

Effective governance Supporting education success as Māori



Information for school boards of trustees
2013

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Note: Unless otherwise stated, the statistics and evidence in this document have been drawn from *Ka Hikitia – Managing for Success 2008–2012*, *Ka Hikitia Key Evidence 2008*, and/or the *Ka Hikitia Mid-Term Review 2011*.

Introduction

Boards of trustees are accountable for the performance of their schools and kura. The key focus of their role is raising student achievement. This is particularly important when we look at the success of Māori students in our education system.

Currently, nearly one in five Māori children will not have achieved the basic literacy and numeracy standards expected of them when they leave primary school, and less than half of Māori youth will leave secondary school with NCEA Level 2 or better. Over a third of Māori students will leave school without any qualification at all.

Despite this, the Education Review Office's (ERO) 2010 report found that a large number of schools did not review their performance around Māori student achievement and did not make use of the evidence about what works to promote success for Māori students. Boards need that information to make informed decisions and set clear directions for Māori education success.

ERO does not consider any school to be high performing unless the school can demonstrate that most of [its] Māori learners are progressing well and succeeding as Māori.

Education Review Office, 2010, page 31

Supporting system change

If you do what you've always done, you'll get what you've always got.

Mark Twain

As a board, you are responsible for leading and supporting the changes that will allow Māori students at your school to achieve education success as Māori. In many schools, these changes are already under way.

This resource has been developed for boards of English-medium schools. It aims to help you to empower your school to take positive action. Whether your school has only a few Māori students or Māori students are the majority, they have a legal right to effective education under the Treaty of Waitangi, and their success is critical to New Zealand's school system and future.

Your role in Māori education success

Schools are self-governing entities. The board's role is to ensure that your school is run in the best interests of the learners and the community.

Ministry of Education website
(www.minedu.govt.nz), February 2012

As you are aware, your board's role is to set the direction for your school and determine what your school is to achieve. In terms of Māori enjoying and achieving education success as Māori, this will mean:

- designing the future for Māori education at your school
- being accountable for the performance of your school in relation to Māori student achievement
- ensuring Māori stakeholders in your community are represented in governance, planning, and decision making
- ensuring your school is a good employer by supporting school staff to teach and support Māori students effectively.

This resource looks at these obligations in terms of the importance of the Treaty of Waitangi and how they align with the Ministry of Education's Māori education strategy, Ka Hikitia. From this basis of using the relevant principles from the Treaty and Ka Hikitia, it looks at three key areas for supporting Māori education success:

- Māori potential
- productive partnerships,
- identity, language, and culture.

It also points you towards further resources and assistance that will help you steer your school along its journey towards Māori enjoying and achieving education success as Māori.

The importance of the Treaty of Waitangi

The Ministry of Education is committed to our obligations to recognise and give active expression to Te Tiriti o Waitangi – the Treaty of Waitangi.

Treaty of Waitangi policy statement,
Ministry of Education, 2011

School boards are Crown entities, and as such are responsible for governing their individual school. Being government agencies, boards are responsible for keeping to the guiding principles of the Treaty of Waitangi.

The Treaty recognises the significance of the place of iwi (tribes) and Māori in Aotearoa New Zealand. The overarching principles of the Treaty include:

- a duty to act reasonably, honourably, and in good faith
- a commitment to working in partnership
- a duty to actively protect Māori rights and taonga (treasure).

In education, these principles mean that the Treaty provides legal protection for:

- Māori students as taonga (treasured things)
- their right to vital skills and knowledge
- the right of whānau (families), hapū (sub-tribes), and iwi (tribes) to have an interest in the education system
- te reo Māori as a taonga.

Further to this, the Ministry of Education's Treaty of Waitangi policy statement says that Ministry of Education staff members are expected to support Māori education success by:

- working in productive partnerships with, and for, iwi and Māori
- considering the identity, language, and culture of Māori students.

This expectation applies equally to you as a board of trustees in your responsibilities towards Māori students.

Questions for your board

- Do we understand our role as a Crown entity in relation to the Treaty?
- Do we have a good understanding of the Treaty of Waitangi as it relates to education?

Understanding Ka Hikitia – the Māori education strategy

Māori enjoying education success as Māori means Māori learners succeeding in our education system, while maintaining and enhancing their identity, language, and culture as Māori.

Explanation based on *Ka Hikitia – the Māori Education Strategy*, Ministry of Education 2008–2012

As Māori [means] being able to have access to te ao Māori, the Māori world – access to language, culture, marae ... tikanga ... and resources ... If after twelve or so years of formal education, a Māori youth were totally unprepared to interact within te ao Māori, then, no matter what else had been learned, education would have been incomplete.

Professor Mason Durie, 2003, page 199

Ka Hikitia is the Ministry of Education’s education strategy for Māori. It is important for you to have a good understanding of Ka Hikitia.

“Ka Hikitia” means to “step up”, “lift up”, or “lengthen one’s stride”. It means stepping up the performance of the education system to ensure that all Māori students have the opportunity to realise their potential.

Ka Hikitia was launched in 2008. Your school will be meeting the goals of the strategy when the majority of your school’s Māori students are achieving education success while maintaining and enhancing their identity, language, and culture as Māori.

As Crown entities responsible for governing schools, boards are expected to consider and use Ka Hikitia when setting their priorities and directions. A good working knowledge of Ka Hikitia will help you to guide your school to improved education outcomes for Māori students.

The following section provides a basic overview of the key points of Ka Hikitia.

Figure 1 provides a visual overview, showing how the key areas of the Ka Hikitia strategy fit together.

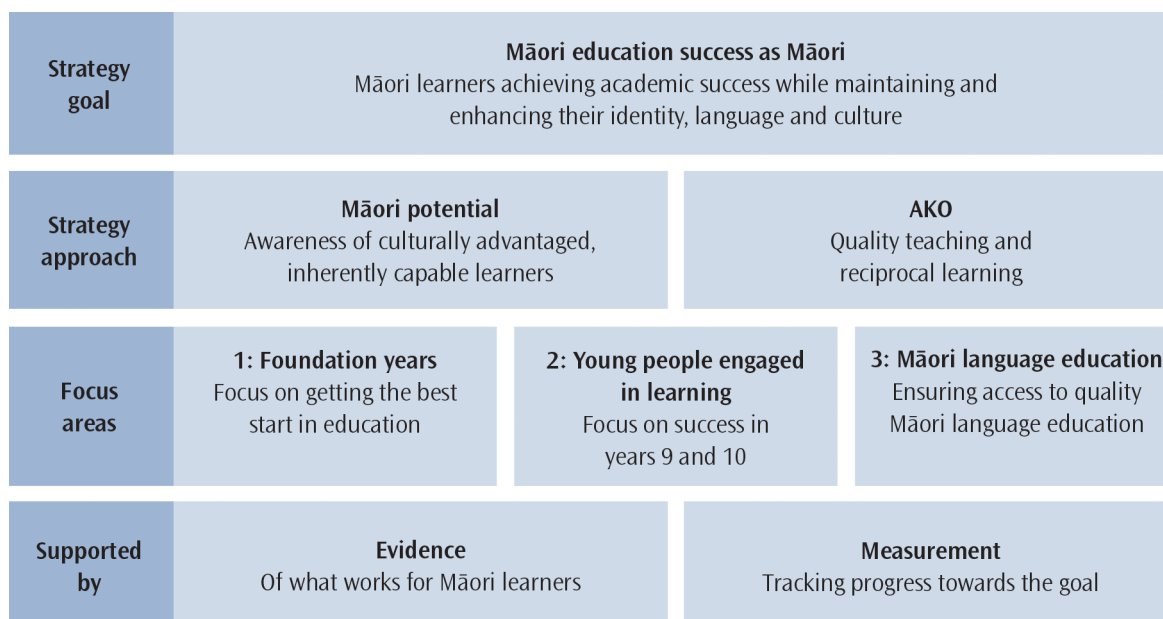
Ka Hikitia – Accelerating Success 2013–2017 and Tau Mai Te Reo – the Māori Language in Education Strategy 2013–2017

Ka Hikitia is currently being updated for the next five years. The next phase will be called *Ka Hikitia – Accelerating Success 2013–2017*. It will focus on what works “on the ground” and the supports that schools need for Māori education success.

This work is linked to the revitalisation and stability of te reo Māori. *Tau Mai Te Reo – the Māori Language in Education Strategy 2013–2017*, is currently being developed for the Ministry of Education and education sector agencies, to ensure that there is a connected and cohesive approach to support and strengthen Māori language in education.

Both these strategies will be publicly released in mid-2013.

Figure 1: Overview of Ka Hikitia – Managing for Success



Developed from *Ka Hikitia – Managing for Success*, 2008–2012, Ministry of Education

Where to go for help

Full information on Ka Hikitia can be found on the Ministry of Education's website at the links below:

www.minedu.govt.nz/theMinistry/PolicyAndStrategy/KaHikitia/PublicationsAndResources-EnglishLanguageVersions.aspx

www.minedu.govt.nz/theMinistry/PolicyAndStrategy/KaHikitia/PublicationsAndResources-MāoriLanguageVersions.aspx

You can order a hard copy of the strategy from Ministry of Education Customer Services, freephone 088 660 662, freefax 0800 660 663, by email: orders@thechair.minedu.govt.nz or online at: www.thechair.minedu.govt.nz

1 Māori education success as Māori

"Māori enjoying and achieving education success as Māori" is a statement used throughout Ka Hikitia, and it's also the overarching measure of success for the strategy. A good understanding of this statement is critical to understanding Ka Hikitia.

Māori enjoy education success as Māori when Māori students are succeeding in our education system and achieving equitable results while maintaining and enhancing their identity, language, and culture.

Unfortunately, evidence shows that current practice in our education system makes it hard for Māori students to achieve, as the system is not an environment they can easily relate to. Those Māori students who do succeed often find they must change the way they think about themselves, communicate, and behave.

2 The Māori potential approach and ako

The Māori potential approach and the concept of ako further define the Ka Hikitia strategy.

The Māori potential approach outlined in Ka Hikitia acknowledges that Māori students have potential, are advantaged by their culture, and are capable of achieving success. Working from these principles, Ka Hikitia asks us to shift the emphasis towards activities that focus on this potential and to involve students, parents, whānau, iwi, and those in the education sector.

The concept of ako, as described in Ka Hikitia, is a teaching and learning relationship in which learning is reciprocal between teachers and students. It acknowledges that high-quality teaching is the most important influence on education for Māori students and that incorporating culture and productive partnerships into learning leads to success.

3 Vision for success

Ka Hikitia describes a detailed vision of success for Māori students, stating that they will achieve education success as Māori by:

- working with others to determine successful learning and education pathways
- excelling and successfully realising their cultural distinctiveness and potential
- successfully participating in, and contributing to, te ao Māori (the Māori world)
- gaining the universal skills and knowledge needed to successfully participate in, and contribute to, Aotearoa New Zealand and the world.

Educational institutions will effectively support Māori students, whānau, hapū, and iwi by:

- using appropriate, culturally responsive teaching practices
- requiring leaders to maintain a welcoming, inclusive learning environment
- providing access to te reo Māori in and through education
- engaging with iwi, hapū, and Māori communities
- engaging with parents, families, and whānau and providing appropriate support, information, and advice
- providing appropriate services for students and whānau.

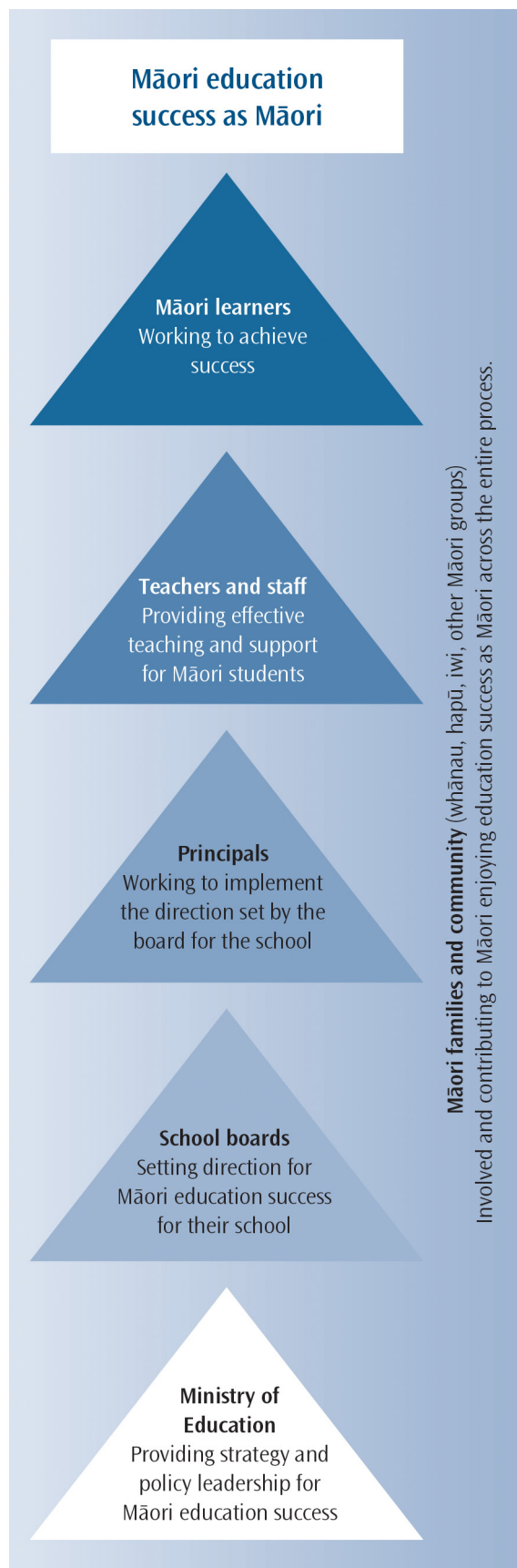
Boards are responsible for governing schools to ensure that this vision can be realised. Figure 2 illustrates how the board's responsibilities fit in with the wider picture of responsibility for Māori education success.

The Ministry of Education has developed the Measureable Gains Framework to provide evidence of progress towards the Ka Hikitia objective of Māori enjoying and achieving education success as Māori. The framework consists of a logic model and a series of rubrics that can be used to measure progress in areas such as effective parent, whānau, and iwi engagement and effective culturally responsive teaching for Māori students.

Where to go for help

The Measureable Gains Framework rubrics are available at www.minedu.govt.nz/theMinistry/PolicyAndStrategy/KaHikitia/MeasuringandReportingProgress.aspx

Figure 2: Distribution of responsibilities for Māori education success as Māori



Developed from the Ka Hikitia Measurable Gains Framework, Ministry of Education

4 Focus areas

Ka Hikitia identifies three focus areas where the education sector should concentrate its efforts in order to achieve the greatest positive impacts for Māori education success.

- Foundation Years – setting up good early learning foundations for Māori students
- Young People Engaged in Learning – kick-starting secondary school success for Māori students in years 9 and 10
- Māori Language Education – providing access to quality teaching of Māori language for all Māori students.

These focus areas are based on evidence of what works. They should be used by boards to prioritise activity and funding in their schools.

Focus area 1: Foundation years

Evidence shows that high-quality interactions in the home and in educational settings lead to effective learning for young children. It also shows that regular, high-quality early childhood education and early schooling experiences have lasting benefits well into secondary school.

Primary schools

In primary schools, boards need to focus on and plan for:

- effective transitions to school for Māori students
- strong early literacy and numeracy foundations for Māori students
- effective home partnerships focused on learning for Māori students and whānau.

Focus area 2: Young people engaged in learning

Compared with similar countries, New Zealand has more 14–18-year-olds who have disengaged from education. A disproportionate number of these young people are Māori.

Secondary schools

In secondary schools, boards need to focus on and plan for:

- effective teaching and learning for, and with, Māori students
- increased involvement and responsibility for learning among Māori students
- strong, evidence-based professional development and accountable leadership supporting Māori education success as Māori
- improved whānau–school partnerships focused on presence, engagement, and learning.

Focus area 3: Māori language in education

Te reo Māori (the Māori language) offers unique benefits for all New Zealanders as an official language and taonga. Evidence shows that speaking more than one language allows people to think creatively, appreciate different world views, have a stronger sense of identity, and have a greater ability to participate in more than one culture. While these benefits apply to all students, they are particularly relevant to Māori students.

All New Zealand schools

In schools across New Zealand (including those that teach most or all of the curriculum in English), boards should have plans to provide:

- effective teaching and learning in, and through, te reo Māori (the Māori language)
- a strong supply of high-quality teachers to support this.

5 Using the evidence and measuring impact

Ka Hikitia also stresses the importance of always using the evidence of what works for Māori students and measuring the impact of our actions.

Questions for your board

- Are the majority of Māori students at our school achieving education success while maintaining and enhancing their identity, language, and culture as Māori?
- If not, do the board members and staff at our school:
 - have a good working knowledge of Ka Hikitia
 - use this knowledge to support planning for Māori student success
 - address the focus areas that evidence shows will have maximum impact for Māori students
 - measure the impact we are having on Māori student success?

Principles of governance for Māori education success as Māori

Being Māori is a Māori reality. Education should be as much about that reality as it is about literacy and numeracy.

Professor Mason Durie, 2003, page 200

Quality teaching is at the heart of all successful learning experiences. Evidence shows that up to 80 percent¹ of educational achievement can be controlled by factors within the school setting, regardless of the social or economic factors affecting the student.

This means that teaching practices and the school environment have a huge influence on Māori education success. As a board, your focus is on enabling your school to have a setting that is welcoming, relevant, and supportive for Māori students.

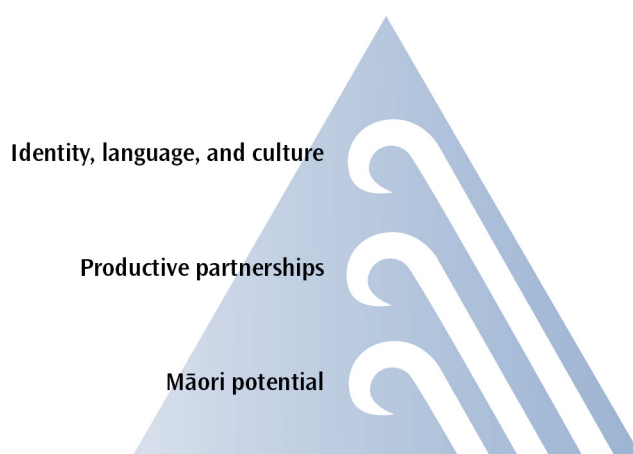
To do this, your board can support and encourage your school to focus on the principles that underpin Ka Hikitia (see Figure 3). These principles are reflected in the National Education Goals and are supported by the Ministry of Education's Treaty of Waitangi policy statement. They are:

- **focusing on Māori potential** (the acknowledgment of Māori student capability and cultural advantage, and action to support these)
- **engaging in productive partnerships** (building and maintaining effective relationships with Māori families and communities, iwi, and Māori organisations for educational success)
- **respecting and building on identity, language, and culture** (understanding individual Māori students and tailoring education to suit).

Your school's performance in each of the areas covered by these principles is critical to the success of the Māori students at your school.

The following sections of this booklet will give you a greater understanding of what each principle is about and how it relates to the governance of your school. These sections also include questions you can ask to ensure that your school is on track and give some examples of what is working to promote success for Māori students in other schools.

Figure 3: Principles for Māori enjoying and achieving education success as Māori



¹ *Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis*, Adrienne Alton-Lee, 2003

Focusing on Māori potential

Focusing on Māori potential means acknowledging capability and cultural advantage and, therefore, taking professional and personal responsibility for Māori learner success.

Explanation based on *Ka Hikitia – the Māori Education Strategy 2008–2012*, Ministry of Education

1 Acknowledging capability and cultural advantage

Focusing on Māori potential means acknowledging that Māori students are capable of achieving education success if the education system gets it right. It also requires us to understand that being Māori is a cultural advantage – not a problem – and take steps to make Māori education success a reality.

In the past, disparities between Māori and Pākehā educational achievement have sometimes been explained as a deficiency in Māori students or a result of social or economic factors. However, evidence shows that up to 80 percent of education achievement can be controlled within the school environment. Therefore, individual or socio-economic factors cannot be used as justification for inaction.

Acknowledging that Māori students are inherently capable and culturally advantaged puts the responsibility on boards and school staff to set the scene for the success of Māori students. It means that, for Māori students to achieve in your school, your board needs to take professional and personal responsibility for changing the way things are done.

To create change in your school, your board needs to understand how your Māori students are currently performing, make sure your planning includes Māori students, align your budget to your planning priorities, and monitor your school's ongoing performance.

Questions for your board

- Do our board and the staff at our school understand the concept of Māori potential?
- Do the actions of our board and staff reflect this understanding and show professional commitment to Māori student success?

The evidence reveals that up to 59% of variance in learner performance is attributable to differences between teachers and classes, while up to almost 21% ... is attributable to school-level variables.

Adrienne Alton-Lee, 2003, page v

2 Understanding current performance

ERO [recommends that] ... board of trustees ... request the principal to provide regular reports on the progress of Māori learners as part of the principal's report on student achievement.

Education Review Office, 2010, page 6

... [some evidence suggests that] when low SES [socio-economic status] children attend a school in a high SES area, they achieve at a higher level than they would if they attended a school in a low SES neighbourhood. This seems to be partly a function of teacher expectations rather than SES location.

Biddulph, Biddulph, and Biddulph, 2003, page iv

Because boards and schools have key roles to play in Māori student success, it is crucial that you understand how Māori students at your school are currently performing. This will enable you to set priorities and targets for the future that focus on Māori potential.

Presence and achievement data

Boards need to request regular reports that include an analysis of the presence and achievement of Māori students.

These reports should identify the rates of attendance, stand downs, suspensions, exclusions, and lateness for Māori students, as well as patterns over time. The reports should also include the school's responses to areas of concern.

Relevant analysis should include:

- how Māori students are progressing
- how the school is responding to the current status of Māori achievement at the school
- updates of the effectiveness of programmes designed to improve Māori student achievement.

This information needs to be specific to the Māori students at your school rather than generic achievement or programme data. While generic programmes may benefit Māori students along with other students, they are less likely to address the disparities between the achievement levels of Māori and other students.

In primary schools, achievement data may include National Standards as well as other achievement data. The principal should provide the board with the rationale for the data gathered.

In secondary schools, achievement data may include National Certificate of Educational Achievement (NCEA) as well as other achievement data.

Analysis by your principal and staff of the achievement data should identify trends and patterns in achievement over time and evidence-based reasons for these.

Te reo and tikanga Māori data

Given that the goal of Ka Hikitia is for Māori students to achieve as Māori, it is also important to know:

- how many Māori students are participating in quality te reo Māori education (learning the Māori language) across the entire Māori student population (not just those in immersion or bilingual units)
- how many Māori students are participating in programmes and activities designed to build understanding of Māori tikanga (culture and customs)
- how these students are progressing in these areas.

Partnership data

In addition, as productive partnerships have been identified as a critical factor for Māori education success, it is also important to understand:

- how many Māori families and community groups are engaged with the school on a regular basis
- what type of engagement these groups have with the school
- what the goals are of these interactions and how (or if) they are supporting Māori student achievement
- how satisfied these groups are with their engagement.

Questions for your board

- What is the current status of presence and achievement of Māori students at our school?
- What are the current engagement levels in te reo (language) and tikanga (customs) Māori education for Māori students at our school?
- What is the current status of our school's engagement with the Māori community?

3 Planning for Māori education success

Your board is responsible for planning for the success of all students at your school. This planning is reflected in your school charter and evaluated in the annual report. To focus effectively on Māori potential, your planning and reporting must specifically acknowledge and include Māori students.

Your school charter is the key planning document for your school. It should outline how you intend to raise progress and achievement for Māori students.

To meet the requirements of section 61 of the Education Act 1989, the charter should also include the two aims of:

- developing policies and practices that reflect the unique position of Māori culture
- ensuring that all reasonable steps are taken to provide instruction in tikanga Māori (Māori culture) and te reo Māori (Māori language) as requested (for all students; not only those in immersion or bilingual units).²

Your charter

To reflect the overarching principles of Ka Hikitia and the Treaty of Waitangi and to meet the requirements of the Education Act 1989 and National Education Guidelines relating to Māori student achievement, your charter should also reflect the evidence-based concepts for Māori student success. These are:

- a focus on Māori potential
- support for Māori academic success with specific targets for Māori student presence and achievement
- a focus on engaging in productive partnerships with Māori families and communities
- goals for maintaining and enhancing the identity, language, and culture of Māori students at your school.

² The Education Act 1989 only requires schools to provide instruction in tikanga and te reo Māori for learners when parents ask for it, but the principle of active protection of taonga (treasure) is included in the Treaty of Waitangi and evidence shows that education success is increased by participation in these areas. This provides compelling reasons for schools to actively provide and promote this option for all Māori learners.

Your charter should also give consideration to the focus areas outlined in Ka Hikitia that are relevant to your school (see “Understanding Ka Hikitia” on pages 5–8 of this booklet).

Figure 4 provides details of what your board should be looking for to ensure Māori students are considered at each stage of your planning and reporting cycle.

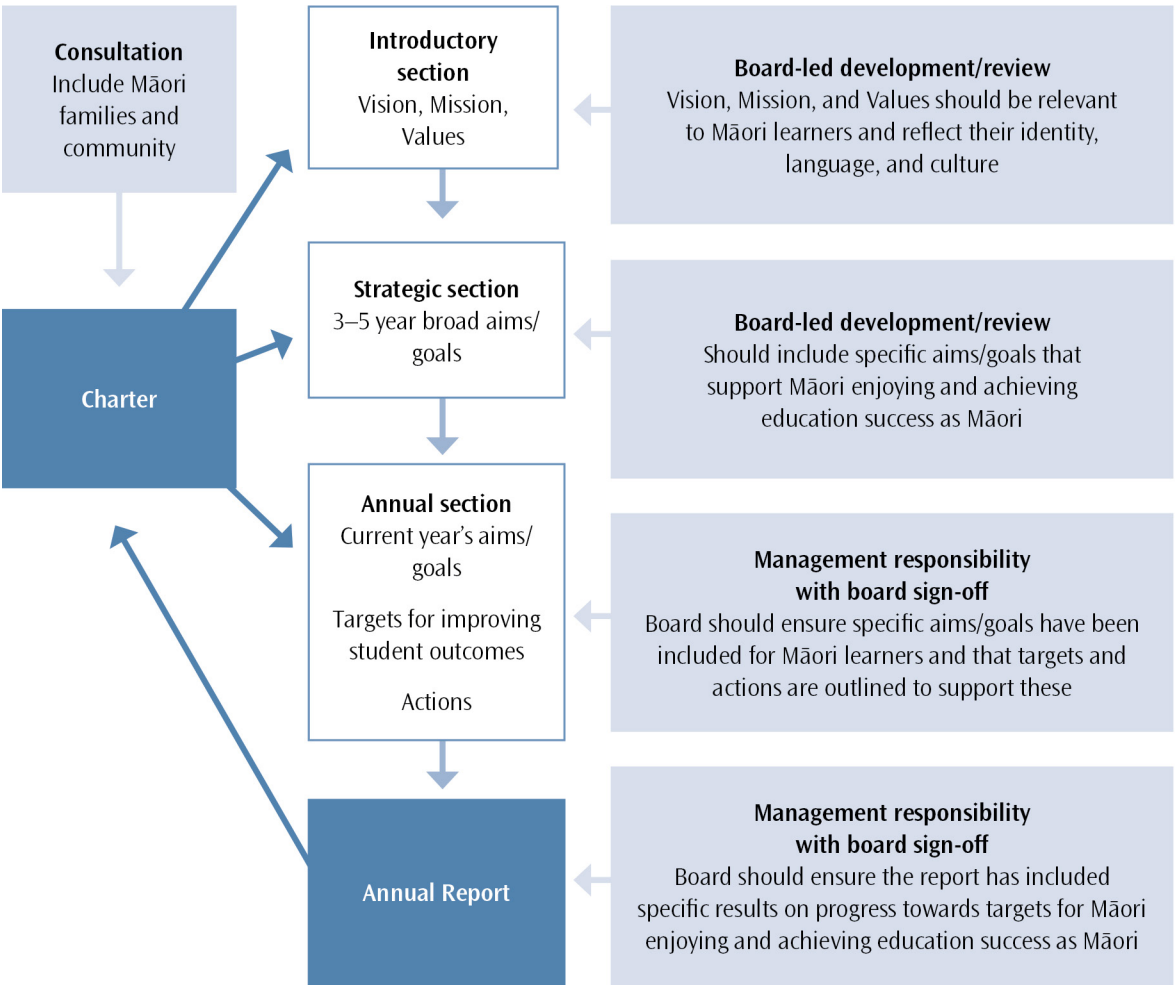
To make your charter relevant for the local community, it is also important to consult with your local Māori families and community. For more information about this, see “Engaging in productive partnerships” on pages 14–16 of this booklet.

Where to go for help

For more information on preparing your charter, see the Boards section of the Ministry of Education website (www.minedu.govt.nz/Boards.aspx).

Questions for your board
<ul style="list-style-type: none"> Are the vision, mission, and values in our school charter relevant to our Māori students?
<ul style="list-style-type: none"> Is our planning for Māori students positive and focused on their potential?
<ul style="list-style-type: none"> Does our planning include a focus on achieving productive partnerships with Māori families and community?
<ul style="list-style-type: none"> Do our strategic goals reflect the incorporation of identity, language, and culture across the curriculum? Do they include specific targets for academic achievement and te reo/tikanga Māori education for all Māori students at our school?
<ul style="list-style-type: none"> Does the annual plan include specific actions to support the success of Māori students at our school?
<ul style="list-style-type: none"> Does our planning reflect the Ka Hikitia focus areas?

Figure 4: School charters – incorporating Māori enjoying and achieving education success as Māori



4 Aligning budget to priorities

In addition to developing goals and plans that focus on realising Māori potential, boards need to ensure a fair proportion of the school's budget is set aside to make these goals and plans happen. The amount required and where this should be spent will vary depending on the number and need of Māori students and the priorities that exist. The data you need in order to evaluate this will be available to you if you have a good understanding of the current performance of your school (as discussed earlier in this section).

Factors to consider include:

- What percentage of the students at your school identify as Māori?
- How are Māori students doing at your school in terms of presence (attendance, suspensions, etc.) compared with other students?
- How are the Māori students at your school doing academically compared with other students?
- How are the Māori students at your school doing in terms of te reo and tikanga Māori education (including those in English-medium schooling)?
- Which of the Ka Hikitia focus areas are relevant to your school?
- What is your school's current level of engagement with Māori families and community? Are those engaged happy with the quality of this engagement? Is it assisting Māori students in their education?
- What current support, activities, or programmes specifically focused on Māori learners does your school provide?

Questions for your board

- Is the proportion of our budget spent on Māori students a fair amount considering the number and needs of Māori students at our school?
- Is the proportion of our budget that we spend on Māori students prioritised to the areas that will have the biggest impact on their success?
- Are we allocating funding to engage in productive partnerships with our Māori families and community?
- Is an appropriate proportion of our budget being spent on activities and programmes that specifically support Māori students (rather than generic activities and programmes)?

5 Monitoring performance

Your school's annual report is used to capture progress against your charter. This report needs to include specific information on the progress of Māori students and the effectiveness of the school's activities to reach the goals that have been set for Māori students.

As a board, you are responsible for reviewing and approving this report. You are also responsible for ensuring the findings are used to inform future planning to ensure that resources are allocated to activities that are making a difference for Māori students.

Questions for your board

- Does our school's annual report specifically report on the progress of Māori students at our school against the goals and actions we set?
- Are we monitoring activities we have put in place to support Māori students to ensure they are effective?
- Are we using the information we have to inform future planning?

Engaging in productive partnerships

Tou rourou, toku rourou, ka ora te Iwi.

With your contribution and my contribution,
we will thrive.

Whakatauki (Māori proverb)

1 Engaging effectively with Māori families and communities

Effective engagement with Māori families and your wider local Māori community is critical to supporting the success of the Māori students at your school.

Boards are designed to bring together the perspectives of everyone who has an interest in the success of the students at your school, and you are required to consult with your school's Māori community around the policies, plans, and targets for improving Māori student achievement (National Administration Guideline 1e). Māori families and other Māori stakeholder groups will provide you with important insights and perspectives that will help you to govern in the best interests of the Māori students at your school.

In addition, evidence shows that, while quality teaching has the biggest influence on Māori student success within the school environment, learning is more effective when Māori families are valued partners in the education process and when educators and Māori families are open to learning from one another. Your board is responsible for ensuring that your school is focused on engaging with key groups in your local Māori community because of their important role in success for Māori students.

The Māori individuals and groups you will want to engage with will depend on your local area but may include:

- Māori parents and families and whānau of students at your school
- iwi (tribes) and hapū (sub-tribes) in your local area
- iwi and hapū that are linked with families at your school (these may be located in other regions)
- local Māori authorities, businesses, churches, and social or cultural groups that may be interested in the achievement of Māori students at your school.³

For engagement to be effective, it is important to include Māori at critical points (for example, pre-planning, during activities, and when reporting back on progress). It is also important for engagement to be looked at as a long-term relationship with continuous, varied, and relevant activities and sincere intentions to work together in respectful partnerships.

Questions for your board

- Does our board consult with our Māori families and community before making plans for our school and report back to them against targets we have set?

A resource that supports principals and other school leaders to improve outcomes for Māori students by working in partnership with whānau can be found at <http://partnerships.ruia.educationalleaders.govt.nz>

2 Māori voice on the board

Having Māori representation on the board was not a critical factor in the extent to which boards took responsibility for improving Māori learner engagement and achievement ... most of the secondary schools in this group [of schools where engagement of Māori learners and whānau was relatively ineffective] had at least one [Māori representative].

Education Review Office, 2010, page 19

In an attempt to consult with Māori, it is quite common for boards to have at least one trustee of Māori descent who has either been elected or co-opted onto the board to fill a skill gap (for example, understanding of Māori language and culture or knowledge of local Māori groups).

While having these individuals may be valuable, evidence shows that having a single Māori representative on the board will not necessarily lead to effective engagement with Māori and the effective incorporation of Māori views into planning for the success of Māori students. Also, it does not remove the need for the rest of the board to engage with Māori families and the Māori community.

³ Summarised from *Promoting Success for Māori Students: Schools' Progress*, Education Review Office, 2010, and *Better Relationships for Learning*, Ministry of Education, 2000.

If you rely on a single Māori trustee to convey the views of all Māori groups, there is a risk that this one voice will be overshadowed by the rest of the board. If that trustee was co-opted, there is also a risk that they do not represent the views of all of the Māori individuals and groups who should be acknowledged.

Boards that have been the most successful in engaging Māori families and communities tend to consult widely and regularly, using a variety of ways to gather information. Factors that may contribute to the Māori voice being effectively heard by the board include:

- the appointment of a board sub-committee that is responsible for monitoring and improving Māori student success
- having more than one trustee of Māori descent (this increases the likelihood that the Māori voice will be heard and allows for multiple Māori views)
- the employment of a board-appointed Māori kaiawhina (assistant) to work with the school on specific issues and report back to the board
- regular reports to the board that provide information collected by the school on Māori student achievement and the views of Māori students, teachers, families, and the wider community
- extensive consultation with Māori students, staff, families, and the wider community before setting future direction and targets, and then reporting back on progress
- face-to-face, one-to-one consultation with Māori families
- improving the knowledge and understanding of all board members about issues affecting Māori student achievement (in general, and specifically for your school)
- the presence of at least one Māori staff member in the school's senior leadership team
- the use of an alternative board constitution that allows for greater Māori family and community involvement in the school.

Questions for your board

- Do we use a range of approaches to ensure a Māori perspective is heard at board level?
- Are the measures we have in place effective in allowing Māori input in board matters?

3 Encouraging your school to engage with Māori

The engagement of Māori families and community to support students' education is a school management concern, which should be addressed by the principal. However, your board has a role in making sure this is a priority, that an appropriate level of funding is being prioritised to this area, and that engagement levels are monitored to ensure programmes and initiatives are having a positive impact.

There are a number of resources that provide information and examples of how schools can effectively engage with their local Māori community. See "Helpful resources and references" on page 21 of this booklet for a list of these.

Questions for your board

- Does our school's planning and reporting reflect a focus on engagement with Māori families and community?
- Are our school's Māori families and community satisfied with the current level and type of engagement with the school?

4 Appropriate engagement with Māori

When engaging in relationship building with Māori (or any group) it is vital that the way you approach them and what you expect them to do is appropriate, respectful, and mindful of the experiences they are bringing. The right type of engagement for Māori families and other groups in the Māori community will consider:

- personal preferences for engagement (kanohi-ki-te-kanohi/face-to-face, or hui/group based)
- suitable timing (for example, time of day, week, term, or year), acknowledging personal pressures and preferences
- the background and history of the person or group (for example, historical grievances and/or personal experiences with schooling)
- the benefit to those you are looking to engage with
- the type of family or groups your school is engaging with (for example, the common family situations identified as “distressed”, “child centred”, and “parent centred” all require different engagement strategies.⁴

- the fact that Māori parents are younger on average than non-Māori parents of children of the same age⁵
- the identity and personal situation of individuals involved (for example, consider the age, sex, and preferences of the individuals involved; consider the financial, time, or other commitments you are asking them for; identify barriers to engagement and help to break these down)
- the culturally appropriate actions for different situations.

Questions for your board

- Is the way we engage with Māori respectful, considerate, and appropriate for our local families and community?

⁴ *Parents and Learning* (2000) Sam Redding, International Academy of Education

⁵ Source: *Te Ara – The Encyclopaedia of New Zealand*, 2012

Building on identity, language, and culture

Toi te kupu, toi te mana, toi te whenua.

Without language, without spirit, without land,
the essence of being Māori would be lost.

Whakatauki (Māori proverb)

1 Focusing on identity, language, and culture

The overarching goal of Ka Hikitia is to enable Māori students to achieve education success as Māori. This means Māori students achieving success while maintaining and enhancing their individual identity, language, and culture.

This goal is important for two reasons. Firstly, Māori students have a legal right to access quality education that supports their identity, language, and culture as Māori (as confirmed in the Treaty of Waitangi, the Education Act 1989, and the National Education Guidelines). Secondly, evidence shows that when identity, language, and culture are valued, the progress of Māori students is dramatically improved.

What you will need

Your board is responsible for ensuring that your school's direction and actions reflect a focus on Māori identity, language, and culture. A fair proportion of your school's budget (based on the number and needs of Māori students at your school) should also be allocated to support this focus.

To be able to do this, you will need to have:

- a basic understanding of what is meant by identity, language, and culture in terms of Māori education success
- a good understanding of the people who make up the community of Māori students and families at your school
- an understanding of some of the ways your school could support the identity, language, and culture of Māori students and what the board can do to support these efforts.

2 About identity, language, and culture

We all carry our own identity, language, and culture with us, and these influence everything we do. They also impact on the way we experience the world. They determine how we interpret and respond to the situations we are in.

Learning relationships that welcome and affirm individual identity, language, and culture empower students to achieve education success.

Identity is about **who we are** and what defines us as a person. It's about the groups we belong to and who we represent. We can carry with us multiple identities, and these identities can change and evolve.

For many Māori students, identity will be influenced by their iwi (tribe), hapū (sub-tribe), rohe (local area), parents, whānau (families), and whakapapa (genealogy). These identities will influence the values and interests they bring with them.

Language is about **communication**. It's about what we say and how we say it. It's about the words, gestures, and symbols we use to pass on our thoughts, feelings, and view of the world. Our language reflects our identity and shapes the way we think.

For many Māori students, language will be influenced by the mix of English and Māori they have had around them, including the influences of region and dialect. For example, evidence suggests that a sound bilingual environment can create strengths for students, such as an enhanced ability to think creatively.

Culture is about **our actions** relating to where we are from, our way of being, and our spirituality. It's about what, when, and how we do such things and about who we do them with. Culture is passed on to us by the people around us, and it is enriched by the experiences we have in life.

For Māori students, culture is influenced by their identity and language. As key transmitters of identity and language, whānau have an important influence on the cultural heritage and actions of Māori students.

I demonstrated that I was very interested in the experiences students brought to the classroom – their family connections, their interests, the correct pronunciation of their names ... Achievement levels have improved markedly.

*A teacher, Ka Hikitia –
Managing for Success 2008–2012*

Questions for your board

- What is the main identity, language, and culture of our school? How does this influence Māori student success?
- Are our board and teachers aware of our responsibilities for, and the importance of, incorporating identity, language, and culture into our school and teaching practices?
- Does the direction we have set for the school and budget allocation effectively support Māori students at our school to enhance their identity, language, and culture?

Māori students in Aotearoa New Zealand⁶

- One in seven students is Māori.
- Māori students often identify with at least one of the more than 100 iwi across New Zealand (these may or may not be those located in your local area).
- 90 percent of these students are in English-medium schooling rather than immersion or bilingual schooling.
- Only around 20 percent of Māori students currently learn te reo Māori in school.
- Less than 25 percent of Māori students are able to hold a conversation in te reo Māori. However, many more use a selection of Māori words and phrases on a regular basis at home.
- More than 80 percent of Māori students live in urban areas (a dramatic change over the last 30–40 years).
- Compared with the general population, a greater proportion of Māori are aged 15 years or younger (35 percent compared with 21 percent).

3 Understanding Māori students and whānau

To ensure Māori education success, boards need to understand who are the Māori students and families in their local community and tailor their approach accordingly. Māori students, families, and communities represent a large and diverse section of New Zealand's population. The general information below is provided as a snapshot of Māori students to start your thinking. You will need to meaningfully engage with the students, families, and community at your school to find out more. See "Engaging in productive partnerships" on page 14 of this booklet for suggestions about how to do this.

Questions for your board

- What percentage of the students at our school are Māori?
- Who are the local iwi? Which iwi do the students at our school identify with?
- How many of the Māori students at our school are in immersion/bilingual education and how many in English-medium schooling?
- Do we know the ideas, pressures, and/or communication preferences of the Māori students, families, and community at our school?

⁶ Census 2006, Statistics New Zealand

4 Staff support and development

Part of your board's role is to ensure your school is a good employer by providing teachers with support and development. In terms of Māori education success, this means support so that your teachers can provide quality teaching for Māori students that reflects and enhances those students' identity, language, and culture. It also means providing support for school leaders so that the drive to support Māori education success as Māori is maintained across the school.

There are many programmes, resources, and courses to help individuals build their understanding of te reo and tikanga Māori (Māori language and culture). Several of these are specifically aimed at helping teachers to better engage Māori students in learning. Most courses will contain at least some useful information for the employees at your school, but it is important to ensure that any professional development programme or resource draws on evidence-based information and provides high-quality instruction.

When it comes to school, I don't want to have to choose between quality academic education and quality instruction in te reo and tikanga Māori. I want the best for my kids. I want both.

A Māori parent

Where to go for help

In its 2010 report, the Education Review Office (ERO) found that schools taking part in Te Kotahitanga could demonstrate that the programme had positive impacts on student presence and engagement. (Te Kotahitanga is a programme developed by Professor Russell Bishop of the University of Waikato. It includes a high level of monitoring and professional development for teachers to help them better engage Māori students.) More information about Te Kotahitanga can be found on the Ministry of Education's Te Kete Ipurangi website at www.tekotahitanga.tki.org.nz

The Ministry of Education recently developed *Tātaiako: Cultural Competencies for Teachers of Māori Learners*, which links with the New Zealand Teachers Council's Standards and Criteria. This resource may be useful for boards to understand what is involved in building engagement with Māori students and communities. Information on *Tātaiako* can be found on the Ministry of Education's main website at www.minedu.govt.nz/tataiako

The Ministry of Education's Best Evidence Synthesis (BES) iterations bring together research-based evidence to explain what works and why in education, including what works for diverse (including Māori) students.

The BES reports are available by searching for "best evidence synthesis" on the Ministry of Education's Education Counts website at www.educationcounts.govt.nz

Keep an eye on the Ministry's website for more information on Ka Hikitia as the renewed strategy is released.

Questions for your board

- What professional support and development are we currently providing to board members, teachers, and leaders at our school to support Māori education success?
- Is the support and development we are providing of good quality and evidence based?

5 Instruction in te reo and tikanga Māori

Te reo Māori (Māori language) is indigenous to Aotearoa New Zealand and is protected as a taonga (treasure) by the Treaty of Waitangi. As outlined on page 17, educational legislation and guidelines also require schools to provide instruction in te reo and tikanga Māori (Māori language and culture) as requested. Evidence shows that schools performing highly in the area of Māori education success have both integrated te reo and tikanga Māori across the curriculum and increased staff knowledge in these areas. By learning about te reo and tikanga Māori, Māori students are able to:

- strengthen their identity
- participate with understanding and confidence in cultural situations and integrate them into their lives
- strengthen Aotearoa New Zealand's identity in the world
- broaden their career options for the future.

As a board, your role is to ensure that the planning you do for your school reflects a focus on te reo and tikanga Māori education for all Māori students (not only those in bilingual or immersion education). Actions that may help your school to focus on the identity, language, and culture of Māori students include:

- integrating te reo and tikanga Māori across the curriculum
- using culturally appropriate contexts in teaching
- increasing the number of Māori staff at your school
- ensuring Māori students are represented in leadership, cultural, and sporting positions
- extensively using te reo and tikanga Māori throughout your school
- setting up a kaumātua–kuia (elders) group with members of the local iwi
- taking a tuakana–teina (older–younger sibling) approach where older students mentor younger ones
- linking with local marae for whole school visits, board or staff meetings, and/or specific visits for Māori students
- providing opportunities for all Māori students to participate in te reo Māori instruction
- involving Māori families in planning
- promoting a school-wide vision for Māori education
- fostering Māori values as fundamental to your school's everyday life
- changing your school's appearance and/or name to reflect your Māori community
- engaging in powhiri (Māori welcome ceremony) or other cultural practices when appropriate
- developing a te reo and tikanga Māori policy for your school
- promoting Māori role models from your local community
- developing kapa haka (Māori cultural performance) opportunities for students
- establishing a school marae, or Māori whānau/home room, and making it welcoming for all Māori students.⁷

See “Focusing on Māori potential” on page 10 for further information on how you can plan to support Māori education success and “Engaging in productive partnerships” on page 14 for guidelines for engaging with Māori families and community. Details of other useful resources are provided at the end of this booklet.

Questions for your board to ask:

- How many of the Māori students at our school are successfully engaged in te reo and tikanga Māori instruction?
- What are we doing to improve these statistics?

⁷ Summarised from ERO recommendations in *Promoting Success for Māori Learners: Schools' Progress*, 2010, and *Better Relationships for Better Learning*, Ministry of Education, 2000

Helpful resources and references

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Ministry of Education (2013). *Effective Governance – How Boards Work: Information for School Boards of Trustees*. Wellington: Ministry of Education.

Websites

Boards (Ministry of Education website, Boards of Trustees section): www.minedu.govt.nz/Boards.aspx

Educational leaders (Ministry of Education website, Ministry section): www.minedu.govt.nz/theMinistry/PolicyAndStrategy/KaHikitia/TheirVoice/EducationalLeaders.aspx

He Kākano: School leadership teams working together to improve Māori student success (Te Kete Ipurangi website): <http://hekakano.tki.org.nz/>

Ka Hikitia Measurable Gains Framework, Logic model, and Evaluative rubrics: www.minedu.govt.nz/theMinistry/PolicyAndStrategy/KaHikitia/MeasuringandReportingProgress.aspx

Legislative requirements for Boards (Ministry of Education website, Boards of Trustees section): www.minedu.govt.nz/Boards/SchoolPlanningAndReporting/LegislativeRequirements.aspx

Māori Education (Ministry of Education's Education Counts website): www.educationcounts.govt.nz/topics/31351

QuickStats About Māori (Statistics New Zealand website): www.stats.govt.nz/Census/2006CensusHomePage/QuickStats/quickstats-about-a-subject/maori.aspx

Rangiatea Case Studies and Exemplars (Ministry of Education, Educational Leaders website): www.educationallleaders.govt.nz/Leading-change/Maori-education-success/Rangiatea-case-studies-and-exemplars

Te Kotahitanga, assisting English-medium teachers to raise the achievement of Maori students. (Te Kete Ipurangi website): <http://tekotahitanga.tki.org.nz>



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