

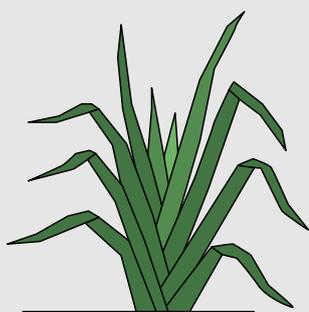
Making a difference

Trustee booklet



Contents

Introduction	3
<hr/>	
The makeup of the board	4
- Structure within the board	4
<hr/>	
Governance and management	5
- Key documentation	5
- The Strategic Plan	5
- Policies	6
<hr/>	
Board meeting procedure	7
<hr/>	
Working together	8
- Investing in Educational Success (IES)	8
- Communities of Learning Kāhui Ako	8
<hr/>	
Glossary	9 – 11
<hr/>	
NZSTA support and contacts	12
<hr/>	



- Rito (child)
- Awhi rito (parents)
- Tūpuna (grandparents and ancestors)

The New Zealand School Trustees Association (NZSTA) logo is based on an important New Zealand native plant, the harakeke (flax).

The harakeke plant represents the whānau (family) in Māori thought. The rito (shoot) is the child. It is protectively surrounded by the awhi rito (parents). The outside leaves represent the tūpuna (grandparents and ancestors).

E tipu e rea – in our children lies our future This whakataukī (proverb) was first written by Sir Apirana Ngata in 1949 in the autograph book of schoolgirl Rangi Bennett. NZSTA received permission from Sir Apirana's family to use this proverb.

The original proverb refers to new growth, and in our context, new growth refers to children. This is how we developed our vision 'in our children lies our future'.

Introduction

Congratulations on becoming a member of a school board of trustees.

This booklet is specifically designed to give those new to the role an overview of key aspects of a trustee's role. There is a lot to take in when you become a trustee so you'll find it useful to read through it and dip into it again as questions or situations arise where you need information. Be aware though that you'll need to build on what you find out here by taking up other opportunities for learning about your role, including NZSTA's nationally advertised Governance Essentials workshops.

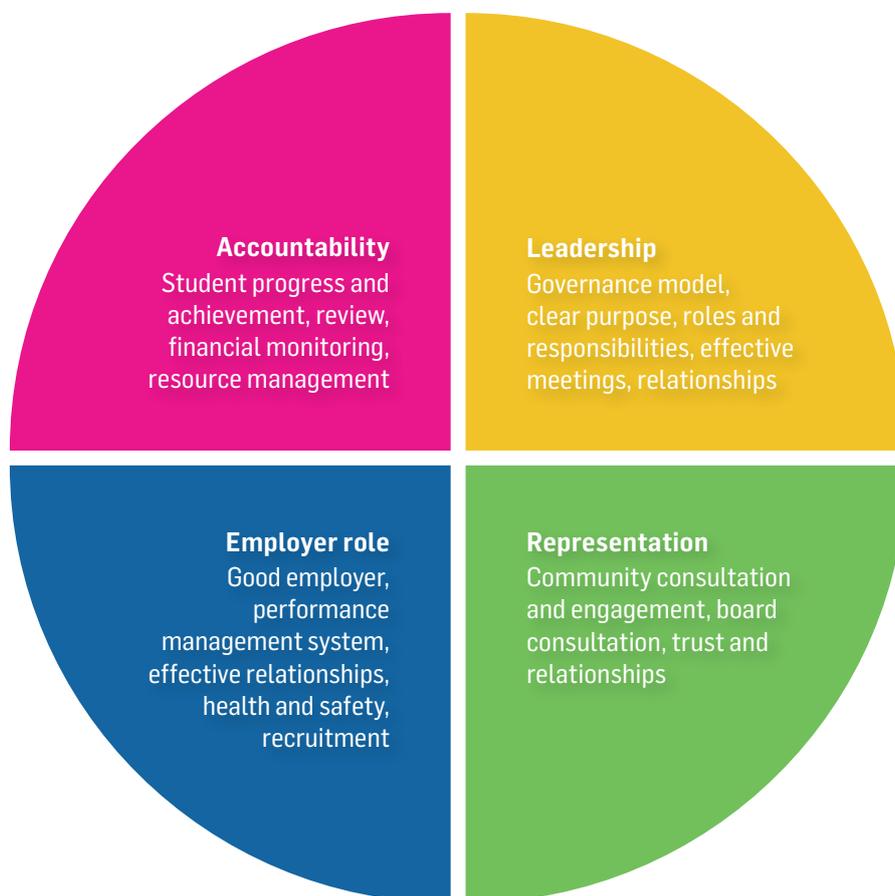
NZSTA is committed to making your trusteeship experience a positive and worthwhile one, both for you and for your school. Advice, information and access to further learning opportunities about your role as trustee is only ever a click or a phone call away.

To follow up on any of the information in this booklet please see the NZSTA support and contact information at the back of this handbook.

First edition 2016
Second edition 2018
Third edition May 2019

What does the work of the board look like?

The board of trustees' key areas of contribution are representation, leadership, accountability, and the employer role.



The makeup of the board

As a trustee you are part of a governance team. Like any team, the strength of the board lies in the sum of its parts. Individual trustees have no authority to do or say anything on behalf of the board unless specifically delegated to act on its behalf. Such delegations, or allocated responsibilities, need to be written down either in meeting minutes or in a list that is updated when required.

All boards include up to three school based trustees: the principal, a representative elected by staff and, for schools with students in Year 9 and above, a representative elected by the students.

All state and state integrated school boards have trustees elected by the parents and caregivers of the students of the school (parent representatives). The majority of boards comprise five parent representatives and boards can decide to decrease this number to as few as three, or increase it to as many as seven. Boards of state schools can also co-opt additional trustees, up to a maximum of one less than the number of parent representatives. For example, the board of a state school which comprises five parent representatives may co-opt up to four other trustees. Boards decide to co-opt for a variety of reasons, usually to ensure a good balance of skills, experience, gender or ethnicity.

Boards of state integrated schools have limited ability to co-opt. This is because there must always be more parent representatives than co-opted or appointed trustees and the proprietors, or owners of these "special character" schools (e.g. Catholic, Anglican, Montessori, Rudolph Steiner) have up to four seats on the board for their appointees. It is usual to appoint people who will be able to uphold and strengthen the special character, but proprietor representatives are also required to participate as full members of the board.

No matter what route a trustee took to the board table, once seated there each trustee has equal standing, voice, vote and is equally accountable to ensure:

every student at the school is able to attain his or her highest possible standard in educational achievement.

(Education Act 1989, Schedule 6, clause 5(1))

Structure within the board

The chair of the board

One of the first decisions a newly elected board needs to make is to elect a board chair. The Education Act 1989 contains very little about the role of the chair, other than to require the board to elect someone to preside over its meetings. Most boards develop a policy or role description, setting out the board's expectations for the person elected chair. It's useful for the board to consider the personal characteristics that are valuable in a chair. Some prior experience of formal meetings is valuable but probably the most important quality is someone with good interpersonal skills, able to build relationships as well as manage time and people so that they draw out the views of everyone rather than dominate with their own opinions. If these building blocks are in place, there is support to learn more about the role and its responsibilities through NZSTA workshops and mentoring programmes. New and inexperienced chairs may qualify to attend a fully funded residential programme held each non-election year.

Other roles within the board

It's up to each board to determine how it organises itself to get the work done. There is no requirement to have committees. Some boards don't whilst others find it useful to have them. Some boards allocate portfolios or specific responsibilities to individual trustees. It's a case of what works best in your school's context but there are some underlying factors worth considering as part of evaluating how a board is organised.

Every member of the board is equally accountable for every action and decision of the board. Relying on a finance committee or trustee "treasurer" to provide assurances that the school's finances are in sound shape can make other members of the board feel inadequate and reluctant to ask questions if things don't seem to make sense. More rigorous monitoring might result if the whole board is given access to the full financial reports as well as a summary of key points.

As the manager of the school, it is the principal's responsibility to present financial reports, although they may involve another staff member, such as an office manager or bursar, in preparing these reports.

Getting your head around the relationship between governance and management is at the heart of making sense of your role as a trustee so let's look at that next.

Governance and management

There is a great deal of legislation and regulation that affects what happens across the education sector and there is a very good chance that some of this will change during the time you serve on a board. Change is something we can always depend on in the education sector!

Fortunately, you don't need to get your head around every statute (Act of Parliament). You'll learn about the key ones through board induction and NZSTA professional development, and boards look to the professional leader of the school, the principal, to advise them on the implications of any new requirements. What you do need to know is that within this legislative and regulatory framework, the Education Act states that:

A board is the governing body of its school. A board is responsible for the governance of the school, including setting the policies by which the school is to be controlled and managed.
(Schedule 6, Clause 4 (1) and (2), Education Act 1989)

The Act also states that:

A school's principal is the board's chief executive in relation to the school's control and management. Except to the extent that any enactment, or the general law of New Zealand, provides otherwise, the principal shall:

- a. *comply with the board's general policy directions and*
- b. *subject to (a), has complete discretion to manage as the principal thinks fit the school's day-to-day administration.*

(Education Act 1989, Section 76)

On first reading this can sound a bit complicated, but what it essentially says is that the principal manages the school within a framework of policy, plans, decisions and delegations made by the board.

This framework must take account of legislation, as well as any guidelines and guidance in relation to these that have been developed by the Government or its agencies, such as the Ministry of Education.

Governance and management cannot be separated into two different boxes, rather they are two ends of a continuum, representing two parties with different roles joined by a common purpose. Different boards may sit at different points on the continuum and can also be at various points in terms of different areas of responsibility. For instance, operating at a hands on level near the management end of the continuum where property matters are concerned, but hands off and leaving almost all appointments to the principal when it comes to personnel.

All sorts of factors can influence the governance "model" or approach of a board. In a small primary school with few teaching or administrative staff and a limited operating budget, trustees may provide practical assistance that goes beyond the usual expectations of governance. In this

instance the board and trustees need to be very clear as to whether they are giving advice as a community expert or as a trustee and therefore whether the principal must take this advice. There's no one size fits all but there are models of good practice which NZSTA promotes in the professional development, support and resources it provides to boards.

Key documentation

The section above mentions the framework of policy, plans, decisions and delegations within which the principal manages the school. Boards need to document these things so that they are clear to everyone, especially the principal who implements or puts the board's expectations into practice.

The Charter/Strategic and annual implementation Plans

Changes to boards' planning and reporting requirements are due to come into force by 1 January 2023.

The three-year charter/strategic plan is the most important of these written documents. It is the means by which the board sets the future direction for the school and the goals and targets it has in place for student achievement. These goals must be developed in consultation with stakeholders – individuals or groups who have an interest in what happens in the school, including teaching and support staff, current and prospective parents and caregivers, whānau, hapū and iwi, the wider community and of course the students themselves.

The plan will also reflect how the school intends to achieve the objectives for the education system and the Government's priorities contained in any statement of National Education and Learning Priorities and incorporate any outcomes agreed to by any Community of Learning | Kāhui Ako that the school belongs to.

The board looks to the principal to develop the annual implementation plan that breaks the charter/strategic plan into more manageable chunks and provides details of what is to be achieved, how it is to be achieved and very importantly the indicators or outcomes that will provide evidence of success.

The board monitors progress, as reported by the principal, during the course of the year and then at the end of the three-year period the charter/strategic plan is reviewed and updated so that it is constantly future focussed.

If your board has followed a good induction process for new members you should have been given a copy of the charter/strategic and annual implementation plans, or information on how to view them, perhaps on the school's website. You should also have been told about the board's governance framework which is another key aspect of board documentation.

Policies

We are all familiar with different ways in which the word “policy” is used. You probably have insurance policies for your home and vehicle and know that stores will have rules or policies that apply if customers want to return goods or get refunds. We’re also used to politicians talking about their parties’ policies for bringing about change or improvement. The way in which boards use policies includes all of these.

Policies provide:

Expectations of the outcomes desired.

Delegation of responsibility for implementation.

Assurance by stating steps the board expects to be taken to minimise risk.

Rules or limits, for instance about expenditure or staff taking time off work.

Information about intended changes or improvements, particularly through the charter/strategic plan which is sometimes referred to as the board’s number one policy.

Most boards organise their policies into:

Governance policies which are the board’s rules for how it intends to govern, for instance:

Board roles and responsibilities; Chair’s role description; Trustees’ code of behaviour; Trustee remuneration and expenses; Meeting procedure; Concerns and complaints.

Operational policies which are the board’s expectations in areas it wishes to have some control over the management of the school, for instance:

Curriculum delivery; Personnel and appointments; Financial planning and condition; Health and safety.

Reading through your board’s policies will give you a sense of the expectations placed on you as a trustee and the outcomes that have been set for your school.

Board meeting procedure

Board meetings can be a bit daunting if you have little experience of formal meetings. They should run according to an agenda where trustees move motions and vote on resolutions. The most important thing to know is that as a trustee you can ask a question if you don't understand something. In fact, asking questions is a crucial part of your role. You need to understand how the school and its students are performing and you will be expected to read and listen to a lot of information to help you work this out. Reports need to make sense in order for you to make sense of your role as a trustee.

Boards meet regularly and must hold a meeting not later than three months after their previous meeting. Typically, boards meet monthly or twice a term.

The agenda and meeting papers must be prepared and distributed in advance to allow people time to read them, no less than two working days before the date of the meeting. Details of when and where the meeting is going to be held, and a copy of the agenda, should be available to the school community because anyone can attend, but only board members have automatic speaking rights.

It's important to send an apology, by contacting the chair or board secretary if you are not able to attend a meeting. Be aware though that a trustee who misses three consecutive meetings without prior leave ceases to be a board member, even if they sent apologies for each meeting. This is because it is important for trustees to be actively involved with what is happening and you can't do that if you don't come to meetings. There are some situations, for instance if a trustee has a new baby or work commitments away from home, where they can ask the board to grant them prior leave of absence for a few months – a formal decision that is up to the board.

Another reason why it's important not to miss meetings is that the board needs to have more than half of its members present to have a quorum – the legal number required for the board to make decisions.

The best way to learn about board meeting process is to follow the guidance of the chair. A new or inexperienced chair can seek guidance on procedures from the NZSTA. Boards determine how much formality there is in the way their meetings are conducted. Some require that every comment is made "through the chair" but most have open discussions which the chair ensures are to the point.

A few terms and phrases you will probably hear used are:

Moving and seconding that a report be accepted: this allows the contents of the report to become part of the official record of the meeting.

Moving and seconding a motion or recommendation is a way of ensuring everyone is clear about what is being proposed before it is discussed.

Moving and seconding an amendment is a way of changing the wording of the motion so that it better reflects what is being proposed.

Resolutions are the outcomes of the board voting on a motion. The chair will read, or ask that the wording of the motion being put to the vote is read before asking those who agree with it to say "yes" (or aye) and those who don't agree to say "no" (or nay). If the majority say "yes" the motion is agreed (or carried) and recorded in the minutes. If the majority say "no" the motion is lost and this is also recorded in the minutes.

Minutes are the written record of the meeting. They don't need to include everything that everyone said but should reflect the key points made in discussions as well as the agreed outcomes. They should also record any actions or tasks that have been delegated to a trustee or committee.

Unconfirmed minutes are usually circulated electronically after the meeting so those who were present have a chance to check their accuracy. Minutes become confirmed at the following board meeting once it has been agreed that they are a true and accurate record of what took place. Once confirmed, minutes are publically available to anyone who wants to read them and may be posted on the school's website.

Public excluded business (PEB) relates to confidential items on the agenda that only board members are involved in discussing. They usually involve personnel, or privacy issues. The board needs to have good grounds for excluding the public, or "moving into committee" as it is often called. When this happens it is a signal that anything discussed must be kept confidential and known only by the board.

Minutes of PEB parts of board meetings are kept separately from other minutes and not made publically available. They may, however, be accessed under the Official Information Act 1982 or Privacy Act 1993.

Any board member who has an actual or potential conflict of interest in what is being discussed should leave the meeting. This applies to any agenda item, not just those where the public has been excluded.

Working together

Investing in Educational Success (IES)

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 is formed and 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 of learning | Kāhui Ako.

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

- The creation of three new roles for:
 - Leadership
 - Teacher across-Community of learning | Kāhui Ako
 - Teacher within schools
- Inquiry time that assists teachers to work collaboratively with colleagues
- Funding to boards to assist the process

The Community of learning | Kāhui Ako entitlement is dependent on number of students across and within all schools.

Communities of learning | Kāhui Ako

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

Further information about joining or being a member of a Community of Learning | Kāhui Ako can be found at <https://www.nzsta.org.nz/communities-of-learning/>.

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.

AoV: The Analysis of Variance is part of the annual report. It outlines the strategic goals that have not been achieved or partly achieved in the annual plan for that financial year.

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.

Banking staffing: is the tool schools use to manage their annual staffing entitlement. Together with reporting on "Staffing usage and expenditure" (SUE), enables the board to monitor the school's use of staffing entitlement to ensure financial repercussions are managed.

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.

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

Designated character schools: state schools approved by the Minister as having a specified character that is "different" from the character of an "ordinary" state school.

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.

EEO: Equal Employment Opportunities (for employees).

ERA: Employment Relations Act 2000

ERO: Education Review Office 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 Kāhui Ako 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: designated character schools that are also designated Kura Kaupapa Māori. Te reo Māori is the principal language of instruction and the school operates in accordance with the principles of Te Aho Matua.

LAT: Limited Authority to Teach – temporary authority granted by the Teaching Council of Aotearoa New Zealand that permits unqualified teachers to be employed in a fixed term teaching position.

MAPA: Management of Actual or Potential Aggression is a student behaviour management programme delivered to staff who have completed UBRS training. With a focus on prevention, the MAPA programme teaches management and intervention techniques to help staff cope with escalating student behaviour in a professional and safe manner.

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.

MOE / MoE: Ministry of Education.

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.

NZAIMS: New Zealand Association of Intermediate and Middle Schools.

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

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

NZPF: New Zealand Principals' Federation is a national association of primary principals.

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

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

PaCT: 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.

PCBU: Person Conducting a Business Undertaking under the Health and Safety at Work Act 2015. A school board of trustees is a PCBU and has responsibilities for ensuring all health and safety matters at the school.

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

PISA: 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: 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 individual student data (records) 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.

STP: standards for the teaching profession.

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. Must have four proprietor appointees on its board of trustees, to ensure the school's "special character." The proprietor is also responsible for all property matters and usually owns the land on which the school is built.

SUE (Staff Usage and Expenditure): together with the information reported to the board on "banking staffing" usage, enables the board to monitor the school's use of staffing entitlement to ensure financial repercussions are managed.

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 3-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.

Teaching Council of Aotearoa New Zealand | Matatū Aotearoa: professional organisation for teachers from early childhood education through to primary and secondary schooling in English and Māori medium schools.

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 Aho Matua: world view, values and beliefs under which the curriculum of Te Kura Kupapa Māori operates. Is protected under the Education Act 1989.

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

Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa (Te Rūnanga Nui): The national body representing Te Kura Kaupapa Māori (Māori immersion schools that operate under the principles and values of Te Aho Matua).

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: bilingual education portal operated by the Ministry of Education. Connects more than 70 learning communities across a wide range of topics. These provide information, resources and curriculum materials to enhance teaching and learning, raise student achievement and advance professional development for teaching staff and school managers.

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

UBRS: Understanding Behaviour, Responding Safely is a workshop for student behaviour management delivered for whole-school staff groups by trained Ministry of Education staff who are experienced in behaviour management, and able to

Support and contact

New Zealand School Trustees Association

www.nzsta.org.nz

0800 782 435

Governance

govadvice@nzsta.org.nz

Professional Development

pdadvice@nzsta.org.nz

Employment

eradvice@nzsta.org.nz

Office of the President

feedback@nzsta.org.nz

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.

