

Nau mai, haere mai!

Welcome on Board
New Student Representatives



e tipu e rea

Preparing our minds for the session



E te hui

For this gathering

Whāia te mātauranga kia mārama

Seek knowledge for understanding

Kia whai take ngā mahi katoa

Have purpose in all that you do

Tū māia, tū kaha

Stand tall, be strong

Aroha atu, aroha mai

Let us show respect

Tātou i a tātou katoa.

For each other.

Acknowledgement

Ngā mihi nui

On behalf of current and future learners,
as well as teachers, thank you!



What we'll cover

- School boards and effective governance
- Roles, responsibilities, and relationships
- Effective board meetings
- Looking ahead
- Common challenges
- Support



Part 1

School boards and effective governance

A school board...

- Is the legal entity and governing body of its school or kura
- Works in partnership with their school, community, and the government
- Is accountable to the Crown and its community
- Includes members from both the school and the wider community
- Remains constant even when its membership changes



What are the objectives of school boards?

- All students attend, engage, make progress, and achieve to their potential
- The school is a physically and emotionally safe place
- The school is inclusive of and caters for students with differing needs
- The school gives effect to Te Tiriti o Waitangi

Section 127, Education and Training Act 2020



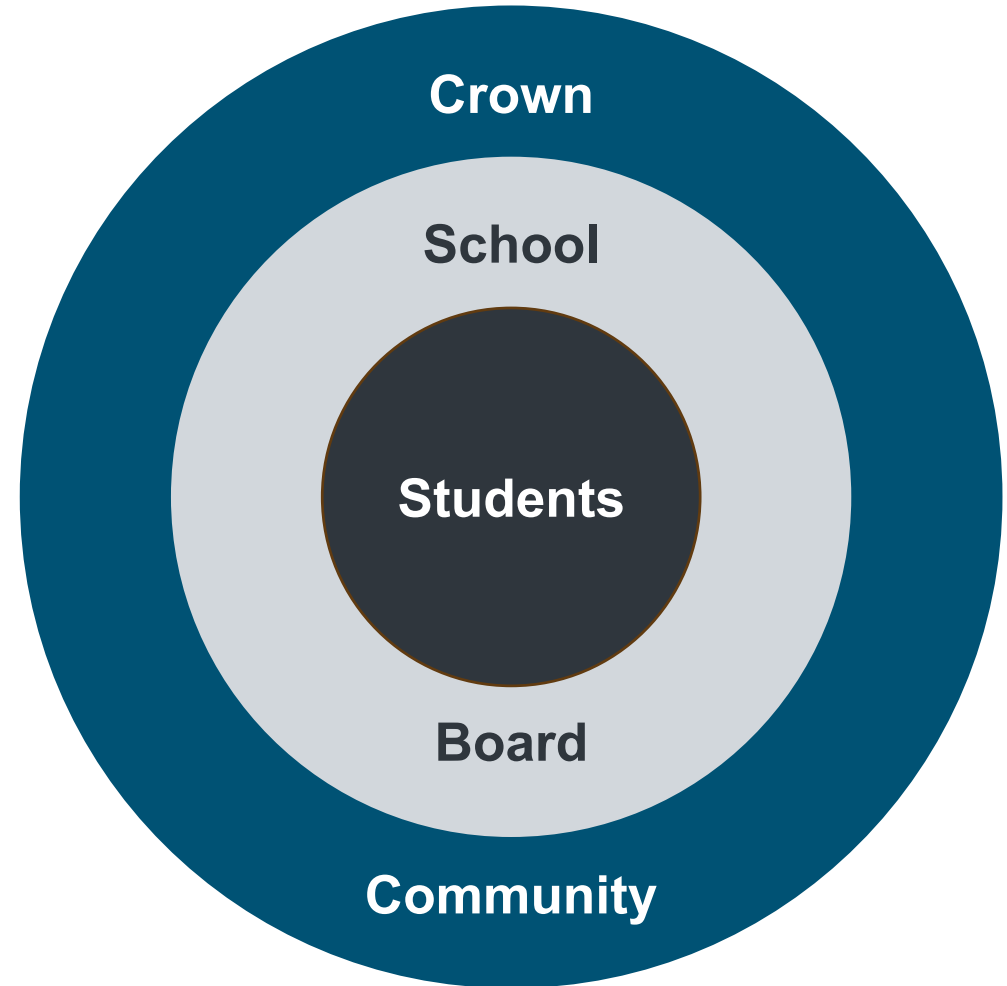
Activity – What is governance?

What does governance mean
to you?

Governance is...

“... the system for ensuring, on behalf of its owners (the Crown and community), that a school makes the difference it is supposed to make for young people and the community ...”

David Gray (2020)



Effective governance is...



Policy-led

Your board is the governing body of the school

It is responsible for the governance of the school, including setting the policies by which the school is to be controlled and managed

Section 125, E&T Act 2020

Hands-off

The principal is your board's chief executive

They must comply with your board's general policy directions and the law

They have complete discretion to manage the school's day-to-day administration as they think fit

Section 130, E&T Act 2020

Community-driven

In preparing a strategic plan, **your board** must consult with

- The school community
- The staff
- The students (if appropriate)
- Anyone else, as required by regulations

Section 139, E&T Act 2020

Key points

The board...

- Is a continuous legal entity
- Reflects Crown and community expectations
- Governs through policy
- Is focused on improving the educational achievement of its students





Part 2

Roles, responsibilities, and relationships

Who sits at the board table?

School-based members

Principal
automatically on the board.

Staff representative
elected by the staff every 3 years.

Student representative
elected by the students every year.
Schools with students enrolled full-time above year 9.

Non school-based (community) members

Parent representatives (3 to 7)
elected by the community every 3 years.

Proprietor's appointees (up to 4)
in state-integrated schools.

Co-opted board members
determined by the board for up to 3 years
For a specific purpose

What do all board members have in common?



Ōritetanga

Equal standing, equal voice, equal vote, and equal accountability

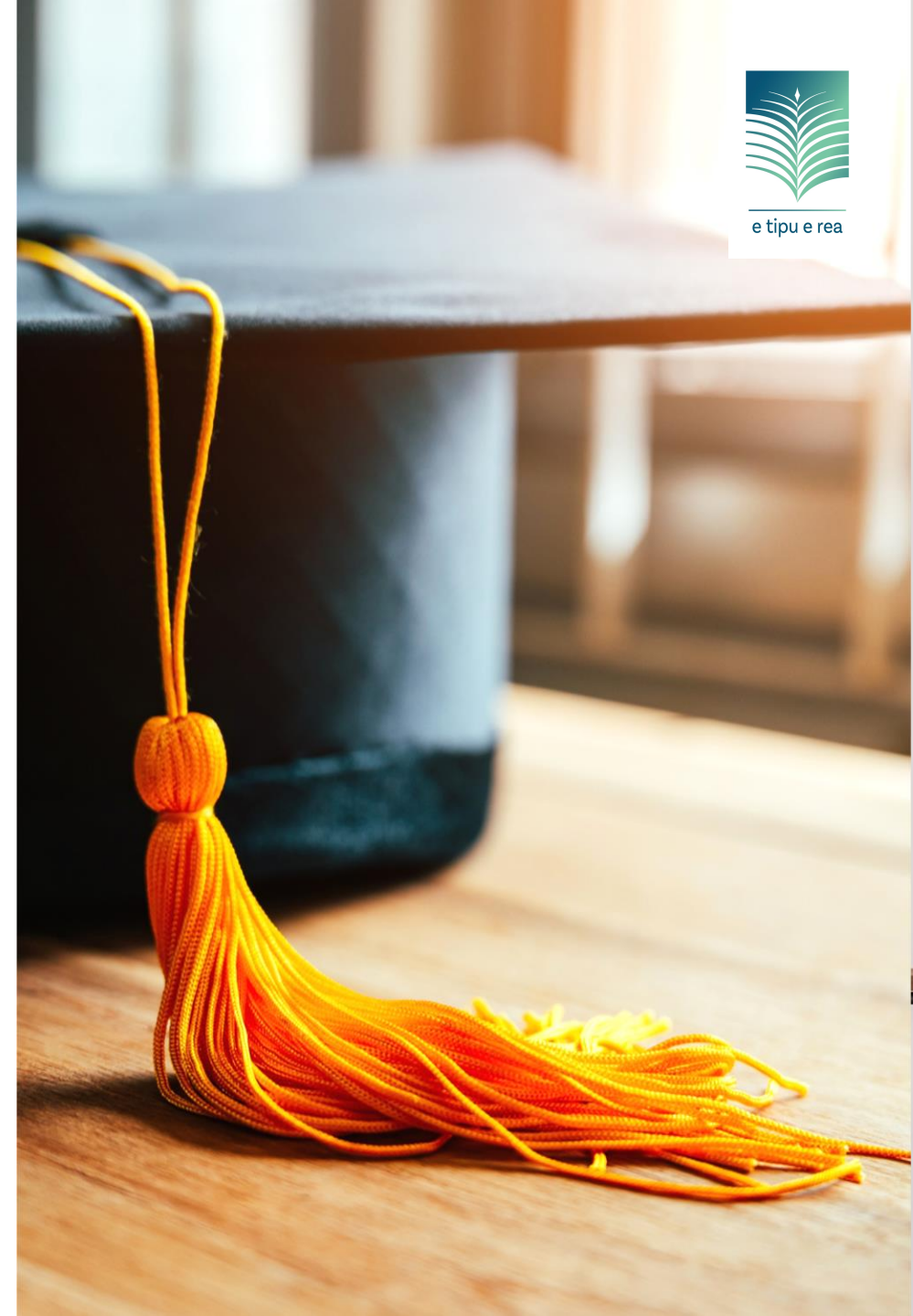
The presiding member...

- Presides over meetings
- Leads your board to work as a team
- Ensures the work of your board gets done
- Manages the relationship with the principal
- Sets meeting agendas
- Speaks for your board when delegated to do so



The principal...

- Is a member of your school board
- Has the same standing, voice, vote, and accountability as any other member
- Is your board's "chief executive"
- Manages the day-to-day administration of your school or kura
- Cannot be the presiding member



Effective boards...

- Set explicit policies about what is to be achieved and reported
- Leave the principal to determine the 'how'
- Monitor school performance against policy and law
- Ask questions on behalf of their community and the government
- Regularly consult with, and report to their community
- Evaluate their own performance



Relationships

You will have to manage relationships carefully and think about “changing hats”.



Code of Conduct for Board Members



The [Code of Conduct](#) sets out 15 standards that all board members must comply with, such as:

- Acting with personal integrity
- No discriminating or favouring
- Respecting board processes, plus legal and administrative requirements
- Ensuring student wellbeing
- Treating everyone with respect
- Taking responsibility for ongoing development in your role

Key points about your role

- Your role is not to advocate for other students
- You represent the student voice by bringing a student perspective to discussions
- Vote in the best interests of your school, its students, and its staff
- Reports to your board are not necessary but may be requested
- Take time to read your board's policies, especially the strategic plan and student rep role description





Key points

- The presiding member is appointed by the board, and acts under delegation
- The principal is a board member and the board's chief executive officer (CEO)
- The principal has complete discretion to manage the school (within the board's general policy directions, and the law)
- The board speaks with one voice
- Prioritise relationships inside and outside the boardroom



Part 3

Board meetings

What happens before a meeting?

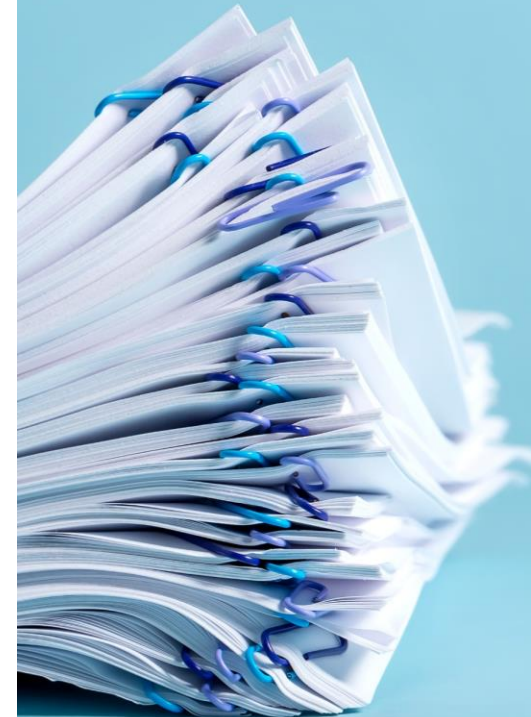
A board pack is sent to members containing:

- The meeting agenda
- Minutes from the last meeting
- Correspondence in/out
- The principal's report
- Other reports and information, such as the financial accounts or special topic reviews



What happens at a meeting?

- Opening
- Board administration
- Strategic discussion
- Principal report
- Other agenda items
- Public-excluded business
- Closing



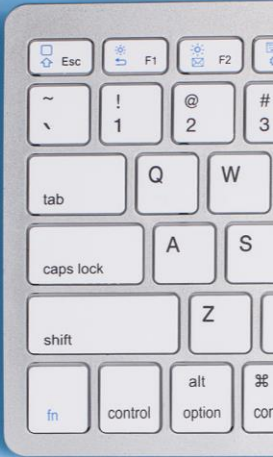
Board meetings and the public

- Meetings are held in public but are not public meetings
- Members of the public have the right to attend and request speaking rights (but your board does not have to grant them)
- Boards must notify the public in advance of when and where the meetings will be held
- Boards will often have a public-excluded business (in-committee) section



Legislative requirements

- A board must be able to form a quorum to hold a meeting
- A board must meet within three months of its last meeting
- Board members cannot miss three consecutive meetings without prior leave approval
- Board meetings can be held remotely via audio-visual means
- Board members receive an honorarium for attending meetings



Tips for successful meetings

- Agree on a meeting process
- Plan the agenda
- Ensure everyone has equal opportunity
- Come prepared
- Consider everyone's opinions before making a decision
- Keep discussions focused and on time
- Regularly reflect on and evaluate meetings





Part 4

Looking ahead

What's happening in 2025 / 2026

- Attendance Management Plans
- National Curriculum, assessment, and reporting requirements
- Potential changes to
 - Staff employment terms and conditions
 - Education and Training Act 2020



Part 5

Common challenges

Challenge 1 – Concerns and Complaints



Some students are unhappy with the quality, choice, and cost of food at your school.

The student council has done a survey and asked you to take feedback to the board.

What would you do?

Points to ponder after Challenge 1



- Remember, you are a representative, not an advocate for the students.
- Refer them to your school's concerns and complaints process.
- They can also take their feedback directly to the principal.
- Being a student rep means managing your friendships alongside your role.

Challenge 2 – Ōritetanga



You feel you are not being included in
board discussions.

What would you do?

Points to ponder after Challenge 2



- Talk with your presiding member.
- Suggest/encourage informal time with your board – Whakawhanaungatanga – get to know your board and community members.
- Be proactive (for example, put yourself forward for committees).
- Be prepared for meetings and be ready to ask questions.
- Remember, you have equal standing, voice, vote, and accountability.

Challenge 3 – Conflicts of interest



The school has suspended several students recently.

The student behaviour management committee thinks it is inappropriate for you to be on this committee.

What do you think?

Points to ponder after Challenge 3



- Is there a conflict of interest?
- Can you maintain objectivity?
- Your involvement might positively influence the process.
- Always keep sensitive information safe.
- If in doubt, opt out. It's a right, not a duty.



Reflection

What we covered today

- What a school board does and how it can govern effectively
- Different roles, responsibilities, and relationships inside and outside the board room
- What happens at a board meeting and how to make your meetings more effective
- What is changing for boards in 2025 – 2026
- Some common challenges for student reps



Part 6

Support



Support and next steps



Visit Us



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Help for Boards

- Roles and Responsibilities
- The role of the student representative

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Closing the session



Unuhia, unuhia

Unuhia ki te uru tapu nui

**Kia wātea, kia māmā, te ngākau, te
tinana, te wairua i te ara takatā**

**Koia rā e Rongo, whakairia ake ki
runga**

Kia tina! Tina! Hui e! Tāiki e!

Draw on, draw on,

Draw on the supreme sacredness

To clear, to free the heart, the body, and
the spirit of mankind

Rongo, suspended high above us

Draw together! Affirm!

Ngā mihi nui!
Thank you!