

Beginning Principals Virtual Workshop

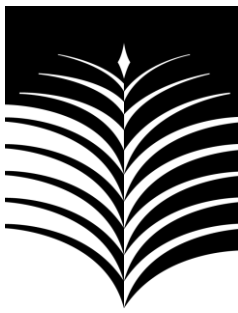
Governance & Management for Principals

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Te Whakarōputanga
Kaitiaki Kura o Aotearoa
New Zealand School Boards Association

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Quotation

“He must not take as personal the criticisms, reverses, and even the humiliations of which he must expect and accept his full share. He must not underestimate to himself the value of his services nor must he expect the people to appreciate fully what he is doing for them.”

Ellwood P. Cubberly

Effective Superintendent School Board Practices.

Making and sustaining the relationship between Principal and Board/Presiding Member



1. Together with your presiding member develop an MoU.
2. Relationship with your P.M. is critical – work on it! Never stop!
3. Ditto the rest of the board, although you support the P.M. to lead their team – carefully.
4. You are an equal member of the board, AND the Chief executive
5. Honesty and openness is fundamental – No secrets/surprises
6. Policy can be your friend or your enemy

Relationship between presiding member (chair) and principal policy



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Outcome statement

- The relationship between the presiding member and the principal is based on trust, integrity and mutual respect.

Scoping

- A positive, productive working relationship between the principal and the presiding member is both central and vital to the school.
- The presiding member and principal should act as sounding boards, both supporting and challenging, in order to hold the school to account for achieving the goals and targets that have been set.
- The presiding member has no authority except that granted by the board. The presiding member does not act independently of the board.

Delegations

- Board to enter any delegations.

Expectations and limitations

- · The presiding member and principal must work as a team, and there should be no surprises
- · The relationship must be professional
- · Each must be able to counsel the other on performance concerns
- · The presiding member supports the principal and vice versa as appropriate
- · Each agrees not to undermine the other's authority
- · There is agreement to be honest with each other
- · Each agrees and accepts the need to follow policy and procedures
- · Neither party will deliberately hold back important information
- · Neither party will knowingly misinform the other

Governance Policies



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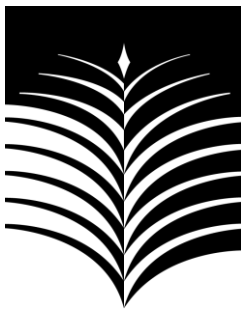
Governance policies sample documents

Part B: Governance policies overview sample

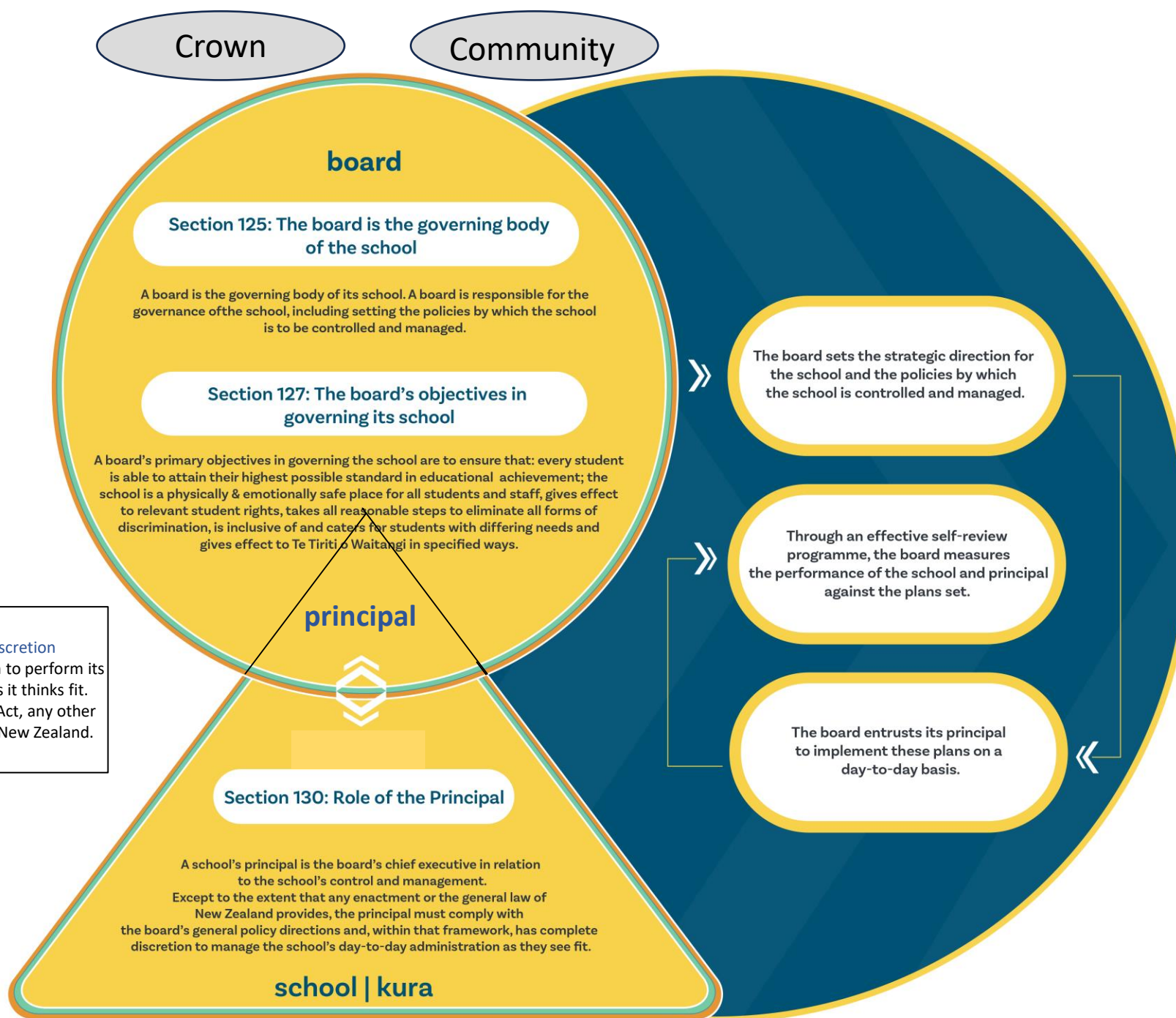
- B1 Board roles and responsibility policy sample
- B4 Conflict of interest policy sample
- B5 Presiding member (chair) role description policy sample
- B6/B7 Staff and student representative role policy sample
- B8 Relationship presiding member and principal policy sample
- B9 Principal performance management policy sample

Plus

D1 Responsibilities of the principal policy sample

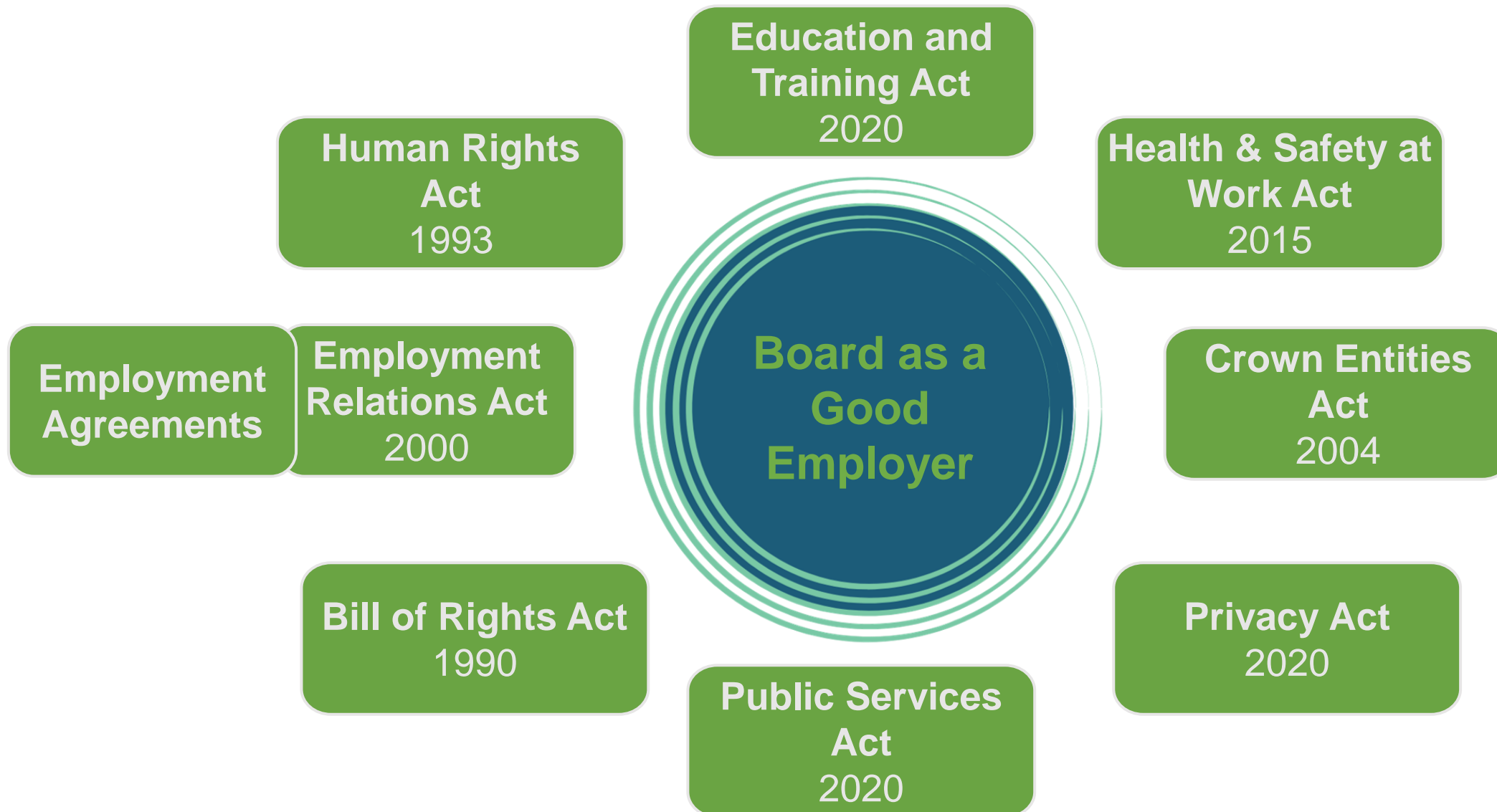


N.I.F.O.



Section 131: Board has complete discretion
 (1) A board has complete discretion to perform its functions and exercise its powers as it thinks fit.
 (2) Subsection (1) is subject to this Act, any other enactment, and the general law of New Zealand.

What legislation applies?



Vexatious Complainants

- Since COVID “vexatious complainants” is officially a thing!
- Can be parents, students, staff, principals, board members!
- Process, process, process. FOLLOW your policy it keeps you safe.
- Do not be scared to seek external advice.
- Its all about the relationships!

“He must not take as personal the criticisms, reverses, and even the humiliations of which he must expect and accept his full share. He must not underestimate to himself the value of his services nor must he expect the people to appreciate fully what he is doing for them.”

What does the principal report and share with the board?

- Sec. 131 – Board can ask for almost anything within sensible timelines and thoughtfully.
- A great Strategic Plan, and board workplan developed together as a board will take the focus up and keep the board high.
- There should be no surprises –Policy set expectations helps.
- A personal example.
- Talk with the board about reviewing your report style!? Do not just leave it the same because no one says anything.

Reporting to the Board Policy

The principal reports to the board as a whole and keeps it informed of the true and accurate position of the outcomes of curriculum; teaching and learning; financial position; and all matters having real or potential legal considerations and risk for our school. Thus the board is supported in its strategic decision-making and risk management by also requiring the principal to submit any monitoring data required in a timely, accurate and understandable fashion. Therefore, the principal must ensure that they:

1. Inform the board of significant trends, implications of board decisions, issues arising from policy matters or changes in the basic assumptions upon which the board's strategic aims are based.

2. submit written reports covering the following management areas for each board meeting:

- principal's management report including:
 - i. Strategic Aim Report Personnel Report
 - ii. Finance Report Variance Report
 - iii. Key Performance Indicators

and,

- the coordination and approval of the following reports:
 - i. Student Progress and Achievement Report
 - ii. Curriculum Report

3. inform the board in a timely manner of significant changes in staffing, programmes, plans processes that are under consideration

4. submit any monitoring data required in a timely, accurate and understandable fashion

5. report and explain financial variance against budget in line with the board's expectations

6. report on the number of stand-downs, suspensions, exclusions and expulsions on a per meeting basis

7. report and explain roll variance against year levels and reasons on a per meeting basis

8. present information in a suitable form – not too complex or lengthy

9. inform the board when, for any reason, there is non-compliance of a board policy

10. recommend changes in board policies when the need for them becomes known

11. highlight areas of possible bad publicity or community dis-satisfaction

12. coordinate management/staff reports to the board and present to the board under the principal's authority

13. regularly report on the implementation of the annual plan and progress towards meeting student achievement targets

14. report on any matter requested by the board and within the specified timeframe

Review schedule: Triennially



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Delegations – Reducing the grey!

- Do you have a full Schedule of Delegations signed and discussed between the board and you... Kiwi Park
- SchoolDocs
- Sec 130 – Principal has day to day discretion
- Sec 131 – Board has complete discretion to control the school – this IS policy.
- Both Sections are unspecific leaving lots of grey areas...
- Good delegations help insulate the board principal relationship because they bring clarity.

Monitoring and Assessment

- Professional Growth Cycle
- *The Standards/Nga Paerewa* and the *Professional Standards of Principals* are for different purposes.
- How should boards measure school performance?





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Help for Boards – NZSBA Website

Home > Help For Principals

Welcome to Help for Principals

Here's a quick overview of what you'll find, how to navigate, and where to locate the information you're looking for.

Recruitment

A good recruitment process ensures you appoint the best-suited person to the position and meet employment obligations.

In this section, you can learn about advertising, job descriptions, safety checks, letters of offer, fixed-term employment, and more.

Being a Good Employer

In this section, you can read about the board's obligation to be a good employer, equal employment opportunities (EEO), and more.

Appointments in state-integrated schools

State-integrated schools have some additional steps to consider when recruiting.

In this section, you can learn about how to recruit and offer employment for general, special character and special positions, consultation with your proprietor and more.

Employment in a Unionised Environment

There are multiple unions and/or professional associations that represent workers in the education sector in Aotearoa, New Zealand.

In this section, you can learn about paid union meetings, union engagement, and more.

Health, Safety & Well-being

Coming soon!

Implementing Employment Agreements

In this section, you can learn about individual employment agreements and more.

Managing Employment Matters

In this section, you can learn about managing potential misconduct, requests for flexible working arrangements, and more.

Managing Leave

There are several types of leave that an employee may take.

In this section, you can learn about sick leave, annual leave, parental leave, managing leave balances, and more.

Reviews and Restructures

Several factors may prompt a school to review its staffing requirements.

In this section, you can learn about changes in staffing entitlements, managing surplus staffing, Curriculum and Pastoral Needs Assessment (CAPNA), needs analysis and more.

Concluding Employment Relationships

The ending (or concluding) of an employment relationship can be a normal part of the employment life cycle.

In this section, you can learn about resignations, retirement, notice periods, exit interviews, and more.

Principal Toolkit

In this section, you can access tools to help you in your role as the chief executive of the board in relation to your school's control and management.

Pay Equity

NZSTA is working with the MoE and Union stakeholders to address a range of pay equity claims in the education sector.



When you get the balance and tension right the relationship is a wonderful thing to behold...



AND when you get the balance and tension wrong the relationship is a terrible thing to behold... and fixing it is difficult and time consuming!

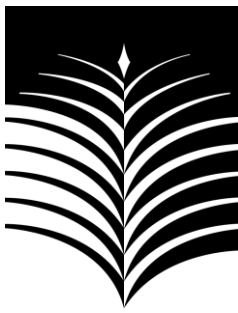
Scenario1A

Question

A teacher has written a letter of complaint to the board alleging unfair allocation of management units and wants the board to review how they are allocated.

What should the board do?

Considerations: Does your board have a clear and safe process for staff concerns and complaints?



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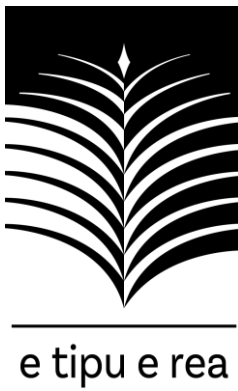
Scenario1B

EXTRA Question

The classroom teacher (from before) responds to the board and claims she has addressed these matters with the principal but to no resolution. She requests that board intervenes.

What should the board do?

Presiding Member Role Description Policy



Outcome statement

The board is effectively led.

Scoping

The presiding member presides over board meetings and ensures that each board member has a full and fair opportunity to be heard and understood by the other members of the board and that decisions that are in the best interest of the school, its students and staff are reached.

The presiding member is the leader of the board and works on behalf of the board with the principal on a day-to day basis.

The presiding member establishes and nurtures a positive professional working relationship with the principal.

The presiding member represents the board to the broader community and works in partnership with the principal to safeguard the integrity of the board's processes.

The presiding member often represents the board to the school and wider community and agencies such as the Ministry of Education and the Education Review Office and carries a responsibility to safeguard the integrity of the board.

Delegations

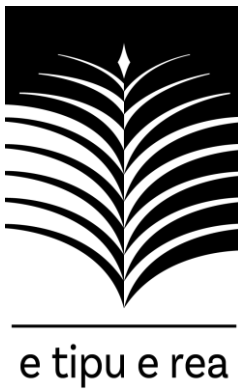
The board delegates management of the relationship between the board and the principal to the presiding member.

Board to enter any other delegations to the presiding member.

Expectations and limitations: The presiding member:

- is appointed by election at the first board meeting of the year except in a triennial election year when it shall be at the first meeting of the board held after the election*
- acts within board policy and delegations at all times and not independently of the board
- works with the board to develop a cohesive and effective team
- welcomes new board members, ensures that disclosure of any conflicts of interest is made and the Code of Conduct for Board Members is understood (and signed) and leads new member induction
- assists board members' understanding of their role, responsibilities and accountability, including the need to comply with the Code of Conduct for Board Members issued by the Minister
- ensures the work of the board is completed

Responsibilities of the Principal Policy



Outcome statement

Authority and accountability for the day-to-day running/operation of the school is delegated to the principal.

Scoping

The principal is the professional leader of the school and the chief executive of the board in relation to the school's control and management. The board is responsible for the governance of the school, including setting the policies by which the school is to be controlled and managed. The principal is responsible for the implementation of these policies including the charter/strategic plan.

The relationship between the board and principal is based on mutual respect, trust, integrity and support with both parties working to ensure no surprises.

Delegations

Authority and accountability for the day-to-day running of the school is delegated to the principal. Reference in documentation to the school, management and staff is to be read as "principal" regarding responsibility for implementation.

Only decisions made by the board acting as a board are binding on the principal unless specific delegations to the presiding member, individual board members, members presiding over committees or committees of the board are in place.

The board presiding member/personnel committee has responsibility for the principal's performance review.

Expectations and limitations

- The principal shall not cause or allow any practice, activity or decision that is unethical, unlawful or imprudent or that violates the board's expressed values, its charter/strategic plan or commonly held professional ethic.
- The responsibilities of the principal are set out in the board's operational policies and include the following:
 - Meet the requirements of their current job description and employment agreement including the four areas of practice from the Professional Standards for Primary/Secondary Principals
 - Participate in the development and implementation of their annual performance agreement and participate in their annual review process
 - Act as the educational leader and day-to-day manager of the school within the law and in line with board policies
 - Develop, seek board approval for and implement an annual plan that; is aligned with the board's strategic plan; meets legislative requirements; gives priority to improved student progress and achievement; ensures that the school is an inclusive and safe place for all students and staff; honours students' (human) rights and gives effect to Te Tiriti o Waitangi

Governance Advice

Freephone 0800 782 435

Option #1 for Governance advice

Option #2 for Employment advice

Email:

eradvice@tewhakaroputanga.org.nz (for Employment advice)

govadvice@tewhakaroputanga.org.nz (for Governance advice)

Thank You!



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