



## Education Report: Ministerial Appointments to the Combined Board for Westbridge Residential School (4157) and Halswell Residential College (522)

<b>To:</b>	Hon Jan Tinetti, Minister of Education		
<b>Date:</b>	2 February 2023	<b>Priority:</b>	High
<b>Security Level:</b>	In Confidence	<b>METIS No:</b>	1299640
<b>Drafter:</b>	Helen Greaney, Senior Adviser, School Governance, Te Pae Aronui	<b>DDI:</b>	9(2)(a)
<b>Key Contact:</b>	Tanya Harvey, Director of Education, Auckland, Te Tai Raro	<b>DDI:</b>	
<b>Messaging seen by Communications team:</b>	No	<b>Round Robin:</b>	No

### Purpose of Report

The purpose of this paper is for you to consider the candidates recommended for appointment to the Combined Board for Westbridge Residential School and Halswell Residential College ("the Board").

### Summary

1. Westbridge Residential School (4157) in West Auckland and Halswell Residential College (522) in Christchurch are special institutions as stated in Schedule 2<sup>1</sup> of the Education and Training Act 2020.
2. The two schools provide special education within a residential setting for students who need significant curriculum adaption and whose education, social, emotional, and behavioural needs cannot be met in other educational environments.
3. The schools have a Combined Board with an alternative constitution approved under section 95 of the Education Act 1989 (*New Zealand Gazette* notice number 2016-go3562). The constitution allows for up to five Board members appointed by the Minister of Education. Three Board members were appointed with terms of office ending 26 February 2023. The remaining two Board members were appointed with terms of office ending on 25 February 2024.

<sup>1</sup> Schedule 2 of the Education and Training Act 2020 replaced Schedule 5 of the Education Act 1989

4. As Minister of Education, you may appoint up to three members to the Board. We have facilitated the process of seeking and evaluating candidates for your consideration, on your behalf.
5. The Panel recognised the need for the Board to have suitably qualified or experienced members with a range of skills to ensure its ongoing effectiveness. In making recommendations, the Panel considered the balance of skills of the members remaining on the Board alongside the knowledge, experience, and perspectives that each prospective candidate would contribute. The Panel was committed to recommending candidates who represent gender and ethnic (particularly Māori and Pacific) diversity, and to ensure whānau voice, so that the Board better reflects the diverse communities it serves.
6. The Panel recommends three candidates: David Ivory, Jonathan (Jon) Kaho and Joseph Tyro, for appointment to the Board. These candidates have a range of skills and experience in governance, health, and education; and bring cultural diversity and whānau voice to the Board. Letters confirming the appointments are attached for your signature if you approve the recommended appointees.

## Recommended Actions

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The Ministry of Education recommends you:

- a. **agree** to appoint the following candidates to the Combined Board for Westbridge Residential School (4157) and Halswell Residential College (522);

David Ivory

**Agree** / Disagree

Jonathan Kaho

**Agree** / Disagree

Joseph Tyro

**Agree** / Disagree

- b. **sign** the attached letters provided in Annex 3 and 4 to the successful candidates and Principals of Halswell Residential School and Westbridge Residential College;
- c. **note** that the Ministry of Education will thank all other unsuccessful candidates and the current members who did not reapply for consideration, after you have confirmed the appointments; and
- d. **agree** that this report be proactively released. Any information that might need to be withheld, will be done so in line with provisions of the Official Information Act 1982.

**Proactively release** / Not release



**Isabel Evans**  
Hautū | Deputy Secretary  
Te Mahau | Te Tai Raro

2 / 2 / 2023



**Hon Jan Tinetti**  
Minister of Education

03/02/2023

## Background

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- 1 Westbridge Residential School (4157) in West Auckland and Halswell Residential College (522) in Christchurch are special institutions as defined by Schedule 2 of the Education and Training Act 2020 (the Act).
- 2 Halswell Residential College caters for students with intellectual and/or learning needs. Westbridge Residential School has a strong focus on using Restorative Practice as a way of supporting its students to make positive changes in behaviour. Both schools provide special education within a residential setting for students who need significant curriculum adaptation and whose education, social, emotional and behaviour needs, cannot be met in other educational environments.
- 3 Students are typically enrolled in the schools for 12-18, months during which time the schools also work in partnership with whānau.
- 4 The current constitution of the Board allows for up to five members to be appointed by the Minister of Education, and up to three members who may be co-opted by the Board. The two Principals and an elected staff representative make up the remainder of the board membership.
- 5 Clause 1 of Schedule 23 to the Education and Training Act 2020, states that when considering appointments to a Board, it is desirable as far as it is reasonably practicable that every board should reflect:
  - the ethnic and socio-economic diversity of the student body; and
  - the fact that approximately half the population of New Zealand is male and half female; and
  - the character of the school; and
  - the character of the community served by the institutions administered by the Board; and
  - the availability of expertise and experience in governance within the membership of the Board.
- 6 Currently three Board members have a term of office ending on 26 February 2023. Two Board members, Lorraine Taogaga and Moses Ma'alo-Faleolo, have a term of office ending on 25 February 2024.

### The candidates

- 7 A summary of the advertising, evaluation criteria and appointment process are attached as Annex 1.
- 8 We received 14 applications in total. Candidate summaries are attached as Annex 2.
- 9 The Panel recommends David Ivory, Jonathan (Jon) Kaho and Joseph Tyro be appointed to the Board.

### David Ivory

David Ivory is a current Board member of the Southern Health School, who enjoys all aspects of governance and has many years of experience in this role. He has a passion for education, previously as a practitioner and in recent years as a board member over a diverse range of schools, as both an elected member and as a Minister appointed member. David has also spent four years as a Board member of the New Zealand School Trustees Association. He is Māori and his iwi is Ngāti Maniapoto. During his

teaching practice, David worked in a resource deprived area of Hastings with predominantly Māori and Pacific ākonga, achieving national awards for education excellence with students from these groups. In the area of mental health awareness and engagement, David initiated community/school-based programmes in the Hawke's Bay which attracted the attention and affirmation of the recent Government inquiry into Mental Health and Addiction.

### **Jonathan (Jon) Kaho**

Jon Kaho is a parent of a current student at Halswell Residential College. He is an advocate for his child and has experience of living with and liaising with schools and support networks for those with Autistic Spectrum Disorder (ASD). Through this he has gained an invaluable amount of knowledge about living with ASD and how it impacts on young people's experience, specifically in relation to schools, socialisation, and life in general. Jon is passionate about ensuring the Board have the experience and wisdom of current parents of the school. Jon is of Tongan descent and aware of the impact on Pasifika families with neurodiverse children being overrepresented but under resourced. Jon will bring to the Board cultural sensitivity, insight, and appropriate cultural practice in future decision-making.

### **Joseph Tyro**

Joseph Tyro has a strong background in governance through health, hapū, sports and social services background. Joseph is Director Māori Health at Te Whatu Ora and currently on secondment as Principal Advisor for Te Aka Whaiora Ora (Māori Workforce and Work Programmes). He is a registered member of the Institute of Directors and a parent elected board member of his children's kura. He is also a current board member of numerous boards including Tumu Whakarae National Reference Group Māori Health Strategy, Te Herenga Hauora (South Island General Managers), South Island Alliance for Mental Health and Addictions and Health Promotion Forum of New Zealand, Aotearoa New Zealand Social Workers Association and Ngā Pou Mana-Tangata Whenua Allied Health Workforce. Joseph has skills and experience in governance and strategic thinking ability at local, regional, and national levels. His career has centred on the wellbeing of Māori and Pacific tamariki and whānau. As a previous staff member at Halswell Residential College, Joseph understands and appreciates the school community. Joseph has a strong background in Te Ao Māori and has mana whenua whakapapa links through Ngāti Moki, where Halswell Residential College is located. He has strong affiliations to Ngāi Tahu whānau Whānui, his papatipu marae Ngāti Wheke and Te Aitarakihi marae-a-iwi. Joseph has an understanding of equity and Te Tiriti obligations and advocates for tamariki.

- 10 These recommendations are made on the basis of experience in the areas of governance, education (including employment relations, school governance, and finance), health (including social work and Māori health initiatives), cultural capability and ensuring whānau voice.

### **Risks and mitigations**

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- 11 Efforts were made during the advertising and appointment process, to ensure a robust and fair process. Steps were taken to mitigate any obvious risks. Each candidate was required to complete an eligibility declaration as required under Clause 9, of Schedule 23 of the Education and Training Act 2020. They were also asked to declare any conflicts of interest and provide a 400-word candidate statement.

- 12 All candidates who completed expressions of interest were considered by the Panel. During the assessment process, the Panel members independently evaluated each of the candidates and then collectively discussed candidate suitability. This enabled moderation and opportunity to discuss other valuable or intangible skills or knowledge identified through each candidate's application documents.
- 13 Reference checks with two nominated referees were undertaken for the proposed candidates recommended for appointment. Following the completion of these checks, the Panel reviewed the referees' information and confirmed the final recommendation.
- 14 We can verify that the selection process was conducted in a robust, fair, and transparent manner, in line with our obligations under the Human Rights Act 1993. All information was gathered from candidates in compliance with the principles of the Privacy Act 2020.
- 15 The Panel is satisfied that the recommended applicants have the necessary skills and experience to meet the requirements of the role of a board member. Recommendations are made based on maintaining a balance of skills and diversity on the Board.
- 16 9(2)(g)(i)
- 18 These risks can be mitigated by emphasising a robust appointment process was followed when making these recommendations (see Annex 1). Furthermore, the Panel was committed to recommending candidates to ensure the Board has a balance of skills, knowledge and whānau voice, to reflect the diverse communities it serves.

## Next Steps

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- 19 If you approve the appointments, letters confirming the appointments are provided for your signature (see Annex 3).
- 20 Letters to the Presiding member and the Principals of the schools, confirming the appointments are also provided for your signature (see Annex 4).
- 21 We will write to all unsuccessful applicants and thank them for their interest. We will also write to the three members whose term of office has ended thanking them for their contribution to the Board during their tenure.

## Proactive Release

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- 22 It is intended that this Education Report be proactively released as per expectation that information be released as soon as possible. Any information that may need to be withheld will be done so in line with the provisions of the Official Information Act 1982.

## Annexes

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- Annex 1: Advertising and evaluation process of candidates.
- Annex 1a: Current context for Residential Specialist Schools.
- Annex 2: Applicants considered by the Panel.
- Annex 3: Letters to successful applicants.
- Annex 4: Letters to the Principals and Presiding Member informing them of the appointments.

## Annex 1: Advertising and Evaluation process of candidates

### Advertising

1. We sought expressions of interest from people wishing to be considered for a role as a Board member appointed by the Minister of Education, to the Combined Board for Westbridge Residential School and Halswell Residential College. Advertisements were placed on several online job platforms<sup>2</sup> and in print via the Sunday Star Times. The nomination services for the Ministry for Women, Ministry for Pacific Peoples and Te Puni Kōkiri - Ministry for Māori Development were also provided with the application information.
2. On Friday 4 November 2022, the Principals and Presiding Member were emailed a link to the advertisement with a request to share this with the current Ministerial Appointed Board Members whose terms are coming to an end and any other interested parties.
3. Applications were open from Thursday 3 November until Sunday 20 November 2022. 13 expressions of interest were received by the closing date. A further expression was received 15 days after the closing date, on 5 December 2022, from an incumbent Board member.
4. Applicants were required to complete a declaration stating that they were eligible to become a board member in regard to the eligibility criteria specified in clauses 9 and 10 of Schedule 23 of the Act. Applicants were required to declare any conflicts of interest.
5. Applicants were asked to provide a 400-word candidate statement as part of the application process and most candidates did this. For those that did not, we have provided a summary referencing the skills outlined from the information provided by the candidate (Annex 2).

### Evaluation of candidates

6. We assembled a panel with members, both internal and external, from the Disability sector, from Learning Support and from the Parent Information and Community Intelligence team, in order to provide a balanced perspective when considering these applications. The Panel comprised of the following members:

Name	Role
Grant Cleland	Director - Creative Solutions Disability Consultancy Limited
Maryanne O'Hare	Manager Learning Support, Auckland, Te Tai Raro, Te Mahau
Rose Jamieson	National Director – Parent Information & Community Intelligence, Te Mahau
Susan Schneideman	Manager Learning Support, Canterbury/Chatham Islands, Te Tai Runga, Te Mahau

<sup>2</sup> Including Ministry's Careers Centre, jobs.govt.nz, Seek.co.nz, The *Education Gazette* online, and Māori and Pacific Job Board.

7. The Panel members were provided with information on the current context for Residential Specialist Schools prepared by the National Learning Support Team. This outlined a number of reviews, inquiries, and evaluations underway that will affect the strategic context in which the Residential Specialist Schools (RSS) operate and may have an impact on the future role and function of RSS within the education system (Annex 1a).
8. The Panel members were also provided candidate documentation – Curriculum Vitae (CV), cover letter, candidate statement, and any accompanying attachments.
9. As part of our risk mitigation, additional checks were undertaken to identify any public information associated with the candidates. Nothing of concern was noted.
10. The Panel used the following criteria to evaluate the knowledge and experience of each of the candidates:
  - *Does the candidate's application demonstrate interest, experience and understanding of the schools' purpose, vision, values and, or student communities?*
  - *Does the candidate's application demonstrate/indicate cultural competence?*
  - *Does the candidate's application demonstrate experience in governance?*
  - *The candidate's relevant knowledge/experience.*
11. The Panel convened on 5 December 2022 to discuss the assessment of the candidate information and shortlist the candidates.
12. During this meeting, and prior to commencing shortlisting, the Panel declared any potential conflicts of interests in assessing the applicants:
  - *Grant Cleland - knew of one of the candidates due to their role as a board member at the local school.*
  - *Maryanne O'Hare – had no conflicts to declare.*
  - *Rose Jamieson – had no conflicts to declare.*
  - *Susan Schneideman – knew of one of the candidates due to an OIA request received at the local Ministry Office but was not directly involved with this.*
13. The Panel determined that the limited previous knowledge these members had of the applicants did not preclude them from consideration, nor require the Panel member to be removed from any discussion and assessment of the candidates.
14. The Panel recognised the need for the Board to have suitably qualified or experienced members with a range of skills to ensure its ongoing effectiveness. In making recommendations, the Panel considered the balance of skills of the Board members remaining on the Board, alongside the knowledge, experience, and perspectives that each prospective candidate would contribute.
15. The Panel also considered the need for Board Members with diverse perspectives, including Māori and Pacific, neurodiverse, and whānau, so that the Board better reflects the community it serves.



16. The Panel considered each application individually and noted which candidates would not be considered further based on the criteria for appointment. The Panel agreed not to proceed with candidates who did not have the sufficient skills or experience to contribute to the Board, or whose supplied information made it difficult to assess their knowledge, skill, and experience.
17. The Panel shortlisted four candidates but were unable to reach a consensus as it felt the information provided by these candidates lacked clear information on their understanding and vision for these schools. The four candidates were contacted by email and asked to provide a response to the following:
- *Based on your knowledge of the two schools what is your vision for the schools in the future?*
18. The Panel also requested further information to be provided on the two Board members whose term of office ends on 25 February 2024, to ensure new appointments complemented those already appointed to the Board.
19. The Panel reconvened on 15 December 2022 to discuss the further information and unanimously agreed on recommending three candidates for appointment.
20. Reference checks on the recommended candidates were conducted and all references were satisfactory.
21. The Panel recommended the following candidates for Ministerial Appointment to the Board:
- David Ivory**
- Jonathan (Jon) Kaho**
- Joseph Tyro.**
22. Recommendations for the appointments were made on the basis of experience in the area of governance, education (including employment relations, school governance, and finance), health (including social work and Māori health initiatives), cultural capability and ensuring whānau voice.
23. The Panel also have suggested the Board may wish to consider co-opting Ester Vallero to bring a diversity lens and ensure the gender balance on the Board. Ester was one of the four shortlisted candidates.

## **Annex 1a - Current context for Residential Specialist Schools**

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A number of reviews, inquiries and evaluations are underway that will affect the strategic context in which the Residential Specialist Schools (RSS) operate and may have an impact on the future role and function of RSS within the education system. The Combined Board will need to respond to any changes that occur as a result of these activities.

### **Review of supports for students with the highest levels of learning support needs (Highest Needs Review)**

On 17 November 2022, Minister Tinetti announced the Government's commitment to respond to findings from Highest Needs Review. The Review was initiated under Priority 4 in the Learning Support Action Plan 2019-2025 and seeks to ensure children and young people with the highest needs for learning supports receive the right support when they need it, and for as long as they need it.

An inclusive and integrated schooling network is one of the seven building blocks for change following the High Needs Review. The integrated schooling network aims to remove the parallel system of support that segregates disabled students and ensure that specialist settings are more integrated with local schools. This would allow students to move between settings according to their need at the time.

### **Royal Commission of Inquiry into Abuse in Care**

The Royal Commission into abuse in state care is looking into what happened to children, young people and vulnerable adults in State and faith-based care in Aotearoa New Zealand between the years 1950-99.

As part of the Inquiry, the Royal Commission is examining the issues and themes that are particularly relevant to disabled people's experiences of abuse in care including in settings such as psychopaedic hospitals and facilities, psychiatric institutions and services, education settings, residential and non-residential settings, community services and rehabilitation services.

The Royal Commission is expected to provide its final report in June 2023.

### **Māori Affairs Select Committee Inquiry into Learning Support for ākonga Māori**

Since October 2021, the Māori Affairs Select Committee has been undertaking an inquiry into learning support for ākonga Māori. The inquiry seeks to gain an overview on the learning support needs of ākonga Māori and whether these are currently being met, as well as to identify ways to better meet these needs.

### **Concluding observations from the United Nations Committee on the Convention for the Rights of Persons with Disabilities**

In August 2022, New Zealand presented its combined second and third periodic reports to the UN Committee on the Convention for the Rights of Persons with Disabilities (CRPD). In September, the Committee delivered its Concluding Observations on the report.

The UN [report](#) contains a number of observations and accompanying recommendations to the New Zealand Government which directly relate to the RSS, and the current work on the RSS direct access pathway. These include recommendations to:

- Develop an inclusive education strategy that includes measures for the devolution of segregated education settings into a mainstream inclusive education system, to transition funding and resources from specialist education to inclusive education, to prioritise inclusive education in teacher training, to establish uniform inclusive education policies and guidelines, to develop an inclusive education curriculum, and to promote and raise community awareness
- Withdraw the proposal to change entry requirements for enrolment in residential specialist schools and redirect funding and resources into an inclusive education system
- Develop specific culturally appropriate strategies to address the high proportion of Māori children with disabilities in residential specialist schools, including the provision of supports to remain with whānau (extended family networks) in their local communities
- Develop a comprehensive deinstitutionalisation strategy, with specific timeframes and adequate budgets, to close all residential institutions, including group homes and residential specialist schools to provide community supports for persons with disabilities to live independently in the community
- Take measures to cease investment in residential specialist schools for children with disabilities and establish a deinstitutionalisation process that ensures adequate support is provided for children with disabilities to return to their families and exercise their right to an inclusive education.

An All of Government response to the recommendations is due to be made in March 2023. Work on the changes to the RSS direct access pathway is currently on hold while Ministers consider the implications of the UN Committee on the Rights of Persons with Disabilities recommendations. Decisions on the RSS direct access pathway are not expected until early 2023.

### **Improving the enrolment pathway for the RSS**

In September 2021, Minister Tinetti asked the Ministry to make changes to the RSS only pathway to ensure any barriers to access to the RSS are removed for children and young people who would benefit from a period of intensive intervention outside their usual environment. Engagement with key stakeholders was undertaken in March and April 2022 and a re-design of the enrolment pathway was initiated.

Work on the changes to the RSS direct access pathway is currently on hold while Ministers consider the implications of the UN Committee on the Rights of Persons with Disabilities recommendations. Decisions on the RSS direct access pathway are not expected until early 2023.

### **Evaluation of the RSS Direct Access Pathway**

Under Budget 2019, fundings was allocated across four years for the evaluation of the RSS direct access pathway. The funding was allocated to inform ongoing policy decisions and to improve residential specialist school direct access pathway services provided to students.

Phase 1, [International literature review on residential specialist schools for learning and behaviour | Education Counts](#) was published on July 2022. Phase 2 is focused on the voices of children and the RSS context and is expected to be available at the end of 2022.

## Annex 2: Applicants considered by the Panel for the Combined Board of Westbridge Residential School and Haswell Residential College.

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*All candidates were asked on application to supply a 400-word candidate statement. These are included below. **Please note these have been left unbridged.***

### **Recommended Applicants – Supplied Candidates Statements**

#### **David Ivory**

I have a passion for education, formerly as a practitioner and in more recent times as a focused governor/trustee. I have experienced derived from a number of schools including as ministerial appointee: national boards, special character, and special school boards. I perform the duties of trustee well in accordance with the legislative and regulatory environment and customary governance practice. I have sat on the national board of NZSTA and currently sit on its regional executive.

I am Māori, and have the gift of neurodiversity. I have a good working knowledge of the educational needs of both Pacifica and Māori communities, in more recent times at St Johns College, Hasting and currently as Chair of Haeata Community College (both schools serving vulnerable communities).

As a board member of the Rata Foundation, a substantive funder of community groups involved in supporting of disabled persons in the community I have a real time appreciation of the day-to-day struggles and challenges of the disabled and their whanau.

I would bring to the role real time practice and experience of good process in terms of employment relations, the rights and obligations of a school including finance, property, mental health matters and the needs and tools for effecting community engagement.

In sum, I would relish the opportunity to engage and believe I can add value to the collective decision making of the two combined boards.

#### **Joseph Tyro**

e ngā mana, e ngā reo, e ngā karangatanga maha, tēnā koutou katoa.  
He uri ahau no Ngai Tahu ratou ko Te Ati-haunui-A-Paparangi, ko Ngati Rangi oku Iwi  
Ko Joseph Tyro tōku ingoa. Kei aku Rangatira ma tena koutou.

I would like to express my interest in applying for combined board at Halswell Residential College and Westbridge Residential School. I have the relevant qualifications for this role through my university education, in receiving my master's in social work and BA in Maori and Sociology. Additionally, I have exceptional governance skills acquired as member of New Zealand Institute of Directors and national, region and local governance experience relevant to this role. I have previously Ministerial appointment as grievance panel member for Oranga Tamariki – Te Oranga Residence in Christchurch. I have also been a previous employee of Halswell Residential College as a casual reliver staff, so I also bring great understanding of the College, its purpose and kaupapa.

My CV also outlines a work background spanning over 26 years in the hauora, social work, community development and education sectors. I have a strong affiliation to Ngai Tahu whanau Whanui through Ohinehou/Lyttelton and my papatipu marae Ngati Wheke and Te Aitarakihi marae-a-iwi in South Canterbury. I continue volunteering as a youth worker, at Lyttelton Youth Programme, which I helped set up as a 16-year-old as part of the Banks Peninsula Youth Council. This was my first formal experience in the human services sector.

In 2001 I decided to follow the footsteps of my taua Mekura Tuatini Taiaroa, to serve and work in the health and social service sectors. Over this time, I have worked in multiple social work areas through youth work, NGO sector, residential care, CDHB clinical social work, care and protection social work, residential, CDHB clinical social work specialist, CDHB Pukenga Atawhai, CDHB clinical manager, Integrated Safety Response, Kaiarahi Matua, Social Work Lecturer in the tertiary education sector and currently in executive leadership with Te Aka Whaiora.

I have developed excellent relationships at local, regional and national levels, through executive leadership and governance roles. Currently I am privileged to be employed for the past 3 ½ years as the Director Maori Health at Te Whatu Ora and I am currently on secondment as Principal Advisor for Te Aka Whaiora Ora (Māori workforce and Work Programmes). I also serve as a current board member of Tumu Whakarae National Reference Group Māori Health Strategy, Te Herenga Hauora (South Island General Managers), South Island Alliance for Mental Health and Addictions and Health Promotion Forum of New Zealand, Aotearoa New Zealand Social Workers Association and Nga Pou Mana Tangata Whenua Allied Health Workforce. This year I was also honoured to be an external supervisor for 4th year social work student, through Open Polytechnic of New Zealand.

I would bring directorship experience and strategic leadership capability and capacity. Through high level thinking, strategic direction/planning, big picture, overall functions, systems and helicopter view of an organisation. I also bring experience in implementing the strategic plan/objectives/meeting KPIs and actioning the organisations mission statement, purpose, values and vision.

I was motivated to apply for this position as I believe I can add immense value to this organisation with my social work/hauora māori background, strategic thinking and relationships at all levels.

Thank you for your consideration

**Jonathan Kaho**

Kia ora and Si'oto'ofa,

My name is Jonathan Kaho. I am of mixed Tongan/Pakeha ancestry and grew up in West Auckland. I have three children currently in the education system; my two daughters will both be attending Mahurangi College next year, and my son is currently attending Halswell Residential College.

The impetus behind me putting my name forward for appointment to the Halswell Board is that I believe that education is the foundation for the future, the more we educate our children, the brighter New Zealand's future will be.

9(2)(a)

9(2)(a)

I am currently a spokesperson for the HRC Whanau group which is a group of parents of pupils who currently attend Halswell Residential College. I am also a member of the Parent/Whanau group which is a collective of nationally-relevant, grass roots organisations that represent the experience of parents and whanau within the disability sector.

9(2)(a)

My experience as a person of Tongan descent also fuels my determination to make a useful contribution in this sphere. I am aware of the additional obstacles to obtaining a solid education that Pasifika peoples' face, 9(2)(a) . I hope that I can be a voice for other Pasifika families in this arena.

As a parent of a student at Halswell, I am well aware of the need to have valuable parental input on decisions made that concern for our children. I believe that if I am appointed to the Halswell Board, with my lived experience and determination to effect positive change in the education sphere I can contribute in some small way to the success of all children and staff at Halswell Residential College.

Thank you for considering my application.

Nga mihi nui and faka'apa'apa atu, Jonathan Kaho

Proactively Released

Proactively Released

# Hon Jan Tinetti

Minister of Internal Affairs  
Minister for Women  
Associate Minister of Education



Joseph Tyro

Ref: JT2522

9(2)(a)

Tēnā koe Joseph

I am pleased to confirm that I have appointed you to the Combined Board for Westbridge Residential School and Halswell Residential College in accordance with its constitution, approved under section 95 of the Education Act 1989, which is now section 122 of the Education and Training Act 2020.

You have been appointed because of the balance of skills, experience, and attributes that you bring to the Board. I am confident with your experience, you will support sound governance practice, provide direction, and contribute to the ongoing development of the Board during your appointment term.

Your appointment is for a term of office up to three years commencing 27 February 2023. Your term will end 27 February 2026. Before that time, the Ministry of Education will commence the appointment process for this position in the following term, and you will be welcome to reapply for selection.

I have also appointed David Ivory and Jon Kaho to the Board, effective from 27 February 2023.

I have advised the Principals of the schools of your appointment. They will be in contact with you in the near future to inform you of the details about the Board, including when and where Board meetings will be held.

Thank you for your willingness to accept this appointment and act in the best interests of the students attending Westbridge School and Halswell College. I congratulate you on your appointment and wish you a rewarding and successful term of office.

Nāku noa, nā

Hon Jan Tinetti  
**Minister of Education**



# Hon Jan Tinetti

Minister of Internal Affairs  
Minister for Women  
Associate Minister of Education



Jon Kaho

Ref: JT2523

9(2)(a)

Tēnā koe Jon

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Nāku noa, nā

Hon Jan Tinetti  
**Minister of Education**

# Hon Jan Tinetti

Minister of Internal Affairs  
Minister for Women  
Associate Minister of Education



David Ivory

Ref: JT2524

9(2)(a)

Tēnā koe David

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Your appointment is for a term of office up to three years commencing 27 February 2023. Your term will end 27 February 2026. Before that time, the Ministry of Education will commence the appointment process for this position in the following term, and you will be welcome to reapply for selection.

I have also appointed Jon Kaho and Joseph Tyro to the Board, effective from 27 February 2023.

I have advised the Principals of the schools of your appointment. They will be in contact with you in the near future to inform you of the details about the Board, including when and where Board meetings will be held.

Thank you for your willingness to accept this appointment and act in the best interests of the students attending Westbridge school and Halswell College. I congratulate you on your appointment and wish you a rewarding and successful term of office.

Nāku noa, nā

Hon Jan Tinetti  
**Minister of Education**

Proactively Released

# Hon Jan Tinetti

Minister of Internal Affairs  
Minister for Women  
Associate Minister of Education



Janine Harrington  
Principal  
Halswell Residential College  
[janine.harrington@halswellcollege.com](mailto:janine.harrington@halswellcollege.com)

Ref: JT2525

Tēnā koe Janine

I am pleased to confirm that in accordance with the constitution, approved under section 95 of the Education Act 1989, which is now section 122 of the Education and Training Act 2020, I have appointed David Ivory, Jon Kaho and Joseph Tyro to the Combined Board for Westbridge Residential School and Halswell Residential College.

The Board members' term of office will take effect on 27 February 2023 and end on 27 February 2026. Before that time, the Ministry of Education will commence the reappointment process for these positions in the following term and will update the Board's Presiding Member on these processes at that time. All current Board Members are welcome to reapply for selection.

I have sent letters to the successful candidates to let them know of their appointments. Please contact them in the near future to discuss details of the Board, including membership and meeting dates.

I consider a number of factors when making appointments to the Board, including getting the right mix of skills and, where possible, a balanced representation on the Board to reflect the diverse nature of the community the schools serve.

While I have every confidence in the skills of the Board members appointed, I would like your Board to consider how it will have a wider representation on the Board. In particular, the Board may wish to consider the possibility of co-opting 9(2)(a) to maintain gender diversity on the Board.

I recommend that the Board work with the Ministry's Auckland and Christchurch offices and the New Zealand School Trustees Association to ensure that Board Members are aware of their responsibilities to declare any conflicts of interest and to withdraw from relevant Board discussion and decision making. This will ensure that any potential conflicts of interest continue to be well managed, including those identified by new Board members.

I look forward to the contribution the appointees will make, building on the work already undertaken by the Board for the benefit of students in residential facilities.

I congratulate the appointees and wish the Board a rewarding and successful term of office.

Nāku noa, nā

Hon Jan Tinetti  
**Minister of Education**

# Hon Jan Tinetti

Minister of Internal Affairs  
Minister for Women  
Associate Minister of Education



Ref: JT2526

Dave Bagwell  
Principal  
Westbridge Residential school  
[davidb@westbridge.school.nz](mailto:davidb@westbridge.school.nz)

Tēnā koe Dave

I am pleased to confirm that in accordance with the constitution, approved under section 95 of the Education Act 1989, which is now section 122 of the Education and Training Act 2020, I have appointed David Ivory, Jon Kaho and Joseph Tyro to the Combined Board for Westbridge Residential School and Halswell Residential College.

The Board members' term of office will take effect on 27 February 2023 and end on 27 February 2026. Before that time, the Ministry of Education will commence the reappointment process for these positions in the following term and will update the Board's Presiding Member on these processes at that time. All current Board Members are welcome to reapply for selection.

I have sent letters to the successful candidates to let them know of their appointments. Please contact them in the near future to discuss details of the Board, including membership and meeting dates.

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I look forward to the contribution the appointees will make, building on the work already undertaken by the Board for the benefit of students in residential facilities.

I congratulate the appointees and wish the Board a rewarding and successful term of office.

Nāku noa, nā

Hon Jan Tinetti  
**Minister of Education**