

# ACTION PLANS

Māori students enjoying and achieving success as Māori

## A living document

People may have had ideas of action plans being something you did once at the beginning of the year; you made it look pretty and filled it with lots of stuff. Maybe you'd stick it up on the wall, but mostly you'd stick it in a drawer, and then you wouldn't talk about it until the end of the year.

The important thing about Kia Eke Panuku action plans is that they are iterative documents, and because people are discovering new things as they progress they should be constantly changing. As a new revelation comes up or a new set of data presents itself, there's a part of this action plan that we didn't know about before, and it's not reflected in it, so we need to change it. The action plans are living documents, quite fluid. They're not being completely changed all the time but they are being modified and tweaked as new realisations or new layers of understanding reveal themselves to the Strategic Change Leadership Team.

Conversations with schools about all that they are doing for their Māori learners reveal the intersection and interconnectedness of the Kia Eke Panuku dimensions in action.

## Linking action plans to the Kia Eke Panuku dimensions

The interrelated Kia Eke Panuku dimensions are unique. One conversation that it sparks is around how they interrelate. If you've got something going on in the 'pedagogy' dimension, how can you reflect that in the 'leadership' dimension? How's that reflected in the 'educationally powerful connections with Māori' dimension? And, what are the implications for the school's action plan?

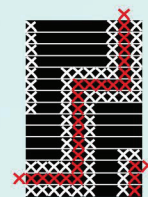
Work that stands alone can fall down pretty fast but work that has deeper roots has more chance of success. If it's strong and interrelated it's like the roots of a massive tree, holding it securely in place, but if it's just doing a bit here, doing a bit there, it's going to fall over and won't have the same kind of punch that we need to sustain school-wide reform in the future.

## Responding to the evidence

The Strategic Change Leadership Team will set some goals around what they need to continue doing, as a collective, or what they must stop doing in order to meet their goals. They will have a conversation about what evidence could be used to gauge whether or not these goals and these actions or this practice will accelerate learning. Then they set a time to come back to review the impact of their collective practice.

The action plan's going to be changing in response to the evidence, and the Strategic Change Leadership Team might say 'we're going to make some changes, we're going to have a look and see the impact, and we're going to say 'Do we need to keep doing this?'

85% NCEA Level 2 & qualifications for tertiary education



**Kia Eke Panuku**  
building on success

## Responding to the evidence cont'd

Do we need to stop it because it's not actually having an impact at all? Or do we need to start doing some other things?

## Accountability and learning

The Strategic Change Leadership Team must be accountable for their actions. They have to be able to provide evidence of what they've done, and reflect on that evidence and pull out the learning that will guide what they're going to do next.

## Analysing action plans

When we first started, the focus was predominantly on staff, teachers and the senior leadership team. It was about them. 'We've got to set this up.' 'We've got to get this going.' 'We've got to have these hui' - all of those transactional things.

By late 2014, in updated plans, we were starting to see transformative actions with an increased focus on students and specifically Māori students.

## Culturally responsive and relational principles

Action plans need to be co-constructed and to reflect culturally responsive and relational principles.

The Strategic Change Leadership Team will be deliberating in a culturally responsive and relational way, so that it's not one person who's deciding what happens. There will be shared power; they will be self-determining; decisions linked to a vision; and repeated opportunities for dialogue for the benefit of Māori students.

Those principles are the foundation upon which all of these institutions are built. They are not monuments to great intentions but something that are owned collectively by the team, derived from evidence and connected to the school's vision, the kaupapa of Kia Eke Panuku.

*This document is part of the Voices from Kia Eke Panuku series, written by members of the team to support schools on their Kia Eke Panuku journey.*