



# Governance Partnership in a Mainstream School

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Ngati Raukawa, Ngati Rangiwewehi

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# Nga mihi:

- Te Akatea, NZPF, Multiserve Education Trust, Newton Central School BOT;
- Helen Moewaka Barnes and Te Hira Moewaka Kake;
- staff, students, board, parents and whanau of Newton Central School.





# Purpose of Research

document and describe a Maori / BOT partnership model in a mainstream setting;

describe development and implementation processes;

describe impacts: management, teaching and learning and potentially on achievement.





# Rationale for Research

- transforming structures improves outcomes
  - Ministry policy intent
- Little to guide intent, put into practice






‘Barriers caused by the education system itself may be a significant contributor to underachievement’

Te Puni Kokiri & Ministry of Education, 1997





“..the lack of Maori engagement and the less than successful involvement of Maori may in part be due to the failure of structures to come to terms with their own paradigms, culture and power. The fundamental challenge is for policy makers and those who enact those policies to recognise and examine the assumptions, concepts and norms within which they operate”

Moewaka Barnes NZ Journal of Social Policy - forthcoming





# Research Methodology

- Qualitative descriptive case study





# Methods

- literature search
- document review
- focus groups (3)
- individual interviews (3)
- analysed and grouped thematically



# Literature

- Devolution of authority to Maori
- Accountability and responsiveness to Maori
  - Tino rangatiratanga
- Critical analysis – Critical Theory





# Critical Theory

Critical Theory aims to reject scientific notions of 'naturalness'; it is emancipatory in so far as individuals and groups are assisted to gain power to control their own lives; it is questioning of the relationship between economic factors and societal institutions; and it is critical of notions of instrumental rationality which are more concerned with 'means' rather than 'ends'.

in 'Myths & Realities – Schooling in NZ' – Jones et al  
1990





# Literature - Models of Involvement, Relationships, Power

- Epstein (2001)
- Bishop & Glynn (1999)
  - Smith (2001)
- Kaupapa Maori





# Newton Central School

- Inner City Multicultural

- Decile 6
- Roll 253


- 38% Maori; 36% Pakeha; 18% Pasifika; 6% Asian & Indian





- 4 Immersion classes
- 2 emerging bilingual
- 1 Fanau Pasifika Class
- 5 mainstream classes – all enrichment



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- Maori Woman Principal
  - 16 teaching staff – about 1/3 male
  - 5 Maori; 3 Pacific ; 10 Pakeha (includes 2 Canadian);
  - support staff 12 – 1/3 male - 5 Maori; 4 Pacific, 3 Pakeha



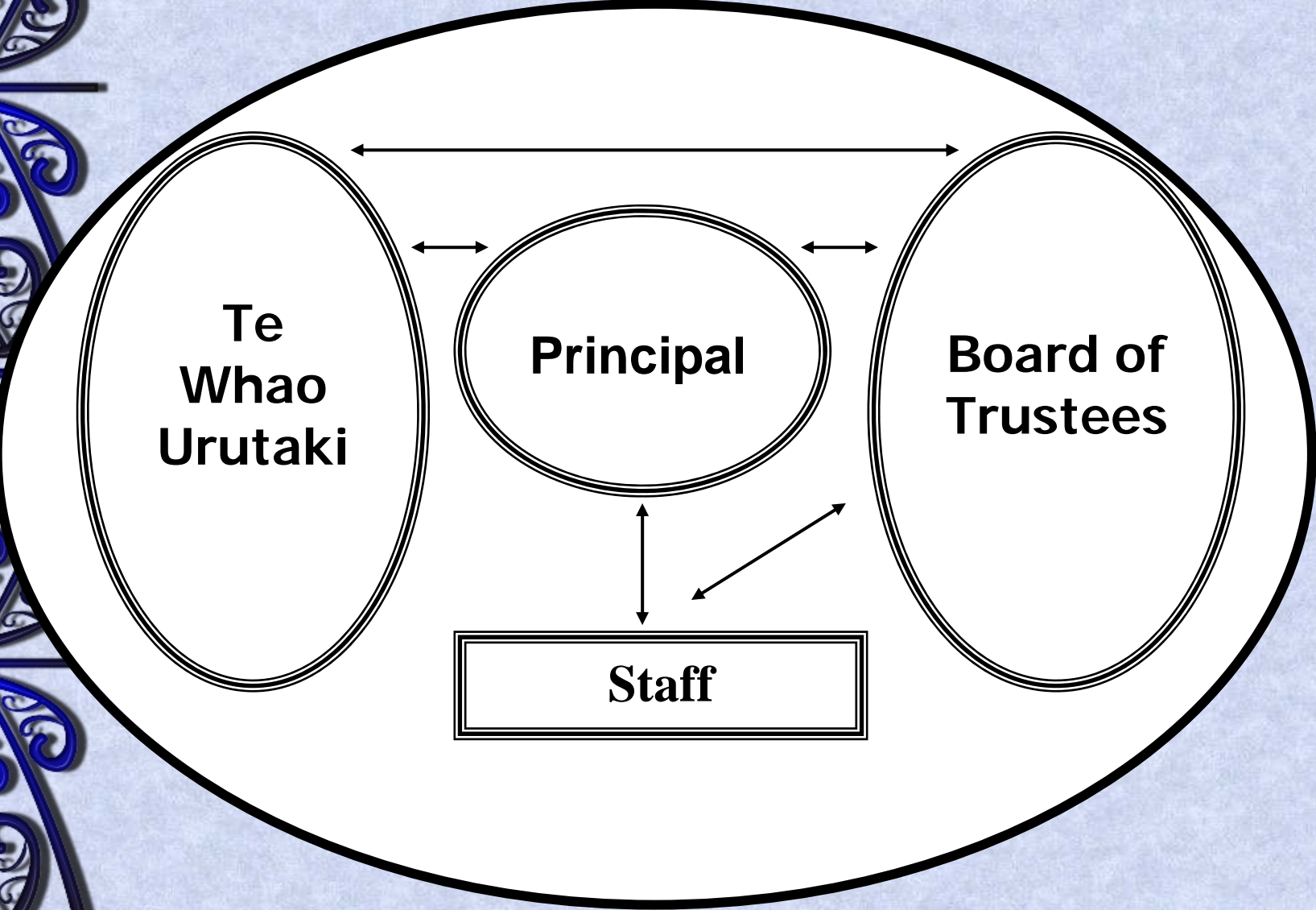


# Board of Trustees

- 14 members – 13 female & 1 male
- 6 Maori – including principal;
  - 1 Pacific
  - 7 Pakeha



# Model of Governance







# Te Whao Urutaki

- Maori parents representing the Maori community
- Separate identity and mana within school community
- Self determining – Maori development at NCS
- Governance partner of NCS





# Critical factors of the partnership

- Consensus decision making
- Trust, goodwill, commitment;
- Leadership – school, BOT & Maori community;
- Community capacity and capability.






# Pathway

- History – Maori initiatives
- Conflict
- Desire and commitment to a relationship





***“People at the core just sort of crunched in and hunkered down and went on and were unwavering in that because what we had built thus far was too good to put in jeopardy and the idea was that we had to formalize and concretise and have some guarantees in place around Maori position in the school, Maori rights as well. We didn’t necessarily know where that Treaty development process was going to take us.”***

***(Te Whao Urutaki – Maori Education Committee)***





***“There is a relationship, reciprocal and advantaging all. It is embedded in practice, in school culture.” – (Maori TWU member)***





- A learning community
- Treaty of Waitangi Policy
- A shared vision and journey
- Charter and strategic plan
- Innovations and initiatives





# Key findings

- Relationships and connections
- Maori as leaders and role models
- Maori politics and consciousness
- Board / principal politics and commitment to Treaty of Waitangi





- A Maori Whanau
- Maori approachable, committed and willing to educate others
- High expectations
- Benefits to whole school
- Improvement in all areas of teaching and learning





- Staff support, commitment, learning and growing
- Te reo and tikanga Maori normalised
- Maori knowledge, protocols and dimensions across curriculum and school culture





- Maori education has mana
- Community diversity
- Acceptance of difference
- School climate and culture





# Maori achievement

- Academic achievement
- Depth and breadth of curriculum
- Quality teachers and professional development
- Quality teaching and learning
- High expectations



# So what?

- The model does not have a negative impact on student achievement.
- It may have positive impacts on student outcomes.
- The model effectively engages communities








...the arguments in favour of strong parental involvement are well known: student academic achievement can be enhanced, parents can develop greater ownership over schooling and therefore become supportive of schools, and greater co-operation between school and home can establish a better environment for student learning.

Brady & Kennedy (1999:20) in Best Evidence Synthesis – Community & Family Influences (2003) – Biddulph Educational Consultants





“Certainly Newton Central has to be one of the most outstanding schools that it has been my privilege to visit. Dynamic visionary leadership.....commitment and drive towards creating a bicultural/bilingual school in mainstream education in NZ are to be commended and may prove to be a model for the future education of this country.”

Awi Riddell – Report on Maori Language Verification Findings – May 2006





# ERO Comments

Achievement information indicates that the majority of students, particularly Maori students, perform at or above national expectations in aspects of literacy and numeracy.

The governance of the school features a formal partnership between trustees and co-opted members of Te Whao Urutaki who represent the school's Maori community. This model of 'shared governance' reflects the school's strong commitment to Te Tiriti o Waitangi and to working in partnership...to promote the educational and cultural success of all students.





‘Strategic commitment to enhancing Maori achievement...clearly documented targets....extensive and ongoing consultation....commitment to developing and sustaining Maori education and achievement’

‘high levels of whanau involvement in school and a strong partnership between staff and whanau....whanau members provide a wealth of expertise....they are dedicated to being involved... strong sense of pride in the shared vision and ownership...key to high levels of achievement and engagement.’

‘Maori students experience caring and supportive relationships with their teachers and show high levels of engagement and enthusiasm for learning....they state they enjoy and value their learning and that teachers have high academic expectations of them’