



26 JAN 2018

Maarama Henare-Waho
fyi-request-6917-3aa21dfb@requests.fyi.org.nz

Dear Maarama

Thank you for your 30 November 2017 request to the Ministry of Education for the following information about Te Wharekura o Maniapoto:

1. *a copy of the LSM's report*
2. *a copy of the Ministry of Education's formal response to the LSM's recommendations*

Your request has been considered under the Official Information Act 1982 (the Act).

I am releasing to you in part, the one document within scope of the first part of your request, the Limited Statutory Manager's (LSM's) Statutory Intervention Scoping Report. Within this document, I am withholding information under:

- section 9(2)(a) of the Act to protect the privacy of natural persons,
- section 9(2)(g)(i) of the Act to maintain the conduct of public affairs through the free and frank expression of opinions by or between Ministers of the Crown and employees in any department, and
- section 9(2)(ba)(i) of the Act to protect information which is subject to an obligation of confidence or which any person has been or could be compelled to provide under the authority of any enactment, where the making available of the information would be likely to prejudice the supply of similar information, or information from the same source, and it is in the public interest that such information should continue to be supplied.

I consider that the withholding of that information is not outweighed by other considerations that make it desirable in the public interest to make that information available.

The LSM's work is still ongoing and as such, recommendations are yet to be made. Consequently, we do not hold any information within scope of part 2 of your request. For this reason, I am refusing this part of your request under section 18(g) of the Act as we do not hold this information.

You will however note on page 10 of the report, the LSM has made comments and suggestions on the future use of Te Ohu Hāpai, an internal advisory panel put in place to assist the LSM. In response to these suggestions, we have made Missy Lord, Education Advisor in the Waikato regional office, the main link between the LSM and the Ministry. The LSM is already required to report to the Principal and the Board of Trustees on a monthly basis and no further work has been conducted on either revisiting the concept of Te Ohu Hāpai or clarifying of the role and responsibility of Ngā Kura ā Iwi.

Thank you again for your request. If you have any further questions about this issue, please feel free to contact Missy Lord on 07 858 7166 or at Missy.Lord@education.govt.nz.

Under section 28(3) of the Act, you have the right to refer this response to an Ombudsman. You can do this by writing to info@ombudsman.parliament.govt.nz.

Yours sincerely



Katrina Casey
Deputy Secretary
Sector Enablement and Support

Statutory Intervention Scoping Report

Key Intervention Details

Statutory Intervention: Limited Statutory Manager appointed under 78M of the Education Act 1989
Board of Trustees: Te Wharekura o Maniapoto Board of Trustees
Intervention Effective From: 7 September 2017
Name of Limited Statutory Manager: Keriana Tawhiwhirangi

Statutory Provider to date and sign agreed version of Scoping Report

Physical signature or printed name: Keriana Tawhiwhirangi

Date: 5 November 2017

In this Scoping Report:

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A. Initial Intervention Outcomes Identified

Issue identified	Outcome
<p>Ensure that human resource management procedures and practices promote and support high quality education outcomes and safety.</p>	<p>Human resource management procedures and practices promote and support high quality education outcomes and safety.</p>
<p>Effectively manage the performance of the tumuaki, linking the school's strategic direction goals, priorities and targets, appraisal goals, and appropriate professional learning and development opportunities.</p>	<p>The tumuaki performance management agreement links the school's strategic direction goals, priorities and targets, appraisal goals, and appropriate professional learning and development opportunities.</p>
<p>Develop and maintain relationships with professional leaders and/or other staff based on trust, integrity, openness, clarity about roles and responsibilities, transparency and shared knowledge, in the interests of improving valued outcomes.</p>	<p>Strong and healthy relationships are built and maintained with professional leaders and/or other staff based on trust, integrity, openness, clarity about roles and responsibilities, transparency and shared knowledge, in the interests of improving valued outcomes.</p>

B. Issues Analysis

Human resource management procedures and practices promote and support high quality education outcomes and safety	Evidence to support analysis	
List of issues facing the kura/school (the facts)	Analysis of severity and scope of issues	Evidence to support analysis
<p>Communication is insufficient, unclear and not quick enough when informing and updating the community on the impact of [redacted] staff out of school in term 3. s 9(2)(a) OIA</p>	<p>Staff health and well-being is negatively impacted on with increased sick leave taking a toll on certain staff members with extra workload and stress. s 9(2)(a) OIA</p> <p>The community is losing confidence and faith in the principal and board of trustees over the management of [redacted] staff with speculation growing and factions developing.</p> <p>The community is tabling a lack of faith and confidence in the principal and board of trustees, at hui and individually during the scoping phase.</p>	<p>Communication:</p> <ul style="list-style-type: none"> Whānau were not informed quickly and clearly of the staffing situation. They heard about the issues through community kōrero and then followed up with the tumuaki. <p>Lack of engagement:</p> <ul style="list-style-type: none"> Whānau hui were called to discuss the issues and the Mana Whenua group offered alternate solutions in the form of a draft strategic plan for the school Mana Whenua want to participate and contribute at a governance level and have asked for representatives on the board of trustees (BoT) [redacted] s 9(2)(ba)(ii) OIA Community members have expressed concern regarding the board of trustees' lack of clear communication as well. Calls for the board's resignation are now being tabled with calls for a Commissioner. <p>Staff well-being:</p> <ul style="list-style-type: none"> Negative impact on staff with insufficient relievers available (increased workload, stress, sickness, covering extra duties with expectations to meet original timeframes) Reliever budget blowout with kaiāwhina having to relieve

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<p>Staff feel unsafe, overworked and stressed due to staff and reliever shortage and having to work in unsafe conditions with the rebuild taking place.</p>	<p>An increased breakdown in staff relationships and increased risk to student's health and safety and educational success.</p> <p>Students working in a 'crate' with one door and one window when there were spare classrooms in other parts of the school.</p> <p>Low staff morale, low trust and little respect for and confidence in the tūmārahi and senior leaders to provide the leadership required.</p> <p>No internal self-review plan for any human resource policies, plans and programmes.</p>	<ul style="list-style-type: none"> • Factions developing in the community and school leading to a growing unrest and dissatisfaction • Delays in resolving staff conflict caused speculation and uncertainty, both internally and external to the school
<p>Leave procedures/applications and approval are inconsistently applied, e.g. tangihanga leave.</p>	<p>Leave procedures lack consistency and good role-modelling from the principal in approving and taking leave.</p> <p>An increased mistrust grows an 'entitlement' culture, a culture that tends to lead to staff creating their own rules.</p>	<ul style="list-style-type: none"> • • • • • •

s 9(2)(ba)(ii) OIA

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		<p>s 9(2)(ba)(ii) OIA</p>
<p>Registration of teachers.</p>	<p>Unable to guarantee that all staff meet Education Council registration requirements.</p> <p>One staff member with registration issues in the past has let their registration lapse.</p>	<ul style="list-style-type: none"> • At least one staff member's registration lapsed over two months ago. The principal is unaware of this • s 9(2)(g)(i) OIA • Teachers can be employed for 10 days without extension and Education Council approval is required before teachers can continue to teach <p>s 9(2)(g)(i) OIA</p>
<p>Recruitment, induction and retention plan for staff.</p>	<p>Several staff have left the school over the last few years and were not provided the opportunity to have an exit interview.</p>	<ul style="list-style-type: none"> • High turnover of staff • Scoping phase comments and discussions mentioned this issue • Three or four teachers are now in a kura nearby with at least one indicating a desire to return when things change <p>s 9(2)(g)(i) OIA</p>

s 9(2)(ba)(ii) OIA

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The tumuaki performance management agreement links the school's strategic direction goals, priorities and targets, appraisal goals, and appropriate professional learning and development opportunities	
List of Issues facing the kura/school (the facts)	Evidence to support analysis
Principal appraisal goals, plan and process.	<ul style="list-style-type: none"> ERO identified principal appraisal as an area of concern despite the report being completed and signed off in May 2017 Board goals selected for 2017/2018 do not meet SMART goal requirements or quality: There are no action plans or timeframes, that show clear intentions or deliberate acts of leadership that will pull the school out of this current state Principal selected goals are one-line headlines with no plan, timeframes or evidence to be gathered The principal informed that she cannot remember when the staff and community were invited to contribute to the principal appraisal process
Principal appraisal findings are at odds with the current state of school leadership/management, staff relationships and general school health and well-being. s 9(2)(ba)(ii) OIA	
The current situation is a cumulative build up over time with no evidence of the board stating clear consequences or planned support to strengthen principal leadership.	
Principal appraiser for the past six years has been the board chairman.	s 9(2)(g)(i) OIA

School wide appraisal, including principal appraisal, lacks rigour.	School wide appraisal has no plan or programme of review and monitoring. The principal appraises all staff – teaching and non-teaching.	<ul style="list-style-type: none"> As at October 2017 there is no evidence of any appraisal process having taken place, except for principal appraisal signed off in May 2017
PLD – PB4L	With no plan and self-review process it is difficult to know how well the PLD focus on PB4L is being implemented and the effect and impact it is having.	<ul style="list-style-type: none">

s 9(2)(g)(i) OIA

<p>Strong and healthy relationships are built and maintained with professional leaders and/or other staff based on trust, integrity, openness, clarity about roles and responsibilities, transparency and shared knowledge, in the interests of improving valued outcomes</p>		
<p>List of issues facing the kura/school (the facts)</p> <p>Community is losing faith and confidence in the leadership (principal) and management (board) of the school.</p> <p>Staff relationships are fractured with many losing faith and confidence in the leadership (principal) and management (board) of the school.</p>	<p>Analysis of severity and scope of issues</p> <p>The loss of faith and confidence in the leadership and management has been tabled publicly with the board informed that students and whānau may go elsewhere if things don't change quickly.</p>	<p>Evidence to support analysis</p> <ul style="list-style-type: none"> Whānau leaving and talking about leaving Whānau organising vans to take students to other schools LSM invited to attend another whānau hui (two hui attended to date) LSM informed community are eager to see what difference an LSM can/will make
<p>s 9(2)(ba)(ii) OIA</p>		

<p>Mana Whenua want a stronger role in contributing to and participating in the governance of the school.</p>	<p>Mana Whenua publicly stated their desire and produced a document for consideration in supporting the school.</p>	<ul style="list-style-type: none"> An increased desire to be included in the future design, planning and creating of a wonderful learning environment at TWoM
<p>TWoM is part of Ngā Kura ā Iwi (NKAI)</p>	<p>Roles, relationships and responsibilities as a NKAI wharekura seem unclear and/or unrealised</p>	<ul style="list-style-type: none"> Mana Whenua seemed to know more about expectations of belonging to NKAI than was evident from the BoT

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C. Issues Not Apparent at Outset of Intervention

Leadership and Management

s 9(2)(g)(i) OIA

Whānau Engagement

- There is a lack of ongoing invitation and encouragement to whānau whānui in the life of the kura
- Some whānau feel the move to Te Wharekura status may have been too quick

Ngā Kura ā Iwi

- There seems to be a lack of understanding of what it means to be part of Ngā Kura ā Iwi and how this can be a mutually beneficial experience

Wider Community

- The community's general loss of faith and confidence in the leadership and management of the school, and the vocalising of this, is like an uprising,

D. Overall Assessment of Risk Level

From hui I attended, additional groups and individuals that met with me, and information that was emailed, texted or presented in hard copy, I estimate about 200 people contributed to the scoping process.

Every hui and interaction expressed concern about the leadership and the way the recent staffing issue had been managed. Concern about the governance of the school were common and a call was made for a commissioner at one of the last hui I attended.

This suggests that the school community are not confident in the governance and management of the school.

At the first hui I attended, the board were informed that if things didn't change there was a risk of losing more students.

s 9(2)(ba)(i) OIA

[REDACTED]

While the major theme was one of no faith and confidence in the leadership, a small number felt the leadership was adequate and that improvements could be made. They described the leader as being too soft and that staff should be more respectful. These few didn't see the issues as being overly concerning. They felt that if the leader had the support, guidance and coaching, the general confidence would grow.

[REDACTED] s 9(2)(g)(i) OIA

The overall risk is that there could be an escalation of issues if the community are not confident and assured of the plan and process for quick and better outcomes for the Wharekura.

E. Further Comments

The MoE are to be acknowledged for enabling quick huihui and conversations with the board, staff and community.

Te Ohu Hāpai

When informed of the intent to have Te Ohu Hāpai as support for the LSM it sounded like a great idea. If it is to support the LSM role, I haven't found this to be the case; the opposite has been true.

I would like to suggest that:

- Te Ohu Hāpai concept be revisited
- Missy Lord be the main MoE link and therefore it is up to her to inform others in the MoE
- I report to the principal and BoT on a monthly basis
- Clarification of the role and/or responsibility Ngā Kura ā Iwi has within this intervention be provided.

Delayed timing of the completion of this scoping report

The high participation of the school community in the scoping phase, the LSM managing issues - dealing with complaints, identifying areas for the principal to focus on and diffuse some situations as required, responding to incidental concerns, along with [REDACTED] - has caused the 2 week delay.

[REDACTED] s 9(2)(a) OIA

This is not an apology, more of a statement so that those who need to, understand the impact of and the conditions I have been working under.