



## NCWNZ Action Item Response Sheet

Please send your responses to Christine Caughey copied to National Office

Email To: [heather.kirkwood@gmail.com](mailto:heather.kirkwood@gmail.com) CC: [office@ncwnz.org.nz](mailto:office@ncwnz.org.nz)

Subject: **Action Item response: Tomorrows Schools Review**

Date sent: 26 June 2018

<b>Document</b>	Tomorrow's Schools Review
<b>Committee Writer</b>	Heather Kirkwood, Education Standing Committee <b>**Please note: the email address is not the usual Education Convenor**</b>
<b>Action Item due date</b>	18 July 2018
<b>Website where further information can be viewed</b>	Information about the review, along with two very comprehensive background papers: <a href="https://conversation.education.govt.nz/conversations/tomorrows-schools-review/about-the-tomorrows-schools-review/tomorrows-schools-review-background-paper/">https://conversation.education.govt.nz/conversations/tomorrows-schools-review/about-the-tomorrows-schools-review/tomorrows-schools-review-background-paper/</a>  Information about the different ways that you can personally or collectively make a submission: <a href="https://conversation.education.govt.nz/conversations/tomorrows-schools-review/have-your-say-today/">https://conversation.education.govt.nz/conversations/tomorrows-schools-review/have-your-say-today/</a>
<b>Responder, e.g. Name of Branch, NOM, individual</b>	Dr Jinny Willis, Principal Researcher, New Zealand Nurses Organisation
<b>Number of people contributing to response</b>	NZNO represents 52,000 members mainly nurses, midwives, allied health and health care workers, as well as nursing, midwifery and other healthcare students generally from level 3 to level 8. There are 17 tertiary nursing education centres (University and Polytech) including specific Māori and Pacific nursing education, and we work closely with ITOs such as Careerforce, with level 3-6 training. As such, the education and preparation of future nurses, many of whom have responsibility for children, is of primary interest to us.

### Background

The current system of educational administration came into effect in 1989/90, outlined in a policy document called Tomorrow's Schools. These changes abolished the regional Education Boards and the Department of Education, and replaced them with school Boards of Trustees and a policy-focused Ministry of Education. The Education Review Office [ERO] was also created at this time.

Now, almost thirty years later, the government is reviewing this system. There are two online surveys that members can do individually, covering either general questions about what you think is good or bad about the way schools are organised and administered, and a more detailed survey with specific questions. This Action Item has selected some of these detailed questions for discussion. Members interested in answering the full survey should do so individually by following the links above.

Education is a complex policy area, and we would encourage you to find out as much as possible before your branch discussion or individual response. There is information in the documents that can be downloaded from the links above, and it would also be worthwhile talking to those people you know who are involved in the school system as it is at the moment. We look forward to your considered opinions.

## Questions

### 1 What are the strengths and weaknesses of the current parent-based Board of Trustees model of school governance?

The strengths of the parent-based Board of Trustees relate to the community from which the students are drawn having involvement and a voice in the running of the school. However, it is important to acknowledge the significant work load burden associated being a trustee.

In addition, while it is acknowledged that parents recruited to Boards of Trustees bring a range of relevant professional experience, a weakness in the model is there is no requirement for professional training in activities of the role – curricular development, property management, HR, finance, and health and safety – and it is **hugely inequitable** to the advantage of “high decile” schools generally being able to draw on people with appropriate expertise and skills, and significantly greater resources than those schools in low decile areas. The opportunity to contribute is generally welcomed when there is capacity and capability, but it is an extra burden on those who are already overburdened and disadvantaged.

Despite the difference, however, lack of understanding of the difference between governance and operations is fairly ubiquitous and has been problematic. School/board ‘divisions’ tend to have long and lasting effects on whole communities. Inequity and competition are not ideal bases for education to meet individual and societal needs in the 21<sup>st</sup> century.

### 2 How can we ensure that Te Tiriti o Waitangi is given active expression in all schools and Kura?

This is a Crown responsibility, not the prerogative of individual schools to opt in or out of – Te Tiriti o Waitangi premises partnership participation and protection. Bicultural models of boards or schools, are rare rather than universal, and generally do not incorporate Te Ao Māori world view, kaupapa Māori or matauranga Māori. It is not clear how much of the following has been achieved: eg ensuring Māori membership of Boards of Trustees and school staff, enhancing visibility of Māori on school campuses; introducing Te Reo into the activities of the school, such as assemblies, celebrations etc; and engagement with local Māori in school activities.

### 3 How can we ensure that all schools and Kura are supported to meet the needs of all children and young people regardless of where they live?

The Board of Trustees has overall responsibility for meeting the needs of children and young people, including for the interpretation and implementation of the curriculum, property, personnel, finance and health and safety, in short providing ‘a safe physical and emotional environment’ for students. A trusted model is needed – teachers should be trusted and supported to do their job and parents should be able to meet their family’s needs and have access to warm healthy housing, health information and health care, and sufficient income – living wage to feed and clothe and enjoy their families.

NZNO strongly supports the provision of an adequately resourced school-based health service, integrating primary health care, to ensure the physical and emotional well-being of children and young people within schools. This encompasses the right of Māori children and young people to have equal rights to the highest standards of health. School nursing needs to be overseen by the Ministry of Health, within the primary health care domain, and not disparately financed through pockets of funding from education, justice, community, private school and/or DHB as

is currently the case. A National Knowledge and Skills framework for school nurses and employment model is lacking and the range of care provided across New Zealand is disparate.

Further, NZNO supports the promotion of healthy food environments within schools. This extends to the provision of food available in schools, as well as regulating the advertising of and access to unhealthy food and beverages within the school zone, including alcohol and tobacco and vaping outlets.

**4 How can we encourage more schools and Kura to work with local community groups and organisations?**

Schools and Kura should be encourage to explore and utilise expertise in local groups and organisations, including public services and NGOs, rather than duplicating that experience on the Board of Trustees. A good model is Otumoetai Centre of Learning which links DHB, ECE, primary and secondary schools and communities. .

**5 How can we best provide diversity in the type and nature of the schooling available to our increasingly diverse children and young people?** (Please consider gender implications in this question, including those young people who identify as gender diverse).

It is necessary to reflect the diversity of young people in the school environment they are immersed in - including diversity among the staff, the use of neutral and inclusive language etc. Reducing the endemic structural discrimination that continues to deliver intergenerational inequity requires specific training and education programmes both within government agencies and communities.

**6 How can schools and Kura best hear and respond to children and young people's views?**

There is no substitute for asking children and young people for their views, opinions, and insight. This could take the shape of regular school fora. Another option is a student council, or an email 'suggestion box'. Schools and Kura need to ensure that encourage and value student input and are responsive. Consideration should be given to lowering the voting age to 16.