

# THE KIA EKE PANUKU INTENSITY MODEL

Māori students enjoying and achieving success as Māori

85% NCEA Level 2 & qualifications for tertiary education

## Responsive to schools and their evidence

The intensity model reflects our commitment to being responsive to individual schools across the Kia Eke Panuku dimensions of leadership, evidence-based inquiry, culturally responsive and relational pedagogy, educationally powerful connections with Māori, and literacy, te reo and numeracy. The schools use evidence to profile the level of intensity with which they will engage across these dimensions.

Conversations are reflective of the five dimensions. We're really starting to hear commonality of conversations and connections being made. The key messages are repeated all the time so you can't help but be drawn into a conversation that's multi-dimensional and interrelated.

The professional development builds on what schools have already achieved. Schools tell us where they are at, and their evidence also shows us what they have achieved and where they may require more intensive help.

In this way, we are being responsive to schools and supporting them on their own pathway towards closing the gaps between Māori and non-Māori students.

Generally, schools are pretty tough on themselves during profiling. But this tool is more about what level of intensity, in terms of support from Kia Eke Panuku, will we need in order to achieve their goals within any one dimension and also across the dimensions. The dimensions help schools to feel safe and supported and they know they're going to be supported to achieve often really lofty goals, very tall mountain kind of thinking, and it's often hard to picture how that's going to work without support'.

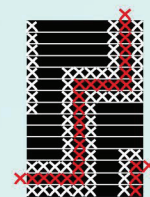
It allows them the space at least to say, 'we're going to need a bit of help, a lot more help in this bit than that bit'.

## Principle-based

By using a lens that is principle-based, strategic change leadership teams develop the capacity to make judgements about anything that comes across their table. That is really powerful. These principles then have the capacity to grow legs and walk across all of the dimensions.

## Interdependent dimensions

Some schools began by looking at each of the five dimensions within Kia Eke Panuku as silos, and then they started to say, 'maybe these aren't five strands going in different directions but actually these are five strands that are critically interrelated'.



**Kia Eke Panuku**  
building on success

## **Accelerating change**

It's incredibly complex but when you start to see it all come together, that's when the Strategic Change Leadership Team can start to really accelerate their work.

We're constantly asking, 'what can we do for this team?' or 'how can we best support them?' in order for schools to get to the point where they're confident to make changes for themselves.

## **Determining intensity**

We start the profiling work with schools from a position of least intensive and climb together from increasing intensity, to intensive. Then we go down to lessening intensity and then low intensity at the other end when schools are actually doing the work on their own.

## **Establishing sustainability**

We have to think about how we work ourselves out of a job because that will be the true mark of sustainability. Schools can turn around to us and say, 'thanks, it's been great, but actually we can stand alone now and do this'. We're preparing for that through the Kia Eke Panuku intensity tool.

## **Collective ownership**

Every single school is different. Every school is contextual. At first, you don't know what you're going to need or how you are going to bring them together to build that sense of collective ownership and self-determination that will drive this kaupapa forward.

*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.*