



WWSTA NEWSLETTER



WELLINGTON WAIRARAPA STA PO BOX 33-176 PETONE PH (04) 568 2970

TERM 1— MARCH 2011

Welcome to 2011

The WWSTA Executive trusts that you have all enjoyed a pleasant break with family and friends over the Christmas/New year period and are refreshed for the year that lies ahead.

As usual we can look forward to a number of challenges: National Standards are still a topical issue, and the elections in November will provide plenty of opportunity for policy discussion.

FOCUS DAY

We are planning a focus day in the Wellington area on:

Saturday 14 May 2011, from 9.30am to 4pm

please mark this in your calendar and keep this day free. We're planning sessions which will be of interest to trustees and a flyer will be sent out once all plans have been finalised.

We will hold our AGM at the end of the focus day. It is important that we have representatives from as many boards as possible so we get a quorum. Nomination papers etc will be included in our next newsletter and our current Chairperson, Chris Toa, has indicated his willingness to stand again.

Join the Team

All Trustees from member boards can attend Management Team meetings. Why not come along, meet other trustees and grow in trusteeship? You'll gain new insights that will help at your school, and be able to share experiences that will be of assistance to other Boards.

The role that trustees face can sometimes be quite complex, with many dimensions. It's rewarding to discuss issues with other local trustees and gain an awareness of the wider picture beyond your school.

Come and find out for yourself! We're always pleased to welcome new members; meetings are quite relaxed and don't run on late into the evening!

The next meeting is being held on Wednesday 16 March 2011 commencing at 7.00pm and concluding no later than 9.00pm. It will be held in our office, Suite 7, Britannia Street, Petone. (Map attached).

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TRAINING

The role of a Trustee can be both challenging and rewarding; helping to ensure pupils at their school enjoy the best education possible.

To support Trustees in their role, the Ministry of Education provides a range of free training programmes. It's important that your school is aware of the options that are available and encourages Board members to keep their knowledge up to date.

Webinar and e-workshop training

A webinar is simply an online seminar which can be accessed from your home, workplace or school.

Webinars are one hour sessions designed to support large audiences and are generally very effective for sharing information.

E-workshop training sessions are built on webinar content and highly interactive. These sessions are limited to a maximum of 4 trustees and last for 90 minutes to provide more in-depth training

The training is available to ALL trustees and is FREE of charge. Participants need a computer with internet access and a separate phone line.

Schools are sent emails from the Ministry inviting Trustees to participate in three series of webinars and one series of e-workshops.

The training focuses on the school planning and reporting cycle, understanding and interpreting analysed student data, and setting and reviewing annual targets.

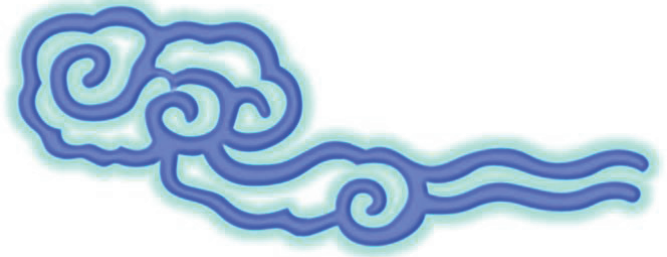
To be able to access webinar and e-workshop training you need to first register with the Ministry of Education's e-Admin Training team at eadmin.training@minedu.govt.nz.

Face to face Training

The Ministry can also provide face to face sessions tailored to specific training and support needs. Depending on your needs the training can be provided to your individual board or in a seminar-style format to a cluster of boards.

Contact your local Ministry of Education office to

discuss your board's training needs. If there is a clear need for face to face training and support, the Ministry of Education will pay for it.



WWSTA office

We are here to help you so please contact the office on (04) 568 2970 or by email wwsta@wwsta.org.nz if we can be of assistance.

The Association's normal office hours are 7.00am until midday daily. Calls are often cleared remotely outside office hours, however our Executive Officer may not get back to you until the following morning.

If the matter is urgent then contact the Chairperson, Chris Toa on 027 33 9561 or our Executive officer, Grant Kerr on 027 614 1285.

Newsletters

Thanks to those who have chosen to receive our newsletters directly via email.

If you haven't taken this option, but wish to have Newsletters emailed in the future, we attach a "Fax back" form for completion and return so that we can action your request for the Term 2 newsletter.

Staff Trustees

Being a staff trustee brings with it certain responsibilities which are noted below;

A staff trustee is first and foremost a trustee, making decisions on behalf of all stakeholders at the school using all the information available.

It is important that the staff trustee reports the views of the staff on issues under discussion but ultimately casts their own vote as a trustee.

Principles

All trustees have equal;

- Vote

- Standing
- Accountability
- Voice

Strategies for Success

1. Educate your Constituents — the role is as a representative not a delegate.
2. Clarify your role with the rest of board.
3. Separate your staff role from your trustee role (even if you are also a parent).
4. Governance and management — governance are board issues, management is the role of the principal.
5. Establish a pre-board meeting with the principal
6. Be well prepared
7. Report to staff from the Minutes rather than from memory
8. Take a long term view
9. Establish a good rapport with the Chairperson
10. Ensure you understand the school’s charter and are aware of the policies currently in existence.

The relationship between the Staff Trustee and the Principal is crucial. They need to ensure there are “no surprises” at meetings.

General

Composition of a Board of Trustees

- Between 3 and 7 elected community representatives
- The Principal
- A Staff Trustee
- A student trustee at secondary schools
- Occasional co-opted trustees
- For integrated schools — up to 4 proprietor representatives

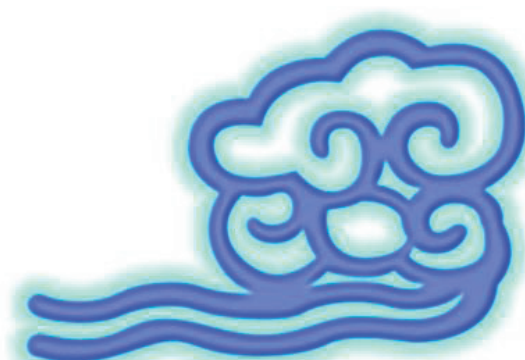
Education Act

Two key points to remember;

1. A school’s board has complete discretion to control the management of the school
2. a school’s principal is the board’s chief executive in relation to the school’s control and management and has complete discretion to manage the school’s day to day administration.

Key tasks for the Board

- defining the school’s strategic direction through the charter
- monitoring progress
- ensuring effective communication and consultation with the school’s community
- developing and approving policies
- appointing the principal and appraising his/her performance against goals and requirements



CHRISTCHURCH EARTHQUAKE

Like all New Zealanders, we at WWSTA, feel sympathy for the people of Christchurch after the disastrous Earthquake of Tuesday 22 February 2011.

Our hearts go out to those who have suffered the loss of a loved one and our commiserations are with you in your grief.

We hope that the support being given by the Government and the people of NZ will be of some comfort to the people of Christchurch, and help to remind us all why we should be proud to call this beautiful country our home.

We also acknowledge the outstanding overseas support that has been received from many countries and their people.

Website

Our web site is hosted from Christchurch.

Until our host is able to get back up and running, we are looking at an alternative so we can keep you up to date with the latest information.

NETWORKING IDEAS

The WWSTA is here to help and assist you in your role as a School Trustee. We know that you have valuable ideas and expertise on a number of issues and we want to share these amongst our members to help us all make better and more informed decisions as Trustees.

With this in mind, we’re starting a column called **Networking Ideas** where you can share your opinions on a number of topical issues. To start, we seek your views on what we consider a very important matter:

FINANCIAL LITERACY.

The Retirement Commission defines financial education as:

“the process by which financial consumers/ investors improve their understanding of financial products and concepts and, through information, instruction and/or objective advice, develop the skills and confidence to become more aware of financial risks and opportunities, to make informed choices, to know where to go for help, and to take other effective actions to improve their financial well-being.”

Is this what you understand financial literacy to be?

- **So what does financial literacy actually do for you?**

“It gives people choices, helps protect them from unexpected events, fraud and scams, and enables them to have a voice as consumers and citizens. At a group level, personal financial wellbeing contributes to the efficiency and prosperity of the national economy.”

Can you add some more benefits to this list?

- If we are expecting our children to become responsible citizens who contribute to our economy, should we not be preparing them for this role and should we not start this in school?

- Does financial literacy provide you with skills to manage your money effectively?

If so, is this an extension of skills or a totally new concept?

- In the current environment, financial products and documents are getting more and more complicated. Are our children ready for this?
- Do they really understand what lies ahead? Are parents providing enough background at home?
- Do teachers see value in teaching financial literacy in their class? If not, why?
- Do teachers feel confident in their own skills in financial literacy?
- Do they need some targeted professional development to equip them with appropriate tools to teach financial literacy?
- Are teachers aware of the resources for financial literacy that are available on the Ministry’s TKI website and the Retirement Commission’s website: www.financialliteracy.org.nz ?
- Have teachers looked at these resources? If they have, were these resources helpful? Are there any gaps? What else would teachers like to see in their financial literacy resources?

Contact Numbers

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