Copyright is owned by the Author of the research report. Permission is given for a copy to be downloaded by an individual for the purpose of research and private study only. The research report may not be reproduced elsewhere without the permission of the Author.
Maori in Governance: The Voices of Maori Trustees

A report presented in partial fulfilment of the requirements for the degree of

Master of Educational Administration

Martin Turner

January 2006
Maori in Governance: The Voices of Maori Trustees

A report presented in partial fulfilment of the requirements for the degree of

Master of Educational Administration

Martin Turner

January 2006
Candidate’s Statement

I certify that this report, submitted as part of the degree of Master of Educational Administration entitled *Maori in School Governance: The Voices of Maori Trustees* is the result of my own work except where otherwise acknowledged, and has not been submitted, in part or in full, for any other papers or degrees for which credit or qualifications have been granted.

Signed...

(Martin Turner)

Date: January 2006
Abstract

While the education reforms of 1989 promised much for Maori in education, Maori membership on Boards of Trustees continues to be disproportionately low against that of non-Maori members. The governance role is significant in influencing the provision and outcomes of education for Maori students, but there has been little research into the experiences of Maori in school governance, or the factors that impact on successful partnerships between Maori and Pakeha on school boards.

This research project presents the governance stories of six Maori trustees from different mainstream primary schools. With reference to the Treaty of Waitangi, it explores Maori and Pakeha conceptions of partnership, and discusses the effectiveness of the education reforms in promoting and sustaining partnership with Maori at school governance level.

Through interviews conducted as part of this research, Maori trustees' understandings of their role in governance, the board's obligations to the Treaty of Waitangi, and the expectations placed on them as Maori by the board, and by their own Maori community, are explored.

This project highlights some of the complex issues Maori trustees face within a governance structure which is incongruous with traditional Maori principles of collectivism, and illuminates the duality of role many Maori negotiate as school trustees.
Acknowledgements

I wish to thank the trustees who gave up their time to be part of this research. Their willingness to become involved in research on such a sensitive topic, and their openness and trust in voicing their stories to me has been a humbling, yet mana-enhancing experience for myself as a researcher. Without their rich and personal stories I would not have been able to achieve my aim to further understand and provide insight into the experiences of Maori in school governance.

My sincere thanks to my supervisor Dr. Marian Court who motivated me when my thinking on the research was at an undeveloped stage, and who replied to my every question, encouraging me through difficult times with ethics approval, giving me wise counsel from her vast experience.

I acknowledge my whanau, my colleagues in the Te Reo Maori facilitation team at TEAM Solutions who continue to inspire my interest in ‘things Maori’ and encourage me in my efforts to learn Te Reo.

Finally I wish to acknowledge my family, who have quietly supported me through this project, putting up with my absenteeism while the research was completed.

Naku noa ki a koutou.

Martin Turner
Table of contents

Candidate's Statement  ii
Abstract  iii
Acknowledgements  iv
Table of Contents  v

CHAPTERS

1.0 INTRODUCTION  1

2.0 LITERATURE REVIEW  3
2.1 Introduction  3
2.2 Background to the reforms  3
2.3 The inefficiencies in the existing system  4
2.4 The influence of New Right market ideology  4
2.5 Equity and social justice issues  5
2.6 Establishing the taskforce  6
2.7 The changes  7
2.8 The Treaty of Waitangi, partnership and governance  9
2.9 Maori perspectives of the governance model  15
2.10 Summary  17

3.0 RESEARCH METHODOLOGY AND PROCEDURES  19
3.1 Why qualitative research?  19
3.2 An exploratory case study approach  22
3.3 Ethical considerations  24
3.4 Selecting, contacting and gaining participant consent  26
3.5 Interviewing  27
3.6 Transcribing  28
3.7 Analysis  29
4.0 FINDINGS: THE VOICES OF MAORI TRUSTEES

4.1 Introducing the participants
4.2 Pathways to trusteeship
4.3 Wearing two hats
4.4 The Treaty and trustee voices about partnership

5.0 CONCLUSION

6.0 REFERENCES

Appendices

Appendix A: Evidence of consultation
Appendix B: Request for information
Appendix C: Participant consent form
Appendix D: Information sheet
Appendix E: Interview schedule
Appendix F: Authority for the release of tape transcripts
Maori in governance: The voices of Maori trustees

Turner, Martin

2006