



**NZSTA**  
e tipu e rea

# Trusteeship

A guide for school trustees 2018

A membership publication for school trustees





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A guide for school trustees 2018

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# PREFACE

Congratulations and welcome to one of the most challenging and rewarding roles you will ever choose to have. The commitment you have made to trusteeship carries with it a responsibility to perform this role to the highest possible level. This includes ensuring that you continuously upskill over your time on the board by taking part in appropriate professional development which is critical to your role as an effective trustee.

As a school trustee you are part of a dynamic and ever changing sector which has seen significant change over the last 29 years. A major review of education administration in 1988 paved the way for the Tomorrow's Schools concept, which is now Today's Schools.

With the education reforms of 1989 major changes were made in the ways schools were managed and governed. The local community, through autonomous boards of trustees, was given the responsibility of governing their school. Boards became accountable for controlling the management of the school with the dismantling of the old central government bureaucracy.

Key to this is the Education Act 1989 which outlines the general responsibilities and accountabilities of boards, but it is not specific about the powers and duties of the board. Within the framework provided by legislation the board is able to define its own role. Ultimately the style of governance that is adopted is discretionary. There are neither right solutions nor one model of governance that must be followed by all boards of trustees but there are examples of good practice. The key is for each board to:

1. Decide and agree on a definition of governance  
*Do we want to be a "hands on" or "hands off" board?*

2. Determine and document the model of governance required in order to meet the governance definition  
*Do we need a committee structure? What policies do we need?*
3. Review the current policy framework to ensure it is aligned with the definition of governance  
*Do our policies support our model of governance? Are some of our policies management procedures?*
4. Implement, monitor and review the model of governance

Given the dynamic nature of education and the continuing evolution of the self-governing/ managing model, this publication, *TRUSTEESHIP: A Guide for School Trustees*, is designed to provide trustees with a general overview of their role. It does not attempt to define or direct trustees to one particular mode of operation but, rather, outlines good practice in effective governance.

This publication is just one of the many services provided by NZSTA to support you in your role. We also operate a trusteeship advisory and support centre for day to day assistance, provide governance, employment and professional development advice and support through a team of advisers located in the regions.

In 2013 NZSTA was successful in securing funding from government to expand the advisory & support services and professional development offered to boards.

Please see our website ([www.nzsta.org.nz](http://www.nzsta.org.nz)) for more information and resources. There are additional benefits of being a member of NZSTA. These include the NZSTA Trustee Handbook which includes more details about trusteeship and can be found in the members' area of the NZSTA website.

## NATIONAL OFFICE

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### Advisory & Support Centre

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PO Box 5123  
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### Governance

govadvice@nzsta.org.nz

### Professional Development

pdadvice@nzsta.org.nz

### Employment

eradvice@nzsta.org.nz

### Office of the President

feedback@nzsta.org.nz

## REGIONAL OFFICES

NZSTA maintains offices in locations throughout New Zealand.

Current regional office staff and their contact details can be viewed at **www.nzsta.org.nz**



## FOREWORD

**E**ngā mana e ngā reo e ngā rau rangatira ma tena koutou tena koutou tena koutou katoa.

Nau mai, haere mai ki tenei tunga tautoko kua whiwhia e koe i roto i ngā pō ti o to kura, whānau me to hā porī hoki.

Na te tinihanga o te a Mātauranga me te puawaitanga o te mana tohutohu, ko tenei, he puka hei āwhina i a koutou i roto i au mahi me te whakawhānui i au mohiotanga e pa ana ki tenei tunga kaitiaki-a-kura.

Ko te uptake o tenei tunga ko te maramatanga me te mahi kia whakahuatia i nga rawa me nga tohutohue whakaritea e koutou ko te poari me te Tumuaki.

Ko tenei tetehi o nga rauemi e puta i te tari o NZSTA hei tautoko i a koutou e awhina ana i a koutou tamariki me to ratou kura.

Kia kaha kia maia kia manawanui. Kei te mohio mai e hau, ara matou o NZSTA, ka puawai mai o koutou kura me nga tauira me te kaha me te aroha ka tohaina mai e koe i roto i nga tau e toru kei te heke mai.

Ma te atua koe hei manaaki i nga wa katoa.

Helping the children and young people we are responsible for to succeed to the best of their ability requires a highly effective board and principal working together in partnership.

An effective school is one where all young people can and do succeed, regardless of their background and in spite of the social, financial, personal and physical challenges they may face. Boards of trustees play a critical role, in partnership with their principal, in ensuring that each student, along with their teachers and whānau, knows what success means for them and how their time at school enables them to achieve it.

The key focus of any board of trustees is improving students' educational progress. That is not to say that boards should delve into the day to day management of the school – in fact, quite the reverse. An effective board of trustees does not try to do the work their principal and staff are there to do. Instead, they are active in setting the overall direction of the school through policy setting, strategic planning and monitoring the school's progress towards its overall objective.

Your board should already understand what success looks like for your students and your school community, and be committed to stretching those expectations by setting targets that reflect high standards, and monitoring progress towards them. This includes regular self-review, not only of how your principal and staff are enabling students to succeed, but also how you as a board enable your principal and staff to do that work.

NZSTA is committed to supporting boards of trustees in this important role. This publication contains practical tools and guidance to help you fulfil the role of school trustee effectively. You will find much more on our website, [www.nzsta.org.nz](http://www.nzsta.org.nz).

As a parent, your main concern is the wellbeing and educational achievement of your own children. As a trustee, the wellbeing and educational achievement of every student is your responsibility. This is a hugely important and influential role. Thank you for stepping forward to undertake it.

*Pai tū, pai hinga, na wai, na oti.*

One may work diligently, another may act,  
as a result the work is completed

In our children lies our future. *E tipu e rea...*

*Lorraine Kerr*

*President*

*New Zealand School Trustees Association*

## WHAKATAUKI

Kia pai te whakaterere i te  
Waka kei paripari e te tai  
Monenehu te kura nei

Steer with skill the canoe  
lest the outgoing tide endangers  
the lives of all those on board

# OVERVIEW OF THE NEW ZEALAND EDUCATION SYSTEM



## TOMORROW'S SCHOOLS EVOLUTION

With the education reforms over 29 years ago, we saw a major change resulting in moving control away from central government to the local community, with responsibility and accountability lying with school boards of trustees.

In May 1989 boards of trustees were elected, charters written and approved, and a new era in education began – the self-governing school was born.

Subsequent changes to the Education Act 1989 require that (with effect from 1 January 2019) charters be replaced with a four-year strategic plan and annual implementation plan.

The Education Act 1989 and the National Education Guidelines established the framework for the delivery of the curriculum.

## EDUCATION STRUCTURE

The Education Act 1989 outlines a structure for governance of the school system that extends from the Ministry to teachers in classrooms.

Relevant provisions of the Education Act 1989 can be found in the NZSTA Trustee Handbook, which is provided to all member boards and is now available online. For a clearer understanding of its day to day application for boards help can be sought from the NZSTA Advisory & Support Centre **0800 782 435 (0800 STAHELP)**.

## THE EDUCATION PARTNERSHIP

A partnership exists between the school board and the Ministry of Education. The board's four-year strategic plan will document how the school intends to achieve the Government's educational objectives and National Educational Learning Priorities (NELPs). It will also take into consideration local needs and priorities including outcomes agreed to by any Community of Learning | Kāhui Ako to which the school belongs. The strategic plan outlines the board's aims, objectives, directions and targets, is the

key guiding document for the board and is required to be submitted to and approved by the Ministry of Education. The annual implementation plan details the school's targets and actions for the current year.

Further information regarding school charters can be found in this booklet under the section on "The work of the board".

## THE SCHOOL BOARD'S ROLE

First and foremost boards are accountable for student achievement. They achieve this by providing an environment for the delivery of quality educational outcomes. Boards are responsible for ensuring they focus their strategic planning on improving student achievement and teaching and learning programmes, particularly for those students who are not achieving to their full potential.

Boards need to ensure their strategy for the above is well informed. This requires the board to:

- use up to date, externally referenced, achievement information, eg, asTTle, NCEA results
- use data to identify strengths and weaknesses
- consider the achievement of priority groups – Māori, Pasifika, students with special education needs and those from low socio-economic background
- analyse closely, continually monitoring progress towards targets
- make adjustments as necessary

The school board has the overall responsibility for the school including legal obligations covering responsibility for property, personnel, the proper management of school finances, reporting to the Ministry and school community, and setting the school's strategic direction.

School boards ensure effective delivery of the curriculum, are the employer of all staff, establish long term goals through the strategic plan, approve the annual implementation plan aims and targets,

develop and review policies, monitor performance, and employ, support, and manage the performance of the principal.

While the ultimate authority for education rests with the Ministry and school boards, other stakeholders have key roles in the delivery of education. Parents, whanau and caregivers, students, principals and staff all contribute as members of this partnership.

## ENDURING OBJECTIVES OF EDUCATION

The Government's objectives for the education system are:

- helping each child and young person attain educational achievement to the best of their potential
- promoting the development of:
  - 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
- instilling an appreciation of the importance of:
  - the inclusion within society of different groups and persons with different personal characteristics
  - the diversity of society
  - cultural knowledge, identity, and the different official languages
  - the Treaty of Waitangi and te reo Māori

## THE MINISTRY OF EDUCATION'S ROLE

Education in New Zealand is a joint responsibility of the Ministry and school boards of trustees. The Ministry exists to:

1. give policy advice to the government on all aspects of education
2. implement government policy effectively, efficiently, and equitably
3. advise on the best policy use of the resources allocated to education
4. provide an education policy perspective on a range of economic and social policy issues

The Ministry focuses on the overall performance of approximately 2,440 state and state integrated schools and through its work aims to:

- raise the achievement of all students and reduce the disparity between the highest and lowest levels of education success
- help design processes that create learning environments which promote students' achievement through focusing on the performance of students, schools, and other institutions
- provide a responsive education system which:
  - recognises the individual learning needs and abilities of students
  - recognises the special character and nature of different communities, different cultures, and different values
  - helps overcome the disadvantages some students face through truancy programmes and school improvement initiatives
  - assists students to achieve their potential by working closely with welfare, health, and community agencies to address problems students might be experiencing in their family life
  - assists schools to address problems students might be experiencing in their family life
  - assists schools to address problems compromising their ability to ensure a quality education for their students

If the Secretary for Education has reasonable grounds for concern about, or reasonable grounds to believe there is a risk to, the operation of the school, or the welfare or educational performance of its students, the Minister or the Secretary of Education may introduce interventions to overcome these concerns and risks. The interventions framework is outlined in Part 7A of the Education Act 1989 and possible interventions are:

- A requirement for the board to provide the Secretary with specified information
- A case conference between the board, management and Ministry
- A specialist audit where a third party assesses the situation
- A requirement for the board to seek specialist help

- A requirement for the board to prepare and carry out an action plan to address the concerns and risks
- A performance notice requiring remedy of a breach of performance
- A statutory appointee to the board to guide the board back to self-governance
- The appointment of a limited statutory manager for the board
- The dissolution of the board and appointment of a commissioner

# GOVERNANCE

## UNDERSTANDING GOVERNANCE AND MANAGEMENT

The concept of governance and management can be difficult for both boards and principals to come to grips with. Boards of trustees are ultimately responsible and accountable for the school's performance and are required to set the direction for the school and monitor progress towards achieving it.

The role of the board has undergone significant change as boards have matured and moved on from a focus on non educational matters such as property and finance, to a clear focus on the improvement of student achievement.

As a result boards must be proactive and fully take on their responsibilities as leaders in the school.

A board of trustees is a body corporate and legal entity with obligations to govern the school in accordance with the acts and regulations of parliament. They are given responsibility under Clause 4 of Schedule 6 of the Education Act 1989 to govern their schools, including setting the policies by which the school is to be controlled and managed.

## EDUCATION ACT 1989, SCHEDULE 6 AND SECTION 76

The legal responsibility of boards of trustees and principals is determined in the Education Act 1989.

### Clause 6, Schedule 6 Staff

- A board may from time to time, in accordance with the State Sector Act 1988, appoint, suspend, or dismiss staff.

### Clauses 5 and 13, Schedule 6 Functions and powers of boards

1. A board's primary objective in governing the school is to ensure that every student at the school is able to attain his or her highest possible standard in educational achievement.
2. A board has complete discretion to perform its functions and exercise its powers as it thinks fit,

subject to this and any other enactment and the general law of New Zealand.

### section 76 Principals

1. A school's principal is the board's chief executive in relation to the school's control and management.
2. Except to the extent that any enactment or the general law of New Zealand provides otherwise, the principal –
  - (a) shall comply with the board's general policy directions, and
  - (b) subject to paragraph (a) of this subsection, has complete discretion to manage as the principal thinks fit the school's day to day administration.

Thus, the board is responsible for the "what" whilst the principal is responsible for the "how".

| <b>Governance determines:</b>                                                                                                                                                          | <b>Management determines:</b>                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• the what – designing the future</li><li>• the ends – the outcomes to be achieved</li><li>• policies – statements of what is expected</li></ul> | <ul style="list-style-type: none"><li>• the how – designing how to get there</li><li>• the means – strategies to achieve the ends</li><li>• procedures – steps to meet expectations</li></ul> |

## EXAMPLE DEFINITION OF GOVERNANCE

*The board is entrusted to work on behalf of all stakeholders and is accountable for the school's performance. It emphasises strategic leadership, sets the vision for the school, and ensures that it complies with legal and policy requirements. Policies are at a governance level and outline clear delegations to the principal. The board and principal form the leadership team with the role of each documented and understood. The principal reports to the board as a*

*whole with committees used sparingly and only when a need is identified in order to contribute to board work. The board is proactive rather than reactive in its operations and decision making and does not involve itself in the administrative details of the day to day running of the school. The board is encouraged to ask the right questions. Enhancing student achievement is its focus.*

Successful schools are characterised by the fact that both the board and principal demonstrate they have a very clear understanding of their different roles and responsibilities by functioning as a leadership team in a professional manner. Problems arise when this understanding is not clear.

Boards are encouraged to have a policy framework that clearly defines the roles of governance and management and the expectations of these relationships.

NZSTA has a draft governance framework available on the NZSTA website.

## HELP FILE

### References

#### New Zealand Trustees Association

- *NZSTA Trustee Handbook*
- *Making a difference: Trustee Handbook*
- [www.nzsta.org.nz](http://www.nzsta.org.nz)

#### Ministry of Education

- [www.education.govt.nz](http://www.education.govt.nz)
- Te Kete Ipurangi [www.tki.org.nz](http://www.tki.org.nz)

#### Education Review Office

- *School Trustees booklet – Helping you ask the right questions*
- [www.ero.govt.nz](http://www.ero.govt.nz)

### Support

- New Zealand School Trustees Association

All services:

**0800 782 435 (0800 STA HELP)**

#### Governance

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

#### Professional Development

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

#### Employment

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

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

- MoE website [www.education.govt.nz](http://www.education.govt.nz)
- ERO website [www.ero.govt.nz](http://www.ero.govt.nz)

### NZSTA professional development

- See our great range of professional development workshops and e-learning modules at [www.nzsta.org.nz/professional-development](http://www.nzsta.org.nz/professional-development)



# TRUSTEESHIP

**T**rustees share a common purpose of ensuring that all students receive the best possible education. This requires an environment that enables effective delivery of quality teaching and learning to achieve high educational outcomes. Decisions must be made in the best interests of all students at the school.

There are approximately 2,440 boards, comprising approximately 15,000 trustees, which govern state and state-integrated schools. These trustees include:

- elected/selected parent representatives (between three and seven on each board)
- the principal
- staff representative
- student representative (schools with students above year 9 only)
- proprietor's appointees (state-integrated schools only and not more than four on each board)
- co-opted trustees
- appointed trustees

## Board

All trustees, regardless of how they came to be on the board have equal voice, equal vote, equal accountability, and equal standing. Sections 103 and 103A of the Education Act 1989 set out those who cannot be trustees. The following are the types of trustees eligible to sit around the board table.

## Elected parent representatives

These trustees are elected by the parents and caregivers of the school. There is no requirement for them to be parents of current students themselves but they do need to be nominated by someone who is on the school's electoral roll. Parent representatives who have been elected during a triennial election or a mid-term election (if their board has opted into a staggered, mid-term election cycle) are elected for a three-year term. Those who have been elected during a by-election (see below) are elected for the balance

of the term of office of the person they are replacing on the board.

## Selected parent trustees

If a parent trustee has resigned or otherwise become ineligible, the board can choose to fill the casual vacancy by:

- holding a by-election, or
- selecting someone to fill the vacancy

The number of selected parent representatives must always be less than the number of elected parent representatives. For example, if a board has five parent representatives, only two of those positions may be filled by selection. The decision to select is subject to community approval and the selected trustee fills the vacancy for the remainder of the resigning trustee's term of office. The process for selection is on the NZSTA website.

## Principal

Principals are trustees in their own right and serve on the board as a statutory appointment. They are full members of the board and are in the challenging position of being both employee and employer. They are the board's chief executive officer, and cannot be the board chair.

## Staff trustee

The staff representative is elected by the staff (teaching and non-teaching) for a three year term. They are full members of the board and are also in the challenging position of being both employee and employer. They are there to undertake a trustee role and bring a staff perspective to the board. They are not staff advocates nor do they need to vote the way staff wish them to vote. They are privy to much more information than other staff and must vote in the best interests of all students. They cannot be the board chair.

### Student trustee

The boards of all schools where students are enrolled full-time in classes above year 9 must include a student representative. All students (other than adult students), enrolled full time in year 9 or above at the school concerned, including any activity centre attached to that school for administrative purposes, are eligible to be placed on the electoral roll and to vote and stand in the school election for student trustees.

Student trustees are elected in September for one year and are full members of the board. They are in a very challenging position due to the fact that not only is their term of office for just one year; they are also a member of the employer body of all staff (the board). NZSTA has a student trustee handbook available which can be accessed on the NZSTA website. Student trustees cannot be the board chair.

### Proprietor's appointees

State integrated schools are former private schools that have become part of the state system. A private entity, the proprietor, owns the school buildings and land and is responsible for ensuring that the buildings meet Ministry standards and for the maintenance of the special character of the school. For this reason the proprietor appoints representatives to the board of trustees. Proprietor's appointees are subject to the same eligibility criteria and, aside from their responsibilities to the proprietor, have the same levels of accountability as any other trustee.

### Co-opted trustees

Co-opted trustees increase the number of board members. They do not replace elected or appointed trustees, nor fill a vacancy caused by the resignation of an elected trustee. Permanently appointed members of the board's staff may not be co-opted to the board. There must always be more parent representative positions than the total number of co-opted or appointed trustees.

Boards should consider carefully why they would like to co-opt trustees. The following are common reasons:

- expertise required by the board
- ethnic balance
- gender balance
- character of the school and its community

A trustee can be co-opted for a specified time or project. It is important to minute the duration at the time of co-option, otherwise the duration defaults to three years. Co-opted trustees are full members of the board and can hold the position of chair or any other position on the board. If co-opted trustees resign during their term of office, their position does not need to be filled unless the board specifically decides to do so.

Boards, and in particular, state integrated school boards are advised to contact the NZSTA Advisory & Support Centre if they are considering co-option.

### Trustees appointed by a body corporate

A board may give a body corporate the right to appoint a person to the board as a trustee.

## SIZE OF THE BOARD

A board can decide to have from three to seven parent representatives (either elected or selected but with the majority being elected). The total number of trustees can vary from five to sixteen unless the board has an alternative constitution. Any changes to the composition of the board must follow legislation. Advice can be sought on the process by contacting the NZSTA Advisory & Support Centre on **0800 782 435 (0800 STA HELP)** Option 1.

It is recommended that the board develops and maintains a trustee register showing names, how trustees came to be on the board, length of tenure and when their term of office ends. This information will then be recorded each year in the Annual Report.

## FILLING A CASUAL VACANCY ON A BOARD

A casual vacancy occurs when a parent representative is no longer a member of a board, e.g., because of resignation or ineligibility. The board has eight weeks from the time the casual vacancy occurs to decide how the vacancy will be filled, either by:

- holding a by-election, or
- selection

Section 105 of the Education Act 1989 provides information on filling a casual vacancy. There is another option available for when such a casual vacancy occurs and that is by reducing the board's constitution. This can be done as long as there are at least three parent representative positions remaining. Section 94B provides information on altering board constitution.

## TERM OF OFFICE OF THE BOARD

A newly elected board takes office seven days after it is elected. This could be either seven days after nominations close if no voting is required or seven days after voting closes.

The board remains in office for three years.

## HELP FILE

### References

#### New Zealand School Trustees Association

- *NZSTA Trustee Handbook*

#### Education Review Office

#### NZSTA/Ministry of Education

- *Returning Officers' Handbook 2016*

### Support

- New Zealand School Trustees Association  
**0800 782 435 (0800 STA HELP)**  
[www.nzsta.org.nz](http://www.nzsta.org.nz)

# WORKING TOGETHER

- Investing in Educational Success (IES)
- Communities of Learning | Kāhui Ako

## Investing in Educational Success

IES is a Government initiative to help raise the learning and achievement of all our children and young people, particularly students at most risk of underachieving.

It focuses on tools and resources that will help to build teaching capability. Under IES, a Community of Learning | Kāhui Ako (a Community) is formed, works together on identifying common achievement challenges and shares expertise for addressing them.

Where possible a Community will be made up of eight to twelve schools of different types usually in a geographic area, reflecting students' journey through the education system. This may include Early Childhood and Tertiary.

Other parts of IES include the Teacher-led Innovation Fund to enable the development and sharing of innovative teaching practice, and the Principal Recruitment Allowance which supports boards, whose schools are eligible, to recruit a principal. These funds are available for any eligible school or group of teachers and are not limited to those involved in a Community.

## Key information for boards

### Investing in Educational Success (IES)

#### *How is it resourced?*

Between 2015 and 2018, the Government is investing \$359 million dollars into this initiative, with a further \$155 million a year after that. Almost half the investment will be spent on giving teachers and principals more time to work together on professional matters.

Within a Community, funding will be used to help the sharing of expertise, primarily through:

- The creation of three new roles for:
  - Leadership – One per Community
  - Teacher across-Community
  - Teacher within schools
- Inquiry time that assists teachers to work collaboratively with colleagues.

The Community entitlement is dependent on number of students across and within all schools.

Participation in a Community is voluntary and something each board should consider. NZSTA offers advice to boards that are considering joining a Community to help them make an informed decision.

To help with this decision, NZSTA has a dedicated website [www.kahuiako.nzsta.org.nz](http://www.kahuiako.nzsta.org.nz).

# ROLES WITHIN THE BOARD



## Chair

Every board must appoint a trustee (not being the principal, staff or student representative) to preside at meetings of the board. This position is commonly referred to as the chair.

It is important to note the chair has no more authority than any other trustee, unless the board delegates further authority. These and all other delegations must be recorded in board minutes. However, the trustee presiding at a meeting of the board also has a casting vote, if needed, as well as their deliberate vote.

The appointment must be made at the board's first meeting in any year, unless it is an election year, in which case it must be at the first meeting held after the election. Whilst there is no legislative "job description" the chair provides a pivotal role, is responsible for ensuring the work of the board gets done, and for overseeing the activities of other trustees.

The chair is expected to develop and maintain a productive working relationship with the principal to ensure the smooth and efficient running of the school.

NZSTA recommends that boards have a policy covering the role of, and delegations to, the chair. NZSTA has a draft policy framework available for boards on its website.

It is usual for the chair to be responsible for planning and chairing board meetings and ensuring that follow up work is done as required.

## Parent representatives

Trustees ensure the best possible outcomes for all students at the school. It is vital that parent representatives do not simply focus on their own children or on their own specific areas of interest. Parent representatives, whether they are actually

parents of students at the school or not, are there to bring a parent perspective to the board table. This does not necessarily mean they need to vote the way the parent community would like them to vote, as they are privy to far more information than parents, and need to base any decisions on all the information at hand.

## Principal

The principal is a full member of the board, the educational professional leader of the school, the CEO, and the board's chief adviser. This can at times be difficult, as the principal is an employee and a member of the employing body, and there may be times when a conflict of interest will need to be declared. The principal must abide by the law, the board's policy framework and delegations, but otherwise has complete discretion to control the management of the school as they think fit.

## Staff representative

The staff representative is first and foremost a trustee, making decisions in the best interests of all students at the school, using all the information available. The staff representative brings a staff perspective to issues under discussion and must vote as a trustee. They are not a staff advocate nor should they be required to present a staff trustee report at board meetings.

The relationship between the staff representative and the principal is very important. They need to ensure there are "no surprises" at board meetings and that there is a clear process developed for reporting decisions to the staff.

There is potential for the staff representative to have conflict of interest around the discipline of a fellow staff member or student. Any conflict of interest should be declared. NZSTA can provide advice around this situation.

### **Student representative**

The student representative is first and foremost a trustee, making decisions in the best interests of all students at the school using all the information available. The student representative brings a student perspective to issues under discussion but ultimately must vote as a trustee.

The relationship between the student representative and the principal is very important. They need to ensure there are "no surprises" at board meetings and that there is a clear process developed for reporting decisions to the students. They should not be required to present a student trustee report at board meetings.

There is potential for the student representative to have a conflict of interest around the discipline of a fellow student or staff member. Any conflict of interest should be declared. NZSTA can provide advice around this situation.

### **Proprietor's appointees**

These trustees are appointed by the proprietor to assist in preserving the special character and property of the school and are full members of the board with full responsibility and accountability requirements.

### **Co-opted trustees**

Co-opted trustees are full members of the board with equal voice, vote, and accountabilities. They are usually co-opted to fill skill, gender or ethnicity gaps, or in order that a board better represents the community it serves. The duration may be from one day to three years. The reason for the co-option and its duration must be minuted at the time of co-option. If the duration is not minuted it defaults to three years.

# MANAGING BOARD RELATIONSHIPS



## Code of Behaviour

It is strongly recommended that the board adopts a code of behaviour. This should be used for recruiting, inducting, and if required, censuring trustees.

NZSTA would recommend that this code is part of the board's governance framework and is signed and agreed to by all trustees as part of the board's induction process. There is a sample code of behaviour on the NZSTA website as part of the NZSTA governance framework.

## Managing conflict in board relationships

Conflict is a natural by-product of people working together. If conflict impairs, or is obstructive to, the work of the board a third party could be engaged to mediate or appointed to arbitrate. NZSTA can provide advice and support.

## Early warning indicators

Conflict is much easier and cheaper to resolve if addressed earlier rather than later – before positions become so entrenched that compromise is impossible. Watch out for the following behaviours and act on them early to prevent a possible escalation of conflict:

- continuing split votes
- ongoing confusion about roles
- confused lengthy discussions/board meetings which are stressful and frustrating
- challenges to the chair

# BOARDS AND LEGISLATION

The board is responsible and accountable for student achievement and works in partnership with the community, principal, teachers, support staff, and the government to ensure the best possible educational outcomes for all students.

## KEY LEGISLATION

Legislation and regulations establish the framework within which all boards operate. Boards are subject to many acts and regulations, the most relevant of which include:

- The Education Act 1989
- The State Sector Act 1988
- The Local Government Official Information and Meetings Act 1987
- The Privacy Act 1993
- The Employment Relations Act 2000
- The Health and Safety at Work Act 2015
- The Vulnerable Children Act 2014

## ENDURING OBJECTIVES FOR THE EDUCATION SYSTEM

With effect from 19 May 2017, the Education Act 1989 provides a set of enduring objectives for the education system which make clear what the early childhood and compulsory schooling sectors should achieve for our children and young people. These objectives are set out in Section 1A(3) of the Act and are:

- to focus on helping each child and young person to attain educational achievement to the best of his or her potential; and
- 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; and
- to instil in each child and young person an appreciation of the importance of the following:
  - the inclusion within society of different groups and persons with different personal characteristics
  - the diversity of society
  - cultural knowledge, identity, and the different official languages
  - the Treaty of Waitangi and te reo Māori.

## NATIONAL EDUCATIONAL AND LEARNING PRIORITIES

The above objectives and consultation with stakeholders will guide the Minister of Education and the Government of the day in setting medium term priorities for the early learning and compulsory schooling sectors. These priorities will be set out in a statement of National Education and Learning Priorities (NELP) and will ensure that the sectors are aware of what is expected of them and can focus on the right things. The Minister will issue a NELP for a five year period and it may be withdrawn or replaced earlier.

Boards of trustees must ensure that NELPs are reflected in their strategic planning and that staff consider NELPs when developing and delivering the school's curriculum.

At the time of publishing this book, the Minister has not issued any NELPs.

## THE NATIONAL CURRICULUM

Teaching in schools is guided by the National Curriculum which is made up of two documents – The New Zealand Curriculum for English-medium schools and Te Marautanga o Aotearoa for Māori-medium schools. They give schools the direction for teaching and learning. The New Zealand Curriculum and Te Marautanga o Aotearoa are a framework, rather than a detailed plan, enabling boards, through the

principal and staff, to develop their own curriculum and a wide variety of teaching programmes from it.

## THE NEW ZEALAND CURRICULUM

The revised New Zealand Curriculum document was launched in November 2007 and took effect in February 2010.

This curriculum encourages schools and their communities to take greater ownership of the curriculum. It gives more freedom to design learning experiences that will motivate and engage students.

The document contains:

- a vision
- principles
- values
- an outline of the five key competencies
- descriptions and achievement objectives of eight learning areas
- discussion about effective pedagogy
- designing a school curriculum

These curriculum changes also introduce greater alignment with the early childhood education curriculum, Te Whāriki, and the Māori curriculum.

## NATIONAL ADMINISTRATION GUIDELINES (NAG's)

The National Administration Guidelines for school administration set out statements of desirable principles of conduct or administration for specified personnel or bodies. The NAGs were last amended on 24 October 2013.

### NAG 1

Each board of trustees is required to foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa. Each board, through the principal and staff, is required to:

- a. develop and implement teaching and learning programmes:
  - i. to provide all students in years 1-10 with opportunities to achieve for success in all areas of the National Curriculum;

- ii. giving priority to student achievement in literacy and numeracy, especially in years 1-8;
    - iii. giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6.
  - b. through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority first to:
    - i. student achievement in literacy and numeracy, especially in years 1-8; and then to
    - ii. breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of The National Curriculum as expressed in The New Zealand Curriculum or Te Marautanga o Aotearoa;
  - c. on the basis of good quality assessment information, identify students and groups of students:
    - i. who are not achieving;
    - ii. who are at risk of not achieving;
    - iii. who have special needs (including gifted and talented students); and
    - iv. aspects of the curriculum which require particular attention;
  - d. develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;
  - e. in consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Māori students; and
  - f. provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

### NAG 2

Each board of trustees, with the principal and teaching staff, is required to:

- a. develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, aromatawai and/or assessment, and staff professional development;
- b. maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement; and
- c. report to students and their parents on the achievement of individual students, and to the school's community on the achievement of students as a whole and of groups (identified through NAG 1(c) above) including the achievement of Māori students against the plans and targets referred to in 1(e) above.

### **NAG 3**

According to the legislation on employment and personnel matters, each board of trustees is required in particular to:

- a. develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students; and
- b. be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

### **NAG 4**

According to legislation on financial and property matters, each board of trustees is also required in particular to: allocate funds to reflect the school's priorities as stated in the charter;

- b. monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989; and

- c. comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.

### **NAG 5**

Each board of trustees is also required to:

- a. provide a safe physical and emotional environment for students;
- b. promote healthy food and nutrition for all students; and
- c. comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

### **NAG 6**

Each board of trustees is also expected to comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.

### **NAG 7**

Each board of trustees is required to complete an annual update of the school charter for each school it administers, and provide the Secretary for Education with a copy of the updated school charter before 1 March of the relevant year.

### **NAG 8**

Each board of trustees is required to provide a statement providing an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter at the same time as the updated school charter provided to the Secretary for Education under NAG 7.

NAG 8 applies in relation to schools with students enrolled in years 1-8 from the 2013 school year, and all schools from the 2014 school year.



## THE WORK OF THE BOARD

A board carries out its legal obligations through the following:

- strategic and annual implementation planning
- review
- policy
- employment of staff
- asset management including finance and property
- legal compliance including health and safety

From 1 January 2019 the board's charter and school's annual plan will be replaced by strategic and annual implementation plans

### THE STRATEGIC PLAN

The strategic plan is the board's key guiding document. Its purpose is to establish the aims, objectives, directions and targets of the board that will reflect how the school intends to achieve the objectives of the education system and the Government's priorities outlined in the statement of National Education and Learning Priorities. It also provides a base against which the board's performance can later be assessed.

Boards must develop a new strategic plan every three years in consultation with the school community, including families and whānau, staff, students (as appropriate) and any other person or group they consider should be consulted. The aspirations, vision and values that emerge from this consultation could be incorporated in the strategic plan.

Boards of state integrated and designated special character schools should ensure that their strategic plan reflects their special character. Boards of schools which are part of a Community of Learning | Kāhui Ako should ensure that their strategic plan incorporates any outcomes agreed to by the community.

Once developed, a strategic plan will be submitted to the Secretary of Education and assessed for quality and compliance with regulations. The Secretary will either approve the plan or return it to the board with directions for revision. Once approved and adopted by the board, the strategic plan must be published on the school's website and easily available to the school's community.

At the time of publishing this book a new set of regulations outlining the process, content, form and timelines for planning and reporting were yet to be developed by the Ministry of Education. Likewise Clauses 7–12 of Schedule 6 of the Education Act 1989 will refer and are yet to be published.

## REVIEWING THE STRATEGIC PLAN

Principals, staff and trustees might move on but the path set for the school is documented in its strategic plan and should not be impacted by changes in personnel.

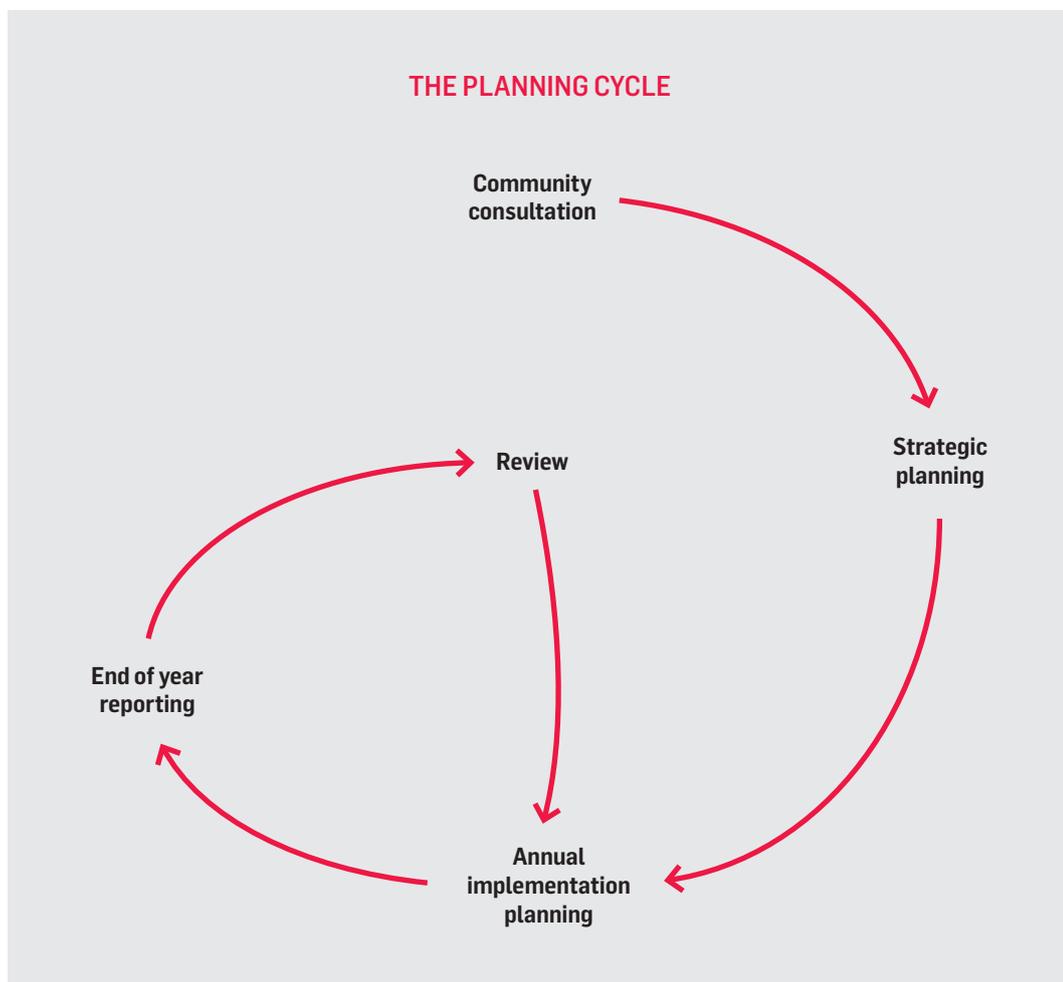
Boards must lead the strategic plan review process and ensure consultation with their community:

- families and whānau
- staff
- students (as appropriate)
- contributing schools
- the school's Māori community

- the school's proprietor (as appropriate)
- any others that the board considers appropriate

Whilst the board is responsible for the strategic plan, it is the management of the school that breaks this down into an annual implementation plan. Each year, management plans what will happen at the school along the path towards achieving the strategic goals set by the board.

At the end of the school year an annual report on progress is made to the school's community and the Ministry. Understanding this year's progress helps management to plan next year's actions.



# THE EMPLOYER ROLE

The board of trustees is the legal employer of all staff at the school and must ensure that it has in place policies, plans, and programmes to meet all the requirements relating to this employer role.

**T**rustees, as employers, are responsible for a range of decisions and tasks that arise during the course of the employment relationship.

Under Clause 6 of Schedule 6 of the Education Act 1989, boards have the power to appoint, suspend, and dismiss staff in accordance with the State Sector Act 1988 and subject to the relevant employment agreement and law. In most cases the board will delegate the responsibility of appointing staff (except senior staff) to the principal as provided for under Clause 17 of Schedule 6 of the Education Act 1989. This delegation must be by way of resolution, recorded in writing to the person concerned, and should form part of the board's appointment policy.

The employer role requires the board to address matters such as:

- being a "good employer"
- employee development programmes
- employees' performance
- the work environment
- equal employment opportunities
- prevention of harassment
- leave/holidays
- termination of employment
- complaints/disciplinary action/competency procedures
- personal grievances
- organisational change and surplus staffing
- industrial action

These matters will normally be delegated to the principal, but the board of trustees remains accountable.

## APPOINTMENT OF THE PRINCIPAL

Appointing a new principal is one of the most critical decisions a board will make and the importance of making a wise, informed decision cannot be overestimated. Whilst boards are free to determine their own procedures they must:

- be a "good employer"
- ensure the position is appropriately advertised
- appoint the person best suited for the position
- act independently when making an appointment
- conform to relevant employment agreements

NZSTA would strongly recommend that boards seek external expert advice and support. NZSTA is able to provide details of endorsed Principal Appointment Advisers.

## THE ROLE OF THE PRINCIPAL

The principal is a trustee and the chief executive officer (CEO) of the school and has the overall responsibility for day to day management within the policies and delegations established and approved by the board. The establishment of an effective and productive working relationship between the board and the principal is critical to the success of the self governing/managing school. The functions of the principal include:

- implementing the board's strategic plan
- the professional and educational leadership of the school
- the day to day management of the school
- performance management of staff
- staff professional development

## **PERFORMANCE MANAGEMENT OF THE PRINCIPAL**

The board is responsible for putting the principal's annual performance agreement in place and reviewing the principal's performance against it. Whilst the board must ensure that this happens, it may engage the services of an external expert and NZSTA is able to provide details of endorsed Principal Appraisal Advisers.

The board must have a principal performance management policy.

## **PERFORMANCE MANAGEMENT OF ALL OTHER STAFF**

Boards are required to ensure that all staff have an annual performance agreement and review process. This process is delegated to the principal as the day to day manager of the school.

# ASSET MANAGEMENT

The Education Act 1989 provides for boards to be fully self-governing, with full responsibility for managing the grants it receives.

The Education Act 1989, section 79, provides that "...in each financial year, boards and sponsors must be paid, out of public money appropriated by Parliament for the purpose, such grants, and supplementary grants, of such amounts, as the Minister determines."

The board's financial management responsibilities include:

1. ensuring resources are available for the effective delivery of education to students
2. safeguarding the assets of the school to aid delivery in the future
3. meeting legislative requirements

This is done by:

## Planning

- align financial allocation with educational goals
- prepare and approve budgets
- ensure financial policies and procedures are in place to safeguard finances

## Monitoring

- receive regular reports
- check income and expenditure against budget
- deal with any issues appropriately

## Reporting

- statement of financial performance
- statement of financial position
- statement of movement in equity

As a trustee you are likely to see the following financial information:

- annual financial statements
- audit reports

- regular financial reports to the board
- annual budget – operating and capital
- capital works and building maintenance plans

The board must ensure that annual accounts are prepared, which meet Audit Office requirements, and are then made available to the school's auditor.

Boards of trustees receive funding from a number of different sources:

- Ministry of Education's operations grant and the salaries grant
- locally raised funds
- other (government funding that may be provided for special purposes)

In general, boards of trustees have complete discretion as to how they spend the income they receive, in order to meet the obligations specified in their strategic plan. Exceptions to this will be where the Ministry (and other agencies) have provided funds for specific purposes.

## OPERATIONS GRANT

Operational funding is the money a board of trustees receives from the Government to implement the goals of the school's strategic plan, and for the running of the school. Operational funding does not include funding for the salaries of entitlement teachers, property, or large capital items. These are paid for separately.

It does include:

- a lump sum based on the school's type and roll size
- an amount per student determined on the class level
- funding for running costs and property maintenance
- equity funding, including a Māori language factor, special needs factor, and funding targeted to need and mitigate the impacts of disadvantage.
- funding for relieving teachers

The grant is designed to cover such things as:

- all maintenance which can be expected to occur within a ten year cycle, for example, internal and external painting, swimming pools, repairs to property, etc.
- fixed costs (e.g., heat, light, local body charges, etc).
- staff professional development
- principal performance review
- curriculum resources
- library resources
- payment of all non teaching staff costs
- board of trustees' expenses (eg, boards' professional development)
- audit fees
- other consumables

The operations grant is paid four times a year, with the final instalment, in October, reflecting any changes to the roll, either up or down, based on the 1 March roll return or, for primary schools, the 1 July roll return. It is important that a board anticipates, as much as possible, the implications of roll decreases or increases on the final operating grant instalment before a budget is set. It is very difficult to attempt to trim budgets in October to meet a fall in expected funding.

## MONEY FROM OTHER SOURCES

### (A) Locally raised funds

Boards may also receive money from a wide range of other sources:

- overseas students
- interest
- fundraising
- voluntary contributions (i.e. donations)
- bequests
- grants

### (B) Discretionary funds

Boards may have access to other pools of Ministry of Education funding if they meet certain criteria. Boards can discuss options with their Ministry of Education Senior Advisor or Regional Financial Advisor.

Boards use a variety of strategies to collect the data needed to meet their fiscal responsibilities, e.g. finance committee, bursar, and external financial organisation. No matter what mechanism is used it is important to note that all trustees are responsible for prudent financial management of school finances, therefore all trustees must understand the financial reporting that they receive.

## PROPERTY

### State Schools

The relationship between the Ministry of Education and the board of trustees is one of landlord and tenant. The Ministry acts as owner of the property on behalf of the crown. The board of trustees is occupier and administrator of the property for school use. The Property Occupancy Document (POD) describes the respective responsibilities of the Ministry of Education and the board.

Boards of state schools are responsible for effective property management focusing on the physical environment, the buildings and the grounds. In certain circumstances the board will also own buildings on a school site. This may be by:

- purchasing existing buildings on a school site, or
- constructing or bringing a new building onto the school site

The board's role is governance. This means that rather than doing the work, it is the board's role to ensure there are policies, plans, and procedures in place. It is the responsibility of the principal to ensure that the day to day tasks are carried out.

The Ministry allocates funds for all property related work. Maintaining existing school property and minor capital works are covered by maintenance funding, which is part of the school's operational funding. Capital work, which is work to upgrade property to a higher standard, is funded from the Ministry. Boards develop a ten year property plan which identifies the capital and maintenance work to be done.

### State Integrated Schools

In state integrated schools the proprietor may retain ownership of property. The property obligations of the proprietor and the crown are set out in the integration agreement in accordance with Section 456 of the Education Act 1989.

## References

### New Zealand Trustees Association

- *NZSTA Trustee Handbook*

### Ministry of Education

- *Funding Staffing and Allowances Handbook*
- *Financial Information for Schools Handbook (FISH)*

## Support

- New Zealand School Trustees Association  
0800 782 435 (0800 STA HELP)  
[www.nzsta.org.nz](http://www.nzsta.org.nz)
- Ministry of Education Financial Advisors

## NZSTA professional development

- > Effective Financial Governance
- > Governance Essentials
- > Haepapa
- > Hautū – Māori cultural responsiveness
- > Health and Safety at Work Act
- > Implementing a Work Health and Safety Culture
- > Leading an Effective Board
- > Principal Appointment
- > Principal Performance Management
- > Reviewing School Performance
- > Role of the Staff Trustee
- > Strategic Planning
- > Student Achievement: the board's main focus
- > Student Trustee – Role of the Student Trustee
- > Succession Planning
- > The Board as Employer
- > The Board's Governance Framework
- > The Board's Role in Effective Stand Downs and Suspension Processes
- > The Chair and the Principal: a professional and collaborative relationship
- > Treaty of Waitangi
- > Vulnerable Children Act: Ensuring the Health and Wellbeing of Children
- > Your Community



# BOARD PROCESS

**E**ffective boards will have policies and processes in place to ensure there is a framework for the board and principal to work within.

## BOARD POLICY

A board's policies are its guiding principles, its statements of intent, the rules and boundaries that provide direction for the board and principal to work within.

All policies must be consistent with government legislation, regulations, the board's strategic plan, and relevant employment agreements. Effective boards avoid policies that relate to the "how" and instead focus their policies on the "what".

When the board is writing policy it must be vigilant not to stray into management responsibilities or tell the principal how to achieve the outcomes expected. These are generally the responsibility of the principal in their day to day management of the school.

There is no specific number of policies that a board should/must have. It is up to each board to determine the number. Good practice governance requires the board to be acting at a strategic, rather than day to day level, which suggests fewer policies as the board is setting the outcomes that it requires at a big picture level. Board policies should be brief and focused. Operational procedures, which are the principal's responsibility, contain the detail. Boards leave the implementation and writing of procedures up to the day to day manager, the principal.

As board policies are the board's rules, every trustee should have a copy of them, and take them to every board meeting. If you don't know what the rules are, you can't play the game!

## BOARD COMMITTEES

From time to time the board may decide that for efficient and effective decision making or information gathering a committee is required. There is legislation surrounding the makeup and decision making powers of these committees and boards should ensure that the use of a committee is in the best interests of the board before delegating any authority. All delegations must be formally minuted and in writing to those delegated outlining exactly what the delegated authority is, who has the authority, and for what time frame.

There are two main types of committees, standing and ad hoc. These are best explained as:

### Standing committee

This type of committee is the most common but also the most contentious! This committee provides specialised assistance and advice to the board. Boards need to be particularly vigilant in ensuring these committees are not doing management work but are focused at a governance level. Examples are: discipline, finance, property, review.

### Ad hoc committee

This type of committee is formed to handle a specific situation or issue that does not fall within the responsibilities of a standing committee. Once the task is completed the committee ceases to exist. The board would usually take the advice and recommendations from this committee and ratify them. For example, develop a policy, review the current governance framework, plan and implement the strategic planning process.

When a board is reviewing its governance structure, or indeed documenting it for the first time, this would be an excellent opportunity to review the committee structure, the individual terms of reference for each committee, the composition, and any compliance requirements.

## BOARD DELEGATIONS – CLAUSE 17, SCHEDULE 6, EDUCATION ACT 1989

The provisions for board delegations are:

1. **Non trustees:** A board can delegate its powers/functions to committees which can contain non-trustees. Committees must have a minimum number of two persons at least one of whom must be a trustee.
2. **Resolution and in writing:** Delegations must be by way of resolution and written notice to the person or persons. The delegate must not sub-delegate the power or function without the prior written consent of the board. The board is not able to delegate the general power of delegation or the power to borrow money. The delegation can be revoked at any time by resolution and written notice to the delegate(s) or by any other method provided for in the delegation.
3. **Existing committees:** If a board has an existing committee which has been dealing with matters such as personnel or student discipline (suspensions/expulsions, etc) it should ensure there is a clear written delegation by way of resolution to the committee. Delegation of powers and functions can be general or specific. This would minimise the risk of any legal action or failure because the board or committee acted without authority.
4. **Renewal of delegations:** There is a misconception that delegations must be renewed annually. This is incorrect as a delegation to a committee continues in force until it is revoked. This is the case even if the membership of the committee changes. However, it would be good practice for a schedule of all the delegations made by the board and the membership of each committee to be tabled at the first meeting of the board each year, or following an election. This will ensure all trustees are aware of them and any changes, if necessary, can be discussed and implemented.

The board's committees should do board work not management work. This does not mean the principal is restricted from using the expert knowledge of individual board members acting in a voluntary

capacity. The principal may well ask a volunteer expert, who just happens to be a trustee, to obtain quotes or recommend contractors, but it is up to the principal to request this, and, most importantly, for both the principal and board member to understand that when acting under this request, the volunteer is under the direction of the principal and not acting in his/her capacity as a board member. Board members **are not** volunteers. They **are** accountable.

Knowledge is power and the whole board needs to receive all governance information to enable trustees to fulfil their role and make decisions effectively. Committees run the risk of allowing some board members to receive more information than others. For example the whole board needs to understand the finances and take responsibility for them rather than leaving this to one or two board members.

Good practice governance suggests that the board will delegate authority through policies to the principal, and more than likely have a structure where there are ad hoc committees. These committees meet infrequently and only when there are governance related issues that have not been delegated to the principal.

It is bad practice for a board to set policy, delegate authority to the principal, and then continue to manage through a committee.

## MEASURING THE BOARD'S PERFORMANCE

Each board should develop an ongoing schedule of self review which allows for regular reporting against expected outcomes and key indicators to ensure continual progress towards strategic goals.

This schedule should include review of policy, curriculum achievement, strategic goal implementation and any relevant special topics. The board may choose a three year review schedule which would be aligned to its term of office.

## BOARD MEETINGS

Clause 40 of Schedule 6 of the Education Act 1989 sets minimum parameters for the conduct of board meetings. This information is very general and allows the board considerable flexibility to implement its own policies and practices to ensure orderly, productive meetings. No one board needs to be organised the same as another, though practice

and procedures must be consistent with legislation, strategic obligations, and good practice.

The board decides the date, time, and location of meetings and how the meetings will be structured.

Most boards adopt a regular schedule of meetings depending on current issues, board meeting procedures, and legislation. Legislation requires a board to hold a meeting not later than three months after its previous meeting. Each board should therefore discuss the regularity it requires for its board meetings and document this decision. Initially boards tended to meet eleven times a year or once a month, but boards now have meetings anything from once a month, six weekly, to once a term. The important thing to remember is, it is not the regularity of the meetings that is important, but what you do at them.

Boards are also able to hold electronic meetings. If wishing to consider this option we suggest you contact NZSTA for advice and guidance.

Reasonable notice to your community must be given before all board meetings. Whilst meetings are open for public attendance, they are not public meetings. Speaking rights can be granted to non board members at the discretion of the board.

## MEETING STRUCTURE

The structure of meetings is entirely up to each board. Boards should be mindful that meetings are held to set direction, and scrutinise progress towards strategic goals. It is not beneficial if boards simply receive reports without question and rubber stamp day to day decisions.

A template meeting agenda and governance framework can be found on [www.nzsta.org.nz](http://www.nzsta.org.nz) and legislation around local authority meetings is found in Part 7 of the Local Government Official Information and Meetings Act 1987.

## BOARD DECISION MAKING

Each board is responsible for deciding how it will make decisions. Options for decision making are:

- voting
- consensus discussion and confirmation by voting

Each member of the board will need to be clear about the decision making process and rules of order. Rules of order should be standardised and followed at each meeting.

The following guidelines apply in most common situations:

- A board's primary means of decision making is through motions, which are moved, seconded, debated, and put to the vote. The chair or members may ask the mover to write down the motion before it is acted upon. The chair may assist the mover with wording for clarity.
- Each motion deals with only one matter or issue.
- Debate must be limited to the issue at hand. Speakers who stray from the issue or attempt to introduce new matters should be ruled out of order.
- Each speaker should be allowed to speak once on a subject under debate. The chair may refuse to allow a trustee to speak again until everyone has had a chance to speak.
- A member may raise a point of order at any time. After the point has been stated, the chair issues a ruling. The chair's ruling is final.
- While a motion is on the floor, no new main motions may be made.
- Main motions may be amended. Votes on amendments must be taken before the main motion is voted on as amended.
- Voting to decide a motion requires a simple majority. Motions are either carried or lost. Carried motions become a resolution.
- A trustee can request that his or her vote be recorded.
- The chair has a vote on every matter, and where there is a tied vote, a casting vote.
- Procedural motions to terminate or adjourn debates take precedence over all other business and shall, if seconded, be put to the vote immediately without discussion or debate.
- After motions have been carried or lost, no further discussion on the same issue should be allowed at the same meeting, other than a motion to reconsider.

## MEETING TERMS

### Agenda

This outlines the order of business for the meeting. The agenda is often sent out with the notice of meeting. Many boards use the agenda as the notice of meeting. Agendas should be available publicly at a meeting, along with copies of all reports, so that visitors can follow what is happening.

### Amendment

Motions can be amended during discussion. The amendment must be moved and seconded before it is discussed and voted on.

### Apologies

Apologies are received from trustees who cannot attend meetings should be recorded in the minutes of the meeting. A trustee who misses three consecutive meetings without prior leave of the board ceases to be a member of the board.

### Exclusion of the public

The board may exclude the public (move into committee) from all or part of a meeting. Rules for doing this are laid out in the Local Government Official Information and Meetings Act 1987. Members of the public, including media, are excluded from the meeting when it moves into committee, unless specifically invited to stay. This process is most commonly used to discuss personnel or financially sensitive issues.

### Lying on the table

When a matter cannot be resolved, or when further information is necessary before a decision can be made, the matter can be left unresolved for future discussion.

### Matters arising from previous minutes

These are matters that were nominated for action at the previous meeting and recorded in the minutes. Dealing with arising matters means that a check is kept on whether all tasks have been carried out from the previous meeting. Many boards now record these tasks in an action plan.

### Minutes

These are the written record of business conducted at the meeting. Minutes of the previous meeting are usually reviewed and confirmed as a true and accurate record at each meeting.

### Motion

A motion is a formal proposal for consideration. It is moved by the person proposing it and seconded by another person. It is then open for discussion, after which a decision is made by way of a vote. When a motion is accepted it is described as being carried.

### Moving from the chair

The chair can put a motion before the meeting. When moved from the chair, a motion does not require seconding (usually used to move through administrative matters).

### Notice of meetings

This should state the date, time, and location of the meetings, and should be sent to all board members and be available publicly.

### Points of order

These are questions directed to the chair that require an answer or a ruling. They are not open to debate and usually relate to the rules for the running of a meeting.

### Quorum

This is the minimum number of trustees that must be present before a meeting can conduct business. A meeting quorum consists of more than half of all trustees currently holding office.

### Standing orders

This term refers to a set of rules that may be adopted by a board to run their meetings. While some boards have adopted the Standards Association of New Zealand Model Standing Orders or have adapted them, NZSTA does not recommend that boards adopt model standing orders. They are too long and unwieldy for board of trustees' meetings.

### Tabling documents

When written information is used in support of a discussion, it is tabled so those present can examine it, and forms part of the official record of the meeting.

## BOARD/MINUTE SECRETARY

In order to allow trustees to participate fully in board meetings it is desirable that someone other than a board member takes minutes and provides administrative support. Boards may appoint a board/meeting secretary for this purpose. It is important to ensure that confidentiality requirements are made clear at the time of appointment and that a decision is made as to whether or not the secretary stays during the public excluded part of any meeting. There is no requirement for the secretary to be excluded along with the public, they are present in their professional capacity to perform a specific task and, unless otherwise conflicted, may remain.

## CONFLICT OF INTEREST/PECUNIARY INTEREST

From time to time situations may arise in which individual trustees could have, or could be thought to have, a personal stake in matters to be considered by the board. A trustee who identifies a conflict of interest or a pecuniary interest must declare it before any discussion of the matter begins. This should be recorded in the minutes of the meeting. A trustee should:

- publicly declare the conflict of interest, state the general nature of the interest, and have the declaration recorded in the minutes
- withdraw from the meeting while the matter is discussed
- not vote on the matter
- not discuss the matter with the board or attempt to influence the vote

## MEETING FEES

Trustees are entitled to be paid for attendance at board meetings. Generally the chairperson will receive more in recognition of the role they play in leading the board. Boards have the right to decide how much and how often trustees, including the principal, are paid for attendance. The IRD provides for a proportion of the fee to be non taxable in recognition that it covers the expense of attending meetings.

## BOARD INDUCTION PROCESS

It is important that boards have a documented induction programme for the whole board and individual trustees.

An example of a board induction programme can be found on the NZSTA website under Succession Planning.

## References

### New Zealand Trustees Association

- *NZSTA Trustee Handbook*
- *STAnews*
- NZSTA memos available on [www.nzsta.org.nz](http://www.nzsta.org.nz)

### Education Review Office

- *School Trustees booklet – Helping you ask the right questions*

### Mark von Dadelszen

- *Members' Meetings*

## Support

- New Zealand School Trustees Association  
**0800 782 435 (0800 STA HELP)**  
[www.nzsta.org.nz](http://www.nzsta.org.nz)
- MoE website [www.education.govt.nz](http://www.education.govt.nz)
- ERO website [www.ero.govt.nz](http://www.ero.govt.nz)
- TKI website [www.tki.org.nz](http://www.tki.org.nz)

## NZSTA professional development

- > Leading an Effective Board
- > Student Achievement – the board's main focus
- > Student Achievement
- > Reviewing School Performance

# BOARDS AND THE TREATY OF WAITANGI/TE TIRITI O WAITANGI

The fabric and spirit of the Treaty of Waitangi are woven into the Education Act 1989 and the enduring objectives for the education system.

This places certain obligations on the board to respond to Treaty issues and to instill an appreciation of the importance of the Treaty and te reo Māori.

Every board must give practical effect to the Treaty of Waitangi.

## CURRICULUM IMPLEMENTATION AND TREATY OBLIGATIONS

Strategic goals will have been developed in consultation with the iwi of the school. Changes to the strategic plan require further consultation. Boards should:

- ensure effective delivery of the curriculum to Māori students
- look to the composition of the board to ensure that the view of Māori is represented
- keep up an ongoing liaison with local Māori through such mechanisms as whānau groups
- support Māori representatives to encourage Māori groups within the community to consider school issues
- develop curriculum protocols/kawa to increase participation and success by Māori through the advancement of Māori education
- seek appropriate help and professional development if they are uncertain how to proceed

## HELP FILE

### References

#### New Zealand Trustees Association

- *NZSTA Trustee Handbook*

#### Orange, C

- *The Treaty of Waitangi*, Allen and Unwin, 1987
- *The Story of the Treaty*, Allen and Unwin, 1989

### Support

- New Zealand School Trustees Association  
0800 782 435 (0800 STA HELP)  
[www.nzsta.org.nz](http://www.nzsta.org.nz)

### NZSTA professional development

- > Treaty of Waitangi
- > Hautū – Māori cultural responsiveness
- > Haepapa

# COMMUNITY RELATIONSHIPS

The importance of the partnership between a school and its community cannot be stressed enough. Trustees should encourage parental engagement in the school system whenever and wherever possible. Trustees represent the community and benefit from the input of parents, and whānau.

## COMMUNITY ENGAGEMENT

Boards need to consider what engagement means to them and their communities. The benefits of having a close relationship with a school's community are many and varied but the focus should always be on improving student achievement. Community engagement needs to be worked at and actively pursued ensuring that a range of different styles and opportunities are used. Questions that could be asked in relation to community engagement are:

- What is community engagement?
- When and how will we engage?
- Who makes up the community?
- What is the most effective way to engage with our Māori community?
- How will we know if our engagement is effective?

It is most useful to have an engagement strategy developed in partnership with all stakeholders to ensure that the board establishes and maintains effective links with its community to support student achievement.

It is important the board reviews its processes on a regular basis and uses information received from parents to help in the decision making process. Parents have already given their trust and support to the board by electing parent representatives but consultation & engagement demonstrates that the board is willing to listen.

Boards can improve community relationships by creating a governance framework that:

- ensures an atmosphere of openness, cooperation, and support
- sets helpful and clear boundaries ensures things are done properly and within legislation

## HELP FILE

### References

#### New Zealand Trustees Association

- *NZSTA Trustee Handbook*
- NZSTA memos available on [www.nzsta.org.nz](http://www.nzsta.org.nz)

### Support

- New Zealand School Trustees Association  
**0800 782 435 (0800 STA HELP)**  
[www.nzsta.org.nz](http://www.nzsta.org.nz)

### NZSTA Professional Development

- > Your Community
- > Leading an Effective Board

# NZSTA AND HOW WE CAN ASSIST YOU

## NZSTA: WHO WE ARE

NZSTA is the national membership association for school boards of trustees.

NZSTA's Mission is: to Lead and Strengthen School Governance in New Zealand. We will know we have succeeded when

*All schools are effectively governed by a board of trustees whose primary focus is every student achieving their highest possible educational potential.*

NZSTA is a non-government organisation (NGO) and a not for profit (NFP) incorporated society with charitable trust status.

NZSTA is governed by the NZSTA Board, which is elected by member boards of trustees every three years. The Board is chaired by the NZSTA President, who is also elected every three years by NZSTA member boards. The NZSTA President is a full-time position, based in Wellington. Our governing document is the NZSTA Constitution.

NZSTA's Core Values are:

- > High Expectations
- > High Trust
- > High Transparency
- > High Accountability

Together, these four values are known as H-ETTA. They form the basis of NZSTA's planning and reporting, including the NZSTA Strategic Plan and Statement of Expectations.

As at 1 January 2018 NZSTA employs approximately 85 staff nationally. The Chief Executive Officer and 40 of those staff are based in Wellington. The rest of the staff are based out in the regions.

## NZSTA: STRUCTURE

NZSTA is a membership organisation not a government agency. NZSTA members are boards of trustees. Our membership includes state and state-integrated schools, kura and wharekura, and Partnership Schools | Kura Hourua.

Membership of NZSTA is voluntary, and sits consistently at around 92.5% of all eligible boards. There are currently 2,427 boards of trustees governing New Zealand state, state-integrated and partnership schools (around 18,000 people). 2,249 of them were members of NZSTA at the end of 2017 (2018 membership numbers not available at the time of publishing).

NZSTA's membership structure comprises 11 NZSTA regions, each with its own regional executive committee. Regional executives liaise directly between the NZSTA President and NZSTA member boards in their region.

NZSTA's national office in Wellington houses the President and around 40 staff including the Chief Executive Officer. NZSTA also maintains four regional hubs providing governance advice and support to all school boards under contract to the Ministry of Education.

NZSTA is governed by the NZSTA Board, chaired by the President.

The President and Board are elected by NZSTA member boards every 3 years.

The NZSTA Constitution and governing policy framework (known as H-ETTA) are published on the NZSTA website.

## NATIONAL OFFICE

Level 8  
142 Lambton Quay  
Wellington 6011

04 473 4955 (phone)  
**0800 782 435**  
admin@nzsta.org.nz  
[www.nzsta.org.nz](http://www.nzsta.org.nz)

## HOW NZSTA WAS ESTABLISHED

The New Zealand School Trustees Association (NZSTA) was established in 1989 with the introduction of Tomorrow's Schools. It was initially formed from the remnants of the old School Committees' Federation (SCF), the Secondary School Boards' Association (SSBA), and the Education Boards' Association (EBA). Member boards of trustees took control of NZSTA following the inaugural annual general meeting in May 1990 when member boards adopted the first NZSTA constitution. Since 1990 member boards of trustees have owned and controlled NZSTA through a governing board elected by the membership.

## NZSTA MOTTO

Sir Apirana Ngata's whakatauki

*E tipu, e rea... In our children lies our future*

was formally adopted as the NZSTA motto in 1992, following consultation with the Ngata whānau.

## NZSTA: WHAT WE DO

As a membership driven organisation, NZSTA is dedicated to serving the needs of its membership. It has no other purpose.

NZSTA works with the government of the day to ensure that boards of trustees are aware of their legal and ethical responsibilities as governors of their school, and to ensure that government is well informed about the work Boards of Trustees do and the importance of their role in our education system.

NZSTA's credibility has grown, along with its membership, to the point that NZSTA is recognised as representing boards of trustees in its submissions to government select committees and is routinely consulted on, and involved in, policy formulation or any other matters within the compulsory education sector which may affect the role of boards of trustees.

NZSTA's core funding comes from membership subscriptions. The widespread support we have from our membership, and our position as the leading expert in school governance has given us the opportunity to secure contracts with the Ministry of Education to expand and enhance those services. Employment and governance support,

and professional development in all aspects of school governance are our cornerstone services. Ministry-funded services are provided free of charge to all boards of trustees. Other NZSTA services and publications are funded from membership subscriptions and are available only to member boards.

As the national organisation representing school boards of trustees, NZSTA:

- promotes excellence in school governance in New Zealand
- provides national and local representation and advocacy for member boards of trustees
- delivers comprehensive support services to assist boards in their governing and employer role
- Provides consistent, high-quality ongoing professional development for boards of trustees

NZSTA recently embarked on a process of transformation to become more proactive and results-driven. This has resulted in a significant expansion of our services to boards since 2013.

## SCHOOL BOARDS OF TRUSTEES

School boards of trustees (BoTs) are holders of public office and the largest group of crown entities in the country. The Board of trustees employs and has legal authority over the school principal and staff, and is accountable directly to the government and their local community for the effective delivery of education in their school.

Triennial and mid-term trustee elections are run under the same rules as parliamentary and local government elections, and trustee responsibilities echo those of city councillors or MPs, albeit for a smaller constituency. Community trustees ("parent representatives") are elected under the same protocols as local councils and members of parliament. Other trustees may be appointed or co-opted on the basis of specific skills and expertise that they offer the board.

The failure rate for school boards (as measured by statutory interventions) is around 6% and dropping – better than the comparable failure rate for corporates.

## THE GOVERNING ROLE

The role of a school trustee is largely unpaid, but trustees are not "volunteers", as that term does not adequately acknowledge the level of accountability and authority that attaches to a governing board.

Governance is different from leadership or management. The core business of a governing board is to oversee and protect the organisation's vision, mission and values, and its resources. The board of trustees' core focus is on lifting student achievement, by:

- establishing the school's culture, values and strategic direction
- ensuring sustainable improvement in student achievement outcomes
- ongoing self-review to adapt and refocus strategies for greater effectiveness
- planning and reporting to monitor progress towards the school's strategic goals

To govern effectively, the board of trustees needs to work closely with the principal and staff and the school community to ensure that the combined efforts of the adults in the school community align to create a culture of high expectations and high achievement.

## TRANSFORMING THE SCHOOL SECTOR

NZSTA believes that New Zealand schools are in a period of transformative change. The weight of research evidence now shows that traditional policy levers such as class sizes are not making a significant difference to the level of student achievement. System-level change is required to produce the improvements that educators and parents seek for our students. The current priorities for change are:

- Cross-party support for educational system change, that reduces 'policy churn'
- Developing public understanding of 21st century education models and practices
- Effective leadership from the principal and senior staff, and from the board
- Promoting excellence in teaching, that improves the experience and outcomes for every student
- Removing barriers to participation and achievement for every student
- Real community engagement and participation

Achieving an overall improvement requires a culture shift not only within the school and the community, but also among policy makers and sector stakeholders. Research shows that a culture shift starting with the governing board is particularly needed where student achievement levels are "stuck".

## NZSTA KEY MESSAGES:

- Board effectiveness has a measurable effect on student achievement and outcomes.
- Effective school governance depends on partnerships (collaboration) however our understanding and practice of partnership is still emerging.
- Sustained high quality professional development and support for BoTs is an important investment in the success of our education system.
- Schools exist for the benefit of students.
- Promoting success for every student is a priority.
- Creating a collaborative school culture of high expectations is the key to lifting student achievement.

## NZSTA KEY AREAS OF ACTIVITY:

- Ensuring the role of school BoTs is properly understood and supported by government policymakers and other sector stakeholders.
- Representing views and interests of member BoTs to central government and other agencies, including:
  - Sector forums, working groups and liaison.
  - Written feedback on submissions.
  - Collective Bargaining – NZSTA maintains an active role in representing boards' interests at collective bargaining for the education sector.
- Providing information and analysis of education sector developments to members.
- Governance support for boards of trustees:
  - A free-phone governance and employment advisory support centre **0800 782 435**.
  - Free governance and employment advisory service from regional advisors.
  - Professional development and mentoring for boards.

## REGIONAL OFFICES

NZSTA has staff in most regional centres supporting boards and our regional structures. Each region has members of the advisory team providing governance and employment related advice.

Professional development is coordinated through a professional development team and support is provided to our local representation bodies.

### Contact details

Current national and regional staff and their contact details can be viewed online at [www.nzsta.org.nz](http://www.nzsta.org.nz). If you experience any difficulties, or you just need a helping hand, please do not hesitate to contact us.

## NZSTA TRUSTEE HANDBOOK

A publication of considerable value to member boards of trustees is the NZSTA *Trustee Handbook* (the black book). This handbook is an extremely useful resource and is provided free to NZSTA member boards. It contains up to date information on a wide range of matters relevant to trusteeship and is updated regularly. This publication should be made available to all trustees and it is advisable to have it available at every board meeting. This handbook is also available to member boards on our website [www.nzsta.org.nz](http://www.nzsta.org.nz).

## ADVISORY AND SUPPORT CENTRE – EMPLOYMENT

NZSTA maintains a specialised and confidential personnel/employment relations advisory service which can be accessed by boards of trustees. A team of skilled advisers is available to assist boards of trustees to deal with all personnel and employment issues which may arise in the board's role as the employer of the staff in their schools.

Boards of trustees are encouraged to utilise this confidential service at the first sign of any employment related problem or for general enquiries relating to employment issues.

This can include:

- human resources functions
- employment agreement coverage and interpretation
- employment legislation interpretation
- performance agreements/appraisals/job descriptions
- problem resolution
- personal grievance claims
- industrial disputes/strikes
- staff disciplinary issues
- competency issues
- the board as employer
- appointments
- organisational change
- suspension/dismissal of employee

The employment advisory and support centre is open 8:00am to 8:00pm Monday to Thursday during term time, and 8:00am to 5:00pm on Fridays and during school holidays.

**0800 782 435** (option 2)

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

This service is strictly confidential.

## ADVISORY AND SUPPORT CENTRE – GOVERNANCE

The advisory and support centre is staffed by very knowledgeable advisers on governance. They offer the best advice which is based on experience in investigating and answering similar questions and talking to a wide cross-section of trustees from throughout the country.

The advisers in the NZSTA Advisory & Support Centre pride themselves on being able to respond to any question that may be asked.

Feel free to call the advisory & support centre if you or your board would like help and assistance on topics such as:

- elections and casual vacancies
- trustees' roles and responsibilities
- meeting procedures
- student suspension procedures
- meeting responsibilities:
  - curriculum delivery issues
  - planning, self review, charters, and policies
  - community consultation
  - employment
  - finance and property
  - health and safety
  - general legislation
- privacy issues and official information requests
- insurance
- bus transport issues
- or anything else that may be puzzling your board

The governance advisory and support centre is open 8:00am to 8:00pm Monday to Thursday during term time, and 8:00am to 5:00pm on Fridays and during school holidays.

0800 782 435 (option 1)  
govadvice@nzsta.org.nz

This service is strictly confidential.

## NZSTA PROFESSIONAL DEVELOPMENT

NZSTA provides a wide range of professional development opportunities and support for boards of trustees.

NZSTA's professional development philosophy of high quality delivery based on nationally consistent high quality resources underpins all our professional development activities.

NZSTA employs experienced advisers and contracts experienced providers with a proven successful background to work with boards. A national professional development programme for boards of trustees covering:

- online modules and resources
- face to face workshops
- cluster workshops
- one on one upskilling
- written resources

is led by the Principal Adviser, Governance. NZSTA's regional programme co-ordinators should be contacted for local professional development needs.

Please see the NZSTA website for free professional development workshops in your region. You can register for any of these workshops online.

Please check the NZSTA website regularly for other professional development opportunities, events and resources, including our e-learning modules. For further information check out the contacts section on the NZSTA website ([www.nzsta.org.nz](http://www.nzsta.org.nz), under "Services").

## OTHER SERVICES

NZSTA also has a number of other services available. Go to our website, [www.nzsta.org.nz](http://www.nzsta.org.nz), then "NZSTA Services" to see the full range. Information is also in our NZSTA Membership Handbook.

# ORGANISATIONS IN THE EDUCATION SECTOR



## MINISTRY OF EDUCATION (MoE)

"The Ministry of Education is the lead advisor to government on the education system, covering early childhood, primary, secondary and tertiary education. In addition, we have a substantial operational role in supporting the sector to focus on equitable achievement for every child and young person."

It has a very broad range of responsibilities and activities in seven key areas:

- Strategic leadership in the sector
- Support and resources for the community
- Support and resources for education providers
- School property portfolio management
- Support and resources for teachers
- Interventions for target student groups
- Strategic leadership in the tertiary system

## EDUCATION REVIEW OFFICE (ERO)

The ERO is a government department whose purpose is to evaluate and report publicly on the education and care of students in schools and early childhood services.

The ERO carries out different types of reviews – education reviews, homeschool reviews, cluster reviews of education institutions and services, and national evaluations of education issues. It also provides contract evaluation services.

Education reviews are the most common of interaction with boards. The ERO investigates and reports to boards of trustees, managers of early childhood education services, and the government on the quality of education provided for children and students in individual centres and schools. Boards may have a "friend of the school" as part of the review.

Schools and early childhood services will be reviewed on average once every three years. Reviews are undertaken more frequently where the performance of a school or centre is poor and there are risks to the education and safety of the students.

ERO has a formal agreement (memorandum of understanding) which sets out strategic priorities and operating principles for areas of common interest between the Ministry of Education and the Education Review Office.

## NEW ZEALAND QUALIFICATIONS AUTHORITY (NZQA)

NZQA is a crown-owned agency headed by a board appointed by the Minister of Education. It deals with the provision and quality of qualifications, develops the national qualifications framework, and approves degrees outside universities.

NZQA is responsible for coordinating all nationally recognised qualifications from senior school through to degree level and has been charged with developing a single, accessible, national qualifications framework that brings all these together. This means that study or work at a variety of different levels can be credited towards nationally recognised qualifications. NZQA ratifies qualifications of overseas teachers.

## NEW ZEALAND CATHOLIC EDUCATION OFFICE (NZCEO)

The New Zealand Catholic Education Office is the office of the New Zealand Council of Proprietors of Catholic Integrated Schools. It also serves the educational requirements of the New Zealand Catholic Bishops' Conference. It assists the conference and the proprietors of catholic integrated schools in their mission of providing catholic education.

The New Zealand Council of Proprietors of Catholic Integrated Schools has set up a limited liability company to run its office. The office staff are responsible on a day to day basis to the board of directors of the company. Members of the New Zealand Council of Proprietors of Catholic Integrated Schools are the shareholders of the company.

## NEW ZEALAND EDUCATIONAL INSTITUTE TE RIU ROA (NZEI)

NZEI Te Riu Roa is the education union representing the majority of:

- (a) teachers and early childhood workers in early childhood and primary education sectors, and;
- (b) support staff in schools and education institutions whose function is to support administration, teachers of pupils in the early childhood, primary, and secondary sectors.

NZEI also has a principals' council which is an advisory committee to NZEI's national executive. Members of the council consider and advise the national executive on issues specific to principals.

## NEW ZEALAND POST PRIMARY TEACHERS' ASSOCIATION TE WEHENGARUA (NZPPTA)

PPTA is the voluntary trade union and professional association which represents teachers in secondary schools, area and intermediate schools, training centres, community education, and itinerant music positions.

PPTA also has the New Zealand Secondary Principals' Council (NZSPC) which is an advisory body of PPTA principals focused on improving the level of support and service for principals.

## EDUCATION COUNCIL OF AOTEAROA NEW ZEALAND

The education Council is the professional body for New Zealand teachers. Alongside championing best practise and leadership, the Council has several other working functions:

- It is responsible for the registration and ongoing certification of teachers in New Zealand.
- It supports the processes to make sure teachers meet and maintain the necessary standards needed to teach.
- It manages the systems for ensuring teachers are competent, and administers the process for managing complaints about teachers.

Over 90% of the Education Council's funding comes from teachers.

## SECONDARY PRINCIPALS' ASSOCIATION OF NEW ZEALAND (SPANZ)

SPANZ is an autonomous national association for secondary school principals, advancing education through professional leadership, support, and advocacy.

The goals of the Association are:

- To promote the development of competent, well-informed, and confident secondary principals.
- To support the professional and personal well-being of members.
- To initiate and participate in educational debate and policy development.

### HELP FILE

#### References

##### New Zealand Trustees Association

- *NZSTA Trustee Handbook*
- NZSTA memos available on [www.nzsta.org.nz](http://www.nzsta.org.nz)

#### Support

- New Zealand School Trustees Association  
0800 782 435 (0800 STA HELP)  
[www.nzsta.org.nz](http://www.nzsta.org.nz)

# GLOSSARY OF EDUCATION TERMINOLOGY, ABBREVIATIONS & ACRONYMS

The amount of jargon used in education can be overwhelming at times. No glossary could hope to cover every term, topic or acronym new trustees may encounter but this one is a starting point to help you to build an understanding of things that may come up in your reading and discussions.

**AP:** Associate or Assistant Principal

**ARBs:** Assessment Resource Banks – a collection of English, Mathematics, and Science classroom assessment resources for students working at levels 1 to 5.

**Area school:** catering for students from Year 1 to Year 13, usually in rural districts.

**Assessment:** a purposeful judgement based on evidence (Cathy Wylie, NZCER). Involves collecting information about the progress of learners towards learning goals or targets.

**Burt Word Reading Test:** individually administered test for determining aspects of reading skills in students aged 6–13 years.

**Collective Employment Agreements:** agreements covering most employees in the state and state integrated education sector including those for Primary, Secondary and Area School teachers.

**CoL:** Community of Learning | Kāhui Ako – part of the government's IES strategy whereby groups of schools work together on identifying common achievement challenges and share expertise for addressing them.

**Community of Online Learning:** to enable students to more readily participate in online learning. Any registered school that has been approved through the accreditation regime may join a COOL.

**Contributing Primary School:** for students up to and including Year 6.

**Curriculum Achievement Objectives:** expected levels of achievement across all learning areas in the NZC with Level 1 being entry level and level 8 the outcomes.

**Curriculum for the Future:** a set of three NZCER resources designed to generate thought-provoking conversations about learning and curriculum today and in the future.

**DP:** Deputy Principal

**Education (Pastoral care of international students) Code of Practice 2016:** sets out minimum standards of advice and care expected of institutions providing education for international students.

**Education Council Matatū Aotearoa:** professional organisation for teachers from early childhood education through to primary and secondary schooling in English and Māori medium schools.

**EEO:** Equal Employment Opportunities (for employees).

**ERA:** Employment Relations Act 2000

**ERO:** the Education Review Office which carries out external evaluations of schools and reports to the Minister of Education.

**ESOL:** English for Speakers of Other Languages.

**e-asTTI, formerly asTTle:** Assessment tool for teaching and learning – an online tool for assessing students' achievement and progress in reading, mathematics, writing, and in pānui, pāngarau, and tuhituhi. Developed primarily for the assessment of students in years 5–10, but because it tests curriculum levels 2–6 it can be used for students in lower and higher year levels.

**ESS:** Emergency Staffing Scheme.

**FCT:** Fully Certificated Teacher – must meet qualifications and Standards for Teaching Profession 2018.

**FTTE:** Full time teacher equivalent.

**Full primary schools:** for students from new entrants/Year 1 to Year 8.

**GSC/GMS:** Guaranteed Staffing Component / Guaranteed Minimum Staffing – teaching positions that are technically surplus to the school's entitlement but which have a protected status for a period of time.

**IEP:** Individual Education Plan – usually developed for students with special learning needs.

**IES:** Investing in Educational Success – government strategy to facilitate raising student achievement including through the formation of Communities of Learning.

**Inclusive education:** fully inclusive schools ensure all students are welcome and are able to take part in all aspects of school life. Diversity is respected and upheld, students' identities, languages, abilities, and talents are recognised and affirmed and their learning needs are addressed.

**Independent schools:** schools outside the state system which can be registered and may receive some funding from the state.

**Intermediate School:** for Year 7 and 8 students. About 60% of NZ children in Year 7 and 8 are in intermediate schools. Most of the rest are in full primaries with others in composite or area schools.

**Ka Hikitia – Accelerating Success 2013–2017:** strategy for building on the changes and success for Māori achievement begun through Ka Hikitia – Managing for Success 2008–2012.

**Kura Kaupapa Māori:** state funded schools run by Māori for Māori, with tuition taking place in Te Reo Māori and in accordance with Tikanga Māori.

**LAT:** Limited Authority to Teach – temporary authority granted by the Education Council that permits unqualified teachers to be employed in a fixed term teaching position.

**Me and My School:** an online or paper based student engagement survey designed by NZCER for New Zealand students in Years 7 to 10, with a junior version available for students in Years 4 to 6.

**Moderation:** the process of teachers sharing their expectations and understanding with each other in order to improve the quality of their judgments about student learning.

**NCEA:** National Certificate of Educational Achievement – three level national qualification for senior secondary school students, based on students gaining credits from both traditional school curriculum areas and alternative programmes.

**NELP:** The Minister of Education will issue a statement of National Education and Learning Priorities setting out the Government of the day's priorities for the next five years.

**NPM:** National Performance Measures are targets against which the performance of boards can be measured.

**NZAIS:** New Zealand Association of Intermediate and Middle Schools.

**NZC:** The New Zealand Curriculum is the basis for the curriculum taught in state and state integrated schools that have English as the language of instruction. Schools build on the framework to provide teaching and learning that equips young New Zealanders with the knowledge, competencies and values they will need to be successful twenty-first century citizens.

**NZCER:** The New Zealand Council for Educational Research is an independent, statutory education research and development organisation.

**NZEI Te Riu Roa:** The New Zealand Educational Institute is the union and professional organisation open to primary and early childhood centre teachers and school support staff.

**NZPF:** The New Zealand Principal's Federation is a national association of primary principals.

**NZQA:** The New Zealand Qualifications Authority controls and coordinates standards, assessment and qualifications within a national framework.

**ORS:** the On-going Resourcing Scheme provides support for students with the highest level of need for special education to join in and learn alongside other students at school.

**OTJ:** Overall Teacher Judgments involves drawing on and employing evidence gathered up to a particular point in time in order to make an overall judgment of a student's progress and achievement.

**PEP:** the Pasifika Education Plan 2013–2017 is aimed at raising Pasifika learners' participation, engagement and achievement from early learning through to tertiary education.

**PaCT:** the Progress and Consistency Tool was developed by the Ministry of Education to support moderation that leads to consistent overall judgments (OTJ) of student progress and achievement.

**PATs:** Progressive Achievement Tests are a series of standardised tests used to assess New Zealand students' in Years 3–10 in mathematics, listening comprehension, punctuation and grammar, reading comprehension, and reading vocabulary.

**Percentile:** term used to explain how students are achieving in relation to the norm for their age and school year. A percentile ranking of 90 places a student in the top 10% and indicates 90% of all students of the same age or year had lower scores.

**PIRLS:** the Progress in International Reading Literacy Study is a five yearly international comparative assessment of Year 5 students reading ability.

**PISA:** the Programme for International Student Assessment is a triennial international survey which aims to evaluate education systems worldwide by testing the reading, mathematics and science skills and knowledge of 15-year-old students.

**Principal grading roll:** determines the salary scale for school principals in bands according to the size of the school and the number of ongoing resourcing scheme students.

**Principal Performance Agreement:** an annual performance agreement which also forms the basis for the board of trustees' annual review of principal performance incorporating Professional Standards, Practising Teacher Criteria, board of trustee expectations and the principal's personal development objective(s).

**Principal Performance Review:** the process of gathering and reporting evidence of principal performance in relation to an annual performance agreement.

**PPTA:** The New Zealand Post Primary Teachers' Association Te Wehengarua is the union and professional organisation open to teachers of secondary school students.

**PRT:** Provisionally registered or beginning teacher.

**PUM(s):** Paid Union Meeting(s)

**Risk of Not Achieving Index:** Ministry of Education funding system to target funding to need and mitigate the impact of disadvantage.

**RSM:** The Risk Management Scheme is a Ministry of Education contents and liability insurance with premiums deducted from a school's operational grant for state and state-integrated schools.

**RTLB:** Resource Teachers of Learning and Behaviour provide support to a cluster of schools and kura with funding provided to the board of the fund-holder school in each cluster.

**Science engagement survey:** an online tool administered by NZCER to help teachers find out how students perceive their science learning in class. There are two versions of the survey, for Years 0 to 4 and Years 5 to 10.

**Secondary Tertiary Alignment Resource (STAR):** delivers additional operational grant funding to all State and State-Integrated schools with Year 11–13+ students to assist schools to provide students with relevant, coherent learning experiences aligned to the Vocational Pathways.

**Self-assessment and self-evaluation:** overseen and supported by the teacher, students learn to monitor their own progress and make their own judgements about their next learning steps.

**Smart Writer:** web-based NZCER resource accessible by students, teachers, administrators, and families. It helps students improve their critical and analytical writing skills by walking them through the writing process and providing them with instant assignment scoring and detailed feedback.

**SMS:** Student Management System for managing and collating student data in within schools and for reporting to the Ministry of Education.

**SPANZ:** the Secondary Principal's Association New Zealand is a professional organisation for secondary principals and senior administrators.

**Spell-Write:** The NZCER administered online resource designed for teachers to use as part of their classroom programme. Students also get their own login so they can work independently.

**SSpA:** Supplementary Spelling Assessments designed to augment the assessments of spelling that teachers make on the basis of how, and how well, children spell in their writing. Specifically, for Years 4–8 but may also be used for Year 9 and Year 10 students who are making slower progress with their spelling.

**ST:** Senior Teacher

**Stanines:** indicate a student's rank in comparison with other students who took the same test. Stanines are expressed as a scale of nine units with a low of one and a high of nine. Stanines 1, 2, and 3 are below average; stanines 4, 5, 6 are average; and stanines 7, 8, 9 are above average.

**STAR Reading Test:** Tool to supplement assessments teachers make about Year 3–9 students' progress and achievement in reading.

**State Integrated School:** a former private school which was integrated into the state education system while still retaining its special character.

**Statement of Variance:** (previously known as Analysis of Variance) part of the annual report.

**Staffing entitlement:** roll based formula for calculating the number of teachers a school is funded for each year.

**Strategic Plan:** legally required document for board planning and reporting. A 4-year plan is developed by boards in consultation with the principal and staff, school community and, where appropriate, the school's students.

**Syndicate:** group of 2, 3 or 4 groupings of students whose teachers work together for some or all planning.

**Teacher Only Day(s):** on which teachers meet together for inservice professional development. They must not be included in the calculations of half-days when schools are required to be open for instruction.

**Teacher Preparation Day(s):** usually held prior to the start of the school year when teachers consider organisational issues.

**Teacher Workplace Survey:** The NZCER administered online survey developed to allow school leaders to understand what teachers think about their work and their working environment.

**Team teaching:** whereby two or more teachers are collectively responsible for a larger group of students. Most often occurs in primary schools, particularly those where teaching spaces have been built, or altered, to enable greater flexibility of teaching approaches.

**Te Marautanga o Aotearoa:** the Māori language curriculum that is the basis for teaching and learning programmes for Kura Kaupapa Māori and total immersion classes in mainstream schools.

**TESOL:** Teaching English to Speakers of Other Languages.

**TIMMS:** Trends in International Mathematics and Science Study is an international 4-year assessment of the mathematics and science achievement of students in Year 5 and Year 9.

**TKI:** Te Kete Ipurangi – the online knowledge basket is New Zealand's bilingual education portal and is an initiative of the Ministry of Education.

**Total Immersion:** term used to describe teaching across the curriculum in Māori language/culture.

**Vocational Pathways:** The Vocational Pathways provide a framework for students to show how their learning and achievement is valued in the workplace by aligning learning to the skills needed for industry.

**Wellbeing@School:** NZCER administered online application that provides schools with self-review tools to build a safe and caring climate that deters bullying.

**5YA:** 5 Year Agreement property funding that is based on a formula. Boards need to decide how to allocate 5YA funding in their 10 Year Property Plan (10YPP) following certain rules.

**10YPP:** the 10 Year Property Plan is the main planning tool for school property. Boards engage a 10YPP consultant to prepare the plan, based on inputs including a condition assessment of buildings and services. Boards contribute to the development of the plan and seek approval for it from the Ministry. The 10YPP is renewed every five years and may be updated at other times.

New Zealand School Trustees Association (NZSTA) has a number of long-standing partnerships with key organisations/ businesses that are leaders in their field, and who are actively engaged with boards of trustees and schools. These partnerships are based on an ongoing financial commitment to NZSTA and its endeavours and include our annual conference. NZSTA, in return, provides our partners with a number of opportunities and avenues to establish closer commercial and community ties within the New Zealand Education Sector.

The Canon logo is displayed in a bold, red, sans-serif font.The logo for Crombie Lockwood Insurance Brokers features a stylized 'C' icon on the left, composed of a grey and a green shape. To the right, the text 'crombie®' is in a small, grey, lowercase font, 'lockwood' is in a larger, green, lowercase font, and 'Insurance Brokers' is in a grey, lowercase font below it.The Resene logo consists of the word 'Resene' in a white, bold, sans-serif font, set against a background of a horizontal rainbow brushstroke. Below the name, the tagline 'the paint the professionals use' is written in a smaller, grey, lowercase font.The Schooltex logo features the word 'schooltex' in a bold, sans-serif font. 'school' is in dark blue and 'tex' is in red.The Vero Liability logo shows the word 'vero' in a bold, red, lowercase font. To its right is a stylized icon of three grey, downward-pointing chevrons. Below the word 'vero', the word 'liability' is written in a smaller, grey, lowercase font.The Warehouse Stationery logo features a blue circle on the left containing the white letters 'WS' and three white dots below them. To the right of the circle, the words 'warehouse' and 'stationery' are stacked vertically in a blue, lowercase font.

New Zealand School Trustees Association

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NZSTA has 11 regions to support member boards locally within the four main hubs.

#### Northern Hub

- Northland Region
- Auckland Region

#### Central Hub

- Waikato Region
- Bay of Plenty Region
- Central East Region

#### Central South

- Central West Region
- Wellington, Wairarapa Region

#### Southern Hub

- Marlborough, Nelson and West Coast Region
- Canterbury Region
- Otago Region
- Southland Region

Contact information for NZSTA staff in your region can be found here:

<http://www.nzsta.org.nz/about/organisation/nzsta-hubs>

<http://www.nzsta.org.nz/membership/nzsta-representation/region>