



Māori, Boards of Trustees & School Management

**Te Wānaka Mātauraka: Māori
Education Conference 2007**

Melanie Riwai-Couch



Are we sinking?

The Relationship

Boards and Principals work in partnership to achieve best learning outcomes for students.



The Board

The Board chooses, within legislation, how it wishes to govern the school and should document and agree to abide by this.





The Legislation

The legal responsibility of boards of trustees is determined by Section 75 of the Education Act 1989:

s.75 Boards to control management of schools –

*.... a school's board has **complete discretion to control the management of the school as it thinks fit.***



The Legislation - Principals

The legal responsibility of Principals is determined by Section 76 of the Education Act 1989:

*s.76 ... Shall comply with the Board's general policy directions; and ... has **complete discretion** to manage as the principal thinks fit the school's day to day administration.*



But remembering...

The Board of Trustees

The Principal



The Relationship

Governance



The Board



What do we want
to achieve?

Management



The Principal



How will we get
there?



The Boards Responsibilities

- Set and, as needed, modify the vision, mission and values.
- Protect the special character/values of the school
- Ensure a sensible and feasible Strategic Plan.
- Approve and monitor the Annual Plan
- Develop and review the general policy direction.
- **Monitor and evaluate student learning outcomes.**
 - Appoint, assess the performance of and support the Principal.
 - Act as good employers.
 - Provide financial stewardship.
 - Oversee, conserve and enhance the resource base.
 - Approve major policies and programme initiatives.
 - Manage risk.
 - The board is committed to a programme of professional development that includes new trustee induction
 - Build a broad base of community support.
- **Exercise governance in a way that fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage.**



Key Question

How does a Board -

“exercise governance in a way that fulfils the intent of the Treaty of Waitangi”

and that

“values and reflects New Zealand’s dual cultural heritage”?

Quote

A great many people think they are thinking when they are merely rearranging their prejudices.

William James



Get on (the) Board

- Elections
- ~~Māori Representative~~
- Incorporated Society Representative
- Co-opted position on the Board





Māori Trusteeship

Area	Number of Māori Trustees
Waimakariri District	5
Christchurch City	83/66

NB: The figure of 83 includes 17 Māori trustees from Whakapumau and Te Whanau Tahī.

SOURCE: Ministry of Education (2007)



Māori Trusteeship

Area	Māori Trustees	Total Schools
Waimakariri	5	25
Christchurch	83/66	144/142

NB: The figure of 83 includes 17 Māori trustees from Whakapumau and Te Whanau Tahī.

SOURCE: Ministry of Education (2007)



Māori Trusteeship

- Only 11 English-medium schools in Christchurch have more than 1 Māori Trustee
- Aranui High School has 6 Māori Trustees
- Despite standing for election, 1 school that previously had 3 Māori Trustees now only has 1.



Māori Trusteeship

Area	Total Schools	Schools with Māori Trustee/s	No Māori Trustees
Waimakariri	25	5	20
Christchurch	144/142	47/45	97

NB: Total schools including Kura Kaupapa Māori / Total Schools excluding Kura Kaupapa Māori

SOURCE: Ministry of Education (2007)



Benefits for Māori



Use your energy wisely

- Get on the “important committees”
 - Curriculum
 - Personnel
 - Behaviour

*Behaviour Management –
always start from the position “How can we
keep this child at school”.*



Ask Questions

- **What does this mean for Māori families?**
- **How will it benefit Māori learners?**
- **What PD have staff completed?**
- **Have we considered Kaupapa Māori research?**
- **What are we doing differently now than in the past? (ERO)**
- **Are Māori parents happy with this?**
- **How do we know?**
- **What else can we do?**
- **If I were Māori would I feel welcome here Why? Why not?**

Achievement Data

READING SUMMARY DATA

Reading October 2006

- Māori boys achieving at a higher level than the general population of boys
- Māori girls have similar achievement levels as the general population of girls





Personnel

- **Advertise every position with Te Reo Māori**
- **Identify staff who might be good people to grow internally**
 - Hoaka Pounamu
 - Whakapiki Reo
 - Te Reo Courses at CPIT/University



Other opportunities

- Ask for a committee to be formed to look at Māori issues and opportunities within the school and report back quarterly
- Have one Board meeting (or more) per year focused on Māori participation and engagement with the school –
 - syndicates/classes to report on how they have been integrating Māori content
 - Profile a group of Māori students and report on their progress

Whose responsibility?

- Always remember that Māori issues are not the responsibility of the “Māori” Trustee.
- Māori governance issues are the responsibility of the **WHOLE** Board.





Support and Training

- What support and training is available?
- What support and training might make a difference?
- What recommendations might we make?

The Biggest Difference

The Principal



The overall quality of teaching and learning is very good. ERO observed a number of examples of excellent learning programmes. Cultural programmes in areas such as music, art and te reo and tikanga Māori are well developed. Teachers' abilities are well used in these instances. Other strengths include the consistent planning standards across the school, especially in reading. Extensive professional development and inquiry learning approaches are also having a positive impact on student learning. The board and senior managers are aware teachers now need time to consolidate the wide range of new initiatives undertaken since the last review.



The Panel

- School Profile
- Te Reo Māori
- Māori in the curriculum
- School initiatives
- Whanau engagement
- The Board of Trustees
- Other activities and thoughts