

Giving Effect to Te Tiriti o Waitangi

Session 2: Implications for School Governance



What does giving effect to Te Tiriti o Waitangi look like in board planning, reporting, monitoring and review? Need some suggestions? Have a look at the Hautū resources on the NZSTA [“Māori achieving success as Māori”](#) webpage.

Key questions to consider	Your response
Does the composition of our board reflect the make-up of the school community? How can I ensure that my board has access to a range of perspectives?	
What understanding do the board and school staff have of local tikanga? How could this be strengthened?	
Do we understand the aspirations and needs of our community? How could we gain a better understanding of these aspirations and needs?	
Do we have honest and reciprocal partnerships with whānau, hapū, iwi and the community? How could these relationships be formed/strengthened?	
Do our strategic thinking, goals, priorities and targets reflect the aspirations of our community? What steps do we need to take to improve this?	
Do we meaningfully incorporate te reo Māori, mātauranga Māori, te ao Māori and local tikanga Māori into the everyday life of our school?	
Is our school a safe place, free from racism, discrimination and bullying? How can we ensure that our school is a safe place?	
How do we measure achievement of goals related to giving effect to Te Tiriti o Waitangi? How will we know that we are making progress?	
What questions do we need to ask about giving effect to Te Tiriti o Waitangi in our ongoing programme of review?	