics

Primary school
Secondary school
School Trustee
Principal/Tumuaki
Senior Leader/Tātariki
Teacher/Kaiako
Self directed learning

Provider

Ministry of Education - Te Tāhuhu o Te Mātauranga

Syllabus



Tell us about yourself	?	i	→
1 - Building your support networks	📖	i	🔖
2 - Connecting with the community	📖	i	🔖
3 - Consulting with the community	📖	i	🔖
4 - Building relationships with whānau, hapū and iwi	📖	i	🔖
5 - Working with your board	📖	i	🔖
Podcast: The Principals (Aotearoa New Zealand)	🎧	i	🔖
Feedback	?	i	→



Dashboard > Catalogue

Connecting with others

 Self paced

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Provider

Ministry of Education - Te Tāhuhu o Te Mātauranga

Running Time

30 minutes

Learning mode

Self paced



Enrol

Dashboard > Catalogue

Connecting with others

 Self paced  Passed  5 Sep 2024 16:30 to 5 Sep 2024 16:31

Description Syllabus

[Download certificate](#)



Status

You have finished the course

Establishing trusting and learning-focused relationships within and beyond the school is central to being a principal. The **Connecting with others** content area explores the why and how behind some key relationships you need to foster in your role as tumuaki.

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Provider

Ministry of Education - Te Tāhuhu o Te Mātauranga

Running Time

30 minutes

Learning mode

Self paced

Working with your board [2.5]

START | TĪMATA




Select the button to begin

Clear boundaries, and a positive and productive working relationship between you and your board is essential for your school to run effectively.

This module will take approximately 35 minutes to complete.

Side menu

- guide to module contents
- easy navigation between section



Working with your board
[2.5]

0% COMPLETE | KUA OTI


- Nau mai, haere mai
- Who are school boards?
- Governance vs management
- Reporting to the board
- The principal-board relationship
- Code of conduct
- Conflict
- How well is your board supporting you?
- Key points
- Check your understanding
- Kete rauemi | Resources kete
- Next steps

Topic | Kaupapa 1 of 12

Nau mai, haere mai


This topic will take approximately 2 minutes to complete.

A positive and productive working relationship between you and your board is essential for your school to run effectively.



When you have completed this module you will:

- know the purpose and responsibilities of school boards
- understand the difference between governance and management
- understand the relationship between tumuaki and board, especially the presiding member
- be aware of the code of conduct for school boards
- have some strategies for limiting unhealthy conflict, and resolving it, should it arise.



Links to leadership roles and capabilities

Select each tab to learn more.





Working with your board [2.5]

0% COMPLETE | KUA OTI

Nau mai, haere mai	0
Who are school boards?	0
Governance vs management	0
Reporting to the board	0
The principal-board relationship	0
Code of conduct	0
Conflict	0
How well is your board supporting you?	0
Key points	0
Check your understanding	0
Kete rauemi Resources kete	0
Next steps	0



Links to leadership roles and capabilities

Select each tab to learn more.

Keyboard navigation tips +

EDUCATIONAL LEADERSHIP CAPABILITY FRAMEWORK	TŪ RANGATIRA
<p>He Kalkōtuitui Networker <i>Kōtahi te kōhao o te ngira e kuhuna ai te miro mā, te miro pango, te miro whero</i> Networking, brokering and facilitating relationships that contribute towards achieving kura goals.</p> <p>Mana mokopuna To lead the kura whānau to work together to help learners to realise their learning potential.</p> <ul style="list-style-type: none"> • Maintaining consistent educational messages in and out of the kura. • Facilitating a collective effort to help learners realise their potential. <p>He Kalarataki Advocate <i>Kaua e rangiruatia te hāpai o te hoe; e kore tō tātou waka e ū ki uta</i> Promoting the development and implementation of strategies, plans and policies to realise learners' potential and educational success as Māori.</p> <p>Mana mokopuna To facilitate the development and implementation of clear strategic, annual and operational planning focused on realising learners' potential and success as Māori.</p> <ul style="list-style-type: none"> • Coordinating and integrating the goals of the Ministry of Education, the Board of Trustees, kura whānau, iwi, staff and learners. <p>Mana tangata To strategically plan educational opportunities linking iwi, kura whānau, te ao Māori and the community.</p> <ul style="list-style-type: none"> • Co-constructing with governance and kura whānau to formulate plans and recognising the value of others' contributions and ideas. 	



Te Tāhuhu o te Mātauranga
Ministry of Education



Working with your board [2.5]

0% COMPLETE | KUA OTI

- Nau mai, haere mai ○
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- Governance vs management ○
- Reporting to the board ○
- The principal-board relationship ○
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- Conflict ○
- How well is your board supporting you? ○
- Key points ○
- Check your understanding ○
- Kete rauemi | Resources kete ○
- Next steps ○

Topic | Kaupapa 4 of 12

Reporting to the board

This topic will take approximately 2 minutes to complete.

Regulation 12 of the Education (School Board) Regulations 2020 states that “a board must hold a meeting no later than 3 months after the date of its previous meeting.” Provided this rule is followed, it is up to your board to decide how often you meet.

You need to prepare a report to present at every board meeting.

GOVERNANCE	WELLBEING	FINANCES
<ul style="list-style-type: none"> • Track progress towards strategic aims and key performance indicators. • Provide data and analysis on curriculum delivery, student progress and achievement. • Provide evidence of the school's giving effect to Te Tiriti o Waitangi. • Inform of any significant changes in staffing, programmes, plans or processes that are under consideration. • Recommend changes in board policies when the need for them becomes known. • Highlight areas of possible adverse publicity or community dissatisfaction. 		

You should also address any other matter requested by the board within a reasonable, specified timeframe. Your report should be concise and easy to understand.

Learning check

Select the answer of your choice and then select the submit button to check your answer.



Te Tāhuhu o te Mātauranga
Ministry of Education

Indicative timing

Interactive elements

Interactive learning checks

Scenarios

A



Oh, sorry I just wanted to make the project move along faster. I'll cancel the order and get some more quotes.

That's great, thank you. I really appreciate you doing this mahi.



Reflection questions



Take some time to reflect:

Have you ever been in a situation where you felt the boundaries between governance and management were being unhelpfully blurred? What actions did you take? Were they successful?



Take some time to reflect:

What actions have you taken, or plan to take, to encourage a positive and effective relationship with your board?

What do you believe is the most important thing to add to your memorandum of understanding with the presiding member?



Working with your board [2.5]

0% COMPLETE | KUA OTI

- Nau mai, haere mai
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Topic | Kaupapa 5 of 12

How well is your board supporting you?

This topic will take approximately 2 minutes to complete.

An awareness issue

School boards are not aware of how their new principals are faring. ERO found:

Board representatives are overwhelmingly positive about principals' confidence. 91 percent of boards rate their new principals as confident overall, compared to only 71 percent of principals themselves.

Education Review Office

In addition to this, 69 percent of boards rate new principals' wellbeing as high or very high, compared to just 23 percent of new principals themselves.

Tumuaki told ERO about the tensions they feel between maintaining the trust of their new employers through appearing capable and positive, and their actual need for much higher levels of support. This could explain why board members are not being made aware of principals' areas of lower confidence, or wellbeing challenges, because it feels like a risk to principals to reveal those challenges.



Take some time to reflect:

How aware do you think your board is around any support or wellbeing needs you have?



Te Tāhuhu o te Mātauranga
Ministry of Education



Working with your board [2.5]

0% COMPLETE | KUA OTI

Nau mai, haere mai

Who are school boards?

Governance vs management

Reporting to the board

The principal-board relationship

Code of conduct

Conflict

How well is your board supporting you?

Key points

Check your understanding

Kete rauemi | Resources kete

Next steps

Topic | Kaupapa 9 of 12

Key points

This topic will take approximately 1 minute to complete.

Some of the most important points from this module include:

- 1 All state and state-integrated schools have boards that are responsible for the governance of the school. The principal is always a board member.
- 2 Boards deal with governance, principals deal with day-to-day management. Boards delegate responsibilities to the principal.
- 3 Boards must meet at least every three months. You need to report to the board on a wide range of topics at every meeting.
- 4 Having a positive and productive relationship with the board is crucial for the effective running of the school. This is especially true for the tumuaki and presiding member.
- 5 There is a code of conduct for all board members, including the principal.
- 6 Not all conflict is bad, but boards need strategies to resolve unhealthy conflict.
- 7 Boards have a duty to be a good employer to you, and take care of your health, safety and wellbeing.

CONTINUE | HAERE TONU



Te Tāhuhu o
te Mātauranga
Ministry of Education



Working with your board [2.5]

8% COMPLETE | KUA OTI

Nau mai, haere mai 0

Who are school boards? 0

Governance vs management 0

Reporting to the board 0

The principal-board relationship 0

Code of conduct 0

Conflict 0

How well is your board supporting you? 0

Key points 0

Check your understanding 100

Kete rauemi | Resources kete 0

Next steps 0

Topic | Kaupapa II of I2

Kete rauemi | Resources kete

This topic will take approximately 1 minute to complete.



Responsibilities of the principal policy.docx

120.5 KB



Relationship between presiding member and principal policy.docx

70.7 KB



Termly Checklists

NZSBA also complies termly checklists of the tasks principals commonly undertake in their role as the chief executive of the board.

WEBSITE

Code of conduct

A copy of the code of conduct for state school board members is available here.

DOCUMENT

Ministry of Education

Further information on the code of conduct, including copies in other languages, is available from the Ministry of Education.

WEBSITE

Te Whakarōputanga Kaitiaki Kura o Aotearoa | New Zealand School Boards Association (NZSBA)

NZSBA has resources available specifically for principals in their resource centre.

WEBSITE



Te Tāhuhu o te Mātauranga
Ministry of Education

Timeline

The first content areas are online and available now.

The remaining content areas will be released monthly with most content delivered by the end of the year.

The first three podcasts are available now with new episodes released weekly.





 **Previous**
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Principals and schools

Ngā Kaitohutohu Matua

Leadership advisors

The advisory team providing tailored support for principals



Who are we supporting?

School type	Count of egmts	% of egmts	Unique schools	# Total schools	% of schools with egmt
Full Primary (Y1-8)	1,218	40%	540	1,044	52%
Contributing (Y1-6)	976	32%	438	771	57%
Secondary (Y9-15)	346	11%	115	231	50%
Composite (Y1-15)	241	8%	78	191	41%
Secondary (Y7-15)	133	4%	55	118	47%
Intermediate (Y7&8)	124	4%	63	114	55%
Specialist School	34	1%	18	36	50%
Restricted Composite (Y7-10)				3	
Total	3,072	100%	1307	2,508	52%

To date 2024 (06/09/24)

How are we supporting Principals?

Participant type	Count of egmts	No. of Principals
Association	146	3471
Cluster of schools / Kāhui Ako	232	1786
Individual school	3,090	
Iwi / Hapū	4	4
Other agencies (eg NZSTA, Union, EA etc)	92	212
Other participant type	34	205
PLD provider	19	173
Presentation / Workshop	73	1483
Total	3,690	7334

What are we supporting Principals with?

Foci	Count	Percent
Principal development	1,239	34%
Te Mahau & sector relationships	1,063	29%
Government priorities: High quality teaching & curriculum	955	26%
Principal wellbeing	953	26%
Human relationships (HR)	679	18%
School planning and reporting: Strategic and annual planning, statements of variance, NELPS	616	17%
Community/hāpori relationships	447	12%
Supporting attendance & engagement	412	11%
Government priorities: Assessment, progress & achievement	389	11%
School governance	350	9%
Property	337	9%
Finance	288	8%
Managing complaints	287	8%
BOT relationships	254	7%
Giving effect to Te Tiriti o Waitangi	252	7%

What did your colleagues say the main benefits of working alongside a Leadership Advisor were?

Receiving advice, ideas or examples of how others have responded to similar issues/challenges
80%

Reflecting on my situation and practice, thinking out loud and brainstorming alternatives
61%

Positively influencing the way I think about my role or how I will lead in the future
44%

Increasing clarity of what we are expected to do, the guidelines etc
65%

Working collaboratively with others/ reducing the feeling of professional isolation
59%

Feeling better connected with my peers and colleagues
39%

Feeling like my wellbeing is being supported
39%

Having a place to start and knowing where to go next
52%

YOUR LEADERSHIP ADVISORY



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kia **rangatira** ai, kia **mana taurite** ai ōna **huanga**

