

CHAPTER SEVEN

Papakura Middle School

The central concern of this book is the inadequate achievement of Maori in the compulsory education sector (ages six to sixteen). The current 60 per cent failure rate in NCEA Level One of Year 11 Maori is nowhere near good enough. Twenty per cent we could live with. New Zealand now operates a standards-based assessment system. It has moved from a system where students were ranked and 50 per cent were sure to fail, no matter how good they were, to a system where everyone can pass, so long as they meet the standard. We argue that New Zealand primary and secondary schools do not have the capacity to produce Maori achievement, and that in their present school contexts there are huge numbers of incompetent teachers (i.e. teachers whose Maori students do not learn) standing in front of predominantly Maori classes.

Our second concern is the school abuse of many Maori students. The abuse can be relatively subtle, such as ignoring the smelly child with open sores thereby denying him or her the chance to learn. The abuse can be overt, involving low expectations, verbal abuse, unmerited punishment and squeezing, hitting, or slapping. Young Maori react to this abuse by ceasing to attend school and misbehaving while they are there. Abusive schools contribute to Maori youth crime, Maori teenage pregnancy and Maori teenage suicide. We take it as obvious that abuse is a barrier to achievement.

Alongside these criticisms, we have highlighted the history of Maori education. For centuries before colonisation Maori communities educated

Maori children successfully. In the century from 1816 Europeans learned a huge amount about Maori as classroom pupils. That knowledge has since been discarded.

In the previous chapter we provided the history and context of our educational initiative, which has seen our children make huge catch-up gains. The challenge of this chapter is to draw out from our experience what makes a difference as we move to scale up our kura from six to sixty to 600 students. We have identified twelve possible special causes of variation that our school, Papakura Middle School, does or needs to do if 80 per cent of its Maori students are to hit achievement objectives, including NCEA Level One, on time. The twelve differences that make a difference to Maori student achievement are

- 1 Clear focus.
- 2 Clearly understood target student demographic.
- 3 Planning.
- 4 Expectations and school culture.
- 5 Horizontal integration.
- 6 Vertical integration.
- 7 Individual learning plans and credit acquisition.
- 8 Cross-curricula lessons.
- 9 A strong, competent board.
- 10 A principal who implements and delivers.
- 11 Teaching.
- 12 Engaged whanau.

With the exception of planning and possibly teaching, none of these is ERO-critical. Poor performance or absence will not lead to a failed audit and supplementary review. Conversely, many areas that the ERO regards as critical, such as finances, property and employment relations, are simply

irrelevant to Maori student achievement. Matters are actually worse than this, because ERO focuses school management and governance on paper and away from student achievement.

1. Clear focus

Our vision is of new schools, perhaps schools within schools, for Maori students who are not achieving. We see Papakura Middle School as a prototype. The first thing to say about it is that it is focused on student achievement. This is the number-one priority. Our mission statement is: 'Papakura Middle School ensures all students achieve to their potential in the classroom, on the sports field, and in cultural and artistic activities.'

This statement focuses the school immensely. The school is about student achievement and nothing else. As we said in the Introduction, the board exists to provide the resources and ecology that empower teachers to do their primary job of ensuring that: students achieve in the curriculum subjects; learn basic sporting skills, are exposed to a range of sports and have the opportunity to pursue these; are comfortable in a range of cultures and can participate fully in their own culture; and experience and learn basic skills in the arts, and have the opportunity to pursue these.

The respective roles of boards, principals and all staff can be derived from a simple, clear mission statement that also drives planning. A clear sense of mission also sets priorities. Financial reporting, property reports and attendance reports are not important in their own right, but only insofar as they provide information that can help the board achieve its mission.

To ensure that achievement is the number-one priority Papakura Middle School does not have second, third or fourth priorities.

2. Clearly understood target student demographic

Education is part of the service sector, like medicine, retailing or hospitality. In common with any business providing goods or services, if schools are to be successful they must know their customers and meet their needs – actual, perceived and latent. It is a great misconception that

parents and their previous schools have come to a parting of the ways. They will come with problem behaviours, a learned expectation that they are stupid, and a willingness to engage in physical and verbal confrontation. They will come without any meaningful record of learning, i.e. there will be no information about which of the national curriculum achievement objectives have in fact been achieved or when, and the evidential basis for that assessment.

The majority of students (probably 75 per cent) at Papakura Middle School will be boys who are behind academically because their previous teachers have spent too much teaching time on attempts to control behaviour and have regarded their job as done when the Maori kid is quiet for long enough that the other children have an opportunity to learn. These boys will have the natural demeanour noted by Kendall in the first mission school nearly 200 years ago. Their normal expression will be a smile. They will be interested in new things, but not for long, and they will have a tendency towards destruction rather than quiet contemplation. They will be bright-eyed and keen to learn but not easy to control. They will fiddle with things. They will move things. Some days they will not come to school at all. They will need to be bribed with food and other small rewards.

3. Planning and evaluation

Planning maximises achievement. In his book *What's Up with Our Schools?* Allan Peachey (Peachey 2005), a former principal of the high-performing Rangitoto College, suggests that the most important thing a school can do is to put a high-quality teacher in every classroom. This is important, but it is not number one. The most important thing a school does is to set its priorities. The second most important thing a school does is to plan. Planning maximises the probability that priorities will be realised.

A plan by itself is a useless thing. It needs to be implemented and then evaluated. Also there are many types of plan – strategic, business, financial, marketing and on and on. Plans are of no value in and of themselves. Their value lies in their use as a means to an end.

At Papakura Middle School we plan for student achievement. Strategic,

business, financial, staff development and marketing plans are of use in this regard but the most important plans are those relating to curriculum delivery and assessment. What areas of the curriculum are we going to cover with these students and when? How do we intend to deliver these to these students? How will we know what progress has been made towards the relevant achievement objectives and when they have been met?

This class- or group-level planning must be consistent with the individual learning plan of each student, and with the school's knowledge of what engages a particular student or groups of students. For example, our students are very keen to see the practical application of new learning and are especially keen if a new topic (e.g. probability) can be related to money. Teaching about different countries has been most successful when delivered in the context of planning an imaginary holiday. Early success is very helpful in maintaining interest.

4. Expectations and culture

Students know our expectations with respect to achievement, attitude and behaviour. They know that they are expected to be able to spell, write and calculate because they are tested on these things regularly. They know that they are expected to learn because if they don't, we do the work again and again until they know it. And because new knowledge decays and is lost within about six weeks, we remind students of it and use it every now and again until it is internalised.

Students know they are expected to show respect to the adults around them, especially the *kuia* and *kaumatua*. They are expected to be on time and ready to learn. They are expected to respect their peers.

Expectations and culture are not always things that can be discovered by sitting down and brainstorming. They are lived, and often the best way for a school to discover its expectations and culture is for it to look at what it does in particular situations and ask two questions: What does our action say about our expectation? Are our actions always consistent? For example, Auntie E and her low-level violence against one student provided an opportunity for the facility to reflect on its expectations, and

to realise that Pakeha 'best practice' did not suit our kaupapa.

Closely tied to ideas of expectation and culture is the concept of values education. This is best delivered through the words and actions of adults in the school. The worst thing a school can do is be inconsistent with regard to expectations and culture. The next worst thing it can do is impose expectations and culture on students. The best thing a school can do, from the perspective of student achievement, is to establish expectations and a culture that students aspire to.

5. Horizontal integration

Academic achievement is important for these children, as it is the key predictor of lifetime earnings. However, scholastic achievement at Papakura Middle School occurs in a context. We see most of our students being accepted as apprentices and then becoming tradesmen after leaving secondary school.

It is important for someone entering the workforce to have appropriate interpersonal skills and Papakura Middle School looks to develop these through its school culture.

It is important for someone entering the workforce to have a network so that he or she learns of job opportunities. Papakura Middle School has strong links with the Papakura Sea Eagles Rugby League Club, and hopes to develop similar ties to the netball club. Our students are encouraged to play sport for local clubs in the expectation that they will catch the eye of local employers.

Most of our students will, one day, become parents and participating members of their various communities. Papakura Middle School believes that strong cultural and spiritual roots are important for these roles and although there is no curriculum area called 'being Maori' we are confident that students will proudly identify themselves as Maori by the end of Year 8.

Interpersonal skills, sport and cultural affirmation are the horizontal context of the Papakura Middle School emphasis on academic achievement. Many low-achieving schools are islands in their community. They are the places teachers go to work and kids go from nine till three Monday

to Friday. Horizontal integration is vital for Maori student achievement and for community support of the school.

6. Vertical integration

The vertical context exists in two directions. A minority of students will enter Papakura Middle School from our early childhood education facility. They will be achieving at or above their year group norms and will be familiar with, and receptive in, our kind of teaching and learning environment. These students will have meaningful records of learning.

In the other direction, some of our students, perhaps one day most of our students, will by the end of Year 8 or 9 be prepared for success at Rosehill College, if they live in the zone. Rosehill College is the better, by a considerable margin, of the two state secondary schools in Papakura. However, that difference is in part due to a zero-tolerance approach to poor behaviour and to drugs. Papakura High School, under its present board and principal, is not an option for any of our students. It is a destructive environment for too many Maori and has been a contributing factor to teenage suicide in recent years.

We anticipate a gap for many of our students. They will not succeed at Rosehill College, or will live outside the zone for that school, and they will not be safe at Papakura High School. Our proposed sports academy, or the PTE we hope to develop a relationship with or to take a stake in, will operate as alternative education providers or the equivalent to complete NCEA Levels One and Two for these students and to assist them through those difficult teenage years until they find a job with suitable lifetime earning prospects.

The role of Papakura Middle School in this upward vertical integration is to see Rosehill College, the Sports Academy, the PTE(s) and employers as our customers and to ensure their needs are met.

7. Individual learning plans and credit acquisition

Student achievement will be measured in two ways. The simplest of these will involve recording the dates when the various achievement

objectives of the national curriculum subjects are met and retaining in a student folder the evidential basis for this assessment. Papakura Middle School will teach the national curriculum in the core subjects of English, mathematics, science, social sciences, the arts, technology and health/physical education. Te reo will be taught separately but Maori will be integrated through a number of teaching areas.

However, the major measure of student achievement will be unit standard credits obtained. The National Qualifications Framework breaks down learning into unit standards, and in many areas unit standards cover the same material as the more directly curriculum related 'achievement standards'. Unit standards (and achievement standards) can be accumulated, including any compulsory standards, until sufficient credits are obtained for the award of one or more national qualifications.

A core business of New Zealand state schools is to prepare students for, and to assess students for, the award of the NCEA at Levels One, Two and Three. From our perspective, the award of NCEA Level One requires the accumulation of unit standards to a total value of eighty credits including eight numeracy credits and eight literacy credits. Our first goal in student achievement is to ensure that all students have obtained at least forty credits by the end of Year 9, including at least eight literacy and eight numeracy credits. NCEA Level One is normally achieved in Year 11.

In the following pages we use a real student, Zane, to illustrate the Papakura Middle School approach that assesses students against unit standards as students master their content. Zane is eleven and is in Year 7. He should have achieved Level Three of the state curriculum and be working at Level Four. However, at the beginning of 2005 he was working at Level Two in all subject areas.

As Zane was already behind his age group we decided to keep one eye on the unit and achievement standards which, in later years, might form the 'for credit' part of his curriculum with respect to NCEA Levels One and Two. Obviously, these unit standards might change over the next five years, but in our view it is never too early to start collecting credits where these fit with the national curriculum, and it is useful to know where learning might easily be modified to obtain unit standard credit.

Some obvious unit standards in mathematics, science and technology are shown in Table 13.

Table 13: *Mathematics, science and technology unit standards*

Unit	Level	Credit	Mathematics
8489	1	2	Solve problems which require calculation with whole numbers.
5234	1	3	Use calculations in money situations.
5224	1	2	Use decimals and percentages to solve problems.
5225	1	2	Use fractions, ratio, and proportion to solve problems.
5227	1	3	Solve problems involving time and money.
8490	1	2	Solve problems using calculations with numbers expressed in different forms.
8491	1	2	Read and interpret information presented in tables and graphs.
Unit	Level	Credit	Science
			<i>Astronomy</i>
20622	1	4	Demonstrate knowledge of our solar system.
6377	1	4	Observe and explain the movements of objects in the solar system.
18989	1	2	Demonstrate knowledge of Earth and space.
			<i>Chemistry</i>
6329	1	3	Relate similarities and differences within the Periodic Table to atomic structure.
			<i>Earth Science</i>
18981	1	2	Demonstrate basic knowledge of weather.
			<i>Physics</i>
6366	1	2	Demonstrate knowledge of linear motion.
6369	1	3	Apply formulae and graphical methods to find unknowns for a physical system.
6367	1	2	Explain the results of forces acting on an object.
6375	1	2	Use graphical analysis to recognise a directly proportional physical relationship.

Table 13: *Mathematics, science and technology unit standards (cont'd)*

Unit	Level	Credit	Technology
2780	2	9	Operate and maintain a personal computer system.
2781	2	3	Manage and protect data in a personal computer system.
2790	2	3	Use and maintain personal computer peripherals.
111	2	5	Operate a word processor.
5941	2	2	Exchange messages using electronic mail.
112	3	5	Produce information using word-processing functions.
2783	3	3	Demonstrate knowledge of the components of personal computer systems.
18737	3	5	Create a website for organisational use.
5940	3	5	Produce a presentation using a desktop presentation computer application.
18738	4	15	Create and operate an interactive website to provide a solution for an organisation.

With respect to te reo, our focus with Zane will be on the Level One achievement standards, particularly achievement standard 90132 (te reo 1.2, six credits) which he can gain by delivering a three-minute speech about his family, and 90133 (te reo 1.3, six credits) which examines reading comprehension.

Some subject areas such as mathematics and computing are replete with unit standard opportunities, while others such as social sciences have only a few 'soft' and peripheral unit standards. The message for us is that it sometimes takes little more than a level of awareness to gain unit standard credit on the way through a block of teaching. Sometimes, it requires awareness and a choice of teaching focus to meet the requirements of a unit standard. On other occasions and in other areas there are no unit standard credits for important pieces of knowledge.

A crucial element of Zane's academic success is his individual learning plan (see Table 14), updated in Term One and again in Term Three each year. These unit and achievement standards will not be all that is taught to Zane in the next three years, but they provide useful points of reference

Table 14: *Individual learning plan*

YEAR	CREDITS	SUBJECT
7, 2005	2	Mathematics 8489
8, 2006	4 2 2	Mathematics 5224,5225 Technology, 5941 Health/PE, 12527
9, 2007	6 6 6 4 10 3 8 4	Te reo 1.2 Technology, 2781, 2790 Mathematics 5227, 5234 Science, 20622 Science/Putaiao 15989, 15990, 15991, 19531, 19535 Health/PE, 12530 English 2977, 2989 Maori 16040
10, 2008	6 7 9 4 5 6 6 3	Te reo 1.3 Science, 6329, 6377 Technology, 2780 Mathematics 8490, 8491 English 10792, 12417 Maori 16044, 16054 Social sciences 9677, 10791 Health/PE, 12532

for planning the year, each term, month and week.

The individual learning plan is a key one-page document. It provides some of the structure for curriculum delivery and also sets out the school's minimum expectations of Zane. It provides one base against which the performance of his teacher(s) can be measured and it is a real source of encouragement for Zane himself.

Zane achieved unit standard 8489 in 2005 and had his 2006 unit standards well in his sights before the year even began.

8. Cross-curricula lessons

Papakura Middle School devotes considerable resource to planning curriculum delivery by year, term, week and subject area so that the

learning from one topic can be maximised over several subject areas wherever possible.

For example, we might follow the theme 'Ancient Egypt' for an hour or so every day, depending on enthusiasm until interest in it wanes (perhaps three weeks). Ancient Egypt is the land of pharaohs, pyramids, the Nile, hieroglyphs and mummies. There is a wide range of resource material available. Students could research a topic they find interesting for one day (with one-to-one assistance) and present their findings each day as the basis of a lesson. For example, one student might be interested in how mummies are made. He could read a book written at the right level, perhaps *My Best Book of Mummies*, make notes and give the presentation the next day. That presentation could spark off a discussion about the removed body parts – where they are and what they do. As part of this unit of study students could design a poster to promote or explain something they found interesting. This will not meet the requirement of unit standards 12416 and 12417 but those requirements should inform our discussion of the posters.

There are many opportunities to learn mathematics in the context of Ancient Egypt. The geometry of pyramids can be used to introduce the (angle, area) properties of squares and triangles. We can prepare and draw simple scale maps. Canopic jars and other physical items can be used to reinforce the skills required in unit standard 8489, e.g. if there are four jars on each shelf and there are five shelves, how many jars are there? This kind of question makes a useful classroom exercise. Students working at a more advanced level can calculate perimeters, surface areas and volumes.

Ancient Egypt is a great topic for the study of science and technology. Egypt is a large country, a desert with a big river that floods every year. How did the Egyptians feed themselves? How did they know when the Nile was going to flood? How did they make the most of the water?

Ancient Egypt is also a good topic for exploring the five strands, 'Social Organisation', 'Culture and Heritage', 'Place and Environment', 'Time, Continuity and Change' and 'Resources and Economic Activities' of the social studies curriculum to Level Four.

Papakura Middle School will focus on achievement objectives from the curriculum statements and will use material that interests students to teach those objectives. For example, mummies may prove to be a great starting point for a discussion of internal organs and what they do, or it might fizz. In that case, we will be flexible enough to find another topic. We will be guided by the premise that learning takes as long as it takes, and will not be dominated by bells. As long as the group remains interested we will pursue a topic, but always with achievement objectives in mind.

It is also obvious that Ancient Egypt is a topic that lends itself more easily to some achievement objectives than to others. It is important that we choose other topics so as to ensure that the curriculum is covered and there are multiple assessment opportunities for each achievement objective if these are required.

9. A strong, competent board

Behind everything at Papakura Normal School is the board of trustees. School boards are widely variable in both their composition and competence. At one extreme, and an exemplar for Papakura Middle School, is the board of a top school like Auckland Grammar, stacked with professionals and former pupils who share a vision, an ethos and an idea of the 'Grammar man' who emerges from the school after four or five years. The board has a wide range of professional and business skills and represents the community served by the school.

Table 15 details the division and delegation of responsibilities between the board and the principal of Papakura Middle School.

Each year, the board will review not only the principal but also itself against a set of Key Performance Indicators. Table 16 shows a draft and incomplete set of KPIs for the board.

10. A principal who implements and delivers

The role of the principal, and his or her relationship with the board, is one way of distinguishing a good school from a problem school. There are some good principal-controlled schools but these are the exceptions.

Table 15: *Division and delegation of responsibilities*

BOARD	BOARD, but delegated to principal	PRINCIPAL
Charter.		
Planning – strategic, business, financial (budget and cash management), property.		
Board meetings.		
Financial management.		
Hiring, firing and performance appraisals.	Professional development (in consultation with the board and with teachers).	
Contracts – negotiation, signing, delivery on.		
Policy development and review.		
Liaison with Ministry of Education and ERO.		
Review of the board.		
Review of the principal.		
Provision of resources to the school.		
	Attendance.	
	Investigation of complaints.	
	Community use of school facilities.	
		Reporting to board.
		Curriculum delivery.
		Assessment.
		Achievement.
		Classroom discipline.
		Day-to-day management.

Table 16: *Board key performance indicators, Papakura Middle School*

2007	
School roll	XX enrolled students on 1 March.
Finances	Operating surplus recorded. Arrangements made for audit.
Curriculum	Documentation of how each strand in each essential learning area is to be covered in each class, each year, each term, and each week. Good-quality learning activities provided for students in each class. Well-established classroom routines. Good-quality and quantity of bookwork by pupils. Good-quality classroom learning environments.
Student assessment	Good-quality assessment of students' reading spelling, and numeracy in February is used to identify those able to move onto unit standards and those who are not achieving or who are at risk of not achieving. Re-testing in June and December.
Student achievement	Realistic achievement goals for the school set by the board in March. Goals achieved.
Governance	Stand-alone board minutes. Agenda papers sent to board members and available in school office and staffroom for three days before each board meeting. Board clearly in control of the school. All policies reviewed annually. Policies are comprehensive and are adhered to.
Teaching staff	Individual staff development plans developed and resourced.
School culture/wairua	
Attendance	
Discipline	
Education Review Office	A plan is developed and implemented to deal with concerns raised by ERO. Improvements demonstrated.

Principals, especially primary school principals, are almost always teachers who have been promoted into a CEO or general manager position. They are teachers who manage, often with limited management skills.

At Papakura Middle School the relationship between the board and the principal is first and foremost an employment relationship where there is no confusion. The board is the boss!

Of course, the principal has specialist knowledge, not only of education but also of what is happening in the school day to day. That knowledge is a board resource and a very important part of the principal's job is to share that knowledge so the board has the information it needs to make decisions.

At Papakura Middle School we believe that creative tension rather than rubber-stamping should describe the dynamic that exists between the principal and the board. As CEO, the principal's job is to implement the board's plans while ensuring that the day-to-day activities of the school occur in accordance with the policies and procedures approved by the board. The principal will have a major part in developing plans, and wears two hats (principal and board member) in the planning process. The Papakura Middle School principal stands or falls according to whether or not plans are implemented and their goals achieved.

11. Teaching

Planning maximises achievement, expectations drive achievement and teachers deliver achievement. At Papakura Middle School we believe that a good teacher has a good command of the curriculum and:

- is pleased to see the class, all of them;
- is enthusiastic about what he or she is teaching;
- is prepared for each day's lesson;
- makes lessons interesting;
- involves the students;
- tells the students (and their whanau) when they have done well;

- bribes the class sometimes;
- answers questions;
- repeats material in different ways until it has been learned;
- uses language the whole class understands;
- expects every student to learn;
- expects every student to behave well;
- assesses learning frequently, but in small amounts and as part of the lesson;
- recognises when concentration is fading and gives the class a break;
- records both student achievement and problem areas;
- critically appraises his or her teaching with the aim of continuous improvement;
- doesn't go too fast;
- doesn't yell at the students;
- doesn't pick on any student;
- doesn't put any student down; and
- doesn't let the students put each other down.

This is a mixture of personality and methodology on a base of personal academic achievement. It is rare to find a teacher with a good grasp of all aspects of the national curriculum up to and including Level Five. It is even more rare to find a teacher who is prepared to admit to knowledge deficits.

At Papakura Middle School we believe in specialisation. Unqualified teachers (with or without a limited authority to teach) will be used to teach specialist areas, depending on teacher competencies. Obvious areas are English, mathematics, science, the arts, social sciences, health and physical education, te reo and technology. It is difficult to imagine

a single teacher who is confident teaching all of te reo, car mechanics, computer components, percentages, atomic structure, swimming, guitar and drawing, for example, yet all these may be covered with one group of students in one day at Papakura Middle School.

Our experience is that Maori learn best in small groups of about six students with a responsible adult, not necessarily a qualified teacher. These teacher-aides are a key component of Papakura Middle School. They act as teacher extensions, additional eyes, ears and mouths. The small groups are collaborative but at the same time compete fiercely, both with each other and between members.

There is a strong tendency among educationalists and bureaucrats to regard untrained teachers as inferior teachers. Our students are our students because their trained teachers at previous schools have not had the required competencies to teach them. However, there are definite risks in having unqualified staff. The risk of allowing a paedophile access to children is managed by police checks. The risks of teacher-aides abusing children verbally or physically, and the concurrent risk of student non-achievement, are managed by intensive support of teacher aides. This support includes:

- A clear, documented teaching kaupapa for the facility.
- A clear curriculum with weekly progress reports.
- Access to learning resources.
- Clear expectations about student achievement.
- Lesson plans and teaching resources.
- In-class mentoring.

There are many people involved in teaching students at Papakura Middle School, just as in pre-European times. But each student has one key adult, a mentor, someone they want to please, someone who can identify the child's needs, both pastoral and educational, and who can meet these needs in a supportive ako context. That person is unlikely to be a white woman in her twenties with a head full of teacher-training ideology. That

person is unlikely to be a registered teacher. Much more important than the qualification is the mana and rangatiratanga, neither of which can be awarded by the Teachers' Council.

12. Engaged whanau

Whanau are the basis of Papakura Middle School. Their participation benefits both the students and their adult family members.

Whanua involvement is regarded as important by the Teachers' Council. On its website, the page that sets out the attributes of a satisfactory teacher says, 'Interwoven with the dimensions of teaching in New Zealand is a fundamental requirement for the profession to respond to the increasing drive for quality Maori education. This involves affirmation of te reo me ona tikanga Maori within a holistic learning environment; empowering Maori to participate in the education of their whanau; and providing all Maori with access to quality learning.'

The key phrase is 'empowering Maori to participate in the education of their whanau'. At Papakura Middle School this does not involve the school organising the family to do what the school wants. We wish to engage whanau in student learning on *their* terms. Sometimes this involves family members preparing lunch for the school, leading playtime activities, cleaning or just sitting in the class supporting. Some whanau members fancy themselves as teachers. Others just want to come into the school now and again for a cup of tea and a chat, perhaps meeting a friend there for this purpose.

The students welcome whanau involvement. They will work harder for recognition and praise from mum or aunty. Whanau involvement leads to whanau support for learning. Whanau involvement provides the school with opportunities to observe behaviours from key adults that adversely affect students and to develop strategies to modify those behaviours.