

He Kācano Culturally Responsive Leadership Model and Framework

Provide wānanga, professional development opportunities and Manutaki support to raise Māori student achievement	Au What school senior leaders do in order to:	Whānau What school senior leaders do with middle leaders to develop capacity in order to:	Whanaunga What school senior leaders share with middle leaders, staff, students whānau, hapū and iwi as they:	Whanaungatanga What school senior AND middle leaders share with staff, students, whānau, hapū and iwi as they:	Whakawhanaungatanga What schools and their communities negotiate to ensure Māori student success as Māori and as potential citizens of the world as they all:
(Re)positioning	<p>Position and/or reposition them(selves) in order to:</p> <ul style="list-style-type: none"> • Clarify and share their personal values and vision with respect to Māori achievement in their schools • Establish professional values and vision • Set personal and professional SMART goals • Develop spread and ownership of the goals • Develop empowering relationships by equitably distributing roles and responsibilities in this area • Share pedagogical strengths and curriculum knowledge • Role model and/or coach appropriate practices • Change and/or adapt the school's policies, systems and structures • Align strategic planning documents with implementation plans • Increase their knowledge of te ao Māori with respect to identity, language and culture • Facilitate their repositioning with their Māori communities • Establish school conditions to support Māori students' language, culture and identity 				
Enquiring	<p>Gather, collate and analyse relevant data/evidence (includes student, teacher and whānau surveys, AREA data) and develop different measures for cultural, sport and 'citizenship' data/evidence in order to:</p> <ul style="list-style-type: none"> • Build positive relationships with Māori students, whānau, hapū and iwi • Discuss, set and align goals at a school, faculty and teacher planning level • Discuss and set agreed and specific targets for Māori students at all levels • Establish regular mechanisms for discussing Māori students' goals and targets • Monitor and report on progress 				
Co-constructing Or Reconstructing	<p>Develop solutions to issues through the process of co-constructing and/or re-constructing, which includes:</p> <ul style="list-style-type: none"> • Engaging in shared critical conversations • Negotiating common understandings for future practice • Sharing information with as many decision-makers as possible to create shared broad ownership • Prioritising curriculum and resources that affirm Māori language, culture and identity • Involving, growing and affirming communities of interest 				
Engaging	<p>Work respectfully with students, staff and Māori communities to:</p> <ul style="list-style-type: none"> • Collaborate within and beyond SLTs/BoTs to include other groups • Provide culturally responsive pedagogy • Identify pathways for Māori success and achievement with students and whānau • Critically reflect on students, staff and whānau voice • Encourage interdependent relationships building • Set the conditions necessary for Māori success as Māori • Understand and interact with Māori communities 				