

Teach First NZ: Ako Mātātupu

Fellows Handbook





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About us

Teach First NZ: Ako Mātātupu is an innovative not-for-profit organisation that engages New Zealand's top graduates and career-changing professionals in contributing to tackle one of our country's most pressing challenges – educational inequality.

The Teach First NZ programme works to make teaching a high-status graduate choice, attracting highly-qualified and well-rounded university graduates and career-changing professionals – often those who may otherwise not have applied to teacher training – to secondary schools serving lower decile communities.

Our immediate objective is to improve student outcomes in areas of educational disadvantage, by supporting our participants to teach for at least two years in their host school. Longer term, we aim to build a community of committed alumni who have first-hand experience of educational inequality, and who use these experiences to continue to work towards closing the education gap.

Ako Mātātupu

The Māori name for Teach First NZ is ***Ako Mātātupu***, which can be directly translated as ‘the first shoots of teaching and learning’.

Ako itself means teaching and learning – that is, it is a reciprocal activity through which both the learner and the teacher learn from each other.

Our whakataukī (Māori proverb) is ***Ko te pikorua te māhuri, tērā te tupu o te rākau***. This can be translated as ‘the way the sapling is shaped determines how the tree grows’. Embedded in the whakataukī are notions of nurture, support, teaching and learning, and guidance.

Long-term impact

The Teach First NZ: Ako Mātātupu vision extends beyond the two years participants spend in the classroom. We need leaders in all fields to encourage debate and action in response to system-wide factors – outside the control of a school – that significantly impact upon educational outcomes.

Our participants receive training, support and networking opportunities designed to extend their teaching skills and prepare them for leadership roles. We aim to support our alumni to remain engaged with the Teach First NZ: Ako Mātātupu mission beyond the two years. Many will stay in schools, while others will go on to work in wider education, business, or the public service. Those who don't work directly in education remain strong advocates of its cause, taking with them a personal understanding of the realities in their schools – especially of the potential of their students to achieve. Others may become school trustees or continue to mentor students. Our main aim though is for all alumni to remain in some way engaged with the vision of educational equity for all.

Our history

Teach First NZ: Ako Mātātupu is an independent and non-partisan not-for-profit organisation, supported by both public and private sector partners. In March 2011 we became incorporated as a charitable trust, and registered as a charity with Charities Services (DIA).

The establishment of Teach First NZ: Ako Mātātupu is a result of collaboration among a number of individuals and groups from across the political spectrum and from all sectors of society, united by a commitment to improving educational outcomes for disadvantaged children throughout New Zealand.

Teach First NZ: Ako Mātātupu is inspired by similar programmes of the international Teach For All network, but is carefully adapted to the local New Zealand context and legislation. Our sister programme in the UK, Teach First, is now one of the largest recruiters of Oxford and Cambridge graduates, and has been able to make teaching in a school facing challenging circumstances one of the most competitive graduate opportunities in the UK.

Teach First NZ's Founding CEO, Shaun Sutton, and Founding Chair, Deborah George, have been involved with the programme since its earliest inception, and Emma Russell from Teach First (UK) assisted in writing the original feasibility study. Dean of Education at the University of Auckland, Professor Graeme Aitken, has led the process of establishing our partnership with the Faculty of Education.

The individuals and organisations that have supported our establishment are too many to name comprehensively, however early supporters include the Aotearoa Foundation, Chapman Tripp, and Deloitte.

Our values

Teach First NZ: Ako Mātātupu has six core values, which reflect deeply held beliefs about what is important or desirable to us. While our mission statement inspires and motivates us to fulfil Teach First NZ's purpose, our values guide the thoughts and behaviours that drive the achievement of our goals. The values should be evident in our philosophy, structures, relationships, actions and language.

All Teach First NZ: Ako Mātātupu staff, University of Auckland partner staff, trustees, participants, and alumni commit to pursuing and reflecting these values in their work. Every decision and every interaction that takes place should be guided by the values of the individuals involved, the values of their communities, and the collective values of the Teach First NZ: Ako Mātātupu partnership and wider network.

- Integrity / Te ngākau pono
- Respect / Te whakaute
- Partnership / Te mahi ngātahi
- Continuous learning / Te ako mā te whakaaroaro
- Resilience / Te manawanui me te ū
- Excellence / Te kairangitanga

Our brand

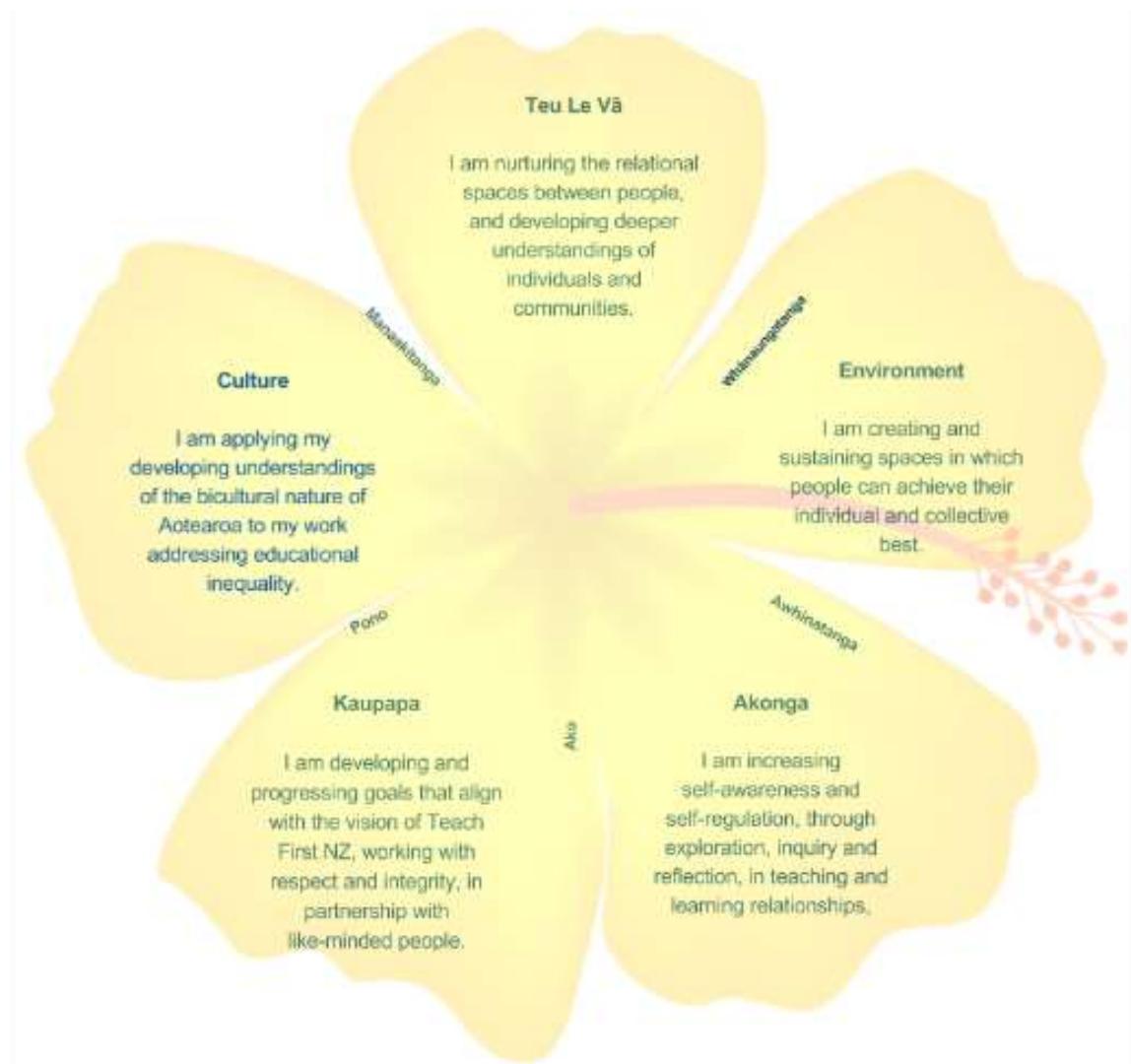
The Teach First NZ: Ako Mātātupu logo is composed of geometric shapes, representing education and learning. The shapes are arranged to symbolise an adult teacher on the left and a child learner on the right, representing nurture through partnership.



The geometric shapes throughout our brand continue the theme of education and learning. They are designed to evoke the **poutama tukutuku** pattern, representing growth, learning, and the building blocks of education. The patterns also represent the aspirational values of our programme.

Multiple colours represent New Zealand's richly diverse student population, and the diverse community of participants and alumni we aim to build.

We work towards greater equity of educational outcomes. Equity of outcomes involves adaptability, shift, resilience, rearrangement, and collaboration – part of weaving a new pattern over time, that is modern, aspirational and inclusive.



The Teach First NZ: Ako Mātātupu Leader

Our Vision:

That all children in Aotearoa New Zealand fulfil their full educational potential

Our Mission:

To transform exceptional graduates into teachers and leaders in all fields.

Our Leadership Programme

Underpinnings:

- Each person in our community has an individual leadership journey to walk. Much of our programme needs to be responsive to each person.
- Some sessions will be one-size-fits-all, when it is important to gain shared understandings of important principles, concepts, or ideas.
- Where possible sessions will be tailored to individual needs, or noticeable trends.

TFNZ Leaders will have a commitment to:

	Year 1 Leading Student Learning	Year 2 Leading in & Beyond the Classroom
Culture Applying developing understandings of the bicultural nature of Aotearoa to the work addressing educational inequality.	<i>Develop understandings of Tiriti o Waitangi, and the cultural and historical context of Aotearoa</i> <i>Explore the different social and cultural perspectives of the people of Aotearoa</i>	
Teu Le Vā Nurturing the relational spaces between people, and developing deeper understandings of individuals and communities.	Develop effective relationships for learning	Build relational trust while working through and with others
Environment Creating and sustaining spaces in which people can achieve their individual and collective best.	Establish a safe and orderly learning environment with and for learners Lead students to co-construct learning goals for their class and as individuals, and to reflect on their progress	Further develop effective classroom leadership
Akonga Increasing self-awareness and self-regulation, through exploration, inquiry and reflection, in teaching and learning relationships.	Use inquiry, including student voice and impact measurement, to monitor, evaluate, and reset goals Actively develop self-knowledge Take responsibility for personal well-being Take responsibility for personal development	Develop and practise leadership skills to deal with difficulties, and problem solve in respectful and constructive ways
Ako Mātātupu Developing and progressing goals that align with the kaupapa of Teach First NZ, working with respect and integrity, in partnership with like-minded people.	Use evidence-based problem-solving approaches	Identify, with input from key colleagues, a focus area in which your leadership could benefit the school community Effectively engage and lead others towards a common goal



The TFNZ Fellowship Programme

In 2015, Teach First NZ: Ako Mātātupu applied for a grant from Cognition Education Trust to develop a Professional Leadership Programme. The basic tenets of this programme describe a commitment to:

- Expose a wider range of teacher trainees and teachers to *Te Ahowhai* and elements of the TFNZ leadership programme
- Enable more teachers to become more culturally responsive, to build whanaungatanga in order to enhance learning and engagement in low decile communities
- Maintain a focus on the needs of priority learners in low-decile communities
- Be built on evidence-based research knowledge of teacher effectiveness

2017 Outline

Date	Forum	Theme	Content	Pre-reading
10-11 March	Clinic 1	INFLUENCE	Mihi whakatau Fellowship induction	Muir, N. (2016) 'Nickie Muir: Who needs a leadership course?' Hiranniah & Mahoney (2006) 'Within our Circle of Influence'
9-10 June	Clinic 2	SCOPE	Leadership Project proposals and presentations Leadership Development plans	
8-11 July	Mid-Year Intensive		Lead a Participant session at MYI	
18-19 August	Clinic 3	CHALLENGE	Thinking outside the comfort zone	
27-28 October	Clinic 4	PROGRESSION	Stepping up – projects in 2018	
November	Ako Mātātupu		Celebrate our C16 graduates	
December/January	SII		Coaching and support over SII and Summer school	



What is Leadership?

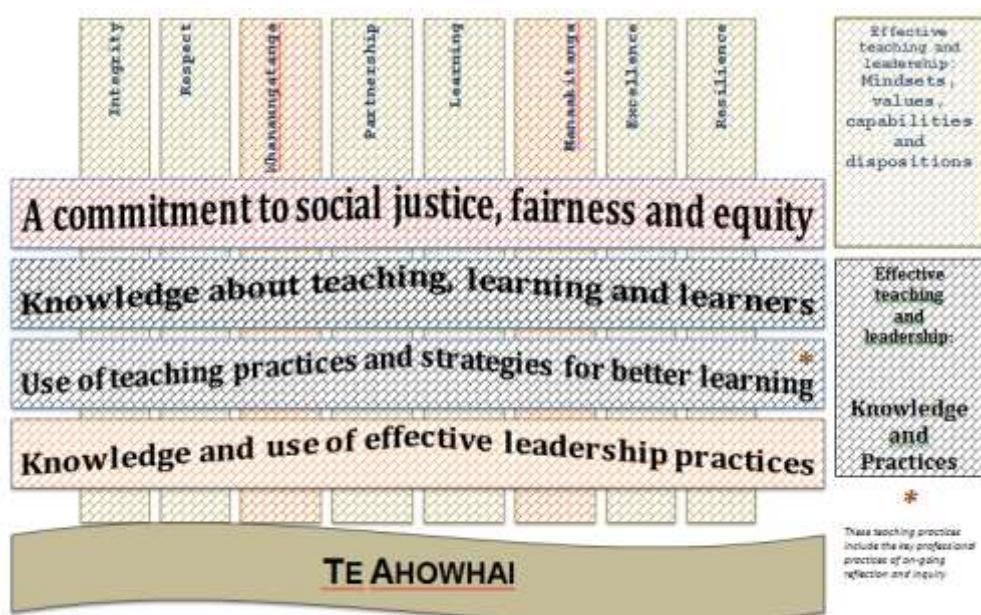
As with Teaching as Inquiry, we believe in thinking deeply and critically about our practice, and this applies to *Te Ahowhai* and the Integrated Leadership Strand. In 2016, we began our review of the first four years of Leadership within Teach First NZ. Included in this resource is a condensed version of this history as well as where our thinking has progressed to in 2017.

Starting Point: The Integrated Leadership Strand

Knowledge and Practices	Year 1 <u>Leading student learning</u>	Year 2 <u>Leading a Project</u>	Alumni <u>Leading in the wider community</u>
Culture Creating and sustaining a culture in which people can achieve their individual and collective best	<ul style="list-style-type: none"> Establish a safe and orderly learning environment with and for learners Develop effective relationships for learning 	<ul style="list-style-type: none"> Further develop effective classroom leadership Lead a school-based project beyond the classroom by: <ul style="list-style-type: none"> Identifying, with input from key colleagues, a focus area in which your leadership could benefit the school community in some way. Planning and managing the project effectively Working through and with others Building relational trust 	<ul style="list-style-type: none"> Lead the equity agenda from within your own specific context, by working through and with others to: <ul style="list-style-type: none"> Advocate for educational equity Challenge stereotyping of schools and their communities Foster respectful debate Lead initiatives/projects to achieve change Work with other effective leaders, including fellow cohort members, to effect significant change.
Goal-setting Developing and maintaining a clear, shared focus on agreed goals and monitoring progress towards these goals.	<ul style="list-style-type: none"> Lead students to co-construct learning goals for the class Lead individual learners to develop learning goals and to reflect on their progress Use inquiry, including student voice and impact measurement, to monitor and evaluate and reset goals 		
Problem solving Resolving issues constructively	<ul style="list-style-type: none"> Use evidence-based problem-solving approaches 	<ul style="list-style-type: none"> Develop and practise leadership skills to deal with difficulties and problem solve in respectful and constructive ways. 	
Self-knowledge Increasing self-awareness and self-regulation as a leader, through exploration, reflection, learning about leadership	<ul style="list-style-type: none"> Actively develop self-knowledge Manage self – take responsibility for personal well-being and building effective relationships Learn about leadership from leaders 		

On-going exploration of leadership through many lenses, and learning from leaders within and beyond schools

Curriculum – Te Ahowhai



The Teach First NZ curriculum was named for us by Dr Vicki Taitano-Bellamy, of Ngāpuhi descent.
In simple terms, *ahowhai* captures ideas about gaining knowledge, understanding and wisdom. It also refers to a continuous thread of teaching and learning that weaves components together into a whole.

An overview of the Teach First NZ Programme for Participants

The Teach First NZ: Ako Mātātupu/University of Auckland programme seeks to contribute to more equitable outcomes from NZ education. Our approach is two-fold: in the short term we aim to recruit outstanding graduates and professionals to bring knowledge, energy and leadership into the classroom, inspiring young people to fulfil their potential. In the long term, the programme aims to build a network of leaders in education and across all fields who are committed to addressing educational inequality.

The initial two-year programme has been designed and delivered by a partnership between the University of Auckland and Teach First NZ. Support from schools has been a key factor in the successful establishment of this new field-based pathway into secondary teaching.

The Programme

The Teach First NZ programme takes just over two years to complete, and includes a number of unique elements:

- The **Summer Initial Intensive** is a live-in learning experience. The focus of the Intensive is on developing the skills and knowledge to best prepare participants for working in the classroom from the start of the upcoming secondary school year, and introduces the ongoing coursework that will continue over the two years.

The Intensive comprises lectures, practical workshops, group and individual assessments, and team-building and cultural activities. Participants visit schools, work in active classrooms, and undertake supervised teaching opportunities.
- Each term the participants come back together for a **Clinic**, to share their experiences and develop new knowledge. At these clinics the University of Auckland organises Learning Area Specialists for each curriculum area, who support participants to develop new teaching approaches, strategies and resources. Participants also have the opportunity to reflect on their experiences in schools, and plan next steps in their teaching and leadership journeys.
- During the Term 2 break, the participants come together for a shorter intensive. This **Mid-Year Intensive** involves a noho marae, opportunities to connect with and learn from iwi, as well as spend time with their Learning Area Specialists.
- After completing the first year of the programme, participants reconvene in January to complete a University of Auckland **Summer School** paper, before returning to their schools to prepare for their second year of teaching.
- During Term 4 of their second year, participants will complete a three week **Away Practicum**, arranged by the University of Auckland.

Leadership Qualities may include but are not limited to:

1. **Manaakitanga** - leading with moral purpose, exhibiting kindness/caring and generosity
2. **Whānaungatanga** - develops a sense of family connection through shared experiences, rights and obligations [should this be whanau rather than whanaungatanga? - see quote*]
3. **Awhinatanga** - guiding and supporting others...
4. **Ako** - ongoing learning, teaching, and reflection
5. **Pono** - self-belief rooted in truthful, honest, sincere... sense of purpose... resilience

Some thoughts about Leadership...

A mark of a great leader is the one who puts out the invite to the party that everyone wants to be at.

Nickie Muir (C15)

Leadership is behavioral, not positional: The capacity to integrate, motivate, and mobilize others to bring a common aspiration to life is what leadership is all about, not holding positions of formal authority.

Nelson Mandela

Teach For All's unifying theory of change is that an individual who successfully teaches in a high-need community will be inspired to a lifetime of leadership and advocacy on behalf of children.

<http://educationcommission.org/community-voices/leadership-development-missing-piece-global-effort-improve-education/>

...leadership is essential not only in sparking reform but in sustaining it...improving systems actively cultivate the next generation of system leaders, ensuring a smooth transition of leadership and the longer-term continuity in reform goals.

McKinsey & Company

...for Māori, leadership as being closely linked with mana... traditional leadership relied upon communal success, where the ultimate source of authority was not the chief or leader but remained with the community, reinforcing this idea of collectivism.

MAI Review, 2006, 1, Intern Research Report 8, page 3

The construction and organisation of these leadership principles meant that everyone had a role to play in the daily survival of the tribe, of its traditions, customs and culture. These principles also are not necessarily reserved for chiefs or leaders via birthright, but also allow leadership to be realised, learned, developed and acquired.

MAI Review, 2006, 1, Intern Research Report 8, page 5

The responsibilities of leaders are considered to be:

- Te Mauriora - Survival of the group (from war, starvation and disease)
- Tikanga and Kawa - Customs, procedures, rules and precedents
- Moenga Rangatira - Preservation of chiefly lines via a Chiefly marriage bed
- Pa Harakeke - Continuity of the group ensuring survival of the group
- Tangohanga - Acquisition of wealth to ensure mana is maintained
- Tohatoha - Fair distribution of resources (Winiata 1967; Mahuika 1992; Tuara 1992; Henry 1994; Auckland University of Technology 2005)

MAI Review, 2006, 1, Intern Research Report 8, page 6

Effective leadership therefore articulated visions of the people, empowered the people, or transformed people to realise their potential (Bass 1981).

MAI Review, 2006, 1, Intern Research Report 8, page 7

A leader . . .

- Leads by example
- Strives to make a positive difference
- Inspires and encourages
- Respects others
- Provides support
- Recognizes the contributions of others

https://www.opm.gov/WIKI/uploads/docs/Wiki/OPM/training/Leadership_Toolkit.pdf

Five Leadership Commitments:

1. Model the Way - Find your voice and set the example
2. Inspire a Shared Vision - Envision the future and enlist others in your vision
3. Challenge the Process - Search for opportunities, experiment and take risks
4. Enable Others to Act - Foster collaboration and strengthen others
5. Encourage the Heart - Recognize contributions and celebrate values and victories

https://www.sqim.org/File%20Library/SGIM/Resource%20Library/Meeting%20Handouts/AC_LGIM/2012/Hess.pdf

A mentor helps the person to interpret the world.

Maya Angelou



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