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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

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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

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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

3.8	Summary	30
4.0	FINDINGS: THE VOICES OF MAORI TRUSTEES	32
4.1	Introducing the participants	32
4.2	Pathways to trusteeship	33
4.3	Wearing two hats	35
4.4	The Treaty and trustee voices about partnership	52
5.0	CONCLUSION	64
6.0	REFERENCES	71
 Appendices		
	Appendix A: Evidence of consultation	78
	Appendix B: Request for information	79
	Appendix C: Participant consent form	81
	Appendix D: Information sheet	82
	Appendix E: Interview schedule	85
	Appendix F: Authority for the release of tape transcripts	86