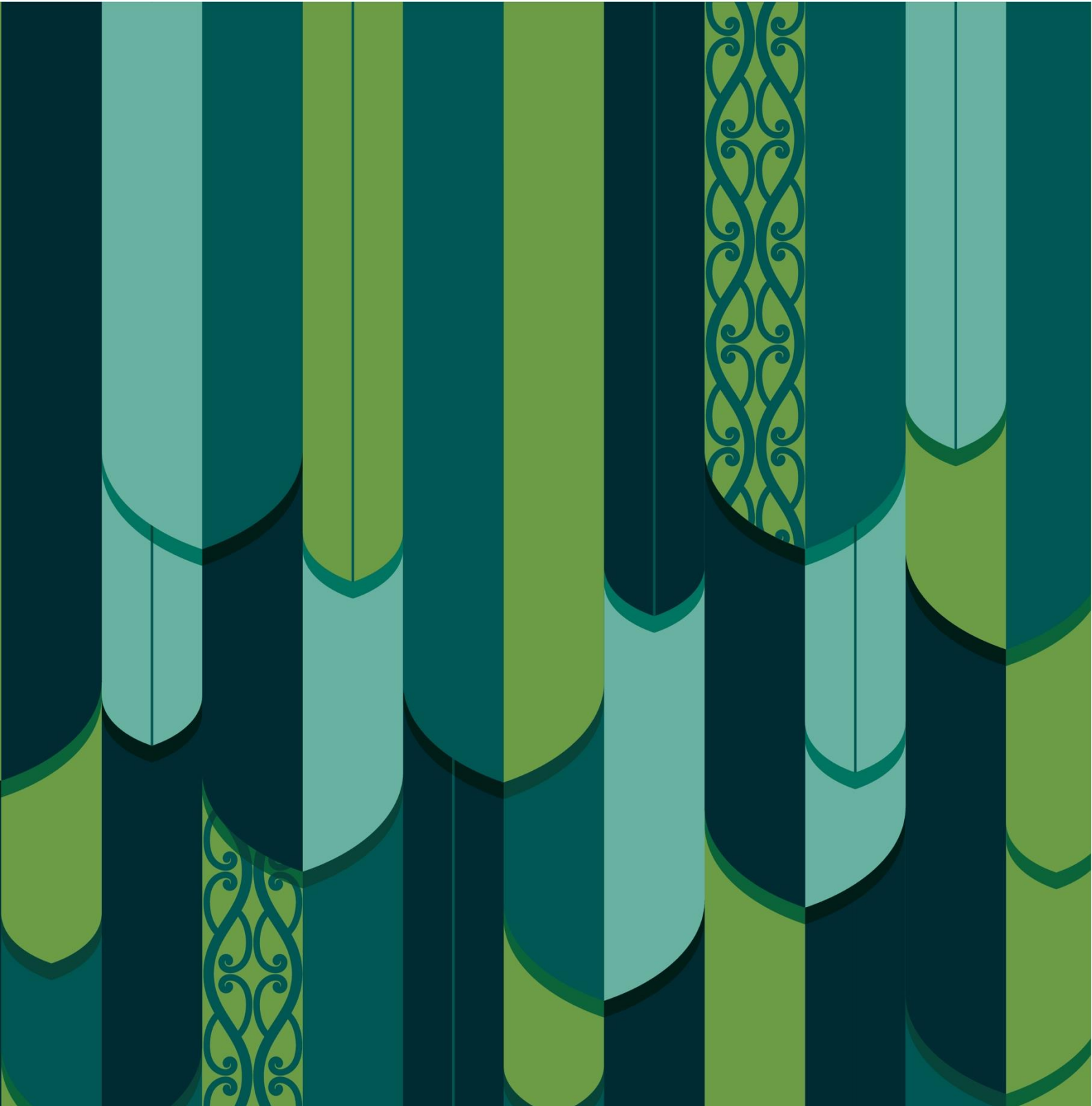


# ECE Trust Board Induction Guide



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# ECE Trust Board Induction Guide

## What is the role of the Deaf Education ECE Trust

The Trust, registered with the Charities Services of New Zealand, manages the governance of any licensed ECE services provided under Ko Taku Reo. This involves setting the strategic direction in consultation with parents and staff and ensuring that the services provide a safe environment and quality education for all children. The Trust is the sole legal entity who holds responsibility for the ECE services, however, has a strong relationship with the Ko Taku Reo Board of Trustees.

The Board and Trust have a Service Level Agreement to delegate the administrative duties of certain core services to the administration of Ko Taku Reo such as financial management, recruitment services, and the management of property. However, the oversight, and responsibility for the curriculum, personnel, property, finance, and administration ultimately sits with the Trust.

The master document defining the Trust is called the Trust Deed (adjoining document with this Induction Guide).

### The objectives set out in the Trust Deed are to:

1. To provide education to Deaf and Hard of Hearing pre-schoolers, siblings of Deaf children, Children of Deaf Adults (CODAs) and hearing children from various locations throughout New Zealand;
2. To provide support to their families and whānau;
3. To carry out such other charitable purpose within New Zealand as the Trust shall determine from time to time.

Some of the ECE services operated by Ko Taku Reo are licensed by the Ministry of Education using the following criteria: Licensing Criteria for Centre-based ECE Services. The Trust has a responsibility to ensure that each licensed service maintains compliance with all criteria which ensures a minimum level of quality.

The Government's Newborn Hearing Screening Programme 2008-2010, means that Deaf and Hard of Hearing children can be identified at birth. This allows families to access services and receive support very early in their child's life. Early family involvement is critical because it helps families develop techniques to improve communication and promote their Deaf and Hard of Hearing (D/HoH) child's development. Staff in early childhood education services are dedicated to providing families with the resources and strategies suited to each family's communication needs. The result is improved educational and social achievement outcomes for their child.

### The Trust was originally set up to govern the two licensed Early Childhood Education (ECE) Services operated by Ko Taku Reo Deaf Education NZ. They were:

- Ko Taku Reo Early Year Whānau Centre (Christchurch)
- Ko Taku Reo Preschool (Auckland)

As of 2023, the Trust only govern Ko Taku Reo Preschool (Auckland) as Early Years Whanau Centre is run as an unlicensed playgroup.

## Governance and Management structure

For our Trust Board, 'Governance' refers to what we want to achieve (the 'end'). 'Management' refers to The ECE Managers (centre Leads) and how we get there (the 'means').

## Definition of roles/responsibilities:

### Chairperson

- One trustee will preside (chair) at meetings
  1. Every board must appoint a trustee to preside at meetings of the Trust
  2. The appointment must be made
    - a. At the Trust's Annual General Meeting in any year,
    - b. When the Trust has resolved that it has no confidence in the person for the time being appointment; and
    - c. When the person for the time being appointed ceases to be a trustee, or resigns that task in notice in writing to the Trust
- The chair is responsible for ensuring that the work of the Trust gets done and for overseeing the activities of other trustees.
- The chair should maintain a productive working relationship with the leaders of the ECE services to ensure the smooth and efficient running of the services.
- It is important to remember that the chairperson may not act independently of the board in areas that affect the future of the ECE services. There may be at times, such as the term breaks, when the Trust delegates its powers to an executive committee (for example, the chair, a member of ECE management and another Trustee) to deal with urgent matters.
- The Chairperson must provide an annual report to the Ko Taku Reo Board that includes, highlights of the year, major milestones, introductions of new Board members, gratitude shown to staff, strategic goals achieved, and the Trust's plans for the future. This report will also be made available to the public on the Ko Taku Reo website.
- All decisions must be unanimous.

### Parent Rep/Trustee

- Trustees are accountable to the Chairperson. Their role is to make themselves accessible and sympathetic to the needs of ECE staff and parents.
- Accept the paramount importance of the Charter, Acts and Employment contracts when making decisions.
- Attend Board meetings and, if applicable, sub-committee meetings as required.
- Are prepared to accept responsibilities within the Board. Acknowledge the importance and need for continuous training related to their position.
- Adhere to the Trustees Code of Conduct.

### Ko Taku Reo Board Representative

- Further to the role of Trustee, the Ko Taku Reo Board Representative acts as a bridge of knowledge and information between the Trust and Ko Taku Reo Board. They must be currently sitting on both boards.
- They have the added responsibility of reporting any significant remarks or present documents to the Ko Taku Reo Board on behalf of the Trust members.

### Head of Early Years for Ko Taku Reo

- The Head of Early years is appointed by Ko Taku Reo to oversee the management of the Early Years Services.
- They advise on the Strategic Plans for the Trust Board, oversee the management of Centre staff, their professional development and teaching requirements.
- The role presents an overview report at each Trust Board meeting and reports specifically on the progress of the Strategic Plan.

### ECE Centre Leaders

- The ECE Centre Lead/s are the educational professional leaders of the ECE services and, together with the Head of Early Years, are the Trust's chief advisers.
- Leaders from each licensed service will be invited to attend the Trust meetings and make termly reports. (Trust Deed, 5.3.)/ The ECE Centre Lead/s are not voting members of the Trust Board.

### Financial Consultant

- The Financial Consultant is appointed by Ko Taku Reo. They are a senior member of the Ko Taku Reo finance department. They supply termly financial reports for the two ECE Centres at each Trust Board Meeting. They are not voting members of the Board.

### Secretary

- The secretary manages all administrative duties that relate to the running of the Trust meetings. They attend meetings to take minutes. They are not a voting member on the Board.

## Code of Conduct

### Trustees shall:

- Ensure that the needs of all children and their learning shall be paramount.
- Ensure that all children are provided with an education which represents their dignity, rights, and individuality, and which challenges them to achieve personal standards of excellence and to reach their full potential.
- Serve the ECE services and the community to the best of their ability and be honest, reliable, and trustworthy in all matters relevant to their roles and responsibilities.
- Respect the integrity of staff, Deaf Education ECE Trust members and staff, parents, and children.
- Maintain the confidentiality and trust vested in them.
- Ensure strict confidentiality of papers and information related to the Trust position as employer.
- Ensure that individual trustees do not act independently of the Trust's decisions.
- Ensure that any disagreements with the Trust's stance on matters relating to the employer position are to be resolved within the Trust.
- Carry out their duties in a lawful manner and ensure that the ECE services carries out its business in accordance with the law and Trust Deed.
- Acknowledge possible conflicts of interests and avoid these as far as possible.
- Be diligent, attend Trust meetings and devote sufficient time to preparation for meetings to allow for full and appropriate participation in Trust's decision making.
- Interact with fellow Trust members (including the ECE management) and other members of the ECE services' communities in a positive and constructive manner.
- Not do anything that in any way damages the Trust or harms its public image.

## General responsibilities/Strong governance

The Trust Board is responsible for ensuring that the ECE Trust carries out its work to achieve its charitable purposes. A good governing group will provide leadership, strategy and active direction for the charity. An effective governance group:

1. Keeps Charities Services up to date with any changes to the charity's rules, purposes, officers, balance date, address, and phone details
2. Provides an [annual return](#) (every year) **and** either a [performance report or financial statements](#) to Charities Services
3. Has a good understanding of the charity's rules document and legal structure
4. Has oversight and responsibility for the financial management and accountability of the charity
5. Prepares for, and attends, regular termly meetings and the Annual General Meeting
6. Sets and monitors the mission, purpose, direction, and strategy of the charity
7. Involves key stakeholders in setting and monitoring the charity's mission
8. Sets key outcomes for the charity to achieve
9. Ensures there are adequate resources, people, and money to achieve the key outcomes
10. Sets policies about how things are done in the charity

11. Ensures the governance group complies with all [legal requirements](#) and with the group's own policies (e.g. conflict of interest policy) and procedures
12. Monitors the charity's activities, programmes, or services
13. Is accountable to the funders, donors, members, and other stakeholders
14. Identifies risk to the charity and has risk management policies in place
15. Makes decisions in the best interest of the charity
16. Reports made available on Ko Taku Reo website
17. Sets standards for the governance group and evaluates its own governance performance
18. Maintains a succession plan
19. Keeps good records in line with charity regulations
20. Recruits new members to the governing group, ensuring that the group is diverse and skilled enough to meet the needs of the charity and the community.

## What are the priorities of the Trust?

### The Trust Deed outlines the focus of the board as follows:

- To provide education to Deaf and hard of hearing pre-schoolers, siblings of Deaf children and children of Deaf adults from various locations throughout New Zealand.
- To provide support to their families and whānau.
- To carry out other charitable purposes within New Zealand as decided by the board

### Key areas of contribution are:

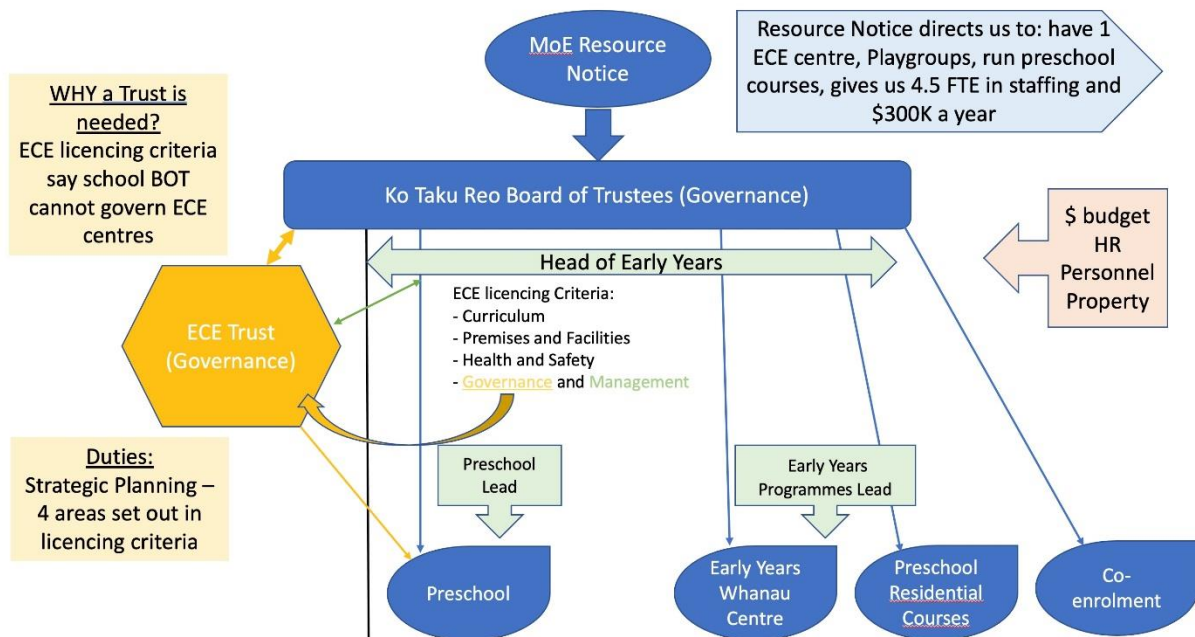
- Set and as needed, modify the vision, mission, and values of the ECE services.
- Protect the special character/values of the ECE services.
- Ensure a sensible and feasible strategic plan.
- Approve and monitor the annual plan.
- Develop and review the general policy direction.
- Monitor and evaluate the curriculum outcomes for children.
- Provide financial stewardship in collaboration with the Ko Taku Reo Board.
- Oversee, conserve, and enhance the resource base.
- Approve major policies and programme initiatives.
- Manage risk.
- Commit to a programme of professional development that includes new trustee induction.
- Build a broad base of community support.
- Exercise governance in a way that fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual heritage.

### The Trust shall:

- Meet once per school term to monitor the performance of the licensed ECE services.
- To do this the Trust will ensure that appropriate monitoring and reporting systems are in place and that these are maintained and provide reliable, accurate and timely information to the Trust.
- Ensure that there is any appropriate separation of duties and responsibilities between itself and the ECE service management.
- Ensure that the views of individual Trust members are given due consideration and weight during the Trust's deliberations until decisions are made.
- Ensure that the families & communities and relevant education authorities are provided with an accurate and balanced view of the ECE services performance including financial status.
- At the last meeting of the year review what we have done/achieved, reviewing strategic plan and evaluation form.
- Regularly review its own performance as the basis for its own development and quality assurance. The Trust recognizes that poor governance is a cost to the Services and its communities and thus will invest in training and development of the Trust to increase its governance capability and performance.

- Carry out its meetings in such a manner as to ensure fair and full participation of all Trust members.
- Ensure that the licensed ECE services assets are protected through a suitable risk management strategy in collaboration with Ko Taku Reo Board
- Make personnel, finance and property recommendations to the Ko Taku Reo Board of Trustees who have shared interests in the financial, property and personnel aspects of the ECEs.
- Report updates to the Ko Taku Reo Board after each termly meeting.

## Visual of the Trust structure and relationship to Ko Taku Reo Deaf Education NZ



### Specific policies:

#### 1) Conflicts of Interest

The Trust places great importance on making clear any existing or potential conflicts of interest for its members. Therefore:

- Any business or personal matter that is, or could be, a conflict of interest involving the individual and his/her role and relationship with the ECE services must be declared in the minutes.

#### at the first Trust meeting following entry in the records.

- The member shall only remain in the room during any related discussion with Trust approval.
- All such occurrences will be minuted.
- When the Chairperson is aware of a conflict of interest involving one or more Trust members, the Chairperson must take whatever steps are necessary to ensure that the conflict is managed in an appropriate manner according to this policy.
- Individual Trust members, aware of a real or potential conflict of interest of another Trust member, have a responsibility to bring this to the notice of the Trust.

#### 2) Record keeping – see Appendix 1

- 3) Vulnerable Children's Act 2014 - <https://www.legislation.govt.nz/act/public/2014/0040/57.0/DLM5501618.html>
- 4) Complaints policy - [https://deafeducation.schooldocs.co.nz/ConcernsComplaintsFlowchart.pdf?zoom\\_highlight=concerns#search=%22concerns%22](https://deafeducation.schooldocs.co.nz/ConcernsComplaintsFlowchart.pdf?zoom_highlight=concerns#search=%22concerns%22)
- 5) Annual Report on the KTR website: - where we feedback to the parents of our students (this could be an annual summary report from the Chairperson and Head of Early years put on our website) (Highlights of the Year, milestone, thank and introduce new staff and trustees, strategic goals)
- 6) Election of Trustees and the agreement document that they sign
- 7) Communication Protocols
  - Trust members will respond as soon as practicable, and at least within 48 hours if tagged as urgent, otherwise within 72 hours, to requests from the Chairperson or the Trust Secretary requiring a response.
  - With the exception of routine administration matters, all communications between Trust members, including the Trust secretary, that deal with the business of the Trust should be copied to the Chairperson.
  - All formal communications from the Trust to any outside parties are to be sent at the direction of the Chairperson.
  - Any public statements on behalf of, or in the name of, the Trust shall be made by the Chairperson, or by a person formally delegated in that respect by the Board.

### Schedule of Delegations

- Liability – new insurance policy for this (Trust members protected by insurance)
- Employment
- Health and Safety
- Taxation/Finance
- Property
- See Service Level Agreements

### Trust Operation Guidelines

We run our meetings based on the direction from the ECE licencing criteria as outlined below:

#### **47 Governance, management, and administration standard: general**

1. The governance, management, and administration standard: general is the standard that requires every licensed service provider to whom this regulation applies to ensure that—
  - a. the service is effectively governed and is managed in accordance with good management practices; and
  - b. the service provider regularly collaborates with
    - i. parents and family or whānau of children enrolled in the service; and
    - ii. the adults responsible for providing education and care as part of the service; and
  - c. appropriate documentation and records are
    - i. developed, maintained, and regularly reviewed; and
    - ii. made available where appropriate; (A) at any reasonable time on request by a parent of a child enrolled in the service; and (B) at any time on request by any person exercising powers or carrying out functions under Part 26 of the Act; and



- d. adequate information is made available to parents of enrolled children and, where appropriate, to the families or whānau of those children about the operation of the service; and
  - e. all reasonable steps are taken to provide staff employed or engaged in the service with adequate professional support, professional development opportunities, and resources.
2. Each licensed service provider to whom this regulation applies must comply with the governance, management, and administration standard: general.

## Agenda – Example

### DEAF EDUCATION ECE TRUST BOARD Agenda

**Date & Time:** Wednesday 9 November 2022, 10.00am – 3.00pm

**Venue:** Seminar Room 1, Auckland Campus

**Interpreters:** Catherine Winfrey and Kelly Hodgins

Karakia/ Welcome	Sarah
<p>Previous minutes and matters arising from meeting 17 August 2022:</p> <ul style="list-style-type: none"> <li>• Draft Induction document to be worked through with the Board, changes/additions made as necessary.</li> <li>• Service Level Agreement between Ko Taku Reo and ECE Trust Board reviewed by Sarah (requires further changes due to the Board only overseeing the Auckland Preschool from the start of 2023)</li> <li>• Trust Deed changes required to remove the Early Years Whanau Centre. Sarah to consult with lawyers.</li> <li>• Sarah to share Child Protection Policy shared with the Board</li> </ul>	Sarah
<p>Correspondence</p> <ul style="list-style-type: none"> <li>• Trust Deed update - Correspondence sent from Sarah de Heer to Lawyers</li> </ul>	Sarah
<p>Reports:</p> <ul style="list-style-type: none"> <li>• EYWC Centre Sumner (update only) – Tina</li> <li>• Preschool Auckland – Krista</li> <li>• Head of Early Years - Sarah</li> </ul>	Tina Krista Sarah
<p>Financials</p> <ul style="list-style-type: none"> <li>• Financial report presented</li> </ul>	Shannon
<p>Strategic Plan</p> <ul style="list-style-type: none"> <li>• Service Level agreement document</li> </ul>	Sarah
12.00pm Lunch break (catering provided)	
<p>General</p> <ul style="list-style-type: none"> <li>• Sarah report back about Australian Preschool visits (good practise)</li> <li>• Connections with Parents and Whānau - what is minimum need to do/nice to see/like to see?</li> <li>• Election of new Board Chair</li> <li>• Determine dates of 2023 meetings</li> </ul>	Sarah
3.00pm Karakia – close of meeting	Sarah

# Ko Taku Reo Preschool, Auckland

Date: June 2021

## Occupancy

Month	February 2020	June 2020	October 2020	February 2021
<b>Enrolments for: Over 2's Deaf/HoH Sibling CODA Discretionary Community</b>	Total 27 16 59% 4 15% 5 18% 1 4% 1 4% <b>Numbers per session:</b> Monday: 22 Tuesday: 22 Wednesday: 24 Thursday: 23 Friday: 22	Total 27 17 63% 3 11% 5 18% 1 4% 1 4% <b>Numbers per session:</b> Monday: 19 Tuesday: 21 Wednesday: 23 Thursday: 24 Friday: 22	Total 25 16 64% 3 12% 4 16% 2 8% 0 <b>Numbers per session:</b> Monday: 19 Tuesday: 22 Wednesday: 18 Thursday: 21 Friday: 21	Total 25 20 80% 1 4% 3 12% 1 4% 0 <b>Numbers per session</b> Monday: 20 Tuesday: 22 Wednesday: 18 Thursday: 21 Friday: 21  Note – one child reclassified as deaf, previously thought hearing (sibling of younger brother)
<b>New enrolments Deaf/HoH Sibling CODA</b>	1 - 2 -	6 5 - - 1	1 1 - - -	3 3 - - -

<b>Discretionary Community</b>	-	-	-	-
<b>Children left: Over 2's</b>	6 – gone to school 1 – moved to neighbouring kindy	4 – gone to school 1 – moved overseas	2 – gone to school 1 – moved out of Auckland	3 – gone to school
<b>Ethnicity</b>	Māori 6 22% Pasifika 9 33% NZ European 6 22% Asian 1 4% Other 5 19%	Maori 7 26% Pasifika 8 30% NZ European 6 22% Asian 1 3% Other 5 19%	Maori 8 32% Pasifika 7 28% NZ European 6 24% Asian 1 4% Other 3 12%	Maori 8 32% Pasifika 8 32% NZ European 4 16% Asian 2 8% Other 3 12%
<b>Comments</b>	Six children on the waiting list for 2020 (criteria 1, 3, 4, 5) Seven children leave for school across 2020.	Six children on waiting list for 2020 (criteria 1, 2, 3, 5)	Currently no children on waiting list. All children who were previously on waiting list were followed up and all had asked to be taken off the waiting list as enrolled elsewhere. Have one CODA, sibling of current CODA expressing interest but yet to arrange a visit.	No children on waiting list, however considering one community child – previously thought to be deaf but later confirmed as hearing, has complex needs and Ko Taku Reo preschool would be good fit. Discussion with Sarah and have decided to accept, family not yet contacted due to lockdown. Have <b>5</b> expressions of interest to work through – 3 CODA and 2 Deaf. Two of them are under 2.

## Curriculum

<b>Planning and Assessment, Progress and Achievement data</b>
<b>Parent/whānau consultation and communication</b>

## Premises and Facilities

<b>General comments</b>
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## Health and Safety

<b>Policy review</b>
<b>Accidents/Injuries/Emergencies/Near misses</b>
<b>Excursions</b>

## Governance and Management

<b>Attendance</b>
<b>Internal Evaluations/Self-review (Strategic, Planned, Spontaneous)</b>

## Staffing

<b>Arrivals/Departures</b>
<b>Appraisal Progress</b>
<b>Professional Development/Learning</b> <u>Individual:</u>
<u>Whole Centre:</u>
<b>Other comments</b>

## Trust Meetings

- All meetings will be held to ensure full and equal participation.
- A minimum of four meetings are held each year. One will be the Annual General Meeting (AGM) and any of the remaining meetings can be via video conference.
- The meetings are usually between two hours to three hours. There will always be interpreters available when the Board has a mixture of Deaf and hearing Trustees members. The agenda for Trust meetings is sent out a week before the meeting. We ask that Trust members read through the agenda and reports and if there are any queries or more information is needed to contact the Trust Secretary before the meeting. This way a lot of time can be saved at the actual meeting.
- A special meeting can be called provided that three members are in support and at least two days' notice is given. The purpose of the meeting must be stated along with confirmation of the date, venue and time.
- Where travel, and when required accommodation, needs to be booked the Trust Secretary will email approx. 3-4 weeks prior to the meeting to determine the travel needs of the Trustees.

## Procedural Guidelines for Meetings/ Decision making/Distribution of meeting minutes.

- 1) Meetings shall, subject to the presence of a quorum, start at the time set out in the agenda and shall, subject to the discretion of the meeting, continue until all the business on the agenda is dealt with. A quorum is made up of three Trustees with a majority who are elected members. If a quorum is not assembled within ten minutes after the start of the meeting, the present Trustees can adjourn the meeting.
- 2) The Chairperson shall chair all meetings unless unable or unwilling to do so. In those circumstances, another Trustee shall be nominated to chair the meeting.
- 3) The Chairperson shall cause Minutes of all meetings to be duly recorded and delegates responsibility for the storage of all such records to the Board Secretary. The Minutes shall record all those present at any meetings and all the resolutions passed at any meeting. The Minutes of all meetings will be distributed to all Trust board members via email and once agreed upon put on Ko Taku Reo website. The Minutes of all meetings following meeting of the same type and, if adopted as a true and correct record of that meeting, be signed as such by the Chair This shall then constitute conclusive evidence of the matters conducted by that meeting.
- 4) Draft Minutes will be distributed to Trustees as soon as possible after the meeting takes place and once confirmed Minutes shall be put on the website.
- 5) The Secretary shall send out the Draft Agenda to all Trustees for the next meeting at least seven days prior to the meeting.
- 6) Any item that a Trustee would like to be added to the agenda should be notified to the Chairperson at least seven days prior to the meeting. The Chairperson may choose to include a late item on the agenda if an urgent matter arises.
- 7) All documentation relating to the meeting shall be distributed to Trustees members at least five days prior to the meeting, unless otherwise agreed by the Board.
- 8) If necessary, due to the difficulties of assembling the Board, it may be necessary to conduct some business by email. In this case, the business must be conducted as if it were part of a regular meeting of the Board and in accordance with the Board's Communications Protocols. A record of the business conducted will be incorporated into the Minutes of the following meeting.
- 9) Decisions made by the Board must be unanimous.

## Expenses (fee paid to the Trustees)

- A fee of \$120.00 is payable for each Trust meeting you attend (\$200.00 for the Board Chair). This is paid after each meeting. Payment for childcare (up to \$150 per meeting on invoice from Caregiver), parking and mileage (at 0.58 cents per kilometre) will be made for attending meetings if you put in a claim.
- Procedure for payment of trustee fees: The Secretary contacts the Ko Taku Reo Finance Dept. detailing trustees' names, date of meeting attended, amount due per meeting for each trustee. Payments are made in due course.

## Gifts and rewards

- You may not seek any form of reward (including gifts, favours, prizes or fees) for performing your duties as a Trust member (aside from your usual fee for attending meetings which comes from the Trust). Gifts or rewards can be seen as bribes or inducements that put you under an obligation to someone other than the Deaf Education ECE Trust. While it is acceptable to receive a gift of a low value, if you are offered any form of reward or gift valued at \$50.00 or more, you should inform the Trust Chairperson who will decide the appropriate response.

## Correspondence

- Inward and outward correspondence is brought to the Trust meeting but is always available to be read, in the Trust Secretary's office. Copies of individual letters can be scanned and emailed or faxed to you if you wish.

## Sub-committees

- The purpose of sub-committees is to handle much of the ongoing work. Most things will go to the appropriate sub-committees who will decide what to do and then report this to the Board. (The Sub-committee reports shall be attached to the agenda). Sub-committees are only established when necessary.
- When the Trust approves the report, it ratifies the decisions and actions of the sub-committee.

## Training the Trustees

- Training will be worked on and developed within Ko Taku Reo and the Head of Early Years

## Official information and the release of official information in consultation with Ko Taku Reo

- The disclosure or release of official information is subject to the Official Information Act 1982.
- Information related to the Deaf Education ECE Trust, its suppliers or the users of its services is to be always treated as confidential to the Trust and is to be used by employees for official purposes only.
- Trust members of the Deaf Education ECE Trust are also subject to the provisions of the Privacy Act 1993. The main object of this Act is to promote and protect personal information and it seeks to give individuals some measure of control over personal information about themselves.
- Official information must only be released by authorised Trust members, and only in accordance with the procedures as stated in the Official Information Act. Trust chairperson instructions about the release of official information must also be followed.



- It is not to be released to the media or the public without the proper authorisation. For example, Trust members may not remove or copy documents or records for external use without approval from the Chair.
- It should never be used for personal motives.

## Public comment

- Trust members should not respond to requests from the media for comment on matters relating to the Trust or services governed by the Trust. Only authorised Trust members should respond to media requests for comment on such matters. If the media makes an approach to you, inform the Chairperson so they can respond to the media request in consultation with Ko Taku Reo.

## Procedure for recruitment and succession planning for the Trust Board

- Preschool Lead, Head of Early Years and current Trustees actively connecting with community and shoulder taping.

## Glossary of Educational Language

From time to time, Trust members and parents have commented on the number of abbreviations and jargon that we use in our reports and everyday discussions about our business. The following glossary has been developed to explain these

Term	Description
<b>AMP</b>	Annual Management Plan
<b>ANZCED</b>	Australia New Zealand Conference for Educators of Deaf <a href="http://www.conference.co.nz/anzced16">http://www.conference.co.nz/anzced16</a>
<b>AoDC</b>	Advisers of Deaf Children
<b>APD</b>	Auditory Processing Disorder
<b>ASD</b>	Autism Spectrum Disorder
<b>AUT</b>	Auckland University of Technology. Delivers the only NZSL interpreters course in New Zealand. <a href="http://www.aut.ac.nz">www.aut.ac.nz</a>
<b>CI</b>	Cochlear Implant
<b>CODA</b>	Children of Deaf Adults
<b>CSW</b>	Communication Support Worker
<b>Deaf Children New Zealand</b>	Deaf Children New Zealand is a parent-led, volunteer organisation that supports parents and families of Deaf and Hard of Hearing Children. Our focus is on supporting parents, families and whānau, and ensuring that Deaf and Hard of Hearing children have appropriate access to the education curriculum and social experiences within the schooling environment. <a href="https://deafchildren.org.nz/">https://deafchildren.org.nz/</a>
<b>DANZ</b>	Deaf Aotearoa of New Zealand. Recognised as the focal representative organisation for the Deaf Community in New Zealand. There are regional offices throughout NZ and responsibilities include: Deaf employment, community relations, New Zealand Sign Language week, advice to Government, interpreter services. <a href="http://deaf.org.nz/">http://deaf.org.nz/</a>
<b>EAP</b>	Employee Assistance Programmes. Provided practical strategies and information to deliver emotional and physical wellbeing
<b>ECE</b>	Early Childhood Education
<b>EIT</b>	Early Intervention Teacher

<b>EYWC</b>	Early Years Whānau Centre
<b>EOTC</b>	Education Outside the Classroom
<b>ERO</b>	Education Review Office (ERO) is a government department whose purpose is to evaluate and report publicly on the education and care of students in schools and early childhood services. Head of ERO reports directly to the Minister responsible for the Education Review Office. <a href="http://www.ero.govt.nz/">http://www.ero.govt.nz/</a>
<b>ESOL</b>	English as a Second or Other Language. A language other than English is spoken at home
<b>ESW</b>	Education Support Worker. A role paid for by the MoE to support the participation in an ECE programme for children aged 0-5 years.
<b>First Signs</b>	First Signs brings NZSL into the home and family/whānau environments, making learning NZSL fun. <a href="https://firstsigns.co.nz/">https://firstsigns.co.nz/</a>
<b>FTE</b>	Full Time Equivalent (non teacher)
<b>FTTE</b>	Full Time Teacher Equivalent
<b>HN</b>	High Needs. The second tier of verification under the Ongoing Resource Scheme (ORS)
<b>HR</b>	Human Resources
<b>IP</b>	Individual Plan - 0-5 years
<b>IEP</b>	Individual Educational Plan - 5-21 years
<b>KIT</b>	Keep in Touch days. Arranged for children receiving services from the Regional Teaching
<b>MOE</b>	Ministry of Education. Responsible for education in the Early Childhood and compulsory sector. Divided into a number of business units e.g Early Childhood Education, National Operations, Policy, Resourcing, Property and Learning Support (Special Education). <a href="http://www.education.govt.nz/">http://www.education.govt.nz/</a>
<b>NextSense</b>	The Royal Institute for Deaf and Blind Children in Sydney provides a range of educational services for students with vision and/or hearing impairment, including specialist schools for signing Deaf students, oral deaf students, and students with sensory and intellectual disabilities. <a href="https://www.nextsense.org.au/">https://www.nextsense.org.au/</a>
<b>NZEI</b>	New Zealand Education Institute. The Union representing both teaching and support staff in school. There are three Collective Agreements in place with this union. <a href="http://www.nzei.org.nz/">http://www.nzei.org.nz/</a>
<b>NZSL Board</b>	A government board responsible for the promotion and maintenance of NZSL. <a href="http://www.odi.govt.nz/what-we-do/nzsl/nzsl-board/">http://www.odi.govt.nz/what-we-do/nzsl/nzsl-board/</a>
<b>NZSLTA</b>	New Zealand Sign Language Tutors Association. The body that represents the interests of NZSL tutors. <a href="http://www.nzslta.org.nz/wb/">http://www.nzslta.org.nz/wb/</a>
	New Zealand Speech Language Therapist Association. <a href="http://speechtherapy.org.nz/">http://speechtherapy.org.nz/</a>
<b>OAG</b>	Office of the Auditor General. This office controls the contract and Terms of Reference for our Annual Financial Audit <a href="http://www.oag.govt.nz/">http://www.oag.govt.nz/</a>
<b>ORS</b>	Ongoing Resourcing Scheme. Provides financial support for students with the highest level of need. <a href="http://www.education.govt.nz/school/student-support/special-education/ors/">http://www.education.govt.nz/school/student-support/special-education/ors/</a>
<b>OT</b>	Occupational Therapist
<b>Provision</b>	Term used to describe a teaching space for students enrolled into Ko Taku Reo based within a mainstream partner school.
<b>PSA</b>	Public Service Association. The union representing the interests of many non-teaching staff, in particular Residential staff, some administration and resource department staff.

	<a href="https://www.psa.org.nz/">https://www.psa.org.nz/</a>
<b>PT</b>	Physiotherapist
<b>RTD</b>	Resource Teacher of the Deaf. Itinerant teaching post, serve students enrolled in mainstream schools, ECE centres
<b>Ruaumoko Marae</b>	Translation: The unborn child and the God of Earthquakes. The only Deaf Marae in the world based at Archibald Road, Kelston Deaf Education Centre <a href="http://www.kdec.school.nz/Services/marae">http://www.kdec.school.nz/Services/marae</a>
<b>SAG</b>	Sector Advisory Group. Meets once a term to discuss Deaf Education Provision in New Zealand. The group is made up of representatives from the MoE, DEC, Victoria University, Deaf Aotearoa, NZSL Board
<b>SCIP</b>	Southern Cochlear Implant Programme <a href="http://scip.co.nz/">http://scip.co.nz/</a>
<b>SENCO</b>	Special Education Needs Co-ordinator. Position of responsibility in mainstream schools responsible for special needs programme
<b>SLIANZ</b>	Sign Language Interpreters Association of New Zealand. The body that represents the interests of Sign Language Interpreters.
<b>SLT</b>	Speech Language Therapist
<b>SRC</b>	Sensory Resource Centre
<b>Te Whariki</b>	National Early Childhood Education Curriculum
<b>THH</b>	The Hearing House (THH). A provide provider of services for Cochlear habilitation Services under contract with the Ministry of Health <a href="http://www.hearinghouse.co.nz/">http://www.hearinghouse.co.nz/</a>
<b>TOD</b>	Teacher of the Deaf
<b>VHN</b>	Very High Needs. The top tier of verification under the Ongoing Resource Scheme
<b>WFD</b>	World Federation for the Deaf. An International non-governmental organisation recognised by the United Nations as the spokes-organisation for the Deaf community. <a href="https://wfdeaf.org/">https://wfdeaf.org/</a>

## Legislative compliance

### Education

Education Act 1989, Section 310

<https://www.legislation.govt.nz/act/public/1989/0080/latest/DLM187093.html>

Education (Early Childhood Services) Regulations 2008

<https://www.legislation.govt.nz/regulation/public/2008/0204/latest/whole.html>

Official Information Act 1982

<https://www.legislation.govt.nz/act/public/1982/0156/latest/DLM64785.html>

Companies Act 1993

<https://www.legislation.govt.nz/act/public/1993/0105/latest/DLM319570.html>

Privacy Act 1993

<https://www.legislation.govt.nz/act/public/1993/0028/latest/DLM296639.html>

Protected Disclosures Act 2000

<https://www.legislation.govt.nz/act/public/2000/0007/latest/versions.aspx>

### Employment

Employment Relations Act 2000

<https://www.legislation.govt.nz/act/public/2000/0024/latest/DLM58317.html>

Health and Safety at Work Act 2015

<https://www.legislation.govt.nz/act/public/2015/0070/latest/DLM5976660.html>

Holidays Act 2003

<https://www.legislation.govt.nz/act/public/2003/0129/latest/DLM236387.html>

Parental Leave and Employment Protection Act 1987

<https://www.legislation.govt.nz/act/public/1987/0129/latest/DLM120104.html>

Wages Protection Act 2014

<https://www.legislation.govt.nz/act/public/1983/0143/7.0/whole.html>

Vulnerable Childrens Act 2014

<https://www.legislation.govt.nz/act/public/2014/0040/57.0/DLM5501618.html>

New Zealand Sign Language Act 2006

<https://www.legislation.govt.nz/act/public/2006/0018/latest/whole.html>

### **Property**

Building Act 2004

<https://www.legislation.govt.nz/act/public/2004/0072/latest/dlm306036.Html>

Education Lands Act 1949

<https://www.legislation.govt.nz/act/public/1949/0024/13.0/whole.html>

## Appendix 1

### Record Keeping Policy:

*The Deaf Education ECE Trust Board are responsible for the financial sustainability of the organisation and ensuring funds and assets are used to advance the organisation's charitable purposes. It's critical that financial accounting and reporting systems in the organisation are accurate and transparent.*

1. The organisation must keep written records of your accounts and prepare financial statements. Check your rules to find out if they require your accounts to be audited or reviewed.
2. Officers also need to be aware of the new assurance requirements for charitable organisations which will come into force on 1 April 2015. These require registered charities with a total operating expenditure over \$550,000 to have their accounts reviewed, and those registered charities with a total operating expenditure over \$1,100,000 to have their accounts audited by a licensed auditor.

#### **Annual returns**

1. All registered charities must file an annual return. The annual return includes a completed annual return form, a copy of your financial statements, and the appropriate fee, if applicable.
2. The annual return form asks for information about:
  - a. the sectors your charity operates in
  - b. activities it is involved in.
  - c. who benefits from those activities?
  - d. your geographical area of operation
  - e. the people in your charity
  - f. your balance sheet position, and
  - g. your income and expenditure.
3. Charities Services publishes this information on the Charities Register as part of the commitment to promoting public trust and confidence, and in accordance with the requirements of the Charities Act 2005. Annual returns must be filed within six months of your balance date. Failure to file annual returns is one of the main reasons for deregistration of charities.