



Governance Framework

Understanding the legal and policy framework

State Integrated School Board Professional Development and Learning Series

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Knowing the key pieces of the governance framework

The board provides **strategic governance and leadership**, setting the school's long-term direction and the policies that guide all decision-making. It establishes a robust **governance policy framework**, ensures the school meets all legal and regulatory obligations, and defines clear expectations for the principal. Through these policies, the board empowers the principal to **manage the day-to-day operations** of the school effectively, while the board maintains oversight of outcomes and accountability.

A key document for the board is the strategic plan. The strategic plan is built around the special character foundation the school was established on and includes key features of the integration agreement. The board sets out in the strategic plan its vision, aims and the targets it intends to meet, and how it will monitor and report on progress.

Through an effective self review programme the board monitors the performance of the school and principal against the plans, aims and targets set. It also ensures the special character reporting requirements to the Proprietor are met.





Legislative Framework

Boards must understand and work within the legal framework set out in the Education and Training Act 2020. Your board must meet these and all other legislative requirements to ensure compliance and effective governance.

Education & Training Act

Primary legislation for school board operations

Powers & Functions

Defines board authority and decision-making

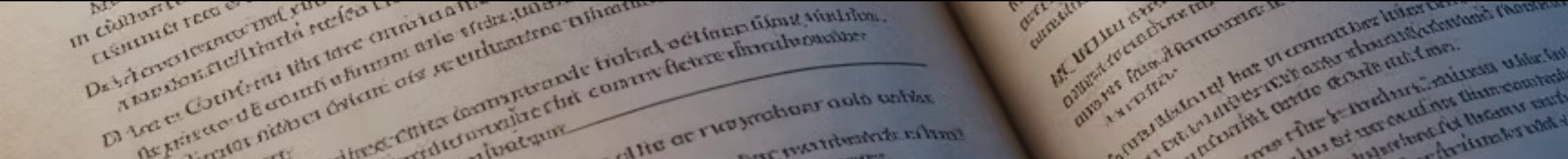


Schedule 6: Integrated

Provisions for state integrated schools

Role of the Principal

Legislative guidance on principal duties



Legislative Framework: Rights and Responsibilities

The Education and Training Act 2020, particularly through **Schedule 6**, establishes a unique partnership between proprietors, the Crown, and school boards. This framework preserves the special character of integrated schools while ensuring they meet national education standards and provide equitable access to quality education. Schedule 6 specifically defines these relationships, outlining the practical implications for all parties.

Integration Agreement The foundational document, strengthened by Schedule 6, that defines your school's special character and establishes the terms of partnership with the Crown	Statutory Rights Legal protections for tagged positions, enrolment preferences, and special character preservation, as detailed in Schedule 6	Governance Partnership Clear delineation of responsibilities between proprietors and school boards, precisely outlined within Schedule 6
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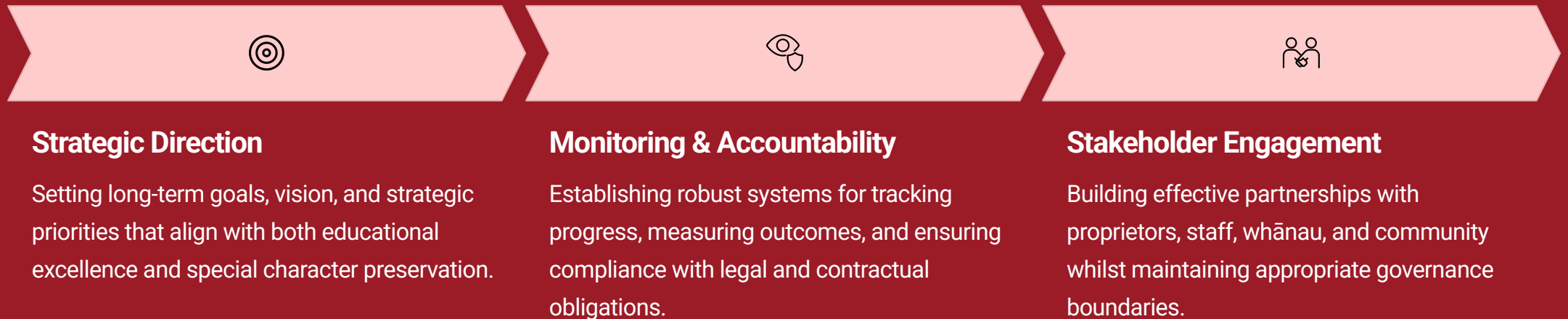
Key Provisions from Schedule 6

Schedule 6 of the Education and Training Act 2020 details critical provisions that guide the operation of integrated schools:

1 Clause 1: Preservation of Special Character Ensures the religious or philosophical beliefs on which the school was established are maintained and protected, underpinning its unique identity.	2 Clause 26: Preference of Enrolment Grants integrated schools the ability to give preference in enrolment to students who identify with the school's special character, within set limits.
3 Clause 39: Powers and Responsibilities of Proprietors Defines the specific rights and duties of proprietors, including managing property, appointing staff for special character roles, and ensuring the special character is upheld.	4 Clause 47: Religious Instruction Appointments Empowers proprietors to appoint or approve staff members who will provide religious instruction or uphold the school's special character, ensuring alignment with foundational beliefs.

Governance Framework Structure

The board's role is one of strategic oversight, leadership, direction, and policy setting. The board develops a governance policy framework and processes for decision making, ensures compliance with legal requirements, and puts in place structures for the principal to effectively manage day-to-day operations.



The governance framework provides the architectural blueprint for effective board operations. It delineates the relationship between governance and management, clarifies decision-making authority, and establishes accountability mechanisms. This framework ensures boards operate within legislative requirements whilst maintaining flexibility to respond to local community needs and circumstances. Understanding this framework is essential for new board members and provides ongoing reference for experienced governors navigating complex decisions. You will find a governance policy framework example under Resources on the APIS website.

Key Relationships: Integration Agreement, Proprietor Appointee, and Board Policy

The effective operation of a state integrated school relies on the strong interrelationship between its Integration Agreement, the board, the Proprietor's Appointee, and the school board's policies. These elements form a symbiotic structure, ensuring both educational achievement and the preservation of special character.



The Guiding Document

The Integration Agreement (IA) is the foundational legal text defining the school's special character. It outlines the values and framework that all board policies and Proprietor decisions must adhere to, acting as the ultimate reference point for governance.



Voice of the Proprietor

The Proprietor's Appointee is crucial for upholding the special character outlined in the IA. They ensure the Proprietor's vision is integrated into board discussions and provide essential guidance on how policies reflect the school's unique identity.



Policy in Action

Board policies translate the Integration Agreement and the Proprietor's rights and obligations into practical, actionable expectations. They establish clear processes, assign responsibilities, and ensure all operational decisions consistently support the school's special character and educational outcomes.

Understanding the Integrated School Legal and Policy Framework

The integration agreement sets the legal and structural foundation

The integration agreement is the legally binding document that brings the school into the state system. It outlines the school's special character, governance structure, property obligations, staffing provisions, and the rights of the proprietor. Key points:

- It defines what the special character is and how it must be protected.
- It grants the proprietor specific rights, including representation on the board.
- It sits above board policy. Board policies must align with it.

Think of the integration agreement as the anchor. Everything else must align with it.

Proprietor appointees ensure the special character is protected

Proprietor appointees are appointed by the proprietor under the authority granted in the integration agreement. Their purpose is not the same as other trustees. Core responsibilities:

- Protect and uphold the special character of the school.
- Advise the board on matters that may affect the special character.
- Ensure that board decisions remain consistent with the legal obligations set out in the integration agreement.
- Act as full board members with voting rights.

The Proprietor Appointee serves as a vital bridge between the Proprietor and the School Board, ensuring alignment with special character expectations whilst serving the broader interests of the school.

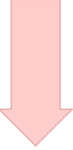
Board Policies and the Framework in Practice

Board policies operationalise obligations

Board policy is the set of rules and expectations that guide how the school operates. Policies must:

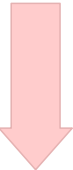
- Comply with the Education and Training Act.
- Align with the integration agreement.
- Incorporate the requirements and expectations of the proprietor regarding special character.

- ❑ The board creates policy. Proprietor appointees help ensure the policies do not compromise the special character or breach the integration agreement.



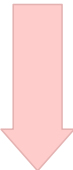
Integration agreement

Creates the legal framework, defines special character, and grants proprietor representation on the board.



Proprietor appointees

Use the authority granted by the integration agreement to safeguard the special character and act as a check on board decisions and policy development.



Board policy

Implements the obligations of the integration agreement and responds to proprietor guidance. Policies must be consistent with both the law and the special character.

In practice: The integration agreement defines the "non negotiables". Proprietor appointees act as guardians of those non negotiables. Board policy translates those obligations into everyday practice.



Essential Governance Documentation



Governance Manual

The cornerstone document providing comprehensive guidance on board operations, decision-making processes, and governance best practices specific to state integrated schools.



Policy Framework

Board policies translate the Integration Agreement and the Proprietor's rights and obligations into practical, actionable expectations.



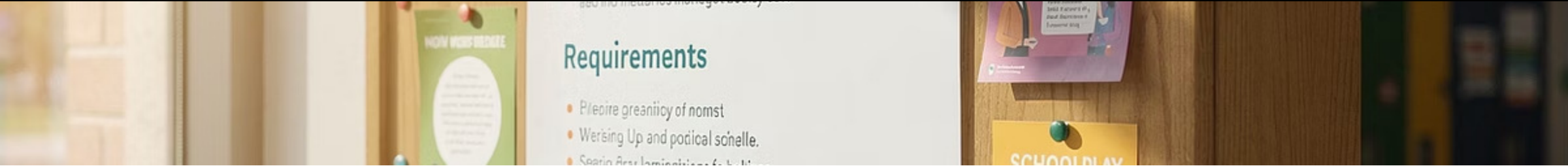
Roles & Responsibilities

Clear articulation of individual and collective duties for board members, presiding member (chairperson), principal, and key stakeholders within the governance structure, in particular the Proprietor.



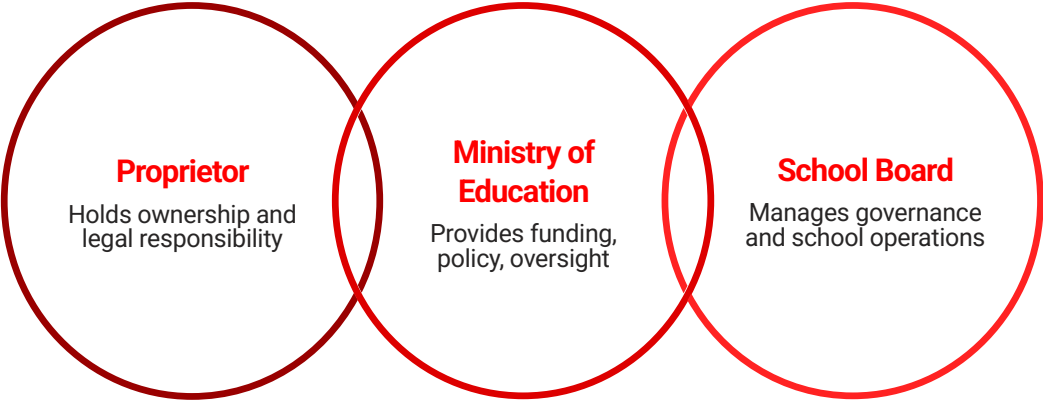
Proprietor Rights & Legislation

Comprehensive outline of proprietor entitlements under the Education and Training Act 2020 and relevant legislative frameworks governing integrated schools.



Partners and Support

Key Partnerships



State Integrated Schools are communities of partnership. The partners are the Proprietor of the school, the Ministry of Education, and the School Board. Each partner has a legal responsibility to maintain the school's special character.

Support Network

It is important to know who is there to support and guide you in your role as a school board member. Your primary contacts are:



[New Zealand School Boards Association](#)



[Ministry of Education](#)



[APIS](#) - For free advice and support, training, and workshops.