



NZSTA
e tipu e rea

Planning effective Triennial election outcomes



New Zealand School Trustees Association
Te Whakaroputanga Kaitiaki Kura O Aotearoa

What does effective succession planning look like?

The 3 R's

Succession planning is the strategic, systematic and deliberate effort to ensure readiness, recruitment and retention.

Relevance for the board:

A: Readiness	Board documentation is in place and up to date to allow the new board membership to effectively govern the school The relevant skills, experience and behaviour of effective trustees is determined and advertised
B: Recruitment	The board regularly looks for opportunities to engage with its community about its work The board has up-to-date information on the school's website. This may include who the board members are, how to contact the board, its policies and minutes of previous open meetings Aspiring trustees with a balance of skills and experiences are identified through a range of activities Aspiring trustees are given accurate and relevant information as to the role of the board During a trustee election parents on the voting roll have been given appropriate information regarding the nomination process and the relevant skills, experience and behaviour required of school trustees
C: Retention	An inclusive, supportive and thorough induction process is planned and implemented All trustees have registered with NZSTA via Appendix 2. The board knows about and makes full use of NZSTA advisory and professional development services.

Readiness

Key dates for the board in planning for effective election outcomes

Date	Task	Completed
Start planning for the next triennial elections at the last meeting of the year/first meeting of the new year	Discuss and determine the process for succession planning (see page 4)	
Returning officer must be appointed by 1 May	<p>Check the number of parent positions on the board is correct</p> <p>The election date is minuted</p> <p>The returning officer is appointed and given the letter of appointment (see page 5)</p> <p>Ensure the returning officer has registered online with NZSTA, inputted election information (election date and number of positions), and accessed NZSTA online training material</p> <p>Plan process up to and including readiness of board documentation, advertising the elections, seeking nominations and induction of new trustees</p>	
March/April/May	Promote the elections. You may wish to organise school community forums (see page 4). See NZSTA power point <i>All about the board</i>	
April/May/June	<p>Promote the elections and proactively seek and encourage potential candidates</p> <p>Regularly liaise with returning officer</p> <p>Ensure the returning officer is updating election information online (i.e. inputting any nominations received)</p> <p>Ensure documentation for new trustees is in place</p> <p>Plan induction programme (see pages 9 -11)</p>	
24 May*	<p>Nominations close</p> <p>Receive report from returning officer about number of nominations received, and whether a voting election is required</p> <p>If no voting election Election process has ended</p> <p>Determine first communication to incoming board, and by whom, and set first meeting date</p>	
30 May* (if <u>no</u> voting election required)	Trustees who did not re-stand or who were not re-elected go out of office	
31 May * (if <u>no</u> voting election required)	Trustees elected or re-elected come in to office	
13 June* (if a voting election required)	<p>Votes counted by the returning officer</p> <p>Results declared by the returning officer</p> <p>Determine first communication to incoming board, and by whom and set first meeting date</p>	
14 June* (if a voting election required)	Trustees who did not re-stand or who were not re-elected go out of office	

	<p>Trustees elected or re-elected come in to office</p> <p>Ensure Returning Officer has completed Appendix 1, and new trustees complete Appendix 2</p> <p>Implement induction programme</p>	
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* Dates that must be used if a board is using the recommended or “common” election date.


Readiness

Planning for succession

Process	Date	Completed
1. Agenda time at a board meeting to discuss the succession planning process.	Last meeting of the year/First meeting of the new year	
2. The board discusses the election process and the work that the board needs to take responsibility for. Commitment is sought. Person or team is identified as the process driver/s. E.g. current trustee/s not intending to re-stand. Remember this is not a task for the returning officer! The delegations to this team are clarified and documented.	Last meeting of the year/First meeting of the new year	
3. The board/committee determines and documents the relevant skills, experience and behaviour required for effective trusteeship. This can be brainstorming exercise using the suggestions on pages 7 as a basis for discussion.	February/March	
4. Prepare an information pamphlet for prospective trustees about the role of the Board at your school or kura. Also, include information about the trustee election (nomination and voting process). See suggestions on page 8.	February/March	
5. Organise several community forum/information evenings for aspiring trustees: <ul style="list-style-type: none"> • at your school • for your home and school group • for your local iwi, hapū and whānau • at local Rotary, Lions clubs or other service groups • at the local early childhood centre or your local contributing schools • for your local church, marae and other community focus groups 	February/March, by 24 April*	
6. Continue to promote the elections to your parent community. Outline what key competencies, helpful skills and ideal qualities would be helpful around the board table.	Until Noon 24 May*	
7. Promote the importance of having a say by exercising your vote.	Until Noon 7 June*	

* Dates that must be used if a board is using the recommended or “common” election date.

The importance with which the board is viewed, can be seen by the amount of effort dedicated to board recruitment, orientation, and training.



Readiness

Appointing your returning officer

Appointing an effective returning officer is a vital component of a successful election process. The board needs to give careful thought to the skills and time required to be a returning officer.

It is important the board appoints someone who has an eye for detail, ability to follow instructions, has good communication skills and can work effectively under time constraints.

A returning officer needs to:

- Plan and follow the election process ensuring that all legislative requirements are met
- Have access to and be able to use a computer
- Liaise with school office staff regarding the school roll and timely collection of nomination forms and voting papers
- Be very familiar with the Returning Officers' Handbook
- Access NZSTA online training material
- Make decisions
- Meet deadlines
- Regularly liaise with board chair or delegate re elections updates

The board needs to:

- Agree on and minute the election date
- Appoint a returning officer. The legislative requirement is for the returning officer to be appointed **63 days** before election day. NZSTA recommends this is done preferably well ahead of the final date to ensure returning officer training can be accessed
- Ensure that the returning officer has a [letter of appointment](#) which states the fee to be paid and confirms which elections the returning officer is responsible for. E.g. parent and/or staff elections
- The letter of appointment also needs to advise the returning officer the date of the elections and how many **parent representative positions** for which they are calling for nominations
- Determine lines of communication to ensure the board is kept up to date with progress particularly nominations received

The returning office is responsible for running the election process.

The returning officer is not responsible for promotion the election. That is the board's role.

Readiness

How ready is your board to hand over after the triennial elections?

In order for you to hand over to new trustees after the 2019 trustee elections, you will need to ensure clear, transparent documentation and processes are in place. Start planning in good time. In order to assess your readiness, the answers to the following questions may be helpful:

Question	Documentation
1. Have you a clear, documented definition of governance for your board?	Board governance framework or view NZSTA's Governance framework 2018 (Introduction Governance)
2. Have you a board roles and responsibilities policy?	Board roles and responsibilities policy
3. Have you a trustee code of behaviour policy for your board?	Trustee code of behaviour policy
4. Have you an up-to-date charter/strategic plan?	Charter/strategic plan
5. Have you an up-to-date set of board policies that reflect your governance framework?	Governance framework
6. Have you a trustee folder with all relevant information including policies?	Trustee Folder (see page 10 for an example)
7. Have you a review programme covering all areas of board operations?	Board work plan
8. Have you identified the variety of key competencies, helpful skills and ideal qualities for trustees on your board?	List of key competencies, helpful skills and ideal qualities (see page 7 for some examples) Trustee induction process
9. Have you an effective induction plan?	See page 11 for an example

Recruitment

Identify the skills, experience and behaviours that you would like to see represented around your board table. It is not expected that each trustee has all these, but a variety is essential for an effective board.

Key competencies:

- ✓ Visionary leadership
- ✓ Strategic thinkers
- ✓ Analytical thinkers
- ✓ Practical people
- ✓ People who can communicate well
- ✓ Team players

Helpful skills:

- ✓ Strategic expertise
- ✓ Financial understanding
- ✓ Legal understanding
- ✓ Risk management
- ✓ People management
- ✓ Knowledge of education environment

Ideal qualities:

- ✓ Integrity
- ✓ Honesty
- ✓ Curiosity
- ✓ Courage
- ✓ Interpersonal skills
- ✓ Genuine interest in the school and its students
- ✓ Time and commitment
- ✓ Willingness to learn

Consider:
How does the board get these skills around the table?

Recruitment

Consider putting together an information pamphlet individualised for your school. This could include the following:

Trusteeship at XXX School/College

- Give a brief outline about the positions on your board.

Example:

- 1 x Principal
 - 1 x Staff Elected Trustee
 - 5 x Parent Elected Trustees
- Outline what skills, experience and behaviour would be beneficial around the board table (using the list on the previous page as a guide).
 - Document your board's definition of governance
 - Include your board's "Board Roles and Responsibilities Policy"
 - Include your board's Code of Conduct Policy
 - Outline:
 - When and where your board meets and for how long.
 - Your board's vision and mission statements
 - The professional development opportunities offered both internal and external.
 - Finish with a statement along the lines of:

We are looking for trustees who are focused on supporting professional leadership, teaching and learning, and the ongoing improvement of student achievement. Is this you?
 - Provide contact details.

Consider:

What information did you get when you were thinking about standing for the board? What information do you wish you had received? Will you be ensuring that this new board has all the information if needs?

Retention

The first six months

In order to retain effective, productive trustees, boards need to focus particular attention on the following in the first 3 – 6 months of the new board's term.

Make trustees feel welcome!

Letter of welcome sent to each new trustee after results are declared. Include:

- Congratulations on their election
- Informing them that a trustee folder will be sent/given to them in the next xx days
- Inviting them to an informal get-together before the first formal board meeting, which will include an induction programme
- Informing them of the proposed date, time, and duration of the first formal board meeting

Value individual trustees and the work of the board

By:

- Electing an effective chairperson
- Abiding by the Code of Conduct
- Implementing a planned internal induction programme.
- Supporting attendance at external new trustee professional development opportunities provided by NZSTA
- Evaluating each board meeting
- Building relationships

Provide for ongoing review of performance

By:

- Ensuring there is a review programme in place
- Implementing the review programme
- Being prepared to act on information from reviews
- Asking the hard questions
- Seeking advice and relevant professional development from NZSTA

Retention

Trustee folder

What information could this trustee folder include?

- Current board membership and contact details
- Trustee code of behaviour policy
- Board's triennial work-plan
- Board committee structure and delegations (if applicable)
- Board's triennial internal evaluation plan and process
- Board meeting schedule
- Minutes of last three open board meetings
- Principal's reports to last three open board meetings - including supporting documents
- Last three finance reports to the board

- Latest ERO review report
- Details of any current Ministry of Education interventions/support at governance level

- Current charter/strategic and annual implementation plans
- Current budget
- Current governance (policy) framework
- Latest annual report, including analysis of variance

- School staff organisation chart

Consider:

What information do you wish you had been given when you started on the board in order to make more informed decisions?

Ask what other information your board | poari needs to provide new trustees if your school | kura is state integrated or designated character, including designated kura kaupapa Māori.

Retention

Board induction plan

A board only gets one chance to make a first impression. Here are some ideas that you might like to try for your board's induction programme.

Adapt as appropriate for a by-election, selection, co-option.

Activity	Led by	Outcome expected
Ensure a letter of congratulations has been sent with an invitation to pre-meeting induction.	Outgoing chair	New trustees feel included and welcomed to the board Trustees know what the next steps are Trustees know what is expected of them
Provide trustee folders.	Board Secretary	Trustees will have all the information they require in order to commence their role Trustees can attend the pre-meeting induction and ask informed questions
Hold pre-meeting induction. Use trustee folder as the resource for this. Trustees taken on tour of the school.	Outgoing chair and principal	Trustees understand the requirements of the board chair role before electing the new chair Trustees understand the charter/strategic plan and its importance Trustees sign and agree to work within the code of behaviour Trustees have an initial understanding of the workings of the board and are aware of current risks and opportunities
Encourage board members to attend NZSTA new trustee professional development.	Chair	Trustees networking with other trustees Trustees understand their roles and responsibilities Opportunity to look at what we can and cannot do within the governance framework Opportunity to compare our board's governance framework with others Enhanced relationships and capability around the board table



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