



**NZSTA**  
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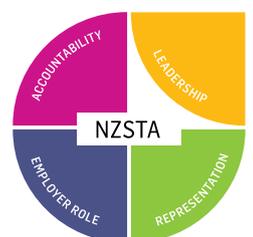
# Governance essentials 1

## Workbook 1

### Learning objectives

After attending this workshop, participants will understand:

- how governance responsibilities of the board | poari and management responsibilities of the principal | tumuaki work as a partnership
- the make-up of the board | poari
- the importance of building effective relationships with key stakeholders, including parents and whānau
- expectations for trustees | kaitiaki.



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# The legislative framework – Education Act 1989

## Governance and management: one vision, different roles

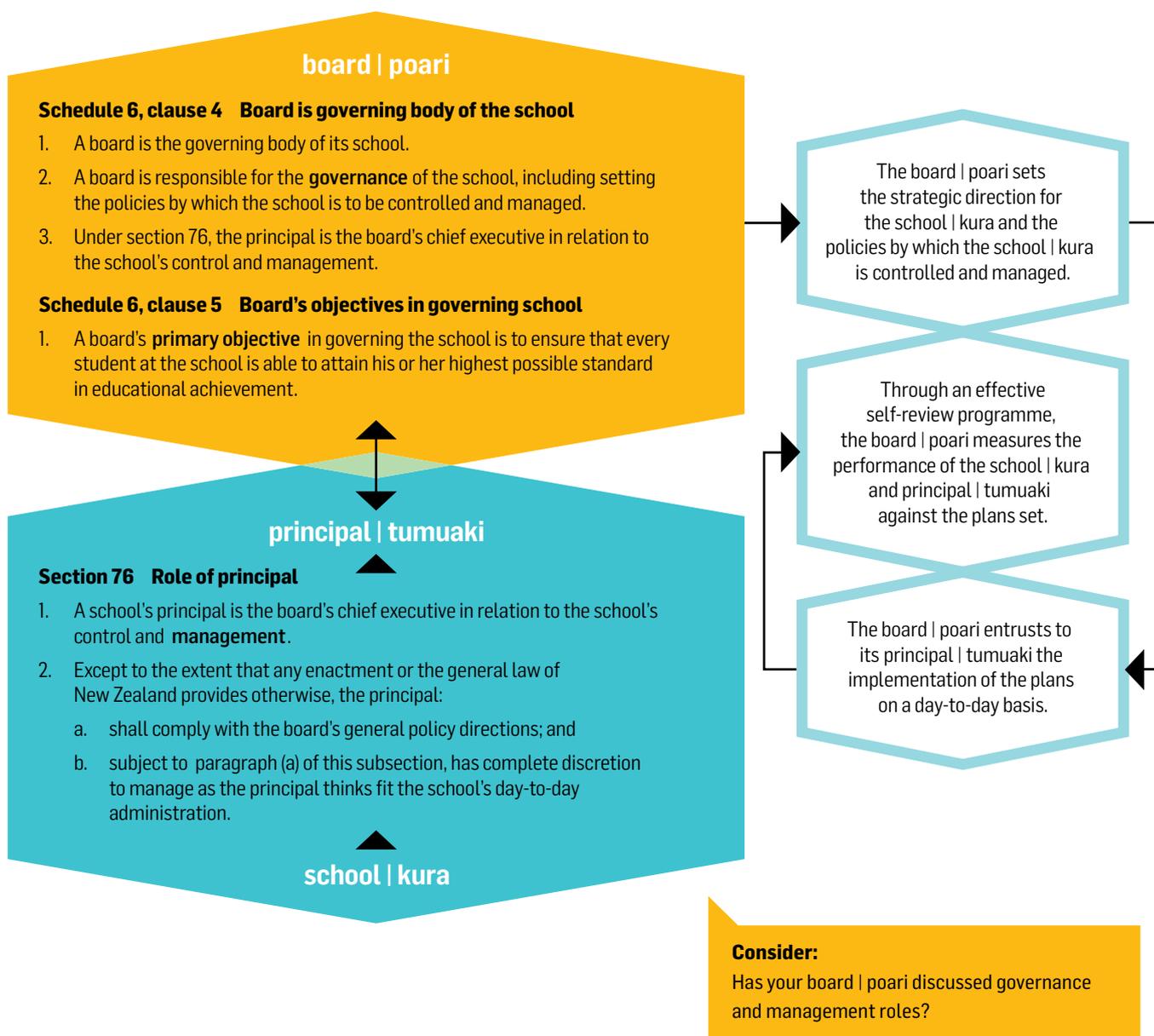
Governance and management is a partnership which may work differently from school | kura to school | kura. The legal responsibility of boards | poari and principals | tumuaki is outlined in the Education Act 1989, and allows each board | poari to define a model of governance that will best work for their school | kura.

Schedule 6 of the Education Act 1989 sets out, largely in one place, the key legal roles and responsibilities of the board | poari

in school | kura governance, whilst those of the principal | tumuaki are set out in Section 76. It is within these requirements, that each board | poari is able to define its own model of governance.

Successful schools | kura are characterised by both the board | poari and principal | tumuaki having a clear understanding of their respective roles and responsibilities whilst working toward a shared vision.

### The Education Act 1989



## Membership of the board | poari

Each trustee | kaitiaki has **equal** standing, voice, accountability and vote, regardless of their position on the board | poari.

The Education Act 1989 specifies the makeup of the board | poari but provides some discretion for the board | poari in determining its total size. This flexibility helps the board | poari ensure its membership reflects the diversity of the community and the skills required for effective governance. There are a number of ways diversity can be reflected.

	Position on board   poari	School   kura type	Term of office	# on your board   poari
<b>Non-school based trustees   kaitiaki</b>	Parent representative <sup>1</sup>	State, including kura and designated character, and state integrated	3 years maximum <sup>2</sup>	
	Co-opted trustee	State, including kura and designated character, and state integrated <sup>3</sup>	3 years maximum or a lesser term, as specified by board   poari	
	Proprietor's appointee (usually 4)	State integrated	3 years maximum or a lesser term, as determined by proprietor	
	Chair	State, including kura and designated character, and state integrated	1 year	1
<b>School   kura based trustees   kaitiaki</b>	Principal   tumuaki	State, including kura and designated character, and state integrated	N/A	1
	Staff   kaimahi representative	State, including kura and designated character, and state integrated	3 years <sup>4</sup>	1
	Student   ākonga representative	State, including kura and designated character, and state integrated, with students   ākonga above Year 9	1 year	

<sup>1</sup> Exact number depends on constitution of the board | poari.

<sup>2</sup> Depending on date of election, by-election or selection.

<sup>3</sup> State integrated schools | kura have the ability to co-opt, but only if the proprietor/s agree to reduce the number of proprietor's appointees.

<sup>4</sup> Depending on date of election or by-election.

- Regardless of their role, each trustee | kaitiaki has equal standing, voice, accountability and vote.
- The board | poari is a body corporate, a Crown entity and a local authority.
- Trustees | kaitiaki are not personally liable for the decisions that a board | poari does, or does not make, as long as they act in good faith and not independently of the board | poari.

### Consider:

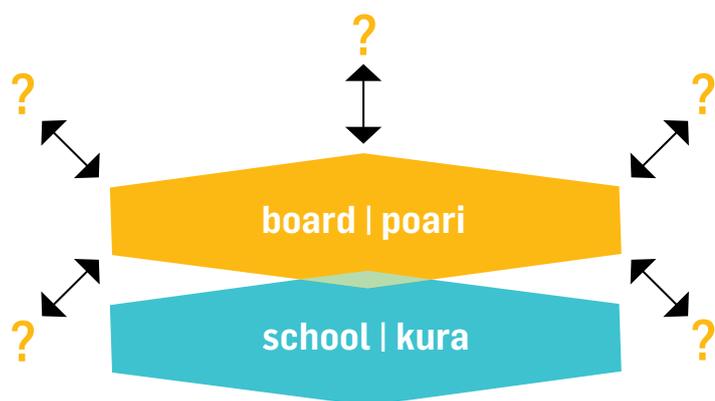
- Who sits around your board | poari table and why?
- What does 'representative' mean for the three types of elected trustees | kaitiaki on the board | poari?
- Does your board | poari have a trustee | kaitiaki register?
- The board | poari as an entity can be held liable – do you know what insurance cover your board | poari has?



# Building effective relationships

All of us want our education system to support the development of young people | rangatahi who will be confident, connected, actively involved, lifelong learners who contribute positively to our economy and society. A board | poari has more than one stakeholder that it is accountable to for achieving this outcome. The Crown and the school's | kura community are two key stakeholders.

## Identifying all our stakeholders



## Key board | poari relationships

A board's | poari primary objective in governing the school | kura is to ensure that every student | ākonga at the school | kura is able to attain their highest possible educational achievement (Schedule 6(5), Education Act 1989).

Evidence shows that key to the board | poari ensuring positive learning outcomes for its students | ākonga is to ensure the school | kura builds genuine learning partnerships with its parents | whānau.<sup>1</sup>

Who?	Why?	When?	How?	Responsibility?
Parents, family, whānau, hapū				
Community				
Iwi, mana whenua				
Staff   kaimahi				
School   kura and parent groups/associations				
Ministry of Education				
Education Review Office				
NZSTA				
Proprietor/s				

<sup>1</sup> Building genuine learning partnerships with parents, ERO, July 2018.



# Trustee | kaitiaki code of behaviour

Use the table to record notes and questions about the implications of what it means to commit to being a trustee | kaitiaki.

What might this mean for me as a trustee   kaitiaki?	
1	
2	
3	
4	
5	
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11	
12	
13	
14	
15	

**Consider:**  
Do any of your notes and questions relate to the information on pages 3 and 6?

# Trustee code of behaviour policy

## Outcome statement

The board will act in an ethical and respectful manner

## Scoping

Every member of the board will have access to the code of behaviour and opportunities to discuss its expectations of their conduct. Board business will be conducted in an ethical and respectful manner, in accordance with legislation and board policy.

## Expectations and limitations

As members of an effective governance team, each member of the board shall:

1. ensure the needs of all students and their achievement is paramount
2. be loyal to the school and its mission
3. maintain and understand the values and goals of the school
4. protect the special character of the school
5. publicly represent the school in a positive manner
6. respect the integrity of the principal and staff
7. observe the confidentiality of non-public information acquired in their role as a trustee and not disclose to any other persons such information that might be harmful to the school
8. be diligent and attend board meetings prepared for full and appropriate participation in decision making
9. ensure that individual trustees do not act independently of the board's decisions
10. speak with one voice through board policies and ensure that any disagreements with the board's stance are resolved within the board
11. in the course of board meetings, disclose any interests in a transaction or decision where they, their family and/or partner, employer or close associate will receive a benefit or gain and leave the meeting for the duration of discussion and/or voting in relation to the matter
12. recognise the lack of authority in any individual trustee or committee/working party of the board in any interaction with the principal or staff
13. recognise that only the chair (working within the board's agreed chair role description or delegation) or a delegate working under written delegation can speak for the board
14. continually self-monitor their individual performance as trustees against policies and any other current board evaluation tools
15. be available to undertake appropriate professional development.

## Procedures/supporting documentation

*Board to enter own documentation.*

## Monitoring

*Board to enter own monitoring and reporting procedures.*

## Legislative compliance

Education Act 1989

### Consider:

Have you seen something like this?

Have you been asked to sign such a document?

Reviewed:

Next review:

Adapted from: NZSTA governance framework March 2018, Part B: Governance policies – how we work as a board.

# Governance/management relationships

Boards | poari provide strategic leadership and direction to schools | kura. This is done through the charter/strategic plan and governance framework which, together with the annual implementation plan, give direction to guide all school | kura activities and decisions.

**Leadership involves setting vision, direction and strategy to ensure that every student | ākonga achieves their highest possible educational potential.**

Leadership roles The 'who'	
Board   poari	The 'what' and the 'why'
All trustees   kaitiaki	Strategic direction <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul> Policies <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul> Monitoring and measurement of performance <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
Chair	Guiding board   poari operations <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul> Managing board   poari relationships <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul> Ensuring the work of the board   poari is done <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul> Relationship with the principal   tumuaki <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
Principal   tumuaki	The 'how'
	The board's   poari chief executive in relation to the school's   kura control and management <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul> Professional leadership of teaching and learning <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>

**Consider:** Are these roles clearly defined and evident in your school | kura?

# Governance/management relationships



First the board | poari has to define its model of governance. This needs to include clear understandings of respective governance and management roles and responsibilities. It can then define how various matters will be handled, for example, concerns and complaints.

Using the scenario below and the process on page 11, identify your role as a trustee | kaitiaki.

## Scenario

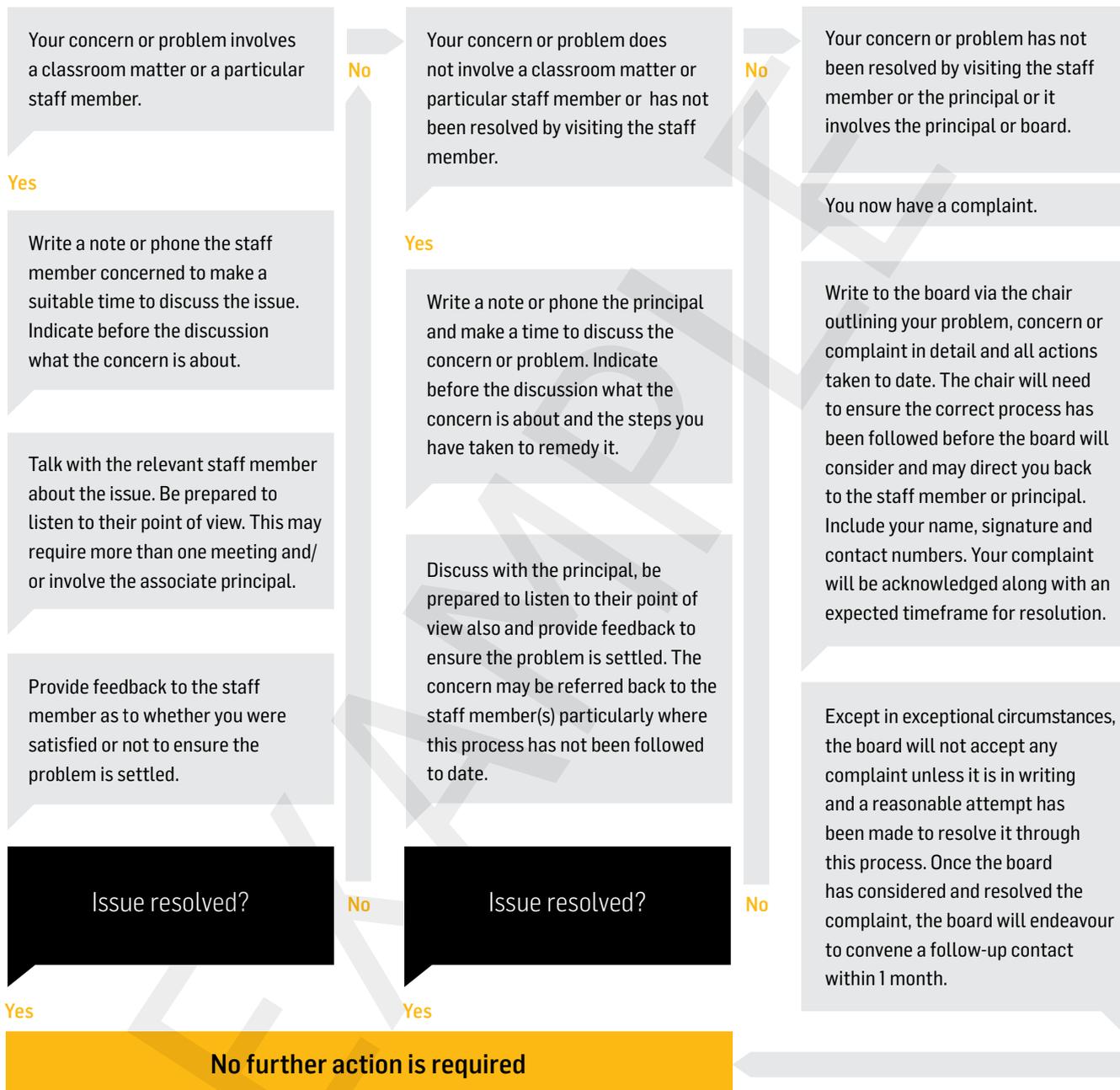
Whilst attending a school | kura function, you are approached by a school | kura parent who states, "You're on the board of trustees, I am really concerned that my son's maths teacher is incompetent at teaching and is frequently out of control in the classroom. As our advocate, can you do something about this?"

In small groups, act out the scenarios then together answer:

1	What response will you give?
2	What is your role as a trustee   kaitiaki?
3	How might you guide the parent to correctly address this?
4	Who, if anyone, should you then tell about this?

# Concerns and complaints process

## Starting point



**Consider:**  
 Have you seen your school's | kura concerns and complaints procedure?  
 Do you know how to access these procedures or guide others to it?

Adapted from: NZSTA governance framework March 2018, Part C: Governance processes and procedures – ways in which we ensure effective governance.

# Professional development and support

NZSTA offers a complete curriculum of professional development for individual trustees | kaitiaki via face-to-face workshops, online modules and video clips. For a full list please refer below.

Our website advertises when and where face-to-face workshops are being delivered in your region, and we also send out notifications to chairs and principals | tumuaki. These workshops, or tailored combinations of them, can also be provided on request to individual and clusters of boards | poari, as well as to communities of learning | kāhui ako. Just ask!

Email [pdadvice@nzsta.org.nz](mailto:pdadvice@nzsta.org.nz) or call the NZSTA Advisory and Support Centre, Governance 0800 782 435 – option 1.

## Workshops and online e-learning modules

Welcome aBoard *
Governance essentials – 1 Governance essentials – 2 Governance essentials – state integrated schools Haepapa – effective governance in a Māori medium setting
Effective governance – The role of the staff representative Effective governance – The role of the student representative Effective governance – Leading an effective board
Effective governance – The employer role Effective governance – A guide to principal appointment Effective governance – Principal performance management
Effective governance – The Vulnerable Children's Act – ensuring the health and wellbeing of children Effective governance – The Health and Safety at Work Act Effective governance – Implementing a work health and safety culture
Effective meetings Effective governance – Student achievement – the board's main focus Effective governance – The board's role in effective student behaviour management processes
Your community – engagement, concerns and complaints Effective financial governance – 1 Effective financial governance – 2 Effective governance – Reviewing school performance Effective governance – Strategic planning and review Effective succession planning
<i>Review tools / processes (accompanied by NZSTA adviser support if required)</i> Hautū – Māori cultural responsiveness self review tool HR audit Governance evaluation tool
<i>Offered annually</i> Board chair residential programme Student representative residential programme NZSTA annual national conference

# Individual action planning



In this professional development workshop, we have discussed many areas and considered key documentation that will help your board | poari with effective governance. The content, however, only has real effect when applied at your board | poari table.

Use this table to note what will help you and your board | poari towards ongoing improvement in effective governance.

Actions required	Documents needed	Assistance needed	Professional development





# Support and resources



## **New Zealand School Trustees Association** Te Whakaroputanga Kaitiaki Kura o Aotearoa

[www.nzsta.org.nz](http://www.nzsta.org.nz)

0800 782 435

### **NZSTA Advisory and Support Centre, Governance**

[govadvice@nzsta.org.nz](mailto:govadvice@nzsta.org.nz)

### **NZSTA Advisory and Support Centre, Employment**

[eradvice@nzsta.org.nz](mailto:eradvice@nzsta.org.nz)

### **NZSTA Professional Development**

[pdadvice@nzsta.org.nz](mailto:pdadvice@nzsta.org.nz)

### **NZSTA Governance Framework**

[www.nzsta.org.nz/governance-framework-2018](http://www.nzsta.org.nz/governance-framework-2018)

### **Trustee election website**

[www.trustee-election.co.nz](http://www.trustee-election.co.nz)

### **Ministry of Education**

Te Tāhuhu o te Mātauranga

[www.education.govt.nz](http://www.education.govt.nz)

### **Te Kete Ipurangi (TKI)**

[www.tki.org.nz](http://www.tki.org.nz)

### **Education Review Office**

Te Tara Arotake Matāuranga

[www.ero.govt.nz](http://www.ero.govt.nz)

### **Education Act 1989**

<http://www.legislation.govt.nz/act/public/1989/0080/latest/DLM175959.html>