

# Ka Hikitia – Managing for Success

**Ownership.....Leadership.....  
.....Accountability.....**

**Stepping Up.....!**

---

▽ All New Zealanders' life quality

**Starts with education**

**Building a world-leading education system**

The challenge of equity

The challenge of urgency

The challenge of 21st century learning

The challenge of change




# What is the purpose of an education?



---

▽ **In simplest form.....**

**Education prepares a nation's citizens to positively participate in, and contribute to, society.**

A decorative graphic in the bottom right corner consisting of a series of overlapping, light gray rectangular blocks arranged in a staircase pattern, ascending from the bottom left towards the top right.

# Why focus on Māori learners?

**Māori success = New Zealand's success**



**Social Justice; Demography; Economy.....**

▽ And ...

**Māori student success = Teacher success**



**Māori student failure = ?**

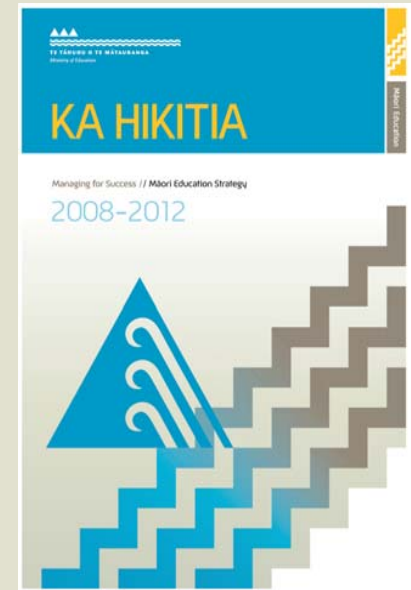
# ▽ *Ka Hikitia – Managing for Success*

2008 - April

Strategy launch

2008-2012

Implementation and  
evaluation



## ▾ The strategic outcome ...

**‘Māori enjoying education success as Māori.’**





# ▽ Māori potential in education

| Less focus on             | More focus on                           |
|---------------------------|---|
| Remediating deficit       | Realising potential                     |
| Problems of dysfunction   | Identifying opportunity                 |
| Government Intervention   | Investing in people and local solutions |
| Targeting deficit         | Tailoring education to the learner      |
| Māori as a minority       | Indigeneity and distinctiveness         |
| Instructing and informing | Collaborating and co-constructing       |

# ▾ The three key principles ...

Māori Potential

Cultural Advantage

Inherent Capability


$$KH = (rmp)^2$$

---

▽ **Māori enjoying education success as Māori**

**Māori learners working with others to determine successful learning and education pathways**

**Māori learners excelling and successfully realising their cultural distinctiveness and potential**


A decorative graphic in the bottom right corner consisting of a series of grey, stepped rectangular blocks arranged in a staircase pattern, ascending from the bottom left towards the top right.

---

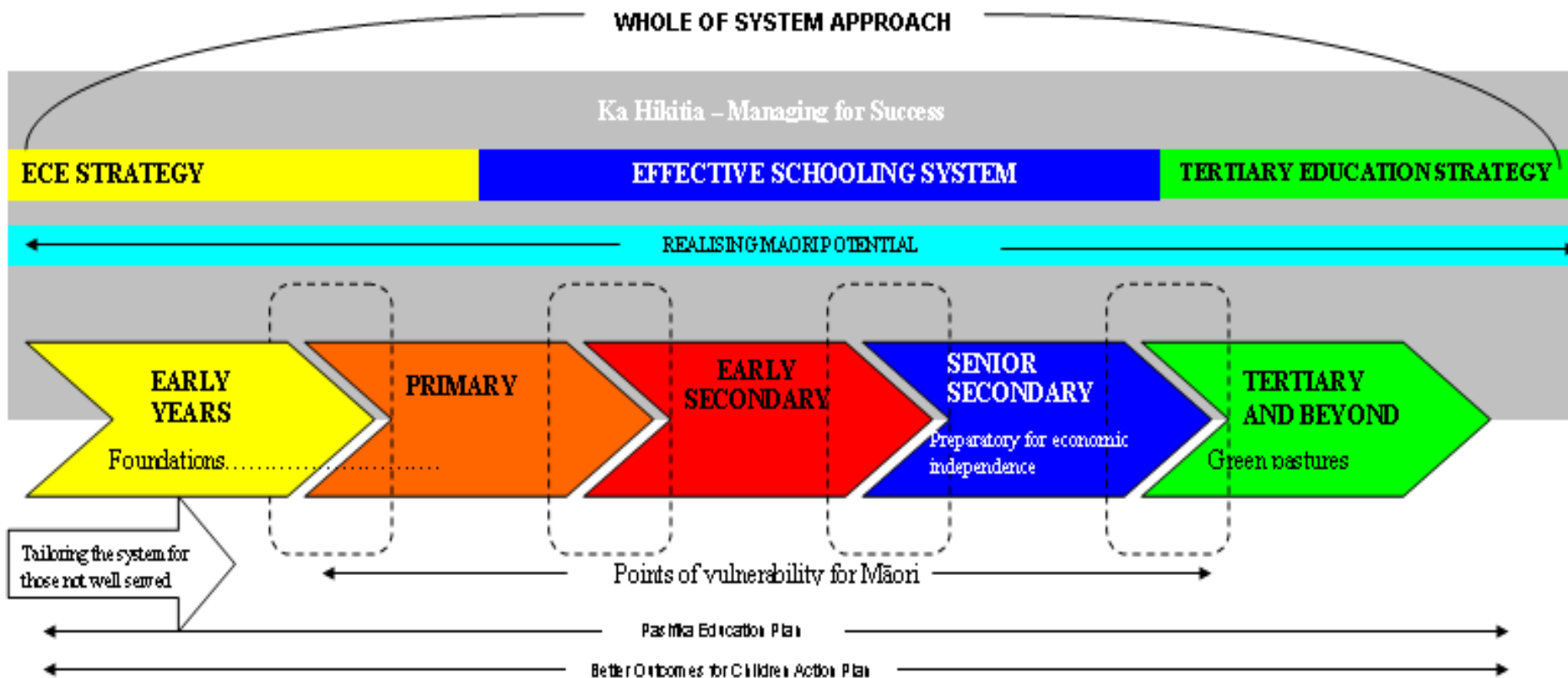
## ▽ And ....

**Māori learners successfully** participating in and contributing to te ao Māori

**Māori learners** gaining the universal skills and knowledge needed to successfully participate in and contribute to Aotearoa New Zealand and the world.



# WORLD CLASS 21<sup>ST</sup> CENTURY EDUCATION SYSTEM FOR ALL



## STATEMENT OF INTENT CRITICAL FOCUS AREAS

All children have the opportunity to participate in high quality early childhood education

Every child achieves literacy and numeracy levels that enables their success

The ministry is capable, efficient and responsive in achieving education priorities

Relevant and efficient tertiary education provision that meets student and industry needs

Māori enjoying education success as Māori

All young people have the skills and qualifications to contribute to their and New Zealand's future

Investing early →

Reducing risk over the medium to long term →

# ▾ 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**

---

# ▸ What works for Maori learners?

## Creating cultural connections.....

- ▶ Identity
  - ▶ Language
  - ▶ Culture
- 

▽ **Pepeha – every iwi has one**



**Ko  
Hikurangi  
toku  
maunga**

**Ko Waiapu  
toku awa**

**Ko Ngati  
Porou  
toku iwi!**




---

➤ **What works for Maori learners? cont ....**

**Participating in high-quality culturally responsive early childhood education**


**Building strong early literacy and numeracy foundations at home and school**



---

## ▾ What works for Maori learners? (cont'd)


Using identity, language, culture,  
assessment tools and student data well  
to make teaching and learning  
decisions



---

## ▾ What works for Maori learners? (cont'd)


Professional leaders **who** lead **professional learning**, build partnerships **with iwi and Māori communities** and use **data** **to** make **and** manage change



---

▽ **What works for Maori learners? (cont'd)**

Effective teaching where there are high expectations of, and strong learning relationships between, teachers, learners, families and whānau.



---

# ▽ So what are our levers?

Responsible **and** accountable  
professional leadership

Professional learning **and** capability  
of educators

Implementation of culturally  
responsive curriculum



---

▽ **So what are our levers?** (cont'd)

High-quality **Māori language** in education


Family, whānau and iwi **meaningfully engaged** in education

**Government agencies** working together




---

## ▽ *Traditional Western Approach to Teaching*

- *What?*
  - *Why?*
  - *How?*
  - *Who? (if indeed it is considered at all)*
- 

---


## ▽ *Traditional Tribal Approach to Teaching*

- *Who? (connections)*
  - *Why? (purpose)*
  - *How? (methodology)*
  - *What? (knowledge)*
- 



---


▽ *Knowing who you are*

- *Self esteem is critical to learning*
  - *Governs receptivity, preparedness and capacity for learning*
  - *Anchors learning*
- 

---

## ▽ *Personal vs Impersonal*

### **Making connections – Māori learners**

- *Who are you?*
  - *Where are you from?*
  - *Are you really interested in me?*
  - *Can I trust you?*
  - *Do you really care?*
  - *Should I follow you?*
- 

---

▽ *Personal vs Impersonal* (cont'd)

**The personal approach will work for all learners**

**But the fact is an impersonal one will not work for and with Māori**



---

# ▸ This strategy is going to work!

It is based on the **latest evidence** showing what works for and with Māori

It reflects the **views, actual experiences and perspectives** of Māori



---

▽ **This strategy is going to work!** (cont'd)

It represents a major **shift in thinking**

Shifting from deficit, dysfunction and problems to looking at

**Potential, maximising opportunities and building on success!**



---

▾ **Next steps**

*So What?*

*Where to?*

*How?*





**What is the currency of the future?**

**The same as it has been time  
immemorial in 'Māoridom'**





# *Relationships*

*B  
U  
I  
L  
D  
I  
N  
G*

Interest.....Desire....  
Anticipation....  
Action.....  
Connection.....Complications.....  
Complexities.....  
Confusion.....Conflict.....  
Compassion...  
Comfort.....Compromise....  
Commitment.....  
Culture....Congruence!!!!!!!

*V  
A  
L  
U  
I  
N  
G*


*G R O W I N G*





---

# ▽ Creating an environment for success

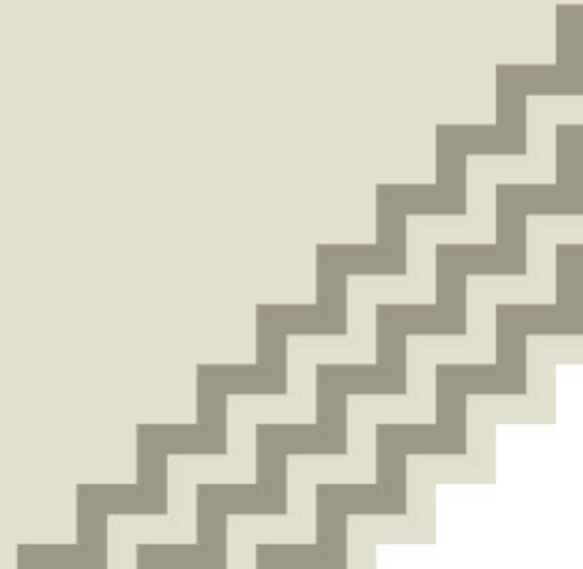
- ▶ Self Managing Schools
  - ▶ Demand for Excellence
  - ▶ Equity of opportunities and outcomes
  - ▶ System levers
  - ▶ The 'Profession'
- 

# Priority Outcome Areas

1. All children have the opportunity to participate in high quality early childhood education.
2. Every child achieves literacy and numeracy levels that enable their success.
3. All young people have the skills and qualifications to contribute to their and New Zealand's future.
4. Relevant and efficient tertiary education provision that meets student and industry needs.
5. Māori enjoying education success as Māori.
6. The Ministry is capable, efficient and responsive in achieving education priorities.



*POTENTIAL*

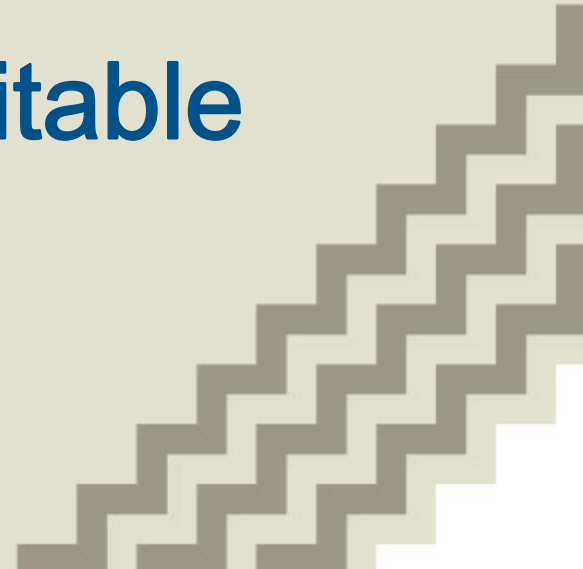




**Ka Hikitia is not seeking a  
special response**


—

**But rather a  
Professional and Equitable  
Response**



---

# ▽ Reflection

- Self knowledge and awareness
  - Curiosity and inquiry
  - Risk taking
  - Conviction
- 

---

▽ **Ultimate Learner Outcome**

**Māori learners enjoying  
education success as  
Māori**



---

▽ **Ka Hikitia Demands**

**Ownership.....**

**Leadership.....**

**Accountability.....**

**From ALL of us!!!!**

