



TE TĀHUHU O TE MĀTAURANGA

Ministry of Education

Ka Hikitia – Managing for Success



Maori Education

Unleashing Potential

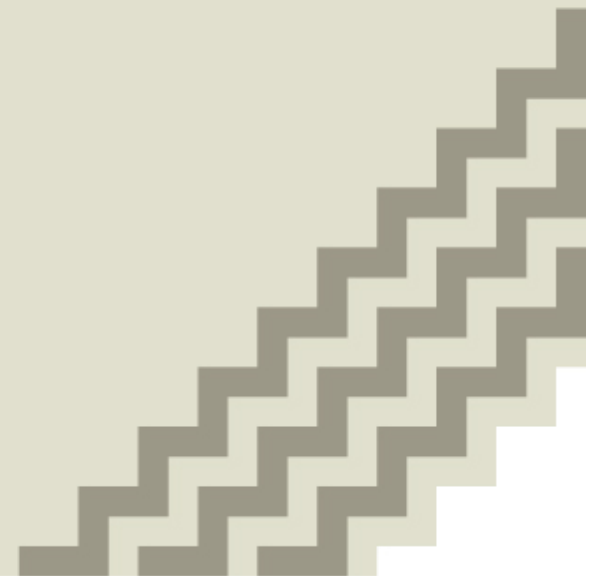
Whanau as informed, demanding and determining educational consumers...

Te Kāwanatanga o Aotearoa

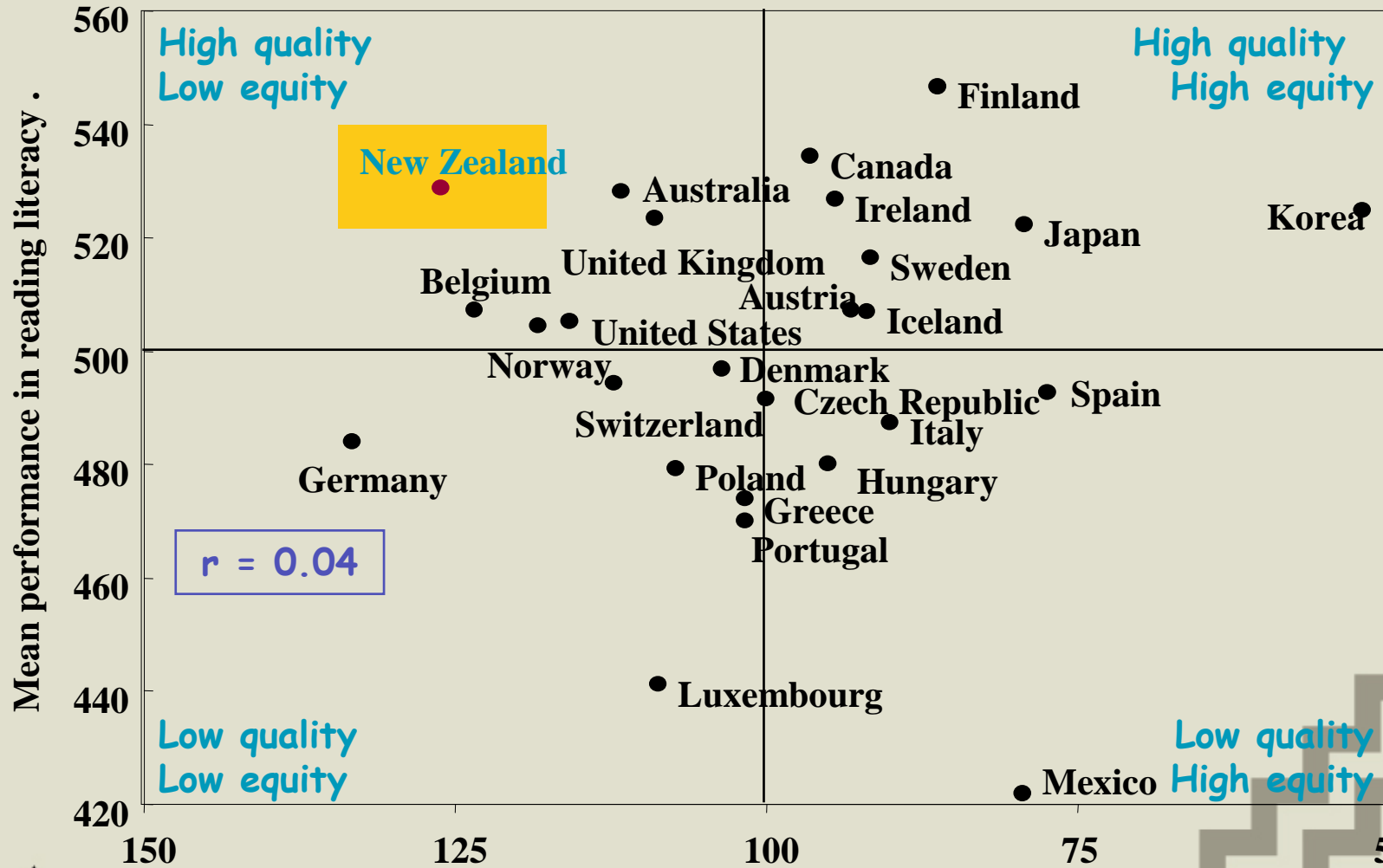


▸ What is the purpose of education?

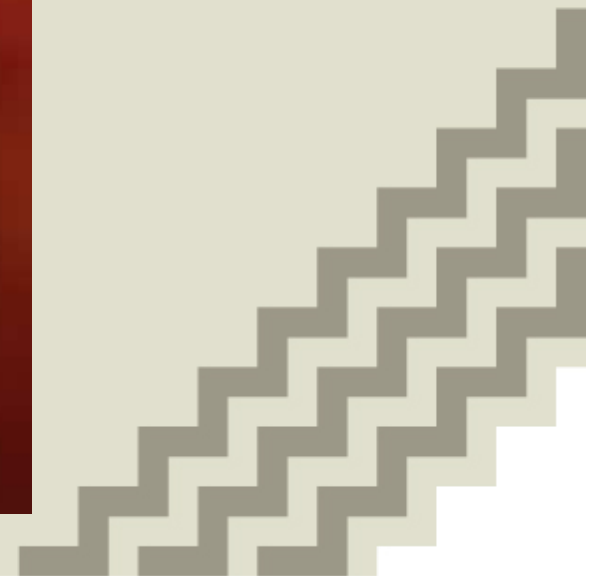
“Education is not the filling of a pail, but the lighting of a fire”... (poem by W.B Yeats)



Overall Performance - New Zealand's High Average and Wide Spread



Urgency!



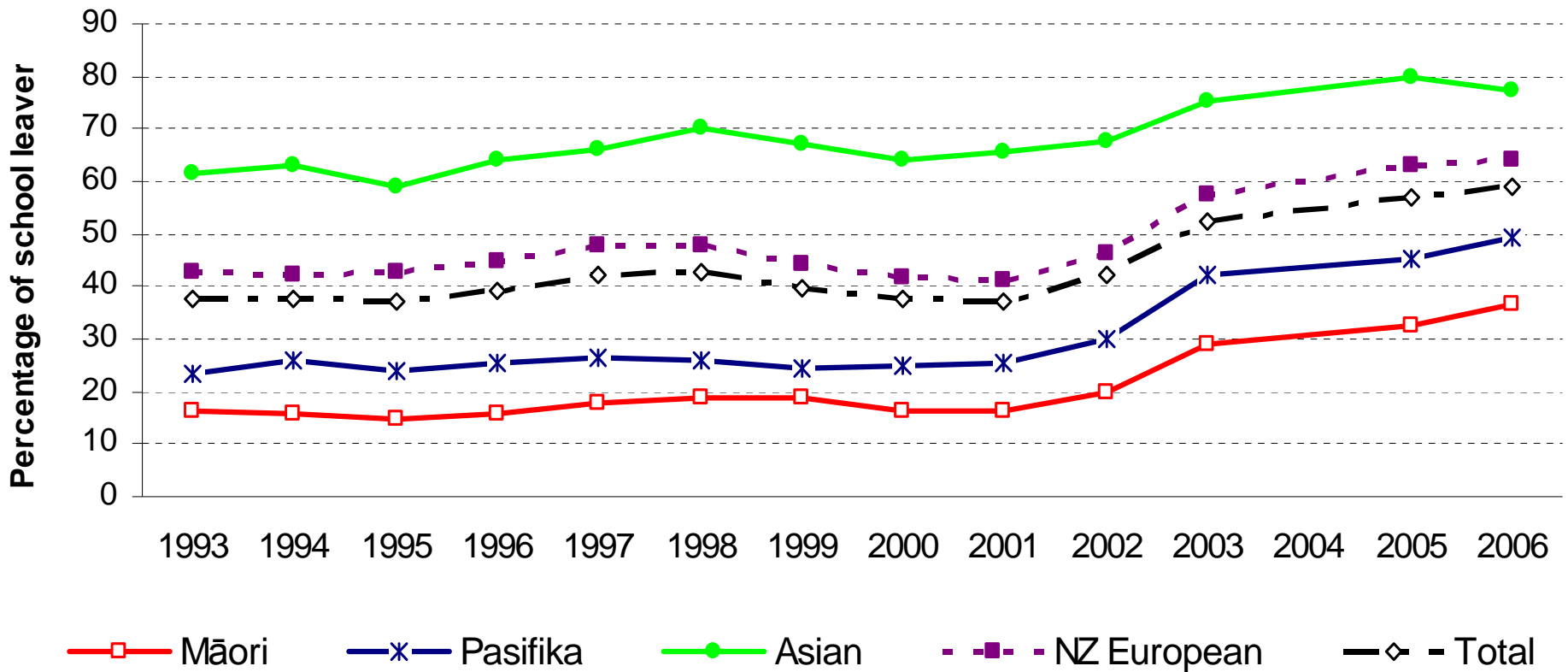
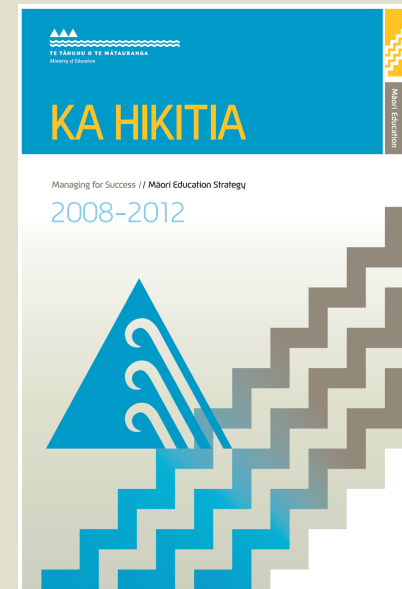


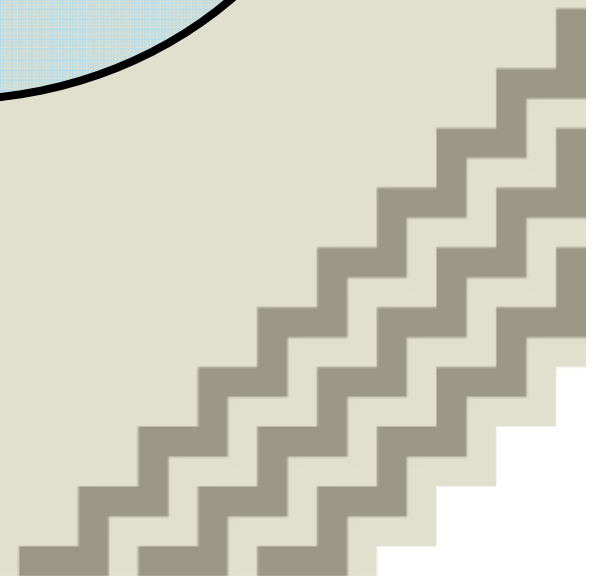
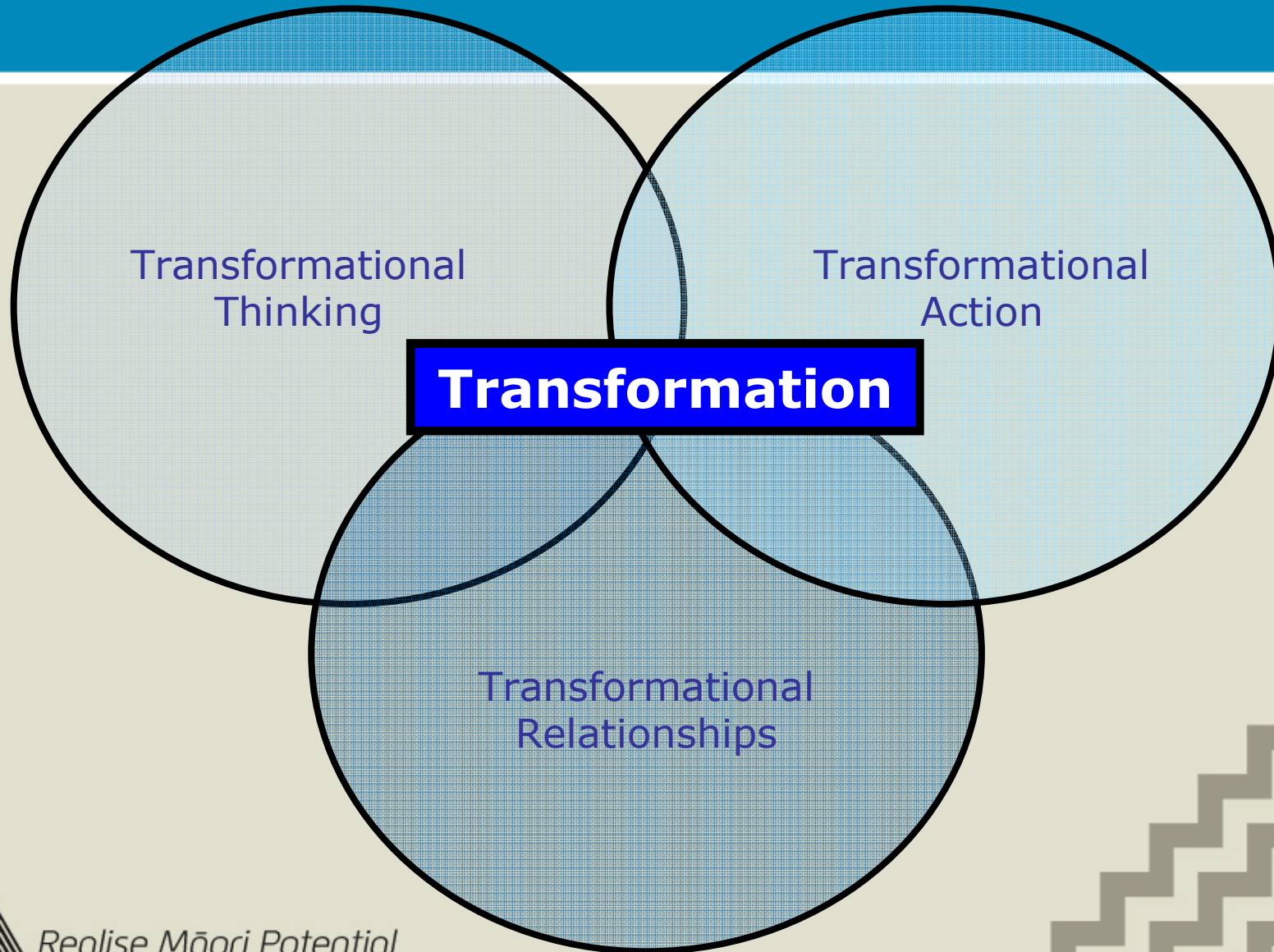
Figure: Trends & Patterns in New Zealand Certificate of Achievement/Equivalent Attainment Level 2 and above

▾ Ka Hikitia – Managing for Success

2008 - April **Strategy launch**

2008-2012 **Implementation
evaluation**





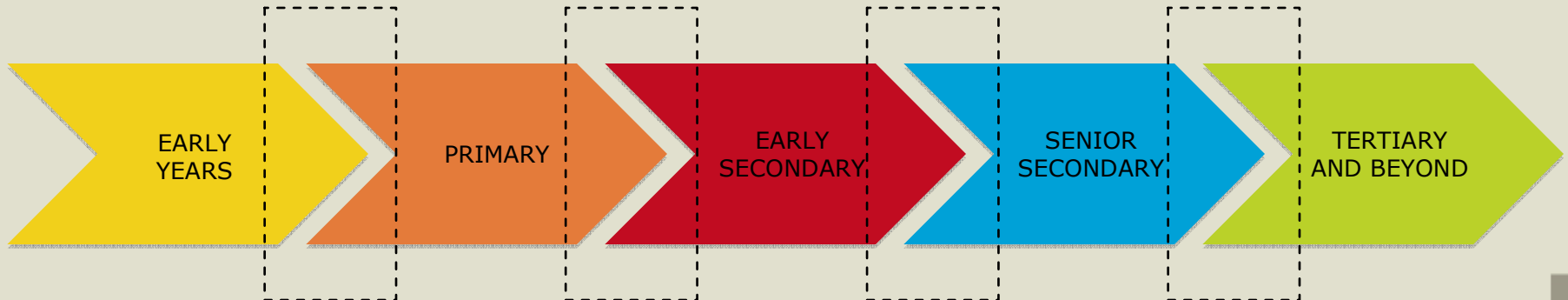
Ka Hikitia – Managing For Success



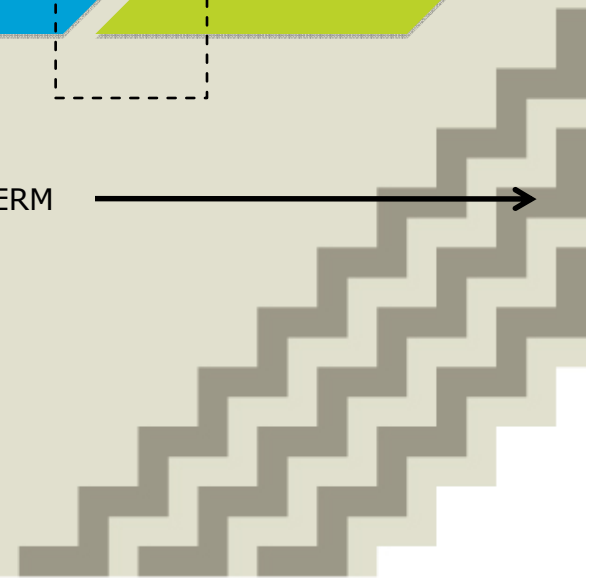
Whole Of System Approach

ECE STRATEGY EFFECTIVE SCHOOLING SYSTEM TERTIARY EDUCATION STRATEGY

← PERSONALISING LEARNING →



INVESTING EARLY → REDUCING THE RISK OVER THE MEDIUM TO LONG TERM →



▸ The strategic intent

Māori enjoying education success as Māori



Shift in thinking - Māori Potential

FOCUS MORE ON

**IDENTIFYING
OPPORTUNITY**



TAILORING



INVESTMENT



INDIGENEITY



COLLABORATION

 *Realise Māori Potential*

**FOCUS
LESS ON**

Problems

**Targeting
(deficit)**

**Intervention
(Government)**

Minority

**Instructing
and Informing**



▸ The three key principles ...

Māori Potential

Cultural Advantage

Inherent Capability


$$KH = (rmp)^2$$

▸ The four focus areas ...

MĀORI ENJOYING EDUCATION
SUCCESS AS MĀORI

**Foundation
Years**

**Young People
Engaged In
Learning**

**Māori
Language
Education**

**Organisational
Success**

PRESENCE

ENGAGEMENT

ACHIEVEMENT



▸ The five key levers for change

Professional learning and capability of educators

High-quality Māori language education

Family, whānau and iwi engagement in education

Government agencies working together

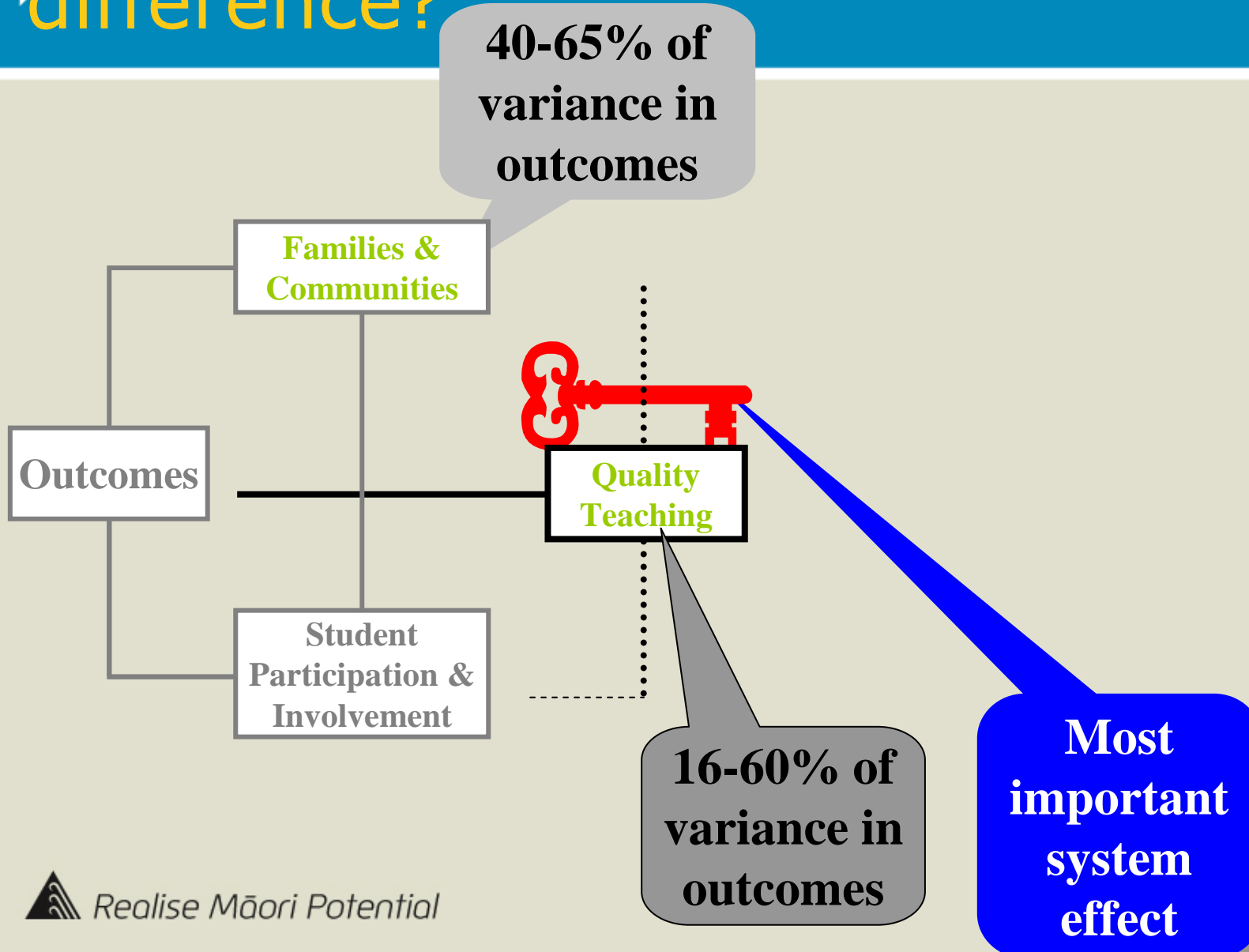
▸ **Responsive and accountable professional leadership**



▽ The main thing is to keep the main thing the main thing...



BES: What makes the biggest difference?

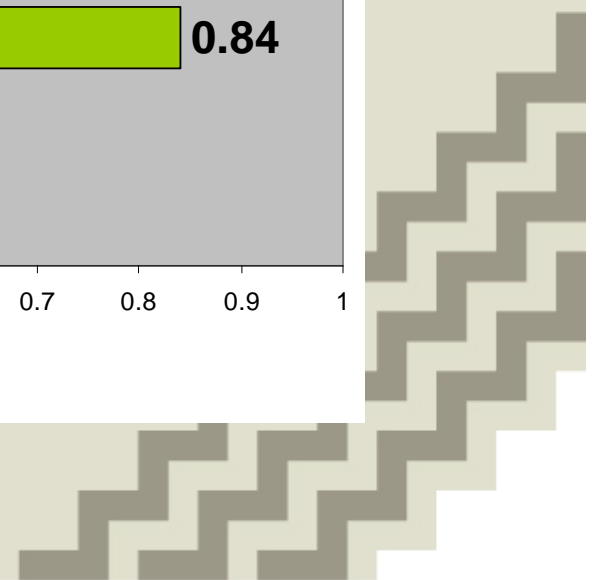
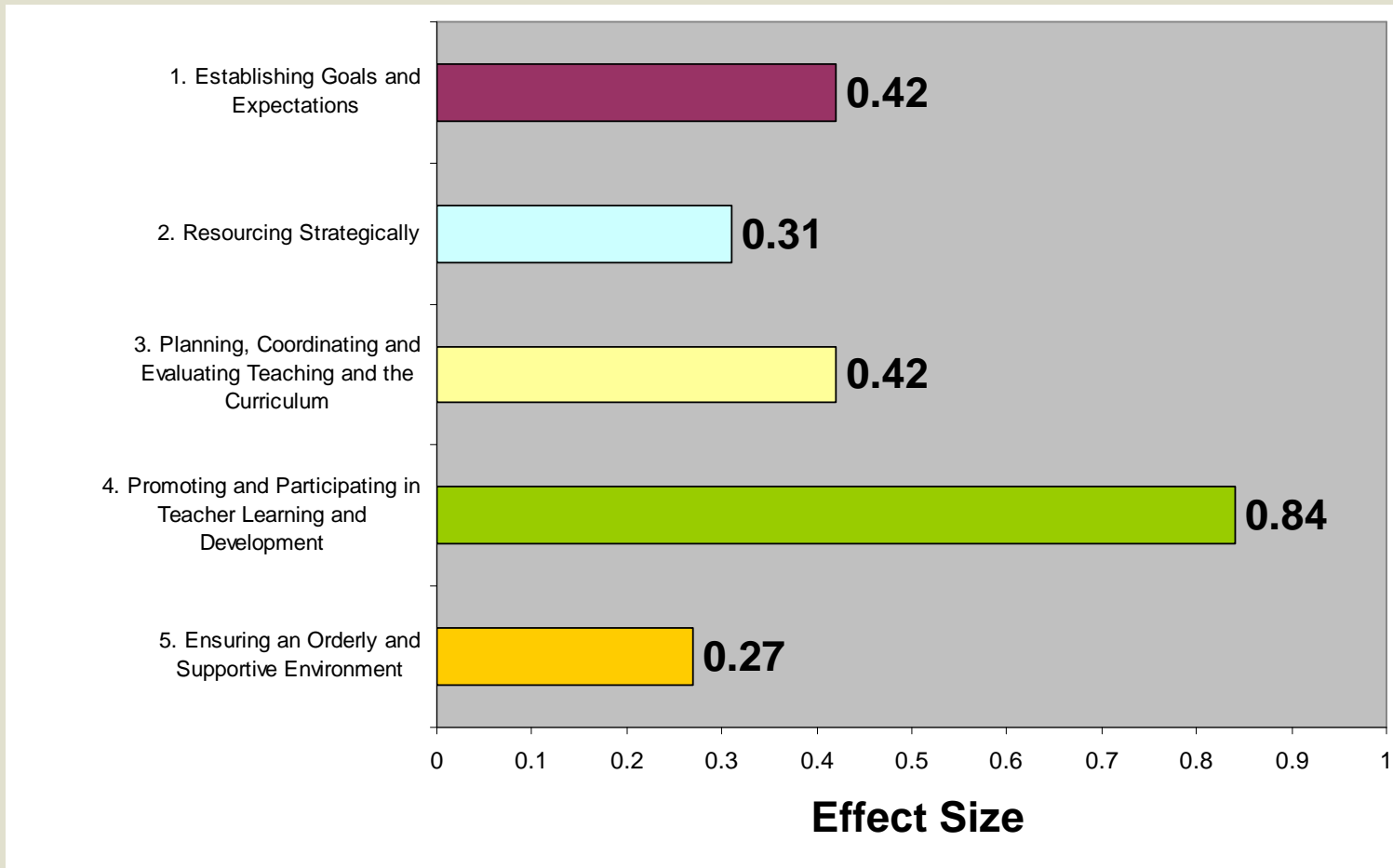


▸ Case Study One

- ▶ A principal of a school has collated the achievement data for the students from the past 3 years. It shows a consistent trend of low achievement by the Māori students. Māori students make up 40% of the school population.
- ▶ What implications does this have for the school? For Māori students? What advice would you give the BOT/Principal to address this issue?

DIMENSIONS OF EFFECTIVE LEADERSHIP

Derived from BES- Linking Leadership with Student Outcomes



▸ Pedagogical Leadership...

- ▶ Are prepared to be learners
- ▶ Lead the professional learning in their schools
- ▶ Focus on setting conditions for culturally responsive contexts for learning
- ▶ Expect teachers to have performance goals related to raising Māori student achievement
- ▶ Set school targets and benchmarks for raising Māori student achievement
- ▶ Have a teaching and learning strategy

▸ Case Study Two

- ▶ A school is developing their strategic plan. They want to engage with iwi and whanau but don't know how
- ▶ What steps should they take to develop a meaningful relationships with iwi and whanau?
- ▶ What are the benefits?





✔ Productive Partnerships...

- ▶ Understand that positive relationships with Māori students and whanau **maximise** outcomes for Māori learners
- ▶ Involve iwi and whanau in school strategic planning, appointments related to Māori, representation on governance boards and in teaching and learning
- ▶ Be responsive in a timely way
- ▶ Report accurately and often
- ▶ Value and share each others expertise in ways that wrap around learners

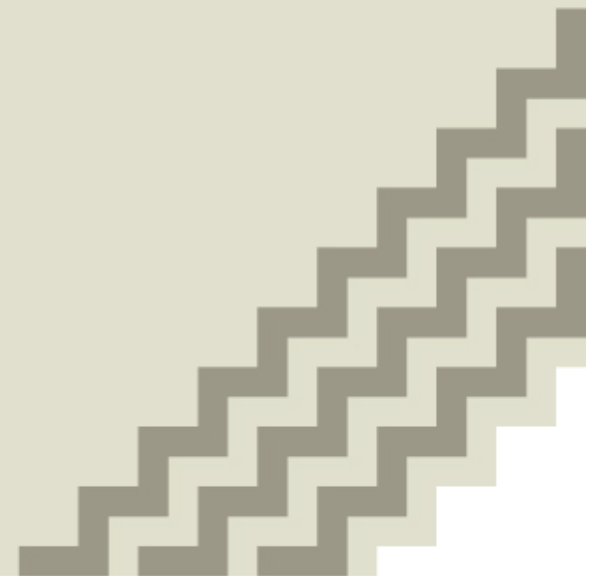


Māori enjoying education success as Māori



Effective Governance

- ▶ **No excuses**
- ▶ **No exceptions**
- ▶ **High expectations**



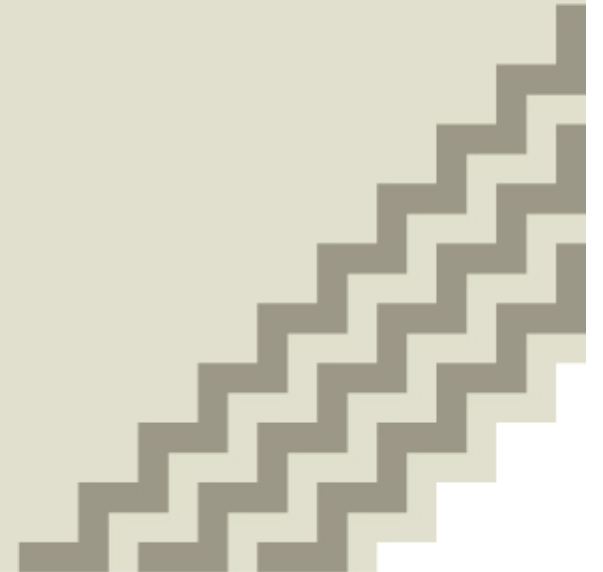
➤ Māori Potential!!!



▸ Your success is...



➤ Māori success is...



...New Zealand's success

