



**NZSTA**  
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# THE TREATY OF WAITANGI BOARD ACTIVITIES AND INQUIRY SCENARIOS

He ngoha hei whakaū, he kitenga hei whakawai

## Board activities and inquiry scenarios

### He ngohe hei whakaū, he kitenga hei whakawai

The following activities and learning inquiries can be used by school boards in order for them to realise Māori educational success as Māori.

#### Instructions:

In your role as a board member, you may come across, or already have had some experience of the issues presented. These scenarios aim to stimulate your thinking. Consider your responses individually and as a group. In order for the activities and inquiries to be most effective, board members are encouraged to:

- Use the evidence provided below, so board member discussions are informed about Māori experiences of the education system at present.
- Ensure you have a facilitator that is familiar and well-prepared to work with board members on this topic - this could be an existing board member, or an external facilitator.
- Review Hautū - Māori cultural responsiveness self review tool for school boards and The Treaty of Waitangi and School Governance NZSTA resource.
- Spread the activities and inquiry scenarios over time, so that there is plenty of time to work through and discuss the issues appropriately.

#### Māori Education at a Glance

##### Māori students are not likely to succeed when schools:

- Neglect diverse Māori identities, language and culture.
- Do not share decision-making power and appropriately resource local whānau and Māori communities to contribute to school-wide planning and activities.
- Are inflexible, use monocultural ways of communicating, and are not clear about what and how they want Māori to be involved in the school.
- Do not have policies on building relationships with whānau, and appropriately resource this to occur.
- Do not review their performance around Māori student achievement.
- Do not make use of the evidence about what works to promote success for Māori students.
- Hold low expectations for Māori students' learning.
- Do not manage their classrooms and curriculum so as to promote learning.
- Do not engage in a range of learning interactions with students i.e. respond to the academic, cultural and social interests of Māori students; invite Māori student and whānau contributions to curriculum content.
- Do not collaborate with whānau and students to monitor or reflect upon students' success, achievement and participation. Therefore teaching and leadership strategies to support Māori educational success as Māori don't change.

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

Non-Māori students have a higher attainment rate in NCEA qualifications, however the rate of increase in attainment over time, is higher for Māori students than that for non-Māori students.

In 2013, 78.9 percent of Pākehā/European students attained at NCEA Level 2, while Māori (55.1%) had the lowest rates out of any ethnicity, with 55.1 percent.

## Opening, Exploring, Closing Game

**Purpose:** To explore what board members can do to strengthen Māori participation at school decision-making and management levels.

**Players:** Up to 20

**Duration:** Depends on the number of players - smaller groups 30-45 minutes, large groups 1.5 hours.

### Instructions:

- Each person examines the information presented, and rates how well the fictitious school is doing according to Māori engagement in the domains of leadership, representation, accountability and good employer.
- As a group, discuss why you chose the areas you did.
- Given this scenario, and your collective thoughts on how well the school is doing, **discuss what the board can do to strengthen Māori participation at school decision-making and management levels.**

### Consider:

- What information do you have, what further information do you need?
- How might you go about collecting further information?

## School Scenario

Nairi College	Leadership	Representation	Accountability	Employer Role: Manaaki
1000 students	A Māori education policy exists, which was developed 13 years ago	x1 reo Māori teacher	ERO report says the school is not doing enough to meet the goals of Ka Hikitia and to raise Māori achievement.	60% of staff support more reo and tikanga in their programmes. But they aren't confident in putting this into practice: they don't believe they have the cultural knowledge and skills to do so.
70% Pākehā 20% Asian 10% Māori	The school has had effective school leadership, but has not had any Māori related educational goals.	x1 active whānau involved in school-wide planning and activities.	No Kapa Haka team and reo Māori taken as a subject 1 hour a week. NCEA Level 3 reo Māori by correspondence.	30% of staff see no use in the school supporting "Māori educational success as Māori" because there are so few Māori students and whānau.
Decile 4	There are Māori protocols for opening and closing meetings. This is part of the Māori teacher's role.	No school-based or local marae. A Māori health centre is down the road & runs home-based educational courses for whānau.	The majority of Māori students leave school at year 11 without qualifications.	10% don't care either way, and just want to "do their job."

## Rate school Māori responsiveness

Leadership	Representation	Accountability	Employer Role
Basic	Basic	Basic	Basic
Developing	Developing	Developing	Developing
Consolidating	Consolidating	Consolidating	Consolidating
High	High	High	High

# Affinity Game

**Purpose:** To give people a sense of where most people's thinking is focused - commonalities and differences.

**Players:** Up to 20

**Duration:** Smaller groups 30-45 minutes, large groups 1.5hours

## Instructions:

### Part 1:

- Have a facilitator ask the key question: What will it take for our school to achieve Māori educational aspirations and goals?
- Ask each player to take 5 minutes and to generate a minimum of 3 sticky notes in response to this question. Conduct this part of the process silently.
- Collect the ideas from the group and ask them to post them on a flat working surface visible to everyone.

### Part 2:

- Sort the ideas into columns (or clusters) based on the affinity of relationships (i.e. "Improve our Māori pronunciation" might link to "Staff PLD on Māori language, culture and identity").
- Involve the group in the process as much as possible.
- Have the players approach the wall to post their notes, and allow them to do an initial general sorting of themes across columns or clusters.
- Ask questions about the columns or clusters to clarify the group's thinking and steer them toward an appropriate number of categories. If there are too many, the data gets watered down. If there are too few, the analysis gets watered down.

### Part 3:

- Create a sticky-note "car park" close to the display for ideas that don't appear to fall into a natural category. Redundancy in ideas is OK; don't discard sticky notes because they're already represented. Leave repeated ideas posted since it indicates to the group how many people are thinking the same thing.
- Ask the players to try to avoid searching for higher categories and simply to focus on grouping the information based on the affinities.

### Part 4:

- Ask the group to suggest categories that represent the columns you've created and write the categories they agree on at the top of the column (or near a cluster if you chose a cluster rather than a column display).
- Don't spend too much time agreeing on a name for a category.
- If there's disagreement over "Treaty Education" versus "PLD," write them both.
- If the players produce categories that are significantly different, pay attention to which category gets the most approval from the group and write that one.
- Once you've run through the Affinity Game once, complete with categorisations, ask the group to reshuffle the sticky notes.
- Recombine the ideas based on affinities they didn't notice in the first round.

## What did you find? What planned actions can you now take?

## Empathy Map

**Purpose:** To give people a sense of where most people's thinking is focused - commonalities and differences.

**Players:** Up to 20

**Duration:** Depends on the number of players - small groups 20-30 minutes, large groups 45 minutes - 1 hour.

### Instructions:

- Raise the central question: "how can this school reduce the educational disparities that exist between Māori and non-Māori, with continued improvement of Māori educational wellbeing?" Explain that addressing this question will be the focus of the activity.
- Ask the group to break into small groups of (3-4 people).
- Ask each pair to start creating a personality profile that is inclusive of a diversity of Māori and non-Māori personas. The personas may be students, whānau and/or community members. Ask everyone to address the following questions when building the personas:
  - Age, gender, ethnicity, location
  - What does this person care about?
  - What does this person do?
  - Where would you find this person at 10am on a Tuesday?
  - What do they think about school?
  - What do they see when they go to a school?
  - What do they hear about school?
  - What do they feel about school?
  - What's been their own experience of education?
  - What's been their whānau or family experience of schooling?
  - What has the school got to offer them and their whānau?
  - What have they and their whānau got to offer schools?
- Ask each pair to describe to the wider group—from this persona's point of view—what this person's experience of the education system is or has been, moving through the categories.
- Discuss, what, as board members you can do for this person?
- Ask the whole group to analyse each persona:
  - What does this person and their whānau want?
  - What influences this person and their whānau?
  - What can our school do for this person and their whānau?

## Inquiry Scenario 1:

**“Sorry, your daughter can’t do Kapa Haka or te reo Māori because she’s too bright.”**

A letter from a Māori parent has been sent to the board. In this letter the whānau explains that their daughter transitioned from a local intermediate into your high school. The student’s previous reports and assessments are clear that she “is very bright, capable and an emerging leader.”

Because she is so capable, she has been streamed into an “academic learners’ class.” The child has been told by her teacher that because of the academic challenges in this class, she will not be able to participate in kapa haka or te reo Māori classes. The whānau are unhappy about this situation. They want to know what the school will do to ensure that their daughter is not excluded from Māori cultural activities because she has been deemed “too bright”.

### **Inquiry questions:**

- How could the school ensure that all Māori cultural activities are open to all students, and the school timetable reflects this?
- What policies are in place regarding Māori educational success, and can this policy align with your school-wide vision?
- What are whānau educational priorities, and how do board policies and actions align with these or not?
- How will the board respond to the whānau member?
- What can the board do to support this teacher, school staff and leadership team to: understand and carry out their role and responsibilities, and help students access a holistic and culturally responsive curriculum?

## Inquiry Scenario 2:

**“We’ve only got three Māori kids. We treat all students the same. We can’t justify the extra cost of Māori language programmes. There are more Asian students than Māori here!”**

A new non-Māori board member has joined your school board. With an upcoming ERO visit, he has been asking questions about Ka Hikitia and the school’s response to Māori education. He believes that “if Pākehā can learn in their own learning style, then Māori people should too.” This opened up questions about what school policies are in place that ensure the school is inclusive of Māori, and how the school promotes the wellbeing of all students – academically, emotionally, culturally, spiritually and socially.

These questions sparked a long discussion. In the end, the presiding member responded by saying “We’ve only got three Māori kids. We treat all students the same. We can’t justify the extra cost of Māori language programmes. There are more Asian students than Māori here!”

### **Inquiry questions:**

- What does the New Zealand Curriculum say about the place of the Treaty of Waitangi for all students?
- What targets could be set for all student achievement regarding Māori language, culture and identity, and how is evidence of these targets reported to the board, school, Māori community, and ERO?
- How can all students have opportunities to learn and use reo and tikanga Māori, and what ways can this be valued and promoted across the school?
- What professional learning and development is available for all teachers that values Māori language, culture and identity in teaching practices?

## Inquiry Scenario 3:

**“We don’t have anybody on staff that can teach Māori stuff. Plus, we really don’t want to get it wrong!”**

ERO has just visited your school. It asked a number of school leaders “what is your school’s approach to Māori student engagement, progress and achievement, and where is your evidence?” In response a number of staff commented that they “don’t have anybody on staff that can teach Māori stuff.” Overall school leaders and staff were anxious about promoting Māori language, culture and identity because “we really don’t want to get it wrong!”

ERO found that school leaders had little commitment to “Māori achieving educational success as Māori”. They found that staff lacked confidence about promoting and valuing Māori practices and knowledge. They recommended that the school “improve their commitment to Ka Hikitia” and that the board “needed comprehensive reports on progress towards Māori achieving educational success as Māori, and its impact on student achievement.”

### **Inquiry questions:**

- How can this school actively recruit and retain staff with the appropriate knowledge and skills regarding Māori language, culture and identity?
- What are other schools doing to promote tikanga and Māori language, and how might you learn from them about effective practices?
- How can the board prioritise school resources to ensure Ka Hikitia is fulfilled?
- Think about who you need to approach to build your capability (local whānau, Māori community organisation, marae, or PLD), what’s the intent behind this invitation, and how will you resource this relationship?

## Inquiry Scenario 4:

**“Who do we have a relationship with—iwi, hapū, whānau, or the Māori community generally?”**

Two board members have just returned from a conference on school and Māori community engagement. At the conference they were prompted to think about effective ways schools can engage with diverse Māori in order to improve their educational outcomes.

While they were reporting back about the conference to their fellow board members, the question came up: “Who do we have a relationship with? Iwi, hapū, whānau, or the Māori community generally?” It was clear that board members weren’t sure about who, or how best to work with different Māori. The board also realised that even if they were to work with whānau, they weren’t sure how best they could sustain their participation.

### **Inquiry questions:**

- How might you gather information about who your local whānau are, and what their educational aspirations are?
- What might be school barriers to whānau getting involved?
- What are some approaches that appropriately resource whānau, and encourage their participation and leadership in the school?
- Who in the local community shares a vision for Māori wellbeing, and how can the school develop reciprocal relationships with them (e.g. hapū, marae, health providers, sports clubs etc.)?

# Reflections and Online Resources

## e tohutoro, he rauemi ipurangi

### Policy Documents

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## Online Resources

- Adult and Community Education Aotearoa
- A Treaty Understanding of Health in Aotearoa
- Ka Hikitia in Action
- Māori educational statistics
- Ministry for Culture and Heritage: The Treaty of Waitangi
- Network Waitangi Whangarei
- Network Waitangi Ōtautahi
- Te Mangōroa: Effective practices to support Māori learners to achieve education success as Māori.
- Te Kotahitanga: Raising Māori Student Achievement
- Te Kotahitanga Teacher Profile
- Treaty of Waitangi: Questions and Answers
- Ruia School-Whānau Partnerships
- Treaty Resource Centre (Tāmaki)
- State of the Pākehā Nation: Collected Waitangi Day Speeches and Essays (2006-2015)
- Waitangi Associates



## Support and Resources

### **New Zealand School Trustees Association** Te Whakaroputanga Kaitiaki Kura o Aotearoa

[www.nzsta.org.nz](http://www.nzsta.org.nz)  
0800 782 435

**NZSTA Advisory and Support Centre, Governance**  
[govadvice@nzsta.org.nz](mailto:govadvice@nzsta.org.nz)

**NZSTA Advisory and Support Centre, Employment**  
[eradvice@nzsta.org.nz](mailto:eradvice@nzsta.org.nz)

**NZSTA Professional Development**  
[pdadvice@nzsta.org.nz](mailto:pdadvice@nzsta.org.nz)

**NZSTA Governance Framework**  
[www.nzsta.org.nz/governance-framework-2018](http://www.nzsta.org.nz/governance-framework-2018)

**Trustee election website**  
[www.trustee-election.co.nz](http://www.trustee-election.co.nz)

**Ministry of Education**  
Te Tāhuhu o te Mātauranga  
[www.education.govt.nz](http://www.education.govt.nz)

**Te Kete Ipurangi (TKI)**  
[www.tki.org.nz](http://www.tki.org.nz)

**Education Review Office**  
Te Tara Arotake Matāuranga  
[www.ero.govt.nz](http://www.ero.govt.nz)

**Education and Training Act 2020**  
<http://www.legislation.govt.nz/act/public/2020/0038/latest/LMS170676.html>



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