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Better Relationships for Better Learning

Schools addressing Maori Achievement

Through Partnership

Research thesis submitted as partial fulfillment of a Masters Degree in Education

at

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Jen McLeod

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The thesis demonstrates that while Government policy may intend to benefit Maori, the outcomes do not necessarily do so. It is argued that neither Government nor schools, as agents of the state, are neutral bodies but in large part reflect the influence of the majority over the provision of education for Maori. The claim for school/Maori partnerships made in the policy *Better Relationships for Better Learning* ignores the founding partnership envisaged through the Treaty of Waitangi. Maori participation as partners in negotiating the terms of the relationship with the school is ignored. This thesis examines the function of those relationships in terms of ‘Better Learning’, investigating the developments and practices in schools for Maori children’s learning.
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_Ehara taku toa i te toa takitahi, ēngari he toa takitini._
_My skill does not come just from me,
But comes from the combined skill of those around me._

Throughout my study journey my Supervisors often reminded me that others had laid down a pathway towards legitimating Māori understandings and perspectives. So it is that I acknowledge their work and the contribution these people have afforded my own understandings. The commitment these people have demonstrated to providing a greater understanding humbles me.

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