



**NZSTA**  
e tipu e rea

## Governance support resources

### How boards' planning and policy fit into the national education framework

Section 125 of the Education and Training Act 2020 tells us that the board is the governing body of its school. It is responsible for the governance of the school which it controls and manages through policy.

Since 1989 State and State integrated schools have been governed by boards made up of elected representatives of the community that they serve. This is to ensure that schools operate in a way which best meets local needs and aspirations.

Boards govern autonomously, within a national education framework. This framework sets out key objectives and priorities that all State and State integrated schools across the country work towards achieving.

There is a direct link from the national education and learning objectives, through board strategy and policy, to the classroom.

### Education & Learning Objectives

These are the aims for every state and state integrated school throughout New Zealand and should be considered in the strategic thinking of all school boards. They are:

- To help each child and young person attain their educational potential
- To promote the development, in each child and young person, of the following abilities and attributes:
  - resilience, determination, confidence, and creative and critical thinking
  - good social skills and the ability to form good relationships
  - participation in community life and fulfilment of civic and social responsibilities
  - preparedness for work
- To instil, in each child and young person, an appreciation of the importance of:
  - the inclusion of different groups and persons with different personal characteristics
  - diversity, cultural knowledge, identity, and the different official languages
  - Te Tiriti o Waitangi and te reo Māori

### Objectives of boards in governing schools

In addition to the objectives above, section 127 of the Act sets out four primary objectives that are specific to the governance of schools. Again, these objectives are common to all State sector schools and should be reflected in boards' strategic goal setting. They are to ensure that:

- Every student at the school is able to attain their highest possible standard in educational achievement

- The school
  - is a physically and emotionally safe place for all students and staff
  - gives effect to relevant student rights set out in this Act, the [New Zealand Bill of Rights Act 1990](#), and the [Human Rights Act 1993](#)
  - takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school
- The school is inclusive of, and caters for, students with differing needs
- The school gives effect to Te Tiriti o Waitangi, including by:
  - working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
  - taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
  - achieving equitable outcomes for Māori students.

## Statement of National Education and Learning Priorities

To assist boards in focussing on these long-term objectives, a statement of national education and learning priorities (NELP) was issued in November 2020.

It is consistent with the education and learning and board objectives and gives boards a set of priorities which every school the State primary and secondary education sector will be working towards achieving for a period of five years, unless withdrawn or replaced earlier.

The priorities are:

**Learners at the centre:** Learners and their whānau are at the centre of education

- Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying
- Have high aspirations for every learner and ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

**Barrier free access:** Great education opportunities and outcomes are within reach for every learner

- Reduce barriers to education for all, including for Māori and Pacific learners, disabled learners and those with learning support needs
- Ensure that every learner gains sound foundation skills, including language, literacy and numeracy

**Quality teaching and leadership:** Quality teaching and leadership make the difference for learners and their whānau

- Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning
- Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

**Future of learning and work:** Learning that is relevant to the lives of New Zealanders today and throughout their lives

- Collaborate with industries and employers to ensure learners have the skills, knowledge and pathways to succeed in work

The final priority applies to the Tertiary Education Strategy only -

**World class inclusive public education:** New Zealand education is trusted and sustainable

- Enhance the contribution of research and mātauranga Māori in addressing local and global challenges

## Board planning and policy

The board sets its strategic goals aiming towards achieving the national objectives and priorities. It does this in consultation with its community, ensuring that the way in which they are achieved sits well within its context and reflects the needs and aspirations of its students and their families.

How the strategic goals are to be achieved is set out in the board's strategic plan and the board adopts policies, detailing expectations and limitations, to keep the school on track.

The principal determines how the school will implement the boards strategies, within the board's policies:

- taking the long-term, strategic plan and breaking it down into 'bite-sized chunks' in annual implementation plans
- taking the policies and creating processes and procedures for the school to operate by

Once the annual implementation plan is in place, the board is able to set its budget to resource the work that is to be done.

The board monitors progress against the goals and identifies if the objectives are being met and if not, decides on next steps.

The principal is accountable for delivering the annual implementation plan and this will also be a basis for the principal's performance review.

## From national education and learning priorities to the classroom

School staff are able to operate within a school framework which sits within a national education framework.



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**0800 782 435, option 1** or

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