



Information for
Whānau Tai Wānanga
Alternative Constitution

PREFACE

The Tai Wānanga journey began almost two decades ago when the pioneers of Te Wānanga o Aotearoa first floated the idea of starting a secondary school that would radically change the educational landscape for our rangatahi in the same way the wānanga has in the tertiary space. It took 10 years to gain approval for a special character secondary school that was named Tai Wānanga, “Tai” in reference to our rangatahi and the new tides; and “Wānanga” in line with our own ancient philosophies around learning – a place that gives life to learning and purpose to life. As a movement we are now eight years wiser. With two sites firmly established and our sights set on growing the movement, it is timely that we reflect on the waka that we have built; the people in it and more importantly the roles and relationships that exist to keep this waka moving forward. As we have done with education, our structures have been designed to work for us. We deliberately

opted out of mainstream education and mainstream school board structures that quite simply have not worked for us - ever. As we move forward we must be vigilant and continue to advance and protect our kaupapa. The Alternative Constitution is important in this respect as it speaks to how we appoint our board; how we achieve leadership and accountability. We encourage you all to take the time to read the information contained in this document and think carefully about how you would like to see leadership enabled in Tai Wānanga.

“To be no-one but yourself in a world which is doing its best to make you just like everyone else, means to fight the greatest battle there is or ever will be.”

E E Cummings

BACKGROUND

The Board's representatives met with whānau and staff at both sites recently to discuss a range of matters including the proposed alternative constitution for Tai Wānanga. Tai Wānanga is now required to change how members are appointed to the Board. Under the current constitution most Board members are appointed by the Minister of Education and Te Mana Whakahaere o Te Whare Wānanga o Aoteroa (TWOA). TWOA have decided that it no longer wishes to perform that role and it is no longer necessary for the Minister to be involved in making board appointments.

The Board representatives presented an initial model to accommodate these changes. The proposed model is based on a constitution adopted by another highly successful designated character school with a similar ethos to Tai Wānanga. Following the initial hui the Board offered to prepare a discussion paper to take on the feedback from those hui

and to provide more detail about the proposed model. Further hui are to be scheduled with whānau to discuss the proposed changes to the constitution as set out in this pamphlet. Meetings with staff will be scheduled with the management teams.

This information pamphlet seeks to provide more information about why we have an alternative constitution and it explains the separate functions within the Tai Wānanga model that are different to the role of the Board. This includes the Tumuaki, Hub, site leadership, kaitiaki and local whānau support groups. We also want to discuss the different ways that the voice of taiohi and kaitiaki can be captured within the Tai Wānanga model.

The Board seeks further discussion and additional feedback from whānau and staff before the documents are finalised for the Ministry of Education's formal consultation processes.

WHY DOES TAI WĀNANGA HAVE AN ALTERNATIVE CONSTITUTION?

In short, the orthodox school governance structure does not meet the needs of Tai Wānanga as a model that demands excellence. Tai Wānanga is a special kaupapa that pushes the boundaries of secondary school education in New Zealand. At Tai Wānanga we take a radically different approach to teaching and learning to ensure that we lift achievement, which is underpinned by individualised tailored learning plans for each taiohi.

The status quo has failed Māori students for many generations and continues to deliver extremely poor results for Māori whānau. The special approach developed for Tai Wānanga schools requires a governance model that enables us to think outside the norms and continue to push those boundaries as the model evolves.

The standard board model of triennial elections does not provide the necessary continuity of thought leadership to develop and implement the Tai Wānanga way.

Tai Wānanga is also approved as a national school that can hold multiple sites in different regions across New Zealand. This is also very different to a typical secondary school. The multi-sited nature of Tai Wānanga also demands a different approach to governance.

Within the Tai Wānanga model the aim is to devolve operational authority and autonomy to site leadership teams to determine what works best for their respective sites and engage fully with whānau in that process.

GOVERNANCE IN GENERAL

The role of governance is sometimes mistakenly seen as a management role to manage the principal and every issue that pops up at the school. At Tai Wānanga, leadership is deemed critical at all levels to make the model work effectively. Leadership at the Governance level is about creating the environment for success to thrive.

Difference between Governance and Management

| GOVERNANCE | MANAGEMENT |
|---|--|
| Decides what (Creates the vision/goals etc) | Decides how (The tumuaki is the imparter and driver of the vision) |
| Monitors progress | Reports progress |
| Seeks information | Provides information |
| Approves budget and the purchase of large capital items | Recommends budget and approves day to day expenditure |
| Creates reviews and adopts policy | Recommends and implements policy |
| Employs Tumuaki | Employs (on behalf of Board), and manages staff and serves as the liaison between staff and the board. |
| Represents whānau/community interests | Engages with whānau and community stakeholders |

Governance/Board

- Steer
- Set Direction (Strategic Plan)
- Watch for opportunities and risks outside the waka

Management

- Organise people, resources inside the waka (Annual Plan)
- Communicate between staff and board two way

Kaimahi (kaihoe)

- Do the mahi
- Implement the plan

WHAT IS DIFFERENT ABOUT THE TAI WĀNANGA APPROACH TO GOVERNANCE?

We focus on the future direction and how we will progress and grow the Tai Wānanga movement. We are kaupapa driven. Operational issues are dealt with by management. Our meetings are not a repository of issues. We do not delve into

staff issues - those are managed by the Tumuaki. Very rarely are decisions made by the Board that affect the day-to-day operation of each individual site. Those decisions are made by the Site Leadership teams with the support of the Tumuaki and Hub managers.

| THE TRADITIONAL WAY | THE TAI WĀNANGA WAY |
|--|---|
| Time is the constant, learning is the variable | Learning is the constant, time is the variable |
| Focus is on academic, mental learning | Focus is on the whole person: mental, physical, emotional, spiritual - underpinned by Tai Wānanga values and guiding principles |
| Focus is on: NCEA level 1 at Y11 NCEA level 2 at Y12 NCEA level 3 at Y13 | Focus for all taiohi is on vocational and qualification pathways. When ready - not by age |
| Options are closed for many students (Especially University Entrance) | Options are open for all taura (including University Entrance) |
| Learning opportunities outside of classroom e.g. Gateway, STAR open to some students | Learning opportunities are open to all taura, including external programmes and internships |
| Limited access to ICT | Technologies integral to learning for all taiohi |

WHAT IS THE TAI WĀNANGA ALTERNATIVE CONSTITUTION?

Tai Wānanga is governed by a board of trustees constituted under the Education Act 1989 with the same duties and obligations as boards of other state schools. At the request of the establishment board, the Minister approved an alternative constitution for Tai Wānanga, in 2013. This is currently being modified to better reflect the changing nature of Tai Wānanga after eight years since our establishment approved in 2010.

Our alternative constitution places greater emphasis on a 'skills and knowledge-based' approach rather than a complete reliance on the standard 'representation-based' model. There is no evidence that the pure representation model of 'tomorrow's schools' is having any impact on lifting achievement. There is strong evidence that whānau involvement in the learning process has a powerful impact on achievement. Tai Wānanga is committed to a model of teaching and learning that maximises whānau involvement.

The alternative constitution is the result of a new purpose-built governance model for Tai Wānanga to meet the particular needs of Tai Wānanga. This model overcomes potential issues of uncertainty and inconsistency that could arise if using the triennial trustee elections under the orthodox school governance model

The alternative model achieves continuity of governance that enables the special Tai Wānanga learning framework to be developed and implemented with full expression of the foundational values, ethos and culture of Tai Wānanga, across multiple sites. Importantly the model also maintains the importance of whānau and wider community input for each Tai Wānanga site.

Currently there are two Tai Wānanga sites: Tai Wānanga ki Ruakura and Tai Wānanga Tu Toa. The multi-sited model requires a redistribution of decision making responsibilities across different parts of Tai Wānanga in order for the model to work effectively. Not all decisions are made by the Board, in fact very few affecting day to day operation of each site is made by the Board at all.

The governance model is a mix of appointed, co-opted and elected members. Initially TWoA and the Minister appointed the first trustees. Now that is no longer the case we need to develop a new mechanism to appoint trustees. The proposal is the establishment of the Tai Wānanga Trust to assume the appointment functions previously carried out by TWoA and the Minister of education.

TAI WĀNANGA ROLES AND FUNCTIONS

Tai Wānanga Movement Trust

The Trust will be established to replace the five appointments made by the Minister and by TWoA. The primary purpose of the Trust is to act as the guardian of the special character/kaupapa of Tai Wānanga – Kia Tu, Kia Ora, Kia Māori. Membership of the Trust is open to anyone who is committed to the Tai Wānanga movement.

The types of people who could become trustees of the Tai Wānanga Movement Trust are people that have been part of the development of the Tai Wānanga kaupapa, either at its inception or as a former board member or employee. People who have a clear understanding of what is necessary in order to grow the Tai Wānanga movement. The inaugural trustees are likely to be Mana Forbes, foundational Trustee and Chair of Tai Wānanga Board, Rangimarie Parata-Takurua – trustee of eight years from establishment, Rachael Wetere – former whānau representative trustee.

It is envisaged that the Trust will undertake a range of activities for the benefit of Tai Wānanga sites and in the furtherance of the Trust's charitable objects. The Trust could commission research into aspects of the Tai Wānanga model including longitudinal study of student achievement beyond Tai Wānanga

The Trust is completely independent of the Tai Wānanga Board and has no governance function or decision making responsibility for Tai Wānanga as a school. The Trust can however seek additional public and/or private funding and other resourcing for the benefit of all Tai Wānanga sites.

As a charitable organisation there are no beneficiaries of the Trust. Instead the trustees are accountable to deliver on the charitable objects of the Trust, as stated within the Trust's deed, and in accordance with the Charitable Trusts Act 1957.

Features of the Trust:

- Private charitable trust.
- Separate and independent legal entity from the Board.
- Trustees are accountable to the charitable objects set out in the Trust's deed and compliance with other legal requirements of charitable trusts in New Zealand.
- Can undertake a range of activities to support all Tai Wānanga sites including research, strategic relationships seeking external funding/investment in Tai Wānanga programmes.
- Grow the Tai Wānanga model as a concept.
- Appoints five Trustees to the Board reflecting the Trust's inherent responsibility to safeguard the kaupapa and ethos of Tai Wānanga.
- Not a closed shop – open to whānau to become members and/or trustees of the Trust.
- Trustees are appointed by the Trust membership.
- Trustees of the Trust cannot also be trustees on the Tai Wānanga Board of Trustees.

No decision making responsibilities in respect of Tai Wānanga sites.

Tai Wānanga Board of Trustees:

The Board is the creator of the vision and holds overall governance responsibility for Tai Wānanga, which means that the Board sets the goals then monitors progress.

The Board is responsible for overseeing the quality of learning outcomes for students, the provision of school buildings and other infrastructure.

The Board's focus is on matters affecting all sites. The Board receives update reports on the achievement of ITLP goals and taiohi progress towards exit strategies through the Tumuaki reports.

Board minutes will be made available online for all whānau, staff and taiohi to read. Minutes include all tabled papers such as the Tumuaki report and other reports from individual site leaders/leadership and local site Support Groups.

Features of the Board of Trustees:

- Crown entity as a state school.
- Sets overall strategic direction of the school.
- Accountable for student achievement and overall performance.
- Adopts the Learning Framework to be applied at Tai Wānanga (i.e. Graduate Profile, Individualised Tailored Learning Plans, Project Based Learning etc).
- Provision of physical learning environments.
- Employer of school staff.
- Legal responsibilities: property, personnel, management of school finances.
- Reports to the Ministry of Education under the Charter and is reviewed externally by Education Review Office.
- Establishment of new Tai Wānanga sites.
- Signs off annual plan and budgets.

Ultimate accountability for learning outcomes and legal responsibility across a variety of areas rests with the Board. The Board, using instruments of delegation, is able to distribute decision-making authority, responsibilities and resources for specific local site priorities to the Tumuaki and respective site Leadership Teams.

Example of Decisions by Board:

- Appointment of Tumuaki.
- Annual plan and budget.
- Whānau financial contributions.
- Overall strategy in consultation with whānau (Charter and Annual Plan).
- Major capital expenditure (e.g. buildings, facilities, major maintenance – in conjunction with Ministry of Education and Landlord of leased premises)
- Operational expenditure above of management delegation.
- Audited accounts.
- Collaborative and strategic relationships with like-minded organisations. Formal Memorandum of Understandings/Memorandum of Agreements.
- Alternative revenue streams to support our Tai Wānanga model
- School policies.

Tumuaki

The Tumuaki is the Board's chief executive and is the 'impartor' or 'driver' of the board's vision. The Tumuaki's primary responsibility is to chart a course towards the achievement of the Board's vision and goals. This is to be done in a manner that is consistent with the Tai Wānanga values and policies. The Tumuaki is also the Board's employer representative and is therefore the professional leader of the school.

- Employer representative
- Professional leadership to all staff especially kaitiaki
- Roll out of new sites strategy (growth of the Tai Wānanga movement)
- Prepares Tai Wānanga draft annual plan and budget for Board approval
- Board member ex-officio - communicates Board decisions/policies to staff

Examples of Decisions by Tumuaki:

- Appointments of senior leadership positions
- Delegated authority for all capital expenditure over \$2000
- Organisational representative for all meetings with strategic and formal collaborative partners
- Intervention and risk management of matters that may have a detrimental effect on the reputation of our organisation, our principles, health and safety, and achievement
- Stand-downs and suspensions
- All legal and compliance operational matters and procedures
- Whole staff development plans

Tai Wānanga Hub

The Hub exists to provide professional teaching and learning support/guidance and a safe learning environment for existing sites, and establishment support for new sites

- Guidance and leadership for Tai Wānanga Learning Framework
- Operational and infrastructure support
- Strategic Relationships
- Admin support to Tumuaki and Board

Decision making authority as designated by the Tumuaki, e.g. property, finance, etc.

Site Leadership

Site leaders help shape how the vision is to be implemented on the ground. Many of the decisions about how a site gives effect to the Tai Wānanga goals are made by site leadership. Delegations are set at a high level to ensure that those site leaders have the freedom and flexibility to create innovative solutions toward student learning and success.

The Site Leaders also play a critical role in shaping the particular approach, style or areas of focus that are considered appropriate and important for that site's expression of the Tai Wānanga kaupapa. The Site leader adopts the fundamental elements of the Tai Wānanga Learning Framework which is done in full communication, consultation and engagement with whānau.

Site leaders are invited to attend all Board meetings.

Features of Site Leadership:

- Management of site budgets and expenditure
- Engagement of whānau in ITLP and PBL processes
- Ongoing communication and consultation with their Site Whānau Support Group
- Professional support for Kaitiaki
- Development of hotaka, PBL opportunities, etc.

Examples of Decisions by Site Leaders/Leadership:

- Appointments of kaitiaki and administrative positions
- Delegated authority for the management and expenditure of the approved site budget
- Daily organisation and operations of all site and learning activities
- The implementation and delivery of a purposeful teaching and learning framework
- Implementation and achievement of ITLP exit strategies and goals
- Conflict resolution amongst staff, whānau and taiohi
- Staff development
- Communication and reporting to whānau

Kaitiaki

Kaitiaki are the practitioners on the ground who implement the vision and the Learning Framework with taiohi and their whānau. Kaitiaki will also be given the opportunity to meet in teams with site leadership to ensure the Kaitiaki voice is represented in discussions around the shaping of their site.

- Facilitate ITLP and PBL including engagement of whānau at the individual taiohi level
- Assist taiohi to achieve exit strategies

Taiohi

See below (Taiohi Voice)

Site Support Group / Whānau Advisory Group

The Site Support Group act as the guardians of the vision at the local level. This group provides a regular forum for whānau to engage in the learning taking place at their local Tai Wānanga site. This is where whānau voice can be maximised and targeted where it matters most – at their own local site.

Whānau engagement is primarily through site leadership who are expected to engage with whānau on the implementation of the Tai Wānanga Learning Framework.

Both whānau and site leadership can generate and propose ideas that could be picked up by that site. For example, a whānau member may have a particular passion, or area of expertise (e.g. Taiao, maara, kapahaka, conditioning, rongoa, digital technologies, etc), that they can contribute, working alongside site leadership and Kaiako. Through this process

the Site Support Group can contribute to the shape of their local site in conjunction.

The Site Support Group is not limited to whānau. Membership could be extended to local stakeholders who are interested in providing support to the site.

The Site Support Group concept is a forum rather than a formal structure. This enables site Leadership to engage more meaningfully with all whānau on specific kaupapa, rather than a committee of representatives with rigid agendas. A site support group may also decide to create a formal structure or remain an informal group, depending on the types of activities the group wants to be involved in, for example some fundraising may require a legal entity.

Whether a formal structure is applied or not the Tai Wānanga model envisages that meetings are largely driven by specific kaupapa. Site leaders can frame up topics for discussion and whānau can approach site leaders on areas of special interest

- Create opportunities for ITLP engagement
- Fundraising
- Input into draft annual planning
- Grow community-level strategic relationships
- Could be invited to be involved in appointing site leadership
- Whānau engagement is primarily with site leadership but also engages with the Board on matters affecting operations at the site level, such as consultation on policies.

Whānau engagement also occurs individually with Kaiako maintaining regular contact around taiohi ITLPs and progress towards their exit strategies.

ALTERNATIVE CONSTITUTION

As described above Tai Wānanga operates under a purpose-built alternative constitution. The Board is modifying the alternative constitution to better reflect the changing nature of Tai Wānanga.

Current Alternative Constitution

The Board currently operates under the following composition (up to 10 members):

- Up to three members appointed by the Minister for Education (on recommendation of the Board);
- Up to two members appointed by Te Wānanga o Aotearoa;
- Two parent elected representatives;
- The Tumuaki (principal) (ex officio);
- Up to two members appointed by the Board (co-opt)

All trustees to be appointed on the basis of a skills and knowledge matrix developed by the Board.

New Alternative Constitution (draft for consultation)

The proposed modified alternative constitution is:

- 5 members appointed by the Tai Wānanga Movement Trust (new entity);
- 2 whānau representatives to be selected according to the process described below;
- Up to 4 member co-opted by the Board
- Tumuaki (ex officio)

Term 3 years (excluding Tumuaki)

Whānau Representative Selection Process:

The Board wishes to discuss the options for whānau selection on the Board.

Option One: National Election

This is the current process through an independent returning officer. This approach could disadvantage some sites who have less numbers/roll than other sites.

Option Two: Appointments Panel

An appointments panel is established every three years to oversee the appointments process and to make final selections from the pool of candidates who are nominated by the parents/caregivers of enrolled students:

- The appointments panel convenes a public whānau hui at each Tai Wānanga site to announce the appointments process, dates/timeframes and answer any questions about the process;
- Whānau (parents/caregivers of enrolled students) submit their nominations during specified nomination period
- The appointments panel shortlists the nominations
- The appointments panel selects two successful candidates from the shortlist based on the Board's skills matrix.
- It is important to note that the whānau representatives, whether elected or appointed, fill national positions and do not only represent the site that they came from.

Staff Voice:

Our staff are our most important resource. Without dedicated staff who believe in the designated character of Tai Wānanga we cannot implement the Tai Wānanga way for the benefit of our taiohi.

The Tai Wānanga model envisages that staff have an active voice at the Board level. Under the current arrangements we have adopted an approach that enables the staff voice to be heard at board level through the attendance of site leadership from each site at all Board meetings and the Tumuaki. Site leadership can stay for the entire meeting if they choose.

The Board wishes to discuss with staff how best to continue to promote staff voice at the Board level. Is this best achieved through national election for a national representative on the board or through a regular forum with the Board?

Points to consider are that the board does not make site-specific decisions that impact directly on staff. It may be more important to staff that there are good processes for kaitiaki voice to be heard at the local site where the focus could be on how well the vision is operating at the practice level. The Tumuaki would report back to the board and staff representatives could be in attendance on specific items of interest to them.

The Board has asked the Tumuaki to actively engage staff in consultation on the new consultation so that we can obtain feedback from our valued staff.

Student Voice:

The Tai Wānanga model envisages that taiohi have a voice as well. Clearly there are difficulties in having a taiohi representative position on the Board for a multi-sited model and it is unclear how that would benefit taiohi.

The Board believes that the best way to promote taiohi voice is to have a taiohi structure within each site that has direct engagement with the Tumuaki. The Tumuaki is able to guide taiohi through a process that ensures their voice is heard at both Site Leadership level and Board level. Taiohi may produce key questions that are led by different taiohi. The taiohi structure meets at certain times of the year and could be involved in putting forward ideas at the board table.



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