

## Ngā Whakangungu Kāwanatanga mā ngā Poari Whakahaere me ngā Whānau i roto i ngā Kura - Governance Training for Boards of Trustees and Whānau in Kura

Whakataka te hau ki te uru,  
Whakataka te hau ki te tonga.  
Kia mākinakina ki uta,  
Kia mātaratara ki tai.  
E hī ake ana te atākura  
he tio, he huka, he hauhunga.  
Haumi e! Hui e! Tāiki e!

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[Ngā Whakangungu Kāwanatanga mā ngā Poari Whakahaere me ngā Whānau i roto i ngā Kura \(Whiringa-ā-nuku 2010\) \(PDF 229 kB\)](#)

[Governance Training for Boards of Trustees and Whānau in Kura \(October 2010\) \(PDF 257 kB\)](#)

## Te Tirohanga Whānui

Ko te whai huatanga o te kāwanatanga ki ngā kura rumaki reo Māori <sup>[1]</sup> me ngā kura auraki e hāngai pū ana ki te whakapaitanga o te kounga o ngā putanga mātauranga ki ngā ākonga.

He motuhake ngā tikanga kāwana o ngā kura rumaki reo Māori, ā, e whakarato ana tēnei āhuatanga i ngā huarahi kia āta whai wāhi mātātoa ai ngā whānau <sup>[2]</sup>, ngā hapū, me ngā iwi ki te whakawhanaketanga rautaki o ō rātou kura. Nā tēnei, ka whakamahi te nuinga o ngā kura i te aronga ngātahi ki te kāwana, ā, e whakahaerehia ana e te whānau. Nā tēnei ka kitea tō rātou tūmanako, kia nui te whai wāhitanga o te whānau, puta noa i te whānuitanga o ngā taumahi ki ngā kura, tae atu anō hoki ki te kāwanatanga o nga kura rumaki.

E whakaatu ana tēnei pūrongo i ngā kitenga i ahu mai ai i te arotake a te Tari Arotake Mātauranga i te hāngaitanga me te whai huatanga o ngā mahi whakangungu kāwanatanga, ki ngā poari whakahaere me ngā whānau ki ngā kura. He iti te tatauranga o ngā kura rumaki katoa (kei te takiwā o te 90), ā, he āhua 3.5% tēnei o ngā tūmomo kura katoa ki Aotearoa. E ahu ana ngā kitenga o tēnei pūrongo, i tētahi aro mātaitanga o ngā kura rumaki e iwa, i arotakehia ai i te mutunga o te tau 2009, ā, i te tīmatanga hoki o te tau 2010.

I kite te Tari Arotake Mātauranga, ko ngā whakangungu i whakamahia e ngā poari me ngā whānau i whai huatanga ai, mō te neke noatanga ake i te haurua o ngā kura ki tēnei arotake. Ki te nuinga o ngā kura, i whai pānga nui ngā mahi whakangungu ki ā rātou whakaritenga kāwanatanga. Ko ngā whakataunga ki te whakangungu, i hāngai ai ki ngā matea whakangungu o te katoa o te poari me te whānau, ngā utu, me te roanga o te wā ki te whai wāhi atu ki ngā mahi whakangungu, me te wāteatanga o ngā mema ki te whakatutuki i aua mahi.

I te nuinga o te wā, e toru ngā tino take i hāngai ai ki ngā tino whakapaitanga ki ngā whakaritenga kāwanatanga, i runga anō i ngā mahi whakangungu i whakatutukihia ai e ngā poari me ngā whānau. Ko aua take ko:

- te whai pūtake, te hāngaitanga hoki o ngā mahi whakangungu kāwana, me te aronga tōtika o ēnei ki ngā matea me ngā kaupapa matua i tāutuhia ai mō tō rātou kura
- te arotahi ki te whakatairanga i ngā paetae ākonga, me ngā whakatutukitanga, mā te whakapai ake me te whakanui ake hoki i te āheinga o ngā poari me ngā whānau ki te kāwana
- te whai wāhi o te māhere tauatanga hei hāpai i te kura ki te whakawhanake me te whakapūmau i ngā whakaritenga kāwanatanga e whai hua ana.

I tāutuhia e te Tari Arotake Mātauranga ngā tino whakapaitanga ki ngā whakaritenga kāwanatanga, ā, i whakataua ēnei e ngā poari me ngā whānau, ki ngā mahi whakangungu i

whakatutukihia ai. I whakanui ake ngā poari me ngā mema o ngā whānau i ō rātou āheinga, me tō rātou tū māia hoki ki te whakahaere i ō rātou tūranga kāwanatanga, me ā rātou kawenga mahi hoki. Nā tēnei tū māia i āta whakapai haere ai ngā whakaritenga kāwanatanga, i runga tonu i te noho mōhio, ā, i whai hua ake ai hoki te whakamahinga o ngā rauemi, i runga tonu i ngā kaupapa matua me ngā matea o te kura.

Nā te iti tonu o te tatauranga ākongā ki te nuinga o ngā kura rumaki, he mea nui kia kōkiri ngā poari me ngā whānau i te whakatūnga o tētahi tino tūāpapa pakari ki te kāwana. Ka hāngai pea tēnei mahi ki te akiaki i te tokomaha ake o ngā mema o te whānau ki te whai wāhi tonu ki ngā mahi kāwanatanga, me te whakanui tonu i te whai wāhitanga o te whānau ki te whakahaeretanga o te kura.

Ko ngā kura rumaki e mau nei i ngā tukangā pakari mō te arotake whaiaro, e āhei ake ana ki te tāutu me te whakaraupapa i ngā matea whakangungu, o ngā kaitiaki o te poari me ngā mema o te whānau takitahi, takirōpū hoki, ka whakapai ake i ngā putanga ki ngā ākongā. Ko ā rātou whakaritenga e pā ana ki te whakangungu, e hono ana i te nuinga o te wā ki ngā kaupapa rautaki matua o ngā kura rumaki. Ko tētahi tino aronga i whakamāhere paitia ai ki te whakatutuki i ngā tino putanga, me te whakatutuki i ētahi wāhanga o te āheinga ā-roto ki te kāwana, i kitea ki ngā kura rumaki e whai hua ana ki te arotake whaiaro. I whai wā hoki ēnei poari, ēnei whānau hoki ki te whakawhiti kōrero, hei whakaaro huritao mō ngā putanga o ngā mahi whakangungu, me te tāutu i ngā huarahi ki te whakapai ake i ā rātou whakaritenga kāwanatanga, hei hua tonu o ngā mahi whakangungu.

Ko te pūmautanga o ngā rerekētanga ki waenganui i te kāwanatanga ki ngā kura rumaki me ngā kura auraki, e āta tohu ana i te hirahiratanga o ngā whakangungu e hāpai ana i te horopaki o ngā whakahaeretanga o ngā poari me ngā whānau. Ko ngā whakangungu papai mā ngā poari me ngā whānau, i āta whakaritea ai ki te whakaatu i ngā tauira o te kāwanatanga ki ngā kura rumaki, ehara kē i te whakangungu kua whakarerekē noatia, mai i ngā pūnaha me ngā whakaritenga e whakamahia ana ki ngā kura auraki.

[1]

Mō tēnei pūrongo, e hāngai ana te kupu 'kura rumaki' ki ngā kura rumaki reo Māori, i te nuinga o te wā. Tērā anō ētahi wā, kua whakamahia te ingoa 'kura auraki' mō ngā kura rumaki reo Pākehā.

[2]

Putā noa i tēnei pūrongo, ka hāngai te kupu 'whānau' ki ngā tūmomo rōpū i roto i ngā kura, ā, e hāngai ana ki ngā ākongā, ngā mātua me ngā kaitiaki, ngā kaiako me ngā kaimahi, ngā mema o te whānau whānui, me te hapū, te iwi hoki o te hāpori.

## Ngā Taunakitanga

E taunaki ana te Tari Arotake Mātauranga ki te:

### Ngā poari whakahaere

- whakawhanake, ki te whakapūmau hoki i ngā tukanga arotake whaiaro e pakari ana, ā, e tāutu ana i ngā matea o ngā kaitiaki o te poari me te whānau, hei whakapai ake i te āheinga ki te kāwana
- whakanui me te whakarato hoki i ngā whai wāhitanga mō ngā mema o te whānau, ki te ako me te whai wāhi atu ki te kāwanatanga, hei whakatairanga i ngā pūkenga me ngā mōhiotanga ki te whānau whānui o te kura
- whakamāhere mō ngā rerekētanga ki te poari, ki te whānau rānei hoki, hei āta whakarite i te ū tonutanga o ngā tāngata ki te kāwanatanga o te kura
- hāpai i a rātou e whai wāhi ana ki ngā whakangungu kāwanatanga, mā te whakawhiti kōrero me te whakaaro kaikini, whakaaro huritao hoki mō ngā momo whakangungu e whai pānga ana ki ā rātou mahinga o tēnei wā, me ngā huarahi ki te whakatutuki i tēnei.

### Te Tāhuhu o te Mātauranga

ki te arotake, ki te aroturuki hoki i te whakaratonga o ngā mahi whakangungu, mahi tautoko hoki, kia tika ai te tohatoha hoki o ngā rauemi ki te whakapai i te āheinga kāwanatanga e hāngai pū ana ki ngā kura rumaki reo Māori.

## He Kupu Whakataki

E arotahi ana tēnei pūrongo ā-motu ki te hāngaitanga me te whai huatanga o ngā whakangungu kāwana e whakaratohia ana, mā ngā poari whakahaere me ngā whānau ki ngā kura rumaki, me te whānuitanga o ngā mahi whakangungu nei ki te whai pānga ki ngā whakapaitanga ki te kōunga o ngā kāwanatanga. Kia mārama ai te horopaki e hāngai ana ki te kāwanatanga ki ngā kura rumaki, he tirohanga whānui hoki tā te pūrongo, ki ngā whakaritenga kāwanatanga e whai hua ana, i tāutu noatia ai ki te rāngai kura.

Ki te pūrongo o te tau 2007: 'School Governance: An Overview' <sup>[3]</sup>, i tāutu te Tari Arotake Mātauranga i ngā āhuatanga matua o ngā kura e kāwana tōtikatia ana. Ki aua kura:

- i te noho pūmau ngā kaitiaki o te poari ki te whakapai i ngā akoranga me ngā whakatutukitanga o ngā ākonga
- he kaha te whakamahinga o ngā putanga paetae ākonga i tātarhia ai, hei whakatakoto i ngā taumata, hei pou here hoki i ngā whakataunga, ā, hei ārahi i te whakawhanaketanga ngaio mō ngā kaimahi
- i hāngai ngā whakamāhere rautaki, ā-tau hoki ki te whakapaitanga o ngā paetae ākonga
- i whai wāhi matua te tumuaki, ki te mahi tahi ki ngā kaitiaki o te poari, me te whakarato i te tino ārahitanga pakari ki te poari, ngā kaimahi, me ngā ākonga.

Kua tāutuhia e te Tari Arotake Mātauranga, ko te kāwanatanga o te kura tētahi o ngā āhuatanga e ono o te whakaritenga pai, e whai pānga nui ana ki ngā akoranga a ngā ākonga: arā, te aronga, te ahu whakamua, me te whakatutuki. <sup>[4]</sup> Ki ngā kura e mau nei i ngā whakaritenga kāwanatanga papai, i tāutuhia e te Tari Arotake Mātauranga ngā āhuatanga waimeha o ngā poari whakahaere, tae atu hoki ki te:

- aronga ki te whakapai i te whakatutukitanga me te angitū o ngā ākonga katoa
- whakarato i te aronga me te arotau, puta noa i ngā kaupapa here a te kura me ngā whakataunga
- whakamahi i te matawhānuitanga o ngā whakamāhere rautaki, me te pakari o te arotake whaiaro
- whakahāngai i ngā kaupapa here me ngā whakaritenga ki te tirohanga o te kura me te aronga rautaki
- whakamahi i ngā hōtuku me ngā tātaritanga ki te whakariterite mō ngā kaupapa matua, tae atu hoki ki te tohaina o ngā rauemi, te whakatinanatanga me te aromātautanga o te hōtaka, me te whakawhanaketanga ngaio o ngā kaiako.

## He aha e aro atu ai ki ngā mahi whakangungu kāwana ki ngā kura?

I tana pūrongo o te tau 2008 *The Quality of Teaching in Kura* [5] i kitea e te Tari Arotake Mātauranga, ko te 21 ōrau o ngā poari me ngā whānau angitū, e kaha whakapā atu ana ki ngā mahi whakangungu hei hāpai i a rātou i roto i te whānuitanga o ngā tūmomo tūrangā kāwanatanga. Ahakoa kīhai taua aromātaitinga i whakamārama i te ōwehe o ngā poari me ngā mema o ngā whānau e whakatutuki ana i ngā mahi whakangungu, i taunaki ngā kitenga i te kore aronga o ngā mahi whakangungu ki te whakatutuki i ngā matea o ngā kaitiaki o te poari, i te whanake rānei o ō rātou āheinga kāwanatanga, ki ngā kura rumaki kāhore i te pakari ngā whakahaerenga. Ki ētahi kura rumaki, kāhore ngā kaitiaki o te poari, ngā mema o te whānau hoki e whakatutuki ana i ētahi mahi whakangungu. I tohu ngā kitenga nei, i te matea ki te aromātai i te hāngaitanga me te wāteatanga o ngā mahi whakangungu, ki te hāpai i ngā kaitiaki o te poari, o te whānau hoki.

Ahakoa te kitenga o ngā rerekētanga, ko te nuinga o ngā hanganga kāwanatanga ki ngā kura rumaki, i tāutu ai ki ia pūrongo arotake mātauranga ā te Tari Arotake Mātauranga, e tohu ana i ngā kura rumaki e whakahaerehia ana me;

- te whānau hei rōpū kāwanatanga matua, hei rōpū whakatau whakaritenga hoki, ā, ka mahi ngā mema o te whānau i tāutuhia ai, ngā kaitiaki o te poari rānei i whakatūngia ai, i roto i ngā tikanga i whakatakotohia ai e te whānau; me
- tētahi poari whakahaere rānei i whakatūngia ai hei rōpū kāwanatanga matua, hei rōpū whakatau whakaritenga hoki, ā, kua whakaritea ngā tukanga ki te whakawhiti kōrero ki te whānau me te hāpori.

Hei whakaatu i ngā rerekētanga nei ki tēnei pūrongo, ka hāngai te 'poari me te whānau' ki te rōpū kāwanatanga me tōna whai pānga ki te horopaki o ia kura, ā, hei whakanui hoki i ngā tūnga o te whānau me te poari ki te kāwanatanga o ngā kura rumaki.

I te mutunga o te tau 2008, i whakawhiti kōrero te Tari Arotake Mātauranga ki Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa [6], ki te āta wānanga i ngā tūmomo kaupapa rangahau hei whai atu pea mō ngā pūrongo aromātai ā-motu. Whai muri mai i tēnei, i whakarite te Tari Arotake Mātauranga, ka whai hua ki te arotahi ki ngā whakangungu e pā ana ki te kāwanatanga, mō ngā poari me ngā whānau ki ngā kura rumaki reo Māori.

## Ngā mātāpono ki te whai huatanga i roto i te kāwanatanga

I te tau 2010, i whakaputaina e te Tāhuhu o te Mātauranga te rauemi: *Effective Governance Working in Partnership* [7], ā, e whakaraupapa ana tēnei i te pūtake, ngā mātāpono me ngā whakaritenga o te kāwanatanga e whai hua ana. Ka āta whakatakoto haere te pūrongo nei i ngā mahi ā ngā poari ki te:

- whakatutuki i ngā matea o ngā tāngata e whai pānga nui ana ki te kura
- kāwana mō ngā tāngata katoa e whai pānga nui ana ki te kura
- whakarite i ō rātou huarahi ki te kāwana
- kawē matua i te whakaaro ki te 'whakariterite mō te wā kei te haere mai'
- tuku tika i ngā mahi, kia whai wāhi nui ai rātou ki te kawē i ngā whakaritenga e pā ana ki ngā kaupapa here
- whakatau ngātahi i ngā whakaritenga, kia kotahi ai hoki te reo kōrero, te reo whakatau
- aroturuki i ngā āhuetanga mahi, mā te whakahāngai atu ki ngā kaupapa here
- mahi tahi ki te tumuaki, kia ngātahi ai te ārahi.

Ahakoā e hāngai ana ēnei mātāpono ki te tūnga me ngā tūmanako o ngā poari ki ngā kura auraki, he ngāwari noa iho ki te whakawhiti i te kupu 'poari', ki te kura 'whānau' mō ngā kura rumaki. Ahakoā ka kitea te whakatutukitanga o ngā mātāpono nei ki ngā kura rumaki, he rerekē anō pea i ētahi wā te whakamāheretanga me te whakatinanatanga o ēnei ki te aronga e whakamahia ana i ngā kura. Ka kitea pea tēnei i te āhua o ngā kura rumaki ki te whakamahi i ngā tukanga e whakapūmau ana, e whakamana ana hoki i ngā tikanga whakahaere o te ao Māori, ā, ko tētahi tauira o tēnei, ko te arahina e ngā tikanga me ngā uaratanga Māori.

[3]

Te Tari Arotake Mātauranga. (Mahuru 2007) School Governance: An Overview.

[4]

Te Tari Arotake Mātauranga. (Pipiri 2010) Draft Evaluation Indicators for School Reviews.

[5]

Te Tari Arotake Mātauranga. (Hakihea 2008) The Quality of Teaching in Kura.

[6]

Ko Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa (Te Rūnanga Nui rānei) te rōpū whakaruruhau matua, mō ngā kura e whakahaerehia ana i raro i ngā mātāpono o Te Aho Matua

[7]

Te Tāhuhu o te Mātauranga. Effective Governance: Working in Partnership. Haratua 2010

## Te Tukanga

E hāngai ana tēnei pūrongo ki ngā mōhiohio i whakaemihia ai, hei wāhanga tonu o ngā arotake mātauranga e iwa o te Tari Arotake Mātauranga, mai i te Wāhanga 2 o te tau 2009, tae atu ki te Wāhanga 1 o te tau 2010. I roto i ia kura rumaki, i whakapae whānui te Tari Arotake Mātauranga mō te whai huatanga o ngā poari, o ngā mema rānei hoki o te whānau, ki te rapu me te whakamahi i ngā whakangungu e hāngai ana, e whai huatanga ana hoki, me te whai pānga o ngā whakangungu nei ki te kounga o ngā whakaritenga kāwanatanga.

I whakatutuki ngā kura rumaki katoa i roto i tēnei pūrongo, i ngā mahi whakangungu hei whakapai ake i ngā whakaritenga kāwanatanga, i roto i ngā tau e toru kua pahure ake nei.

### Ko ngā kura ka whai wāhi ki tēnei pūrongo

I whakaemihia e te Tari Arotake Mātauranga ngā kitenga mō tēnei pūrongo, hei wāhanga tonu o ngā arotake kura i whakaritea ai, ā, ki ngā kura auraki hoki e whakarato ana i ngā mātauranga reo rua, i ngā mātauranga rumaki reo Māori rānei. E rua ngā tino momo kura i roto i tēnei arotake:

- ko ngā kura e mau ana i te tohu o te āhuatanga motuhake
- ko ngā kura kaupapa Māori o Te Aho Matua.

Ahakoia ngā āhuatanga paparua o ēnei momo kura e rua, ka ahu mai ngā rerekētanga i te kaupapa matua, i te pūtaka matua hoki o te kura, ā, ka whakawhānuihia tēnei āhuatanga ki raro iho nei.

E whakaraupapa ana te Tāpiritanga 1 i ngā kura i roto i tēnei tatauranga mō tēnei pūrongo: te tūmomo kura, te tokomaha o ngā ākonga, te tatauranga hāpori ōhanga, me te tūwāhi.

### Te āhuatanga motuhake i whakaritea ai

Ko ngā kura e mau nei i te tohu o te āhuatanga motuhake, i whakatūngia ai i raro i te Wāhanga 156 o te Ture Mātauranga o te tau 1990, ā, e hāngai ana hoki ki ngā kura ā-iwi, ngā kura Māori, ngā kura motuhake me ngā kura mana Māori. Kua whakatūngia ngā kura nei i roto i ētahi iwi, ā, e noho pūmau ana ki te whakarato i te mātauranga e whakaatu ana i te reo, ngā tikanga, ngā hītori, me ngā wawata hoki o aua iwi.

I te wā o tēnei tānga, 25 ngā kura ā-iwi. E hono ana te nuinga o ngā kura nei ki Ngā Kura ā-iwi o Aotearoa, he rōpū i whakatūngia ai ki te kōkiri i te whakatairanga ake o ngā wawata o ngā kura ā-iwi.

### Ngā Kura Kaupapa Māori Te Aho Matua

Ko ngā kura Te Aho Matua ka whakatūria i raro i te Wāhanga 155 o te Ture Mātauranga o te



tau 1990, ā, e whakahaerehia ana i raro i ngā mātāpono tūāpapa e ono o Te Aho Matua – arā, i Te Ira Tangata, Te Reo, Ngā Iwi, Te Ao, Āhuratanga Ako, me Te Tino Uaratanga. <sup>[8]</sup> Ka whakatinanahia ngā mātāpono nei e ngā whānau o ia kura, i runga tonu i ngā tikanga o ō rātou horopaki.

Hāunga ki ngā kura ā-iwi e noho ana ki ngā iwi, he whānui ake ngā hononga ā-iwi o ētahi kura Te Aho Matua, nā te whānui ake o te rerenga kētanga o ā rātou ākongā, ā rātou kaimahi, ā rātou whānau hoki.

I te wā o tēnei tānga, kei kō tata tonu atu i te 60 ngā kura Te Aho Matua. I raro i ngā hanganga ture, ka hono atu ngā kura nei ki Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa.

## Te Anga Arotake me te Aronga

E rua ngā tino pātai whānui o tēnei arotake:

- Ka pēhea ngā whakangungu kāwanatanga e whai hua ana ki te whakatutuki i ngā matea o ngā poari, o ngā whānau rānei?
- He aha te whai pānga o ngā whakangungu nei ki te kounga o ngā whakaritenga kāwanatanga ki ngā kura?

I whakaemi te Tari Arotake Mātauranga i ngā kitenga, mā te whakawhiti kōrero ki ngā kaitiaki o te poari, ngā whānau, ngā kaimahi matua, ā, mā te mātakitaki hoki i ētahi āhuratanga o ngā whakaritenga kāwanatanga, ā, mā te pānui hoki i ngā tuhinga e pā ana ki tēnei kaupapa, ā, i whakaratohia hoki e ngā kura. Ka whakamahi te Tari Arotake Mātauranga i ngā kitenga nei ki te aromātai i te whai huratanga o ngā poari me ngā whānau ki te tāutu i ō rātou matea whakangungu, me te whakapā atu ki ngā whakangungu e tika ana ki te whakatutuki i aua matea. I tirohia hoki e te Tari Arotake Mātauranga ngā āhuratanga i whakarerekētia ai, i whakapūmautia ai, hei putanga o ngā whakangungu i whakatutukihia ai e ngā kaitiaki o te poari, e ngā whānau hoki.

I whakaoti hoki ngā kura, i mua tonu i te arotake, i tētahi patapatai e pā ana ki ngā whakangungu kua whakatutukihia, me tāna whai pānga ki te whakapaitanga ake o te kounga o ngā whakaritenga ki te kāwanatanga. Ka whakamahi te Tari Arotake Mātauranga i ngā mōhiohio nei, hei tūāpapa mō ngā whakawhitinga kōrero tonu ki ngā kaimahi o ngā kura, mō ngā hua me ngā wero e pā ana ki ngā whakangungu kāwanatanga.

Kei roto hoki i tēnei pūrongo, ētahi wāhanga tuhinga, mai i ngā pūrongo arotake mātauranga ā te Tari Arotake Mātauranga kua whakamanatia, me ngā whakawhitinga kōrero, ngā uiui hoki ki ngā kaitiaki o ngā poari, o ngā whānau hoki, hei whakaatu i ētahi o ngā wero, ngā whai

wāhitanga hoki i pā atu ki a rātou.

[8]

Tukutuku Kōrero. Official Version of Te Aho Matua o Ngā Kura Kaupapa Māori and an explanation in English. Putanga 32 Hui-tanguru 2008

## Ngā Whakaaturanga

### Te tāutu me te whakapā atu ki ngā whakangungu kāwanatanga e whai hua ana

E āta hāngai ana tēnei wāhanga ki ngā kitenga a te Tari Arotake Mātauranga, i runga i te āhua o ngā poari me ngā whānau ki te whakatutuki i ō rātou matea whakangungu e pā ana ki te kāwana. Hei whakapae atu, i aromātaitia e te Tari Arotake Mātauranga te:

- āhua o ngā poari me ngā whānau ki te tāutu i ō rātou matea whakangungu
- whai huatanga o ngā poari me ngā whānau ki te rapu me te whakamahi i ngā whakangungu o te kounga kairangi e tika ana
- tūmomo mahi whakangungu i tino whai hua ai ki a rātou.

Mō te neke noatanga ake i te haurua o ngā kura i roto i tēnei pūrongo, i whai hua te kounga o nga whakangungu i whakatutukihia ai e ngā poari me ngā whānau.

Ko ngā whakaritenga e pā ana ki ngā whakangungu kāwanatanga ka whakamahia, ki ngā tāngata hoki ka whai wāhi ki aua whakangungu, i hāngai ai ki ngā āhuatanga e toru nei:

- ko ngā matea whakangungu ngātahi o te poari me te whānau i whakaritea ai mā te arotake whaiaro
- ko te utu me te roanga o te wā ki te whai wāhi atu ki ngā mahi whakangungu
- ko te wāteatanga o ngā mema kia tae atu ki ngā mahi whakangungu.

### Te whakatau i ngā whakaritenga e pā ana ki ngā matea whakangungu kāwanatanga

Ko ngā kura rumaki e mau nei i te pakari o ngā tukang arotake whaiaro, e kaha ake ana ki te tāutu me te whakaraupapa i ngā matea whakangungu mō ngā kaitiaki o te poari, me ngā mema whānau takitahi, takirōpū. He maha ngā wā i hono ngā whakataunga whakangungu nei ki ngā kaupapa rautaki o te kura. I whakaritea tētahi aronga nahanaha mō ngā poari me ngā whānau, ki te whakatutuki i ngā tino putanga, i ētahi āhuatanga o te āheinga kāwanatanga hoki.

He mātātoa te whai wāhitanga atu a te poari me te whānau ki ngā mahi whakangungu, hei whakapai i tō rātou māramatanga ki ō rātou tūranga kāwanatanga, ā rātou kawenga mahi kāwanatanga hoki. I whakawhanakehia, i whakatinanahia hoki e rātou tētahi māhere mahi, ā, i aro turukitia, i arotakengia hoki, hei tātari i te ahunga whakamua ki te whakapai haere, puta

noa i te kura. I āwhina tēnei tukanga arotake whaiaro i te poari, te whānau me ngā kaimahi ki te whakaaro huritao, me te whakarite pūrongo hoki e pā ana ki ngā whakatutukitanga. I whai pānga ngā whakaritenga nei ki te pakaritanga ake o te whakamāhere rautaki mō te kura.

Ko te hirahiratanga o te whakangungu kāwanatanga o te kounga kairangi, i kitea hoki ki ngā kura rumaki kua pā mai ki ngā tino whakawhanaketanga kaikini, ngā whakarerekētanga kaikini rānei. Ko ngā whakawhanaketanga – pērā i te whakahaeretanga o tētahi rerekētanga ki te tūnga o te kura, me te momo o te kura, me te whakatū anō i te āheinga ki te kāwanatanga, whai muri i te wawaotanga ā-waho – ngā tūmomo whakawhanaketanga e mau nei i tētahi aronga rautaki, tētahi aronga nahanaha ki te whakapakari i te āheinga o te kāwanatanga ka tahi, ā, ka rua, ka hāpai i te whakamāhere tauatanga mō ngā poari me ngā mema o te whānau e haere tonu mai ana.

Ki ētahi kura rumaki nei, i whai pānga ki ngā whakaritenga e pā ana ki ngā whakangungu kāwanatanga, ko ngā kitenga me ngā taunakitanga o ngā pūrongo arotake a te Tari Arotake Mātauranga, ko ngā tohutohu rānei mai i ngā ratonga o-waho me te Tāhuhu o te Mātauranga. Nā tēnā, me ngā mōhiohio arotake whaiaro e wātea ana i roto i te kura, i ārahi i te āhua o ngā whakangungu kāwanatanga mā te poari me te whānau.

Ko ngā whakaritenga e pā ana ki ngā mahi whakangungu mā ngā kaitiaki o te poari, i hāngai ai ki ngā whakaaturanga o te pūrongo o mua ā te Tari Arotake Mātauranga, ngā mōhiohio arotake whaiaro, ngā matea o tēnā, me tēnā o ngā kaitiaki o te poari, ngā whāinga rautaki, me ngā kaupapa matua ā-tau i whakaraupapahia ai ki te tūtohinga. Kei runga i te poari, ko ngā mema o te whānau me te hāpori e mau nei i te pakari o ngā hononga me ngā whai whakaarotanga ki te kura. Ko te ngaio o ngā mōhiohio, ngā pūkenga, me ngā mātanga o tēnā, me tēnā o ngā kaitiaki o te poari, i āwhina i te poari ki te whakatau pai i ngā whakaritenga e pā ana ki ā rātou whakangungu, ō rātou whakawhanaketanga hoki.

Ki tētahi o ngā kura rumaki nei, i kī te tumuaki, kei te harikoa te poari mō te hāngaitanga o te kiko me te kounga o te whakahaeretanga o te whakangungu, i runga i ō rātou matea hei kura Māori. Engari, ko te whakaritenga ki te whakamutu i tēnei o ngā whakangungu kāwanatanga i hāngai ai ki te whakaōritetanga o ngā utu ki te kura, me te wāteatanga o te poari me ngā mema o te whānau ki te whai wāhi atu ki ngā whakangungu.

Ko tētahi umanga mātanga Māori, e mahia ana mō te poari, i whakapuaki i ngā kōwae whakangungu e hāngai pū ana ki ngā matea o te poari me te whānau, i tātuhia ai. Nā te nui o te utu o ngā ratonga nei, kua whakaritea e te poari, kia tātari mō muri i te whakatūnga o ngā kaitiaki hou o te poari, ki te whakamahi i ngā ratonga o tēnei umanga.

## Te whakapā atu ki ngā whakangungu kāwanatanga

Ko te whakapātanga atu ki ngā whakangungu kāwanatanga e hāngai nui ana ki te

whakapuakitanga o ngā mōhiohio e pā ana ki ngā whai wāhitanga nei. Mō te nuinga o ngā poari me ngā whānau ki tēnei pūrongo, ko ngā mōhiohio e pā ana ki ngā whai wāhitanga whakangungu kāwanatanga e whai mai ana, i kitea mā ngā huarahi e whai ake nei, arā, mā:

- ngā whakawhitinga kōrero me ngā kaimahi o te Tāhuhu o te Mātauranga
- ngā pānui, mai i Te Whakarōpūtanga Kaitiaki Kura o Aotearoa (NZSTA)
- ngā kōrero a tētahi ki tētahi – i te nuinga o te wā, mā te hono atu ki ētahi atu kura rumaki me ngā pokapū o-waho
- te Tukutuku Kōrero
- ngā pānui me ngā puka whakamōhio ki ngā kura.

I whakamahi ngā kura rumaki nei i te whānuitanga o ngā ratonga whakangungu kāwanatanga ā-waho, mō ngā tūmomo whāinga, engari kei reira anō hoki ētahi ratonga i āta whakamahia e rātou i te maha noa atu o ngā wā. I te nuinga o te wā, ka āta whakamahi rātou i te Te Whakarōpūtanga Kaitiaki Kura o Aotearoa, Te Rūnanga Nui, me ngā kaimahi o te Tāhuhu o te Mātauranga, tae atu anō hoki ki ngā kaitohutohu mātanga i whakatūngia ai, me ngā umanga mātanga o ō rātou takiwā.

### Te tūmomo whakangungu kāwanatanga i tino whai hāngaitanga

Hei wāhanga o tēnei arotake, i pātai te Tari Arotake Mātauranga ki ngā poari me ngā whānau, ki te tāutu i te tūmomo mahi whakangungu i manako ake ai. I kī ngā kura rumaki katoa nei – atu i tētahi – ko te wāhi pai rawa atu ki a rātou ki te whakatutuki i ngā mahi whakangungu, ko ō rātou ake kura. Nā tēnei, he tokomaha o te poari me ngā mema o te whānau i āhei ai kia tae atu, ā, ka piki ake te tokomaha o ngā tāngata i whai wāhi atu ki ngā āhuatanga o te kāwanatanga o te kura. E tohu ana te Hoahoa 1 o raro nei i te āhua o ngā tūmomo whakangungu e manakohia ana e ngā kura.

#### Hoahoa 1: Te tūmomo whakangungu kāwanatanga e tino whai hāngaitanga

Te tūmomo whakangungu	Te nui o te manako
Te whakangungu ki te kura	Nui
Te whakangungu i ētahi tino āhuatanga kāwanatanga	Nui
Te whakangungu ki ētahi atu kura ki tō takiwā/ tō iwi rānei	Nui

Ngā whakangungu e whakaratohia ana e ētahi kaimahi ā-waho	Nui
Ngā whakangungu e whakaratohia ana e ētahi kaimahi ā-roto	Āhua Nui
Te whakangungu ki ētahi atu wāhi, me ētahi atu poari	Iti
Ngā whakangungu, mai i ngā pānui i kitea ai e koe	Iti

He pai kē atu ki te nuinga o ngā kura rumaki nei, te mahi ngātahi me ētahi atu kura. Nā tēnei, i whai wāhi ki te whakawhiti kōrero, whakaaro hoki e pā ana ki te kāwanatanga o te kura. I whai pānga hoki tēnei ki te whakatūnga o ētahi hononga ki waenganui i ngā kura rumaki, kia tautoko tētahi i tētahi.

I tāutuhia hoki e ngā kura rumaki nei, he pai kē atu ngā whakangungu e hāngai pū ana ki ō rātou ake tino matea, ō rātou ake tino kawenga hoki, ki ērā whakaaturanga whānui, awheawhe whānui hoki mā ngā poari katoa. I hāpai tēnei tūmomo huarahi whakangungu i ngā poari me te whānau, ki te hono mārika ki ngā huarahi ka whakamahia e rātou, hei whakatinana i ngā whakangungu ki ā rātou wāhanga whakawhanaketanga matua.

Mō te āhua o ngā kaiwhakahaere, i manako ai te nuinga o ngā kura ki ngā kaiwhakahaere ā-waho e whakarato ana i ngā tino mātanga, me ngā tino mōhiotanga e pā ana ki te kāwanatanga, ā, he tino āhuatanga tēnei inā e āhei ana rātou ki te whakapuaki hoki i te tirohanga Māori.

Ko tētahi o ngā ratonga, ko tētahi umanga mātanga Māori o te takiwā, ā, i whakarato rātou i ngā tino whakangungu me ngā rauemi matawhānui i tuku atu ai ki te poari. I hangaia e tēnei ratonga, tētahi hōtaka e mau ana i ngā tino kōwae whakangungu. Ka āhei ngā kaiwhakahaere mātanga ki te whakapuaki mā te reo Māori, me te whakahāngai i ā rātou kaupapa whakangungu ki te taumata e tika ana mō ngā kaitiaki o te poari.

### Ngā āhuatanga kāhore i tutuki pai

I te nuinga o ngā wā, ko ngā whakangungu i whakaratohia ai ki ngā poari me ngā whānau, i whakawhanakehia mā ngā kura auraki, kātahi ka whakarerekē haere mā ngā kura rumaki. Nō reira, kāhore te hāngaitanga o te whakangungu e āta whai pānga ana, e āta kitea ana rānei. Nā tēnei, ka whakapau wā te poari me ngā mema o te whānau ki te whai whakaaro mō te whakahāngaitanga o ngā whakangungu, ki te horopaki o ō rātou ake kāwanatanga. Ka whai wāhi nui tēnei wā, ā, ka tino hāngai tēnei āhuatanga ki ngā kura rumaki e whakahaerehia ana e ngā whānau, kia whai wā ai ki te whakawhiti kōrero me te whakaaro huritao, mō ngā āhuatanga matua o te whakangungu, me te tāutu i ngā huarahi ki te whakapai atu i ā rātou ake whakaritenga kāwanatanga, nā runga i ngā āhuatanga o ngā whakangungu.

Ki ētahi noa o ngā kura rumaki nei, ko te kukume me te whakapūmau i ngā kaitiaki o te poari me te whānau i whai pānga ki tō rātou āheinga ki te whakapakari i tō rātou āheinga kāwanatanga. Ki te tauira o raro iho nei, i whakawhāiti tēnei i ngā whai wāhitanga ki te whakaū i te ahunga whakamua me ngā whakapaitanga.

Kāhore he aronga rautaki ā te poari hei whakaū ki te taumata o ngā pūkenga me ngā mōhiotanga o te ārahitanga i te kura. Ko te kukume me te whakapūmau i ngā kaitiaki o te poari, tētahi tino take i ngā wā kua pahure ake nei. Ko te hononga tata ki waenganui i te poari me te whānau, tētahi rautaki e whai hua ana ki te whakapakari i te āheinga, me te whakapūmautanga. Kāhore anō te whakanui i te haere tonutanga ki te poari, kia ōkawatia, hei wāhanga tonu o te māhere rautaki, ā, kāhore anō ngā rautaki hei kukume i ngā kaitiaki o te poari kia tūhuratia. Me whakaōkawa te poari i ngā whakaritenga e pā ana ki te tauatanga, mō ngā taumata katoa o te ārahitanga i roto i te kura.

E āta whakanui ana tēnei i te whai huatanga ki te whakarato i ngā whai wāhitanga whakangungu e whakawātea ana i te tokomaha rawa atu o ngā kaitiaki o te poari, o te whānau rānei kia tae atu, ki te whakapuaki i ngā mōhiotanga, me te whakatupu ake i te ngākau nuitanga ki te kāwanatanga o ngā kura rumaki.

## Te whai pānga o te whakangungu ki te kounga o te kāwanatanga o te kura

E whakapuaki ana tēnei wāhanga i ngā whakaaturanga a te Tari Arotake Mātauranga, i runga i te whai pānga o ngā mahi whakangungu ki te kounga o ngā whakaritenga kāwanatanga ki te kura. I aromātaitia e te Tari Arotake Mātauranga:

- te tohu o ngā rerekētanga ki ngā mahinga a te poari me ngā whānau, hei hua o ngā whakangungu
- ngā matea whakangungu o te poari me te whānau, kāhore anō kia whakatutukihia
- te whānuitanga o ngā whakangungu i whai pānga ki ngā whakataunga a te poari me te whānau.

Mō te nuinga o ngā kura rumaki i roto i tēnei pūrongo, i whai pānga nui ngā whakangungu ki ngā poari me ngā whānau, me ā rātou whakaritenga kāwanatanga.

## Ngā whakarerekētanga i whakatutukihia ai, nā runga i ngā whakangungu kāwanatanga

I tāutuhia e te Tari Arotake Mātauranga, ngā tino whakarerekētanga ki ngā whakaritenga kāwanatanga, i runga anō i te āhua o ngā whakangungu i whakatutukihia ai, tae atu hoki ki te:

- whakanui ake i te āheinga me te pakari o te poari me ngā mema o te whānau ki te whakahaere i ō rātou tūranga, me ā rātou kawenga kāwanatanga
- āta whakapai, i runga i te noho mōhio, i ngā whakaritenga e pā ana ki te kāwanatanga
- whai hua ake i te whakamahinga o ngā rauemi e hāngai ana ki ngā kaupapa matua me ngā matea o te kura.

Ki ngā kura rumaki i whai hua ai i te whakamahinga o ngā whakangungu i whakaratohia, ka āta rautaki ki te whakapakari i te āheinga ā-roto o ō rātou poari, ō rātou whānau rānei. I āwhina tēnei i ngā kaitiaki o te poari ki te whakawhanake i te ārahitanga, te whakapuaki i ō rātou mātanga, ō rātou mōhiotanga hoki, me te tātari i te kiko me ngā putanga o ngā whakangungu, hei whakatutuki i ō rātou ake matea, ō rātou ake kaupapa matua ki te kura.

He pakari te whakamahinga a te poari i ngā whakangungu i hāpai ai i ōna matea whakawhanaketanga, ā, i whai pānga hoki ki ngā whakapaitanga ki te kāwanatanga o te kura. I whakawhanakehia e te poari tā rātou ake māhere whakawhanake ā-tau e ngaio ana. Kei roto i ngā whakaritenga a te poari, ko tētahi whakaaturanga poto me tētahi whakawhitinga kōrero, mō tētahi āhuatanga o te kāwanatanga o te kura ki te hui ā te poari i ia marama, ā, nā tētahi o ngā mema o te whānau i whakahaere. I whakarato hoki tēnei māhere a te poari mō ngā whai wāhitanga whakangungu ā-roto, ā-waho hoki.

Ka āta kitea hoki ēnei whakapaitanga, ki te whai huatanga o ngā whakarerekētanga i tāutuhia ai ki ngā kura, i roto i ngā wāhanga e rua e whai ake nei.

He mātātoa te whai wāhi atu o te poari me te whānau ki ngā whakangungu, ki te whakapai i tō rātou māramatanga ki ō rātou tūranga kāwanatanga, ā rātou kawenga kāwanatanga hoki. Kua whakawhanakehia, kua whakatinanahia hoki e rātou tētahi māhere mahi, ā, ka aroturukitia, ka arotakengia hoki tēnei, hei tātari i te ahunga whakamua ki te whakapai haere, puta noa i te kura. Ko tēnei tukanga o te arotake whaiaro, e āwhina ana i te poari, te whānau, me ngā kaimahi ki te whakaaro huritao, me te pūrongo hoki i ngā whakatutukitanga. E whai wāhi ana ngā whakaritenga nei ki te pakari ake o te whakamāhere rautaki mō te kura.

Haere ai ngā kaitiaki o te poari ki ngā hui o ia marama, ā, he nui ō rātou tūmanako mō ō rātou tūranga hei kaitiaki o te poari. Ka kōrerohia ngā kaupapa matua o te kura ki ngā hui a te poari, ā, he whai wāhitanga hoki mō ngā mema ki te whakauru ki ngā whakangungu kāwanatanga, kia nui ake ai tō rātou mōhiotanga, tō rātou māramatanga hoki ki ngā whakaritenga kāwanatanga e whai hua ana. E noho mōhio ana ngā kaitiaki o te poari, ā, kua tino whai pānga ngā whakangungu a te poari, ki ngā whakaritenga kāwanatanga ki tēnei kura.

**Te whakapai ake i ngā whai wāhitanga o te whānau ki te kāwanatanga**

Mō tētahi kura, i āta hāngai te titiro ki te whakawhanaketanga, me te whakamanatanga o te



whānau i roto i te kāwanatanga o te kura. I whai wāhi ngā mema o te whānau ki ngā whai wāhitanga whakangungu, ā, i āwhina tēnei i a rātou ki te noho mārama ki ngā huarahi e āhei ana rātou ki te whai, hei whai wāhi atu ki te whakawhanaketanga me te whakapūmāutanga o Te Aho Matua, i roto i tēnei kura.

Kua tino whai pānga ngā whakangungu kāwanatanga ki te kura. I nāianeī, e ahu mai ana ngā whakaritenga e pā ana ki ngā whakangungu, i ngā arotake whaiaro. Kua tāutuhia hoki e te whānau tō rātou tirohanga me tā rātou tauāki taketake hei kura o Te Aho Matua. Nā runga i tēnei, kua pakari ake te tūranga whakahaere o te tumuaki, ā, kua pakari ake hoki te noho ngātahi o te whānau. E kōkiri ngātahi ana te whānau i nāianeī, i te whakahaeretanga o te kura, me te whakarite hoki i ngā whakataunga.

Ko te hirahiratanga o te noho mārama, me te whakawhiti kōrero ki te whānau me te hāpori, i āta kitea ki tētahi kura, ā, i reira, nā te poari me te whānau ngā pūnaha i whakatinana, hei whakamana hoki i te whai wāhitanga o ngā mema o te whānau.

I whakauru ngā kaitiaki o te poari ki ngā whakangungu kāwanatanga, hei āwhina i a rātou ki te whakapai i tō rātou māramatanga ki ētahi o ngā tino tūranga, hei whakarūnā i ā rātou pūnaha kāwanatanga. Ko te whakaae ngātahi ki tētahi aronga ki ngā kaupapa here, e whakapūmau ana i ngā whakawhitinga kōrero ki waenganui i te poari me te hāpori. I āta hāpaitia tēnei, e te tū o ngā hui ā-whānau, whai muri tata tonu atu i ngā hui a te poari. Nā tēnei, i te āhei hoki te whānuitanga o ngā mema o te whānau ki te whai wāhi atu ki ngā tukanga whakariterite.

Ko te whakahirahiratanga o te tū o te whānau ki te kāwanatanga o te kura, i whakamanatia hoki i roto i ngā wheako o tēnei poari/whānau, me tā rātou whakaraupapa haere i ngā mahinga ki te whakapai i ngā putanga mō ngā ākonga, ki tō rātou kura.

E arotahi ana te whānau ki te whakapai i tō rātou kāwanatanga, hei āwhina i ngā ākonga ki te kura. I whakawhanake ngātahitia e rātou tētahi māhere mahi, ā, i aroturuki i tā rātou ahunga whakamua i roto i ā rātou whāinga. I ngā wā i tāutu ai i ētahi āhuetanga hei whakangungu, i rapu te whānau i ngā whakangungu, hei āwhina i a rātou i roto i tō rātou tūranga ki te whakatutuki i ā rātou kawenga mahi e pā ana ki te whakawhanake tūtohinga, te whakahaere i te pūtea me ngā rawa, ā, ki ngā tikanga hoki e pā ana ki Te Aho Matua. I whakapuakihia e Te Rūnanga Nui tētahi wānanga e pā ana ki Te Aho Matua, ā, he āhuetanga whakahirahira tēnei ki te whānau, ā, i whakakotahi hoki i a rātou. Kei te kaha hihiri te whānau, ā, e hiahia ana rātou ki te arutau.

## Te aronga ki te kōkiri i te whakamahinga o ngā whakangungu

I roto i ngā kura angitū, ka tāutu ngā poari me ngā whānau i ngā āhuetanga o te whakangungu e whai huatanga ana, e whai hāngaitanga ana hoki, ā, e āhei ana ki te

whakatinana hoki ki tō rātou ake horopaki.

Ko te tino momo whakangungu i whai hua ai ki te poari i roto i te tau kua pahure ake nei, ko tāna whai wāhitanga ki te hui ā-motu o Te Whakarōpūtanga Kaitiaki Kura o Aotearoa. Tokotoru ngā kaitiaki o te poari i tae atu ki tēnei hui. I whai wāhi ngā kaitiaki o te poari ki te whānuitanga o ngā awheawhe e whai hua ana. I āhei hoki rātou ki te toro atu ki ētahi atu poari. I whakapakari ake te hui i te aronga o ngā kaitiaki o te poari ki te tāutu i ā rātou ake taumata ki te whakawhanake tonu.

Hei hua o tā rātou māhere whakawhanaketanga ngaio, i whakatinana nahanahatia e te poari me te whānau o te tauira kei runga ake nei, ā rātou whakangungu, hei whakapai i te kounga me te panoni hou o ā rātou hanganga kāwanatanga.

Nā ā rātou whakangungu, ā rātou hononga, me ā rātou ake wāhanga mātanga, i whakatinana ngā kaitiaki o te poari, i hāpai rānei hoki rātou, i ngā kōkiritanga e whai ake nei:

- Ko te tohaina o ngā kōpaki me ngā kawenga mahi e mārama ana, ā, e whakahaere paitia ana.
- Ka kitea tētahi aronga mārama, nahanaha hoki ki ngā whakawhanaketanga e pā ana ki te arotake i te tūtohunga me te whakatakotoranga, te aroturukitanga hoki o ngā whāinga ā-tau.
- Ko tētahi pūnaha ā-ipurangi e whakawātea ana i ngā kaitiaki o te poari, ngā kaimahi, me ngā mema o te whānau ki te titiro, te arotake, me te kōrero mō ngā kaupapa here me ngā tukanga o te kura. Ka whakamōhio hoki tēnei pūnaha i tēnā, me tēnā o ngā kaitiaki o te poari i te wā tika ki te arotake i ia kaupapa here.
- Kua pai ake te whai wāhitanga o te whānau, inā koa nā ngā hui ā-whānau me ngā whakawhitinga kōrero mō te āhua o te ākonganga kua puta i te kura, ngā kounga o te ārahitanga, me te tirohanga o te kura.
- Ka whakarato ki ngā kaiako, ngā rauemi me te tautoko, hei āwhina i te whakaemitanga me te whakamahinga o ngā mōhiotanga paetae ākonganga o te kounga kairangi. Ko te whakararanga o ngā rorohiko pōnaho ki ngā kaiako, me te whakawhanaketanga ngaio o ngā kaiako, e hono ana ki ā rātou kaupapa rautaki matua.
- E tū pakari ana te poari ki te aro atu ki ngā take kaimahi, i roto i te āhua me te wā e tika ana.

## Ngā āhuatanga kāhore i tutuki pai

Mō te nuinga, ki tā ngā poari me ngā whānau, i whai hua, i whai wāhi hoki ā rātou whakangungu, ki te whakapaitanga ake o ā rātou whakaritenga kāwanatanga. Engari, ko te tino āwangawanga ki te nuinga, kāhore ngā whai wāhitanga whakangungu e whakarato ana i

te tirohanga Māori ki te kāwanatanga e whai hua ana, kāhore rānei i āta whai whakaaro ki ngā aronga ngātahi ki te kāwanatanga, e whakamahia ana e te nuinga o ngā kura rumaki. Inā koa, he iti noa ngā whai wāhitanga ki te whai wāhi atu ki ngā whakangungu e hāngai pū ana ki tō rātou horopaki hei kura o Te Aho Matua, hei kura ā-iwi rānei.

Ki tētahi o ngā kura nei, he rerekē te tirohanga o te poari, te tumuaki, me te whānau mō ngā huarahi ki te whakahaere i ngā hanganga ture hei poari, i a rātou e whakahaere ana ki raro i ngā mātāpono o Te Aho Matua. I whakawhāiti tēnei i te hua o te whakangungu ki te whakatutuki i ngā matea kāwanatanga me ngā kaupapa kāwanatanga matua.

Kāhore te poari e whakaatu ana i te tino māramatanga ki ngā huarahi ki te whakatōpū i ngā mātāpono o Te Aho Matua me ōna tūranga kāwanatanga, āna kawenga kāwanatanga hoki. Kua whai wāhi atu tēnei ki ngā maniore ki waenganui i ngā kaitiaki o te poari me te rōpū whakahaere o te kura.

I rapu te poari i ngā whakangungu, kia mārama ai ki āna hanganga ture, i runga i ngā tikanga o Ngā Whāinga Mātauranga ā-Motu, me Ngā Aratohu Whakahaere Mahi mō te Motu. Ahakoa kua tāutuhia ngā tūmanako kāwanatanga me ngā tukanga kāwanatanga, kāhore ēnei i te whāia i ngā wā katoa. Nā te aronga kāwanatanga a te poari, e āhua māharahara ana ētahi o ngā kaimahi me ngā mema o te whānau. Nā tēnei, ko ngā hononga taumaha ki waenganui i ngā kaitiaki o te poari me te rōpū whakahaere i pā tōraro ki te kounga o ngā tukanga ki te whakarite i ngā whakataunga. Hei kura kaupapa Māori e whakahaerehia ana i raro i ngā mātāpono o Te Aho Matua, he mea nui te āheinga o te poari ki te whakahāngai i āna whakaritenga kāwanatanga, ki te tikanga matua o te kura.

E āta whakaatu ana tēnei tauira, he uaua ki ētahi poari, ētahi whānau hoki i te wā kāhore e taea ana e rātou te whakatairite i te horopaki o tō rātou kura, me ngā hanganga ture, i a rātou e tū ana hei rōpū kāwanatanga.

## He Matapakinga

Ko te whakapuakitanga o Tomorrow's Schools, i te tau 1989, i tohu i tētahi tino rerekētanga ki te āhua o te kāwanatanga ki ngā kura o Aotearoa, nā te nekehanga o ngā whakataunga whakaritenga, mai i ngā pokapū kāwanatanga, ki ngā hāpori ā-kura. Ko ngā hanganga ture o ngā poari i raro i te Ture Mātauranga o te tau 1989, e hāngai ana ki ngā kura katoa o Aotearoa, tae atu hoki ki ngā kura rumaki reo Māori. He nui ngā kawenga mahi, takohanga hoki ā ngā poari me ngā whānau mō ā rātou ākongā, ō rātou whānau whānui, me ngā hāpori. He tino nui tō rātou tūranga ki te whakatau i ngā whakaritenga, hei whakapai i ngā putanga mātauranga mō ngā ākongā.

Ko ngā aronga ki te kāwana i ngā kura, e hāngai ana ki te horopaki o ia kura, me tōna hāpori, ōna hononga whānui hoki. Nā tēnei, ka whakamahi ngā kura i ngā tūmomo hanganga whakariterite, pāpori hoki, hei hāpai i a rātou ki te whakatutuki i ngā hanganga ture e pā ana ki ngā poari, i a rātou e whakanui ana hoki, e whakamahi ana hoki, i ētahi tauira e tohu ana i te whakahaeretanga kē o te whānau i te kāwanatanga. Nō reira, me whakarite ngā whakangungu kāwanatanga mō ngā poari me ngā whānau, kia hāngai ki ngā tauira kāwanatanga nei, ehara i te mea me ahu mai i ngā whakarerekētanga ki ngā pūnaha me ngā whakaritenga e whakamahia ana ki ngā kura auraki. Ko ngā tino rerekētanga ki waenganui i te kāwanatanga ki te kura rumaki reo Māori me ngā kura auraki, e āta tohu ana i te whakahirahiratanga o ngā whakangungu ka hāpai i te tūmomo kāwanatanga, e whakahaerehia ana e ngā poari me ngā whānau.

Kua tāutuhia e ngā kura, he mea nui te whakaratonga i te kāwanatanga e hāngai ana ki te katoa o te tangata. Ki tō te tirohanga Māori, ko ngā tikanga pērā i te whanaungatanga, te manaakitanga, te tuakana me te teina, me te mahi ngātahi, ka whakanuia ki ngā kura, ā, ka whakapūmau i ngā hononga me te whakawhanaungatanga ki waenganui i ngā tāngata. Nō reira, me poipoi ngā whakangungu kāwanatanga i aua whai wāhitanga ki te whakawhanake me te whakamahi i ngā hononga ngātahi ki roto i ngā kura.

E whakaatu ana ngā poari me ngā mema o ngā whānau i te manakohanga, ki te whai wāhi ake ki ngā whakangungu mā ngā piringa kura, ā, ki reira ngā poari, me te hāpori whānui i ētahi wā, ka tāutu me te whakapuaki i ngā mātanga, me te ako ngātahi i ō rātou tūranga kāwanatanga, ā rātou kawenga kāwanatanga hoki. Ka whai hua hoki ki ngā poari me ngā whānau, te whai wāhitanga i ia te wā, ki te whakamōhio i ētahi atu kura o ngā whakangungu papai kua whakatutukihia. Mā ngā tūmomo hononga kē, pērā i ngā piringa kura ā-rohe, ā-hāpori rānei, Te Rūnanga Nui, Ngā Kura ā-lwi rānei pea e kawē. Ko te whakawhanake i ngā mahinga ki te whakamōhio i ētahi atu kura mō ngā whakangungu papai i whakatutukihia ki ngā kura, ka āwhina i ētahi atu poari, i ētahi atu whānau hoki ki te tāutu me te whakamahi i ngā whakangungu kāwanatanga me ngā ratonga e whai hua ana.

Inā koa, kei te kaha ake te tahuritanga me te whai wāhitanga o ngā manatū ā-iwi me ngā rōpū

mātauranga ā-iwi ki ngā kura rumaki i roto i ō rātou iwi. I tēnei wā, he rerekē te whānuitanga o ngā iwi kia whai wāhi atu. Ko ētahi o ngā rerekētanga nei, ko te:

- whakarato i ngā mōhiotanga me ngā rauemi hei hāpai i ngā akoranga a ngā ākongā
- whakawhiti whakaaro ki a rātou, hei wāhanga tonu o te whakawhanaketanga o te tūtohunga o te kura
- whakatinanatanga i ngā rautaki mātauranga ā-iwi, puta noa i ngā kura katoa i roto i tō rātou rohe ā-iwi.

Nā te tupu haere o te aronga o ngā iwi ki ngā kura, e tika ana hoki te wā, kia whai whakaaro ngā ratonga whakangungu, me pēhea te whakamahi i ngā hononga nei e whakawhanake haere ana, ki te whakatairanga i te āheinga kāwanatanga o ngā poari me ngā whānau.

He mārama te pūtake o ngā poari me ngā whānau angitū ki te whakatutuki i ngā whakangungu e hono ana ki tō rātou ake tirohanga mō te kura me ā rātou māhere rautaki. Engari, me āwhina hoki i ētahi atu ki te whakarite i ō rātou ake matea whakangungu. Ka whai wāhi ngā ratonga whakangungu ki te āwhina, mā te:

- whakatinana i tētahi tukanga mō mua tonu i te whakangungu, hei akiaki i ngā poari me ngā whānau ki te whakawhanake, ki te whakamahi rānei i ā rātou ake arotake whaiaro, hei tāutu i ngā whakangungu e hiahiatia ana e rātou, hei whakapakari tonu i ō rātou ake kaha, ā, hei whakanui ake hoki i ō rātou ake āheinga kāwanatanga
- wāia haere ki ngā whakawhanaketanga matua i whakaritea ai ki ngā kaupapa matua o ngā kura
- whakanui ake i te wā e tika ana mō ngā poari me ngā whānau ki te whakawhitiwhiti kōrero, mō ngā āhuatanga o te whakangungu e hāngai ana ki ō rātou matea, me ngā huarahi hoki mō rātou ki te whakatinana i ēnā, ki tā rātou ake taura o te kāwanatanga i te kura.

Ko te whakahāngaitanga i ngā whakangungu, ka whakanui ake i ngā whai wāhitanga mō ngā poari me ngā whānau, ki te ako i ngā tino whakaritenga me ngā tukanga e āhei ana rātou ki te whakatinana ki ō rātou ake kura.

Ko te mahi a ngā poari me ngā whānau e whai hua ana, ko te whakamāhere nahanaha mō te wā kei te haere mai. Ka arotahi pū rātou ki te whakapūmautanga o ō rātou kura, mā te akiaki i te tokomaha o ngā whānau ki te ako me te whai wāhi hoki ki te kāwanatanga o ngā kura. I te nuinga o te wā, he tino kaha te whai wāhitanga o ngā whānau ki ngā taumahi o ngā kura me ngā hāpori, pērā i ngā wānanga, ngā haerenga hākinakina, ngā kaupapa ki te kohi pūtea, me ngā huihuinga whakanui o ngā kura. Ko ngā poari me ngā whānau e kaha ana ki te kōkiri, ka whakamahi hoki i ngā whai wāhitanga nei ki te tāutu i ngā mātua me ngā whānau ka whai

wāhi nui ki te mātauranga o ā rātou ākonga, me tō rātou kura, mā te whai wāhi atu ki te kāwanatanga. Ka whakanui ngā poari me ngā whānau angitū, i ngā tūmomo kaha, ngā tūmomo pūmanawa, ngā tūmomo pūkenga hoki o ngā mema o te whānau, hei hāpai i ngā ākonga me te whai wāhi ki ngā whakaritenga hei whakapūmau, hei whakapai hoki i tō rātou kura.

## Ngā Whakarāpopototanga

E toru ngā āhuatanga matua e hāngai ana i te nuinga o te wā, ki ngā tino whakapaitanga ki ngā whakaritenga kāwanatanga, hei hua o ngā whakangungu i whakatutukihia ai e ngā poari me ngā whānau ki ngā kura rumaki reo Māori.

Ka eke ake ngā whakangungu a ngā poari ki te angitū, i te wā he mārama te pūtake, ā, e whai tikanga ana te horopaki ki te kura. Ka tāutu, ka whakatutuki ngā poari me ngā whānau angitū i ngā whakangungu e whai hua ana, e whai tikanga ana, ā, e aro mārika ana ki ō rātou matea me ā rātou kaupapa matua. Ka tahuri hoki rātou ki te:

- āta whakarite, kia hono mārama ngā whakaritenga e pā ana ki ngā whakangungu kāwanatanga ki ngā kaupapa matua o te kura, ā, e ahu mai ana hoki i ngā mōhiohio arotake whaiaro o te kōunga pai
- whakapā atu ki ngā whakangungu e whakaratohia ana e ngā kaiwhakahaere e mau nei i te mātanga me te mōhiotanga ki te kāwanatanga, me te āhua o ngā mahi ki ngā horopaki kaupapa Māori, rumaki reo Māori hoki
- whakaaro huritao, kaikini hoki mō ngā huarahi ki te whakatinana tika i ngā whakangungu ki te horopaki o tō rātou kura.

Ko ngā poari me ngā whānau e mau pūmau ana ki tētahi aronga ki ngā huarahi ki te whakapai i tō rātou āheinga ki te kāwanatanga, e pakari ake ana hoki ki te whai wāhi atu ki ngā whakatutukitanga me ngā mahi angitū a ngā ākonga. Ki ēnei o ngā kura:

- he tino whai wāhitanga tō ngā poari me ngā mema o te whānau ki te whakawhanake me te whakapūmau i ngā whakaritenga kāwanatanga papai mō te kura
- kua whakaritea ngā hononga tautoko, hei whakarato i te whānuitanga ake o ngā whai wāhitanga ki te whakawhanake i te āheinga o te poari me te whānau ki te kāwana tika i te kura
- ka whakapūmau ngā tukanga ki te whakapuaki i ngā mōhiohio i puta mai i ngā whakangungu kāwanatanga, ki te whānuitanga ake o tētahi rōpū o te poari me ngā mema o te whānau.

Ko ngā poari me ngā whānau e whai hua ana i roto i ā rātou mahi, e mōhio ana ki te whakahirahiritanga o te whakamāhere tauatanga, ki te whakawhanake me te whakapūmau i ngā whakaritenga kāwanatanga e whai hua ana. Nā te iti tonu o te nuinga o ngā kura, he mea nui kia kōkiri ngā poari me ngā whānau i te whakatūnga o tētahi tino tūāpapa ki te kāwana. Ko ngā kura e āhei ana ki te noho pūmau ki te whakapaitanga:

- ka whakanui tonu, ka akiaki tonu i te whai wāhitanga atu a te whānau ki te horopaki o te

kura, ā, ka whakamahi i ngā pūmanawa me ngā mātanga o te whānau whānui

- i ngā wā katoa, ka tāutu i ngā mema pea mō te poari me te whānau, ā, ka āta akiaki i te whai wāhitanga o ētahi atu mema o te whānau, i roto i ngā mahi kāwanatanga, tae atu hoki ki ngā whai wāhitanga whakangungu.

Kua whakapuakihia e te Tari Arotake Mātauranga ngā whakaaturanga o tēnei arotake ki te Tāhuhu o te Mātauranga. I tohu te Tāhuhu, kei te mahi rātou i tēnei wā, ki ngā rōpū rumaki reo Māori, pērā i Te Rūnanga Nui, hei hōkai, hei whakawhanake hoki i ngā whakangungu ka hāngai ake ai ki ngā taurira o te kāwanatanga ka kitea ki ngā kura. Kua tohaina ētahi atu pūtea ki te whakangungu kāwanatanga e Te Tāhuhu, mō te tau 2010 me te tau 2011. Ko ngā kaupapa matua mō ēnei pūtea hei te 2011, ka tāutuhia, whai muri mai i ngā whakawhitinga kōrero ki ngā māngai ā-rohe o te Tāhuhu.

## Ngā Taunakitanga

E taunaki ana te Tari Arotake Mātauranga ki te:

### Ngā poari whakahaere

- whanake, ki te whakapūmau hoki i ngā tukanga arotake whaiaro e pakari ana, ā, e tāutu ana i ngā matea o ngā kaitiaki o te poari me ngā mema o te whānau, hei whakapai ake i te āheinga ki te kāwana
- whakanui me te whakarato hoki i ngā whai wāhitanga mō ngā mema o te whānau, ki te ako me te whai wāhi atu ki te kāwanatanga, hei whakatairanga i ngā pūkenga me ngā mōhiotanga ki te whānau whānui o te kura
- whakamāhere mō ngā rerekētanga ki te poari, ki te whānau rānei hoki, hei āta whakarite i te ū tonutanga o ngā tāngata ki te kāwanatanga o te kura
- hāpai i a rātou e whai wāhi ana ki ngā whakangungu kāwanatanga, mā te whakawhiti kōrero me te whakaaro kaikini, whakaaro huritao hoki mō ngā momo whakangungu e whai pānga ana ki ā rātou mahinga o tēnei wā, me ngā huarahi ki te whakatutuki i tēnei.
- ki te arotake, ki te aroturuki hoki i te whakaratonga o ngā mahi whakangungu, mahi tautoko hoki, kia tika ai te tohatoha hoki o ngā rauemi ki te whakapai i te āheinga kāwanatanga e hāngai pū ana ki ngā kura rumaki reo Māori.

### Te Tāhuhu o te Mātauranga

- ki te arotake, ki te aroturuki hoki i te whakaratonga o ngā mahi whakangungu, mahi tautoko hoki, kia tika ai te tohatoha hoki o ngā rauemi ki te whakapai i te āheinga kāwanatanga e hāngai pū ana ki ngā kura rumaki reo Māori.



## Tapiritanga 1: Ngā tatauranga e pā ana ki ngā kura o tēnei arotake

Tūtohi 1: Ngā Tūmomo Kura

Te tūmomo kura	Te tatauranga	% o te katoa o tēnei arotake	% ā-motu
He kura tuatahi (Tau 1-8)	5	56%	55%
He kura hiato (Tau 1-15)	4	44%	45%
Te katoa	9	100%	100%

Ko te tatauranga o ngā kura i roto i tēnei arotake, he rite ki ngā ōrau o te motu mō te nuinga o ngā tūmomo kura.

Tūtohi 2: Te Tūwāhi o ngā Kura

Te Tūwāhi	Te tatauranga	% o te katoa o tēnei arotake	% ā-motu
Tāone	7	78%	61%
Tuawhenua	2	22%	39%
Te katoa	9	100%	100%

Kāhore te tatauranga o ngā kura ki tēnei pūrongo, i hāngai ki ngā ōrau o te motu mō ngā tūwāhi o te tāone me te tuawhenua. He maha rawa ngā kura o te tāone. I whai pānga nui tēnei rerekētanga ki ngā tatauranga. <sup>[9]</sup>

Tūtohi 3: Te whānuitanga o ngā tatauranga hāpori ōhanga o ngā kura

Te Tatauranga Hāpori Ōhanga <sup>[10]</sup>	Te tatauranga	% o te katoa o tēnei arotake	% ā-motu

Ngā Whakangungu Kāwanatanga mā ngā Poari Whakahaere me ngā Whānau i roto i ngā Kura - Governance Training for Boards of Trustees and Whānau in Kura

Tatauranga Hāpori Ōhanga Iti (1-3)	8	89%	89%
Tatauranga Hāpori Ōhanga Waenga (4-7)	1	11%	10%
Tatauranga Hāpori Ōhanga Nui (8-10)	-	-	-
Te katoa	9	100%	100%

Ko te tatauranga o ngā kura ki tēnei arotake, i tino rite ki ngā ōrau ā-motu o ngā kura ki ia whānuitanga o ngā tatauranga hāpori ōhanga.

Tūtohi 4: Te tatauranga ā-rōpū mō te tokomaha o ngā ākonga ki ngā kura

Te tokomaha o ngā ākonga	Te tatauranga	% o te katoa o tēnei arotake	% ā-motu
He iti (0-150 kura tuatahi, 0-300 kura tuarua)	9	100%	91%
He āhua nui (151-300 kura tuatahi, 301-700 kura tuarua)			8%
He nui (301+ kura tuatahi, 701+ kura tuarua)			1%
Te katoa	9	100%	100%

Kāhore te tatauranga o ngā kura ki tēnei pūrongo, i hāngai ai ki ngā ōrau o te motu mō te tatauranga o ngā ākonga ki ngā kura. Kāhore he kura nui, he kura āhua nui rānei i roto i tēnei arotake.

Tūtohi 5: Ngā tūmomo kura

Te tūmomo kura	Te tatauranga	% o te katoa o tēnei arotake	% ā-motu
Te Aho Matua (s155)	4	44%	65%

Ngā Whakangungu Kāwanatanga mā ngā Poari Whakahaere me ngā Whānau i roto i ngā Kura - Governance Training for Boards of Trustees and Whānau in Kura

Te āhuatanga motuhake (s156)	5	56%	35%
Te katoa	9	100%	100%

Kāhore te tatauranga o te kura ki tēnei arotake i hāngai ai ki ngā ōrau o te motu mō ngā tūmomo kura. He maha rawa ngā kura e mau ana i te tohu o te āhuatanga motuhake.

[9]

Ko te rerekētanga ki waenganui i tēnā i kitea ai, me tēnā i tūmanakohia ai, i whakamātauhia mā te whakamahinga i tētahi Chi Square Test. Ko te taumata o te pānga tatauranga, ko te  $p < 0.05$ .

[10]

Ko te tatauranga hāpori ōhanga o tētahi kura e tohu ana i te whānuitanga o ngā ākonga o taua kura e ahū mai ana i ngā hāpori rawakore. Ko ngā kura o te tatauranga hāpori 1, ko te 10 ōrau o ngā kura e mau ana i te tino ōwehe ake o ngā ākonga, mai i ngā hāpori rawakore ana, heoi anō, ko ngā kura o te tatauranga hāpori ōhanga 10, ko te 10 ōrau o ngā kura e mau ana i te tokoiti o ake o ngā ākonga nei.

## Overview

Effective governance of kura <sup>[1]</sup> and schools is critical to improving the quality of educational outcomes for students.

The context for Māori-medium kura governance is unique and provides opportunity for whānau, <sup>[2]</sup> hapū and iwi to actively contribute to the strategic development of their kura. Consequently, most kura adopt a collective, whānau-driven approach to governance. This reflects their expectation of high levels of participation and involvement by whānau across the range of activities in kura, including kura governance.

This report presents findings from ERO's review of the relevance and usefulness of governance training for boards of trustees and whānau members in kura. The total number of Māori-medium kura is small (around 90) and comprises approximately 3.5% of all schools in New Zealand. The findings of this report are from an evaluation of nine kura which were reviewed in late 2009 and early 2010.

ERO found the training used by boards and whānau was effective in just over half the kura in this review. In most of the kura, training had a significant impact on their governance practice. Decisions about training were influenced by the collective training needs of the board and whānau, the cost and time required to participate in training, and the availability of members to attend training.

Three key factors were typically associated with significant improvements to governance practice as a result of training undertaken by boards and whānau. These were:

- purposeful and relevant governance training that responded directly to the identified needs and priorities of their kura
- a focus on enhancing student achievement and success through improving the governance capacity and capability of boards and whānau
- recognition of succession planning to support kura in developing and sustaining effective governance practices.

ERO identified significant improvements in governance practices which boards and whānau attributed to the training undertaken. Boards and whānau members had increased their capacity and confidence to manage their governance roles and responsibilities. This confidence led to deliberate and informed improvements to governance practice and more effective use of resources in line with the priorities and needs of the kura.

The relatively small roll size of most kura means it is important that boards and whānau are

proactive in establishing a strong foundation for governance. This can involve encouraging more whānau members to have ongoing involvement in governance activities and continuing to promote whānau involvement and participation in the kura.

Kura with robust self-review processes are more able to identify and prioritise training needs for individual and groups of trustees and whānau members that will improve outcomes for students. Their decisions about training are often linked to the strategic priorities of the kura. A well planned approach to achieve specific outcomes and address any areas of internal capability for governance was evident in kura with effective self review. These boards and whānau also allowed time for discussions to reflect on the outcomes of the training and identify how their governance practice could be improved as a result of the training.

The inherent differences between governance in kura and mainstream schools highlight the importance of training that supports the context in which boards and whānau operate. The best training for boards and whānau is designed specifically to reflect the models of governance in kura, rather than training adapted from systems and practices used in mainstream schools.

[1]

The term 'kura' is used in this report to refer to Māori-medium schools. Conversely the term 'school' is used in reference to English-medium schools.

[2]

Throughout this report the broad term 'whānau' is used to include different groups in kura and may comprise students, parents and caregivers, teachers and staff, wider whānau members, local hapū and iwi.

## Recommendations

ERO recommends that:

### Boards of trustees

- develop and maintain robust self-review processes that identify the needs of trustees and whānau to improve governance capability
- promote and provide opportunities for whānau members to learn about and participate in governance, enhancing the skills and knowledge in the wider kura whānau
- plan for changes in the board and/or whānau to ensure continuity of personnel in the governance of the kura
- support those who participate in governance training by discussing and critically reflecting on what training can be applied to their current practices and how this should be done.
- review and monitor the provision of training and support so that there is appropriate allocation of resources to improve governance capability specifically relevant to Māori-medium kura.

### The Ministry of Education

- review and monitor the provision of training and support so that there is appropriate allocation of resources to improve governance capability specifically relevant to Māori-medium kura.

## Introduction

This national report focuses on the relevance and usefulness of governance training provided for boards of trustees and whānau in kura, and the extent to which this training has contributed to improvements in the quality of governance. In order to understand the context for kura governance, the report also provides an overview of effective governance practices identified generally throughout the schooling sector.

In the 2007 School Governance: An Overview report, <sup>[3]</sup> ERO identified common features of schools that were well governed. In those schools:

- trustees were committed to improving student learning and achievement
- analysed student achievement information was used well to set targets, underpin decision-making and guide professional development for staff
- strategic and annual planning was focused on improving student achievement
- the principal played a key role in working with trustees and provided strong leadership for the board, staff and students.

ERO has identified school governance as one of six dimensions of good practice that have a significant impact on student learning: engagement, progress and achievement. <sup>[4]</sup> In schools with effective governance practices, ERO identified common features of boards of trustees that included:

- having a focus on improving the achievement and success of all students
- providing direction and coherence across school policy and decision making
- using comprehensive strategic planning and robust self review
- aligning policies and practices to the school's vision and strategic direction
- using data and analysis to make decisions about priorities including resource allocation, programme implementation and evaluation, and teachers' professional development.

### Why focus on governance training in kura?

In its 2008 report: The Quality of Teaching in Kura, <sup>[5]</sup> ERO found that 21 percent of successful boards and whānau readily accessed training to support them in their various governance roles. Although that evaluation did not mention the proportion of board and whānau members undertaking training, the evidence suggested that trustees in the poorer performing kura found the training offered did not meet their needs or was not effective in

developing their governance capabilities. In some kura, trustees and whānau members undertook no training. These findings indicated a need to evaluate the relevance and accessibility of training to support trustees and whānau members.

Although variations are evident, the most typical kura governance structures identified in ERO's individual education review reports are kura that operate with either:

- the whānau as the primary governance and decision-making body, with nominated members of the whānau and/or elected trustees acting within the parameters defined by the whānau, or
- an elected board of trustees as the primary governance and decision-making body, with processes in place to consult whānau and the community.

To reflect these governance variations, in this report the term 'board and whānau' is used to refer to the governing body as it applies to each kura context and as an acknowledgement of the roles of whānau and board in the governance of kura.

In late 2008 ERO consulted Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa <sup>[6]</sup> to discuss potential topics for national evaluation reports. Following this, ERO decided it would be useful to focus on governance training for boards and whānau in Māori-medium kura.

### Principles for effective governance

In 2010 the Ministry of Education published the resource: Effective Governance: Working in Partnership, <sup>[7]</sup> which outlines the purpose, principles and practices of effective governance. It details how boards:

- meet the needs of key stakeholders
- govern on behalf of all stakeholders
- decide how they will govern
- have 'designing the future' as their main responsibility
- are hands-off, and mainly make policy decisions
- make collective decisions and speak with one voice
- monitor performance by reference to policy
- work with the principal to lead together.

While these principles refer to the role and expectations of boards in schools, the term 'board' can be easily interchanged with the term 'whānau' in kura. While most of these principles are



observed in action in kura, there are variations in how these might be conceptualised and applied to the approach used in kura. This is evident in the way kura may use processes that uphold and validate Māori ways of operating, for example being guided by Māori philosophy and values.

[3]

Education Review Office. School Governance: An Overview. September 2007.

[4]

Education Review Office. Draft Evaluation Indicators for School Reviews. June 2010.

[5]

Education Review Office. The Quality of Teaching in Kura. December 2008.

[6]

Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa (or Te Rūnanga Nui) is the national collective body for kura that operate in accordance with the principles of Te Aho Matua.

[7]

Ministry of Education. Effective Governance: Working in Partnership. May 2010

## Methodology

This report includes information gathered as part of nine ERO education reviews between Term 2, 2009 and Term 1, 2010. In each kura, ERO made an overall judgement about how well boards of trustees and/or whānau members were able to find and use relevant and useful training, and the impact this training had on the quality of governance practices.

All kura included in this report had undertaken training to improve governance practices during the last three years.

### Kura included in this report

ERO gathered evidence for this report as part of its scheduled reviews in kura, as well as in English-medium schools that also provide bilingual and/or Māori immersion education. Two main types of kura are included in this review:

- designated character kura
- kura kaupapa Māori Te Aho Matua.

While there are strong parallels between these two types of kura, their differences stems from the kaupapa or central purpose of the kura as explained below.

Appendix 1 outlines the kura in the sample for this report: type, size, decile and locality.

### Designated Character Kura

Designated character kura are established under Section 156 of the Education Act 1990 and include kura ā-iwi, kura Māori, kura motuhake and kura mana Māori. These kura are established within the tribal boundaries of an iwi and are dedicated to providing education that reflects the language, customs, histories and aspirations of that particular iwi.

At the time of publication there were 25 kura ā-iwi. Most of these kura were affiliated to Ngā Kura ā-Iwi o Aotearoa, an organisation established to advance the aspirations of kura ā-iwi.

### Kura Kaupapa Māori Te Aho Matua

Te Aho Matua kura are established under Section 155 of the Education Act 1990 and operate in accordance with the six foundation principles of Te Aho Matua – Te Ira Tangata, Te Reo, Ngā Iwi, Te Ao, Āhuatanga Ako and Te Tino Uaratanga. <sup>[8]</sup> These principles are applied by the whānau of each kura as appropriate to their context.

Unlike kura ā-iwi which are situated in their tribal areas, some Te Aho Matua kura maintain wider tribal links because of the greater diversity of their students, staff and whānau.

At the time of publication there were just over 60 Te Aho Matua kura. Under legislation, these kura are affiliated to Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa.

## Review Framework and Approach

This review had two overarching questions:

- How effective is the governance training for board/whānau in meeting their needs?
- What impact does this training have on the quality of governance practice in the kura?

ERO collected evidence by talking with trustees, whānau and senior staff members, observing aspects of governance practices and reading relevant documents provided by the kura. ERO used this evidence to evaluate how well boards and whānau were able to identify their training needs and access the appropriate training to meet those needs. ERO also investigated what changes had been made and sustained as a result of the training undertaken by the trustees/whānau.

A questionnaire about the training undertaken and its impact on improving the quality of governance practices was also completed by the kura before the review. ERO used this information as a basis for further discussion with kura personnel about the successes and challenges of governance training.

This report also includes extracts from confirmed ERO education review reports and from discussions and interviews with board/whānau members showing some of the challenges and opportunities they experienced.

[8]

New Zealand Gazette. Official Version of Te Aho Matua o Ngā Kura Kaupapa Māori and an Explanation in English. Issue No. 32 February 2008

## Findings

### Identifying and accessing useful governance training

This section highlights ERO's findings in relation to how well boards and whānau were able to meet their governance training needs. To make a judgement, ERO evaluated:

- how well the board and whānau identified their training needs
- how effective the board and whānau had been in finding and using appropriate high quality training
- the type of training that had been most effective for them.

In just over half of the kura included in this report, the quality of training undertaken by boards and whānau was effective.

Decisions about what governance training would be used and who would participate in those training sessions were influenced by these three factors:

- The collective training needs of the board and whānau decided through self review.
- The cost and time required to participate in training.
- The availability of members to attend training.

### Making decisions about governance training needs

Kura with robust self-review processes were more able to identify and prioritise training needs for individual and groups of trustees and whānau members. These decisions about training were often linked to the strategic priorities of the kura. A planned approach was in place for boards and whānau to achieve specific outcomes and address any areas of governance capability.

The board and whānau actively participated in training to improve their understanding of their governance roles and responsibilities. They developed and implemented an action plan that was monitored and reviewed to determine progress towards schoolwide improvement. This process of self review assisted the board, whānau and staff to reflect upon and report achievements. These practices contributed to more vigorous strategic planning for the kura.

The importance of high quality governance training was also evident in kura where critical developments or changes were occurring. Developments such as managing a change of class or status, or re-establishing governance capability after a period of external intervention, required a strategic and planned approach to build governance capability and, in turn, support succession planning for future boards and whānau members.

In some kura, decisions about governance training were influenced by the findings and recommendation of ERO review reports, or the advice from external providers and the Ministry of Education. That, along with self review information available in the kura, gave direction for governance training for the board and whānau.

Decisions made about training for trustees were based on the findings of the previous ERO report, self-review information, the needs of individual trustees, and the strategic objectives and annual priorities detailed in the charter. The board comprised whānau and community members with strong links and interests in the kura. The professional knowledge, skills and expertise of individual board members assisted the board to make good decisions about their training and development.

In one kura, the principal stated that the board was pleased with the relevance of the content and the quality of the facilitation of the training in terms of their needs as a kura Māori. However, the decision to stop this governance training was based on balancing the financial cost to the kura and the availability of board and whānau members to participate in the training.

A Māori consultancy firm, employed by the board, delivered specific training modules relevant to the identified needs of the board and whānau. Due to the high cost of these services the board has decided to wait until after the election of new board members before continuing with the services of the firm.

### Access to governance training

Access to governance training relies significantly on the sharing of information about these opportunities. For most of the boards and whānau in this report, information about upcoming governance training opportunities were found through the following sources:

- Ministry of Education personnel and communications
- notices and circulars from The New Zealand School Trustees' Association (NZSTA)
- by word of mouth – usually through networks with other kura and external agencies
- The Education Gazette
- circulars and flyers sent to kura.

Kura used a range of external governance training providers for different purposes, though there were particular providers that they used more often. The most commonly used were NZSTA, Te Rūnanga Nui, Ministry of Education personnel including appointed specialist advisors, and local consultancy firms.

### The most relevant type of governance training

As part of this review, ERO asked boards and whānau to identify the type of training they preferred. All but one of the kura said that the ideal site for training was their own kura. This meant that as many of the board and whānau members as possible could attend, which contributed to more people being involved in aspects of kura governance. Figure 1 below shows the different types and preferences of kura.

Figure 1: Most relevant type of governance training

Type of training	Level of preference
Training onsite at the kura	High
Training about particular governance aspects	High
Training with kura in your area/iwi	High
Training provided by external personnel	High
Training provided by internal personnel	Medium
Training at another venue with other boards	Low
Training you saw advertised	Low

Most kura preferred to work collaboratively with other kura. This allowed for discussion and sharing ideas about kura governance. This also contributed to establishing good networks of support among the kura.

Kura also identified the importance of training that was targeted to their specific needs or areas, as opposed to generic presentations and workshops for all boards of trustees. This type of training supported boards and whānau to make direct links to how they could apply the training to their prioritised areas for development.

In terms of facilitators, most kura preferred external facilitators who offered specific expertise and knowledge about governance, particularly if they could also provide a Māori perspective.

One of the providers was a local Māori consultancy firm that was able to provide specific training with comprehensive resources left with the board. This provider structured a

programme comprising specific training modules. Experienced facilitators could deliver in te reo Māori and target their training sessions at the appropriate level for board members.

### What hasn't worked well

In most instances, training provided to boards and whānau was developed for English-medium schools and then adapted for kura. Therefore the relevance of the training was not always explicit or apparent. This meant board and whānau members had to then spend more time considering how to apply their training to their own governance context. This time was important, especially in kura using a whānau-driven approach, to allow discussions to reflect on the key messages from the training and identify how their governance practices could be improved as a result of the training.

In a small number of kura, attracting and retaining board and whānau members had an impact on their ability to build their governance capability. In the example below this limited the opportunities to sustain progress and improvements.

The board does not have a strategic approach to sustaining the level of skill and knowledge of school leadership. Attracting and retaining board members has been a significant issue in the past. The close liaison between the board and whānau is a useful strategy for capacity building and retention. Promoting continuity within the board has not been formalised as part of the strategic plan and strategies to attract board members are yet to be explored. The board should formalise succession plans for all levels of leadership within the kura.

This highlights the usefulness of providing training opportunities that can be attended by as many board and/or whānau members as possible to share knowledge and generate interest in kura governance.

## The impact of training on the quality of kura governance

This section highlights ERO's findings in relation to the impact of training on the quality of governance practice in kura. ERO evaluated:

- the evidence of changes to board and whānau practices as a result of training
- the board and whānau training needs that had not yet been met
- the extent to which training had an impact on the board and whānau decisionmaking.

In most of the kura included in this report, training for boards and whānau had a significant impact on their governance practices.

## Changes made as a result of governance training

ERO identified substantial improvements in governance practice attributed to the training undertaken, including:

- increased capacity and confidence of board and whānau members to manage their governance roles and responsibilities
- deliberate and informed improvements to governance practices
- more effective use of resources aligned to the priorities and needs of the kura.

In kura that made effective use of the training provided, there was a deliberate strategy to build the internal capability of their board and/or whānau. This helped trustees develop leadership, share their expertise and knowledge, and examine the content and outcomes of training to respond to their own needs and priorities in the kura.

The board has confidently used training that supported its development needs and contributed to improvements in kura governance. The board developed its own annual professional development plan. Board practices included a short presentation and discussion on one aspect of kura governance at each monthly board meeting, facilitated by one of the trustees. This board plan also made provision for both internal and external training opportunities.

These improvements were also clearly reflected in the positive changes identified in kura in the two extracts that follow.

The board and whānau have actively participated in training to improve their understanding of their governance roles and responsibilities. They have developed and implemented an action plan that is monitored and reviewed to determine progress towards school-wide improvement. This process of self review assists the board, whānau and staff to reflect upon and report achievements. These practices contribute to more vigorous strategic planning for the kura.

Board members attend regular monthly meetings and have high expectations of themselves in their respective roles as trustees. Kura priorities are discussed at board meetings and opportunities are provided for members to attend governance training in order to increase their knowledge and understanding of effective governance practices. Board members are well informed and board training has had significant impact on governance practices in this kura.

### Improving whānau involvement in governance

For one kura, the emphasis was clearly on whānau development and empowerment in the governance of the kura. Whānau members were included in training opportunities which



helped them to understand how they could contribute to the ongoing development and sustainability of Te Aho Matua in the kura.

Governance training has had a significant impact on the kura. Decisions about training are now informed by self review. The whānau has also defined its vision and mission statement as a Te Aho Matua kura. As a result, the management role of the tumuaki has been strengthened and the whānau has been brought closer together. Whānau are now active partners in the management of the kura as decision makers.

The importance of transparency and communication with whānau and community was particularly evident in one kura where systems were implemented by the board and whānau to value the involvement of whānau members.

Board members attended governance training to help them improve their understanding of specific roles to streamline their governance systems. An agreed policy direction maintains open communication between the board and the community. This was greatly assisted by having whānau meetings immediately following board meetings. Consequently, wider whānau members were able to contribute and participate in decision-making processes.

The important role of whānau in kura governance is also reinforced in the experiences of this board/whānau as they gave priority to actions to improve outcomes for the students in their kura.

The whānau are focused on improving their governance to help the students at the kura. They developed an action plan together and monitored their progress with their goals. Where identified training was required, the whānau sought it to help them in their roles and responsibilities with charter development, finance and property management, and Te Aho Matua philosophy. Te Rūnanga Nui delivered a Te Aho Matua wānanga which was important for the whānau and brought them together. The whānau are highly motivated and want to succeed.

### Proactive approach to using training

In successful kura, boards and whānau identify what aspects of the training are useful and relevant, and can apply it effectively to their particular context.

The most effective type of training for the board in the past year has been involvement in the national NZSTA conference. Three trustees attended the conference. Trustees took part in a range of relevant workshops. They were also able to network with other boards of trustees. The conference gave trustees more direction in identifying their next steps for development.

As a result of their professional development plan, the board and whānau in the example

above applied their training in a planned way to improve the quality and innovation of their governance structures.

Through their training, networks and individual areas of expertise, trustees implemented and/or supported the following initiatives:

- Designated portfolios and responsibilities are understood and well managed.
- A clear and planned approach to developments is evident for charter review and setting and monitoring annual goals.
- An online system enables trustees, staff and whānau members to view, review and comment on kura policies and procedures. This system also notifies designated trustees when policies are due for review.
- Whānau involvement and participation has improved, in particular through whānau hui and consultation about the graduate profile, leadership qualities and kura vision.
- Tools and support for teachers is provided to assist the collection and use of high quality student achievement information. Provision of laptops for teachers and teacher professional development are linked to their strategic priorities.
- The board is confident in responding to personnel matters in an appropriate and timely way.

### What hasn't worked well

Overall, boards and whānau found their training was useful and contributed to improvements in their governance practices. However, the most common concern was that training opportunities did not offer a Māori perspective of effective governance, or adequately consider the collective governance structures adopted by most kura. In particular, there were limited opportunities to participate in training that was directly related to their context as a Te Aho Matua kura or kura ā-iwi.

In one kura, the board, principal and whānau had different perspectives about how to manage legal requirements as a board of trustees while operating in accordance with the principles of Te Aho Matua. This limited the impact of the training on addressing governance needs and priorities.

The board does not demonstrate a clear understanding of how to bring together the principles of Te Aho Matua and its governance roles and responsibilities. This has contributed to tensions between board members and kura management.

The board sought training to understand its legal requirements in relation to the National Education Goals and National Administration Guidelines. Although there are defined governance expectations and processes, these were not always followed. The board's approach to governance creates some concern among staff and whānau members. Subsequently, strained relationships between board members and management have impacted negatively on the quality of decision-making processes. As a kura kaupapa Māori that operates in accordance with the principles of Te Aho Matua, it is important that the board is able to align its governance practices with the guiding philosophy of the kura.

This example highlights the difficulties for some boards and whānau where they are unable to reconcile the context of their kura and the legal requirements as a governing body.

## Discussion

The introduction of Tomorrow's Schools in 1989 marked a significant change to the way schools in New Zealand were governed with the shift of decision making from central government agencies to school communities. The requirements of boards of trustees in the Education Act 1989 apply to all New Zealand schools, including Māorimedium kura. Boards and whānau have a high level of responsibility and accountability to their students, wider whānau and communities. They have a vitally important role in the decisions that are made to improve education outcomes for students.

Approaches to kura governance reflect the context of each kura and its immediate and wider communities. Consequently kura use different organisational and social structures that support them to meet the legislative requirements of boards of trustees, while also promoting and adopting 'whānau-driven' models of governance. Therefore governance training for boards/whānau should be designed specifically to reflect these models of governance, rather than be adapted from systems and practices used in mainstream schools. The inherent differences between governance in kura and mainstream schools highlight the importance of training that supports the governance context in which boards and whānau operate.

Kura have identified the need for training to be provided in more holistic ways. From a Māori perspective, concepts such as whanaungatanga, manaakitanga, tuakana/teina and mahi ngātahi that are advocated in kura reinforce the level of connectedness and relationships between people. Therefore, governance training should foster those opportunities to develop and use collaborative partnerships between kura.

Boards and whānau members show a preference for participating in more training for clusters of kura where the board and in some cases the wider community can identify and share expertise, and learn their governance roles and responsibilities together. Boards and whānau can also benefit from regular opportunities to inform other kura of any recent positive training experiences. This could be facilitated using established networks such as regional or local kura clusters, Te Rūnanga Nui or Ngā Kura ā-Iwi. Developing the practice of informing other kura about successful training undertaken in kura will help more boards and whānau to identify and use relevant governance training and providers.

Notably, iwi authorities and education groups are becoming increasingly interested and involved in kura within their tribal boundaries. Currently the extent of iwi involvement in kura can vary. Examples of the variation include:

- providing knowledge and resources to support students' learning
- being consulted as part of developing the kura charter
- implementing iwi education strategies across all kura in their boundaries.

Given the growing element of iwi engagement in kura, it is timely for training providers to consider how to use these developing partnerships to enhance the governance capability of boards and whānau.

Successful boards and whānau have a clear purpose for undertaking training that is linked to their own kura vision and strategic plans. However, some need additional help to decide what their specific training needs are. Training providers could assist by:

- implementing a pre-training process that encourages boards and whānau to develop or use their own self review to identify the training they need to build on their strengths and increase their governance capabilities
- making themselves familiar with the significant developments planned for in the kura priorities
- allowing sufficient time for board and whānau discussions about the aspects of training that are relevant for their needs, and how they can implement those into their model of kura governance.

More targeted training would increase the opportunities for boards and whānau to learn about specific practices and processes they can apply in their own kura.

Effective boards of trustees and whānau plan strategically for the future. They focus particularly on the sustainability of their kura by encouraging many whānau to learn about and contribute to kura governance. Kura typically have high levels of whānau participation in kura and community activities such as wānanga, sports trips, fundraising events and kura celebrations. Proactive boards and whānau use these opportunities to identify parents and whānau who could make a significant contribution to their students' education and their kura through involvement in governance. Successful boards and whānau value the different strengths, talents and skills that whānau members have to support students and invite these people to contribute to the decisions that are made to sustain and improve their kura.

## Conclusions

Three key factors are typically associated with significant improvements to governance practice resulting from training undertaken by boards and whānau in Māori-medium kura.

Board training is more likely to be successful when the purpose is clear and the content is relevant to the kura. Successful boards and whānau identify and undertake useful and relevant training that responds directly to their needs and priorities. They also:

- ensure decisions about governance training are clearly linked to kura priorities and are based on good quality self-review information
- access training that is provided by facilitators with experience and knowledge of governance and working in kaupapa Māori and Māori-medium contexts
- critically reflect how training can be applied effectively in the context of their kura.

Boards and whānau that maintain a focus on how to improve their own governance capacity and capability are more confident about how they can contribute to their students' achievement and success. In these kura:

- boards of trustees and whānau members are an integral part of developing and maintaining successful kura governance practices
- support networks are established to provide a wider range of opportunities to develop board and whānau capacity to effectively govern the kura
- processes are maintained to share information gained from governance training with a wider group of board and whānau members.

Effective boards and whānau recognise the importance of succession planning to develop and sustain effective governance practice. Because of the relatively small size of most kura, it is vital that boards and whānau are proactive in establishing a strong foundation for governance. Kura that are able to sustain improvement:

- continue to promote and encourage whānau involvement and participation in the kura context, and use the talents and expertise in the wider whānau
- identify potential board and whānau members and actively encourage the involvement of more whānau members in governance activities on an ongoing basis, including training opportunities.

ERO has shared the findings of this review with the Ministry of Education. The Ministry indicated they are currently working with Māori-medium sector groups such as Te Rūnanga Nui to scope and develop training that would better suit the models of governance found in

kura. Additional funding for governance training has been allocated by the Ministry for 2010 and 2011. Priorities for this funding in 2011 will be identified following further consultation with regional Ministry representatives.

## Appendix 1: Statistics of kura in the sample

Table 1: Kura type

Type of kura	Number	% of sample	National %
Full primary (Y1-8)	5	56%	55%
Composite (Y1-15)	4	44%	45%
Total	9	100%	100%

The sample of kura in this review was similar to national percentages for most school types.

Table 2: Kura locality

Locality	Number	% of sample	National %
Urban	7	78%	61%
Rural	2	22%	39%
Total	9	100%	100%

The sample of kura in this report did not reflect the national percentages of urban and rural locations. Urban kura were over-represented. The difference was statistically significant.

Table 3: Kura decile ranges

Decile <sup>[10]</sup>	Number	% of sample	National %
Low decile (1-3)	8	89%	89%
Middle decile (4-7)	1	11%	10%
High decile (8-10)	-	-	1%
Total	9	100%	100%

The sample of kura in this review was very similar to the national percentages of kura in each



decile range.

Table 4: Kura roll size group

Roll size	Number	% of sample	National %
Small (0-150 primary, 0-300 secondary)	9	100%	91%
Medium (151-300 primary, 301-700 secondary)			8%
Large (301+ primary, 701+ secondary)			1%
Total	9	100%	100%

The sample of kura in this report did not reflect the national percentages for roll size. There were no medium or large kura included in this sample.

Table 5: School definition

Roll size	Number	% of sample	National %
Te Aho Matua (s155)	4	44%	65%
Designated character (s156)	5	56%	35%
Total	9	100%	100%

The sample of kura in this review did not reflect the national percentages for school definition. Designated character kura were over-represented.

[9]

The difference between observed and expected values were tested using a Chi Square Test. The level of statistical significance was  $p < 0.05$ .

[10]

A school's decile indicates the extent to which a school draws its students from low socio-economic communities. Decile 1 schools are the 10 percent of schools with the highest proportion of students from low socio-economic communities, whereas decile 10 schools are

the 10 percent of schools with the lowest proportion of these students.