

Te Whāriki: He whāriki mātauranga mō ngā mokopuna o Aotearoa

Leadership for Learning



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Tutawa mai i runga
Tutawa mai i raro
Tutawa mai i roto
Tutawa mai i waho
Kia tau ai te mauri tū, te mauri ora ki te katoa
Haumi e, hui e, tāiki e

I summon from above,
I summon from below,
I summon from within and the surrounding environment
The universal vitality and energy to infuse and enrich all present
Unified, connected and blessed.

Nā Scottie Morrison

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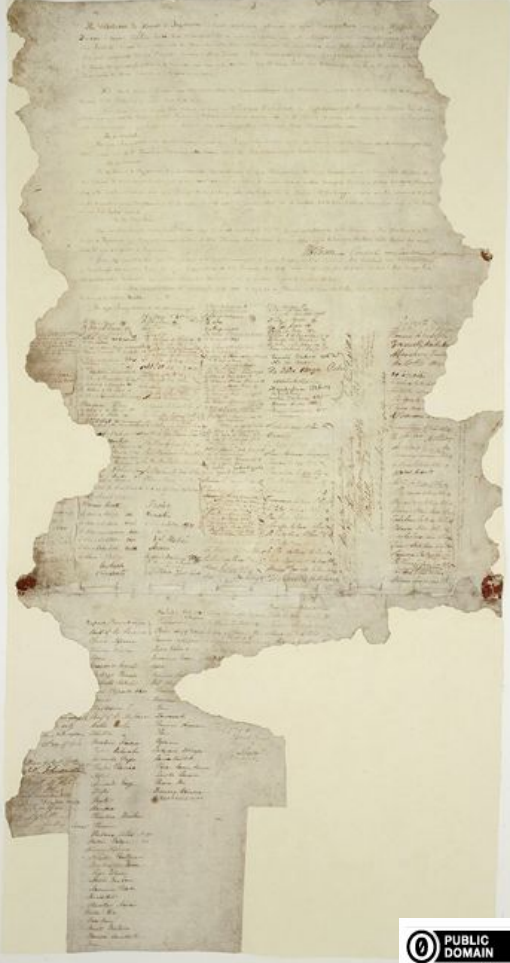


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Ehara taku toa i te toa takitahi. Engari, he toa takitini
My strength is not the strength of one. It is the strength of many.

Kaupapa

- What do we mean by leadership for learning?
- What might leadership for learning look like in practice?
- How can we encourage leadership for learning?



*‘E tipu, e rea, mo nga ra o tou ao
Ko to ringa ki nga rakau a te Pakeha
Hei ara mo te tinana,
Ko to ngakau ki nga taonga a o tipuna
Maori, a ko to wairua ki to Atua
Nana nei nga mea katoa’*

Sir Apirana Ngata (1949)

Ministry of Education | Te Tāhuhu o Te Mātauranga [Te Whāriki](#) p. 5 ISBN 978-0-478-16926-3

Rākau to Ngākau - culturally authentic leadership



New Zealand Association For Research in Education | Te Hunga Rangahau Mātauranga. (2018).
[*From the rākau to the ngākau: Exploring authentic approaches to leadership, policy, and pedagogy.*](#)

Towards a unifying Leadership Strategy for the profession



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“In a healthy and effective learning organisation, leadership is not just the responsibility of those in positional authority, but of teachers across all levels. All have critical responsibilities and influence that contribute to the strength of the whole learning community”

Education Council New Zealand | Matatū Aotearoa. (2017).
[Draft Leadership Strategy The leadership strategy for the teaching profession of Aotearoa New Zealand. p.10](#)

Educational leadership for tomorrow - Professor Sir Mason Durie

Ki Mua, Ki Muri/Inclusive Leadership - *assist others to realise their aspirations rather than determining aspirations on their behalf*

He Whakakitenga/Strategic Leadership - *understanding change and a readiness to manage change*

Te Toa Takatini/Collaborative Leadership - *the power of collective impact*



Nature [Studina_73 Pixabay CC 0](#)

Education Council New Zealand | Matatū Aotearoa (2015) [Educational Leadership For Tomorrow](#) p.3

Educational leadership for tomorrow - Professor Sir Mason Durie

“Leaders for learning are educational brokers. They are committed to optimal learning conditions and are open to innovation, advocacy, and lobbying on behalf of all learners”



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Leadership for learning needs to be well-led

Effective educational leaders are:

Self-aware, they know their values, beliefs and assumptions about life, leadership and learning

know they are system leaders, not kura, kindergarten or school leaders. They collaborate together with other leaders, within and across contexts, to think, and to transform the system of education;

are emotionally, socially, culturally and cognitively intelligent and responsive in their practice. They build capacity in leadership by developing themselves and others around them.

are creative, informed thinkers who cross boundaries to seek and explore new places and spaces of learning and knowledge and inspire others to do the same as they continuously focus on the quality of teaching and learning;

are confident and intentional in leading transformative change, underpinned by a strong moral purpose for equity and future-focused learning opportunities;

Leadership makes a difference for children's learning

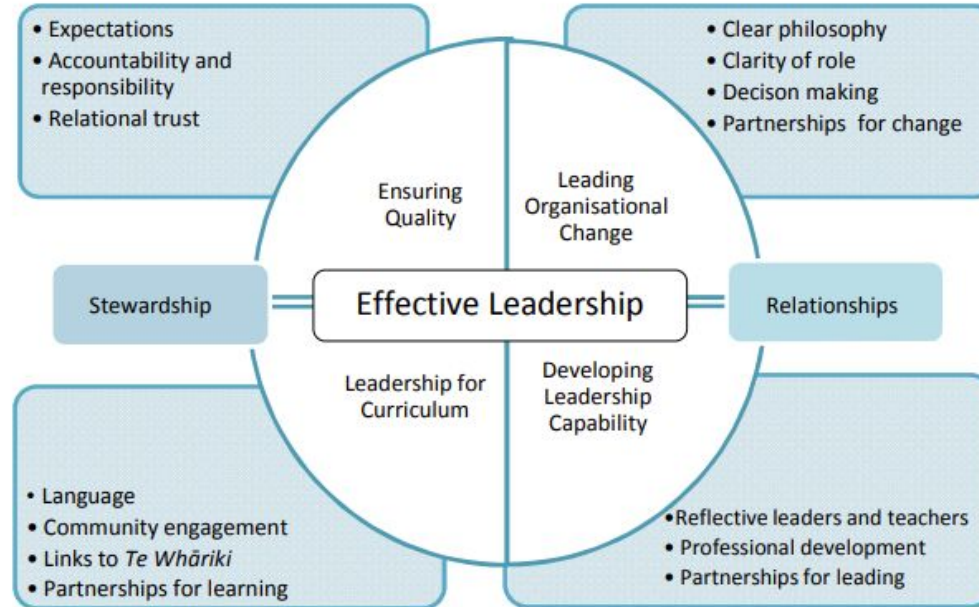
The findings repeatedly show that outcomes for children are more likely to improve where leaders:

- Have established a shared understanding and sense of direction for the service with clear expectations for staff
- Are knowledgeable about current research and best practice
- Provide support and guidance to build teacher capacity
- Build relationships and learning partnerships with parents and whānau
- Lead internal evaluation and review of service quality and outcomes.

Leadership for Learning

Growing kaiako knowledge in curriculum design and implementation

Improvement-focused changes



Pedagogical leadership is leadership for learning

*A focus on children and their educational experience and outcomes provides a focus for leadership within educational settings that is firmly orientated towards those whom these institutions aim to serve and benefit. **Pedagogical leadership is, in effect, leadership for learning.***



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Te Tari Puna Ora o Aotearoa | NZ Childcare Association. (2013).
[Te Whakapakari Kaiārahi Āhuatanga Ako Kōhungahunga Developing Pedagogical Leadership in Early Childhood Education](#) p.1

What *Te Whāriki* says about leadership for learning?

CONSIDERATIONS FOR LEADERSHIP, ORGANISATION AND PRACTICE

Kaiako extend...
Kaiako appreciate ...
Kaiako encourage ...
Kaiako plan...
Kaiako provide ...



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Te Whāriki as a framework for leadership for learning

Vision	How do we recognise each other as competent and confident in our practices? (Vision)
Kotahitanga	How are kaiako growing interests and capabilities nurtured across all dimensions of the service? (Kotahitanga)
Whānau tangata	How do we promote the identity, culture and languages of kaiako (Whānau tangata)
Whakamana	How do we recognise and support the mana of each kaiako and support them to enhance the mana of others? (Whakamana)
Ngā hononga	How effective are we at encouraging kaiako to try out their ideas and refine their working theories? (Nga hononga)



Te Whāriki 2017 - Leadership for learning encourages critique of practice

“A far-ranging internal evaluation might look ...at leadership, the learning environment, and relationships with parents and whānau. It will ask: What is working well, and for whom? What needs to change, and how?”

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Ministry of Education | Te Tāhuhu o Te Mātauranga [Te Whāriki](#) p. 65 ISBN 978-0-478-16926-3

Home-based leadership encourages ongoing improvement

- Develop and share strong philosophy with educators
- Use coaching and mentoring strategies to grow educators
- Model high expectations and follow through to ensure educators meet these expectations
- Continuously scaffold educators to articulate their intentions for individual children's learning.
- Prioritise professional collaboration and targeted professional learning for educators.



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Ako Ngatahi: Teaching and learning together as one

Distributed leadership supported kaiako work with children

- Formal leadership built capacity.
- Organisational culture supported emergent leadership and a climate of trust.
- Leadership formed a bridge between the community of practice and kaiako work.



James Dignan [Wikimedia Commons](#) CC [BY-SA 3.0](#)

[COI Massey Childcare Centre: Ako Ngatahi - Teaching and Learning Together as One: From Leadership to Enquiry Teachers' work in an Infants' and Toddlers' Centre](#)

Te Kōpae Piripono a mana tangata view of leadership

*Ngā Takohanga e Wha - four key
responsibilities:*

- Having Responsibility
- Taking Responsibility
- Sharing Responsibility
- Being Responsible



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Mason

Te Kōpae Piripono: *Ko koe kei tēnā kīwai, ko au kei tēnei kīwai o te kete* (You carry your handle and I'll carry
my handle, of our kete). <https://www.educationcounts.govt.nz/publications/ECE/22551/34830>

What might leadership for learning look like in practice?

- Improving outcomes for children.
- Building trust
- Having a shared vision for learning
- Culturally responsive leadership
- Networked leadership



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Ngā Pou Ārahi

POU
significant
structure

ĀRAHI
guidance &
direction

POU ĀRAHI

- Building Capability
- Leadership
- Realising the vision
- Organisational culture
- Professional practice

Education Review Office | Te Tari Arotake Mātauranga.(2014). [*He Pou Tātaki - How ERO reviews early childhood services.*](#) p.16

Priority questions

What does the service know about the effectiveness of its leaders in relation to:

- Supporting Māori children to achieve success as Māori?
- Supporting Pacific children to achieve success?
- Responding to the interests, strengths and capabilities of diverse groups of children who attend the service and supporting them to achieve success?
- How effectively do leaders work in partnership with parents and whānau to achieve positive outcomes for all children?
- How effective is the educational (pedagogical and curriculum) leadership of the service?
- To what extent do leaders promote and implement effective internal evaluation as a means to improve the quality of education and care for all children?

Education Review Office | Te Tari Arotake Mātauranga.(2014).
[He Pou Tātaki - How ERO reviews early childhood services.](#) Various pages.

Building trust

“If we don’t trust one another, then we aren’t going to engage in open, constructive, ideological conflict. And we’ll just continue to preserve a sense of artificial harmony”

(Lencioni, 2002, p.91).

Members of trusting teams... *(Lencioni, 2002, p.197)*

- Admit weaknesses and mistakes
- Ask for help
- Accept questions and input about their areas of responsibility
- Give one another the benefit of the doubt before arriving at a negative conclusion
- Take risks in offering feedback and assistance
- Appreciate and tap into one another's skills and experiences
- Focus time and energy on important issues, not politics
- Offer and accept apologies without hesitation
- Look forward to meetings and other opportunities to work as a group

Having a shared vision for learning

WEBINAR ONE

Te Whāriki: He whāriki mātauranga mō ngā mokopuna o Aotearoa

The full promise of *Te Whāriki* -
A rich curriculum for all children



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WEBINAR TWO

Te Whāriki: He whāriki mātauranga mō ngā mokopuna o Aotearoa

Deciding what matters
here

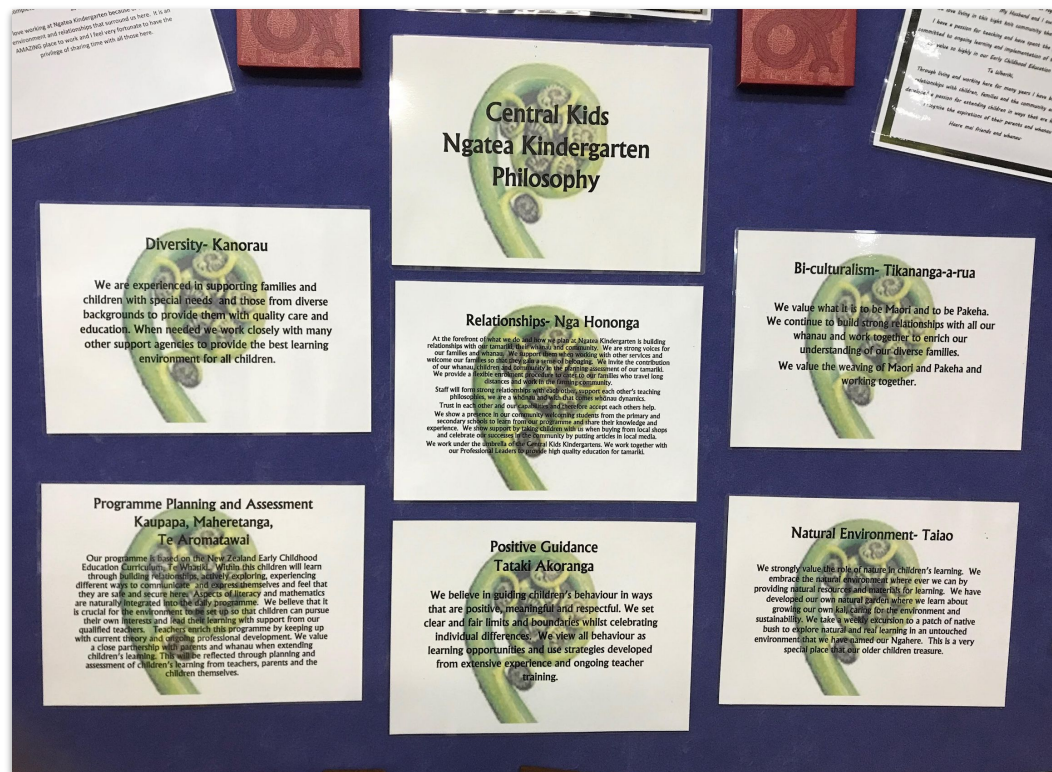


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Mātauranga

“The key thing for me is the philosophy. You are not just making a statement of a philosophy or what we believe in - it’s actually really deep thinking about that.

For example, when we say relationships and trust, we are saying “what do these words look like?” We unpack things. “What does that actually look like in the team, in the centre, with families, with children, everything” That makes you really think about what you are wanting for this place”

Head Teacher, Ngatea Kindergarten



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Culturally responsive leadership is an individual and a collective responsibility

Culturally responsive leaders:

- exhibit an ethic of care
- develop cultural awareness in the [ECE service] and community
- demonstrate and promote inclusive practice
- challenge deficit theorising, inequitable principles and practices.

Regardless of position or age, any member of the staff and any student has the ability to be a culturally responsive leader.

Ministry of Education Te Tāhuhu o Te Mātauranga (n.d.)

[Using digital technologies to support culturally responsive leadership.](#)

Networked Leadership

Effective leaders work through and with others, within their immediate learning environments and into the communities they serve. Effective collaboration with parents, whānau, iwi, community, and government is an increasingly important component of effective leadership, both regionally and nationally



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Education Council New Zealand | Matatū Aotearoa. (2017).

[Draft Leadership Strategy The leadership strategy for the teaching profession of Aotearoa New Zealand](#).p.8

How might we encourage leadership for learning?

- Creating the space for leadership
- Coaching and mentoring
- Building professional learning dialogue

Creating the space for leadership

- Knowing and building upon team members strengths and passions
- Actively listening
- Saying “Yes” - encouraging risk taking
- Doing it “with” rather than doing it “for”
- Celebrating success
- Mentoring and coaching



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Mentoring and coaching:

Reciprocity, relationships and reflections-on-reality

“Goal-setting is an important part of coaching and learning relationships as new learning is about the creation of new knowledge and new ways of being. The coach as learning partner can input into this process with ideas, expertise and suggestions. Important, however, is the timing of input in this process to keep the responsibility and ownership for the learning in the learner’s control”

Robertson, J. (2008). The 3 Rs for coaching learning relationships.



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Effective mentoring and coaching strategies.

These include

- listening
- giving non-judgemental feedback
- effective questioning
- goal setting



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Murphy, C. & Thornton, K.(2015). Mentoring in Early Childhood Education: A compilation of thinking, pedagogy and practice. ISBN 978-1-9287231-65-4 p.9

Enabling leadership through professional learning dialogue

Create an environment of professionalism and trust where you can discuss pedagogical practice:

- Can you clarify that for me ... ?
- What evidence do you have ... ?
- So you are suggesting ... ?
- Are there some different ideas you have ... ?
- What are the assumptions here ... ?



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Awareness of Te Whāriki 2017 - early insights

Questions for service leaders

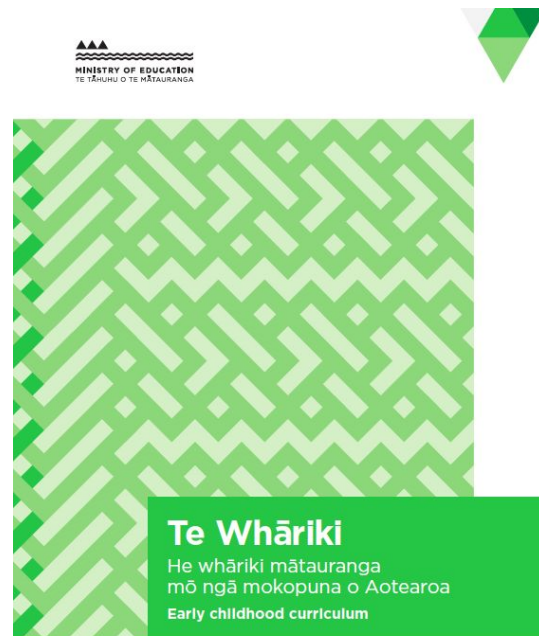
- How might you lead and support professional development to ensure kaiako have a shared understanding of curriculum and Te Whāriki and what it means for your service?
- How can you give priority to building this understanding as part of existing professional meetings and discussions?
- How might you use internal evaluation and inquiry to identify your strengths and challenges as you begin to work with Te Whāriki?

“We must also protect Te Whāriki from our own complacency”.

It has been easy for us as professionals as teachers and teacher educators to say:

“We love Te Whāriki, we do Te Whāriki, and we teach courses on Te Whāriki. But to what extent are we really engaging with Te Whāriki, exploring Te Whāriki, debating Te Whāriki, confronting Te Whāriki, and confronting ourselves?”

May, H. (2017).



Ministry of Education | Te Tāhuhu o Te Mātauranga
[Te Whāriki](#). p. cover ISBN 978-0-478-16926-3

Where to next?

How effective are our practices in supporting leadership for learning and how do we know?

- Leadership for learning in practice
- Te Whāriki as a framework for leadership
- Culturally responsive leadership
- Networked leadership
- Building Trust
- Coaching and Mentoring
- Professional learning dialogue



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Te Tāhuhu O Te Mātauranga

Unuhia te pō, te pō whiri mārama
Tomokia te ao, te ao whatu tāngata
Tātai ki runga, tātai ki raro, tātai aho rau
Haumi e, hui e, tāiki e!

From confusion comes understanding
From understanding comes unity
We are interwoven, we are interconnected
Together as one!

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Ngā mihi nui ki a koutou

Ma te wā