Governance Training for Boards of Trustees and Whānau in Kura

October 2010

Ko te Tamaiti te Pūtake o te Kaupapa

The Child – the Heart of the Matter

Te manu tute a te iwi
A person who encourages people

Contents

OVERVIEW

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

Overview

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

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

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

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

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

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

ERO identified significant improvements in governance practices which boards and whānau attributed to the training undertaken. Boards and whānau members had increased their capacity and confidence to manage their governance roles and

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

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

responsibilities. This confidence led to deliberate and informed improvements to governance practice and more effective use of resources in line with the priorities and needs of the kura.

The relatively small roll size of most kura means it is important that boards and whānau are proactive in establishing a strong foundation for governance. This can involve encouraging more whānau members to have ongoing involvement in governance activities and continuing to promote whānau involvement and participation in the kura.

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

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

RECOMMENDATIONS
ERO recommends that:

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

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

INTRODUCTION

Introduction

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

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

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

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

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

Why focus on governance training in kura?

In its 2008 report: *The Quality of Teaching in Kura*,[5] ERO found that 21 percent of successful boards and whānau readily accessed training to support them in their various governance roles. Although that evaluation did not mention the proportion of board and whānau members undertaking training, the evidence suggested that trustees in the poorer performing kura found the training offered did not meet their needs or was not effective in developing their governance capabilities. In some kura, trustees and whānau members undertook no training. These findings indicated a need to evaluate the relevance and accessibility of training to support trustees and whānau members.

3   Education Review Office. (September 2007). *School Governance: An Overview.*

4   Education Review Office. (June 2010). *Draft Evaluation Indicators for School Reviews.*

5   Education Review Office. (December 2008). *The Quality of Teaching in Kura.*

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

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

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

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

Principles for effective governance

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

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

While these principles refer to the role and expectations of boards in schools, the term 'board' can be easily interchanged with the term 'whānau' in kura. While most of these principles are observed in action in kura, there are variations in how these might be conceptualised and applied to the approach used in kura. This is evident in the way kura may use processes that uphold and validate Māori ways of operating, for example being guided by Māori philosophy and values.

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

7 Ministry of Education. (May 2010). *Effective Governance: Working in Partnership*.

Methodology

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

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

Kura included in this report

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

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

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

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

Designated Character Kura

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

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

Kura Kaupapa Māori Te Aho Matua

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

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

8 Official Version of Te Aho Matua o Ngā Kura Kaupapa Māori and an Explanation in English. (February 2008). *New Zealand Gazette* (32)

METHODOLOGY

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

Review Framework and Approach

This review had two overarching questions:

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

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

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

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

FINDINGS

Findings

IDENTIFYING AND ACCESSING USEFUL GOVERNANCE TRAINING

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

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

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

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

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

Making decisions about governance training needs

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

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

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

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

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

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

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

Access to governance training

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

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

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

The most relevant type of governance training

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

Figure 1: Most relevant type of governance training

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

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

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

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

One of the providers was a local Māori consultancy firm that was able to provide specific training with comprehensive resources left with the board. This provider structured a programme comprising specific training modules. Experienced facilitators could deliver in te reo Māori and target their training sessions at the appropriate level for board members.

What hasn't worked well

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

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

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

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

THE IMPACT OF TRAINING ON THE QUALITY OF KURA GOVERNANCE

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

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

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

Changes made as a result of governance training

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

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

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

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

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

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

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

Improving whānau involvement in governance

For one kura, the emphasis was clearly on whānau development and empowerment in the governance of the kura. Whānau members were included in training opportunities which helped them to understand how they could contribute to the ongoing development and sustainability of Te Aho Matua in the kura.

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

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

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

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

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

Proactive approach to using training

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

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

As a result of their professional development plan, the board and whānau in the example above applied their training in a planned way to improve the quality and innovation of their governance structures.

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

What hasn't worked well

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

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

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

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

DISCUSSION

Discussion

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

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

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

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

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

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

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

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

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

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

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

CONCLUSIONS

Conclusions

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

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

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

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

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

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

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

ERO has shared the findings of this review with the Ministry of Education. The Ministry indicated they are currently working with Māori-medium sector groups such as Te Rūnanga Nui to scope and develop training that would better suit the models of governance found in kura. Additional funding for governance training has been allocated by the Ministry for 2010 and 2011. Priorities for this funding in 2011 will be identified following further consultation with regional Ministry representatives.

RECOMMENDATIONS
ERO recommends that:

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

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

APPENDIX 1

Appendix 1: Statistics of kura in the sample

Table 1: Kura type

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

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

Table 2: Kura locality

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

The sample of kura in this report did not reflect the national percentages of urban and rural locations. Urban kura were over-represented. The difference was statistically significant.[9]

Table 3: Kura decile ranges

Decile[10]	Number	% of sample	National %
Low decile (1–3)	8	89%	89%
Middle decile (4–7)	1	11%	10%
High decile (8–10)	–	–	1%
Total	**9**	**100%**	**100%**

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

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

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

Table 4: Kura roll size group

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

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

Table 5: School definition

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

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