



**NZSTA**  
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# ROLE OF THE STUDENT REPRESENTATIVE

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**Learning Outcomes: What does success look like?**

**After attending this workshop you should be able to:**

- Describe the composition of the board and the leadership roles
- Describe the governance responsibilities of the board and management responsibilities of the principal
- Explain the four pillars of effective governance
- Describe the importance of the board code of conduct policy
- Identify and address common misconceptions about the role of the student representative
- Respond to common scenarios that may be encountered by a student representative.

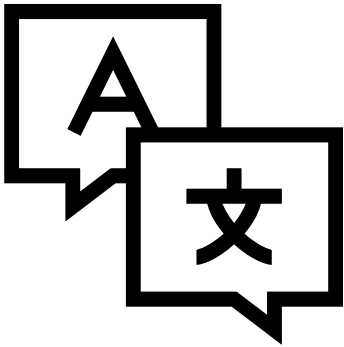
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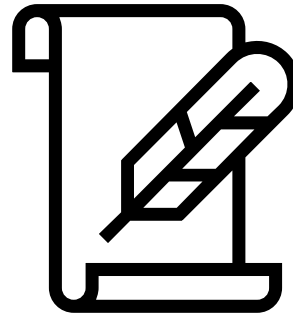
# GETTING TO KNOW THE GROUP

## WHAKAWHANAUNGATANGA

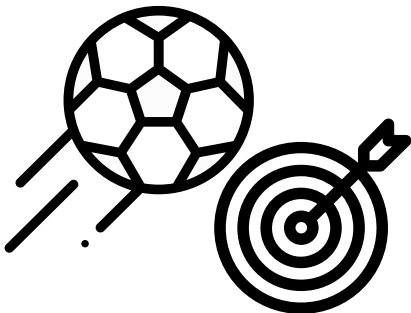
Find someone who...



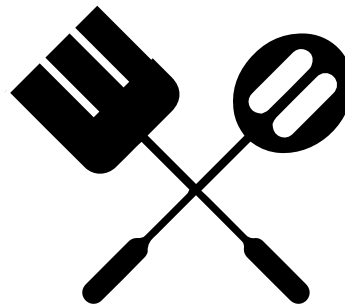
Speaks more than one language



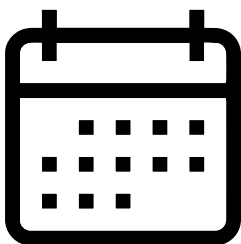
Studies history



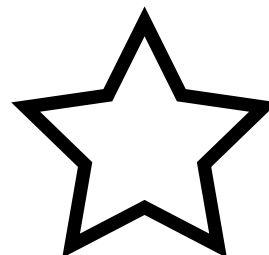
Plays more than one sport



Likes cooking



Has a long-term plan




Is related to or knows someone famous

# WHAT DO I ALREADY KNOW ABOUT THIS TOPIC



The purpose of this activity is to link existing and new learning.  
There are no incorrect answers!

Spend 5 minutes brainstorming the following:

**1**  What is the composition of a school board?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_


Role of all board members (including yourself)


- the presiding member?
- the principal?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**2** 

**3**  What is effective governance to you?

\_\_\_\_\_

\_\_\_\_\_


\_\_\_\_\_

What challenges do you expect to face in this role?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**4** 

# WORKSHOP OVERVIEW

## Workshop Overview



### Knowledge

- Defining key terms
- Principles of effective governance
- Board: role and composition
- Role of student representative

### Skills

- Budgeting
- Financial planning
- Running meetings
- Responding to scenarios

# MEMBERSHIP OF THE BOARD | POARI

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

The Education & Training Act 2020 specifies the makeup of the board but provides some discretion for the board in determining its total size. This flexibility helps the board 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 board members</b>          | Parent representative <sup>1</sup> | State, including kura and designated character, and state integrated                                      | 3 years maximum <sup>2</sup>                                  |                         |
|  | Co-opted board members             | State, including kura and designated character, and state integrated <sup>3</sup>                         | 3 years maximum or a lesser term, as specified by board       |                         |
|  | Proprietor's appointee (usually 4) | State integrated  | 3 years maximum or a lesser term, as determined by proprietor |                         |
|  | Presiding member (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  | 1                       |

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

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

<sup>3</sup> State integrated schools 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 board member has equal standing, voice, accountability and vote**
- **The board is a body corporate, a Crown entity and a local authority**
- **Board members are not personally liable for the decisions that a board does, or does not make, as long as they act in good faith and not independently of the board**



#### **Consider:**

- Who sits around your board table and why?
- What does 'representative' mean for the three types of elected board members on the board?
- Does your board 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?

# THE LEGISLATIVE FRAMEWORK - EDUCATION & TRAINING ACT 2020

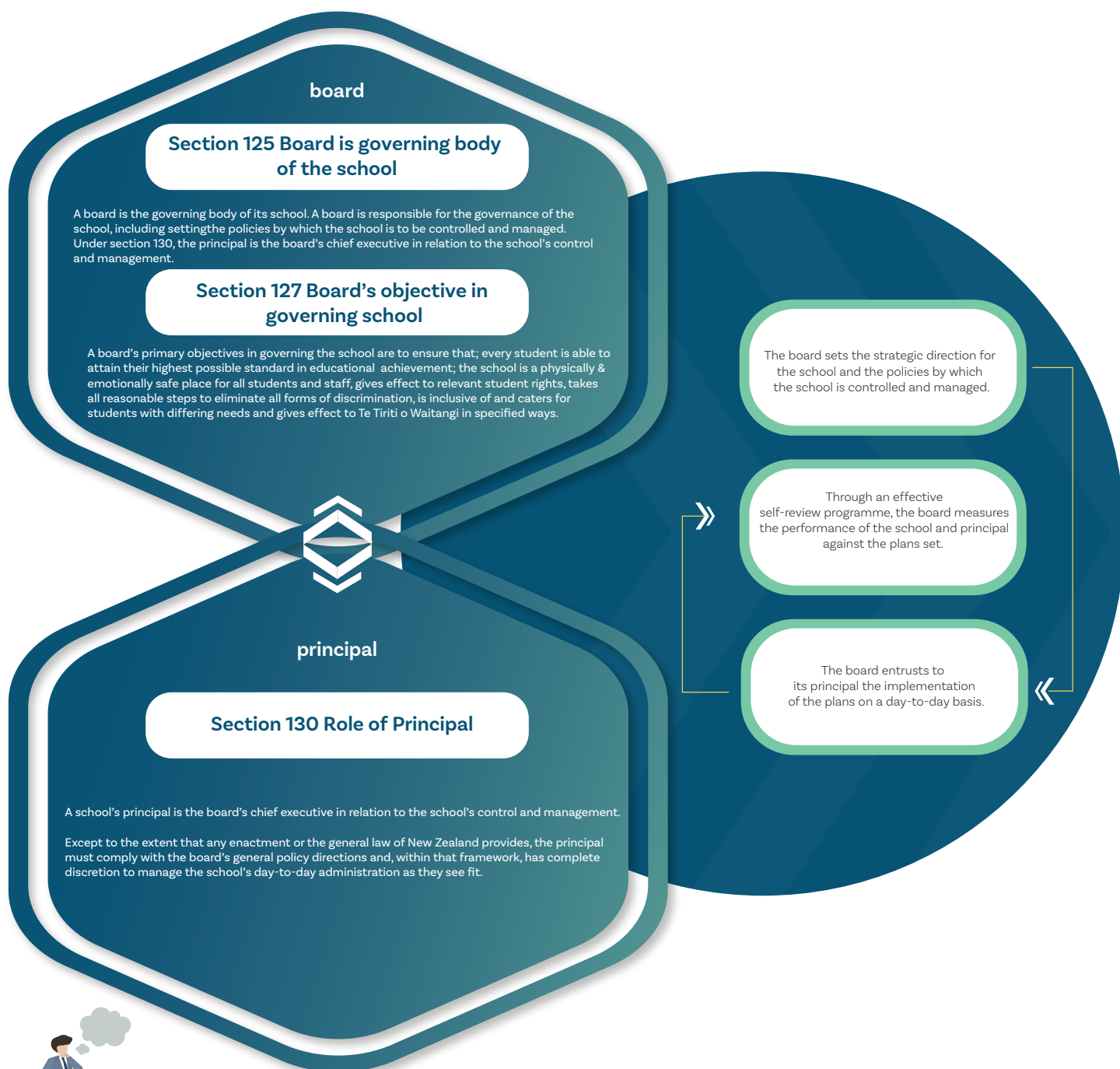
## GOVERNANCE AND MANAGEMENT: ONE VISION, DIFFERENT ROLES

Governance and management is a partnership which may work differently from school to school. The legal responsibility of boards and principals is outlined in the Education & Training Act 2020, and allows each board to define a model of governance that will best work for its school.

The Education (School Boards) Regulations 2020 set out, largely in one place, the key legal roles and responsibilities of the board in school

governance, whilst those of the principal are set out in Section 130 of the Education & Training Act 2020. It is within these requirements, that each board is able to define its own model of governance.

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



**Consider:** Has your board discussed governance and management roles?



# WHO HAS LEADERSHIP RESPONSIBILITIES IN A SCHOOL

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

Leadership involves setting vision, direction and strategy to ensure that every student achieves their highest possible educational potential, that the school is a safe and inclusive place for all, and that the school gives effect to Te Tiriti o Waitangi.

| Leadership roles The 'who' |  |
|----------------------------|--|
| Board                      | The 'what' and the 'why'   |
| <b>All board members</b>   | 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>  |
| <b>Presiding member</b>    | Guiding board operations <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul> Managing board relationships <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul> Ensuring the work of the board is done <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul> Relationship with the principal <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul> |
| <b>Principal</b>           | The 'how'<br>The board's chief executive in relation to the school's 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> </ul>  |



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

# A FRAMEWORK FOR EFFECTIVE GOVERNANCE

## **PART A: Annually updated policies**

1. Board member register
2. Board workplan
3. Charter / strategic plan
4. School delegations list

## **PART B: Governance policies**

1. Board roles and responsibilities policy
2. Board code of conduct policy
3. Board remuneration and expenses policy
4. Conflict of interest policy
5. Presiding member role description policy
6. Staff and student representative role description policy
7. Relationship between presiding member and principal policy
8. Principal performance management policy

## **PART C: Processes and procedures**

1. Meeting protocols
2. Public attending board meetings
3. Meeting agenda
4. Meeting checklist
5. Evaluation of meeting
6. Committee principles
7. Review committee terms of reference
8. Student behaviour management committee terms of reference
9. Finance committee terms of reference and annual calendar
10. Board member induction process
11. Concerns and complaints process
12. Board complaints checklist
13. Internal evaluation process
14. Triennial review programme

## **PART D: Operational policies**

1. Responsibilities of the principal policy
2. Curriculum delivery policy
3. Personnel policy
4. Appointments policy
5. Financial planning policy
6. Financial condition policy
7. Asset protection policy
8. Protection and sharing of intellectual property (Creative commons) policy
9. Health and safety policy
10. Child protection policy
11. Managing challenging behaviour and physical restraint policy

# BOARD RESPONSIBILITIES AND ACCOUNTABILITIES

The board code of conduct is an important way to ensure that board business is conducted in an ethical and respectful manner, in accordance with legislation and board policy. Every board needs to ensure there are opportunities to discuss expectations of member conduct. It is suggested every board member is given their signed copy of the code.

## Example board code of conduct 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. uphold the principles of Te Tiriti o Waitangi
3. be loyal to the school and its mission
4. maintain and understand the values and goals of the school
5. protect the special character / different character / principles of Te Aho Matua and any special characteristics of the school
6. publicly represent the school in a positive manner
7. respect the integrity of the principal and staff
8. observe the confidentiality of non-public information acquired in their role as a member of the board and not disclose to any other persons such information that might be harmful to the school
9. be diligent and attend board meetings prepared for full and appropriate participation in decision making
10. ensure that individual board members do not act independently of the board's decisions
11. speak with one voice through board policies and ensure that any disagreements with the board's stance are resolved within the board
12. 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
13. recognise the lack of authority in any individual board member or committee/working party of the board in any interaction with the principal or staff
14. recognise that only the presiding member (working within the board's agreed presiding member role description or delegation) or a delegate working under written delegation can speak for the board
15. continually self-monitor their individual performance as a member of the board against policies and any other current board evaluation tools
16. be available to undertake appropriate professional development.

**Refer to NZSTA Governance Framework 2018.**

# STUDENT REPRESENTATIVE

## ROLES AND RESPONSIBILITIES

Section 119(1)(f) of the Education & Training Act 2020 requires that every school with students in year 10 and above must have a student representative on its board. The student representative is elected by their peers to serve the interests of the school at governance level, but is not required to be an advocate for student interests. Rather, the student representative brings a student perspective to board discussion and decision making.

### Example student representative role policy

#### Expectations and limitations

| Student representative accountability  |            | Standard  |
|--|------------|---|
| 1. To work within the board's charter/strategic plan.  | 1.1        | The charter/strategic plan is considered in board decisions.  |
| 2. To abide by the board's governance and operational policies.  | 2.1        | The student representative has a copy of the governance manual and is familiar with all board policies.                                   |
| 3. The student representative is first and foremost a board member and must act in the best interests of the students at the school at all times.        | 3.1<br>3.2 | 3.1 The student representative is not a student advocate.<br>3.2 The student representative does not bring student concerns to the board. |
| 4. The student representative is bound by the board code of conduct.   | 4.1        | The student representative acts within the code of conduct.   |
| 5. It is not necessary for the student representative to prepare a verbal or written report for the board unless specifically requested to by the board. | 5.1        | No regular reports are provided unless a request has been made by the board on a specific topic.  |

Refer to NZSTA Governance Framework 2018.

**The student representative has equal voice, vote, standing and accountability to any other board member.**

# MEETING

## TERMINOLOGY

|   |  |
|---|--|
| 1. Notice of meeting                      |  |
| 2. Agenda                                 |  |
| 3. Open to the public                     |  |
| 4. Quorum                                 |  |
| 5. Apologies                              |  |
| 6. Conflict of interest                   |  |
| 7. Pecuniary interest                     |  |
| 8. Minutes                                |  |
| 9. Matters arising                        |  |
| 10. Moving a motion                       |  |
| 11. Seconding a motion                    |  |
| 12. Deliberative vote                     |  |
| 13. Casting vote                          |  |
| 14. Resolution                            |  |
| 15. In committee/Public excluded business |  |
| 16. Board honorarium                      |  |

# SAMPLE MEETING AGENDA

A typical agenda will be as follows:

| Board of trustees meeting agenda - date   |  |        |                   |
|---|--|--------|-------------------|
|   | Policy reference                       | Led by | Time              |
| <b>1. Administration</b>  |  |        | <b>5 mins</b>     |
| 1.1 Present   |  |        |                   |
| 1.2 Apologies   |  |        |                   |
| 1.3 Declaration of interests  |  |        |                   |
| <b>2. Strategic decisions</b>   |  |        | <b>30-45 mins</b> |
| 2.1 Strategic decisions made if required  | Operational/ governance policy<br>xxxx |        |                   |
| <b>3. Monitoring</b>  |  |        | <b>45-60 mins</b> |
| 3.1 Ongoing summary of progress to date in relation to annual implementation plan                                       |  |        |                   |
| 3.2 Expert presentation   |  |        |                   |
| 3.3 Data analysis   |  |        |                   |
| 3.4 Exploration of key result area (goals)  |  |        |                   |
| 3.5 Finance and audit report  |  |        |                   |
| <b>4. Strategic discussions</b>   |  |        | <b>30-45 mins</b> |
| 4.1 Exploration of special issue or project (e.g. budget, principal performance review, local curriculum, delegations*) |  |        |                   |
| <b>5. Identify agenda items for next meeting</b>  |  |        | <b>5-15 mins</b>  |
| <b>6. Administration</b>  |  |        | <b>5-15 mins</b>  |
| 6.1 Confirmation of minutes   |  |        |                   |
| 6.2 Correspondence*   |  |        |                   |
| <b>7. Meeting closure</b>   |  |        | <b>5-15 mins</b>  |
| 7.1 Comments on meeting procedures and outcomes   |  |        |                   |
| 7.2 Preparation for next meeting  |  |        |                   |

**Notes:**

- Correspondence is listed on the back of the agenda.
- List of current delegations is attached to the agenda.

Refer to NZSTA Governance Framework 2018.

# BUDGETS

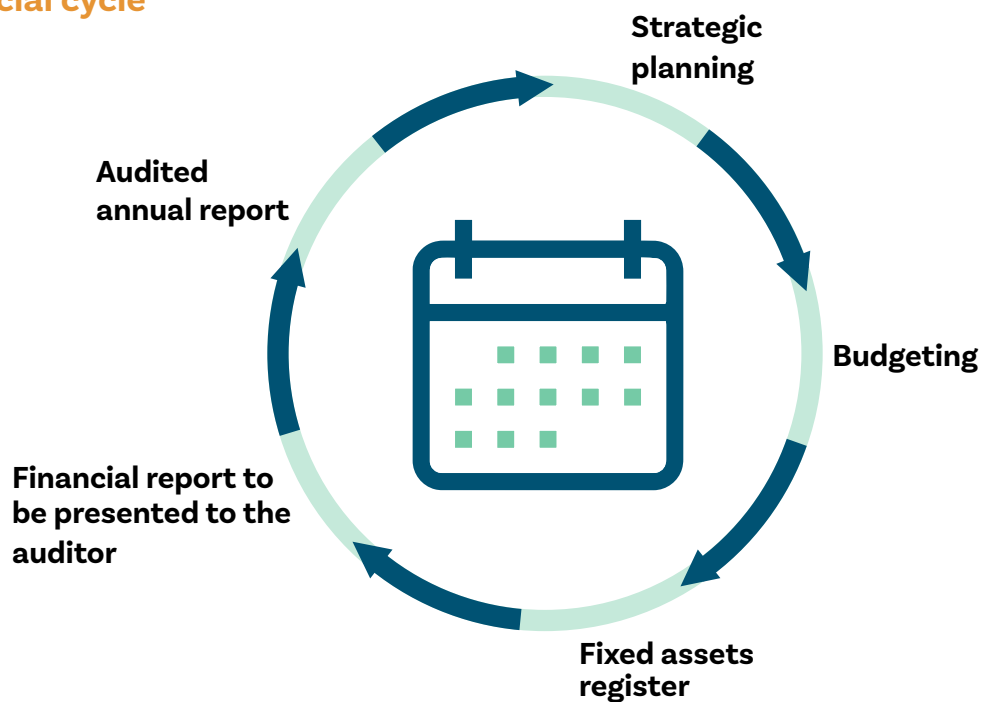
The role of the board is to identify the school's education priorities to develop a budget that allocates resources to these priorities, and to monitor and report on this expenditure.

## Allocation decisions must consider:

- Strategic and annual implementation plans, goals and targets
- Asset management and property obligations.

Approving and monitoring the budget are responsibilities of the board that cannot be delegated (except to a committee of the board). Collectively, all members of a board are accountable for the funding and other resources allocated to the board.

## Financial cycle



## Key questions to ask about the budget

- Will income cover expenditure?
- Are there budgets for all categories, including separate budgets for local funds income and local funds expenses?
- Do we have a capital (asset) budget?
- Are our assumptions about roll sizes correct?
- Have we considered cash implications e.g. seasonality?
- Have we included lease payments, cyclical maintenance and depreciation?

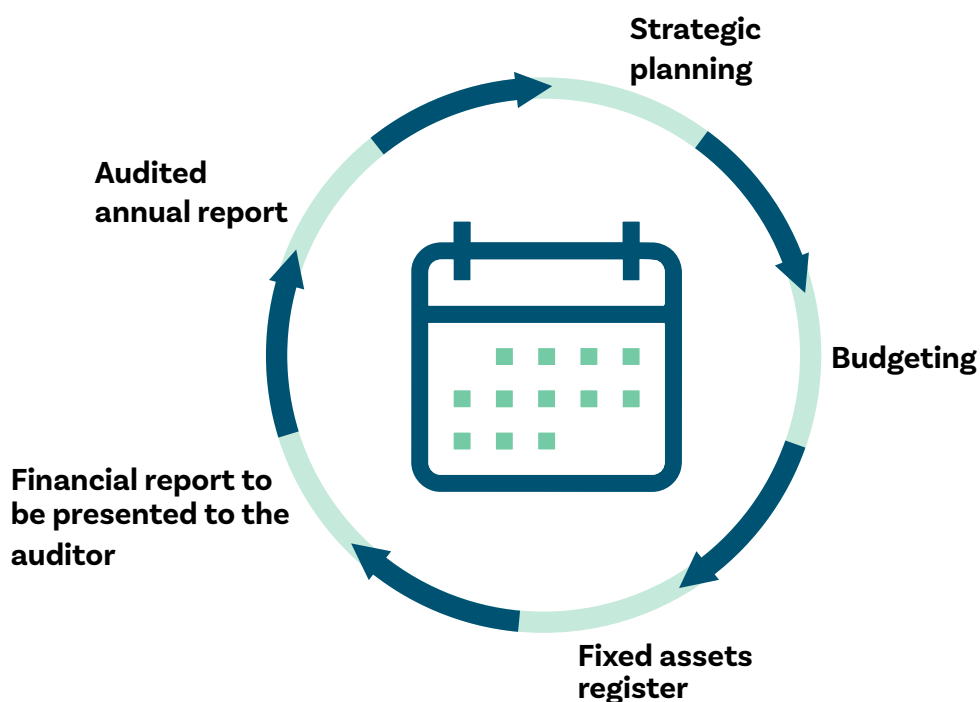


# FINANCIAL REPORTING

## Regular financial reports should assure the board that:

- Income and expenditure are within budget for the year to date – or reasons for major variations are supplied. Income and expenditure for the rest of the year are forecast to be on track – or what action is being taken to mitigate identified issues and risks e.g. the forecast has been adjusted if the roll has changed significantly.
- The school has set aside enough money for long-term commitments e.g. asset replacement, external painting.
- All funds held on trust are kept separate and managed appropriately.
- Any financial issues are being managed e.g. recommendations from the auditors.
- The school is operating within the policies approved by the board e.g. there has been no unauthorised expenditure and all spending is within delegations.

| The operating statement shows  | The balance sheet shows   |
|--|---|
| <ul style="list-style-type: none"> <li>• Budgeted income</li> <li>• Budgeted expenses</li> <li>• Budgeted surplus/deficit</li> <li>• Actual income and expenditure to date</li> <li>• Progress against budget</li> </ul> | <ul style="list-style-type: none"> <li>• A snapshot of the financial position at a specific point in time</li> <li>• What the board owns</li> <li>• What the board owes</li> <li>• The difference between what is owned and what is owed</li> </ul> |





# SCENARIOS: A



## SCENARIO 1

Students at your school are unhappy with the quality, choice and cost of food on sale. The student council has done a survey and asked you to take the feedback to the board.

**What do you think about this?**

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**What would you do?**

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## SCENARIO 2

The board is going to discuss whether to withdraw the right of senior students to leave the school grounds in the lunch hour. Many students feel very strongly that this is unfair and want you to take their objections to the board.

**What do you think about this?**

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**What would you do?**

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## SCENARIO 3

The college student council wants you to complain about a teacher. Students don't feel they are learning anything from the teacher's lessons.

**What do you think about this?**

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**What would you do?**

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# SCENARIOS: B



## SCENARIO 1

The board moves to exclude the public (also known as ‘going into committee’ or PEB (Public Excluded Business)). The principal starts to talk about a behaviour management matter that involves a friend in your year.

**What do you think about this?**

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**What would you do?**

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## SCENARIO 2

The school has had a complaint against a staff member. The board is going to move to exclude the public. You are asked to leave.

**What do you think about this?**

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**What would you do?**

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## SCENARIO 3

During a board meeting the staff representative expresses an opinion that you disagree with. It looks like it could lead to the board making a decision that students are not going to like.

**What do you think about this?**

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**What would you do?**

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# SCENARIOS: C



## SCENARIO 1

The school has had to suspend a number of students recently and the board student behaviour management committee has been busy. You have been told that it is inappropriate for you to be on this committee.

**What do you think about this?**

.....

.....

.....

**What would you do?**

.....

.....

.....

## SCENARIO 2

The deputy principal has resigned. The board is forming an appointments committee to appoint a new one. You have been told this will not involve you but you believe there are things the committee should consider.

**What do you think about this?**

.....

.....

.....

**What would you do?**

.....

.....

.....

# SCENARIO 3

From the financial report presented at the board meeting you learn that the college has a financial deficit but the principal has reported that new teachers are being appointed. It doesn't seem to make sense.

**What do you think about this?**

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**What would you do?**

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# REFLECTION AND NEXT STEPS



What did you learn from the workshop?

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What did you find surprising?

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What now? Write an action plan outlining what will you do, ask or look for as a result of this workshop..  
Remember to use SMART goals.

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- S** - Specific
- M** - Measurable
- A** - Achievable
- R** - Relevant
- T** - Time-bound









# 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)

### **The Education and Training Act 2020**

<https://www.education.govt.nz/our-work/legislation/education-and-training-act-2020/>



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