



MICHAEL PARK SCHOOL AND KINDERGARTEN MANAGEMENT POLICY

GOVERNANCE AND MANAGEMENT

Rationale

In a Rudolf Steiner School which is state-integrated such as Michael Park, with an associated kindergarten where 6-year olds are educated, it is essential that the responsibilities and interface of the governance groups (the Board of Trustees and Rudolf Steiner Schools Trust) and management group (The College of Teachers/Senior Leadership Team with Principal) are clearly understood. It is of the greatest importance that all bodies are working in alignment and working with an understanding of their responsibilities with regard to the School, Kindergarten and wider community.

Guidelines

- Upon appointment, all new members of either governing body must read and affirm their willingness to operate according to this policy and the Special Character policy
- Where boundaries of governance and management are not clear the Board, Rudolf Steiner Schools Trust (RSST) and College/SLT agree to discuss the matter in order to achieve clarity
- The Board, RSST and College/SLT will collaborate in strategic planning and on matters of strategic significance.

Roles and Responsibilities

- School leadership is vested in the Principal.
- Kindergarten leadership is vested in Principal and the Kindergarten Leader.
- The Board through the Principal will maintain an oversight of 6 year olds located in the Kindergarten but the Kindergarten Leader is the chief manager of the Kindergarten.
- The Board delegates responsibility for management of the day to day operations of the School to the Principal who reports directly to the Board.
- The RSST delegates responsibility for management of the day to day operations of the Kindergarten to the Kindergarten Leader.
- The Kindergarten Leader is required to work in conjunction with the Principal and the Principal reports to the RSST.
- The Principal and Kindergarten Leader work with the College of Teachers/Senior Leadership Team to ensure curriculum and pedagogy are maintained and delivered to a high standard in accordance with the Special Character.
- Office holders of the governing bodies are required to meet the specifications of their position descriptions (see appendices).

Purposes of each group

- The purposes of the RSST are:
 - Proprietorship of the land and buildings of the School and Kindergarten

- Accountability for the School and Kindergarten implementing and developing their Special Character
 - To fulfil their licensee responsibilities for the Kindergarten including the delivery of a high quality standard of education.
 - To support the School and Kindergarten to develop their strategic direction as it relates to the Special Character.
- The purpose of the Board of Trustees is:
 - To be responsible for the governance of the school, including setting the policies by which the school is to be controlled and managed.
 - To set the strategic direction of the school in consultation with key stakeholders, through the development of the school's charter/strategic plan.
 - To ensure the school provides a safe environment and high quality standard of education for all its students
 - To 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.
 - To ensure that the school's Special Character programmes are well delivered
 - To ensure that the Ministry of Education's national priorities for school education are achieved in the school
 - To ensure that resources are being used prudently to ensure the highest possible quality programmes are provided for students.
 - To monitor the quality of programmes for 6-year olds in the Kindergarten as described in the Memorandum of Understanding with the Ministry of Education
 - To appoint the principal
 - To ensure an annual plan is developed in consultation with key stakeholders which is delivered in accordance with the school's vision and goals.
 - The purpose of the College of Teachers/Senior Leadership Team is:
 - To ensure the principles and practices of Steiner Education are embedded in pedagogy and curriculum which is responsive to the context of Aotearoa New Zealand
 - To develop an annual plan which is delivered in accordance with the school's vision and goals as expressed in the strategic and annual plans
 - To undertake self-review as a mechanism for development of pedagogy, curriculum and Special Character.

Interfaces of Governance and Management

- It is the intent of the governance groups that the Chairs of the Board, RSST and the Principal meet regularly and work collaboratively. The alignment of this group is seen as essential to ensuring effective leadership of the school.
- In the interests of transparency and good governance all three bodies will keep one another informed of decisions and will consult where appropriate.
- The Principal and all governing bodies commit to full and transparent reporting to each other on matters that are material to the viability and sustainability of the school, kindergarten and RSST.
- The Board, RSST and College/SLT including the Principal, will have a minimum of two combined strategic leadership meetings a year.
- Each governing body is obliged to give a quarterly financial report to the other governing body and to the Principal.

Policy type: Management Policy

NZSTA Governance Framework:

Date reviewed: 23/03/2026

Signed for MPS Board:



Signed for RSST:



Signed by Principal:

