

# WOMEN IN SECONDARY EDUCATIONAL LEADERSHIP PROGRAMME

---

DEVELOPING THE LEADERSHIP CAPABILITIES OF WĀHINE KAIAKO

*Pūtea Whakawhanake Pouako*  
*PPTA Learning and Development Centre*

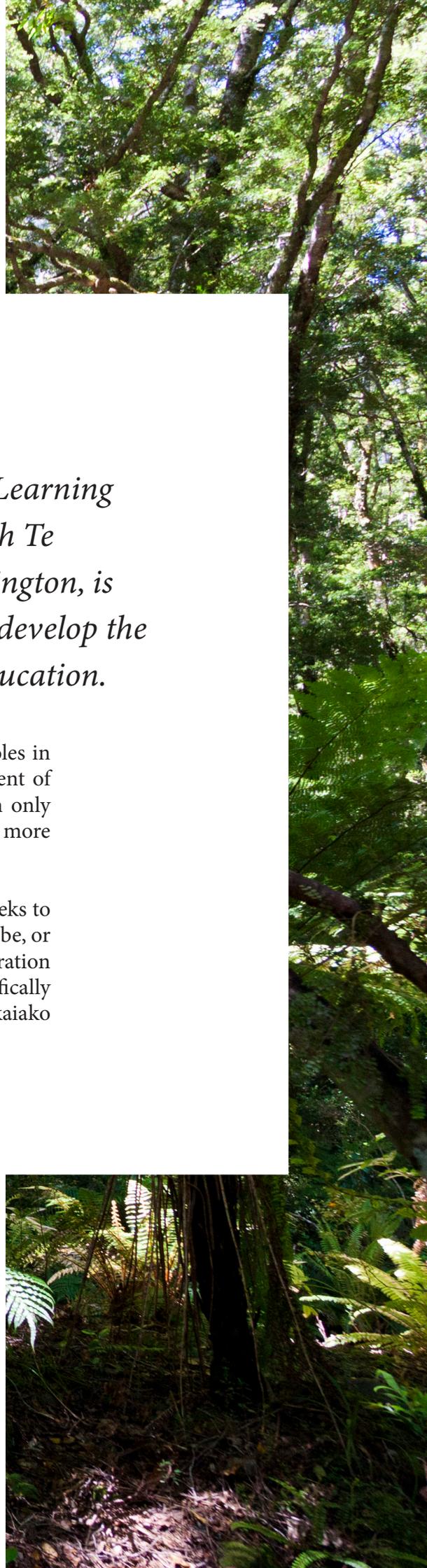




*Me aro koe ki te hā o Hine-ahu-one.  
Pay heed to the dignity and power of women.*

## *Contents*

<i>Programme Overview.....</i>	<i>page 3</i>
<i>Our methodology and delivery model</i>	
<i>Kaiako Voices.....</i>	<i>page 7</i>
<i>Programme graduate Mary Niulesa shares her leadership journey</i>	
<i>About the Pūtea Whakawhanake Pouako.....</i>	<i>page 10</i>
<i>Continue your professional development journey with us</i>	



# OUR KAUPAPA

---

*The Pūtea Whakawhanake Pouako | PPTA Learning and Development Centre, in partnership with Te Herenga Waka – Victoria University of Wellington, is proud to deliver a leadership programme to develop the capability of women leaders in secondary education.*

Research indicates that women are underrepresented in senior roles in the secondary teaching workforce. While approximately 60 percent of the secondary teaching workforce in Aotearoa is female, women only comprise around 33 percent of principals; women are additionally more likely than men to be in fixed term positions.

Our Women in Secondary Educational Leadership programme seeks to redress this imbalance, by supporting wāhine kaiako who aspire to be, or are currently in, leadership roles. This programme supports exploration of individuals' own leadership styles; examines the challenges specifically impacting wāhine in secondary education roles; and guides kaiako towards becoming authentic leaders who reflect their own values.

**Dr Helen Finn**  
**Kaiwhakahaere (Director)**  
Pūtea Whakawhanake Pouako  
PPTA Learning and Development Centre

*“I wish someone had spoken to me about what a career in education could look like. I feel that I stumbled onto my leadership path by happy accident. It would have been so much more empowering to have been able to choose it from the outset.”*

*Our methodology and delivery model*

# PROGRAMME OVERVIEW

*This programme is the culmination of consultation and development work initiated by the Pūtea Whakawhanake Pouako | Learning and Development Centre team, in consultation with secondary wāhine kaiako. We have been thrilled to work with fantastic subject matter experts to bring this programme to life.*

The programme, delivered over ten weeks via a blended learning model, includes one face-to-face workshop; four online webinars; and access to a comprehensive online resource portal offering a range of tailored course content supported by the latest research.

Wāhine who completed the course have expressed that the skills they developed during the programme have not only given them greater confidence in their current role, but that they believe these skills will support them in their future career progression and leadership journey.

## TOPICS COVERED

- ◆ Barriers for women
- ◆ Authentic leadership
- ◆ Leadership frameworks, including Indigenous models of leadership
- ◆ Gender framing of leadership roles
- ◆ Challenging limiting beliefs
- ◆ Power and influence
- ◆ Growth conversations
- ◆ Sexual abuse, harassment and the MeToo movement
- ◆ Parenthood
- ◆ Unconscious bias and cultural bias



Upon completion of the course, each participant is awarded a digital badge, which can be shared on social media, added to email signatures and displayed on resumes.





**“Outstanding – thank you so much! I am feeling so much more confident and connected to other women around the motu.”**

**“Thank you! This was thoroughly enjoyable, practical and relatable. It was PLD that I looked forward to, and doing the homework didn’t feel like a chore because it was all so interesting, inspiring and thought-provoking.”**

**“It was lovely to hear from others in the room about their work environments and issues. It normalised my own. I valued having the opportunity to develop networks and make connections.”**

**“I loved the face-to-face one-day workshop, also having time to think about my own career and working on my personal development plan. In terms of models and exercise, I enjoyed the brand exercise and found the difficult conversations prompts, recognising our faulty thinking styles, and the methods of influence model very useful. Networking and getting feedback were also extremely valuable.”**

**“So far I’m loving the course – it has really sparked my imagination and boosted my confidence.”**

**“Great course to encourage women to pursue their educational leadership goals.”**

**“This course has given me the opportunity to meet other women and hear their stories; to begin to explore, understand and appreciate my leadership strengths and areas for growth.”**

*Subject matter experts*

# KAIAKO VOICES

---



*Mary Niulesa is an Aotearoa-born Samoan woman and a teacher with eighteen years' classroom experience. She completed the Women in Secondary Educational Leadership programme in early 2023 and shares with us her leadership journey and what supports she believes could best redress structural gendered imbalances in leadership positions.*

Mary was a fourth-year teacher before anyone ever spoke to her about contributing to her department in a leadership role. “Up until that point,” she says, “it didn’t even occur to me that I had leadership potential in my field. From here I slowly developed my skill set through taking on year level responsibilities for curriculum and planning in the junior and senior school. At my second school, I began again as a Year Level coordinator, but relinquished the role as I was not remunerated for my work until I began applying for other jobs at another school in term three of my first year.”

Mary subsequently moved away from curriculum related positions and began working in more pedagogical leadership roles. In 2019, she completed her Masters in Professional Studies of Educational Leadership at the University of Auckland, being awarded one of only three Masters Awards from the School of Leadership Development and Professional Practice.

After completing her Masters, she began working as a Head of Faculty for English and Languages at Kelston Boys’ High School, only six weeks prior to the 2020 lockdown. She manages two departments, with a focus on pedagogy in practice.

“The leadership journey over the past four years has accelerated my growth as a leader, stretching and challenging my capacity to lead others through such unprecedented and uncertain times.”

In Mary’s view, the key challenges for women in secondary education are representation – getting more women, and in particular women of colour – into top-tier management roles in education; and helping women overcome beliefs that impede their progress: imposter syndrome, false humility or the expectation that they have to be more masculine in order to operate successfully in top-tier leadership positions.

“There are internal barriers that prevent women from applying for roles for which they would excellent candidates. It’s important to dispel these false beliefs, and to keep educating the general public on the inequities and disparities that still exist between men and women in the workplace.

“I wish someone had spoken to me about what a career in education could look like. I feel that I stumbled onto my leadership path by happy accident. It would have been so much more empowering to have been able to choose it from the outset.”

In particular, Mary enjoyed the one-day face-to-face element of the course. “It was fantastic to gain strength and courage from women across the motu; all of us so different but all sharing so many similar experiences and challenges. I was pleased that the programme had an emphasis on Māori and Pasifika content and I felt supported to bring my whole self into my leadership growth journey.

“The programme was superbly organised and resourced through the online platform that housed the videos on the key topics for the course. I loved the facilitators’ abilities to weave the discussions through so much content, so skilfully. The discussions and reflection time were invaluable as they allowed a space for professional, confidential, honest and uplifting dialogue. To successfully cultivate such a space in such a short time is a testament to the facilitators and the participants.”

Mary believes that gendered leadership imbalances could be redressed by more mentoring for women in or aspiring towards leadership positions. “I would like to see a network of mentors who could be contracted to schools for a term or longer to support new and existing women in education – ideally mentors who were not already overworked and underpaid teachers currently employed in the same school.

“By attending this programme, I was able to build a professional network of women who support me in my leadership aspirations. The other participants were extremely positive and enthusiastic. Many shared the same expressions of gratitude for being a part of the course and finding kindred spirits within the group of participants.

“Of the other women I met as part of the programme, those who were early in their careers felt happy to know that something was in place to address the specific issues that women may face in educational leadership. For teachers of more than five years’ experience and in management positions, the positivity was accompanied by a wistful desire to have had such a valuable course when they were entering these roles.

“The existence of a programme such as the Women in Educational Leadership provided by the Pūtea Whakawhanake Pouako | PPTA Learning and Development Centre, and the fact that it is fully funded, is such a positive step forward.”







# Pūtea Whakawhanake Pouako

## PPTA Learning and Development Centre

# Continue your professional development journey with us.



The PPTA Te Wehengarua is committed to the ongoing development of the education sector and, most importantly, the professionals working within it. Kaiako need more than just time to excel at their jobs; they must be supported by learning and development opportunities that professionally enrich them.



### Our Kaupapa

Our Centre’s purpose is to support the kaiako workforce to provide equitable high-quality post-primary education to New Zealand’s rangatahi.

We are a trusted party in the management and delivery of large value educational programmes across the sector. This includes managing a \$12m fund, negotiated with the government, devoted to providing learning and development opportunities to kaiako. This funding is targeted at critical learning areas identified in consultation with our members.

### Our Mahi

To develop our mahi, we listen to Aotearoa’s teachers to understand the challenges they face, to provide the most impactful learning and development opportunities to grow their professional practice. This ensures that the teaching workforce can respond to the challenges posed by learner needs in our rapidly changing world.

Through the application of our team’s pedagogical knowledge and expertise, in conjunction with the country’s best educational delivery partners, we develop and deliver enriching educational experiences for Aotearoa’s post-primary kaiako.

Each of our programmes and initiatives embodies the values of the Pūtea Whakawhanake Pouako | PPTA Learning and Development Centre.

Te āheinga ā-ahurea

Cultural competence

Te whakawhanaungatanga

Building relationships

Whakaauaha

We innovate

Whakatīnanatia

We deliver



[ppta.org.nz/pld-fund](https://ppta.org.nz/pld-fund)



*PPTA Learning and  
Development Centre*

