

Hui-ā-Tau
Rāapa 14th Poutū-te-rangi 2018
515pm – Kapu tī, timo kai, whakawhanaunga ki Te Kupu
6.00pm – timata te hui

Ka hui tātou ki Tōku Whakakai Marihi

KAUPAPATAKA	MĀ WAI	MINITI
Karakia/Mihi		
<i>Purongo Putea</i>	<i>TBC: Manuwhiri Don Jefferies (Auditor)</i>	15
Nga Tono Aroha		2
Ngā meneti o tērā hui: 14/03/17	Hekeritari	2
Ngā Take i puta mai:	Te Kahui Kuaka	10
Ngā Pūrongo Whakahaere-ā-Tau: Tiatangata Tumuaki	Dorina Paenga Kara Sikisini	5 10
Ngā kōwhiringa āpiha <ul style="list-style-type: none"> Tiatangata Tiatangata Tuarua Hekeritari Licensee Komiti Mahi 	Tumuaki/Te Kahui Kuaka	10
Ngā kōwhiringa mo ngā rōpū iti o te whānau <ul style="list-style-type: none"> Komiti Putea Komiti Kohi Putea Komiti Arotake Komiti Papatakaro Komiti Whanaungatanga 	Tiatangata/Te Kahui Kuaka	10
TIKANGA WHAKAHARE (Motions to be considered). 1. Changes to the Rules for the Society <i>Resolution passed at the HAW on 13 December 2017:</i> <i>“That whanau receive notice to amend 9.2 and 9.5 of the Society Rules which will be ratified at the 2018 AGM in March.”</i> <i>Resolution passed at the HAW on 14 February 2018:</i> <i>“That whanau receive notice to amend 7.1 of the Society Rules which will be ratified at the 2018 AGM in March, and that this change will reinstate the Health and Safety Officer.”</i> <u>Therefore, the following recommendations will be tabled:</u> 9.2 “All monies received by the society are to be paid by the Treasurer or Kaiwhakahaere into such bank accounts as approved by the whanau. Any two persons being the chairperson, treasurer, any elected officer of the society, Pouwhakahaere and the Tumuaki may jointly sign any financial instruments of the society” 9.5 “...The auditor must be a member of the New Zealand Society of Accountants, a registered auditor and must not be a member of the Society.” <i>Resolution passed at the HAW on 14 February 2018:</i> 7.1 “That the Heath and Safety Officer be reinstated as an Officer of the Society.”		Red text donates the addition to the rules.
NGA TAKE O TE WHANAU: 1. Appointment of Auditor for 2018 2. Updating Charity Commission 3. Other		



TE KŌHANGA REO O

NGĀ KUAKA

He kuaka mārangaranga kotahi i tau ki te tāhuna
tau atu, tau atu, tau atu.

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HUI-Ā-TAU

14/03/2017

1. Karakia tīmatanga:

Mihi whakatau: Keriata Kuiti

Te wā tīmata: 6:05

Kaituhi Meneti: Hemi May Kelly

Manuhiri: John Mills (Auditor)

-Kohanga is at a surplus of \$104,088. This is marginal in a organisation the size of Ngā Kuaka.

-Quality ratios and Government ratios discussed.

Whakawhanaungatanga

Ngā tāngata i tae mai:

2. Ngā tono aroha:

Toti West, Whanau Tuaupiki, Hemi Walker, Dorina, Māhiti, Bobby Te Heu

Moutini:

Kaimoutini: Keriata Kuiti

Ka whakaae te whānau? Ae

Ka whakaaetia te whānau ki ngā tono aroha?

Kaitautoko: Troy Kelly

He kaiwhakahē? Kao

3. Ngā meneti o tēra hui:

09/03/2016

Moutini:

Kaimoutini: Keriata Kuiti

Ka whakaae te whānau? Ae

Ka whakaae te whānau ki ngā meneti o tēra hui?

Kaitautoko: Trudy

He kaiwhakahē? Kao

4. Ngā take i puta mai i ngā meneti

5. Ngā Pūrongo Whakahaere

5.1 Tumuaiki

-Me whakapākari tātou i te arotake i ngā kaupapa here.

Awhi: If we have tamariki on the waiting list, do we need more staffing to accept those enrolments? How do we do that? How long until we lose these potential enrolments?

Keriata: Many tamariki on the waiting list are not yet ready to begin kohanga, some are not yet 6 months, some are waiting to turn three and be eligible for the OSCAR subsidy.

We have been hiring kaiako from our relieving pool, which in turn leaves us short on relievers.

Ngāwai: Whānau must be police vetted to help out at kohanga even on a volunteer basis. Can we put a pānui out to whānau, so that whānau are able to help on short notice?

Moutini:

Kaimotini: Kararaina Sikisini

Ka whakaae te whānau? Ae

Ka whakaae te whānau ki te Pūrongo-ā-Tau a te Tumuaiki?

Kaitautoko: Holly Grey

He kaiwhakahē? Kao

5.2 Kōmiti Pūtea

Moutini:	Ka whakaae te whānau ki te Pūrongo-ā-Tau a te Kaitiaki Pūtea?
<i>Kaimotini:</i>	<i>Kaitautoko:</i>
<i>Ka whakaae te whānau?</i>	<i>He kaiwhakahē?</i>

5.3 Kōmiti Mahi

Kāorekau he pūrongo

Moutini:	Ka whakaae te whānau ki te Pūrongo-ā-Tau a te Kōmiti Mahi?
<i>Kaimotini:</i>	<i>Kaitautoko:</i>
<i>Ka whakaae te whānau? Ae</i>	<i>He kaiwhakahē? Kao</i>

6. Ngā kōwhiringa āpiha

Ngā tūranga e wātea ana:

Tiatangata

Position open to be determined at hui-a-whānau 11/04/2017

Kaimotini:

Ka whakaae te whānau?

Kaitautoko:

He kaiwhakahē:

Tiatangata Tuarua

Kaimotini:

Ka whakaae te whānau?

Kaitautoko:

He kaiwhakahē:

Hekeretari

Tomairangi Melbourne

Kaimotini: Troy Kelly

Ka whakaae te whānau? Ae

Kaitautoko: Hemi May Kelly

He kaiwhakahē: Kao

Kaitiaki Pūtea

Dwayne Hudson

Kaimotini:

Ka whakaae te whānau?

Kaitautoko:

He kaiwhakahē:

Komiti Mahi

Neville Manukau

Mariana te Tai

Awhi Morgan

Kahu Waititi

Bobby Te Heu

Keriata Kuiti

Kaimotini: Keriata Kuiti

Ka whakaae te whānau? Ae

Kaitautoko: Troy Kelly

He kaiwhakahē: Kao

Kaipupuri Raihana

Holly Grey

Kaimotini:

Ka whakaae te whānau?

Kaitautoko:

He kaiwhakahē:

7. Ngā kōwhiringa mo ngā rōpū iti o te whānau

Komiti Pūtea

Komiti Kohi Pūtea

Kōmiti Arotake

Kōmiti Papatākaro

Kōmiti Whakawhanaungatanga

Dwayne Hudson (as Kaitiaki Pūtea),

Troy Kelly, Hemi May Kelly, Ngāwai, Awhi Morgan, Chair: Shannon Kelly

Tumainu, Tammy Tauroa, Renee Lawson, Mariana Te Tai

Mere, Holly Grey, Ngāwai, Haimona, Shannon Kelly, Chair: Toti West

Neville Manukau, Trudy Taukamo, Chair: Awhi Morgan

8. Ngā take whānui

Karakia whakamutunga:

Haimona

Te wā mutu: 7:48

Te Rīpoata Tiatangata o Te Kōhanga Reo o Ngā Kuaka ki te 31 Tihema 2017:

Tena koutou Te Kāhui Kuaka,

Te mea tuatahi he mihi whānui ki to tatou Kaihanga mo ana manaaki tiaki hoki ia tatou i tae ora mai ai ki tēnei AGM o Te Kōhanga Reo o Ngā Kuaka. E whakahonore tonu ano hoki i to tatou Arikinui Kingi Tuheitia me te Makau Ariki Atawhai, te Kahui Ariki, me Tainui waka, tēnā ra koutou katoa. Tenei hoki te poroporoaki ki io tatou tini aitua e hinga nei, e hinga atu nei, e hinga mai ra era hoki ka tahi tata nei ano e kapo hia atu e te ringa kaha o aitua,. Heio ano te korero hoki atu koutou ki roto ia nga ringa o te Kaihanga. Haere, haere, haere. Ka hoki ki a koutou Te Kahui Kuaka o Te Kōhanga Reo, nga tini whanaunga, tatou katoa kua tae mai nei ki tēnei hui; tēnā koutou, tēnā koutou, tēnā ra tatou katoa.

It is a pleasure to present this annual Tiatangata Report with the audited accounts for 2017.

The Ngā Kuaka AGM provides the opportunity to report on the key issues for Kōhanga over the year ended 31 December and to also confirm the officers of our Society and Komiti Mahi for the ensuing year, welcome new whānau and acknowledge the contribution made by retiring Komiti members.

Though I have been a parent with Kōhanga since 2014, I have only been Tiatangata since November 2017. It has been a difficult year with uncertainty over the resignation of Kaiako (teaching staff), getting Kōhanga across the line to provide consistent care for our tamariki, and allowing new staff to settle in. I am of course delighted that we have been successful in securing 12 of the 13 teaching staff needed to provide a high level of care for tamaiti, and also the appointment of Pou Manaaki (Joanee Mokomoko) and Pou Tiaki (Tania Milner) as being critical to the care and educational needs of our tamaiti. We also welcome several new Kaiako, Rawinia Gerrard, Tukimihia Vienna Gerrard, Tangimangaone Pewhairangi, Clarissa Skipper, Pania Melbourne, Kaitlyn Moke, Te Atamira Whiu, Nicole Pare Preston, Massey Manihera, Ria Brosnan, Atiria Chase, and Kewa Tapairu Bo Cashell-Warren, who tirelessly care for our tamaiti day-in and day-out, showering them in love and ensuring each day at Kōhanga is a new and wonderful world.

The objectives of Te Kōhanga Reo o Nga Kuaka are:

- To promote Māori language in Education
- In particular, to run and develop a Kōhanga Reo
- And to support the foundation in Hamilton of a kura kaupapa Māori

Te Kōhanga Reo o Ngā Kuaka

As 1 of only 2 teacher-lead Kōhanga in the country, ECE care continues to be the core business for Nga Kuaka with the focus on maintaining and enhancing 4 key kaupapa. 1) Te Reo o ona Tikanga, 2) Level of Care, 3) Strategic Relationships and 4) Management & Operations. Nga Kuaka continues to provide the services as required under its current agreement with the Kōhanga National Trust (and the Ministry of Education).

The biggest challenge for the next 12 months is Leadership.

Whānau responses from the “Quality Care and Education Survey” conducted between 4-28th September 2017 was overwhelmingly Kaiako focused, and also the emphasis of whānau conversations during 2017.

1. Attracting, Retaining and Valuing Kaiako

More Support and Leadership: In response to kaiako requests for more support and leadership, a new leadership structure was put in place comprising of the Tumuaki (Kara Sikisini), Pou Tiaki (Tanya Milner) and Pou Manaaki (Joanee Mokomoko), who will implement the curriculum and support and guide our kaiako and kairiwhi across all three where. This interim structure at the time of writing this report was up for review and evaluation.

Better Pay: Whānau approved substantial fee increases over the next 3 years (2018, 2019 and 2020) as our commitment to achieving ECE Pay Parity for Kaiako employed at Kōhanga. This was in direct response to the key findings of the “Quality Care & Education Survey” to attract, retain and value Kaiako.

2. Quality Education: Changes Moving Forward

Kete Matauranga: Another key finding from the “Quality Care and Education Survey”, and a whānau stipulation around the fee increases was the consistent and regular delivery of kete mātauranga as per ECE standards. As a direct result, new kaiako Job descriptions have been written. Job Descriptions are based on the ECE standards, which includes 2 entries per month is stipulated in these. At the time of writing this report, job descriptions are in negotiation between Kaiako and Kōmiti Mahi.

3. Strategic Governance and Best Practise Standards

Compliance: Identifying the Officers of the Society and Kōmiti Mahi compliance responsibilities, and operational issues that directly affect the governance of Kōhanga, continues to be a significant challenge, as parent’s contribution is voluntary and time scarce.

Managing issues, and mitigating risk in the role of Kōmiti Mahi especially, continues to be very stressful and lacks the strategic support and guidance needed to make informed decisions. Decisions which have a significant and long-lasting impact on Te Kōhanga Reo o Nga Kuaka.

Furthermore, regular accurate and clear financial reporting to the Governors of the Society needs attention, to ensure the assets and resources of Kōhanga are well managed and protected.

Overall this can contribute to parent “burn-out” and dis-engagement.

4. Moving Forward into 2018

As stated in 2017-2019 Strategic Plan for Te Kāhui Kuaka, there are 4 key kaupapa for Kōhanga. Kōmiti Mahi and Kōmiti Putea have identified key initiatives across these kaupapa as being critical to the future of Te Kōhanga Reo o Ngā Kuaka and its governing role for the long-term health and prosperity of the service. Central to the success of effective strategic governance is best practise standards and compliance, and will be an emphasis moving forward.



5. Hootaka Manaaki/Hararei Programme

Hootaka Manaaki and Hootaka Hararei Programmes are currently being reviewed to ensure consistent numbers as a sustainable programme. This matter was not progressed at the time of writing this report and continues to be an item for discussion.

Acknowledgements:

Aha ko te aha e kore tae atu te mihi kia koutou mo o koutou tautoko i te kaupapa nei:

- Dwayne Hudson and Tammy Tauroa for their well-considered advice on Komiti Putea.
- Komiti Mahi members Kahurangi Waititi, Bobbi Heu, Mariarna Te Tai, Neville Manukau and Ngawai Smith for their astute and professional approach to the kaupapa, and their perseverance and “staying strong” during the tough times.
- Hollie Smith and Tomairangi Melbourne for their commitment to our Society and always being a “facebook message” away.
- Our long-standing staff members who tirelessly serve our whānau, and never stray from our kaupapa, Koka Tangi, Koka Kimi and our Tumuaki Koka Kara.

In particular I would like to acknowledge the 2017 outgoing Tiatangata Keriata Kutia and Pania Melbourne, and the current Deputy Chairperson Virginia Smith, for your clear understanding and awhi to achieve the aspirations of whanau and above all else, ensuring the safety and care of our tamariki.

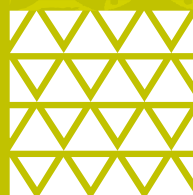
I wish our Kōhanga whānau well in pursuing the shared aspirations for whanau and its potential as an important contributor to serving and enhancing wellbeing across our Maori communities.

E kore tae ahau te mihi mo koutou mahi rangatira, nga manaakitanga o te runga rawa kia koutou katoa.

Nāku noa, na

Dorina Paenga
Tiatangata.

Community based Early Childhood Education Governing and Managing





Introduction

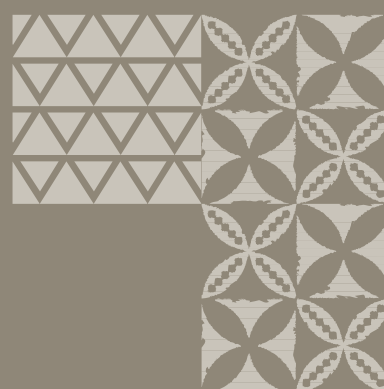
This booklet is a revision of the Governing and Managing your community based early childhood education service resource, first published in June 2004.

Getting involved in running your early childhood service provides an opportunity to ensure that your children get the best possible learning environment for their early years. You will learn new skills and play a part in making sure your service runs smoothly and efficiently.

The booklet explains the difference between governing and management of your service. It uses some content from the previous resource but has several new sections including requirements from new Regulations which came into force in 2008. It is intended as a resource to dip into when needed and to provide guidance when difficulties arise.

Services licensed prior to 1 December 2008 can operate under the 1998 Regulations for 6 years to 30 November 2014. These services must apply to be re-licensed after 1 December 2008 and operate under the 2008 Regulations. This booklet refers to both sets of Regulations. The terms used in the 2008 Regulations are stated first and the terms used in the 1998 Regulations are stated second.

We recommend you read this booklet alongside *Education (Early Childhood Services) Regulations 2008* and *Licensing Criteria for Early Childhood Education and Care Centres 2008*.



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Chapter 1:

Roles and responsibilities



It takes a number of people to operate an early childhood service. There are different roles and responsibilities for people who:

- » work with the children, families and whānau
- » manage the service on a day to day basis
- » focus on ensuring the service meets the needs of the community and is sustainable over time.

It is important that those involved in providing early childhood care and education understand their roles and responsibilities. Knowing what is required and expected helps to ensure that people taking on the different roles have the knowledge and skills required.

The Education Act 1989 defines the person, body, or agency who or that operates an early childhood education and care service either in a centre or as a home-based network as the service provider.

Each service provider is required to nominate someone who resides locally and is able to respond to issues relating to the licensing of the service and who has the authority to act on their behalf. The 2008 Regulations define this person as the Contact Person. In the 1998 Regulations this person is defined as the Licensee.

The Contact Person/Licensee is responsible for the service's reporting to the Ministry and ensuring that all Ministry requirements are met.

A statutory declaration is required from every service provider stating that each person who is part of a group operating an early childhood service is a fit and proper person and does not have a debt to the Crown.

Parents, community, church

Parents/whānau and members of the community can be involved by being a member of the management group, governing board or a sub-committee.

It is important to keep families and the community informed about what is happening at the service.

People who work with the children, families and whānau

Educators

The Educators work with the children on a day to day basis.

They are responsible for:

- » the delivery of quality teaching and learning programmes for children
- » positive communication with parents/caregivers and whānau
- » safe and healthy practices for adults and children in the service's environment
- » providing information to the Person Responsible and the management group
- » undertaking self review and ongoing professional development.

CHAPTER 01

The qualifications for being an educator are:

- » an ECE teaching qualification recognised by the NZ Teachers Council for teacher registration.

All licensed ECE services have to meet the requirements for:

- » the number of educators needed for the number of children attending the service
- » the number of qualified educators and the number of registered teachers.

Not all educators working in a service are required to have a formal teaching qualification. You will most likely have a mix of educators with qualifications and without. Please talk to the Ministry of Education about how many qualified teachers you must have on staff. For more information go to:

www.lead.ece.govt.nz/ManagementInformation/EstablishingAnECEService/Step3.aspx

Supervisor

A service may also have a Supervisor who is responsible for overseeing educators and the daily running of the centre. The Supervisor is responsible for the curriculum requirements as set out in the Licensing Criteria for Early Childhood Education and Care Centres 2008, Curriculum Criteria C1 – C13, and may have discretionary responsibility for the budget.

Person Responsible

The Person Responsible is the person directly responsible for the day-to-day running of the service. This includes the care, comfort, education, health and safety of the children.

The qualifications for being a Person Responsible are:

- » an ECE teaching qualification recognised by the NZ Teachers Council
- » current teacher registration.

The Person Responsible (sometimes called the Supervisor or Head Teacher) is an experienced member of the staff team and is responsible for supervising other staff as they work with children.

People who manage the service on a day to day basis:

Manager

The Manager is responsible for the day-to-day operation of the service. The Manager is sometimes the Person Responsible, Supervisor or Head Teacher. The role of the Manager includes managing the administrative tasks, making sure there is accurate financial accountability and monitoring the funding received.



Administrator

The Administrator is responsible for all the day-to-day administrative tasks. These include: maintaining financial records, banking, preparing invoices, buying supplies like stationery or cleaning products, filing, preparing reports and helping to organise events or outings.

Contact person/licensee

The contact person/licensee does not need to have a qualification in early childhood education but must understand how the service runs. The contact person/licensee needs to have time to have regular contact with the service and the Person Responsible, and should be a member of the management group or governing group.

Management group

If a management group has been elected, the members need to be people with an interest in the service, who will be able to attend meetings regularly, assist with decision making and help manage the service.

The management group is formed at the Annual General Meeting and includes:

- » a representative from the teaching team who has the most responsibility for the day-to-day running of the service - usually the Person Responsible (electing a teacher to the management group is not advisable because of the conflict of interest – see Appendix 1)
- » the contact person/licensee
- » parents/whānau and community representatives who are elected at the AGM.

Depending on the size of your service, your management group will have between 5 and 8 members.

People who focus on ensuring the service meets the needs of the community and is sustainable over time.

Governing group or board (referred to as the governing board)

A governing board may be elected from:

- » parents and whānau
- » the community
- » stakeholders
- » secretary
- » treasurer.

and includes the contact person/licensee.

The size of your governing board is set out in your Constitution or Trust Deed. The size that works best is between 5 and 8 people.

CHAPTER 01

Secretary

The secretary takes minutes at meetings, deals with correspondence, keeps files and ensures the roll is kept up to date. The secretary is also responsible for completing the annual statistical form (end of June).

Treasurer

The treasurer needs to be familiar with the Ministry of Education funding details. For more information go to: <http://www.lead.ece.govt.nz/ManagementInformation/Funding.aspx>

The treasurer ensures that the financial records are kept up to date and accurate and manages income, banking, makes payments, keeps the cash book up to date, reconciles bank statements, issues receipts.

The treasurer will be responsible for balancing the cash book and bank reconciliations. The treasurer organises the financial records to be audited.

Chapter 2:

Statement of Philosophy



The Statement of Philosophy tells everyone who works or comes into your premises what is special about your service and what you want to achieve.

The 2008 Regulations require you to develop and display a Statement of Philosophy.

It needs to be easy to understand by everyone involved in your service and clearly displayed.

What would you put in a Statement of Philosophy?

Every Statement of Philosophy will be different but you might want to include:

- » why you set up the service
- » what you want to achieve day by day
- » what values are really important for your service and community.

Here are some examples:

- » “Our staff will be well trained and have regular professional development”
- » “At our service the values of our culture are taught”
- » “Parents will be encouraged and given opportunities to share in the life of the service”.

Who is responsible for the Statement of Philosophy?

Everyone involved at the service should have the opportunity to contribute to preparing and reviewing the Statement, including:

- » parents/whānau
- » educators
- » person responsible
- » licensee/service provider.

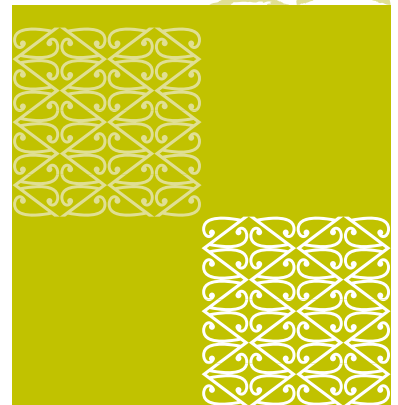
Preparing or reviewing the Statement of Philosophy

The management group or governing board is responsible for writing a draft Statement of Philosophy. This should be circulated to as many stakeholders as possible to get their opinion. This can be done through a meeting or by doing a survey, whatever method is best for your stakeholders.

Their ideas and comments should be included in the final Statement before it is circulated again. It may be necessary to go back to each of the groups to make sure that everyone is happy with the final Statement of Philosophy. Statements of Philosophy do not have to be long but they do need to be clear about why the service exists and what it stands for.

The Statement of Philosophy should be reviewed each year and the Annual General Meeting is a good time to do this. It's a good idea to give a copy to those involved a week or two before the meeting so they can think about whether changes are needed.

Giving a 'close-off' date for suggested changes keeps the review on track and means the refreshed Statement can be presented at the AGM.



An example

Aoga Amata

Statement of Philosophy

- » Our service exists to offer high quality bi-lingual education and care to the children of Island Bay.
- » The children are the main reason the service exists and each child should have their individual needs and abilities acknowledged and enhanced.
- » Our service believes it is essential to create an environment for the children that is physically and emotionally safe.
- » The curriculum offered to the children will be based on Te Whāriki to offer variety, challenge and fun.
- » Our service will provide the children with opportunities to develop, to learn, to extend them, to play and to gain social and learning skills.
- » Our service believes in open communication and building positive partnerships with families, the church and the community.
- » Our service believes that staff need on-going training to continue to develop the professional skills required in progressive early childhood education.
- » Our teachers will maintain a high level of professionalism within the service and model appropriate behaviours.

Chapter 3:

Responsibilities of governing



Whether your service elects a management group or a governing board, there are governing responsibilities that both groups need to fulfill. In this Chapter we use the term 'governing group' to include both those elected to the management group and those elected to the governing board.

What is governing?

Governing is the responsibility for the long-term health and prosperity of the service. It includes:

- » designing and putting into words a vision of what your service will be like in the future
- » making sure your service will provide high quality early childhood education for children in two years, five years, 10 years and beyond
- » long-term projects or issues rather than day to day matters.

For example, if you are planning to build a room for under two year olds in two year's time, or having all your staff trained by 2012, or saving to renovate the bathroom next year you are governing.

A job description for governing

When you govern, you need to be always asking yourself: *"Is what I am doing going to make the service better in the future?"*

The job of governing includes:

- » setting the direction for the service
- » setting performance targets
- » developing and following through on policies
- » making sure the service has the capacity by way of staff, premises/equipment and money to do all the things you would like it to do
- » exercising control by measuring performance against the targets you have set
- » understanding what risks the service might incur and having a plan to minimise them
- » regular reporting.

In your governing meetings, you must ensure that you:

- » exercise a 'duty of care' (this is defined as 'The standard of care which an ordinary man might expect to take on his own behalf')
- » act honestly
- » do not use your position for advantage (your responsibility is to the service and you must not try and gain a personal benefit)
- » comply with legislation (for information about key legislation relevant to your ECE service visit: <http://www.lead.ece.govt.nz/ManagementInformation/EstablishingAnECEService/Legislation>)
- » comply with the Ministry of Education's requirements
- » act in the best interests of the service at all times.

CHAPTER 03

What are you responsible for when you govern?

Governing includes such things as:

- » making sure the service provides quality education for the children so that families will choose your service
- » making sure your service meets the needs of families, both now and in the future, the community, staff, the Ministry, the Education Review Office and other interested parties
- » meeting all your responsibilities on time and at all times
- » defining the purpose, values/beliefs and aims of the centre
- » developing written policies and procedures
- » preparing and reviewing the Statement of Philosophy
- » reviewing progress and responsibilities as described in the long-term plan
- » ensuring your service keeps families and the community informed and involved.

The Constitution or Trust Deed

A community based service is usually established as an Incorporated Society or a Trust. Sometimes a service can be established as a Limited Liability Company or it may be established as a committee of a church or some other 'umbrella group'. Most community based services will qualify as charities and will be registered with the Charities Commission. Being qualified as a charity exempts the service from Income Tax.

The Constitution (if your service is an incorporated society or limited liability company) or the Trust Deed (if your service is a Trust) is the legal authority for the service as an organisation. The Constitution or Trust Deed set out the legal rules for the organisation. The typical contents of a Constitution or Trust Deed include:

DEFINITIONS**NAME****OBJECTS****POWERS****MEMBERS****OFFICERS OF THE ORGANISATION****GENERAL MEETINGS**

- » Purpose of AGM
- » Special General Meetings
- » Quorum
- » Control of General Meetings and Voting



BOARD (or governing group)

- » Role of the Board
- » Membership of the Board
- » Election / Appointment of the Board
- » Term of Office of Board Members
- » Vacancies on the Board
- » Removal of Board Member
- » Board Meetings and Duties of the Board

FINANCES

ALTERATION OF RULES

PROHIBITION ON PERSONAL BENEFITS

WINDING UP

INDEMNITY

Because the Constitution or Trust Deed includes these important legal authorities for your organisation, it must be kept up to date. Your governing group should review the Constitution or Trust Deed every 12 months to ensure that it reflects the way the service is operating and that the service is operating in accordance with the clauses of the Constitution or Trust Deed.

The clauses of the Constitution or Trust Deed can only be altered, added to or deleted at an Annual General Meeting or a Special General Meeting. Once approved by the meeting, the changes must be notified to the Companies Office.

Term of office

Usually the members of the governance group will be elected at the Annual General Meeting but in some services established by an umbrella organisation they may be appointed.

Good practice is to elect each member of the governing group for a term of two years with a right to be elected for another term of two years. It is usual to elect half the number of the group one year and another half the following year. This provides continuity from one year to the next in the long-term planning done by the governing group. The Constitution or Trust Deed should include a clause explaining the term of office.

Preparing for your role

The people who are elected to govern need to know their role and responsibilities. To do this they need to have the right information.

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Before your first governing group meeting after the Annual General Meeting, each member of the governing group must know:

- » the rules of the service – that is, what is in the Constitution or Trust Deed
- » what legislation applies to the service and what the Ministry of Education requirements for the service are (refer to <http://www.lead.ece.govt.nz/ManagementInformation/EstablishingAnECEService/Legislation.aspx>)
- » who the service is responsible to and what the governing group is responsible for
- » the service's policy on remunerating governing group members and reimbursing their expenses
- » the expected time requirements for being a member on the governing group.

The governance group is responsible for developing and reviewing the policies of the service.

The Legislation

The governing group needs to know what responsibilities they have as contained in various pieces of Legislation and Regulations. For more information visit the website: <http://www.lead.ece.govt.nz/ManagementInformation/EstablishingAnECEService/Legislation.aspx>

You can also view legislation at www.legislation.govt.nz

The governing group does not need to know the detailed content of each piece of Legislation or Regulation, but they do need to know that the service is complying with them.

It is the responsibility of the service provider to ensure the service complies with all relevant Legislation and Regulations.

Who should attend governing meetings?

Governing meetings are for those elected or appointed to provide governance. Parents/whānau or other interested people who may attend do not automatically have speaking rights and are not entitled to vote.

Example

An annual work plan for our governing group

It is helpful to have a work plan or timetable to keep track of the governing group's responsibilities.

Here is an example:

ANNUAL WORK PLANNER FOR GOVERNING		
January Monthly review » policies	February Monthly review » policies Annual review » Constitution or Trust Deed Annual review » annual accounts & reports Annual review » management group or governing board succession planning	March Annual » AGM Annual review of person responsible Annual » management group or governing board self-review Quarterly review » stakeholders meeting
April Monthly review » policies Annual review » conflicts of interest register Annual review » governance training	May Monthly review » policies Annual review » regulatory compliance	June Monthly review » policies Quarterly review » stakeholders meeting
July Monthly review » policies	August Monthly review » policies Annual review » start the long-term plan review	September Monthly review » policies Annual review » long and short-term plans Quarterly review » stakeholders meeting
October Monthly review » policies Annual review » long and short-term plans	November Monthly review » policies Annual review » risk management plan Annual review » adopt the short-term plan	December Monthly review » policies Quarterly review » stakeholders meeting

Likewise, a plan or timetable for management will help make sure everything happens on time.

Example

CHAPTER 03

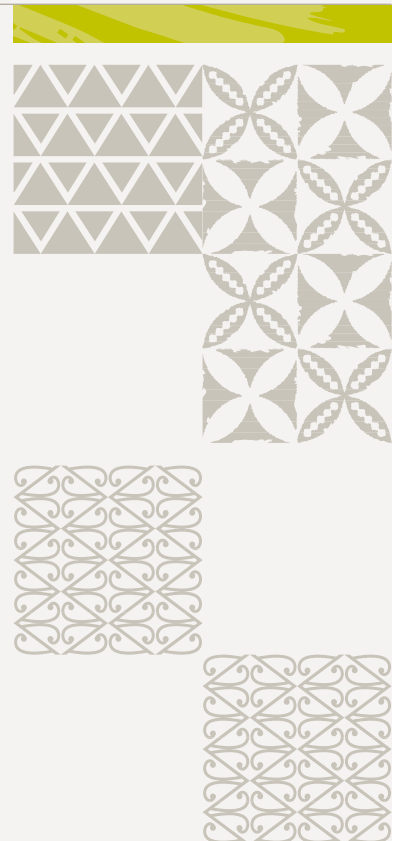
Reviewing your performance

It is good practice to review the performance of the governing group. The best time to do this is the meeting before the AGM so that you can explain at the AGM how the governing group performed. The purpose is to find out how the governing group could be more effective.

A simple questionnaire like the one below is one way to conduct a review. Each member can complete it and return it to the chair to be collated and summarised.

Our mission/vision/purpose statement clearly communicates what we want to achieve.				
Our values and beliefs are clearly stated and reflected in all our programmes and activities.				
We have a strategic plan, developed consultatively, that guides our group, staff and volunteers.				
Our governance group meetings are well attended.				
Conflicts among directors do not interfere with the governance group's work.				
Our group's relationship with staff is one of mutual trust and respect.				
The roles of governance group members and staff complement each other, and do not conflict.				
We have systems in place to ensure staff turnover does not negatively impact on service.				
We have systems in place to ensure services are monitored and evaluated.				
We make time to consider new programmes and initiatives.				
Our financial expenditures are in line with our objectives and priorities.				
The quality and quantity of our programmes and activities is consistent with our contracts/resources and staff.				

Our members and funders are kept well aware of our major decisions and financial condition.				
Our financial monitoring and control systems enable us to quickly identify budget overruns and errors and protect us from most criminal activities.				
Our governance group members and officers are carefully recruited and selected.				
The organisation provides adequate orientation, training and evaluation for staff.				
The organisation provides adequate orientation, training, evaluation for all group members.				
The governance group has adequate measures to prevent conflict of interest.				
Our personnel practices and procedures provide excellent protection from, and resources for, acts of abuse or harassment.				
Our organisation has good levels of internal communication.				
Our service is generally well regarded in the wider community.				
We communicate well the results of our work to the wider community.				
We have reason to be optimistic about our ability to deal with whatever the future brings in the next 3 years.				
I am proud to be involved in this organisation.				



Chapter 4:

Stakeholders

CHAPTER 04

Those elected to govern are responsible back to the parents/whānau and also to others who have an interest in the success of the service – the stakeholders.

For most services, the following is a sample list of stakeholders:

- » parents/whānau
- » the community which the service operates within
- » Ministry of Education
- » Education Review Office
- » staff
- » children
- » suppliers to the service
- » neighbours
- » owners of the building from which the service operates
- » Child, Youth and Family Services
- » Inland Revenue Department
- » other government agencies
- » Local/District/Regional Authority
- » funders and sponsors
- » the Church or other 'umbrella' group.

It is important for the governing group to review its list of stakeholders each year to make sure it is up to date. The governing group should agree which stakeholders are the most important.

Meeting with stakeholders

The governing group should meet with stakeholders each year. The meeting might only take 20 to 30 minutes but can provide valuable information for the governing group about the future of the service.

The governing group might plan to meet with one of the important stakeholder groups every second or third governing meeting. The stakeholder should be provided with the long-term plan prior to the meeting.

Communication with stakeholders

Good quality and frequent communication with stakeholders helps to keep everyone involved and up to date.

Some stakeholders need frequent communication, some not so often.



A regular 'Update' by the management group should be part of your communications plan. At least once a year but preferably twice a year the management group should write to parents/whānau with the following information:

- » how to access information concerning their child
- » the service's operational documents (philosophy, values/beliefs, policies, procedures etc)
- » the most recent Education Review Office report
- » how they can be involved in the service
- » any fees charged by the service
- » the amount and details of the expenditure of any Ministry of Education funding received by the service
- » any planned reviews and consultation.

For visitors to the service, you should have a noticeboard inside the front door of the service which has pinned to it:

- » the Education (Early Childhood Service) Regulations 2008 and the Licensing criteria for Early Childhood Education and Care Centres 2008
- » photos, names, and telephone numbers of the management group or governing board
- » photos, full names and qualifications of the staff
- » the service's current licence certificate
- » a procedure people should follow if they wish to complain about non-compliance with the Regulations or criteria
- » minutes of the last management group or governing group meeting
- » a list of recent purchases
- » a copy of the latest financial statements.

Once every three months updates on activities at the service can be included in newsletters, community newspapers or other relevant publications.

