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 Boards of Trustees

Has been developed for Boards of Trustees (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 a Board responds to the aspirations of their Māori community by using evidence and action to build policies and practices that support Māori students to enjoy and achieve education success as Māori.

**A Māori culturally responsive education environment** is one that meets the needs of Māori students and the school’s Māori community, delivers engaging education and strong student outcomes, and enhances Māori students’ identity, language and culture through access to high quality teaching.

### 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 – Accelerating Success 2013–2017_ (Ka Hikitia) 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, achieving equitable2 results, and 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 75, Education Act, 1989
2 Fair and impartial

### 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
- that Māori parents, whānau and representatives of the school’s Māori community contribute to governance, planning and decision-making
- that your school is a good employer by expecting staff to teach and support Māori students to achieve education success as Māori.

**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, 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_
- 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.

1 For more information refer to Section 75, Education Act, 1989
2 Fair and impartial

_Hautū_ can be found online at [www.nzsta.org.nz/trustee-professional-development/culturaltool/](http://www.nzsta.org.nz/trustee-professional-development/culturaltool/)
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 identify how the school will provide for Māori student achievement, access to te ao Māori, the Māori world, identity, language and culture.

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

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 any Board’s triennial/three year review plan.

Hautū can be found online at www.nzsta.org.nz/trustee-professional-development/culturaltool/
Overview of stages for using this tool

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

<table>
<thead>
<tr>
<th>Stage</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>READINESS</td>
<td>- will enter this tool at varying phases of readiness</td>
</tr>
<tr>
<td></td>
<td>- have an understanding of the importance of Māori</td>
</tr>
<tr>
<td></td>
<td>enjoying and achieving education success as Māori</td>
</tr>
<tr>
<td></td>
<td>- are prepared to have honest conversations to identify</td>
</tr>
<tr>
<td></td>
<td>and make the changes that are required</td>
</tr>
<tr>
<td></td>
<td>- can use a range of resources to strengthen our understandings. Resources can be found at: <a href="http://www.nzsta.org.nz/trustee-professional-development/culturaltool/">www.nzsta.org.nz/trustee-professional-development/culturaltool/</a></td>
</tr>
<tr>
<td>COMMITMENT</td>
<td>- are committed to this process.</td>
</tr>
<tr>
<td>SELF REVIEW</td>
<td>- undertake a process of self review, by gathering the</td>
</tr>
<tr>
<td></td>
<td>evidence and using the criteria.</td>
</tr>
<tr>
<td>PLANNING</td>
<td>- use school, regional and national achievement data to</td>
</tr>
<tr>
<td></td>
<td>develop a picture of achievement for Māori students</td>
</tr>
<tr>
<td></td>
<td>within our school</td>
</tr>
<tr>
<td></td>
<td>- use this evidence to develop goals and targets.</td>
</tr>
<tr>
<td>MONITORING</td>
<td>- continue to monitor progress towards our goals and targets</td>
</tr>
<tr>
<td></td>
<td>- make adjustments where necessary.</td>
</tr>
<tr>
<td>REPORTING &amp; REVIEW</td>
<td>- receive evidence and analysis to indicate progress</td>
</tr>
<tr>
<td></td>
<td>towards our goals and achievement against targets</td>
</tr>
<tr>
<td></td>
<td>- critique and challenge the analysis to ensure that a</td>
</tr>
<tr>
<td></td>
<td>positive difference to student learning (achievement,</td>
</tr>
<tr>
<td></td>
<td>identity, language and culture) has occurred</td>
</tr>
<tr>
<td></td>
<td>- identify next steps, using evidence.</td>
</tr>
</tbody>
</table>
LETS 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.

<table>
<thead>
<tr>
<th>Phases of Readiness</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PHASE 1 READINESS</strong></td>
<td>The Board has an emerging understanding of <em>Ka Hikitia</em>. Use <em>Ka Hikitia</em> or <em>Ka Hikitia</em> Summary to assist you in understanding the Board’s role and responsibilities by answering the following questions: 1. Why was <em>Ka Hikitia</em> developed? 2. What is the vision of <em>Ka Hikitia</em>? 3. What are the guiding principles? 4. What are the critical factors for success? 5. What are the outcomes for schooling in each focus area? 6. As a school, are we working towards the vision of <em>Ka Hikitia</em> – Māori enjoying and achieving education success as Māori? After this discussion your Board may like to move onto the next phase of readiness or move on to the Commitment stage.</td>
</tr>
<tr>
<td><strong>PHASE 2 READINESS</strong></td>
<td>The Board has a developing understanding of how <em>Ka Hikitia</em> supports Māori student achievement. Use the following document to further your understanding of cultural responsiveness: <em>Effective governance – Supporting educational success as Māori.</em> Move on to the Commitment stage.</td>
</tr>
<tr>
<td><strong>PHASE 3 READINESS</strong></td>
<td>The Board is integrating the principles of <em>Ka Hikitia</em>. The following resources may assist you: <em>Tātaiako: Cultural competencies for teachers of Māori learners</em>  <em>Promoting success for Māori students: Schools’ progress (June 2010).</em> Use the Self Review stage to confirm your practice and identify next steps.</td>
</tr>
</tbody>
</table>

Commitment

Once the Board has committed to using *Hautū*, there are a number of ways it can be used. It is recommended that your Board work together using an inquiry process with a clear focus on student achievement. An inquiry process is an active cycle of questioning, collecting, organising, synthesizing 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.

*Hautū* can be found online at [www.nzsta.org.nz/trustee-professional-development/culturaltool/](http://www.nzsta.org.nz/trustee-professional-development/culturaltool/)
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

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 relationships exist within and across the school community, focused on Māori enjoying and achieving education success as Māori? (use the Leadership criteria if required)

<table>
<thead>
<tr>
<th>Focus</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Governance framework (policy, plans, processes and documentation)</td>
<td></td>
</tr>
<tr>
<td>Charter</td>
<td></td>
</tr>
<tr>
<td>Professional learning for trustees and staff in cultural competencies</td>
<td></td>
</tr>
<tr>
<td>Relationships across the whole school community</td>
<td></td>
</tr>
</tbody>
</table>

Hautū can be found online at [www.nzsta.org.nz/trustee-professional-development/culturaltool/](http://www.nzsta.org.nz/trustee-professional-development/culturaltool/)
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

Guiding questions:

What evidence is there that you have valued representation of parents and whānau in supporting the effective governance of the school and the success of Māori students?

What evidence do you have that the aspirations of your Māori community have been sought, considered and responded to in the development of your School Charter? (use the Representation criteria if required)

<table>
<thead>
<tr>
<th>Focus</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engaging with our Māori community</td>
<td></td>
</tr>
<tr>
<td>Actively seek and consider the voice and aspirations of our Māori community</td>
<td></td>
</tr>
<tr>
<td>Actively seek Māori input into our governance</td>
<td></td>
</tr>
<tr>
<td>Responsiveness to Māori parents and whānau concerns</td>
<td></td>
</tr>
</tbody>
</table>

Hautū can be found online at [www.nzsta.org.nz/trustee-professional-development/culturaltool/](http://www.nzsta.org.nz/trustee-professional-development/culturaltool/)
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 the Māori students in your school are enjoying and achieving education success as Māori and that the needs and aspirations of your Māori community are being met? (use the Accountability criteria if required)

<table>
<thead>
<tr>
<th>Focus</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>What evidence do we have that our Māori students are enjoying and achieving education success as Māori?</td>
<td></td>
</tr>
</tbody>
</table>

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 have 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 Charter that is focused on building and strengthening Māori student achievement? (use the Employer Role criteria if required)

<table>
<thead>
<tr>
<th>Focus</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff performance management</td>
<td></td>
</tr>
<tr>
<td>Staff recruitment and retention</td>
<td></td>
</tr>
<tr>
<td>Role as a good employer</td>
<td></td>
</tr>
</tbody>
</table>

Hautū can be found online at www.nzsta.org.nz/trustee-professional-development/culturaltool/
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.

LEADERSHIP – criteria

<table>
<thead>
<tr>
<th>Focus</th>
<th>Emerging</th>
<th>Developing</th>
<th>Integrating</th>
<th>Supporting resources refer to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Governance framework</td>
<td>➔ has a policy on the Treaty of Waitangi.</td>
<td>➔ has identified and woven the principles of the Treaty of Waitangi through all Board documents</td>
<td>➔ has clearly woven the principles of the Treaty of Waitangi through all Board documents</td>
<td>Effective governance – Supporting educational success as Māori (EG:SESMa) p.4 Tātaiako p.10 – Manaakitanga</td>
</tr>
<tr>
<td>(Policies, plans, processes and documentation)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>➔ Governance framework invites Māori voice.</td>
<td>➔ Governance framework seeks and considers the school’s Māori community voice.</td>
<td>➔ Governance framework works in partnership with the school’s Māori community to strengthen the decision-making process.</td>
<td>EG:SESMa p.16 Tātaiako p. 6 – Wānanga</td>
</tr>
<tr>
<td></td>
<td>➔ welcomes whānau who attend Board meetings.</td>
<td>➔ includes Māori protocol for welcoming guests to Board meetings.</td>
<td>➔ includes Māori protocols in all meetings:</td>
<td>EG:SESMa p.14-16 Tātaiako p.10 – Manaakitanga</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• opening and closure</td>
<td></td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>• welcoming</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• venue</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• manaakitanga.²</td>
<td></td>
</tr>
<tr>
<td>Charter</td>
<td>➔ invites Māori input into community consultation for Charter review.</td>
<td>➔ works with the Māori community to set Charter goals and targets for Māori students.</td>
<td>➔ works with the Māori community to set, monitor and review Charter goals and targets for Māori students.</td>
<td>EG:SESMa pp.14-16 Tātaiako p. 6 – Wānanga</td>
</tr>
<tr>
<td></td>
<td>➔ refers to improving Māori student progress and achievement in Charter.</td>
<td>➔ refers to Māori student progress and achievement in Charter, through:</td>
<td>➔ has clear statements in Charter about the Board’s commitment to Māori student progress and achievement through all of the following:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• reporting to parents and whānau</td>
<td>• reporting to parents and whānau</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• targets for Māori students enjoying and achieving success as Māori</td>
<td>• targets that ensure Māori are actively engaged in learning, progressing well and are succeeding as Māori</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• productive educational partnerships with school, whānau and community.</td>
<td>• productive educational partnerships</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• prioritising staff professional learning and resourcing that impacts positively on Māori student success</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• use of parents, whānau, hapū and iwi voice and action to support Māori education success</td>
<td></td>
</tr>
</tbody>
</table>

Hautū can be found online at www.nzsta.org.nz/trustee-professional-development/culturaltool/
LEADERSHIP – criteria (continued)

<table>
<thead>
<tr>
<th>Focus</th>
<th>Emerging</th>
<th>Developing</th>
<th>Integrating</th>
<th>Supporting resources refer to:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Board...</strong></td>
<td></td>
<td></td>
<td></td>
<td><a href="http://www.nzsta.org.nz/trustee-professional-development/culturaltool/">www.nzsta.org.nz/trustee-professional-development/culturaltool/</a></td>
</tr>
<tr>
<td><strong>Professional learning for trustees in cultural responsiveness</strong></td>
<td>→ provides an introduction pack for new trustees that includes the Ka Hikitia and Tātaiako resources.</td>
<td>→ provides an introduction programme that includes how the school uses Ka Hikitia and Tātaiako.</td>
<td>→ provides an introduction programme that promotes a shared understanding and commitment to Māori enjoying and achieving education success as Māori through using Ka Hikitia and Tātaiako.</td>
<td>Tātaiako p. 12 – Tangata Whenuatanga</td>
</tr>
<tr>
<td></td>
<td>→ identifies the need for professional learning for Board members, teachers and leaders to support Māori students’ education success.</td>
<td>→ plans for professional learning for Board members, teachers and leaders to support Māori students’ education success.</td>
<td>→ provides ongoing opportunities for professional learning for Board members, teachers and leaders to support Māori students’ education success.</td>
<td>Ka Hikitia – Accelerating Success 2013-2017 strategy or summary</td>
</tr>
<tr>
<td></td>
<td>→ knows about Māori or iwi ‘identity, language and culture’.</td>
<td>→ has a shared understanding of Māori or iwi ‘identity, language and culture’.</td>
<td>→ has a shared understanding of the importance of Māori or iwi ‘identity, language and culture’ and how this impacts on the school’s culture, teaching practice and Māori students’ success.</td>
<td>Effective governance – Supporting educational success as Māori (EG:SESaM)</td>
</tr>
<tr>
<td></td>
<td>→ provides opportunities for parents and whānau to be involved in consultation.</td>
<td>→ schedules regular hui/meeting with parents and whānau.</td>
<td>→ engages parents and whānau to enhance the achievement of Māori students.</td>
<td>EG:SESaM p.14-16</td>
</tr>
<tr>
<td></td>
<td>→ understands the importance of respectful relationships within the school community.</td>
<td>→ recognises the direct education benefit of these relationships.</td>
<td>→ recognises the direct educational benefit of these relationships to deliver improved Māori student engagement and achievement outcomes.</td>
<td>Tātaiako p. 6 – Wānanga</td>
</tr>
<tr>
<td></td>
<td>→ has yet to focus on school transitions for Māori students.</td>
<td>→ understands the significance of school transitions for Māori students and their whānau.</td>
<td>→ has processes in place for:</td>
<td>Ka Hikitia strategy p. 24</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>→ effective entry and exit transition for and with Māori students and their whānau</td>
<td>Tātaiako p. 14 – Ako</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>→ effectively engaging Māori parents in ongoing conversations that support student transitions</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>→ providing information to parents and whānau about NCEA, National Standards, Tertiary, subject choices and career pathways.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>→ allocates funding to support the development and maintenance of educationally productive partnerships with whānau</td>
<td>Ka Hikitia summary p.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>→ understands working with Māori whānau and the community is the responsibility of the entire Board.</td>
<td>Tātaiako p. 8 – Whanaungatanga</td>
</tr>
<tr>
<td><strong>Relationships across the whole school community</strong></td>
<td>→ has yet to allocate funds to foster productive partnerships with Māori.</td>
<td>→ can make available limited funding to engage in productive partnerships with whānau.</td>
<td>→ engages hapū, iwi and Māori communities to enhance the achievement of Māori students.</td>
<td>Tātaiako p. 14 – Ako</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>→ has a representative of the Board to work with Māori whānau and/or community.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>→ allocates funding to support the development and maintenance of educationally productive partnerships with whānau</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>→ understands working with Māori whānau and the community is the responsibility of the entire Board.</td>
<td></td>
</tr>
</tbody>
</table>
**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.

**REPRESENTATION – criteria**

<table>
<thead>
<tr>
<th>Focus</th>
<th>Emerging</th>
<th>Developing</th>
<th>Integrating</th>
<th>Supporting resources refer to:</th>
</tr>
</thead>
</table>
| The Board... |        |            |             | Effective governance – Supporting educational success as Māori (EG:SESaM) p.14–16  
Ka Hikitia strategy p.23  
Ka Hikitia summary p.4  
Tātaiako p. 6 – Wānanga |
| **Engages with Māori community** | → provides opportunities for parents, whānau, hapū and iwi to be involved in consultation.  
→ understands the importance of reciprocal and respectful relationships within the school community. | → schedules regular hui/meeting with parents, whānau, hapū and iwi | → works with a range of Māori community members to develop opportunities to engage productively with parents, whānau, hapū and iwi to support Māori student achievement  
→ fosters a school culture where all relationships are:  
• reciprocal  
• manaaki (caring)  
• respectful  
• appropriate  
• effective. | |
| **Engages with Māori community for decision making** | → invites the Māori community to respond to decisions.  
→ seeks and considers the school’s Māori community voice in decision making. | → invites Māori input into governance  
→ Māori parent and iwi representatives are appointed to the board. | → works in partnership with the school’s Māori community to make decisions. | EG:SESaM pp.14, 15  
Tātaiako p. 8 – Whanaungatanga |
| **Engages with Māori community for representation in governance** | → is yet to seek Māori input into governance  
→ a Māori representative is appointed to the board. | → invites Māori input into governance  
→ Māori parent and iwi representatives are appointed to the board. | → 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. | EG:SESaM pp.14, 15  
Tātaiako p. 8 – Whanaungatanga |
| **Responsiveness to whānau concerns** | → has a process for issues to be raised for Māori parents and whānau.  
→ has a process for raising issues that is communicated to Māori parents, whānau and wider community. | → has a process for raising issues that is communicated to Māori parents, whānau and wider community. | → has an agreed, clear and transparent process with whānau to ensure that issues can be raised and worked through to resolution  
→ has an appropriate process, developed with whānau  
→ communicates this process to Māori parents, whanau and community. | Review Board: complaints policy  
Tātaiako p. 6 – Wānanga |

*Hautū can be found online at [www.nzsta.org.nz/trustee-professional-development/culturaltool](http://www.nzsta.org.nz/trustee-professional-development/culturaltool/)*
**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.

**ACCOUNTABILITY – criteria**

<table>
<thead>
<tr>
<th>Focus</th>
<th>Emerging</th>
<th>Developing</th>
<th>Integrating</th>
<th>Supporting resources refer to:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Legislative requirements for Māori students</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>NAG 1(e), NAG 2(c)</strong></td>
</tr>
<tr>
<td>reports on individual Māori student achievement.</td>
<td>has processes in place for regular reporting of both Māori and school wide student achievement.</td>
<td>has processes in place for regular effective: • reporting to parents and whānau on individual students • reporting to parents and whānau on Māori 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.</td>
<td><strong>Charter template guidelines</strong> Tātaiako p. 14 – Ako</td>
<td></td>
</tr>
<tr>
<td>has some provision for tikanga and te reo Māori for students whose whānau ask for it.</td>
<td>has some plans and funding to meet whānau aspirations for provision of tikanga and te reo Māori for students.</td>
<td>provides a planned programme of instruction in tikanga and te reo Māori for students that reflects whānau aspirations • presents whānau with information on the benefits and outcomes for students who are learning te reo Māori and using tikanga.</td>
<td><strong>Effective governance - Supporting educational success as Māori (EG:SESaM) p. 17, p.19 Tau Mai Te Reo p. 14, 15, 29, 31 - 34</strong></td>
<td></td>
</tr>
<tr>
<td>is aware of Ministry funding specifically for te reo Māori learners</td>
<td>monitors this budget to ensure that money spent is improving student language learning and achievement • measure student outcomes and plans are in place to improve the quality of provision over time.</td>
<td>ensures that funding for te reo Māori learning is specifically used to strengthen quality teaching and Māori student outcomes • closely monitors Māori student language outcomes and reports these to parents • set clear expectations to move students to higher proficiency and curriculum levels.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>has yet to provide funding for programmes that specifically impact on Māori achievement.</td>
<td>provides limited funding for programmes that may impact on Māori students enjoying and achieving success as Māori.</td>
<td>provides funding for activities and programmes that have proven to impact positively on Māori student achievement • regularly reviews the impact of all of their funding decisions on outcomes for Māori students.</td>
<td><strong>School operational budget</strong> Tātaiako p. 14 – Ako</td>
<td></td>
</tr>
</tbody>
</table>

_Hauō can be found online at www.nzsta.org.nz/trustee-professional-development/culturaltool/

Kakau of the hoe represents meeting responsibilities.

---

Note: The content provided is a direct transcription from the image and is presented as is without further processing or interpretation.
<table>
<thead>
<tr>
<th>Focus</th>
<th>Emerging</th>
<th>Developing</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Māori students enjoying and achieving education success as Māori</strong></td>
<td>➔ has a review cycle for monitoring the progress towards targets for Māori students.</td>
<td>➔ has a review cycle to monitor the progress towards targets, with a specific reference to Māori student progress and achievement.</td>
<td>➔ has an ongoing review cycle to monitor and report the progress towards targets, with a specific reference to Māori student progress, engagement and achievement.</td>
</tr>
<tr>
<td></td>
<td>➔ receives school information in regard to Māori students enjoying and achieving education success as Māori.</td>
<td>➔ reads, forms opinions and discusses school information in regard to Māori students enjoying and achieving education success as Māori.</td>
<td>➔ critically analyses the information presented in regards to Māori students enjoying and achieving education success as Māori.</td>
</tr>
<tr>
<td></td>
<td>➔ reviews whether they are meeting the needs of Māori students.</td>
<td>➔ develops and carries out a review to ensure the Board is meeting the needs and aspirations of Māori students and their whānau.</td>
<td>➔ has a regular communicated review process to ensure they are meeting the needs and aspirations of Māori students and their whānau.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>➔ uses review information to strengthen educationally productive partnerships.</td>
</tr>
</tbody>
</table>

Supporting resources refer to: [www.nzsta.org.nz/trustee-professional-development/culturaltool/](https://www.nzsta.org.nz/trustee-professional-development/culturaltool/)

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.

**EMPLOYER ROLE – criteria**

<table>
<thead>
<tr>
<th>Focus</th>
<th>Emerging</th>
<th>Developing</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Board...</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Staff performance management</strong></td>
<td>→ has a process for teacher performance management that has a culturally responsive target/goal.</td>
<td>→ has a process for staff (teaching and non-teaching) performance management that is culturally responsive.</td>
<td>→ staff performance management processes are linked to the school’s Charter goals and targets and outline expectations for culturally-responsive practice.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Tātaiako Registered Teacher Criteria Supporting school improvement through effective teacher appraisal</td>
</tr>
<tr>
<td></td>
<td>→ has a process for Principal performance management that includes a culturally responsive target/goal.</td>
<td>→ has a culturally informed process for Principal performance management.</td>
<td>→ ensures the performance management process for the Principal is in line with the Charter goals and targets and outline expectations for culturally-responsive leadership.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Tātaiako Registered Teacher Criteria Supporting school improvement through effective principal appraisal</td>
</tr>
<tr>
<td><strong>Recruitment, retention of staff</strong></td>
<td>→ has yet to put in place procedures for a culturally appropriate recruitment process</td>
<td>→ is developing procedures for a culturally-appropriate recruitment process</td>
<td>→ has procedures in place for a culturally appropriate recruitment processes</td>
</tr>
<tr>
<td></td>
<td>→ has not identified a need for or assessed gaps in cultural competency.</td>
<td>→ has identified a general need to recruit for cultural competencies.</td>
<td>→ has identified a need to attract and recruit for specific cultural competencies.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Registered Teacher Criteria Tātaiako</td>
</tr>
<tr>
<td></td>
<td>→ has yet to prioritise funding to support staff to increase their cultural responsiveness.</td>
<td>→ makes funding available on request to support staff to increase their cultural responsiveness.</td>
<td>→ identifies in the annual plan the professional development required to ensure all staff are culturally responsive</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>→ prioritises professorial development that has the most impact on Māori student achievement</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>→ monitors the impact of the professional development in relation to Māori student achievement outcomes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Tātaiako p. 10 - Manaakitanga Tātaiako p. 14 – Ako</td>
</tr>
<tr>
<td><strong>Understanding good employer requirements</strong></td>
<td>→ appoints authority to the principal to manage staff on a day to day basis.</td>
<td>→ appoints authority to the principal to manage staff and develop culturally appropriate employer procedures.</td>
<td>→ 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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>→ receives and acts on regular reports about staff capability to be culturally responsive in all of their professional practice.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Registered Teacher Criteria Teacher professional standards Principal professional standards Tātaiako p. 14 – Ako</td>
</tr>
</tbody>
</table>
WHAT WE CAN DO

Planning
Following the self review of your evidence and using the criteria, the Board should use the planning section templates to:
→ identify priorities for development - these will form your strategic aim
→ prioritise the two to four areas for immediate focus
→ set Charter 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.
→ 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?
→ what are your next steps?
→ use the evidence 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/trustee-professional-development/culturaltool/
## Hautū
### Strategic Action planning template

<table>
<thead>
<tr>
<th>STRATEGIC AIM:</th>
<th>20__</th>
<th>20__</th>
<th>20__</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Our vision</strong> for Māori enjoying and achieving education success as Māori is...** (write your strategic aim below)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>What data</strong> will we use to help form, monitor and review these steps/outcomes?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>What consultation information</strong> will we use to help form, monitor and review these steps/outcomes?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

5. School, regional and national data as required.
6. Parents, whānau, iwi, the wider Māori community and all school staff.
### Hautū
Governance Area planning template

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

<table>
<thead>
<tr>
<th>Accountability</th>
<th>Leadership</th>
<th>Representation</th>
<th>Employer Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>20__</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20__</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20__</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Strategic Aim:
Our vision for Māori enjoying and achieving education success as Māori is... (write your strategic aim below)

### Baseline Data:

### Annual Aims:

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