Māori Academic Leadership
1. Eight universities
2. Inter-university seminars
3. Māori academic leaders and Māori leaders from the professions
4. Public and private sectors
Māori academic leadership will not occur in a vacuum:

- Global impacts
- Technological discoveries
- Demographic transitions
- Māori advancement
- Learning for the Future
Exploring the Future
Global Trends that can be predicted

- Climate change
  - floods, droughts, tsunami
- Global over-population & resource depletion
- Warfare
- World-wide economic fluctuations
- International markets
- Increased competition
Exploring the Future Technological Advances

- Communication technology
- Land technologies
- Bio-technologies
- Genetic modification
- Nanno-technology
- Food technology
- Product technology
- Energy technologies
- Technologies for learning
Exploring the future
Demographic Transitions

2010 New Zealand Snapshot

- 4.37 million
- Increase of 1.2% from previous year
- Increase of 51,900 due to
  - Natural growth (births-deaths) 35,400
  - Immigration 16,500

  51,900

- Median age (m) 35.5
- Median age (f) 37.6
- Median age (av) 36yrs
Exploring the Future Demographic Transitions

Projected rates of increase
1.4% from 2001 – 2007
1.0 from 2007-2011
0.7% to 2020s
0.4% to 2040s
Māori Demographic Transitions

- 1,000,000
- 800,000 – 22%
- 500,000
- 565,329 – 15%
- (Median age 22.7 yrs - 2006)
- 200,000
- 2050
- 100,000
- 45,000

1800 1900 2000 2050
Demographic Trends – Median Age Ethnic Groups

- European: 39 → 44 yrs
- Asian: 28 → 36 yrs
- Māori: 23 → 26 yrs
- Pacific: 21 → 24 yrs

Data for years 2006 and 2021.
Māori Advancement: The Dual Aims
Sustainable economies & Whānau Ora

- **Asset growth**
  - Real estate
  - Overseas trading
  - New products

- **Capital Investments**
  - Shares & partnerships
  - Research & development

- **Resource utilisation**
  - Land
  - Forests
  - Fisheries

- **Whānau self-management**
- **Healthy whānau lifestyles**
- **Full whānau participation in society**
- **Confident whānau participation in te ao Māori**
- **Economic security & active involvement in wealth creation**
- **Whānau cohesion**
- **Integrated development**
- **Coordinated service delivery**
Māori Tertiary Education 1984 – 2010
Student Profiles

- **Age groups**
  - Students older - fewer school leavers

- **Level of study**
  - Most in sub-degree qualifications
  - Fewer in graduate and postgraduate study

- **Gender**
  - Women outnumber men (2/3:1/3)

- **Disciplines**
  - Marked under-representation in sciences, engineering, agri-food, architecture & building

- **Completion**
  - High rates of enrolment rates but lower retention and completion rates
Balancing the approach – Fostering an attitudinal change

- Take all-comers -> Target qualified students
- Second chance students -> School leavers
- Conventional learning -> ‘Blended’ learning
- Learning support (‘struggling students’) -> High expectations (‘super students’)
- Single qualification -> More-than-one qualification
- Institutional focus -> Student centred focus
  *Recruitment to aTEI* Customised learning in more-than-one TEI
Measuring Best TE Outcomes

Academic Outcomes

- Course completions
- Grade point averages
- Completion of qualifications
- Enrolment in higher qualifications
Measuring Best TE Outcomes

**Collegial Outcomes**
- Learning networks
- Social networks
- E-networks
- Student networks

**Career Outcomes**
- Suitably qualified
- Employment secured
- Career pathway evident
- Professional & vocational networks

**Academic Outcomes**
- Course completions
- Grade point averages
- Completion of qualifications
- Enrolment in higher qualifications

**Personal Outcomes**
- Healthy lifestyle
- Positive relationships
- Self directed life-long learner
- Able to access knowledge

**Cultural Outcomes**
- Participation in Student cultural networks
- Increased cultural skills & knowledge
- Access to wider cultural/tribal networks
Learning in the Future

TEIs Tomorrow
- Links with secondary education
- Customised learning
- Distance and blended learning
- Global learning
- Linked-up TEIs - local and national clusters
- e-qualifications
- disintermediation

Tertiary Plus Innovations (3+)
- Tainui Waikato Endowed College, MANU AO, Ngā Pae o te Maramatanga
- Potential to embrace all TEIs
- Close links to Māori professional bodies, Iwi, Māori communities
- Add value to conventional TE programmes
- Co-funding arrangements
Māori Academic Leadership
An Enduring Otago Tradition

Te Rangi Hiroa 1904
Tutere Wirepa 1908
Edward Ellison 1919

Henry Bennett 1943
Rina Moore 1948
Eru Pomare 1966
Paratene Ngata 1970
Māori Academic Leadership 2020

- Connected
- Sustainable
- Informed
- Creditable
- Strategic
- Operational

Apirana Ngata
Canterbury University 1894
Māori Academic Leadership Connected Leadership

- *He Toa Takitini*
- Tribal
- Māori communities
- The sector
- Professionals
- Political
- Consocialationalism?

Māori Students Conference 1955
Māori Education Leadership Qualities
Sustainable leadership

Transient, intermittent leadership

- ‘Burn out’
  - Excessive demands
  - Minimal support
  - Compressed time lines
- Leadership hiatus
- Leadership by default
- Unconnected
  - isolated
  - narrow focus
- Charismatic
- Tangential
Māori Education Leadership Qualities
Sustainable leadership

Transient, intermittent leadership
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Leadership that endures
- A supportive operating environment
  - social, institutional, family
- Clear succession pathways
- Leadership by training
- Linked to wider goals
  - lwi
  - communities
- Distributed leadership
- Relevant and useful
Māori Education Leadership Qualities
An Informed Leadership

- Able to go between disciplines (science, humanities, jurisprudence, commerce, technology, health etc)
- Informed by conventional wisdom & new knowledge
  - an ability to work at the interface
    - Mātauranga Māori – Universal knowledge
- prepared for life in three worlds:
  - te Ao Māori
  - Aotearoa
  - Te Ao whānui

Sir Hugh Kawharu
Māori Education Leadership Qualities
A Creditable Leadership

- Credibility within te ao Māori
- Credibility within indigenous circles
- Credibility within the education sector
- Credibility within the academy
- Personal credibility – values such as integrity, creativity, self reflection, humour, empathy, vision, capacity to care for others
- Credibility endorsed by a ‘following’
Future oriented

Creative – moving beyond convention in order to advance the cause (risk taking)

Facilitating and empowering others

Able to promote consensus through skilled negotiation

Compromises to advance longer term goals
Māori Education Leadership Qualities
Operational Leadership

✓ Able to translate vision into manageable action
✓ Conversant with institutional policies, programmes, requirements
✓ Committed to empowering staff and students
✓ Able to negotiate institutional pathways
✓ Active participation in institutional decision-making

Dr Maharaia Winiata
Preparation for Leadership

- Born to the job (*Ariki*)
- Time on the job (*Kaumātua*)
- Trained for the job (*Kaihautu*)
  - leadership pathway defined early
  - well versed in Māori realities
  - positioned at the interface
  - able to read the signs
  - able to navigate the future
- MANU AO Academy for Māori leadership?
A Māori Academic Leadership Framework

Leadership Qualities
- Informed
- Creditable
- Strategic
- Connected
- Sustainable
- Operational

Leadership Networks
- Tribal
- Community
- Sector
- Academic & professional
- Political

Leadership in Universities
- Champion for Māori students
- Model for Māori staff
- Promoter of research & scholarship
- Kaitiaki for Māori at University
- Leader in Māori education
Māori Academic Leadership

- Connected
- Sustainable
- Informed
- Creditable
- Strategic
- Operational
Leadership for 2020
Leading at the Interface

**Institutional Leaders**
- Defending the institution
- Parochial priorities
- Risk management
- Guarding conventions
- Seeking autonomy

**Exploratory Leaders**
- Engaging communities
- National and global priorities
- Strategic visioning
- Scoping the future
- Building networks