



Shay Wright

Waikato Principals Association

16th June, 2022





Session 1:

The schoolyard entrepreneur





1

*How do we
prepare our
students to be
strong future
leaders?*



2

*How do we
strengthen
the leadership
within our
schools?*

Themes we can cover

Circle of Courage model

Trends shaping our world

Fostering entrepreneurship

Setting good strategy

Indicators of success

*Lessons from Māori
approaches to empowering
young people*

*Strengthening school
governance*

Project based learning

Understanding the Māori economy

Getting a global perspective

Engaging with iwi



What was the journey
from this... to this?





Schoolyard hustle #1





Lesson: Even when we earn our money, we still have to pay taxes

Schoolyard hustle #2



**Lesson: It's all good until
you have to pay for it**

Schoolyard hustle #3



**Lesson: Be conservative
with your revenue forecasts**

Schoolyard hustle #4



Lesson: Service businesses (like design) can pay more and involve more creative thinking and skillset



Lesson: Disparities are present even within our families





TAMAKI
MĀORI VILLAGE



Lesson: There are many more Māori businesses now than when I was a kid

The rousing giant of Maori money

3 Sep, 2011 05:30 AM

6 minutes to read

Maori business enterprises in unique position

William Mace · 05:00, Oct 31 2011



Mana and money - the Maori business evolution

6 Feb, 2016 05:00 AM

6 minutes to read



The assets of the top 10 Maori businesses are closing in on \$5 billion. Photo / Michael Cunningham



By Anne Gibson
Property Editor

[VIEW PROFILE](#)



22 Jul 2014

New Zealand's Māori economy: a powerful force in the Kiwi success story



Bernard Hickey [in](#) [tw](#)
Publisher at Hive News

This year's Matariki of both Māori business

Kōkiri 31 – Māori asset base up \$6 billion

Published in *Kōkiri 31*, Huitanguru 2015



A new report updating the size of the Māori asset base shows it increased from \$36.9 billion in 2010 to \$42.6 billion in 2013.

Lesson: The taniwha is waking up



How some people view Māori culture

Deep, scary, choppy, hard to navigate,
dangerous or unavailable to the layman

How others view Māori culture

Serene, beautiful, ideal, nice to
look at or to visit now and then



How I view Māori culture

A full ecosystem of knowledge, and
you wouldn't know unless you dive in.
Way less scary when you're in it.

Themes we can cover

Circle of Courage model

Fostering entrepreneurship

*Lessons from Māori
approaches to empowering
young people*

Project based learning

Getting a global perspective

Trends shaping our world

Setting good strategy

Indicators of success

*Strengthening school
governance*

Understanding the Māori economy

Engaging with iwi





Session 2:

The next generation
of Māori success

What are our future trends?

*Browning of New Zealand
- the majority by 2050*

A drop from 5 to 2 wage
earners per superannuate

*Māori and Pasifika
earnings are lower than
NZ Europeans*

This spells a massive
Govt tax income issue

Technology will become more
pervasive - wearables & AI

Work will change (portfolios,
outsourcing, non-routine)

Digital currencies will be the norm

Demand for scientific pursuit
coupled with indigenous wisdom
(e.g. food, healing, environment)

Increasing fragility
of global systems



What do we need to do?

Ensure Māori are strong and confident in their identity

Strengthen the entrepreneurship muscles
(side hustles)

Empower children to set their own goals

Structure learning around (group) projects

Ensure our schools are a place children can belong

Go where the parents and whānau are

Ensure children are digitally literate AND digitally sensible

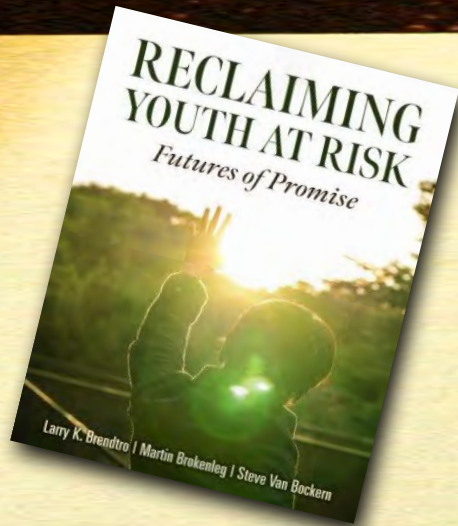
Stimulate conversation about feelings + awareness around emotions



Circle of Courage model

~ Martin Brokenleg & Larry Brendtro

An indigenous model to support
child development



Belonging

A sense of community,
loving others,
and being

Mastery

Competence in many
areas; cognitive, physical,
social, and spiritual. Having
self-control, responsibility,
striving to achieve personal
goals rather than superiority.

Independence

Making one's own decisions
and being responsible for
failure or success,
setting one's own
goals, disciplining
one's self

Generosity

Looking forward to being
able to contribute to
others, be able to give
cherished things to
others.

Whakapapa
Whānaungatanga
Fabric of community
Checking in on others
Atuatanga
Kaitiakitanga



Creativity
Exploring interests
Problem solving
Growth mindset
Reframing failure
Perseverance
Stand on your taumata

Emotional awareness
Setting own goals
Personal responsibility

Manaakitanga
Social responsibility
Volunteering
Cooperation
Clarity of purpose

Stand on your taumata

A person is standing on a grassy hilltop, looking out over a vast, hazy mountain range. The scene is bathed in the warm, golden light of a sunrise or sunset, creating a sense of tranquility and contemplation. The person is silhouetted against the bright sky, and their shadow is cast on the ground. The mountains in the distance are layered and hazy, adding depth to the landscape.

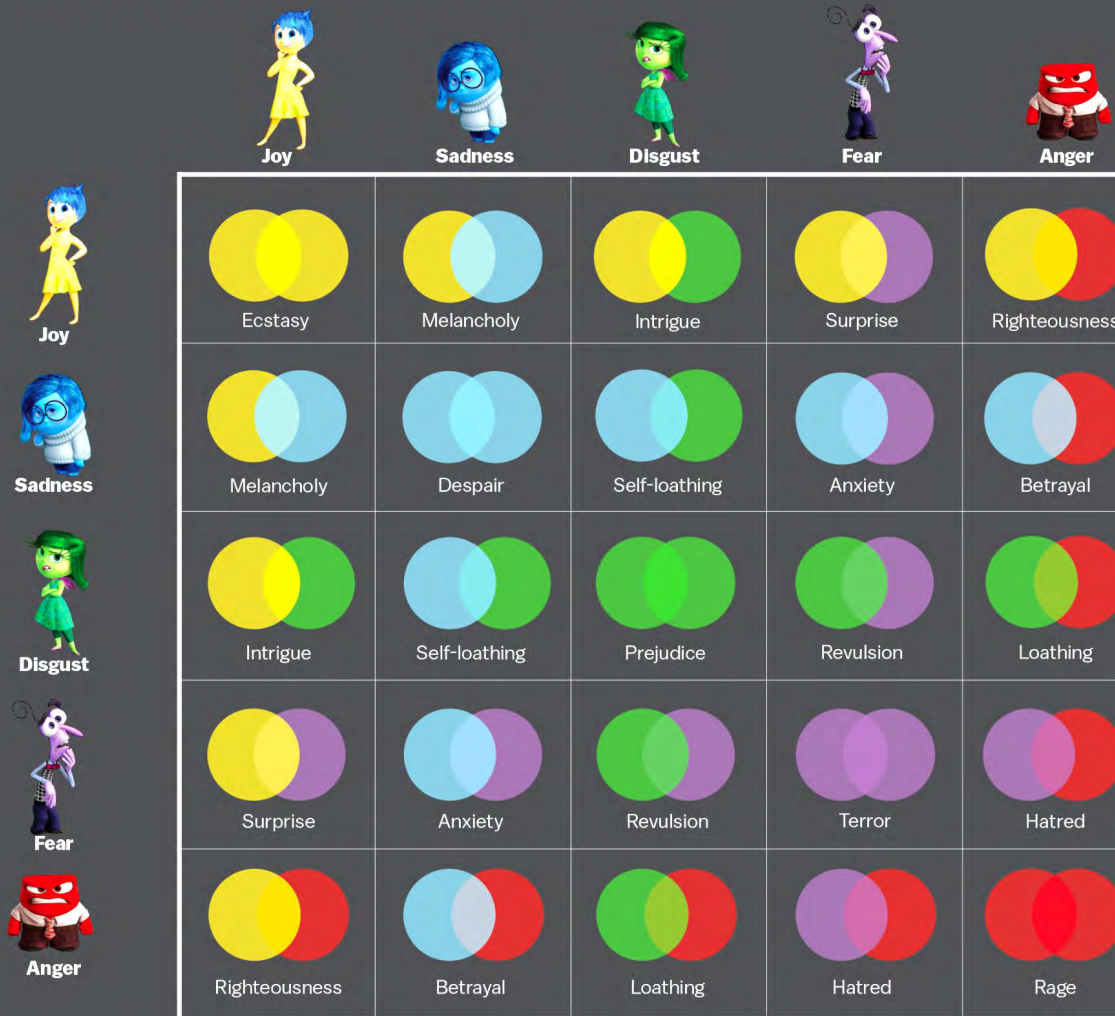
Lesson: We all need to feel confident in something, first! Then we can be open to trying something else. Use this thing as their anchor point. Help kids find their superpower.

INSIDE OUT




Lesson: Until I was 23, I thought there were only five emotions...

Emotional awareness: the emotion overlap



Lesson: To deal with our emotions, we need to identify all of the things we are feeling.

A portrait of Nathan Wallis, a man with short brown hair and a light beard, wearing a dark blue blazer over a light green sweater. He is looking slightly to the right of the camera with a neutral expression. The background is a blurred indoor setting with warm lighting.

“Up to age of seven, the focus of school should be on their emotional development rather than literacy and numeracy.”

Lesson: Primary schooling needs to start with ‘Belonging’. Without that, there is no foundation.

Nathan Wallis
*Neuroscientist &
Child development expert*



Lesson: Primary schooling needs to start with 'Belonging'. Without that, there is no foundation.

Māori educational advancement has three goals, which should be pursued together.

Goal #1: To live as Māori

Learning and education “should be consistent with the goal of enabling Māori to live as Māori”, including being able to access te ao Māori (the Māori world) – its language, culture, marae, and resources. To the extent that the purpose of education is to prepare people for participation in society, preparation of Māori for participation in Māori society is an educational goal that imposes some responsibilities upon the education system.

Goal #2: To actively participate as citizens of the world

Māori children will live in a variety of situations and should be able to move from one to another with relative ease. This goal does not contradict the goal of being able to live as Māori.

Goal #3: To enjoy good health and a high standard of living

With the correlation between education, income levels, and health, “education should be able to make a major – if not the major – contribution to health and wellbeing and to a decent standard of living.”

Tā Mason Durie

Emeritus Professor & Psychiatrist

Lessons from Māori methodologies

Acknowledging the spiritual nature of children

Daily karakia to set intentions

Dive into the 'why' of Māori knowledge

Child-centered learning

Focus on teaching patterning

Basing learning around the maramataka

Community initiatives

Hosting and catering for other groups

Student celebrations

Te Reo and other language learning

Involving whānau in the learning

Integrating performance and song

Relationship with local environment

Whānau feeling welcome at school

How to catch and grow food

Tuakana-teina pairing and mentorship

Water as purifier of the spirit



What do we need to do?

In groups of 3-4

What things are already working?

What new initiatives could we try?

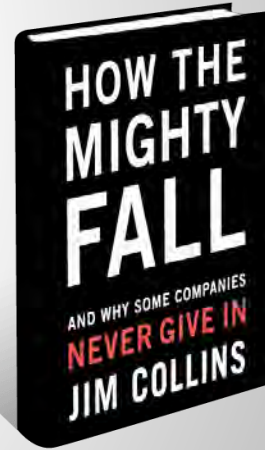
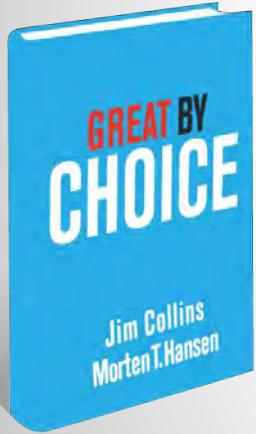
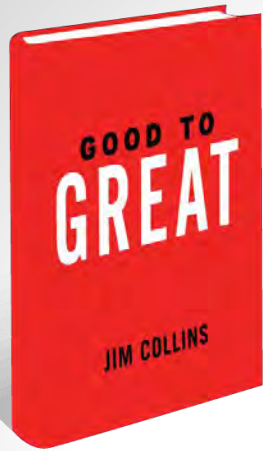




Session 3:

*Fostering cultural inclusiveness
and building school capacity*





Lesson: Leadership is the art of getting people to want to do what must be done.

'Good To Great' principles in school

#1

*Make it
about the
cause, not
the leader*

#2

*Right
people on
the bus,
in the right
seats*

#3

*Confront
the brutal
facts*

#4

*Set huge
goals -
that are
consistent
with the
core*

#5

*Build a
'growth'
culture
that will
outlive you*

Lesson: There are five key principles
that we can apply in our schools



What are the brutal facts that we need to confront?

Getting people on the bus at all

Staff not focused on the destination

People putting their personality before the cause

Having legacy team members as passengers on the waka... and needing to respect them

Pay rates for our staff

Energy levels of team are low

There is a changing work ethic

Limited manaakitanga of school visitors

Inequitable education outcomes

Not strong respect for, or partnering with, local iwi



Indicators of success

Level of spiritual safety

*# parents/whānau in
teacher aide and support roles*

*% of new teachers
gone through induction*

*Satisfaction survey results
from parents/whānau*

*# of mana whenua on
your school board*

*Child confidence
self-reporting*

*Number and effectiveness of
collaborative initiatives with
other partners, local businesses,
schools, and iwi*

*% of children with a buddy
(tuakana-teina)*

*# of cultural navigators
to lean on*

How is your school doing?



Indicators for us

In groups of 3-4

What measurements are you
using to determine your
success for your school?

What measurements
could you add?



A multi-tiered waterfall cascading through a lush green forest. The water flows over several stone ledges, creating a series of small waterfalls. The surrounding vegetation is dense and vibrant green, with ferns and other plants visible. The overall scene is serene and natural.

The

KPI

Cascade

Lesson: From our main cause and our aspirational goals, everyone should have a KPI that links up to achieving it

A process for putting it in place

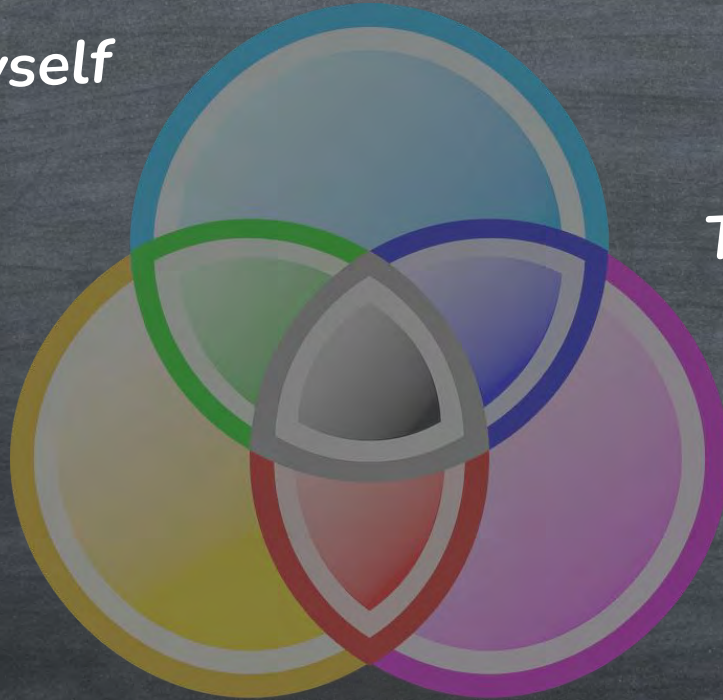
1. Clarify the cause - involve all stakeholders in contributing their thoughts. Enlist people into it. Ensure they truly understand it.
2. Clarify expectations to achieve the cause.
3. Identify the gaps, the brutal facts, and the weaknesses.
4. Set audacious goals.
5. Encourage staff to try new things to achieve the goals.
6. Set measurements that each person can track relevant to their role.
7. Have regular check-ins with staff about progress made towards the goals. Have them report on their key metrics.

Our homework

Things to do myself

*Things to do with
other principals or
stakeholders*

*Things to do with
my school team*



**"TAKE CARE OF OUR
CHILDREN**

**TAKE CARE OF WHAT THEY
HEAR**

**TAKE CARE OF WHAT THEY
SEE**

**TAKE CARE OF WHAT THEY
FEEL**

**FOR HOW THE CHILDREN
GROW**

**SO WILL BE THE SHAPE OF
AOTEAROA"**





Shay Wright

shay@growthcycle.co.nz

