

HAUTŪ

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

Hautū: Māori Cultural Responsiveness Self Review tool for school boards has been developed for school boards of English medium school settings. Hautū uses cultural responsiveness as an approach to tailor actions to the needs of your school and community.

Māori cultural responsiveness, in this instance, is the way in which the board actively partners with learners, whānau, hapū and iwi to ensure that the school gives effect to Te Tiriti o Waitangi.

A Māori culturally responsive school will ensure that Māori learners and their whānau have a strong sense of belonging. It will recognise and build on the strengths of Māori learners and their whānau, hapū and iwi to support them to enjoy and achieve excellent education outcomes as Māori.

Background

The board is accountable for the performance of the school, with a key focus on raising student achievement for all students at the school.¹

Ka Hikitia - Ka Hāpaitia - He tirohanga whāroa is the Government's strategy to guide action by education stakeholders such as boards, to fulfil their responsibility to ensure that their school works well for every Māori student.

The vision of *Ka Hikitia*, "Māori enjoying and achieving education success as Māori", will be realised when Māori students are succeeding in our education system, have access to equitable service in ways that are fair, respectful and culturally appropriate, and are confident in their identity, language and culture.

Boards require information to make informed decisions and set clear directions for Māori education success. Whether your school has a small or large percentage of Māori students, their success and contribution is critical to New Zealand's future.

¹ For more information refer to section 127, Education and Training Act 2020

Your responsibility as a board means:

- being accountable for the performance of your school to deliver on Māori student achievement
- designing the future direction for the successful learning of Māori students in your school
- working to ensure that plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori¹
- ensuring staff to have the skills and capacity to support all Māori learners, including those with disabilities and learning support needs, to achieve excellent outcomes
- ensuring that the school gives effect to Te Tiriti o Waitangi.

*ERO does not consider any school to be high performing unless the school can demonstrate that most of [its] Māori learners are progressing well and succeeding as Māori. **Education Review Office, Promoting Success for Māori Students: Schools' Progress, 2010, page 31***

Purpose of Hautū

The purpose of Hautū is to allow boards to assess how culturally responsive their school is for Māori and identify priorities for development.

Audience

Hautū was developed for boards of English and Mixed medium schools; it may also be useful in other settings.

Expected outcomes

Boards will have:

- a good understanding of *Ka Hikitia - Ka Hāpaitia*
- increased cultural responsiveness to Māori students, parents, whānau and local community
- increased awareness and understanding of their accountability for strengthening Māori student achievement
- increased knowledge, understanding and use of school, regional and national achievement data to strengthen Māori student achievement.

Māori students will have:

- strengthened progress and achievement through productive partnerships
- strengthened identity, language and culture
- education success as Māori.

HAUTŪ AIMS TO

The **Hautū** of the waka use a range of chants to keep the time of the crew. Timing is critical for the waka to remain on course.

Hautū aims to:

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

The conversations that you have at your board meetings and with your school community will help determine what Māori enjoying and achieving education success as Māori will look like for your school. These conversations will help you to provide for Māori student achievement and to ensure that your plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori.

This resource has been developed in alignment with the four key areas of governance, as outlined by New Zealand School Trustees Association.

➔ ACCOUNTABILITY

➔ LEADERSHIP

➔ REPRESENTATION

➔ EMPLOYER ROLE

The four key areas of governance are represented by the parts of the hoe | paddle to strengthen the roles and responsibilities of culturally responsive boards.



KAKAU: the kakau | handle must be sturdy and intact, it must be inspected for splits or cracks which can weaken the hoe. The area of **Accountability** is like the kakau and must be examined carefully to ensure boards meet their responsibilities for Māori students.

TINANA: the tinana | body can take many different shapes and lengths and is used to drive the hoe through the water. Boards can use the idea of the tinana to drive effective **Leadership** to accelerate the achievement of Māori students.

RAPA: the rapa | blade is the most visible part of the hoe and can be covered with carvings that show ownership. Boards can liken the rapa to the school's **Representation** of Māori students, their parents, whānau, hapū, iwi and the community, who must be visible in all decision making.

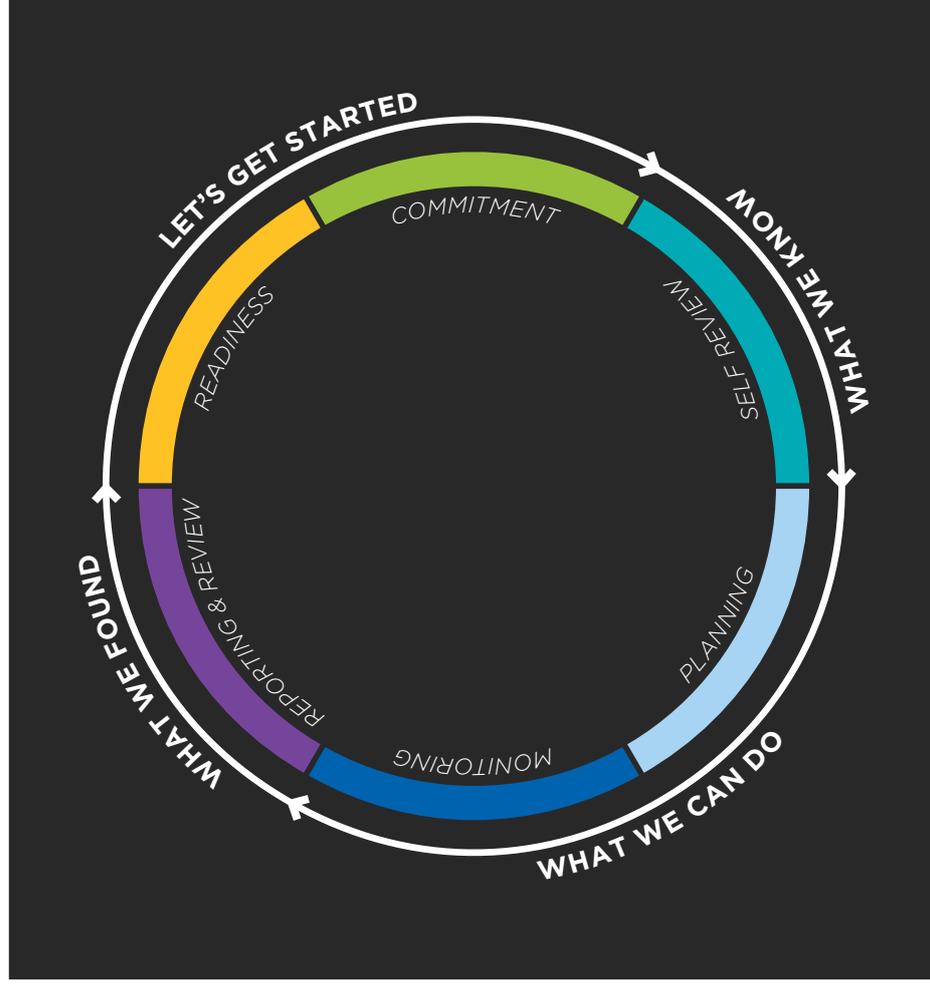
KOINGA: the koinga | tip is the point of impact of the hoe as it meets the water. Boards can think of the koinga as the role of the **Employer**, to make decisions that result in quality teaching that impacts positively on everyday learning for Māori students.

In order to support improved learning outcomes for Māori students, reviewing the cultural responsiveness of the board or school is a useful tool to ensure that clear expectations, goals and targets are set, monitored and reviewed. This should form part of the board's self-review workplan so that it can inform the board's strategic planning and reporting.

USING HAUT

Overview of stages for using this tool

In order to maximise the use of this tool, work through each stage of the following cycle.



Outline of stages for using this tool

Stage	Explanation As a Board, we...
READINESS	<ul style="list-style-type: none"> → will enter this tool at varying phases of readiness → have an understanding of the importance of Māori enjoying and achieving education success as Māori → are prepared to have honest conversations to identify and make the changes that are required → can use a range of resources to strengthen our understandings. Resources can be found at: https://www.nzsta.org.nz/maori-student-achievement/lead/
COMMITMENT	<ul style="list-style-type: none"> → are committed to this process.
SELF REVIEW	<ul style="list-style-type: none"> → undertake a process of self-review which includes assessment criteria, evidence data and feedback from our Māori community.
PLANNING	<ul style="list-style-type: none"> → Use school, regional and national achievement data together with the voice of our Māori students and their whānau to develop goals and targets.
MONITORING	<ul style="list-style-type: none"> → continue to monitor progress towards our goals and targets → make adjustments where necessary.
REPORTING & REVIEW	<ul style="list-style-type: none"> → Receive, critique and positively challenge analysed data and evidence of progress towards targets and goals around supporting student achievement, identity, language and culture → Engage with students and their whānau around these data → Identify next steps using data and feedback from our Māori community.

LET'S GET STARTED

Phases of readiness

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

Phases of Readiness	Actions
<p>PHASE 1 READINESS</p> <p><i>The board has an emerging understanding of Ka Hikitia.</i></p>	<p>Use Ka Hikitia - Ka Hāpaitia to assist you in understanding the board's role and responsibilities by answering the following questions:</p> <ol style="list-style-type: none"> 1. Why was Ka Hikitia developed? 2. What is the vision of Ka Hikitia? 3. What are the five National Education and Learning Priority (NELP) objectives? 4. What are the corresponding Ka Hikitia outcome domains and their corresponding measures of success? 5. What are the Ka Hikitia actions for each domain? 6. As a school, are we working towards the vision of Ka Hikitia – Māori enjoying and achieving education success as Māori as they develop the skills to participate in te ao Māori, Aotearoa and the wider world? <p>After this discussion your board may like to move onto the next phase of readiness or move on to the commitment stage.</p>
<p>PHASE 2 READINESS</p> <p><i>The board has a developing understanding of how Ka Hikitia supports Māori student achievement.</i></p>	<p>Use the following resource to further your understanding of cultural responsiveness:</p> <p>Ka Hikitia Supporting Resources for Schools.</p> <p>Move on to the commitment stage.</p>
<p>PHASE 3 READINESS</p> <p><i>The board is integrating the principles of Ka Hikitia.</i></p>	<p>The following resources may assist you:</p> <p>Ka Hikitia Measurable Gains Framework and Resources to go with Ka Hikitia – Ka Hāpaitia.</p> <p>Use the self review stage to confirm your practice and identify next steps.</p>

Commitment

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

Possible ways to use Hautū include:

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

WHAT WE KNOW

Self review – Gathering the evidence

Use the questions below to **identify the evidence** your board has for the leadership governance area, in relation to Māori enjoying and achieving education success as Māori.

LEADERSHIP – gathering the evidence

Tinana of the hoe represents driving leadership



Guiding questions:

What evidence is there that board documentation sets and models clear expectation for high levels of cultural responsiveness across the school?

What evidence is there that effective partnerships exist within and across the school community, focussed on giving effect to Te Tiriti o Waitangi and Māori enjoying and achieving education success as Māori?

Focus	Evidence
Governance framework (policy, plans, processes and documentation)	
Strategic plan	
Professional development for trustees and staff in cultural competencies	
Partnerships across the whole school community	

WHAT WE KNOW

Self review – Gathering the evidence

Use the questions below to **identify the evidence** your board has for the representation governance area, in relation to Māori enjoying and achieving education success as Māori.

REPRESENTATION – gathering the evidence

Rapa of the hoe represents the face of the community



Guiding questions:

What evidence is there that the board works in genuine partnership with parents and whānau, around the governance of the school, giving effect to Te Tiriti o Waitangi and supporting Māori students to enjoy and achieve excellent education outcomes as Māori?

What evidence do you have that whānau, hapū and iwi participate in making decisions about the education of Māori learners, ensuring that local tikanga Māori and mātauranga Māori are reflected in school plans, policies and curriculum?

Focus	Evidence
Engaging with our Māori community	
Actively seek and consider the voice and aspirations of our Māori community	
Actively seek Māori input into our governance	
Responsiveness to Māori parents and whānau concerns	

WHAT WE KNOW

Self review – Gathering the evidence

Use the questions below to **identify the evidence** your board has for the accountability and employer role governance areas, in relation to Māori enjoying and achieving education success as Māori.

ACCOUNTABILITY – gathering the evidence

Kakau of the hoe represents meeting responsibilities



Guiding question:

What evidence is there that Māori students in your school are enjoying and achieving education success as Māori, that the needs and aspirations of your Māori community are being met, that school plans policies and curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori?

Focus	Evidence
What evidence do we have that our Māori students are enjoying and achieving education success as Māori?	
In what ways is the school giving effect to Te Tiriti o Waitangi?	

EMPLOYER ROLE – gathering the evidence

Koinga of the hoe is the impact of the employer on quality provision



Guiding questions:

What evidence is there that your board has clearly articulated expectations for culturally responsive practice?

What evidence is there that your board has effective employment practices that strengthen Māori students' achievement?

What evidence is there that your school performance management processes are aligned to a strategic plan that is focused on building and strengthening Māori student achievement? (use the employer role criteria if required)

Focus	Evidence
Good employer obligations	
Recruitment and retention practices	
Performance: Review, Improvement, management	
Professional learning and development	

Self review – Using the criteria

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

Tinana of the hoe represents driving leadership



LEADERSHIP – criteria

Focus	Emerging	Developing	Integrating	Supporting resources refer to: www.nzsta.org.nz/assets/Maori-student-achievement/Hautu.pdf
Governance framework (Policies, plans, processes and documentation)	The board...			
	<ul style="list-style-type: none"> → has a policy on the Te Tiriti o Waitangi 	<ul style="list-style-type: none"> → has identified and woven the principles of the Te Tiriti o Waitangi through all board documents 	<ul style="list-style-type: none"> → has clearly woven the principles of the Te Tiriti o Waitangi through all board documents → reflects and gives effect to these principles in the way it operates 	Ka Hikitia – Ka Hāpaitia The Māori Education Strategy (English) – Education in New Zealand The Education and Training Act 2020: Te Tiriti o Waitangi – Ministry of Education Tātaiako – Cultural competencies for teachers of Māori Learners Te Hurihanganui https://www.nzsta.org.nz/governance-framework-2018/
	<ul style="list-style-type: none"> → governance framework invites Māori voice 	<ul style="list-style-type: none"> → governance framework seeks and considers the school's Māori community voice 	<ul style="list-style-type: none"> → governance framework works in partnership with the school's Māori community to strengthen the decision-making process → The board's workplans include engagement with the school's Māori community ensuring that Māori voices are heard, and the review plan schedules reflection of the effectiveness of strategies. 	
<ul style="list-style-type: none"> → welcomes whānau who attend board meetings 	<ul style="list-style-type: none"> → includes Māori protocol for welcoming guests to board meetings 	<ul style="list-style-type: none"> → includes Māori identity, language and culture into its practices. Manaakitanga ensures that whānau know that they belong to and have a valued place in the school. 		
Strategic plan	<ul style="list-style-type: none"> → invites Māori input into community consultation for strategic review 	<ul style="list-style-type: none"> → works with the Māori community to set strategic goals and targets for Māori students 	<ul style="list-style-type: none"> → works in partnership with the Māori community to set, monitor and review strategic goals and targets for Māori students 	
	<ul style="list-style-type: none"> → refers to improving Māori student progress and achievement in its strategic plan 	<ul style="list-style-type: none"> → refers to Māori student progress and achievement in its strategic plan, through: <ul style="list-style-type: none"> • reporting to parents and whānau • targets for Māori students enjoying and achieving success as Māori • productive educational partnerships with school, whānau and community 	<ul style="list-style-type: none"> → has clear strategic statements about the board's commitment to achieving equitable outcomes for Māori students through all of the following: <ul style="list-style-type: none"> • reporting to parents and whānau • targets that ensure Māori are actively engaged in learning, progressing well and are succeeding as Māori • productive educational partnerships • prioritising staff professional development and resourcing that impacts positively on Māori student success • use of parents, whānau, hapū and iwi voice and action to support Māori education success • taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori. 	

³ Demonstrates integrity, sincerity and respect towards Māori beliefs, identity language and culture.

Focus	Emerging	Developing	Integrating	Supporting resources refer to: www.nzsta.org.nz/assets/Maori-student-achievement/Hautu.pdf
Professional development for board members in cultural responsiveness	<p>→ provides an introduction pack for new board members that includes the Ka Hikitia and Tātaiako resources.</p> <p>→ identifies the need for professional development for board members, teachers and leaders to support Māori students' education success and gives effect to Te Tiriti o Waitangi.</p>	<p>→ provides an introduction programme that includes how the school uses Ka Hikitia and Tātaiako.</p> <p>→ plans for professional development for board members, teachers and leaders to support Māori students' education success and gives effect to Te Tiriti o Waitangi.</p>	<p>→ provides an introduction programme that promotes a shared understand of and commitment to Māori enjoying and achieving education success as Māori and giving effect to Te Tiriti o Waitangi.</p> <p>→ provides ongoing opportunities for professional development for board members, teachers and leaders to support Māori students' education success and gives effect to Te Tiriti o Waitangi.</p> <p>→ Monitors and reviews the impact of the professional development for and with Māori students, their parents and whānau.</p>	<p>Ka Hikitia – Ka Hāpaaitia The Māori Education Strategy (English) – Education in New Zealand</p> <p>The Education and Training Act 2020: Te Tiriti o Waitangi – Ministry of Education</p> <p>Tātaiako – Cultural competencies for teachers of Māori Learners</p> <p>Te Hurihanganui</p> <p>https://www.nzsta.org.nz/governance-framework-2018/</p>
Relationships across the whole school community	<p>→ knows about Māori or iwi identity, language and culture.⁴</p> <p>→ provides opportunities for parents and whānau to be involved in consultation</p> <p>→ provides opportunities for hapū and iwi to be involved in consultation.</p>	<p>→ has a shared understanding of Māori or iwi identity, language and culture.</p> <p>→ schedules regular hui/meeting with parents and whānau</p> <p>→ schedules regular hui/meeting with hapū and iwi</p> <p>→ understands the importance of respectful relationships within the school community</p> <p>→ recognises the direct education benefit of these relationships.</p>	<p>→ ensures that Māori learners and their whānau can see and feel their identity, language and culture on a daily basis in the school.</p> <p>→ actively partners with parents, whānau, hapū and iwi to ensure that their voices are heard and responded to appropriately</p> <p>→ provides clear expectations that Māori learners and whānau feel a strong sense of belonging and are free from racism</p> <p>→ provides clear expectations that all school relationships are:</p> <ul style="list-style-type: none"> • reciprocal • caring • respectful • appropriate • effective • free from racism <p>→ recognises the direct benefits of these relationships.</p>	
	<p>→ has yet to focus on school transitions for Māori students.</p>	<p>→ understands the significance of school transitions for Māori students and their whānau.</p>	<p>→ has processes in place for:</p> <ul style="list-style-type: none"> • effective entry and exit transition for and with Māori students and their whānau • effectively engaging Māori parents in ongoing conversations that support student transitions • providing information to parents and whānau about NCEA, tertiary subject choices and career pathways. 	
	<p>→ has yet to allocate funds to foster productive partnerships with Māori.</p>	<p>→ can make available limited funding to engage in productive partnerships with whānau</p> <p>→ has a representative of the board to work with Māori whānau and/or community.</p>	<p>→ allocates funding to support the development and maintenance of productive partnerships with whānau</p> <p>→ understands working with Māori whānau and the community is the responsibility of the entire board.</p>	

⁴ Some criteria appear in more than one area of governance

Self review – Using the criteria

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

Rapa of the hoe represents the face of the community



REPRESENTATION – criteria

Focus	Emerging	Developing	Integrating	Supporting resources refer to: www.nzsta.org.nz/assets/Maori-student-achievement/Hautu.pdf
Engages with Māori community	<p>The board...</p> <ul style="list-style-type: none"> → provides opportunities for parents, whānau, hapū and iwi to be involved in consultation. 	<ul style="list-style-type: none"> → schedules regular hui/meeting with parents, whānau, hapū and iwi → understands the importance of reciprocal and respectful relationships within the school community. 	<ul style="list-style-type: none"> → schedules regular and positive engagements with Māori community members ensuring they are informed partners whose voices are heard and responded to appropriately → fosters a school culture where all relationships are: <ul style="list-style-type: none"> • reciprocal • manaaki (caring) • respectful • appropriate • effective • free from racism 	<p>Ka Hikitia – Ka Hāpaitia The Māori Education Strategy (English) – Education in New Zealand Te Hurihanganui Board triennial review programme (CS.1) NZSTA Governance framework</p>
Engages with Māori community for decision making	<ul style="list-style-type: none"> → invites the Māori community to respond to decisions. 	<ul style="list-style-type: none"> → seeks and considers the school's Māori community voice in decision making. 	<ul style="list-style-type: none"> → works in partnership with the school's Māori community to make decisions. 	
Engages with Māori community for representation in governance	<ul style="list-style-type: none"> → is yet to seek Māori input into governance → has appointed a Māori representative to the board. 	<ul style="list-style-type: none"> → invites Māori input into governance → appoints Māori parent and iwi representatives to the board. 	<ul style="list-style-type: none"> → works with Māori community to encourage Māori representation at the board table – elected, appointed or co-opted → works with a range of people from the Māori community to determine what effective Māori input into governance looks like → actively encourages and pursues ongoing Māori views on participation in governance. 	
Responsiveness to whānau concerns	<ul style="list-style-type: none"> → has a process for issues to be raised for Māori parents and whānau. 	<ul style="list-style-type: none"> → has a process for raising issues that is communicated to Māori parents, whānau and wider community. 	<ul style="list-style-type: none"> → establishes regular, positive engagements with Māori community → provides accurate and timely information → establishes ways that work for Māori learners and their whānau to ensure that their voices are heard and responded to appropriately → ensures that the Māori community is aware of all options for engagement 	

Self review – Using the criteria

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

Kakau of the hoe represents meeting responsibilities



ACCOUNTABILITY – criteria

Focus	Emerging	Developing	Integrating	Supporting resources refer to:
Legislative requirements for Māori students	<p>The board...</p> <ul style="list-style-type: none"> → reports on individual Māori student achievement. 	<ul style="list-style-type: none"> → has processes in place for regular reporting of both Māori and school wide student achievement. 	<ul style="list-style-type: none"> → has processes in place for regular effective: <ul style="list-style-type: none"> • reporting to parents and whānau on individual students' achievement against the plans and targets agreed with the Māori community • hui / meeting with parents and whānau to plan the next steps to further improve Māori student achievement. 	<p>National Administration Guidelines 1 and 2 Education and Training Act 2020, section 127 Ka Hikitia – Ka Hāpaitia / The Māori Education Strategy (English) – Education in New Zealand The Education and Training Act 2020: Te Tiriti o Waitangi – Ministry of Education Tau mai te reo – Ministry of Education Tokurānui Investment Fund – Raising achievement for Māori learners - Ministry of Education https://www.nzsta.org.nz/governance-framework-2018/</p>
	<ul style="list-style-type: none"> → is aware of MoE funding to support te reo Māori learners and cultural capability for staff → has basic monitoring of this budget. 	<ul style="list-style-type: none"> → is working towards reflecting local tikanga Māori, mātauranga Māori and te ao Māori in its planning, policies and local curriculum. 	<ul style="list-style-type: none"> → ensures that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori → takes all reasonable steps to make instruction available in tikanga Māori and te reo Māori → works with Māori learners and their whānau to ensure equitable outcomes. 	
	<ul style="list-style-type: none"> → monitors its budget to ensure that funds are allocated to and spent on programmes to make instruction available in te reo Māori → monitors its budget to ensure funds are allocated to and spent on PLD for staff around cultural capability → measures student outcomes and plans are in place to improve the quality of provision over time. 	<ul style="list-style-type: none"> → provides limited funding for programmes that may impact on Māori students enjoying and achieving success as Māori. 	<ul style="list-style-type: none"> → ensures that funding for te reo Māori learning is specifically used to strengthen quality teaching and equitable Māori student outcomes → closely monitors Māori student language outcomes and reports these to parents → sets clear expectations to move students to higher proficiency and curriculum levels. 	
	<ul style="list-style-type: none"> → has yet to provide funding for programmes that specifically impact on Māori achievement. 		<ul style="list-style-type: none"> → provides funding for activities and programmes that have proven to impact positively on equitable Māori student achievement → provides funding for activities and programmes that reflect local tikanga Māori, mātauranga Māori and te ao Māori → regularly reviews the impact of all of their funding decisions on outcomes for Māori students. 	

ACCOUNTABILITY – criteria (continued)

Focus	Emerging	Developing	Integrating	Supporting resources refer to: www.nzsta.org.nz/assets/Maori-student-achievement/Hautu.pdf
<p>Māori students enjoying and achieving education success as Māori</p>	<p>The board...</p> <ul style="list-style-type: none"> → has a review cycle for monitoring the progress towards targets for Māori students. → receives school information in regard to Māori students enjoying and achieving education success as Māori. → reviews whether it is meeting the needs of Māori students. 	<ul style="list-style-type: none"> → has a review cycle to monitor the progress towards targets, with a specific reference to Māori student progress and achievement. → reads, discusses and forms opinions on school information in regard to Māori students enjoying and achieving education success as Māori. → develops and carries out a review to ensure the board is meeting the needs and aspirations of Māori students and their whānau. 	<ul style="list-style-type: none"> → has an ongoing review cycle to monitor and report the progress towards targets, with a specific reference to Māori student progress, engagement and achievement → uses a cycle of review to develop steps and/or future planning. → critically analyses the information presented in regards to Māori students enjoying and achieving education success as Māori → uses findings from this information to work with the Māori community to develop recommendations to support the strategic aim for Māori students. → has regular, scheduled engagement with its Māori community to ensure that education provision responds to learners within the context of the needs and aspirations of their whānau → uses review information to strengthen educationally productive partnerships. 	<p>Ka Hikitia – Ka Hāpaitia The Māori Education Strategy (English) – Education in New Zealand Te Hurihanganui Board triennial review programme (C5.1) NZSTA Governance framework</p>

5 Three year

Self review – Using the criteria

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

Koinga of the hoe is the impact of the Employer on quality provision



EMPLOYER ROLE – criteria

Focus	Emerging	Developing	Integrating	Supporting resources refer to: www.nzsta.org.nz/assets/Maori-student-achievement/Hautu.pdf
Staff performance management	The board...			
	<ul style="list-style-type: none"> → has a process for teacher performance management that has a culturally responsive target/goal. → has a process for principal performance management that includes a culturally responsive target/goal. 	<ul style="list-style-type: none"> → has a process for staff (teaching and non-teaching) performance management that is culturally responsive. → has a culturally informed process for principal performance management. 	<ul style="list-style-type: none"> → The Board has evidence that all its members are fully cognisant of the Board's legislative obligations as kaitiaki of the Crown → staff performance management processes are linked to the school's strategic goals and targets and outline expectations for culturally-responsive practice. → ensures the performance management process for the principal is in line with the strategic goals and targets and outline expectations for culturally-responsive leadership. 	<p>Tātaiako Registered Teacher Criteria Supporting school improvement through effective teacher appraisal (ERO)</p> <p>Tātaiako Code of Professional Responsibility and Standards for the Teaching Profession Supporting school improvement through effective principal appraisal</p>
Recruitment, retention of staff	<ul style="list-style-type: none"> → has yet to put in place procedures for a culturally appropriate recruitment process → has not identified a need for or assessed gaps in cultural competency. → has yet to prioritise funding to support staff to increase their cultural responsiveness. 	<ul style="list-style-type: none"> → is developing procedures for a culturally-appropriate recruitment process → has identified a general need to recruit for cultural competencies. → makes funding available on request to support staff to increase their cultural responsiveness. 	<ul style="list-style-type: none"> → has procedures in place for a culturally appropriate recruitment processes → has identified a need to attract and recruit for specific cultural competencies → Compliance with legislative requirements, relevant collective or individual employment agreement → Up-to-date Job description → identifies in the annual plan the professional development required to ensure all staff are culturally responsive → prioritises professional development that has the most impact on Māori student achievement → monitors the impact of the professional development in relation to Māori student achievement outcomes. 	<p>Registered Teacher Criteria Tātaiako</p> <p>Tātaiako p. 10 - Manaakitanga Tātaiako p. 14 - Ako</p>

EMPLOYER ROLE – criteria

Focus	Emerging	Developing	Integrating	Supporting resources refer to: www.nzsta.org.nz/assets/Maori-student-achievement/Hautu.pdf
<p>Understanding good employer requirements</p>	<p>The board...</p> <ul style="list-style-type: none"> → appoints authority to the principal to manage staff on a day to day basis. 	<ul style="list-style-type: none"> → appoints authority to the principal to manage staff and develop culturally appropriate employer procedures. 	<ul style="list-style-type: none"> → appoints authority to the principal to manage staff, develop and implement culturally appropriate procedures that follow the requirements of collective agreements and professional practice standards for teachers and principals → receives and acts on regular reports about staff capability to be culturally responsive in all of their professional practice. → Board has delegated, in writing, it's authority to the principal for clearly specified elements with references to relevant Board policies and it's reporting requirements. 	<p>Registered Teacher Criteria Teacher professional standards Principal professional standards Tātaiako p. 14 – Ako</p>

WHAT WE CAN DO

Planning

Following the self review of your evidence and using the assessment criteria, the Board should use the planning section templates to:

- identify priorities for development – these will form your strategic aims
- prioritise two to four areas for immediate focus
- set strategic goals and targets from evidence gathered using Hautū
- determine the evidence you will gather to monitor your progress
- develop processes for monitoring, reporting and reviewing your progress towards achieving your goals and targets. This should include the process the board will use for engaging with Māori students, their parents, whānau and wider Māori community.

Monitoring

- Continue to monitor progress towards your goals.
- Review interim feedback and evidence.
- Engage with your Māori learners and their whānau to ensure that goals are still relevant to their needs and aspirations
- Make adjustments where necessary.

WHAT WE FOUND

Reporting & Review

Analyse your evidence:

- what does it tell you about progress towards your goals and achievement against targets?
- critique and challenge the analysis to ensure that this action/strategy has made a positive difference to Māori student learning (achievement, identity, language and culture)
- how will this information be reported back to your Māori community?
- use the evidence, feedback and analysis to identify next steps.

Use the templates provided to support the planning, monitoring, review and reporting process.

References and resources are available at www.nzsta.org.nz/assets/Maori-student-achievement/Hautu.pdf

Hautū

Strategic Action planning template



	20____	20____	20____
<p>STRATEGIC AIM: Our vision for Māori enjoying and achieving education success as Māori is... (write your strategic aim below)</p>			<p>What are the steps/outcomes that the board expects to see achieved this year to meet the strategic aim.</p>
<p>What data⁶ will we use to help form, monitor and review these steps/outcomes?</p>			
<p>What consultation information⁷ will we use to help form, monitor and review these steps/outcomes?</p>			

⁶ School, regional and national data as required.

⁷ Students, parents, whānau, iwi, the wider Māori community and all school staff.

Hautū

Governance planning template



STRATEGIC AIM: *Our vision for Māori enjoying and achieving education success as Māori is... (write your strategic aim below)*

	Accountability	Leadership	Representation	Employer role
20__				
20__				
20__				

Hautū

Annual planning template



STRATEGIC AIM: Our vision for Māori enjoying and achieving education
success as Māori is... (write your strategic aim below)

BASELINE DATA:

ANNUAL AIMS:

TARGETS:

Actions to achieve target	Led by	Budget/resources	Timeframe	Monitor progress
Clearly linked to students' learning needs	Who will lead the work?	Is there a cost? Is it aligned to the budget?	When will the work be completed?	Are we on track to meet the targets we have set?