

**TE AKATEA**

New Zealand Maori  
Principals' Association

**NEW ZEALAND  
PRINCIPALS'  
FEDERATION**  
Ngā Tumūaki o Aotearoa



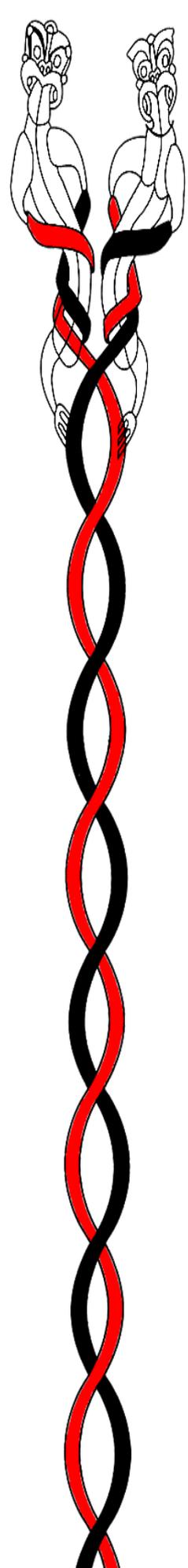
## **TE ARA HOU – THE MĀORI ACHIEVEMENT COLLABORATIVES (MACS)**

A collaboration between Te Akatea Māori Principals' Association, the New Zealand Principals' Federation and the Ministry of Education.

The Māori achievement collaboratives (MACS) is a professional learning and development pathway by principals for principals focussed on changing education outcomes for Māori students. In all:

*“Leaders helping leaders to become better leaders!”*

The underlying premise of this learning and development programme is that ‘Schools won't change unless the principal does.’ To this end the focus of the programme is on ‘Changing the hearts and minds of principals’ through a process of deep learning, mentoring, coaching, critical conscienceisation and collaboration. In this way the belief is that change will become sustainable and enduring and will impact on all members of a school community, staff, students, parents, whānau.



## TE ARA HOU<sup>i</sup> – THE MĀORI ACHIEVEMENT COLLABORATIVES (MACS)

### **Statement of Purpose**

*At the heart of government policy and priority is the aim of raising the achievement of those who have been less well served by the education system and consequently have had less than successful achievement outcomes. Many of these are Māori. Research attests that: A combination of effective, open and responsive school leadership, alongside well-designed and planned whānau engagement, with a focus on students, has the potential to change educational outcomes for Māori ([Education Review Office, 2008a, 2010](#); [Epstein, 2001](#))(Education Review Office 2008a, 2010; Epstein, 2001; Hornby & Lafaele, 2011).*

*In the introduction to Ka Hikitia – Managing Success – The Māori Education Strategy (Ministry of Education, 2009) it is stated that: “Ka Hikitia – Managing for Success gives us the opportunity to transform the system’s performance for and with Māori, so that Māori are able to enjoy education success as Māori. It is about taking action and understanding that we are all responsible and accountable for achieving success” (p. 4).*

*However, there have been two reviews of the implementation of Ka Hikitia – Managing for Success that attest to a less than successful change to thinking and behaviour, attitudes and expectations and a lack of both personal and collective accountability (Goren, 2009; Office of the Auditor General, 2013). A “change to the hearts and minds” is argued for by Goren (2009). A similar argument is contained in the introduction to Ka Hikitia (2009) when the then Minister of Education - Anne Tolley stated: “Ka Hikitia – Managing for Success is about a shift in thinking and behaviour, a change in attitudes and expectations. It is about personal responsibility and collective accountability.”*

### **Pathway**

*Te Ara Hou – The Māori Achievement Collaboratives (MACS) are established with the purpose of addressing disparities and inequities in educational outcomes for Māori by explicitly strengthening both personal and professional relationships between principals and developing the knowledge and skills of principals and clusters of principals to strengthening relationships and engagement with Māori whānau, iwi and hapū. Individual and collective principal consciencisation or critical consciousness (Freire, 1970) is deemed to be a critical process in the pathway to successfully meeting the needs of Māori students and their whānau and to improving outcomes both academic and cultural. This argument is emphasised in the following research:*

*“Schooling will not become more equitable until paradigm shifts happen in the way we think about Māori, engage with Māori and how we define achievement. We must seek answers that lie outside the usual norms and comfort zones of principals” (Milne, 2009).*

*Moewaka Barnes (2006) reminds us that:*

*The lack of Māori engagement and the less-than-successful involvement of Māori may in part be due to the failure of structures to come to terms with their own paradigms, culture and power. The fundamental challenge is for policy makers and those who enact those policies to recognise and examine the assumptions, concepts and norms within which they operate. (p.9)*

Te Ara Hou – Māori Achievement Collaborative facilitators believe that “schools won’t change unless the principal does” (Lander, 2014). To this end we are committed to working with and walking with individual and collective principals across collaboratives to “change hearts and minds”

We will achieve this through Whānau and Whanaungatanga as the overriding principle (relationships, connections, commitments and responsibilities) along with courage, honesty, trust, respect and commitment as being the overarching values.

Ultimately this project will improve outcomes for Māori students, whānau, iwi and hapū through collaboration and it is contextualized within a partnership framework. The context of this is outlined below.

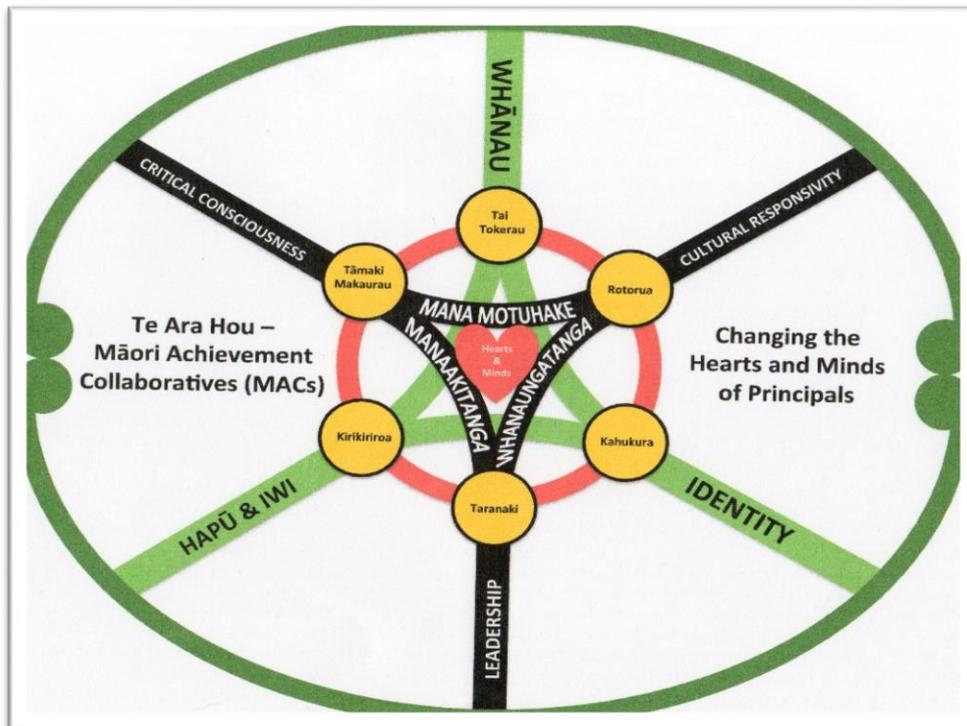
## Context:

The Ministry of Education is partnering with NZPF and Te Akatea to support their establishment of six Māori Achievement Collaboratives (MAC's) which will develop networks that support greater collaboration across schools, kura, communities and education sector bodies to address the significant disparities in Māori learner achievement both academic and cultural. This will be achieved by emphasising and facilitating greater collaboration of schools and kura with communities locally, regionally, nationally and professionally.

Following conversations the Minister of Education the Ministry of Education has worked collaboratively with NZPF to enable them to provide leadership to their members with a particular focus on the improvement of Māori student outcomes through the Māori Achievement Collaboratives (MAC's). A MAC is defined as a group of schools, kura and communities working together to accelerate student achievement in a culturally responsive way recognising the diversity of 21st century learning with a particular focus on Māori student achievement.

That definition brings together a range of important ideas that will need to be integrated by leaders forming new networks or altering their existing network arrangements. *Some of the priorities are task-focused around working together, improving practice through setting culturally congruent and responsive contexts for learning that will benefit Māori students* while others focus on imperatives of critical consciousness (understanding our own values, assumptions, power, beliefs), cultural responsiveness and integrating new technologies that are intended to ensure that the learners feel supported and good about themselves and are also excited about their learning.

The following is a pictorial representation of the overview of Te Ara Hou – The Māori Achievement Collaboratives develop by Santamaria, Santamaria, Webber, Dan & Pearson, (2015)

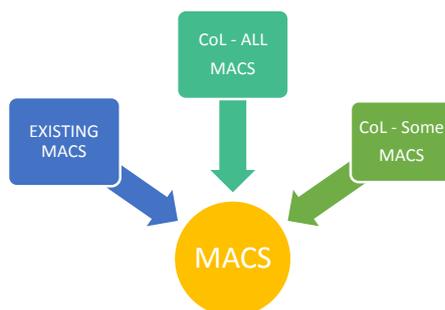


## WHAT IS THE CURRENT STATUS OF THE MACS?

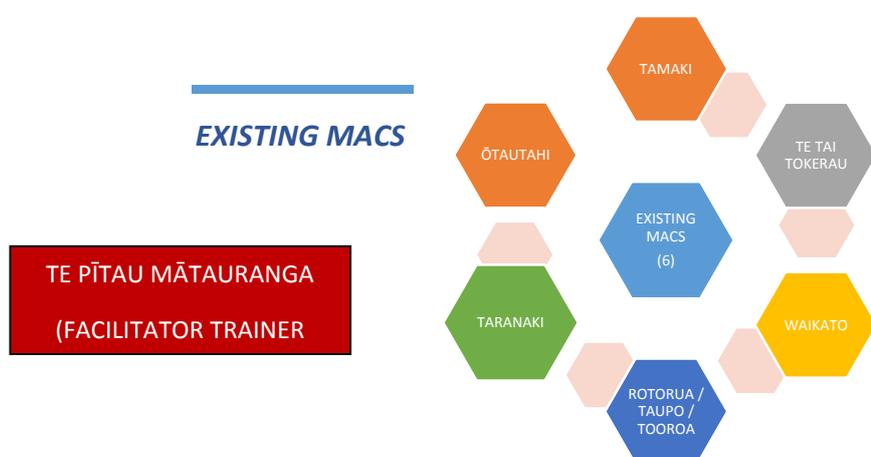
There are currently 6 regional MACS Clusters each with a regional facilitator. These are: Te Tai Tokerau (North), Tamaki Makaurau (Auckland), Waikato, Rotorua/Taupo/Tokoroa, Taranaki and Ōtautahi (Christchurch). In all 60 principals and their schools participate in the clusters. There are **16286** students who are being influenced by the Te Arahou MACS programme - **6111** or **38%** of whom are Maori.

## How do we become a part of MACS?

There are three pathways of entry into the MACS collaborative professional learning and development programme for principals:



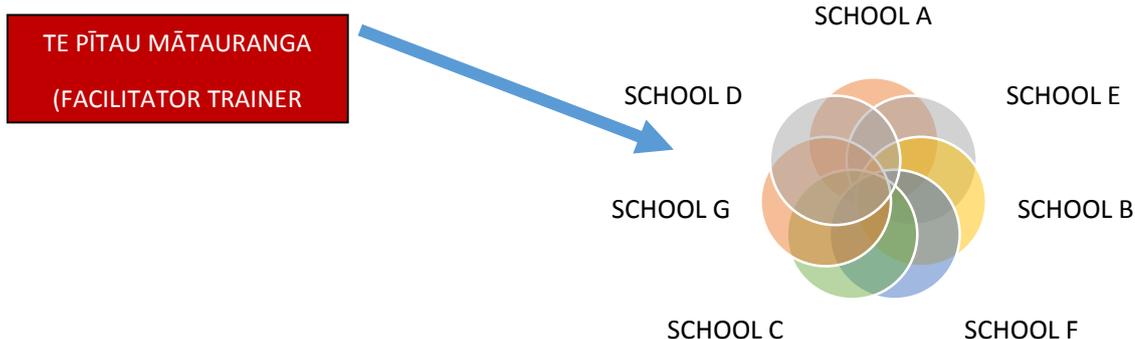
1. You could potentially join an existing MAC cluster if there is one within your region and if you meet the criteria for entry<sup>ii</sup>



2. You could establish a Community of Learning where every member school has Māori achievement as the primary achievement challenge. This would require a designated Principal leader from within cluster who would then train to become a MAC Facilitator under the vision, principles, value and beliefs – adhere to the MACS kaupapa<sup>iii</sup> and philosophy. Both components in this pathway require:

- Meeting the criteria for entry into the MAC programme; and
- The principal leader meeting the criteria required to become a MAC Facilitator

### **ESTABLISH A COMMUNITY OF LEARNERS (CoL) WITH A DESIGNATED PRINCIPAL LEADER**



\*DESIGNATED PRINCIPAL LEADER – CLUSTER SCHOOLS ARE ABLE TO ATTEND ANNUAL WĀNANGA\*

If you are, or will be a member of a Community of Learners (CoL) and you have Māori achievement as your individual school challenge as well as meeting the criteria for entry, you can access the MAC programme through Te Pītau Mātauranga<sup>iv</sup> who will work with you to develop and implement the MAC Kaupapa within your schools.

## What is the criteria for entry in the MACS professional learning and development pathway?

1. You must be a principal.
2. You must be a willing learner and participant who understands that this learning and development programme will challenge you and push you out of your comfort zone; - we don't want defensiveness as this stops learning!
3. You must therefore be courageous!
4. You must make a commitment to the collective: to actively participate, hold a responsibility for and an accountability to the collective;
5. You must make a commitment to learning including undertaking the readings provided / sharing those you think might benefit the group ;
6. You must be truthful about what you think and feel;
7. You must be trustworthy;
8. You must be a risk taker;
9. You must adhere to the MACS values and principles.

## What is the role of Te Pītau Mātauranga (National Coordinator)?

In summary, the role of Te Pītau Mātauranga is:

- To manage and lead the implementation of MACs in participating Communities of Learning (CoLs) throughout New Zealand.
- To work closely with the MAC board and regional facilitators
- To develop a MAC approach in CoLs
- To ensure goal and deliverable requirements are met and reported on.

### KEY RESPONSIBILITY AREAS:

- Actively promote an organisational culture which reflects the values and service philosophy of the MACs
- Help the CoL with its development plans
- Actively promote the MAC as part of a CoL
- Demonstrate leadership which enables innovation and the advancement of excellence in the implementation of the MACs.
- Ensure the goals and deliverables of the MAC are achieved
- Provide professional oversight as appropriate
- Work with regional facilitators/lead principals to ensure the delivery outcomes are met
- Receive and collate reports from regional facilitators/lead principals.
- Work with regional facilitators to ensure their professional development needs are met
- Prepare and present information/reports on the service delivery outcomes to the board
- Ensure productive relationships are established and maintained with internal and external stakeholders
- Demonstrate exceptional relationship building and communication skills, internally and with all external agencies and the community

- Work with the regional facilitators/lead principals to support and encourage the continuing development of the MACs throughout New Zealand

## WHAT IS THE MEANING BEHIND THE NAME TE PĪTAU MĀTAURANGA?

Liz Hawes (NZPF) captured the imagery from Hoana's discussion in regard to her title Te Pītau Mātauranga. She describes it as:

**The** Pītau, refers to the young succulent shoot of a fern or fern frond and can also refer to a perforated spiral carving or a figurehead of a canoe adorned with a perforated spiral carving.

Mātauranga pītau ira refers to DNA knowledge. The title then refers to the person leading others to discover the DNA, the truth and the knowledge that is the life force and the heart of a Māori world.

Participating principals join the waka with Te Pītau Mātauranga at the helm. She leads them on a journey of discovery, supporting them to look inwards (the curling in frond) in order to confront and acknowledge their own ethnocentric beliefs, values and prejudices and then to look out (the unfolding frond) and discover a whole new way of thinking, of feeling and viewing the world through the images, stories, history, practices and language of Māori. She walks along-side them as she leads them to appreciate the source of these new knowledges and understandings and of the life forces that drive and motivate a Māori world.

No-one is alone on this journey. The principals are together, supporting each other, trusting each other, giving each other confidence and helping to keep the waka balanced as they push on through these unfamiliar waters. One by one they come to the end point of their journey. They are ready to adopt a Māori world view which they know to be as valid, as real and as relevant as their own.

This is the birthing of their new bicultural self. They are born as a double helix, the one cultural pathway intertwined with the other yet each separate and complete within itself and both headed side by side in the same direction. It is a new life they shall take back and share with their own staff and children, with their own families and friends. It is a new life, on a new bicultural journey.

\*A heartfelt thanks to Jerry Norman – Ngati Kuri for his consultation and submission of this title to the position of MACS National Coordinator.

## HOW DO I APPLY TO BECOME A PART OF TE ARAHOU THE MĀORI ACHIEVEMENT COLLABORATIVES (MACS)

Attached to this information pack is an application form. Please complete the form ensuring all of the relevant information is supplied.

For further information contact:

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<sup>i</sup> Te Ara Hou – The new pathway

<sup>ii</sup> Criteria for entry attached as an appendix

<sup>iii</sup> Kaupapa – purpose / focus

<sup>iv</sup> Te Pītau Mātauranga – National Coordinator:

