



2018 KINGSGATE SCHOOL MAORI COMMUNITY CONSULTATION

Protection, Partnership & Participation

ABSTRACT

This is a summary document of all responses to the 2018 Maori Community Consultation which focussed on the school's ability to respond to the 3 principles within the Treaty of Waitangi. It provides the reader with hard data responses to the questions directly asked within the consultation process and also identifies common and strong themes that emerged from comments made by the stakeholder group.

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Submitted September 2018

The Treaty of Waitangi - Principle of Partnership

How would you rate your whānau's relationship with the school?

Developing	Strong	Exceptional	
40%	40%	20%	100%

How would you rate the strength of your relationship with your child's teacher?

Non-Existent	Poor	Developing	Strong	
14%	14%	58%	14%	100%

How would you rate your child's relationship with their teacher?

Developing	Strong	Exceptional	
40%	40%	20%	100%

How would you rate KingsGate School's relationships and interactions with local iwi?

Non-existent	Not informed enough	
20%	80%	100%

Do have any suggestions that you feel would make relationships between your whānau and child and the school stronger?

- Upskilling teachers in communication with whānau
- More opportunities to outside of teacher interviews to interact e.g. grandparent day, fun sports days.
- Marae visits and Marae sleepovers

How would you rate the school's communication with your whānau?

Developing	Strong	Exceptional	
50%	25%	25%	100%

How would you rate your child's teacher's communication with your whānau?

Poor	Developing	Strong	Exceptional	
25%	50%	12.5%	12.5%	100%

How would you rate your teacher's communication with your child?

I don't know	Developing	Exceptional	
25%	62.5%	12.5%	100%

How would you rate the School Board of Trustees communication with the School's Māori community?

I don't know	Non-existent	Poor	
50%	33%	17	100%

Do you have any suggestions that you feel would help develop communication between all or a any combination of the wider school community, the Board of Trustees, your child, the teacher and your child's whānau?

- Having parent/whanau meetings would be great
- Having a method of letting parents know if in-class notices and school-wide notices are coming home
- Connecting with the local marae Nga Hua e Wha as they do a lot of community gatherings

The Treaty of Waitangi - Principle of Participation

How would you rate the consultation you and your whānau receive from your child's teacher about developing and implementing classroom learning strategies that are particularly designed for Māori student success?

Non-Existent	Developing	exceptional	
25%	50%	25%	100%

How would you rate the importance of classroom teachers consulting you and your whānau in regard to seeking advice on and furthermore implementing classroom learning strategies that are designed to benefit Māori students?

Somewhat important
100%

How would you rate your desire, or members of your whānau's desire, to be directly involved in the development of Māori student and Māori culture initiatives at school?

Not interested	Somewhat interested	Very interested	
33%	50%	17%	100%

How would you rate your ability as parents of Māori students to be able to contribute to governance, planning and decision-making at the Board of Trustees level?

I don't know	Poor	Strong	
50%	17%	33%	100%

Do you have any suggestions that you feel would help develop Māori whānau participation at the classroom level, wider school level and at the Board of Trustees level?

- No responses

The Treaty of Waitangi -Principle of Protection

How would you rate the use of Te Reo Māori in your child's classroom?

Don't know	Developing	
83%	17	100%

How would you rate the use of Te Reo Maori across KingsGate School generally?

Don't know
100%

How would you rate your child's exposure to facets of Tikanga Māori at KingsGate?

Non-existent	Developing	
67%	33%	100%

How would you rate KingsGate School's effort in recognising the special and valued place that Te Ao Māori within NZ education?

Don't know	Poor	Developing	
67%	16.5	16.5	100%

Do you have any suggestions that you feel would help nurture develop KingsGate Schools emphasis and on Tikanga Māori and Te Ao Māori?

- The consistent teaching of Te Reo and the identification of dialects.
- Learning Māori protocols such as cutting flax, performing karakia etc.

Summary Statements

Partnership Principle

- Data would indicate that the families of our Māori students have good relationships with the school in general terms. The relationships that the teachers have with their Māori students and their Māori student's whānau's lie in the weaker part of the relationship spectrum with the clear majority indicating that these relationships are non-existent through to developing. This must be an identified "work-on" for staff.
- There appears to be a clear theme in respect to how our Māori community is informed and the quality of the information that is flowing to them. Whānau responses again lie predominantly in the weaker part of the spectrum with the school as an organisation, the BOT and the teachers all requiring improvement in this area. This must be an identified "work-on" for the school as a whole.
- Input from whānau brings to the fore the suggestion that more school events where whānau are involved (such as Grandparent day) would help develop and consolidate school/whānau relations.

Participation Principle

- The data in this area indicates that there continues to be a need for the parents of our Māori students to be consulted about how their children learn best. Consultation then converts to support-role opportunities for those whānau members who want to be involved in their child's learning as this is an area that most have said they are interested in. This is a "work-on" for our teachers.
- The Board of Trustees needs to identify ways of solidifying communication with our Māori community. Respondents are either end of the spectrum in this instance, so they need to identify what is working for some and make it work for all. This is a "work-on" for the board.

Protection Principle

- The strong theme in this part of the survey was that the parents did not have enough information to make informed decisions about how Tikanga Māori was being taught in school. Because of the nature of the questions an uninformative response was almost as informative as a negative response because if Tikanga was being taught parents would undoubtedly know about it. With this in mind it is a "work-on" schoolwide for us to start to use Te Reo in our daily lives and to start to investigate aspects of Tikanga Māori in the classroom and at Board level. Written input from whānau also reflects this required response.