



**NZSTA**  
e tipu e rea

# Effective governance

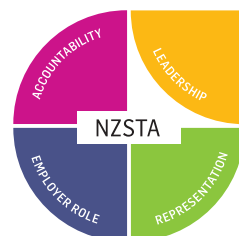
## Hautu – Māori cultural responsiveness self review tool for boards of trustees

Supporting Māori enjoying and achieving education success as Māori

### Learning objectives

After attending this workshop participants will have:

- A good understanding of Ka Hikitia and the importance of Māori enjoying and achieving education success as Māori
- Increased awareness regarding cultural responsiveness in relation to Māori students, parents, whānau and community
- Increased awareness and understanding of their accountability for strengthening Māori student achievement
- A good understanding of how to use Hautū to determine the cultural responsiveness of your board and school





## Karakia timatanga (Opening)

Ka hikitia! Ka hikitia!  
Hiki, hikitia!  
Whakarewa ki runga rawa.  
Herea kia kore e hoki whakamuri mai.  
Poua atu Te Pūmanawa Māori.  
He Mana Tikanga.  
Me Te Uri o Māia.  
Poipoia ngā mokopuna.  
Ngā rangatira mo āpōpō.  
Ka tihei! Tihei mauriora!

This karakia was composed by Tokararangi Totoro,  
Ministry of Education, 2008.

Manage Success!  
Encourage and support!  
and raise it to its highest level!  
Ensure that high achievement is maintained  
Holdfast to our Māori Potential.  
Our Cultural Advantage.  
And our Inherent Capability.  
Nurture our mokopuna.  
The leaders of the future.  
Behold, we move onwards and upwards!

# Contents

A focus on Māori student success	4 – 5
The importance of the Treaty of Waitangi	6
Legislative Framework	7 – 9
Ka Hikitia	10
Ka Hikitia – Strategy overview	11
Hautū – A traditional concept applied to governance	12
Hautū – Its purpose and aims	13
Hautū – Outline of stages for using the tool	14
Hautū – Phases of readiness	15
Hautū – Self review, gathering the evidence	16 – 17
Hautū – Planning for Māori education success	18
Personal action planning	19
Karakia Whakamutunga (Closing)	20

## A focus on Māori student success



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.

### What evidence does your board have that it is meeting its accountabilities for Māori student success?

---

---

---

---

---

**By 2030, approximately 30% of our students and therefore our workforce will be Māori.**

Source: Parliamentary paper B28(12g) Office of the Auditor-General

### What are the implications of this for boards of trustees today?

---

---

---

---

---

# New Zealand Education Profile

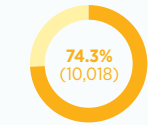
## 868,250 5–18 Year-Olds

# 2015-2016

### SECONDARY/TERTIARY (AGES 16-18)

#### Qualifications

18-year-olds with NCEA Level 2 or equivalent



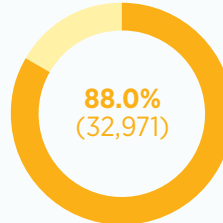
**MĀORI**



**PASIFIKA**

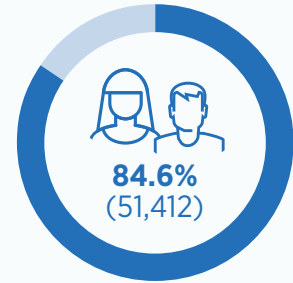


**ASIAN**



**EUROPEAN / PĀKEHĀ**

▲ 0.7 percentage points



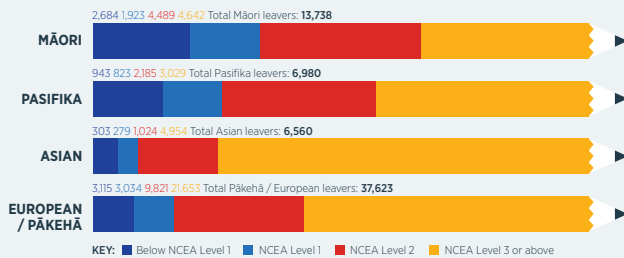
**Total 18-year-olds with NCEA Level 2:**

▲ 1.3 percentage points

### SECONDARY (AGES 13-18)

#### School Leavers

By highest qualification



TOTAL FEMALE LEAVERS:

**29,736**

17,945 NCEA Level 3 or above  
6,672 NCEA Level 2  
2,337 NCEA Level 1  
2,782 below NCEA Level 1



TOTAL MALE LEAVERS:

**31,004**

14,776 NCEA Level 3 or above  
9,400 NCEA Level 2  
3,198 NCEA Level 1  
3,630 below NCEA Level 1



Proportion of leavers with NCEA Level 2 or above:  
**80.3%** ▲ 0.7 percentage points



Proportion of leavers with NCEA Level 3 or above:  
**53.9%** ▲ 0.7 percentage points

### PRIMARY (AGES 5-13)

#### Achievement

Students at or above National Standards

Reported numbers based on 2,063 out of 2,081 Schools



**READING:**

**77.8%**

(351,128 students)

▼ 0.3 percentage points



**WRITING:**

**71.2%**

(321,169 students)

▼ 0.3 percentage points



**MATHEMATICS:**

**75.4%**

(340,548 students)

▼ 0.1 percentage points

**MĀORI**

Reading: 68.8% (72,552 students)

Writing: 61.6% (64,986 students)

Maths: 65.3% (68,899 students)

**PASIFIKA**

Reading: 66.0% (30,310 students)

Writing: 60.5% (27,776 students)

Maths: 62.7% (28,778 students)

**ASIAN**

Reading: 78.4% (40,460 students)

Writing: 74.3% (38,337 students)

Maths: 83.7% (43,243 students)

**EUROPEAN / PĀKEHĀ**

Reading: 84.2% (198,616 students)

Writing: 77.1% (181,599 students)

Maths: 80.8% (190,458 students)

**GOAL: 80% BY 2021**

Proportion of Year 8 students at or above for Writing / Tuhituhi

**69.2%**



### KURA AND MĀORI MEDIUM (AGES 5-13)

#### Achievement

Students at or above Ngā Whanaketanga Rumaki Māori

Reported numbers based on 131 out of 202 Kura



**KŌRERO:**

**59.8%**

(3,719 students)

▼ 3.2 percentage points



**PĀNGARAU:**

**57.7%**

(7,070 students)

▼ 3.2 percentage points



**TUHITUHI:**

**58.0%**

(3,665 students)

▼ 1.8 percentage points



**PĀNUI:**

**69.0%**

(4,461 students)

▲ 0.5 percentage points

**FEMALES**

Kōrero: 64.9% (2,048 students)

Tuhituhi: 65.7% (2,120 students)

Pāngarau: 60.9% (3,816 students)

Pānui: 74.1% (2,445 students)

**MALES**

Kōrero: 54.5% (1,671 students)

Tuhituhi: 50.0% (1,545 students)

Pāngarau: 54.4% (3,254 students)

Pānui: 63.8% (2,016 students)

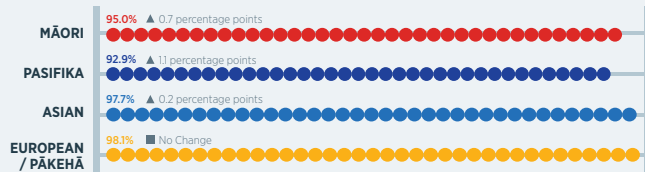
Proportion of Year 8 students at or above for Mathematics / Pāngarau

**70.6%**

**GOAL: 80% BY 2021**

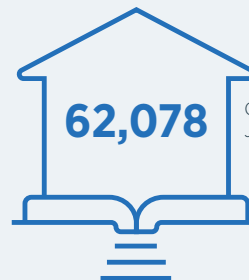
### EARLY CHILDHOOD EDUCATION (AGES 0-6)

Prior participation



Total participation in ECE:

▲ 0.3 percentage points to **96.7%**

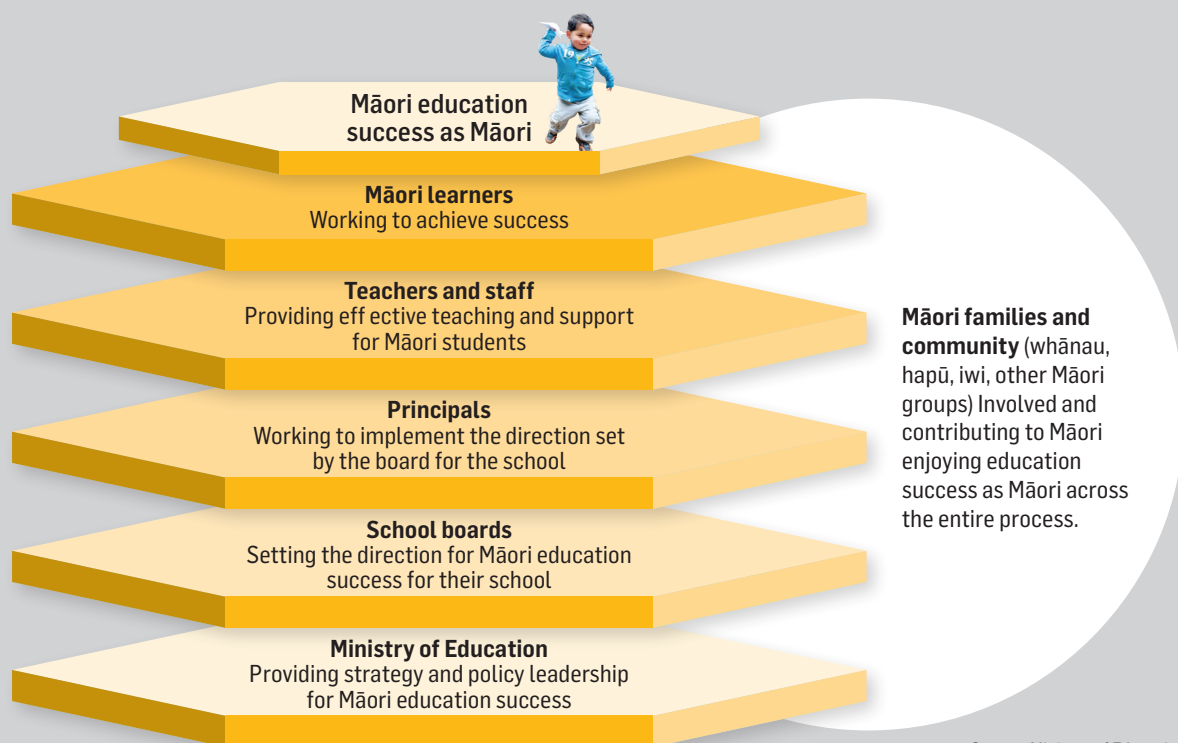


Children started school between January and December, 2016

▲ ▼ - All comparisons are to the previous year

# The importance of the Treaty of Waitangi

As a board you are responsible for leading and supporting the changes that will allow Māori students at your school to achieve and enjoy education success as Māori. 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.



Source: Ministry of Education (adapted)

The board of trustee's responsibility to the Treaty includes:	Does your board effectively meet these responsibilities?		
	Yes	No	Don't know
Being accountable for the performance of your school in relation to Māori student achievement.			
Designing the future direction for the successful learning of Māori students in your school.			
Ensuring that representatives of the school's Māori community have a voice and play a part in governance, planning and decision-making.			
Ensuring that your school is a good employer by expecting school staff to teach and support Māori students to achieve educational success as Māori.			

# Legislative Framework

## Each board of trustees must operate within a legislated framework

### Enduring objective for the education system

The Education Act 1989 provides a set of enduring objectives that set the direction for the education system and are:

- helping each child and young person attain educational achievement to the best of their potential
- promoting the development of:
  - resilience, determination, confidence, and creative and critical thinking
  - good social skills and the ability to form good relationships
  - participation in community life and fulfilment of civic and social responsibilities
  - preparedness for work
- instilling an appreciation of the importance of:
  - the inclusion within society of different groups and persons with different personal characteristics
  - the diversity of society
  - cultural knowledge, identity, and the different official languages
  - the Treaty of Waitangi and te reo Māori

### National education and learning priorities

The enduring objectives and consultation will inform the Government of the day when setting its medium-term priorities for early childhood and compulsory schooling sectors through. The Minister of Education will set out these priorities in a statement of National Education and Learning Priorities. (NELP). Each NELP will be issued for a five-year period and can be withdrawn or replaced earlier.

Boards of state schools and kura must ensure that the priorities of the NELP are reflected in their strategic plans. Sponsors of Partnership Schools | Kura Hourua must consider the NELP when developing and delivering the curriculum for their schools. Kāhui Ako that have a statutory agreement with the Secretary for Education will be required to have regard to the NELP when developing their achievement challenges and plans.

#### Consider:

- What is the board's role in relation to these objectives and priorities?

## National Administration Guidelines

Boards of trustees are ultimately responsible and accountable to the Crown and community for everything that happens within their schools, but their primary focus is to ensure that the school continuously improves student progress and achievement outcomes.

The National Administration Guidelines (NAGs) are legislated statements of board of trustees' responsibilities covering all areas of school operations.

### NAG 1

Each board of trustees is required to foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum as expressed in *The New Zealand Curriculum 2007* or *Te Marautanga o Aotearoa*.

Each board, through the principal and staff, is required to:

- a) develop and implement teaching and learning programmes:
  - i) to provide all students in years 1-10 with opportunities to achieve for success in all areas of the National Curriculum;
  - ii) giving priority to student achievement in literacy and numeracy, especially in years 1-8;
  - iii) giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6.
- b) through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority first to:
  - i) student achievement in literacy and numeracy, especially in years 1-8; and then to
  - ii) breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of The National Curriculum as expressed in *The New Zealand Curriculum* or *Te Marautanga o Aotearoa*;
- c) on the basis of good quality assessment information, identify students and groups of students:
  - i) who are not achieving;
  - ii) who are at risk of not achieving;
  - iii) who have special needs (including gifted and talented students); and
  - iv) aspects of the curriculum which require particular attention;
- d) develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;

- e) in consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Māori students; and
- f) provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

### NAG 2

Each board of trustees, with the principal and teaching staff, is required to:

- a) develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, Ngā Whanaketanga Rumaki Māori and/or National Standards\*, aromatawai and/or assessment, and staff professional development;
- b) maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement; and
- c) report to students and their parents on the achievement of individual students, and to the school's community on the achievement of students as a whole and of groups (identified through NAG 1(c) above) including the achievement of Māori students against the plans and targets referred to in 1(e) above.

### NAG 3

According to the legislation on employment and personnel matters, each board of trustees is required in particular to:

- a) develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students; and
- b) be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.



#### **NAG 4**

According to legislation on financial and property matters, each board of trustees is also required in particular to:

- a) allocate funds to reflect the school's priorities as stated in the charter;
- b) monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989; and
- c) comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.

#### **NAG 5**

Each board of trustees is also required to:

- a) provide a safe physical and emotional environment for students;
- b) promote healthy food and nutrition for all students; and
- c) comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

#### **NAG 6**

Each board of trustees is also expected to comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.

#### **NAG 7**

Each board of trustees is required to complete an annual update of the school charter for each school it administers, and provide the Secretary for Education with a copy of the updated school charter before 1 March of the relevant year.

#### **NAG 8**

Each board of trustees is required to provide a statement providing an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter at the same time as the updated school charter provided to the Secretary for Education under NAG 7.

Ka Hikitia is the Ministry of Education's strategy for Māori. "Ka Hikitia" means to "step up", "lift up", or "lengthen one's stride". We must "step up" the performance of the education system to ensure that all Māori students have the opportunity to realise their potential.

*Ka Hikitia – Managing for Success 2008–2012* saw some positive improvements in education system performance for Māori students. *Ka Hikitia – Accelerating Success 2013–2017* built on this success and focused on consolidating efforts to rapidly lift education system performance for Māori students. This document has been extended to the end of 2018.

*Ka Hikitia – Realising Māori Potential 2018-2022* will focus on sustained system-wide change, innovative community, iwi and Māori-led models of education provision and Māori students achieving at least on a par with the total population.

FOR EVERY 100 YOUNG MĀORI...			PROGRESS FOR MĀORI SINCE 2011	
MĀORI	PĀKEHĀ			
93	98	Will have participated in early childhood education prior to school	↑3	MORE WITH ECE PARTICIPATION
22	2*	Will participate in Māori language in education (Level 1-4b)	■	NO CHANGE
35	20	Will be below National Standards for Reading, Writing, or Mathematics in Year 1- 8	↓3	FEWER BELOW STANDARD
2	1	Will be frequent truants by year 9/10	■	NO CHANGE
4	2	Will be stood-down from school	↓1	FEWER STUDENTS STOOD DOWN
68	85	Will continue studying at school until at least their 17 <sup>th</sup> birthday	↑2	MORE STAYING AT SCHOOL
30	11	Will leave secondary school without a qualification	↓1	FEWER WITHOUT QUALIFICATIONS
13	6	Will become disengaged from any form of education, employment or training (age 15-19)	↓2	FEWER YOUTH DISENGAGED
55	79	Will leave school with NCEA Level 2 or better	↑2	MORE LEAVERS ATTAINING
27	54	Will leave school with a university entrance standard	↑3	MORE LEAVERS ATTAINING
9	29	Will attain a bachelors level degree by age 25	↑1	MORE WITH HIGHER EDUCATION

Statistics produced by the Ministry's Evidence, Data and Knowledge Group

\* Information in this dataset is in reference to non-Māori, rather than European/Pākehā.

Table 1. Ka Hikitia 2014 – A snapshot of today

Source: Ministry of Education

### Consider:

- What would the snapshot look like for Māori students at your school? Do you know?

Find information about your school at [www.educationcounts.govt.nz/topics](http://www.educationcounts.govt.nz/topics)

# Ka Hikitia – Strategy overview

When the vision of *Ka Hikitia* is realised, all Māori students will:

- have their identity, language and culture valued and included in teaching and learning in ways that support them to engage and achieve success
- know their potential and feel supported to set goals and take action to achieve success
- experience teaching and learning that is relevant, engaging, rewarding and positive
- have gained the skills, knowledge and qualifications they need to achieve success in te ao Māori, New Zealand and the wider world

## STRATEGY OVERVIEW

KA HIKITIA – ACCELERATING SUCCESS 2013–2017

### VISION

MĀORI ENJOYING AND ACHIEVING  
EDUCATION SUCCESS AS MĀORI

### THE PRINCIPLES

These guide how we work to deliver on *Ka Hikitia* –  
*Accelerating Success 2013–2017*

1. Treaty of Waitangi
2. Māori potential approach
3. Ako – a two way teaching and learning process
4. Identity, language and culture count
5. Productive partnerships

### CRITICAL FACTORS

Improvements in these two areas will make the  
biggest difference to Māori students' achievement

1. Quality provision, leadership, teaching and learning, supported by effective governance.
2. Strong engagement and contribution from parents, families and whānau, hapū, iwi, Māori organisations, communities and businesses.

### Consider:

- Is your board aware of the implications of effective quality provision and engagement in your school?
- If not, how can a board receive this information and use the evidence for ongoing improvement?

## THE CRITICAL FACTORS

of *Ka Hikitia* – *Accelerating Success 2013–2017*



**Quality provision**, leadership, teaching and learning, supported by effective governance, have a direct influence on student engagement and achievement. In an education context high quality teaching makes the biggest difference to student outcomes. This acknowledges that parents, whānau and iwi may also play a role within the education system as volunteers, board members, education professionals and through the design and delivery of professional learning and development.

**Strong engagement** and contribution from students and those who are best placed to support them – parents and whānau, hapū, iwi, Māori organisations, communities and businesses – have a strong influence on students' success. Māori students' learning is strengthened when education professionals include a role for parents and whānau, hapū, iwi, and Māori organisations and communities in curriculum, teaching and learning.

Source: *Ka Hikitia* – *Accelerating Success 2013–2017*, Ministry of Education

# Hautū – A traditional concept applied to governance

Hautū are the leaders in a waka that call the time to the paddlers and guide the waka to travel in the direction of their vision.

Kaihoe/paddlers use hoe/paddles to carve through the currents towards their destination. Each crew will have their own paddles that are designed for the conditions and made from available resources.

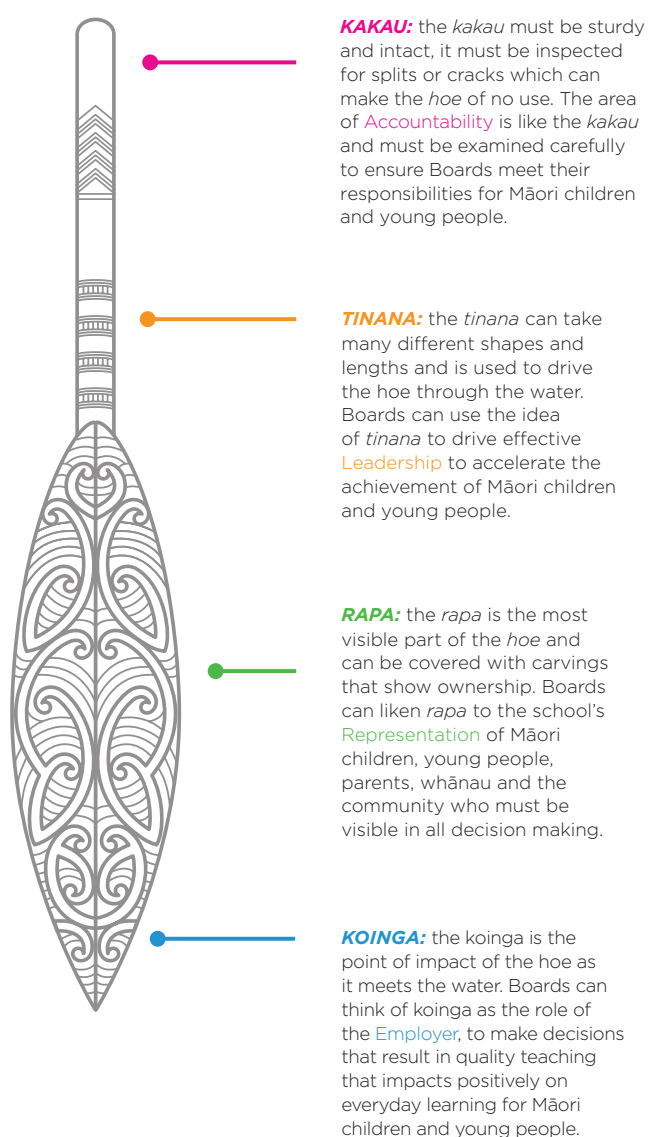
Boards of trustees must set an accelerated pace for their school to ensure Māori students enjoy and achieve education success as Māori.

The tools hoe/paddles used by each board will differ depending on your school and community.

## What does this mean for individual boards?

Hautū has been developed in alignment with the four key areas of governance.

These areas can be represented by the **hoe**/paddle to strengthen the roles and responsibilities of culturally responsive Boards.



# Hautū – Its purpose and aims

## Purpose

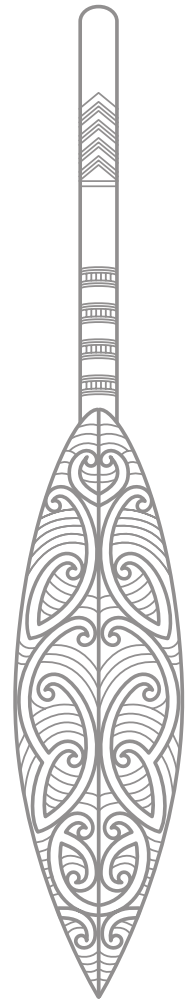
The purpose of Hautū is to allow boards to determine the levels of cultural responsiveness of their board and in their school and to identify priorities for development.

## Using Hautū

Hautū aims to:

- promote conversation and awareness to develop shared understandings
- support you to understand:
  - Māori cultural responsiveness
  - the impact of cultural responsiveness for Māori student progress and achievement
  - what cultural responsiveness could look like for a board/kura/school
  - the level of cultural responsiveness of your kura/school
  - the next steps your school can take to strengthen Māori enjoying and achieving education success as Māori.
- empower your board to have the confidence to engage effectively with your Māori community
- foster commitment to set goals, targets and expectations for Māori students.

The conversations that you have at your board meetings and with your school community will help determine what Māori enjoying and achieving education success as Māori will look like for your school. These conversations will help you to identify how the school will provide access to te ao Māori, the Māori world, language, identity and culture.



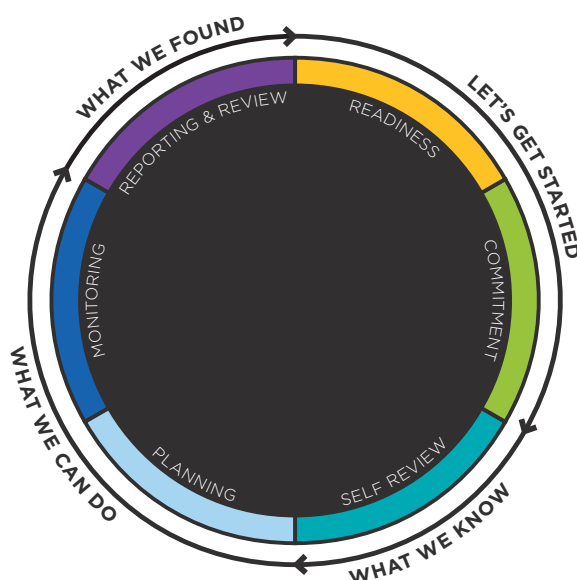
To order a copy of *Hautū: Māori cultural responsiveness self review tool for boards of trustees* go to [www.thechair.co.nz](http://www.thechair.co.nz)

To download a copy of *Hautū: Māori cultural responsiveness self review tool for boards of trustees* go to [www.minedu.govt.nz](http://www.minedu.govt.nz) or [www.nzsta.org.nz](http://www.nzsta.org.nz)

# Hautū – Outline of stages for using the tool

Hautū has been developed for boards of trustees of English medium school settings. Hautū uses the idea of cultural responsiveness as an approach to tailor actions to the needs of your school and community.

In order to fully maximise the use of Hautū, work through each stage of the following cycle.



## Consider:

- Where is your board in the cycle of readiness?

## Outline of stages for using this tool

Stage	Explanation As a board, we...
<b>READINESS</b>	<ul style="list-style-type: none"> <li>→ will enter this tool at varying phases of readiness</li> <li>→ have an understanding of the importance of <i>Māori enjoying and achieving education success as Māori</i></li> <li>→ are prepared to have honest conversations to identify and make the changes that are required</li> <li>→ can use a range of resources to strengthen our understandings. Resources can be found at: <a href="http://www.nzsta.org.nz/trustee-professional-development/culturaltool/">www.nzsta.org.nz/trustee-professional-development/culturaltool/</a></li> </ul>
<b>COMMITMENT</b>	<ul style="list-style-type: none"> <li>→ are committed to this process.</li> </ul>
<b>SELF REVIEW</b>	<ul style="list-style-type: none"> <li>→ undertake a process of self review, by gathering the evidence and using the criteria.</li> </ul>
<b>PLANNING</b>	<ul style="list-style-type: none"> <li>→ use school, regional and national achievement data to develop a picture of achievement for Māori students within our school</li> <li>→ use this evidence to develop goals and targets.</li> </ul>
<b>MONITORING</b>	<ul style="list-style-type: none"> <li>→ continue to monitor progress towards our goals and targets</li> <li>→ make adjustments where necessary.</li> </ul>
<b>REPORTING &amp; REVIEW</b>	<ul style="list-style-type: none"> <li>→ receive evidence and analysis to indicate progress towards our goals and achievement against targets</li> <li>→ critique and challenge the analysis to ensure that a positive difference to student learning (achievement, identity, language and culture) has occurred</li> <li>→ identify next steps, using evidence.</li> </ul>

# Hautū – Phases of readiness



Boards will be at different levels of readiness. Identify where your board best fits in the readiness phases below or continue on with the next stage.

Phases of Readiness	Actions
<p><b>PHASE 1 READINESS</b></p> <p>The board has an emerging understanding of <i>Ka Hikitia</i>.</p>	<p>Use <i>Ka Hikitia</i> or <i>Ka Hikitia Summary</i> to assist you in understanding the board's role and responsibilities by answering the following questions:</p> <ol style="list-style-type: none"> <li>1. Why was <i>Ka Hikitia</i> developed?</li> <li>2. What is the vision of <i>Ka Hikitia</i>?</li> <li>3. What are the guiding principles?</li> <li>4. What are the critical factors for success?</li> <li>5. What are the outcomes for schooling in each focus area?</li> <li>6. As a school, are we working towards the vision of <i>Ka Hikitia – Māori enjoying and achieving education success as Māori</i>?</li> </ol> <p>After this discussion your board may like to move onto the next phase of readiness or move on to the Commitment stage.</p>
<p><b>PHASE 2 READINESS</b></p> <p>The board has a developing understanding of how <i>Ka Hikitia</i> supports Maori student achievement.</p>	<p>Use the following document to further your understanding of cultural responsiveness:</p> <p><i>Effective governance – Supporting educational success as Māori.</i></p> <p>Move on to the Commitment stage.</p>
<p><b>PHASE 3 READINESS</b></p> <p>The board is integrating the principles of <i>Ka Hikitia</i>.</p>	<p>The following resources may assist you:</p> <p><i>Tātaiako: Cultural competencies for teachers of Māori learners</i></p> <p><i>Promoting success for Māori students: Schools' progress (June 2010).</i></p> <p>Use the Self Review stage to confirm your practice and identify next steps.</p>

## Commitment

Once the board has committed to using *Hautū*, there are a number of ways it can be used. It is recommended that your board work together using an inquiry process with a clear focus on student achievement. An inquiry process is an active cycle of questioning, collecting, organising, synthesising and communicating information to encourage a cooperative outcome.

Possible ways to use *Hautū* include:

- working through one key area of governance at a time
- using an external facilitator to assist in this process
- setting aside time to go through the whole document.

# Hautū – Self review, gathering the evidence

## REPRESENTATION – gathering the evidence

*Rapa* of the *hoe* represents the face of the community



### Guiding questions:

What evidence is there that you have effective representation of parents and whānau in supporting the governance of the school and the success of Māori students?

What evidence do you have that the aspirations of your Māori community have been sought, considered and responded to in the development of your School Charter?

Key areas	Evidence
Engaging with our Māori community	
Proactively seeking and considering the voice and aspirations of our Māori community	
Actively seeking Māori input into our governance	
Responsiveness to whānau concerns	



# Self review – using criteria

After gathering and discussing the evidence, use the criteria below to identify the board's current level of cultural responsiveness.

**Rapa** of the *hoe* represents the face of the community



## REPRESENTATION – criteria

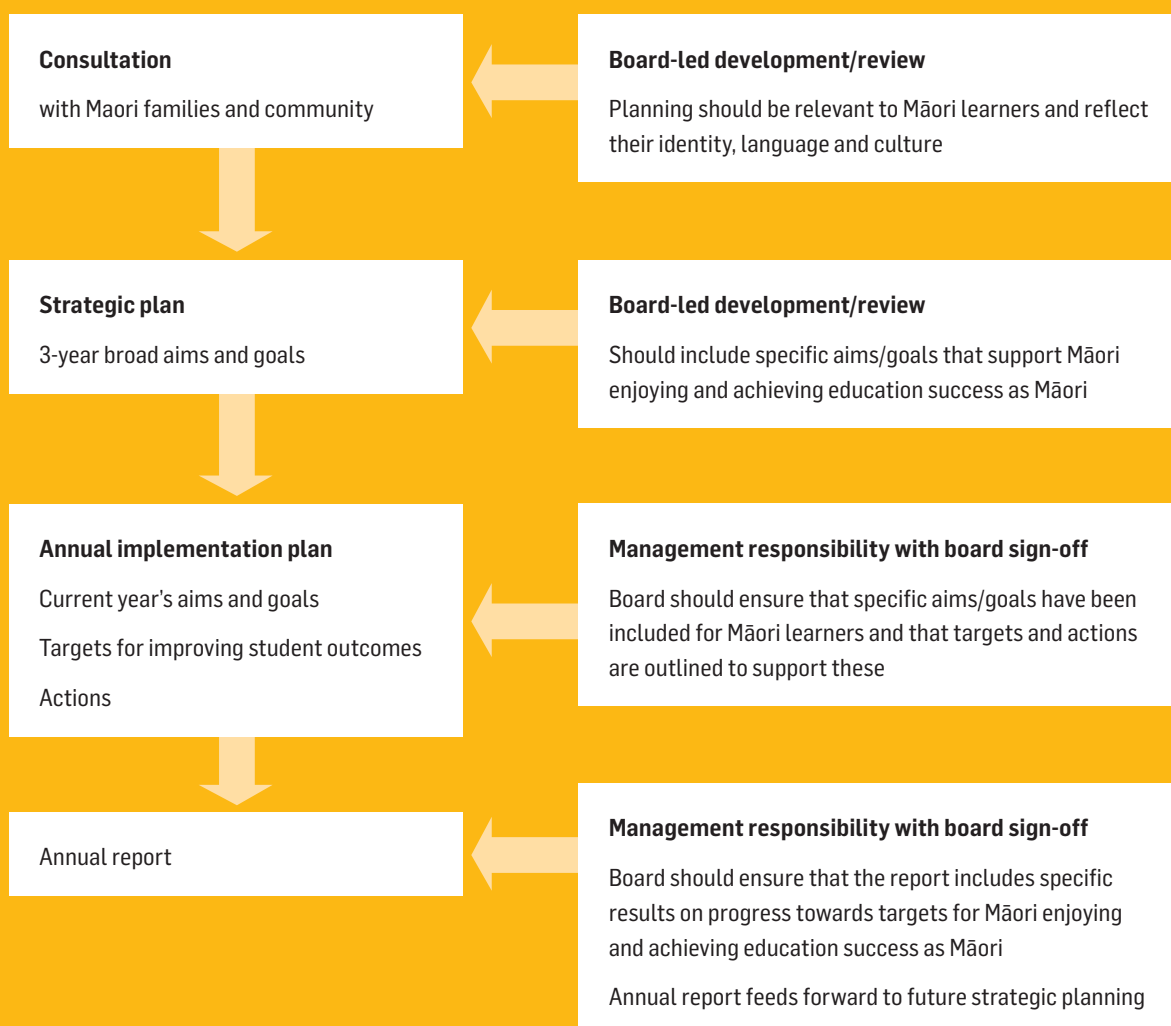
Focus	Emerging	Developing	Integrating	Supporting resources See <i>Appendix 1</i>
<b>The board of trustees...</b>				
<b>Engages with Māori community</b>	<ul style="list-style-type: none"> <li>→ provides opportunities for parents, whānau, hapū and iwi to be involved in consultation.</li> </ul>	<ul style="list-style-type: none"> <li>→ schedules regular hui with parents, whānau, hapū and iwi</li> <li>→ understands the importance of reciprocal and respectful relationships within the school community.</li> </ul>	<ul style="list-style-type: none"> <li>→ works with a range of Māori community members to develop opportunities to engage productively with parents, whānau, hapū and iwi to support Māori student achievement</li> <li>→ fosters a school culture where all relationships are:                             <ul style="list-style-type: none"> <li>• reciprocal</li> <li>• manaaki (caring)</li> <li>• respectful</li> <li>• appropriate</li> <li>• effective.</li> </ul> </li> </ul>	<p>Effective governance – Supporting education success as Māori (EG – SESaM) p.14–16</p> <p><i>Ka Hikitia</i> strategy p.23</p> <p><i>Ka Hikitia</i> summary p.4</p> <p><i>Tātaiako</i> p. 6 – Wānanga</p>
<b>Engages with Māori community for decision making</b>	<ul style="list-style-type: none"> <li>→ invites the Māori community to respond to decisions.</li> </ul>	<ul style="list-style-type: none"> <li>→ seeks and considers the school's Māori community voice in decision making.</li> </ul>	<ul style="list-style-type: none"> <li>→ works in partnership with the school's Māori community to support decision-making.</li> </ul>	<p>EG:SESaM pp.14, 15</p> <p><i>Tātaiako</i> p. 8 – Whanaungatanga</p>
<b>Engages with Māori community for representation in governance</b>	<ul style="list-style-type: none"> <li>→ is yet to seek Māori input into governance.</li> </ul>	<ul style="list-style-type: none"> <li>→ invites Māori input into governance.</li> </ul>	<ul style="list-style-type: none"> <li>→ works with a range of people from the Māori community to determine what effective Māori input into governance looks like</li> <li>→ actively encourages and pursues ongoing Māori views on governance.</li> </ul>	<p>EG:SESaM pp.14, 15</p> <p><i>Tātaiako</i> p. 8 – Whanaungatanga</p>
<b>Responsiveness to whānau concerns</b>	<ul style="list-style-type: none"> <li>→ has a process for issues to be raised for parents, family and whānau</li> </ul>	<ul style="list-style-type: none"> <li>→ has a process for raising issues that is communicated to parents, families, whānau and wider community.</li> </ul>	<ul style="list-style-type: none"> <li>→ has an agreed, clear and transparent process with whānau to ensure that issues can be raised and worked through to resolution</li> <li>→ has an appropriate process, developed with whānau.</li> <li>→ communicates this process to Māori parents, whānau and community.</li> </ul>	<p>Board: complaints policy</p> <p><i>Tātaiako</i> p. 6 – Wānanga</p>

# Hautū – planning for Māori education success

The board is responsible for planning for the success of all students at your school. This planning is reflected in your board strategic plan and evaluated in the school's annual report. To focus effectively on Māori potential, planning and reporting must specifically acknowledge and include Māori students and their voice.

The strategic plan is the key planning document for the school. It should outline the board intends to raise progress and achievement for Māori students.

## Planning – incorporating Māori enjoying and achieving education success as Māori



# Personal action planning



In this professional development workshop we have discussed many areas and considered key documentation that will help your board with effective governance to support Māori learners. The content only has real effect when applied at your board table.

Use the table to note what will help you and your board towards ongoing improvement in effective governance.

Actions required	Documents needed	Assistance needed	Professional development



## Karakia Whakamutunga (Closing)

Kua hikitia te kaupapa.  
Kua takoto te wero.  
Me hoe tahi i runga i te whakaaro kotahi.  
Tiaki tō tāua oranga.  
Kia kaha ai mo te tuku taonga.  
Kia tutuki ngā hiahia mō  
Ka Hikitia.  
Tihei mauriora!  
Ki te whai ao!  
Ki te whai oranga e!  
Mauriora!

We have come to an awareness.  
The challenge lies before us.  
Let us work together as one.  
Stay well so that we have  
the ability to manage success.  
Behold, here is the pathway  
to enlightenment and well being.  
What a positive feeling!