



Korowaitia te Iho Pūmanawa

Strengthening the Sector - Early Years

Gae Thawley, Justine Mason and Erana Haerewa

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Programme designed and
delivered by

CORE
EDUCATION
Tātai Aho Rau

In partnership with



Rātā
Foundation



CORE Education Ltd.
144 Kilmore Street
Christchurch 8013
New Zealand

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CORE Education.

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**Unuhia te pō, te pō whiri mārama
Tomokia te ao, te ao whatu tāngata
Tātai ki runga, tātai ki raro,
tātai aho rau
Haumi e, hui e, tāiki e!**

*From confusion comes understanding
From understanding comes unity
We are interwoven, we are interconnected
Together as one!*



Foreword

It has been an honour for the *Korowaitia te Iho Pūmanawa* team at Tātai Ahau Rau | CORE Education to work alongside leaders of community organisations as they deeply reflected on their leadership. Through connecting with each other around their values and moral purpose, these leaders have strengthened their leadership capabilities, courage, and resilience as they face complex challenges for the benefit of the whānau and children in their first thousand days.

Acknowledgements

Firstly, we would like to thank all the participants who engaged in this leadership programme and acknowledge their openness to leadership learning. Their passion and commitment to their communities is inspiring. We also thank the organisations these leaders work within and their commitment to supporting professional learning for their leaders.

The insight and financial support of Rātā Foundation has made this leadership programme possible. We are grateful for the wisdom of Charles Rolleston (Ngāi-te-rangi me Tūhoe) who gifted the name “*Korowaitia te Iho Pūmanawa*” to us. The concepts embedded in this name inspired us to focus on the strengths, talents and nourishment of leaders in the programme. We acknowledge with gratitude Corabelle Summerton (Ngāi Tahu, Ngātoi Maniapoto me Ngāti Hako) for the gift of using her kākahu piu, named Kurakura Kāi Tahu, as imagery for *Korowaitia te Iho Pūmanawa*.

Thank you to the members of the steering group, all strong women and leaders in their communities, who gave their time, energy and insights to guide and support this programme.

We are grateful for the expertise and knowledge shared by our guest presenters, Jeanine Tamati-Elliffe, Janelle Riki-Waaka and Dr Hana O’Regan. Sharing their expertise and passion for te ao Māori, equity and upholding the mana of Te Tiriti o Waitangi was invaluable. Their contributions provided opportunities and provocations for deepening understandings, challenging bias and reflecting on the responsibilities of leaders in Aotearoa.

Thank you to Ruta Mckenzie whose input at retreats, and her facilitation of leadership from a Pacific perspective, deepened participants’ understanding of working with Pacific aiga.

The expertise in coaching and mentoring shared by Wendy Baker greatly supported participants to connect and develop their own skills.

Thank you to our team at CORE Education | Tātai Aho Rau who were united in their approach and values of manaakitanga, whanaungatanga, waiuatanga and kaitiakitanga which ensured participants were nourished and cared for over the course of the programme.



Executive Summary

Rātā Foundation recognises the important role of not-for-profit organisations working with families/ whānau in the foundational first 1000 days of a child's life in enabling positive outcomes. Rātā Foundation wishes to support the Early Years not-for-profit sector by providing opportunities to strengthen the capability of community organisations working in this sector.

This final report for Strengthening the Sector – Early Years, revisits how the programme came about, provides an overview of the intentions and elements of the programme design, includes evaluative findings and insights on the successful features. The report concludes with recommendations for consideration by Rātā Foundation or others when making decisions about providing ongoing support for building the early years sector's capability.

In 2019 Rātā commissioned Ihi Research to undertake a survey with organisations working in the early years to find out what their capability needs were, which were most important and how Rātā could assist. With this information CORE developed *Te Korowaitia te Iho Pūmanawa* adaptive leadership programme. A crucial consideration in the design of the programme was upholding the mana of Te Tiriti o Waitangi. The co-leadership model ensured that tangata whenua and tauiwi worked in partnership.

The programme included a combination of face-to-face retreats and online webinars, with supporting online resources and individual mentoring. Designed to support succession planning and strengthen leadership capabilities, the programme was a ten-month blended learning experience. The design features included

korowai, feathers and weaving to ensure that for participants the programme looked, felt and sounded like a place of nourishment, nurturing and connection. This important strength-based approach ensured participants felt valued and affirmed in their leadership mahi.

In total 27 participants from 15 organisations took part. Most organisations supported two leaders to participate to strengthen succession planning. However, smaller services opted for one leader to register. Participation throughout the programme was high. Access to the online resources and webinars was also high over the length of the programme.

The blended approach proved successful for participants to engage in leadership learning. Participants commented on the benefits of attending the face-to-face retreat and then engaging with the online resources and individual mentors to consolidate learning.

Each participant identified and undertook an adaptive challenge as part of their leadership learning. These included working in partnership with whānau, leading change, creating a positive and respectful team culture, being and leading authentically, and developing cultural capabilities.

Participants were invited to engage with a kaiārahi (mentor) for the duration of the programme. Many participants had never experienced mentoring before. All those who engaged with mentors highly valued this component of the programme. Two participants secured financial support from their organisations to continue with mentoring as it was regarded as an extremely effective way to support their leaders.



Evaluation shows participants valued the programme highly. Examples of strengthened leadership in practice included leading and facilitating a team building day, advocating and speaking up at senior leadership meetings, developing empathetic listening skills to build relationships with whānau, leading team discussions on cultural capabilities, and facilitating peer supervision sessions with team members.

Key outcomes for participants show stronger and more skillful leadership in the following ways:

- deeply listening to others
- a stronger focus on relationships and partnership
- deepened awareness and understanding of intergenerational trauma related to colonialism and the history of Aotearoa
- strengthened cultural intelligence
- better alignment to values and moral leadership
- stronger advocacy
- new wellbeing strategies implemented

Recommendations

Korowaitia te Iho Pūmanawa has been a powerful adaptive leadership programme which has strengthened leadership and succession planning in community organisations for the benefit of whānau with tamariki/mokopuna in their first thousand days.

We recommend these key features of the design are adopted for future projects:

- A values based approach and the commitment to upholding the mana of Te Tiriti O Waitangi have been integral to staying true to the name of the programme and wrapping a cloak of learning, nourishment and strong support around participants and their leadership learning.
- Use of a blended approach for ongoing leadership learning in community organisations; providing many options for engagement, inviting two participants from each organisation, the blend of face-to-face and online components,
- Provision of individual mentoring support. This was a valued feature of the design.
- Build in the sustainable practice of peer supervision – this was valued and appreciated by participants.
- The use of equity funding to support participants' engagement at retreats, for those that need it.

Key learnings

We recommend the following to Rātā or others considering a similar programme or support to the capability of Early Years organisations.

- Consider supporting individual mentoring as a highly effective capability building support for Early Years leaders, and upcoming leaders.
- Allow for longer, deeper learning about cultural responsiveness and Te Tiriti o Waitangi in the design of the programme.
- Consider embedded capability building in the sector by continuing to work with cohorts of leaders and upcoming leaders.



Mā te huruhuru, ka rere te manu
Adorn the bird with feathers so it can fly

Our beginnings

This whakataukī aligns with the imagery of the korowai and the intentions of the programme in several ways. Supporting leaders to strengthen their leadership capabilities, strengthening the effectiveness of teams, and ultimately lifting the wellbeing and honouring the aspirations of whānau and children in their first thousand days.

Korowaitia te Ihu Pūmanawa was designed in response to the Ihi Research Report (2019) Rātā commissioned, which gathered insights from the early years sector leaders. The findings highlighted a critical need to strengthen leadership.

“It was evident in the interviews that the leaders of early years organisations have strong personal values and these values permeate the organisations they work for. They are committed to their mission and are concerned with what they are doing, and importantly, with the manner in which the work is carried out. They have genuine care and concern for their clients

and for their staff. As funding is limited, the funding that is available is prioritised to delivery. Consequently, professional development for existing leaders and for the development of future leaders was often sacrificed” (p.33 Ihi Research, Social Change & Innovation Strengthening the Early Years Sector Research for the Rātā Foundation).



Programme intentions and overview

Te Korowaitia te Iho Pūmanawa is an adaptive leadership programme funded by the Rātā Foundation. The title *Te Korowaitia te Iho Pūmanawa* captures the sense of enveloping a person in a cloak so that their potential is nurtured. Their growth – and perhaps realisation of their potential – can be reflected in the korowai. There are inherent values of respect, humility and pride in wearing korowai, as there is a personal story in its creation. This narrative was threaded through the programme. The design features included korowai, feathers and weaving to ensure that for participants the programme looked, felt and sounded like a place of nourishment, nurturing and connection.

Designed to support succession planning and strengthen leadership capabilities, the programme was a ten-month blended learning experience. The programme included a combination of *kanohi ki te kanohi* (face-to-face) retreats and online webinars, with supporting online resources and individual mentoring.

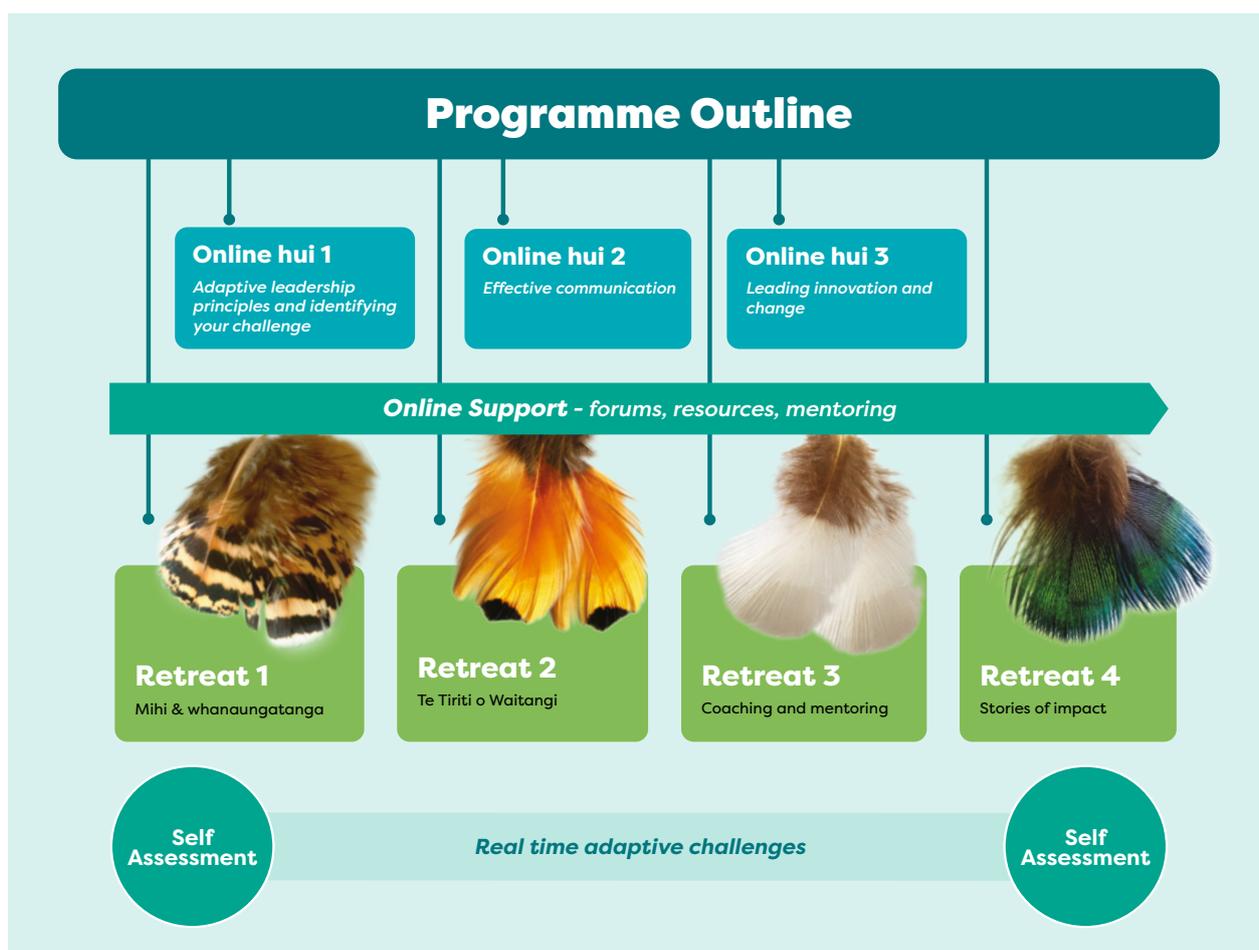


Image: Programme outline



Programme oversight

The project team had well-established processes and systems in place for ongoing monitoring of the programme. Fortnightly meetings continued throughout the duration of the project with the team carefully monitoring progress, engagement and managing risk. These meetings ensured an adaptive and responsive approach was maintained to best support and nurture leadership learning and sustainability for all participants. This work included creating regular online posts, adapting webinar and retreat content, ensuring tikanga was upheld and reaching out to participants who were less engaged.

Steering group

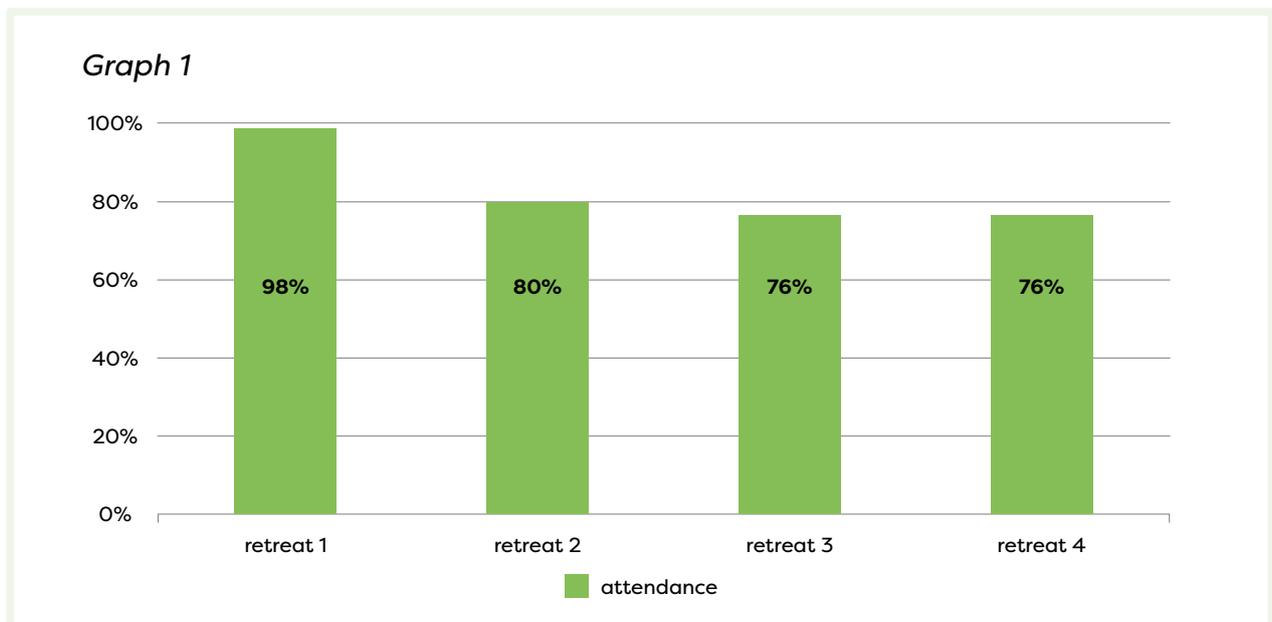
The purpose of the steering group was to provide insights and guidance on the direction and focus of the programme in a range of aspects such as cultural responsiveness, project integrity and design, research and theory, and local influences, as well as contributing perspectives on opportunities to scale and grow the project. A key objective of the steering group was to support our team to be responsive to emerging and current themes, and to ensure we maintain our focus on systems level change and the visionary outcomes of the Child and Youth Wellbeing Strategy.

The wisdom and depth of experience shared by the steering group ensured the integrity of the programme was upheld from multiple perspectives. The steering group met three times over the duration of the course and provided feedback and insights to the CORE leadership team. Their honest and clear feedback informed future planning, design and content of the programme.

Programme participation

Fifteen community organisations registered at the beginning of the programme with a total of 27 participants. Most organisations supported two leaders to participate to strengthen succession planning. However, smaller services opted for one leader to register as the impact of two leaders becoming involved would have had a significant impact on the day-to-day running of their service.

Participation was very high throughout the programme as shown in graph 1. One organisation withdrew because of the increased workload due to COVID, another participant swapped their place with another leader at their organisation due to additional work commitments, and a third participant left their role and the incumbent replaced her in the programme. Those participants unable to attend retreats cited workload, health issues and significant restructuring in their organisations as a priority for them and their organisations. Those participants who joined online were appreciative of this inclusive option for engagement.



Graph 1 shows a solid rate of participation throughout the duration of the programme

Our approach

Our approach was informed by the Strengthening the Early Years Sector report, and included the following features:

- Face-to-face retreats
- Webinar series (online hui)
- Individual mentoring
- Peer mentoring
- Online learning portal (*Tuihono*)

Wrapped around these features was the *Korowaitia te iho Pūmanawa* leadership team and the steering group. The approach to the programme design was also strongly underpinned by learning outcomes identified by Rātā foundation.

- Leading self
- Leading others
- Understanding bi-culturalism and diversity
- Influencing and negotiating
- Coaching skills
- Leading through change
- Communication

Te Tiriti o Waitangi

A crucial consideration in the design of the programme was upholding the mana of Te Tiriti o Waitangi. The co-leadership model ensured that tangata whenua and tauwi worked in partnership. Throughout the programme there was a commitment to maintaining tikanga, deepening understanding of the responsibilities of leadership relating to Te Tiriti o Waitangi, and ensuring space for tangata whenua voices to be heard and honoured.

Understanding the impact

We undertook evaluative practice alongside the programme to enable us to be reflective and respond to the needs of the participants' journey. Participants engagement in the programme elements was tracked¹, participants used self-assessments tools (see below), feedback was gathered on each retreat, and used in the programme design, and mentors were asked for feedback on the progress made by their mentees.

At the final retreat participants shared their adaptive challenge stories which provide rich insights of the impact of the programme for each participant.

Self-assessment tools

Two self-assessment tools were developed to support participants' self-reflection, identify shifts and areas of growth. The first was an in-depth reflective tool and a second shorter tool to provide a snapshot of where leaders were placed in relation to stated learning outcomes at the beginning and the end of the programme. Facilitators guided participants through both tools which were accessible on *Tuihono* (*the online learning portal*). Kaiārahi were familiar with the reflective tool and supported participants through individual mentoring sessions.

Participants were encouraged to complete both assessments at the beginning and conclusion of the programme.

¹ Overall participation rates, use and access to online resources, engagement in mentoring.

Self-assessment tool one

The feedback and shifts in practice identified by the participants who shared their reflections provided some rich data on shifts in thinking and leadership practice.

Key shifts include:

- becoming an authentic leader
- deepening understanding and connection with cultural values
- increased confidence
- trusting in own skills and strengths
- increased self-efficacy
- developing specific strategies for actioning commitment to Te Tiriti o Waitangi
- making a commitment to learning more about the history of Aotearoa and the impact on tangata whenua
- listening to whānau in more empowering ways
- being more responsive and listening to team members
- increased resilience

“So, looking back to this time last year, I wouldn’t have wanted to become a team leader. It was not something I aspired to at that time or thought I was capable of, but now it’s been a full three sixty. And it’s something I feel confident about and I feel I can achieve it. I aspire to be a greater leader now”.

“I now have more confidence in my approach working with diverse cultures and age ranges. I am much more resilient now than even 12 months ago. I am able to bounce back and be stronger than before”.

Self-assessment tool two

Self-assessment Tool Two enabled participants to identify their greatest areas of growth and development against the learning outcomes. The image below illustrates participants' growth with the area of most growth at the top flowing down to the area of least growth.

Surprisingly, the participants' self-assessments of 'leading self', and 'understanding bi-culturalism and diversity' changed from being an identified area of strength at the beginning of the programme to becoming an area for further growth at the end of the programme. The possible cause of these downward shifts is the deeper level of understanding and increased self-awareness due to course content and design.





Tangata ako ana i te kāenga, te turanga ki te marae, tau ana

A person nurtured in the community contributes strongly to society

Retreats

Four kanohi-ki-te-kanohi (face-to-face) retreats were facilitated across the programme. Each retreat aligned with the metaphor of the korowai, wrapping participants in a nourishing and safe environment, with opportunities to build networks, be inspired and provoked to think deeply about their leadership through content, inspiring guest speakers and facilitators. Those who were unable to attend in person were given the opportunity to attend via Zoom.

Our first retreat in early September 2020 had a focus on whanaungatanga, manaakitanga, introducing the programme name, an overview of the elements of the programme, adaptive leadership, leading self, connecting with values, an introduction to the online learning portal, and wellbeing strategies. The importance of meeting kanohi ki te kanohi was integral to beginning this leadership programme, establishing tikanga, providing time and space to establish relationships, networking and setting the scene with content and support for the path ahead. The guest speaker, Jeanine Tamati-Eliffe, shared a strong cultural perspective on adaptive leadership and the first thousand days.



Connecting and networking retreat 1

Our second retreat in late November 2020 focused on building connections, whanaungatanga, Te Tiriti o Waitangi and Pacific leadership perspectives. Participants also had the opportunity to revisit their self- assessment, make sense of adaptive leadership, engage with a mentor, have an updated guide of *Tuihono*, and kōrero wāhine Māori (a safe space for Māori participants to share their thinking and be inspired by lead facilitator Erana Haerewa).

This image was shared by Ruta Mckenzie during her Pasifika leadership session at retreat two. The ato framework looks at leadership capabilities and how they interrelate with each other.



Our third retreat was held in early March 2021. An innovative approach to this retreat quickly developed because Auckland went into COVID alert level 3 on Sunday before the retreat and the rest of the country into alert level 2. Retreat three was a blended mix of online facilitation, face-to-face with facilitators in the room in Ōtautahi | Christchurch and the guest facilitator online in Tāmaki Makaurau | Auckland.



Group work retreat 2

The focus of the third retreat was manaakitanga, connection, offering life-long and relevant leadership strategies and growing self-sustaining networks beyond the life of the programme in the form of peer supervision. We welcomed expert coach and mentor Wendy Baker from the New Zealand Coaching and Mentoring Institute to facilitate and share her mentoring model and expertise. Participants had time to learn and practice the various processes such as rehearsing an upcoming event, responding to a conflict situation, celebrating good news stories and offering critical feedback.

Our fourth and final retreat was held in June 2021, with a focus on equity from

inspirational leader and CORE Tumu Whakarae, Dr Hana O'Regan, revisiting self-assessment tool two, planning for ongoing connection through peer mentoring groups, impact stories and celebration of participants' leadership learning. Each participant's engagement was acknowledged with the presentation of a certificate (see appendix 1).

Participants valued the opportunity to network and learn alongside others at the retreats. The manaakitanga, wairuatanga, whanaungatanga and hauora participants experienced at each retreat, alongside the quality of guest presenters and content, created a rich learning environment.

The following feedback reflects the participants' positive views of the value of the retreats:



The blended approach to retreat 3; the facilitator in Auckland leads a role modelling session with participants in Christchurch

"A culturally encompassed day! the Tiriti was acknowledged a waha a tinana, a hinengaro-tikanga-te reo-manaakitanga-whakaute-respect-wairuatanga!! Embedded with Mana, Mauri, ihi, wehi!"

"A significant impact from the course has been the retreats, I've managed to take something from every retreat that has been available, it's really affirmed my leadership style. I have connected with the values that I carry with me and I've been able to continue to put them into the work I do on a day to day basis."

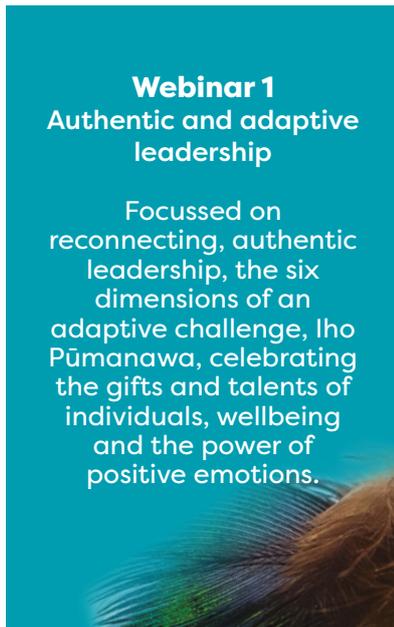


Sharing stories of impact at retreat 4

"...that is where the power of this course comes in. While the content has been thought provoking and challenging, my growth has evolved from being surrounded by beautiful examples of what leadership can be. That it can be from the heart with compassion, following the guidance of those around me. That providing space to be real and to really be heard is uplifting. I have finally been on the receiving end of what I have believed all along and that has been so empowering."

Webinar series

Three webinars were designed and facilitated in real time or through online access of resources across the programme. Each webinar was designed around the content and learning outcomes of the programme. The webinars were recorded and curated in the online platform *Tuihono* for participants to revisit and engage with in their own time.

A teal-colored rectangular graphic with a background image of palm fronds. The text is white and centered.

Webinar 1
Authentic and adaptive leadership

Focussed on reconnecting, authentic leadership, the six dimensions of an adaptive challenge, Iho Pūmanawa, celebrating the gifts and talents of individuals, wellbeing and the power of positive emotions.

A teal-colored rectangular graphic with a background image of palm fronds. The text is white and centered.

Webinar 2
Communication and wellbeing

Focussed on revisiting adaptive challenges, the six principles of adaptive leadership, puzzles of practice, leadership and management and hauora/wellbeing.

A green-to-yellow gradient rectangular graphic with a background image of palm fronds. The text is white and centered.

Webinar 3
Sharing stories of impact and change in innovative ways

Focussed on whanaungatanga, adaptive leadership, revisiting peer mentoring, stories of impact and hauora/wellbeing.

Te Tiriti o Waitangi

Te Tiriti o Waitangi was such an important kaupapa with significant impact on participants, that two extra follow up webinars were delivered in December 2020 and January 2021. Participants were able to access the recordings of these in *Tuihono* along with links to resources, videos and podcasts that had been referenced in the webinars.

Participation - although participation at the planned time of the webinar was low at 4%, our analytical data from *Tuihono* indicates that 50% of participants engaged with the webinar recordings. Participants knew the webinars were recorded and available to watch at another time.

Individual mentoring

Each participant was invited to engage with a kaiārahi (mentor) for the duration of the programme. Participants chose their mentor based on personal and cultural factors to support their preferred ways of learning. Facilitators personally contacted participants to support engagement with kaiārahi.

Many participants had never experienced mentoring before, and relished the support and learning that came from these regular sessions. Kaiārahi working with participants have reported significant shifts in practice, attitudes, skills, self-reflection and a deeper understanding of leadership, biculturalism and diversity. Programme leads maintained regular communication with all kaiārahi to support them in their role, share important content, updates and phases of the programme which enabled them to be responsive to mentees.

Eighty percent of all participants engaged with an individual mentor monthly throughout the programme. All of those who engaged with mentors highly valued this component of the programme. Two participants have secured the financial support of their organisations to continue with mentoring as it was regarded as an extremely effective way to support their leaders.

The following feedback from participants reflects the effectiveness of the individual mentoring:

“Having someone from outside to shine a different lens on challenges and situations has been hugely beneficial. Having someone to bounce ideas off and to challenge my thinking and direct me towards a different/better way of doing things has been huge.”

“Mentoring has... forced me to address difficult issues and to be accountable for them. It has helped me grow in confidence in my leadership and to highlight what I am doing well and my areas of strength, as well as what I need to develop.”

“[Mentoring] has been extremely powerful for me. She [my mentor] has made me stand up and be solution-focused when faced with challenges. Her practical support and structures for how to deal with challenges and adapting strategy to what will work best for me has been really powerful. Her voice and our conversations are constantly running through my head when I am at work.”

The effectiveness of mentoring is highlighted in the following feedback from Kaiārahi and linked to intended stated learning outcomes.

“All three of the mentees I have mentored showed progress in their ability to drive their own inquiries. One mentee initially seemed to want me to hear her story and ‘fix’ her challenges for her. I was able to encourage her to identify ways that she can navigate her way through those challenges. They were all very reflective of their own practices, self-awareness, thinking and mindsets. They all spoke with gratitude at the opportunity to meet with someone who is independent from their organisation.”

“Both of my mentees found their voice and found spaces to lead others through actions and role modelling. One got a promotion and the other influenced changes in the way social workers were paid and their responsibilities.”

“One mentee in particular showed a shift in the way that she leads others, because at the beginning she strongly believed that others had to meet her expectations of their capabilities. Over the time of the mentoring she came to see others strengths and valued kaiako for these.”

“There were opportunities for the mentees to recognise areas within their own practices where they have been able to negotiate with others to gain clarity of understanding, and negotiate ways to work together.”

Kaiārahi comments on progress with influencing and negotiating

“Participants utilised the coaching skills we discussed to have difficult conversations with colleagues and also to learn more about other points of view.” Kaiārahi comments on progress with coaching skills.

Peer supervision

At retreat three, peer supervision expert Wendy Baker from the NZ Coaching and Mentoring centre introduced a unique peer supervision training programme to participants. This training focused on strategies for coping in complex situations, to practice difficult scenarios, to share the good news stories, and to reflect on and debrief critical events.

This component was designed to strengthen relationships and networking across organisations, continue to strengthen leadership capabilities post programme, and support leaders’ wellbeing.

Participants were encouraged to network with others in the programme and establish smaller network groups to consolidate their learning by providing peer supervision support to each other in the future.

Three groups have formed ongoing peer mentoring groups with others in the programme. Several other participants

have taken the peer mentoring model back to their teams and are leading the implementation of peer coaching in their organisations.

The following quote is an example of a participant sharing the peer supervision processes with her team

“So one of the things in the program that was really helpful to learn about was peer supervision. And we have started to roll that out here. And it was a really helpful experience for our team to be able to share with each other and be with each other in a way that was really unconditionally supportive. The structure of that peer supervision helped people to be with each other in a way that was really supportive and helped people to solve their own issues that they were bringing up.”



Kei ou ringa ko te ao.

The world is yours

Tuihono | Online learning portal

This whakataukī speaks of the world being yours and taking opportunities. In this context it refers to all the opportunities for learning and connection with others in *Tuihono*, a rich repository of resources, strategies, videos, inspiration and support for leadership learning.

‘Tuihono’ is the name given to the online learning portal; ‘tui’ as in the action to sew or bring together and ‘hono’ meaning to join and connect. The whole word means ‘joining together online’. The curation of the content in the online platform is reflective of the timeline of the programme. There are multiple ways to access content within the platform meaning participants could navigate the platform in many ways.

Tuihono will remain active for participants to revisit through until the end of December 2021. This will enable participants to continue to use and share resources, recordings and videos in their work.

Analytics data indicates a high level of engagement over the length of the

programme. *Tuihono* is one of the top four online programmes that CORE hosts. Some drop off in engagement occurred over the final four months of the programme. Feedback from participants tells us that in their busy roles engaging online was not a priority over this time. Analytic data during this period supports this. Despite the reduced engagement in the final few months of the programme, analytics show an overall total of 3281 views by participants through the duration of the programme.

The most viewed elements of the learning portal overall were:

- online discussion **601 views**
- online resources **394 views**
- webinars **251 views**
- leaders of influence **204 views**
- retreats revisited including associated resources **158 views**

The other 24 elements accessible on *Tuihono* account for the remaining views.

A participant shares her thoughts on the impact of Tuihono:

“And there have been situations in my daily work life where I have gone back to a thought that I may have come across or something that I’ve come across with the online resources. One of them that comes to mind is a beautiful video of some navigators navigating a waka through a storm. And there has been a situation for me when I have felt like I was on that waka at work. And I just pause and remind myself that a key phrase out of that video was, ‘when you are on the waka, don’t pray for calm water, pray for courage to get through the storm’, and that’s something that’s really stuck with me from the online resources.”

Adaptive challenges

Participants were each encouraged to identify and work through an adaptive leadership challenge as part of their leadership learning. Adaptive leadership is defined as leading change in a situation where both the problem and the solution are unclear and new learning is required by all participants. The project team supported the process of working through an adaptive challenge in all components of the programme. During the second retreat each participant was able to share progress with their adaptive challenge and a second webinar focussed on unpacking the principles of adaptive leadership further. Participants were introduced to a research tool referred to as a “Puzzle of Practice” (see appendix 2) to guide them through their challenge. At the final retreat participants shared their adaptive challenge stories in small groups, through documentation or by sharing their story with the whole group.

Adaptive challenges identified by participants included:

- internal communication
- working in partnership with whānau
- cultural capabilities
- honouring Te Tiriti o Waitangi
- leading change
- creating a positive and respectful team culture
- being an authentic leader
- sharing new learning with teams.

Equity funding

Rātā Foundation has provided equity funding to be used by organisations if they needed financial assistance in order to participate in the programme. While only a few participants accessed this funding, for those that did it was a valuable contribution.



Evaluation and Impact

As highlighted through the report the impact has been significant for participants. Evaluation of the programme throughout shows that:

- Recruitment was successful due to the personal approach to leaders, the funding available, programme design and content was appealing to participants
- The blended learning approach worked well for participants who were able to access resources in their own time, when needed.
- Programme oversight and contact with participants encouraged high levels of participation
- Equity funding ensured funding was not a barrier to attendance for some organisations
- Access to the steering group ensured mindful delivery to make the most of the opportunities for system change by providing high quality learning experiences
- Flexibility in design allowed for development of Te Tiriti o Waitangi webinars
- Participants valued the opportunities to connect and networks and particularly having access to a mentor.
- Participants felt valued and affirmed in their leadership mahi.

Videos that document and highlight the impact stories of participants are currently being completed; these will be shared with the Rātā foundation and also housed on CORE Education's website.

Looking to the wider impact data from the self-assessment tools and stories of impact indicate communities are likely to benefit from stronger and more skillful leadership in the following ways:

- being deeply listened to

- a stronger focus on relationships and partnership
- deepened awareness and understanding of intergenerational trauma related to colonialism and the history of Aotearoa
- strengthened cultural intelligence
- better alignment to values and moral leadership
- stronger advocacy
- new wellbeing strategies.

Reflections from participants on impact

“From this place of empowerment I have so much more to give my team. I am focused on connection and relationships more so than tasks because I have the capacity and have experienced the value of it. I am regularly meeting with my team individually to catch up, for them to be heard and talk practice. There is space in meetings to be real and share how we are all doing or what challenges we are facing. I have a new found passion for what can be achieved when staff feel nurtured, heard and supported. We have a challenging job and give so much of ourselves that great things can be achieved when employees receive the same aroha and awahi that they give out to our vulnerable tamariki and whānau.”

“As someone who is Pākehā, it has been really powerful for me to stand up in front of other Pākehā people and advocate for Te Tiriti o Waitangi and challenge other people's thinking. This is a shift for me and something that I feel really strongly about. I have also made some subtle changes to how I approach Māori students about their whakapapa and their own knowledge of Te Reo and tikanga. I make sure that I am more inclusive when I invite people to join in with different things in Te Reo. When I first meet with students, I am more conscious about the wording that I use when asking about their whakapapa.”

Programme reach



Next steps

- A Te Tiriti of Waitangi workshop in November 2021 will be offered for organisations to attend.
- Participants will continue to have access to Tuihono through to the end of December 2021.
- Peer supervision groups established by participants plan to continue meeting regularly and be self-sustaining.
- Stories of impact videos will be curated and housed with both Rātā Foundation and the CORE Education website.
- We are working with Rātā to mobilise the learnings from this project. A mobilisation plan is underway and will be completed by December 2021, which will include hosting of the stories of impact.



Mā te huruhuru, ka rere te manu
Adorn the bird with feathers so it can fly

Conclusion and recommendations

We end with the whakataukī that began this report, a celebration of the learning and strengthening of each participant's leadership which in turn supports those in the communities they work in to flourish.

All phases and elements of the programme have now been completed. Participants have shared their stories of impact and continue on their leadership learning pathway well equipped with their new learning, tools, resources and networks.

There is much to celebrate and acknowledge as we conclude this leadership programme, *Korowaitia te Iho Pūmanawa*.

- The blended approach proved to be a successful way for participants to engage in leadership learning.
- Participants have commented on the benefits of attending the face-to-face retreat and then engaging with the online resources and individual mentors to consolidate learning.
- Participants were supported to identify and work through adaptive challenges. This provided structure, direction, and

opportunities for deeper reflection and action; all of which contributed to their leadership growth.

- The individual mentoring was a highly valued component of the programme by all of the participants who engaged with a kaiārahi (mentor). Their support enabled participants to face challenges, find solutions and reflect on their new learning in a safe and trusting environment.
- The peer supervision training contributed to the sustainability of strengthening leadership in participating community organisations as participants have established groups and plans are in place to meet regularly.
- Over the duration of the programme *Tuihono*, the online learning portal, has become a rich repository of mindfully curated resources as well as a space for connection. The high level of engagement with online discussions, resources, webinar recordings, and revisiting retreats is evidence of the value of this space when used in conjunction with the other components of the programme.

Feedback from participants at the conclusion of Korowaitia te Iho Pūmanawa highlights the positive impact of the programme on their leadership.

“I think back to the beginning of the course and we were talking about a leader who has inspired us. Then I didn’t have a positive example, instead an example of what I didn’t want to be but now I have all of you beautiful people to look up to and aspire to be, words really can’t put that into words anymore. Arohanui, you have had such a positive impact.”

“I have been really blown away by how uplifting and mana enhancing the whole programme has been. The organisation was top-notch; from the kai to Tuihono and all the communication, I was really impressed with the complete professionalism of the course. “



Rere atu, rere mai Taku manu e
Rere ki tua, rere ki kō Kia
whetūrangi e.

*Fly, my bird
In every direction Attain the
countless stars.*

Recommendations

Korowaitia te Iho Pūmanawa has been a powerful adaptive leadership programme which has strengthened leadership and succession planning in community organisations for the benefit of whānau with tamariki/mokopuna in their first thousand days.

We recommend these key features of the design are adopted in any future projects:

- A values based approach and the commitment to upholding the mana of Te Tiriti O Waitangi have been integral to staying true to the name of the programme and wrapping a cloak of learning, nourishment and strong support around participants and their leadership learning.
- Use of a blended approach for ongoing leadership learning in community organisations; providing many options for engagement, inviting two participants from each organisation, the blend of face-to-face and online components.
- Provision of individual mentoring support. This was a valued feature of the design.
- Build in the sustainable practice of peer supervision – this was valued and appreciated by participants.
- The use of equity funding to support participants' engagement at retreats, for those that need



Appendices

Appendix 1 – Leadership programme certificate of engagement

Korowaitia te Iho Pūmanawa

**Tohu pāhekoheko
Acknowledgement of engagement**

Ngā mihi nui ki a
Name here

Te Korowaitia te Iho Pūmanawa, a ten month adaptive leadership programme focused on nurturing leaders skills, gifts and talents.
2020 - 2021

Mā te huruhuru, ka rere te manu

CORE EDUCATION
Tātai Aho Rau

 **Rātā**
Foundation

Appendix 2 - Puzzle of Practice





Programme designed and delivered by

CORE
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Tātai Aho Rau

In partnership with



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