

Te Kura Kaupapa Maori o Manawatu

Policy Framework 2014

The following documentation outlines the board's governance framework and is aligned with the Kura Charter.



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Introduction

The Board of Trustees of Te Kura Kaupapa Maori o Manawatu is focused on the ongoing improvement of student progress and achievement. To ensure effective kura performance, the board is committed to maintaining a strong and effective governance framework that incorporates legislative requirements and good practice. The following are the board's agreed governance and management definitions which form the basis upon which both the working relationship and the board's policies are developed.

Te Kura Kaupapa Māori o Manawatu is guided by Rangitāne tikanga and kawa and we will uphold these at all times. As a Kura Kaupapa Māori we are committed to the development and retention of Te Reo Māori me ōna tikanga and acknowledge the unique educational opportunity we are providing to the tamariki that attend the kura. For this reason we must ensure that Te Reo Māori remains te reo matua and appropriate tikanga and kawa for the rohe is observed whilst also recognising and respecting the tikanga, kawa and mita that is held by each of our whanau.

We will ensure our processes hold our tamariki at the centre and we encourage whanau to be active participants in their child's education whilst they attend the Kura. The Kura will ensure that all whanau and their tamariki are given opportunities to be active participants and will be treated with respect and aroha.

The Kura acknowledges TeTiriti o Waitangi and Te Aho Matua as guiding documents which also influence the character of our Kura and supports the delivery of kaupapa based education within a culturally supportive environment. It is also important that we as a kura acknowledge the ethnic diversity that make up our wider kura whanau networks and work to recognise and respect these differences.

We will actively pursue, encourage and engage opportunities for our tamariki that will enable them to have varied experiences and learning which will contribute to their ability to walk confidently in both Te Ao Māori and Te Ao Whānui. We will also seek out opportunities to develop relationships with kura Māori, kura aorake, Māori organisations and services as well as non-Māori organisations where there is mutual benefit for all involved. These value statements are applicable across governance, management and operational levels with the responsibility to uphold these statements being all of ours.

Te Reo Māori

Te Reo Māori is te reo matua at all times within the Kura environment. It is an expectation that every tamaiti who attends the kura will be able to sustain a full days learning in Te Reo Māori. All classes (except English) will be delivered in spoken and written form using te reo Māori. In order to preserve the unique character of our kura and uphold our commitment to honouring Te Reo Māori, it is paramount that we ask everybody to korero i te reo Māori when on kura grounds or when we are in attendance at other kura events (e.g. sports, haerenga, hui etc.). By using te reo Māori in all activities both inside and outside of the Kura environment, especially at home, will assist in encouraging and normalising Te Reo Māori in a predominately English speaking world. As a kura we also acknowledge that people are at different points of their own journey with learning te reo Māori and we encourage and support whanau to continue learning alongside their tamariki and using te reo Māori at all opportunities as a whanau.

The following spaces are available for whanau to converse in English:

- The tari
- The staffroom
- Staff tari within the akomanga
- At whanau hui such as Pā Harakeke/ Parent-Teacher evenings and other hui that may occur from
- time to time.

From year 6 onwards, whanau will be given the opportunity for their tamaiti to attend English classes at the kura. The tamariki will be encouraged to understand that this class is an opportunity to learn another language however Te Reo Māori remains te reo matua of the kura and is the prime language for instruction in the Kura.

Governance

The board acts in a stewardship role and is entrusted to work on behalf of all stakeholders. It is accountable for the kura performance, emphasises strategic leadership, sets the vision for the kura and ensures compliance with legal and policy requirements.

Board policies are at a governance level and outline clear delegations to the Tumuaki. The board and Tumuaki form the leadership team with the role of each documented and understood. The Tumuaki reports to the board as a whole with ohu 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 kura. The ongoing improvement of student progress and achievement is the board's focus.

Management

The board delegates all authority and accountability for the day-to-day operational organisation of the kura to the Tumuaki who must ensure compliance with both the board's policy framework and the law of New Zealand. [For detail see Operational Policies]

In developing the above definitions for Te Kura Kaupapa Māori o Manawatū the board was mindful of the following excerpts from the Education Act 1989:

Education Act 1989, Section 75 and 76, and Section 65

The legal responsibility of boards of trustees is determined by Section 75 of the Education Act 1989:

s.75 Functions and powers of boards –

(1) A school's board must perform its functions and exercise its powers in such a way as to ensure that every student at the school is able to attain his or her highest possible standard in educational achievement.

(2) Except to the extent that any enactment or the general law of New Zealand provides otherwise, a school's board has complete discretion to control the management of the school as it thinks fit.

s.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), has complete discretion to manage as the principal thinks fit the school's day to day administration.

s.65 Staff -

Subject to Part 8A and section 120A, a board may from time to time, in accordance with the State Sector Act 1988, appoint, suspend, or dismiss staff.

In order to carry out effective governance of the school the board has developed the following policy framework. This framework makes reference to processes and procedures relevant to the Kura's day to day operations. The processes and procedures are able to be accessed from the Procedures manual.

Part 1

The Charter

Pepeha

**E kore rawa e mōnehunehu te pūmanawanui ki tō tātou reo rangatira,
te mātai o te tau ki te ura mai o te motu
Te Kura Kaupapa Māori o Manawatū ki Rangitāne.**

We are fully committed to the notion that Kura Kaupapa Māori is a Māori initiative dedicated to the preservation and maintenance of the Māori language as a taonga, which is guaranteed protection under the Treaty Of Waitangi, and the Māori Language Act, 1987.

Te Tūmomo Kura

Te Kura Kaupapa Māori o Manawatū (Kura) is a full primary school that is guided by the principles and practices of “Te Aho Matua” combined with the National Education Goals (NEGs) as promulgated by the Ministry of Education.

In combining these two very different philosophies, we will map out a pathway, which seamlessly merges both, allowing tamariki & mokopuna to move confidently in both Te Ao Māori (The Māori World) and Te Ao Whānui (The Global World).

Whāia te iti kahurangi Ki te tūohu koe Me he maunga teitei. (Te Aho Matua 5)

The highest standards of achievement, through programmes, which enable all tauira to realise their full potential as individuals, and to develop the values, needed to become full members of New Zealand's society.

(National Education Goal 1)

He taonga te reo Māori i roto i te Tiriti O Waitangi, he reo tūturu hoki i roto i te Ture Mō Te Reo. Engari, kāhore he painga o Te Tiriti, o te Ture rānei mehemea kāhore te reo i roto i te whatumanawa, i roto i te ngākau, i roto hoki i te māngai o te iwi Māori. (Te Aho Matua 2.3)

Ngā Uara Me Ngā Tūmanako

That Te Kura Kaupapa Māori o Manawatū (including Te Rūnanga Whakahaere, Staff, Tauira and Whānau) work together to promote, develop and maintain these values.

- **Manaakitanga** - Caring
- **Whakaute** - Respect
- **Pikikōtuku** - Excellence
- **Haumarutanga** - Safety
- **Rangatiratanga** - Integrity
- **Tuakiritanga** - Identity
- **Aroha** - Love

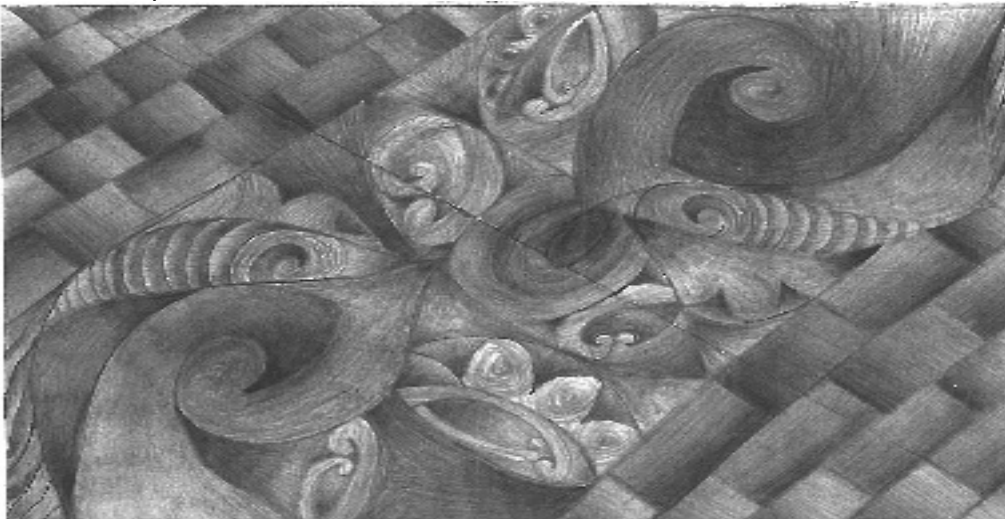
Whakamāramatanga:

Kua raranga te whāriki hei tuanui, hei tuāpapa i ā tātou.
E whakaatu ana te whāriki i te manaakitanga, te haumaruru, me te aroha.

Ko ngā ngutu o te kākā e whakahōnore ana i ngā tau kua tūwhera to tātou kura i runga i te whakaute, te rangatiratanga, me te tuakiritanga.

Ko te karu o waenganui te titiwha o te mātauranga.
E whakatau ana i te pīnakitanga, i te piki kōtuku.

Whāea Irihapeti Matiaha



Te Āhua O Te Kura

He mea tino nui te wāhi ako hei whakaohoho i te wairua o te tamaiti ki ana mahi whakaako. Nō reira, kia kikii tonu ngā mea whakaihiihi i a ia, i ngā mea pupuri hoki i te hā o te ao Māori. Me whakawhānui hoki tōna wāhi ako ki ngā marae, ki ngā ngahere, ki waenga parae, ki te taha moana, ki ngā wharepukapuka, ki ngā wharetaonga me ērā atu whare whāngai i te puna o te mōhio. (Te Aho Matua 5.10)

‘Rapua Te Kura Tika’ was the name of the working party that worked to establish the Kura, two years prior to the Kura opening on 26 February 1990. This roopū emerged from a hui held at Te Āwhina Kōhanga Reo in 1987, where parents and kaumātua discussed their aspirations to have their tamariki / mokopuna educated in an environment that validated and promoted Māori language, knowledge and values.

Te Kura Kaupapa Māori o Manawatū began with 14 tamariki / mokopuna, and now has a roll of over 100 tamariki / mokopuna starting from Tau 0 (5 years old) to Tau 8 (13 years old). The Kura’s first home was at the old Hospital on Maxwell’s Line, and in 1994 we moved to our current purpose built site here at 88 Rhodes Drive. We have a diverse ethnic composition of Whānau, embracing Māori, Non Māori and Pacifica. Our whānau live across the rohe encompassing Palmerston North city, Linton, Foxton, Ashhurst, Feilding and Bulls.

In 2008 a further two new purpose – built akomanga were completed. A boundary fence was also completed at the south end of the Kura which has improved security and enhanced the aesthetics of the grounds.

We operate under the guidance and tikanga of Te Aho Matua. Te Aho Matua was written by the forerunners of Kura Kaupapa Māori as a foundation document for their kura. It is written in a typically elliptical Māori style which implies meaning and requires interpretation rather than translation.

The document lays down the principles by which Kura Kaupapa Māori identify themselves as a unified group committed to a unique schooling system which is regarded as being vital to the education of our tamariki. Te Aho Matua provides a philosophical base for the teaching and learning of children and provides policy guidelines for parents, teachers and boards of trustees in their respective roles and responsibilities. Te Aho Matua is intended for inclusion in the charters of Kura Kaupapa Māori as the means to identify and support the unique nature that they behold and which clearly articulates this uniqueness from mainstream kura.

Our entry criteria stipulates that all taura must be able to sustain a full day’s learning in Te Reo Māori, and that whānau are engaged and willing to participate in a whānau centered learning environment.

The Whānau is supportive, assisting in numerous ways including fundraising ventures for EOTC, hui and kaupapa specific projects. There is a strong desire for taura to have exposure to a full range of learning opportunities and experiences, while keeping a hold of the values that make the Kura unique.

The National Education Guidelines (NEGs) incorporates the national education goals, foundation curriculum policy statements, national curriculum statements, national standards, and national administration guidelines, for the time being in force under s60A of the Education Act 1989. The National Administration Guidelines (NAGs) set out statements of desirable principles of conduct or administration for all schools administration. These are monitored and reviewed on a regular basis in the governance documents for the Kura. These documents are kept in the Tari and accessible should whānau wish to peruse them.

Te Moemoeā

Ko tā ngā mātua, ko tā te whānau, ko tā te kura hoki, he mea awhi, he mea whāngai, he mea whakaako i te tamaiti kia tupu ora ai tāna katoa i te tika me te maungārongo. (Te Ao Matua 1.2)

The responsibility of the parents, of the extended family, of the school, is to embrace, to nurture and to teach the child to grow in his/her entirety within the bounds of truth and peace.

Te Kura Kaupapa Māori o Manawatū will provide excellence through challenging, stimulating learning environments and quality education that will develop all students into lifelong learners, nurturing their pride in being Māori to stand confidently and competently in this modern and ever changing world.

Te Uaratanga

To offer a secure, caring, learning environment where the unique potential of each taura is developed and where the appropriate life skills are provided through the values of our kura, eclectic teaching strategies and strong whānau and community support.

Kia piki ki ngā maunga teitei, kia pupuri tonu ki ngā taonga tuku iho.

Te Kura Kaupapa Māori o Manawatū continually strives for improvement:

- By using a Māori world view as their reference point;
- By networking with others;
- By continually appraising, evaluating and keeping up to date with all teaching and learning developments;
- By being innovative;
- By being pro-active;
- Skills in technology, information and communication technology and information skills;
- By connecting positively with whānau

•

Te Kura Kaupapa Māori o Manawatū is seen as a place where

A word cloud with the central phrase "excellence in all we do" in large, bold, red letters. Surrounding this central text are various other phrases in different colors (blue, green, red) and sizes, all related to the school's values and achievements. The phrases include: "future celebrated", "academic excellence", "participation", "positive role models", "past acknowledged", "opportunities", "whānau enjoyment", "tauiā are supported", "relationships with others are important", "Quality education", "strengths", "kura and whānau are unified", "cultural excellence", "indigeneity is valued", and "sporting excellence".

future celebrated
academic excellence participation positive role models
past acknowledged
opportunities
whānau enjoyment
tauiā are supported
excellence in all we do
relationships with others are important
Quality education
strengths
kura and whānau are unified
cultural excellence indigeneity is valued
sporting excellence

Skills that tauira will learn

Social skills
creative
Effective communication
importance of history
problem solving skills
utilise conflict resolution skills
Strive for excellence
questioning
literacy
numeracy
compassion
critically thinking
love of learning
valuing diversity
forward thinking
Consideration of others
high standards
interact with others
critically reflect
solutions focused
negotiation
innovative
understanding
challenging

Te Āhua O Te Ākonga

We have developed a graduate profile to express the aspirations for all ākonga who attend Te Kura Kaupapa Māori o Manawatū based on Te Tino Uaratanga and guidelines from Te Marautanga o Aotearoa. This graduate profile was created through consultation with the whānau, ākonga, kaimahi and rūnanga whakahaere.

Te Tino Uaratanga (Te Aho Matua) explicitly expresses the desired characteristics that all Kura Kaupapa shall strive to develop in each and every tamaiti, equipping them with the skills and knowledge to achieve their fullest potential.

Our graduate profile is based on the Poutama Whaimana and encapsulates the goals and vision of our whānau whānui. These goals and aspirations are brought to life through:

- Values and personal behaviour
- Academia
- Te Reo me ōna tikanga
- Learning potential, and
- The wider world, Te Ao Whānui

Strategic Directions

MĀTAURANGA

Goal 1: TKKM o Manawatū will provide all tamariki with the opportunity, resources and knowledge to achieve to their potential in all learning areas.

Objective:

- To raise the achievement of Ngā Whanaketanga Rumaki Māori (NWRM) for all students and to monitor ongoing progress.
- To monitor progress and achievement of targeted groups.
- To support pouako to improve pedagogy, teaching, learning and assessment practice which leads to increased student progress and achievement.
- To effectively deliver Te Marautanga o Aotearoa (TMOA).
- To design, develop and implement the TKKMoManawatū Marautanga based on the TMOA and the guiding principles of Te Aho Matua.
- To continue to provide inclusive education for all tauira.
- Use of technology to support learning .

TE KURA TAIAO

GOAL 2: TKKM o Manawatū will provide a nurturing environment that supports and enriches the learning opportunities for all tamariki.

Objective:

- To provide technology resources to support the development of E Learning.
- To build support networks with other kura kaupapa māori.
- To improve the physical environment of our kura.
- To develop an After kura Care Programme.
- To build on our kura maara.
- To attract and maintain high calibre staff.

TE PŪMAUTANGA KI TE KAUPAPA

GOAL 3: Whānau, kura and tamariki are committed to achieving the aspirations and values of TKKMOM, it's founding documents and policies.

Objective:

- To promulgate the aspirations and values of TKKMOM in kura, website and hui ā-whānau.
- To review system processes and decisions are aligned to documented policies, procedures and goals.
- To engage whānau in kura development plans.
- To encourage whānau to participate in all aspects of kura life.

TE REO ME ŌNA TIKANGA

GOAL 4: TKKM o Manawatū will provide all tamariki with the opportunities, resources and knowledge to become confident and competent in Te Reo Māori me ōna tikanga, upholding the mana of Rangitāne.

Objective:

- To continue to support access to knowledge about te reo māori me ōna tikanga.
- To increase whānau participation in te reo māori and tikanga.
- To enhance the relationships with mana whenua.
- To ensure whānau, kura and tamariki uphold the commitment to honouring te reo māori.

TE AO WHĀNUI

GOAL 5: TKKM o Manawatū will provide all tamariki with the opportunities, resources and knowledge to become confident in their Māori/Iwi world and empower them to explore and connect to the wider world.

Objective:

- To build relationships with other indigenous people and learning communities.
- To provide opportunities for whānau, kura and taura to explore and connect to the wider world.
- To provide opportunities for tamariki to participate in regional and national forums.
- To provide opportunities for whānau and taura to engage in education outside the classroom (eotc).

TE WHAKAHAERE PŪTEA

GOAL 6: To allocate and control income and expenditure in ways that reflect the priorities as stated in the Charter.

Objective:

- An annual budget which reflects the Board of Trustees (Board) priorities and strategy to fund and Kura curriculum, personnel, property and administrative activities is prepared.

GOAL 7: To monitor and control expenditure, to ensure annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989.

Objective:

- The Board monitors and controls income and expenditure throughout the year, ensuring the preparation, audit and publications of annual accounts.

TE WHAKAHAERE RAWA

GOAL 8: To Comply with the negotiated conditions of any current asset manager agreement and implement a maintenance programme in order to provide an environment which is safe, attractive, healthy and conducive to teaching and learning.

Objectives:

- The Board prepares and implements an annual plan of property maintenance and development based on the long term property plan.
- The Board ensures that all practicable steps are taken to provide a safe physical learning environment for staff and students.

NGĀ WHAKARITENGA MŌ TE HAUORA ME TE WAIORA

GOAL 9: To provide a safe physical and emotional environment for students, staff and whānau.

Objective:

- Any current legislation is complied with to maintain and support the health and safety of taura, staff and whānau.

NGĀ WHAKARITENGA MŌ TE HAUORA ME TE WAIORA

GOAL 10: To comply with all general legislation concerning educational requirements.

Objective:

- The Board is up to date with current general legislation and implements appropriate policies and procedures as required.

Ngā tikanga mō te Tumuaki me te Rūnanga Whakahaere

Tumuaki / Principal

In carrying out her duties, the Tumuaki will:

1. Ensure that the needs of tauira and their learning are given full consideration in planning, resourcing and implementing the Kura's curriculum.
2. Show a commitment to the belief that each tauira is of equal value and is entitled to an education, which respects their individuality and challenges them to reach their highest standards of personal achievement.
3. Be loyal to the Charter and fully committed to achieving its purpose, aims and objectives.
4. Respect the integrity of staff, members of the Board of Trustees, mātua and tauira and show a commitment to the continuing development of the staff's professional skills.
5. Work cooperatively with Kura staff, but take final responsibility for decisions within the authority of the Tumuaki as delegated by the Board.
6. Provide all information on a tauira to any person with legal rights to the information who requests it, and respect confidentiality by keeping information on tauira from people who have no right to it.
7. Not vote in Board of Trustees' decisions in relation to the Tumuaki's employment.
8. Manaakitanga - Caring, Whakaute - Respect, Pikikōtuku - Excellence, Haumarutanga - Safety, Rangatiratanga - Integrity, Tuakiritanga - Identity, Aroha - Love

Te Runanga Whakahaere / Board of Trustees

The Board of Trustees agrees to adhere to the following code of conduct:

- Ensure that the needs of tauira and their learning are given full consideration when planning, resourcing and implementing the Kura's curriculum.
- Ensure that all tauira are provided with an education which reflects their individuality and which challenges them to reach the highest standards of personal achievement.
- Serve their Kura and the Whānau to the best of their ability and be honest, reliable, trustworthy, loyal and fair.
- Respect the integrity of staff, the Tumuaki, mātua and tauira.
- Maintain the confidentiality and trust vested in them.
- Ensure strict confidentiality of papers and information related to the Board's position as employer.
- Ensure that individual Trustees do not act independently of the Board and its decisions.
- Accept that the Tumuaki is the professional leader of the Kura who is responsible to the Board.
- Manaakitanga - Caring, Whakaute - Respect, Pikikōtuku - Excellence, Haumarutanga - Safety, Rangatiratanga - Integrity, Tuakiritanga - Identity, Aroha - Love

Te Mātauranga Tūtohi

In Accordance with Section 64 of the Education Act, the Board of Trustees of Te Kura Kaupapa Māori o Manawatū undertakes to take all reasonable steps to achieve the purpose, aims and objectives in this Charter which have been approved by the Board following consultation with the community in terms of Section 61 and 63 of the Education Act and to take full account of the National Education Guidelines and all statutory obligations.

The Whānau accept this Charter as it's undertaking to the Minister of Education on
20 May 2015

The Board of Trustees accepted this Charter as it's undertaking to the Minister of Education on
20 May 2015

Part 2

Governance Policy

These governance policies outline how the board will operate and set standards and performance expectations that create the basis for the board to monitor and evaluate performance as part of its ongoing monitoring and review cycle.

1. Board Roles & Responsibilities Policy

The board of trustees key areas of contribution are:

Representation
Leadership
Accountability
Employer Role

The board	Standard
1. Sets the strategic direction and long-term plans and monitors the board's progress against them. (Policies 2.1 Strategic Plan and 2.2 Self review apply here)	1.1 The board leads the Charter review process 1.2 The board sets the strategic aims and approves the annual plan and targets in line with MoE expectations 1.3 Regular board meetings include a report on progress towards achieving strategic aims 1.4 The Charter is the basis for all board decision making
2. Protects the special character of the school (<i>integrated schools</i>)	2.1 Special character is obviously considered in all board decisions 2.2 Special character report is included at every board meeting as part of the Tumuaki report
3. Monitors financial management of the kura and approves the budget	3.1 Satisfactory performance of kura against budget 3.2 Budget approved by the first meeting each year
4. Monitors and evaluates student progress and achievement	4.1 Reports at each regular board meeting from Tumuaki on progress against annual plan highlight risk/success 4.2 Meet targets in annual plan, implement curriculum policy and satisfactory performance of curriculum education priorities 4.3 Board review schedule covering curriculum and student progress and achievement reports are followed
5. Effectively manages risk	5.1 Attend board meetings having read board papers and reports and ready to discuss them 5.2 Board meetings have a quorum 5.3 Remain briefed on internal/external risk environments and take action where necessary 5.4 Identify 'trouble spots' in statements of audit and take action if necessary 5.5 Ensure that the Tumuaki reports on all potential and real risks when appropriate and take appropriate action
6. Ensures compliance with legal requirements	6.1 New members have read and understood: board induction pack; & requirements of board members 6.2 New and continuing members are kept aware of any changes in legal and reporting requirements for the kura. Board has sought appropriate advice when necessary 6.3 Accurate minutes of all board meetings, approved by board and signed by chair 6.4 Individual staff/student matters are always discussed in public excluded session

7. Attends board meetings and takes an active role as a trustee	7.1 Attendance at 80% of meetings (min.) 7.2 No unexplained absences at board meetings (3 consecutive absences without prior leave result in immediate step down) Refer Education Act 1989, s104 (1) (c) 7.3 Board papers read prior to attending board meetings
8. Approves major policies and programme initiatives	8.1 Approved and minuted.
9. Fulfills the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage	9.1 The Treaty of Waitangi is obviously considered in board decisions 9.2 The board is culturally responsive and inclusive
10. Approves and monitors personnel policy and procedures and acts as a good employer	10.1 Become and remain familiar with employment conditions of kura, staff employment agreements and award arrangements
11. Appoints, assesses the performance of and supports the Tumuaki	11.1 Tumuaki's performance management system in place & implemented
12. Deals with disputes and conflicts referred to the board as per the kura concerns and complaints procedures	12.1 Successful resolution of any disputes and conflicts referred
13. Represents the kura in a positive, professional manner	13.1 Code of behaviour adhered to
14. Oversees, conserves and enhances the resource base	14.1 Property/resources meet the needs of the student achievement aims
15. Effectively hands over governance to new board/trustees at election time	15.1 New trustees provided with governance manual 15.2 New trustees fully briefed and able to participate following attendance at an orientation programme

Review schedule: Triennially

2. Trustees' Code of Behaviour Policy

The board is committed to ethical conduct in all areas of its responsibilities and authority. Trustees shall:

1. Maintain and understand the values and goals of the kura
2. Protect the special character of the kura
3. Ensure the needs of all students and their achievement is paramount
4. Be loyal to the kura and its mission
5. Publicly represent the kura in a positive manner
6. Respect the integrity of the Tumuaki and staff
7. Observe the confidentiality of non-public information acquired in their role as a trustee and not disclose to any other persons such information that might be harmful to the kura
8. Be diligent and attend board meetings prepared for full and appropriate participation in decision making
9. Ensure that individual trustees do not act independently of the board's decisions
10. Speak with one voice through its adopted policies and ensure that any disagreements with the board's stance are resolved within the board
11. Avoid any conflicts of interest with respect to their fiduciary responsibility
12. Recognise the lack of authority in any individual trustee or subgroup of the board in any interaction with the Tumuaki or staff
13. Recognise that only the chairperson (working within the board's agreed chairperson role description or delegation) or a delegate working under written delegation, can speak for the board

14. Continually self-monitor their individual performance as trustees against policies and any other current board evaluation tools
15. Be available to undertake appropriate professional development

I, _____, have read and understood this Code of Behaviour Policy and agree to follow and abide by it to the best of my ability.

Signature:

Date:

Review schedule: Triennially

1. Conflict of Interest Policy

The standard of behaviour expected at TKKMOM is that all staff and board members effectively manage conflicts of interest between the interests of the kura on one hand, and personal, professional, and business interests on the other. This includes managing potential and actual conflicts of interest, as well as perceptions of conflicts of interest.

The purposes of this policy are to protect the integrity of the kura decision-making process, to ensure confidence in the kura integrity, and to protect the integrity and reputations of staff and board members. Upon or before election or appointment, each person will make a full, written disclosure of interests, relationships, and holdings that could potentially result in a conflict of interest. This written disclosure will be kept on file and will be updated as appropriate.

In the course of meetings or activities, staff and board members will disclose any interests in a transaction or decision where their family, and/or partner, employer, or close associates will receive a benefit or gain. After disclosure, the person making the disclosure will be asked to leave the room for the discussion and will not be permitted to vote on the question.

Review schedule: Triennially

2. Chairperson's Role Policy

The chairperson of TKKMOM safeguards the integrity of the board's processes and represents the board of trustees to the broader community. The chair ensures that each trustee has a full and fair opportunity to be heard and understood by the other members of the board in order that collective opinion can be developed and a board decision reached. The board's ability to meet its obligations and the plans and targets it has set are enhanced by the leadership and guidance provided by the chair.

The Chair:

1. Welcomes new members, ensures that the conflict of interest disclosure is made and the code of behaviour is understood and signed, and leads new trustee induction
2. Assists board members' understanding of their role, responsibilities and accountability including the need to comply with the Trustees' Code of Behaviour policy
3. Leads the board members and develops them as a cohesive and effective team
4. Ensures that the work of the board is completed
5. Ensures that they act within board policy and delegations at all times and do not act independently of the board
6. Sets the board's agenda and ensures that all board members have the required information for informed discussion of the agenda items
7. Ensures that the meeting agenda content is only about those issues which according to board policy clearly belong to the board to decide
8. Effectively organises and presides over board meetings ensuring that such meetings are conducted in accordance with the Education Act 1989, the relevant sections of the Local Government Official Information and Meetings Act 1987 and any relevant board policies
9. Ensures interactive participation by all board members
10. Represents the board to external parties as an official spokesperson for the kura except for those matters where this has been delegated to another person/s
11. Is responsible for promoting effective communication between the board and wider community including communicating appropriate board decisions

12. Establishes and maintains a productive working relationship with the Tumuaki
13. Ensures that the Tumuaki's performance agreement and appraisal are completed on an annual basis
14. Ensures that concerns and complaints are dealt with according to the kura concerns and complaints procedures
15. Ensures that any potential or real risk to the kura or its name is communicated to the board. This includes any concern or complaint

Review Schedule: Annually in November

5. Staff Trustee Role Description Policy

The staff trustee fulfils legislative requirements relating to board composition. The role of the staff trustee is to bring a staff perspective to board decision making.

As a trustee the staff trustee has an obligation to serve the broader interests of the kura and its students and has equal voice, vote, standing and accountabilities as all other trustees.

Staff Trustee accountability measure	Standard
1. To work within the board's Charter	1.1 The Charter is obviously considered in board decisions
2. To abide by the board's governance and operational policies	2.1 The staff trustee has a copy of the Governance Manual and is familiar with all board policies
3. The staff trustee is first and foremost a trustee and must act in the best interests of the students at the kura at all times.	3.1 The staff trustee is not a staff advocate 3.2 The staff trustee does not bring staff concerns to the board rather that is the role of the Tumuaki.
4. The staff trustee is bound by the Trustee Code of Behaviour	4.1 The staff trustee acts within the code of behaviour
5. It is not expected that the staff trustee act as a union delegate	5.1 The staff trustee does not bring staff issues to the board rather that is the role of the Tumuaki.
6. It is not necessary for the staff trustee to prepare a verbal or written report for the board unless specifically requested to from the board	6.1 No regular reports received unless a request has been made by the board on a specific topic.

Review schedule: Triennially

6. The Relationship between the Board and the Tumuaki Policy

The performance of the kura depends significantly on the effectiveness of this relationship and as such a positive, productive working relationship must be developed and maintained. The board and the Tumuaki form the leadership team and as such clear role definitions have been developed. The Responsibilities of the Tumuaki and Responsibilities of the Board policies along with the board's agreed Code of Behaviour should be read alongside this policy.

1. This relationship is based on mutual respect, trust, integrity and ability.
2. The relationship must be professional.
3. The Tumuaki reports to the board as a whole rather than to individual trustees.
4. Day to day relationships between the board and the Tumuaki are delegated to the chair.
5. All reports presented to the board by the staff arrive there with the Tumuaki's approval and the Tumuaki is accountable for the contents.
6. There are clear delegations and accountabilities by the board to the Tumuaki through policy.
7. The two must work as a team and there should be no surprises.
8. Neither party will deliberately hold back important information.

9. Neither party will knowingly misinform the other.
10. The board must maintain a healthy independence from the Tumuaki in order to fulfil its role
11. The Tumuaki should be able to share their biggest concerns with the board.

Review schedule: Annually

7. Tumuaki's Performance Appraisal Policy

The Tumuaki's performance is appraised on an annual basis with the objective of ensuring high quality educational opportunities for the students of the kura. This process will:

1. Ensure that the Tumuaki's performance will be formally appraised on an annual basis by the board chairperson or delegate(s) and, at the board's choice, either an independent consultant who specialises in education and is able to review the effectiveness of the education provided or other suitable trustee.
2. Result in a written assessment of the Tumuaki's performance on an annual basis, identifying any training/professional development needs for the Tumuaki to undertake.
3. There will be three informal meetings during the review period between the Tumuaki and chairperson or delegate(s) to discuss progress.
4. The criteria for appraisal will be the objectives set in the performance agreement, the objectives being drawn from the kura strategic and annual operating plans, the Tumuaki's job description, professional standards and board policies on operations.
5. If there is any disagreement between the Tumuaki and the board as to the objectives, the board, after considering the Tumuaki's input, will amend and confirm the amended objectives or confirm the unchanged objectives. The board's decision will be final.
6. The board chairperson or delegate(s) may seek feedback on the Tumuaki's performance from staff, parents, or any other person/s who are in the position of providing feedback on how the Tumuaki has performed.
7. The chairperson or delegate(s) will report back formally once a year to the board a summary report on the result of the appraisal. This will be discussed in committee with the Tumuaki absent.
8. The performance agreement and results of the appraisal are confidential to the Tumuaki, the board and their agents unless both parties agree to wider distribution.
9. In the event of a dispute relating to the appraisal results, the board may choose to exercise its right to make a final decision or appoint an independent mediator to mediate. Ultimately the board will have responsibility for any final decision.

Review schedule: Triennially

8. The Relationship between the Chairperson and the Tumuaki Policy

The chairperson is the leader of the board and works on behalf of the board on a day to day basis with the Tumuaki.

The relationship principles are to be read in line with the following:

1. The board's agreed governance and management definitions
2. The board's Roles & Responsibilities Policy
3. The Responsibilities of the Tumuaki Policy
4. The Chairperson's Role Policy
5. The Trustees' Code of Behaviour Policy

Relationship principles:

1. A positive, productive working relationship between the Tumuaki and the chair is both central and vital to the kura.
2. This relationship is based on mutual trust and respect.
3. The two must work as a team and there should be no surprises.
4. The relationship must be professional.
5. Each must be able to counsel the other on performance concerns.
6. The chair supports the Tumuaki and vice versa when required and appropriate.
7. There is understanding/acceptance of each other's strengths and areas of development.

8. Each agree not to undermine the other's authority.
9. There is agreement to be honest with each other.
10. Each agree and accept the need to follow policy and procedures.
11. Agree not to hold back relevant information.
12. Agree and understand that the chair has no authority except that granted by the board.
13. Understand that the chair should act as a sounding board for the Tumuaki both supporting and challenging in order to hold the kura to account for achieving the goals and targets that have been set.

Review schedule: Annually

9. Meeting Process Policy

The board is committed to effective and efficient meetings that are focused at a governance level and provide the information the board needs to be assured that all policies, plans and processes are being implemented and progressing as planned. Meetings:

1. are based on a prepared annual agenda. The agenda preparation is the responsibility of the chairperson.
2. are held with the expectation that trustees have prepared for them and will participate in all discussions at all times within the principles of acceptable behaviour.
3. have the right, by resolution, to exclude the public and news media from the whole or part of the proceedings in accordance with the Local Government Official Information and Meetings Act. Decisions by the board are fully recorded but remain confidential. The board needs to:
 - make the reasons for excluding the public clear
 - reserve the right to include any non-board member it chooses

Board meetings (an * denotes legislative requirement);

General:

- Meetings are held as per the triennial review schedule with dates confirmed each December for the following year.
- The quorum shall be more than half the members of the board currently holding office.*
- Only apologies received from those who cannot be present must be recorded. Trustees who miss three consecutive meetings without the prior leave of the board cease to be members. An apology does not meet the requirement of prior leave. To obtain prior leave a trustee must request leave from the board at a board meeting and the board must make a decision.
- The chairperson shall be elected at the first meeting of the year except in the general election year where it will be at the first meeting of the newly elected board.*
- The chairperson may exercise a casting vote in the case of equality of votes, in addition to his/her deliberative vote.*
- Any trustees with a conflict or pecuniary interest in any issue shall not take part in any debate on such issues and may be asked to leave the meeting for the duration of the debate.* A pecuniary interest arises when a trustee may be financially advantaged or disadvantaged as a result of decisions made by the board. E.g. Contracts, pay and conditions etc. A conflict of interest is when an individual trustee could have, or could be thought to have, a personal stake in matters to be considered by the board.
- Only trustees have automatic speaking rights.
- The board delegates [and minutes] powers under Sections 15 & 17 of Education Act to the Disciplinary Ohu.
- The board delegates [and minutes] authority to the deputy Tumuaki in the times of absence of the Tumuaki.
- The amount the chairperson and other board members are paid for attendance at board meetings is set by the board. There is no payment for ohu or working party meetings.
- Attendance fees are non-taxable within the agreed non-taxable amounts of \$605 annually for trustees and \$825 for the chairperson. This equates to a generally accepted guideline for payment at board meetings of trustees are paid \$55 a meeting and the chair \$75. It is the choice of the Trustee if they wish to claim these payments.
- Board minutes will be taken by a non-trustee.

Special meetings:

- A special meeting may be called by delivery of notice to the chairperson signed by at least one third of trustees currently holding office.

Exclusion of the public:

- The meeting may, by resolution, exclude the public (going into committee) and news media from the whole or part of the proceedings in accordance with the Local Government Official Information and Meetings Act unless specifically asked to stay. The wording to be used in the motion to exclude the public is found in Schedule 2A of that Act. Excluding the public is most often used to ensure privacy of individuals or financially sensitive issues.*

Public participation:

- The board meeting is a meeting held in public rather than a public meeting.
- Public participation is at the discretion of the chairperson.
- Public attending the meeting are given a notice about their rights regarding attendance at the meeting.

Motions/amendments:

- A motion is a formal proposal for consideration. All motions and amendments moved in debate must be seconded unless moved by the chairperson and are then open for discussion.*
- Motions and amendments once proposed and accepted may not be withdrawn without the consent of the meeting*
- No further amendments may be accepted until the first one is disposed of*
- The mover of a motion has right of reply*
- A matter already discussed may not be reintroduced at the same meeting in any guise or by way of an amendment*

Tabling documents

- When written information is used in support of a discussion, it should be tabled so that it can be examined by those present. It then forms part of the official record.

Correspondence

- The board should have access to all correspondence. Correspondence that requires the board to take some action should be photocopied/scanned and distributed prior to the meeting. Other correspondence can be listed and tabled so that trustees can read it if required.

Termination of debate:

- All decisions are to be taken by open voting by all trustees present.

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.

Points of order

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

Suspension of meeting procedures:

- The board's normal meeting procedures may be suspended by resolution of the meeting.

Minutes

- The Tumuaki is to ensure that secretarial services are provided to the Board.
- The minutes are to clearly show resolutions and action points and who is to complete the action.
- A draft set of minutes and an action list is to be completed and sent to the chair for approval within 5 working days of the board meeting before being distributed to trustees within 10 working days of the meeting.

Review schedule: Triennially

Public Attending Board Meetings Procedure

In order that you understand the rules that apply to members of the public attending our meetings please read the following:

- 1 Board meetings are not public meetings but meetings held in public.
- 2 If the meeting moves to exclude the public (usually this is to protect the privacy of individuals) then you will be asked to leave the meeting until this aspect of business has been concluded.
- 3 Members of the public may request speaking rights on a particular subject that is on the agenda. Preferably this request has been made in advance. Public participation is at the discretion of the board.
- 4 Speakers shall be restricted to a maximum of 5 minutes each per subject, with a time limit of fifteen minutes per interest group.
- 5 No more than 2 speakers on any one topic.
- 6 Speakers are not to question the board and must speak to the topic.
- 7 Board members will not address questions or statements to speakers.
- 8 Speakers shall not be disrespectful, offensive, or make malicious statements or claims.
- 9 If the chair believes that any of these have occurred or the speaker has gone over time they will be asked to finish.

Please note: Members of the public include staff and parents of the kura who are not trustees on the board.

Review schedule: Triennially

11. Board Review of Governance

Board Induction

The board is committed to ensuring continuity of business and a smooth transition when trustees join the board. Therefore a handover will occur between the Tumuaki and the previous Board Chairperson or delegate with the new Board of Trustees. This process will include:

1. New trustees will be issued with a governance manual containing copies of the kura:
 - Charter – including the strategic and annual/operational plans
 - Policies
 - The current budget
 - The last ERO report
 - The last annual report
 - The triennial review programme
 - Any other relevant material
2. The Tumuaki and the previous Chairperson or delegate will meet with new board members to explain Te Aho Matua, board policies and other material in the governance manual as well as a brief on the organisational structure of the Kura as part of handover to the new Board.
3. The Tumuaki will conduct a site visit of the kura.
4. New board members are to be advised of the professional development that is available from NZSTA and other relevant providers.
5. The principal will conduct a site visit of the school.
6. New board members are to be advised of the professional development that is available from NZSTA and other relevant providers.
7. After three months on the board, the effectiveness of the induction process is to be reviewed by the chairperson with the new members. The review will include the following aspects:

▪	Did you feel welcomed onto the board?
Very welcome	Welcome Not very welcome
Comment:	

▪	Did you receive all necessary information in a timely manner?
Very timely	Timely Not very timely

Comment:

▪ Did you find the induction with principal and board chair to be effective?
Very effective Effective Not very effective
Comment:

Please comment on how we could improve this induction process:

Trustee Review

Trustees will participate in the review of board governance policies as per the triennial review schedule.

Chairperson Review

The board chair's position will be reviewed annually in November. The Chairperson's Role Policy will form the basis of this review and will be sent to all trustees. Once collated these results will be shared with the chair and recommendations included in the review report that is presented to the board.

Board Review

The performance of the board is measured by the outcomes from;

- the annual report
- the triennial review programme
- the ERO report
- any other means deemed appropriate by the board

Review schedule: Triennially

Governance Processes/Procedures

1. Ohu Principles

The board may set up ohu/working parties to assist the board carry out its responsibilities and due process (e.g., staff appointments, finance, property, disciplinary).

Education Act 1989, section 66

-gives the board the authority to delegate any of its powers to an ohu except the power to borrow money.

The board must document in the board minutes and in writing to each ohu member the precise powers that are delegated to an individual ohu. In addition the same delegation motion must name who has delegated authority. For example, the ohu can:

- a) investigate and report their findings to the board.
- b) investigate and make any recommendations based on those findings to the board.
- c) investigate, come to conclusions based on what they have discovered and have the power to act upon those conclusions then report to the board what they did.

Board ohu:

1. are to be used sparingly to preserve the board functioning as a whole when other methods have been deemed inadequate.
2. can consist of non-trustees. Ohu must have a minimum number of 2 persons, at least one of whom must be a trustee.
3. may not speak or act for the board except when formally given such authority for specific and time-limited purposes. Such authority will be carefully stated in order not to conflict with authority delegated to the Tumuaki or the chair.
4. help the board (not the staff) do its work.
5. other than the board discipline ohu must act through the board and therefore can only recommend courses of action to the board and have no authority to act without the delegated authority of the board.

6. assist the board chiefly by preparing policy alternatives and implications for board deliberation. Board ohu are not to be created by the board to advise staff.
7. have the chair and Tumuaki as ex officio members
8. are to have terms of reference drawn up as required. It is suggested that these contain information about the following:
 - purpose
 - ohu members
 - delegated authority

Review schedule: Triennially

1.2 Disciplinary Ohu Terms of Reference

Purpose:

To ensure that all processes relating to the suspensions of students adhere to the requirements of Education Act 1989, Education Rules 1999 and Ministry of Education Guidelines.

Ohu members:

All members of the board excluding the Tumuaki. The chair of the ohu is the board chairperson or in the chairperson's absence will be determined by the ohu. The quorum for the ohu shall be two trustees.

Delegated Authority:

That the powers conferred on the board under Sections 15 and 17 of The Education Act 1989 be delegated to the discipline ohu of the board of trustees. The ohu will:

- act in fairness, without bias or prejudice and with confidentiality
- act within legislation and the MoE guidelines
- act only on written and agreed information, not verbal hearsay
- use processes of natural justice in discipline hearing procedures
- make recommendations on discipline matters to the board as necessary.

The board will be kept informed of the number of stand-downs, suspensions, exclusions and expulsions at each board meeting by the Tumuaki.

Review schedule: Triennially

1.3 Finance Ohu Terms of Reference

Responsibility of the Board

The board of trustees has overall responsibility for the financial management of the kura but delegates the day-to-day management of the kura finance and budget to the Tumuaki.

The finance ohu as a ohu of the board is responsible for providing guidance to the Tumuaki for financial matters

Purpose of the Finance Ohu

The finance ohu was formed to provide guidance to the Tumuaki in the financial management of the kura.

Delegated Authority

The finance ohu is responsible to the board for:

1. recommending, In association with the Tumuaki, an annual operating and capital budget, including professional development budget allocation for the Tumuaki and the staff.
2. determining the level of budgetary discretion available to the Tumuaki.
3. monitoring and reporting on the annual budget via the Tumuaki.
4. reviewing on behalf of the board accounts passed for payment by the kura. Advising on additional funding sources.
5. assisting the Tumuaki to prepare a financial results report, where appropriate, which is to be provided to the board by the Tumuaki at every board meeting.

6. recommending changes to financial policy.
7. overseeing the preparation of the annual accounts for board approval.
8. assisting the Tumuaki in reporting financial performance to parents and the community.
9. providing input into the kura strategic plan.
10. preparing special reports for consideration by the board.
11. annually reviewing the kura risk management needs and insurance cover, and
12. assessing and making recommendations to the board on requests for spending on individual items outside of budget.

Review schedule: Triennially

Compliance Reporting

The Tumuaki is responsible for financial reporting and demonstrating budget compliance. Where there is non-compliance, variances are to be reported to the board, with recommendations on the actions required to meet compliance.

Finance Ohu Annual Calendar

Date	Action Required
28 February	Finance ohu self-review and plan for the year
31 March	Annual accounts prepared and forwarded to the auditors.
30 April	Annual review of 10-year property plan completed by the property ohu and available as an input document for budgeting purposes. Note: this should also encompass normal cyclical maintenance and capital works
31 May	Community reporting on financial performance
30 June	Ensure any issues raised by the auditor have been addressed
31 August	Annual review of risk management needs and insurances
30 September	Annual plan available as an input document for preparation of the budget
31 October	Initial annual budget recommendations submitted to the board
30 November	Revised annual budget (if required) submitted to the board for approval

Review schedule: Triennially

2. Kura Delegations List

Date of Minuted Delegation	Personnel Delegations can be to a person or a ohu. Ohu must have a minimum of 2 persons, at least one of whom must be a trustee.	Delegated Authority See individual Ohu Terms of Reference in the board's Governance Manual	Term of Delegation Note: Delegation ceases at the date below, by earlier resolution of the board, or, if no date, is on-going
	Disciplinary Ohu All current trustees bar the Tumuaki	That the Disciplinary Ohu members are delegated authority to implement the board's Disciplinary Ohu Terms of Reference, as outlined in the board's Governance Manual.	
	Finance Ohu	That the Finance Ohu members are delegated authority to implement the board's Finance Ohu Terms of Reference, as outlined in the board's Governance Manual.	
	Senior Management Team (SMT)	That the board directs that, except where the board, at its discretion, otherwise determines, the appointed member of the SMT shall, in the absence of the Tumuaki from duty for periods not exceeding 2 weeks and for the full period or periods of such absence, perform all the duties and powers of the Tumuaki.	

Notes:

[T] = trustee

Review schedule: Annually

3. Complaints Process

Add our kura process here

Part 3

Operational Policy

The Tumuaki is the professional leader of the kura and works in partnership with the board of trustees. As the board's chief executive the Tumuaki shall not cause or allow any practice, activity or decision that is unethical, unlawful, and imprudent or which violates the board's Charter or expressed values or commonly held professional ethic.

The Tumuaki's key contribution is **day-to-day management** of the kura as per the management definition in the introduction to this governance manual.

1 Responsibilities of the Tumuaki Policy

The Tumuaki is responsible for overseeing the implementation of board policy including the Charter. Reference in documentation to the kura, management and staff is to be read as "Tumuaki" for responsibility for implementation. From time to time the chairperson of the board acting within delegated authority may issue discretions in policies of the kura, in minutes of the board, or by written delegation. The responsibilities of the Tumuaki are to:

1. Actively lead the implementation of Te Aho Matua and Te Marautanga at the Kura.
2. Meet the requirements of the current job description
3. Meet the requirements of the Principals Professional Standards
4. Act as the educational leader and day to day manager of the kura within the law and in line with board policies.
5. Actively work with staff to support the realisation of their skills and potential.
6. Ensure open lines of communication between whānau and the kura are available and accessible.
7. Develop an annual plan that is aligned with the board's strategic plan and meets both legislative requirements and any MoE expectations.
8. Seek approval from the board each year for the annual plan so that MoE expected dates can be met..
9. Implement the annual plan and give priority to the kura annual targets.
10. Use resources efficiently and effectively.
11. Put good employer policies into effect and ensure that there are effective procedures/guidelines in place.
12. Approve staff attestation for salary increments.
13. Allocate pay units for management positions.
14. Oversee staff appraisals and staff professional development.
15. Hire, deploy and terminate relieving and auxiliary staff positions.
16. Hire teaching staff as per the appointments policy.
17. Preserve assets (financial and property).
18. Communicate with the community on operational matters where appropriate.
19. Limit public statements about the official position of the board on controversial social, political, and/or educational issues to what the board has formally adopted as positions of record.
20. Keep the board informed of information important to its role.
21. Report to the board on the compliance or lack of with their policies.
22. Organise operations within the boundaries of prudence and ethics established in board policies on operations and the Charter
23. Act as Protected Disclosures Officer and ensure procedures are in place to meet the requirements of the Protected Disclosures Act 2000." [see STA Link 2001/01]
24. Appoint, on behalf of the board, the Privacy Officer and EEO Officer.

Only decisions made by the board acting as a board are binding on the Tumuaki. Decisions or instructions by individual board members, ohu chairs, or ohu are not binding on the Tumuaki except in rare circumstances when the board has specifically authorised it. The relationship is one of trust and support with expectations documented in the relationship policy. Both parties work to ensure "no-surprises". The Tumuaki is not restricted from using the expert knowledge of individual board members acting as volunteers.

Associated procedures:

Review schedule: Triennially

2. Disciplinary Process in Relation to the Tumuaki Policy

In the event the board receives a complaint regarding the Tumuaki or determines that policy violation(s) has (have) occurred and the board judges the degree and seriousness of the concern or violation(s) to warrant initiating a disciplinary process, the board shall seek free advice in the first instance from an NZSTA industrial adviser and follow due process.

Review schedule: Triennially

3. Tumuaki Professional Expenses Policy

A budget for professional expenses and for professional development will be established annually and be included in the budget. Spending within budget occurs at the discretion of the Tumuaki except in the case of overseas professional development. All overseas trips for professional development must be approved first by the board of trustees at least one term in advance of the event. Professional development expenses may include but are not confined to: continuing education, books and periodicals, mentoring, and attendance at professional conferences.

Review schedule: Triennially

4. Reporting to the Board Policy

The Tumuaki 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 kura. Thus the board is supported in its strategic decision-making and risk management. Therefore, the Tumuaki may not fail to:

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 at each board meeting:
 - Tumuaki's management report including:
 - i. Strategic Aim Report
 - ii. Personnel Report
 - iii. Finance Report
 - iv. Variance Report
 - v. 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 any significant changes in staffing, programmes, plans or processes that are under consideration
 4. seek board approval for any requests for discretionary staff leave of longer than 3 days
 5. advise the board of any staff absences longer than 3 kura days
 6. submit any monitoring data required in a timely, accurate and understandable fashion
 7. report and explain financial variance against budget in line with the board's expectations
 8. report on the number of stand-downs, suspensions, exclusions and expulsions on a per meeting basis
 9. report and explain roll variance against year levels and reasons on a per meeting basis
 10. present information in a suitable form – not too complex or lengthy
 11. inform the board when, for any reason, there is non-compliance of a board policy
 12. recommend changes in board policies when the need for them becomes known
 13. highlight areas of possible bad publicity or community dis-satisfaction
 14. coordinate management/staff reports to the board and present to the board under the Tumuaki's authority
 15. regularly report on the implementation of the annual plan and progress towards meeting student achievement targets
 16. report on any matter requested by the board and within the specified timeframe

Review schedule: Triennially

5. Enrolment

Te Kura Kaupapa Maori employs a tono process for all prospective taura and their whānau who wish to attend. The tono process will be managed effectively and consistently in line with tono procedures. It is imperative that:

- All tamariki entering the kura are able to sustain learning in a total immersion environment and that whānau understand the commitment of having their tamaiti/ tamariki enrolled in this environment.
- All akomanga instruction (both inside and outside of the akomanga) is delivered in Te Reo Maori with the exception of the English class which is taught in English and delivered within a akomanga that supports this.

Procedures: 7.4 Tono process.

6. Curriculum Delivery Policy

Delivery of the curriculum shall foster student progress and achievement and meet all legislative requirements and Ministry and board expectations. Therefore the Tumuaki may not fail to:

1. provide opportunities for success for all students (in years 1-10) in all essential learning areas and skill areas of the New Zealand Curriculum
2. give priority to student achievement in literacy and numeracy (especially in years 1-8)
3. give priority to regular quality physical activity that develops movement skills for all students (especially in years 1-6)
4. report on progress and achievement of all students including information in relation to National Standards as per the board's three year work plan and agreed reporting formats
5. identify students at risk of not achieving including those gifted and talented students and implement teaching and learning strategies to address needs
6. ensure there is a focus on the national priority groups of Maori, Pasifika and students with special learning needs in kura planning and reporting
7. consult with the kura Maori community about the policies/plans for improving the achievement of Maori students
8. provide career information and guidance for year 7 students and above.
9. seek board approval before changes to the kura curriculum requiring increased expenditure or significant changes to programmes or staffing are made
10. ensure achievement of the Charter aims and targets
11. Opportunities for EOTC activities are actively pursued and incorporated as part of curriculum delivery.
12. Work with whanau to host Te Puawaitanga each year.

Associated procedures: 1.1 Curriculum; 1.2 Curriculum Delivery; 1.3 Te Aromatawai; 1.4 Planning and Preparation; 1.5 Progression of students; 1.6 Special Needs; 1.7 Evaluation; 1.9 Career Guidance; 1.10 Whare Pukapuka; 1.11 EOTC; 1.12 ITC; 1.15 Taura with Special Abilities; 2.3 Record keeping and reporting; 7.8 Te Puawaitanga.

Review schedule: Triennially

6. Personnel Policy

The board delegates responsibility to the Tumuaki on all matters relating to the management of staff in the expectation that they will be managed in a sound, fair, and respectful manner in accordance with the current terms of employment documents and identified good practice. Therefore, the Tumuaki may not fail to:

1. ensure that employees are not discriminated against and use clearly job-related criteria, individual performance or qualifications in decision making.
2. ensure all employees their rights to personal dignity, safety and access to an approved and fair internal grievance process
3. ensure that all required staff are registered or have a current Limited Authority to Teach.

4. provide a smoke free environment
5. provide for all staff an employment agreement
6. provide a suitable professional development programme which takes into consideration the requirements of the strategic and annual plans
7. carry out annual performance appraisals
8. meet current employment legislation
9. take reasonable steps to protect staff from unsafe or unhealthy working conditions
10. meet the requirements of the Health and Safety in Employment Act 1992
11. provide Protected Disclosure protection

Associated procedures: 3.1 Performance Management; 3.2 Performance Appraisal; 3.3 Professional Development; 3.5 Employment; 3.6 EEO; 3.9 CRT.

Review schedule: Triennially

7. Appointments Policy

To assist in the appointment of quality staff to any vacancy which may arise, appointment ohu with expertise relevant to the vacancy, will be selected to carry out the appropriate appointment procedures. Therefore, the Tumuaki may not fail to:

1. meet legal requirements
2. act as a good employer
3. appoint the best person for the job
4. determine the composition of the various appointment ohu according to the schedule outlined below:
 - a Appointment of the Tumuaki is the responsibility of the board which will determine the process.
 - b Appointment of the deputy-Tumuaki, head of departments/senior teachers will involve an appointment ohu consisting of the Tumuaki, the board chairperson and a further trustee (should the BOT feel the need to include one).
 - c Unless determined otherwise by the board, appointment of all other, teachers, part time teachers, long term relieving teachers, and non-teaching staff will be the responsibility of the Tumuaki in consultation with the board Chairperson or delegate where deemed necessary.

Associated procedures: 3.7 Recruitment and Selection.

Review schedule: Triennially

8. Financial Planning Policy

The board of trustees has overall responsibility for the financial management of the kura but delegates the day-to-day management of the kura finance and budget to the Tumuaki. The Tumuaki, in association with the Finance Ohu, is responsible for recommending an annual operating and capital budget to the board within the timelines specified in the Finance Ohu terms of reference. This budget will include a professional development budget allocation for the Tumuaki and the staff. Budgeting shall not fail to reflect the annual plan, risk financial jeopardy nor fail to show a generally acceptable level of foresight.

Thus the budget should not neglect to:

1. reflect the results sought by the board
2. reflect the priorities as established by the board
3. comply with the board's requirement of a balanced budget
4. ensure adequate working capital
5. demonstrate an appropriate degree of conservatism in all estimates

Associated procedures: 4.1 Finance

Review schedule: Triennially

9. Financial Condition Policy

The financial viability of the kura must be protected at all times. The board understands that the possibility of theft or fraud can not be entirely eliminated however the Tumuaki is required to show there are in place safeguards and robust, clear procedures to minimise the risk of either event. Reference should be made to 5.4 of the Financial Information for Schools Handbook (FISH). Therefore, the Tumuaki shall not:

1. incur unauthorised debt
2. violate generally accepted accounting practices or principles
3. use tagged funds for purposes other than those approved
4. spend more funds than have been allocated in the fiscal year without prior board approval
5. fail to ensure all money owed to the kura is collected in a timely manner
6. fail to make timely payment to staff and other creditors
7. sell or purchase unauthorised property
8. fail to ensure that all relevant government returns are completed on time
9. fail to ensure that no one person has complete authority over the kura financial transactions
10. make any purchase:
 - of over \$xxxx without having obtained comparative prices and quality
 - of over \$xxxx without an adequate review on ongoing costs, value and reliability
 - of over \$xxxx on a single item without first seeking board approval

Associated procedures: 4.1 Finance; 4.2 Transport Assistance; 4.4 Theft and Fraud Prevention
Review schedule: Triennially

10. Asset Protection Policy

Assets may not be unprotected, inadequately maintained or unnecessarily risked. The board of trustees is responsible for over viewing the programming and funding of general maintenance of the kura grounds, buildings, facilities and other assets to provide a clean, safe, tidy and hygienic work and learning environment for students and staff. Accordingly, the Tumuaki may not:

1. fail to insure assets
2. allow unauthorised personnel or groups to handle funds or kura property
3. subject plant and equipment to improper wear and tear or insufficient maintenance or inappropriate use
4. fail to maintain an up to date asset register for all items of furnishing, plant machinery, equipment, text and library books costing more than \$500.00
5. fail to ensure the implementation of the 10 year property maintenance plan
6. fail to engage sufficient property maintenance staff for the kura within budget limitations
7. fail to receive board approval for maintenance contracts over \$5000 for any one contract
8. fail to conduct competitive tenders for all contracting
9. fail to protect intellectual property, information and files from loss or significant damage or unauthorised access or duplication
10. receive, process or disburse funds under controls that are insufficient to meet the board-appointed auditor's standards
11. invest or hold operating capital in insecure accounts, or in non-interest bearing accounts except where necessary to facilitate ease in operational transactions

Associated procedures: 3.4 Kura Property and Resources; 4.3 Property Management; 4.4 Theft and Fraud Prevention

Review schedule: Triennially

11. Health & Safety Policy

Students and staff shall have a safe physical and emotional learning environment. Therefore, the Tumuaki shall not fail to:

1. take all reasonable steps to protect students, staff and visitors to the kura from unsafe or unhealthy conditions
2. ensure there is zero tolerance to bullying
3. ensure there are effective processes in place for dealing with bullying
4. comply with the provisions of the Health and Safety in Employment Act 1992
5. provide a smoke free environment
6. ensure a risk analysis management system (RAMS) is carried out where and when appropriate
7. seek approval for all overnight stays/camps attesting first to their compliance with (4) above
8. provide privacy of personal documentation held at the kura
9. advise the board chair of any emergency situations as soon as possible
10. Ensure correct kura uniform is available to whanau and worn appropriately.

Associated procedures: 5.1 Health and Safety; 5.2 Behavioural Management; 5.3 Students Rights; 5.4 Abuse; 5.5 Civil Defence; 5.6 Kai and nutrition; 5.7 Accidents and First Aid; 5.8 Communicable diseases; 5.10 Healthy Food and Lifestyle (combine with 5.6); 5.11 Sun Safety; 5.12 Influenza pandemic; 5.13 Sexual Harassment; 5.14 Cell phone; 7.6 Uniform.

Review schedule: Triennially

12. Legal Responsibilities Policy

Kura procedures will meet the legislative statutes and regulations as set down in the appropriate Acts, Ministry of Education circulars and the Education Gazette.

Associated procedures: 6.1 BOT; 6.2 Attendance; 6.3 Smokefree; 6.4 Privacy/ Information & pubs, Video, Internet consent and release agreement; 6.6 Hakinakina; 6.7 Copyright; 3.9 CRT; 6.8 Protected disclosures.

Review schedule: Triennially

13. Protected Disclosures Policy

Te Kura Kaupapa Maori o Manawatu

Protected Disclosures Policy

The Board of Trustees (the Board) of Te Kura Kaupapa Maori o Manawatu (the Kura) has consulted with staff and parents in the formulation of this Policy (the Policy). The Policy was approved and adopted by the Board at its meeting held on 24th February 2014 and became effective from that date.

Introduction

1. The Board accepts that it has a responsibility to have in operation internal procedures for receiving and dealing with information about serious wrongdoing in or by the Kura. The Board also accepts that it must regularly educate and train its employees on the internal disclosure system.
2. The Board agrees that this Policy must be published widely in the Kura, will be provided to all new employees and will be republished at regular intervals (at least annually).
3. The purpose of this policy is to provide information and guidance to employees of the Kura who wish to report serious wrongdoing within the kural. The policy is issued in compliance with the Protected Disclosures Act 2000 and the Education Act 1989.

What is a Protected Disclosure?

4. A protected disclosure is a declaration made by an employee where they believe serious wrongdoing has occurred. Employees making disclosures will be protected against retaliatory or disciplinary action and will not be liable for civil or criminal proceedings related to the disclosure.

Definition of Serious Wrongdoing

5. Serious wrongdoing includes any serious wrongdoing of any of the following type:
 - an unlawful, corrupt, or irregular use of funds or resources; or
 - an act, omission or course of conduct that constitutes a serious risk to public health or public safety or the environment; or
 - an act, omission or course of conduct that constitutes a serious risk to the maintenance of law, including the prevention, investigation, and detection of offences and the right to fair trial; or
 - an act, omission or course of conduct that constitutes an offence; or
 - an act, omission or course of conduct by a public official that is oppressive, improperly discriminatory, or grossly negligent, or that constitutes gross mismanagement.

Conditions for Disclosure

6. Before making a disclosure the employee should be sure the following conditions are met:
- the information is about serious wrongdoing in or by the Kura;
 - the employee believes on reasonable grounds the information to be true or likely to be true;
 - the employee wishes the wrongdoing to be investigated; and
 - the employee wishes the disclosure to be protected.

Who can make a Disclosure?

7. Any employee of the Kura can make a disclosure. For the purposes of this policy an employee includes:
- current employees and Tumuaki;
 - former employees and Tumuaki; and
 - contractors supplying services to the Kura.

Protection of employees making disclosures

8. An employee who makes a disclosure and who has acted in accordance with the procedure outlined in this policy:
- may bring a personal grievance in respect of retaliatory action from their employers;
 - may access the anti-discrimination provisions of the Human Rights Act in respect of retaliatory action from their employers;
 - are not liable for any civil or criminal proceedings, or to a disciplinary hearing by reason of having made or referred to a disclosure; and
 - will, subject to paragraph 15 in the Procedure, have their disclosure treated with the utmost confidentiality.
9. The protections provided in this section will not be available to employees making allegations they know to be false or where they have acted in bad faith.

Approval

10. When the Board approved this Policy it agreed that no variations of this Policy or amendments to it can be made except with the unanimous approval of the Board.
11. As part of its approval the Board requires the Tumuaki to circulate this policy to all staff, and for a copy to be included in the Kura Policy Framework, copies of which shall be available to all staff. The Kura Policy Framework shall also be made available to students and parents at their request. The Board requires that the Tumuaki arrange for all new staff to be made familiar with this Policy and other policies approved by the Board.

Procedure: 6.8 Protected Disclosure procedure.