

NAG 3

“According to the legislation on employment and personnel matters, each Board of Trustees is required in particular to:

- i) Develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promotes high levels of staff performance, use educational resources effectively and recognise the needs of students;**
- ii) Be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.”**

OUR BELIEF

Staffing the school with energetic personnel and providing them with the appropriate support and developmental opportunities will directly benefit the children and impact on the learning opportunities provided.

Our school functions best through collaborative and cooperative management, where success and innovation are applauded and valued.

Relevant Legislation

[New Zealand Employment Legislation](#)

[New Zealand Education Collective Agreements](#)

SUPPORTING PROCEDURES/POLICIES

- Equal Employment Opportunities
- Leave
- Staff Performance Management (Principal, Teachers)
- Education Council of Aotearoa Practising Teacher Criteria
- Teachers' Code of Ethics
- Proof of Identity Category A & Category B documents/records
- Ancillary Performance Management
- Police Vetting - all Staff
- The Vulnerable Children Act 2014
- Management 'R' Units
- Harassment
- Protected Disclosures
- Employee Discipline
- Exit Interview

These processes and procedures have been developed with the intention of meeting the specific requirements of NAG 3. All of these procedural guidelines look to ensure that effective personnel practises enhance the working environment for all staff, leading to effective learning for the children.

ACTUAL PROCEDURES

Equal Employment Opportunities (E.E.O)

- All discriminating barriers in the employment of staff will be identified and eliminated.
- The EEO programme will be developed in consultation with all interested parties, will include objectives and measurable goals and be monitored by the Personnel Committee.
- The school will maintain an Employee Database.
- Appointments will be made on merit for the position and reflect the composition of the school community.
- Equal access, consideration and equal encouragement in the areas of recruitment, selection, promotion, conditions of employment and career development will be ensured.
- Discrimination barriers are defined as prejudice toward race, age, gender, marital status, dependants and ethical beliefs.

Leave

- Decisions regarding Special leave will be made in accordance with the provisions of the Collective and Individual Employment Contracts in place.
- Application for leave will not be unreasonably withheld providing that adequate relief can be arranged; the educational needs of the children are not jeopardised; and funds are available for the payment of relief staff.
- Leave is to be applied for on the appropriate leave form or in writing to the Principal.
- The Principal has authority to approve Special Leave Applications for less than one term. The Principal, in consultation with the Personnel Committee, has authority to approve Special Leave applications for periods longer than one term, but these must be ratified by the Board of Trustees.

- The maximum length for personal leave applications will be twelve months – one school year.
- The Principal has authority to approve Special Leave Without Pay for a period of up to three weeks.
- Special Leave provisions will apply to staff in full time and long term relieving positions.
- A record will be kept of all Special Leave taken by Staff.
- Decisions on Special Leave will be fair, equitable, and consistent.
- Adequate prior notice of leave intentions will normally be given to enable processing of leave applications.

Staff Performance Management

All teaching staff will be required to participate in the Performance Management Programme. The Principal is responsible for the implementation of the programme and will report to the Board, through the Chairperson in relation to participation and development.

Principal Performance Management

The performance of the Principal will be measured against predetermined goals specified in an annual performance agreement. The Board Chairperson or person contracted to undertake the appraisal in any given year, will negotiate this agreement, meet regularly with the Principal to discuss progress and formally report to the Board at the end of the period of appraisal. The agreement will reflect annual and long-term school goals as identified in the annual and strategic plans. The process the Board uses for the Principal appraisal will be responsive to the needs and experience of the Principal, but may include BOT Chairperson, External Consultant, ERO Review and PPLG (Principal Professional Learning Group) or an independent professional person/principal colleague, appointed with the agreement of the Board and Principal. The Principal's performance appraisal in relation to the Practising Teacher Criteria will be managed by a Senior Management Team member.

Teacher Performance Management

Teachers will be required to:

- Fully complete any required documentation for their annual appraisal process. This may vary, and could include use of an e-portfolio, linking documents to the portfolio. Portfolios will be located on a Google Site.
- Individual teacher's appraisal will vary depending on their focus. Any documentation will be tailored to the focus for the individual teacher. Teacher inquiry may be part of the appraisal process which may include relevant teacher planning, evidence of research, online activity, observation notes, evidence of student progress, feedback from learning partners. The purpose of the appraisal process is to improve teaching practice and therefore requires those involved to demonstrate progress towards identified goals, ability to articulate next steps and agreement of timelines set.
- Every teacher appraisal process will include
 1. Two face to face meetings with the appraiser
 2. One formal observation based on an agreed focus.
 3. A written appraisal summary prepared by the appraiser.
- Individual teachers are expected to be active participants in the appraisal process (growth cycle) by identifying their own area of focus or an agreed focus area which is negotiated with the appraiser, as required, at the beginning of the process.
- All documentation will remain confidential between the appraisee, appraiser and Principal.
- Attend Team & Whole Staff Meetings. Participate in all Professional Learning & Development planned for the teaching staff. An outline of the programme will be shared with teachers/participants at the beginning of each term.

- Staff who feel that stated outcomes do not clearly reflect actual achievement may seek a review of their report. This will involve the Principal, the appraisee and appraiser. A summary of discussions will be recorded and reports amended if deemed necessary.
- Review of the process of Performance Management will be regular and will form part of the review of Personnel Policies and Procedures.

Teaching Council of Aotearoa New Zealand (2019)

The **Teaching Council of Aotearoa New Zealand** | Matatū **Aotearoa** is the professional body for, and voice of, the **New Zealand teaching** profession. It represents over 100,000 registered **teachers** in **New Zealand** from early childhood **education** through to primary and secondary schooling, in English and Māori medium settings. [Teaching Council Online](https://www.teachingcouncil.org.nz/)

The Teaching Council is responsible for:

- Teaching standards
- Register of teachers
- Provide professional leadership
- Support teachers' understanding of standards and commitments of the teaching profession
- Consult on key policy developments
- Deal with teacher competence and discipline issues.
- Set the requirements for and approve initial teacher education programmes
- Commission or carry out research to support quality teaching

Standards for the Teaching Profession ([Full booklet can be downloaded](#))

- Commitment to the teaching profession
- Commitment to learners.
- Commitment to families and whanau
- Commitment to society.

Practising Teacher Certificates

- Copies of current certificates are kept on file by the Principal.
- A database that includes day relief teachers who regularly work in the school, is also kept by the Principal.
- Renewal of Practising Teacher Certificates will be done online by the teacher and involves the appraiser or principal verifying the application details.
- Practising Teacher Certificates will be renewed every three years. The renewal fee is to be paid by the individual applying for this.

Proof of Identity

The Teaching Council of Aotearoa requires a Proof of Identity referee to be the school principal.

Identity Referee must:

- Verify two forms of identification required (one from Category A and one from Category B) of which one form of identification must be photographic.
- Verify that the applicant, who must be the presenter of the identification documents, is the same person as identified in the document Category A and Category B.

Identification Verification:

- The applicant must provide in person two forms of identification documents to be certified by an acceptable proof of identity referee. These must be original documents.
- One Primary Identification document and one Secondary identification document record issued by an approved agency.
- One identification document from either Category A or B must be photographic or a photo ID

Support Staff Performance Reviews

All support staff will participate in an annual performance review.

The basis of the performance will be measured against stated expectations in individual job descriptions.

- Staff will have the opportunity to discuss and rate their own performance.
- Staff will be required to identify areas for focus and development. These will be in addition to the stated expectations of the job description.
- A timeline for implementation will be negotiated, yet the process must be completed by the end of November.
- A written summary report will be issued to each individual staff member no later than four weeks following the appraisal.
- Staff who feel that stated outcomes do not clearly reflect actual achievement, may seek a review of the process. The review committee will be formed by the personnel sub-committee of the Board of Trustees, as well as the appraiser.
- The Office Administrator will be responsible for the appraisal of Administration Team Members.
- The Principal will carry out the appraisal process for the Office Administrator..
- Team Leaders will carry out the appraisal process for Teacher Aides working in their teams.
- Teacher Aides will participate in an annual, professional growth cycle relevant to their work each year as per new Support Staff in Schools Collective 2019. Team Leaders will monitor progress and provide summary feedback as part of annual appraisals.

Staff Appointment Process

The Board will comply with appointment, appraisal, discipline and dismissal procedures established in relevant awards, agreements and regulations for all teaching and non-teaching staff.

- The Board of Trustees will appoint the Principal.
- The Principal, BOT Personnel Representative and Deputy Principal/Head of Junior School or Senior Team Leader will be involved with Permanent Scale A teaching appointments. The Principal and Deputy/Head of Junior School and /or Senior Team Leader will carry out Fixed Term Appointments. In any other cases the Personnel Committee will carry out appointments.
- The Personnel Committee comprises the Principal, BOT Staff Representative and Parent Representative responsible for Personnel and either the Deputy/Head of Junior School or Senior Team Leader. There may be occasions where another senior teacher is involved.
- Teacher appointments will be formalised after the Board of Trustees has been notified of the Personnel Committee's recommendation. Appointments will be formally recorded at the monthly BOT meetings.
- All appointed staff must be registered with the Teaching Council of Aotearoa New Zealand. A copy of teacher registration details will be kept in individual staff members' files.

- The Principal and Deputy Principal will appoint short term relievers, the Personnel Committee will appoint Long Term Relievers.
- For new appointments a job description and a person specification will be compiled prior to the advertisement.

Exit Interview

- All staff resigning from employment will be offered the opportunity for an exit interview within two months of resignation. This will be in the form of an email questionnaire or face to face interview by the Board of Trustees Personnel Committee Parent Representative or other delegated Board of Trustees Member.
- Feedback from the exit interview is to be shared with the Board of Trustees and Principal

Police Vetting of Staff

Police Vetting of all staff is compulsory.

All new employees and new contractors will be required to undergo a police vet in the following circumstances

- When appointing a new permanent employee a satisfactory police vet will need to be obtained before an appointment is confirmed.
- When a person has been employed on a casual or temporary basis they must be vetted within two weeks of their first day of employment.
- Permission to carry out a vet will be sought from prospective employees before a position is offered to them. If a prospective employee declines a Police vet, their application cannot continue.
- All current employees will be vetted every three years.
- If the vet does not reveal any criminal offences or concerns by the police, then the vet should be destroyed or given to the employee or contractor. The Board is to keep a record of the police vet having taken place.
- If the vet reveals criminal offences or concerns by the police then consideration needs to be given as to whether the information should affect employment at, or access to the school. Every situation should be discussed with a Personnel or Industrial Relations advisor or the NZSTA before any action is taken. The Board will refer to the Administrative Advice on Police Vetting provided by the NZSTA.
- Vetting will be carried out through the Police Electronic Vetting Service – the Principal is the person registered to action this service.
- Schools do not need to obtain their own police vet for certificated teachers (including principals and relief teachers), as this is completed by the Teaching Council of Aotearoa as part of teacher registration. It is also not necessary to police vet students on practicum, as these are done on school's behalf but schools do need to confirm this has been done for each individual.

The Vulnerable Children Act 2014

Legislation now requires children's worker safety checking.

- These must be completed for all people the school is seeking to employ or engage as a children's workers (including a contractor) from July 1 2015 for core workforce roles and from July 1 2016 for non-core children's workforce roles.

- These must be completed by the date specified in the legislation for all people who are already employed or engaged by the school. For existing core children's workers this is July 1 2018 and for non-core children's workers by July 1 2019.

Management and Units

- The management structure of the school will be determined by the school roll in any given year and may be structured to include any of the following positions - Deputy Principal/ Head of Junior School, Assistant Principal and Team Members. Other school leadership roles such as SENCO will join the Leadership Team when they are appointed to such roles, as the school roll grows. The distribution of management units will be such that there is a differentiation between the two positions. DP/Head of Junior School = 2 management units, AP/Team Leader= 2 management units (1 x schoolwide responsibility and 1 x Team Leader).
- Should the allocation of management units alter due to roll growth, a review of management staffing will be undertaken.
- A reduction in management units will enact the redeployment provisions of the collective employment contract.
- Units will be allocated for leadership based on school staffing entitlement. Units are currently allocated in Transition (Permanent), Literacy (Permanent & Fixed Term), Mathematics (Permanent & Fixed Term), Inquiry (Permanent), Enviro School (Permanent), Learning Support/SENCO (Permanent), Assessment/Edge Permanent), Physical Education/Sport/EOTC (Permanent), Senior Sports Coordinator (Fixed Term), Maori (Permanent), Performing Arts (Permanent),
- Allocation of Fixed Term Units will be reviewed annually to reflect current school focus areas. All teaching staff will be consulted about the allocation of these units and will have a chance to apply for fixed term units allocated to school focus areas. The Management Team will be responsible for processing applications and allocating these units as they become available.
- The Board will be informed of the outcome of this allocation.
- Should more than one unit become available due to roll growth, staff will be required to submit an application for allocation of the unit, along with a project proposal. Applications will be made to the Principal.

Classroom Release Time (CRT)

This is an operational policy designed in consultation between the principal and teaching staff of Cromwell Primary School. The policy has been written in conjunction with clause 5.30 of the Primary Teachers Collective Agreement 2004-2007.

Intent and Purpose

The intent of classroom release time is to address teacher workload while maximizing benefits for student learning. The use of classroom release time will be professionally useful for the school's teaching and learning programmes, the teachers' professional growth and the learning needs of the student. This includes maintaining consistency of teacher release personnel.

Use of Classroom Release Time

This policy contains a list of the most common uses for the classroom release time in our school. The list may be amended from time to time through consultation with teachers. Principal and individual teachers may also agree to other uses from time to time.

In our school classroom release time will be used for: planning, assessment and evaluation, reporting, personal professional development (observing other teachers, reading, research), curriculum resource responsibilities, small group/individual student work, any other use agreed to from time to time between teacher and principal

Allocation of Classroom Release Time

Each teacher will be allocated 1 hour per week. The roster will be generated by the Senior Leadership Team (Louise Haig, Jayne Fitzgerald, Danella Smallridge, Rachel Peters, Olivia Buckner and Wendy Brooks) taking into account where possible the requests of individual teachers. If 10 hours has not been allocated during the term, the time owing at the end of the term will be aggregated to form a half or whole day release organized in consultation with individual teachers. Two teachers, working with similar year levels, may be released at the same time to allow for shared planning where required.

NB: where school sessions prevent allocation of precisely 10 hours of classroom release time, the school shall endeavour to provide as close as possible to the 10 hour entitlement including, where needed, advanced or delayed entitlement across the 4 terms of each school year.

Allocation of other forms of release time

In addition to classroom release time the following positions will be allocated release time.

Position	Time Allocation	Reason
Deputy Principal Head of Junior School	1 day per week	Management responsibilities
Beginning Teacher	1 day per week	Classroom planning, observations, resource preparation, P.D.
Year 2 Teacher	1 day per fortnight	Classroom planning, resource preparation, observations, PD
Classroom Teachers	2 days per term	Discretionary release for resource management, IEP planning, curriculum responsibilities, programme development, ICT, sports organization

Senior Team Leader	1 day per week	Management Responsibilities
SENCO	1.5 hours per week	Learning Support responsibilities

When Classroom Release Time cannot be provided for genuine reasons

Where for genuine reasons, during term planning or at short notice, it is not possible to provide CRT to an individual or group of teachers the school will: communicate/consult with teacher/teachers concerned, record the reason for non-delivery, endeavour to reallocate the CRT at a later date in that school year, review the CRT policy if required, use the record of non-delivery when reviewing the policy

Classroom Release Time Personnel

The teachers employed to provide the Classroom Release Time will: maintain a high standard of professionalism within the school environment, be experienced classroom teachers (where possible), be able to follow school and classroom procedures, routines and expectations, maintain a high standard of classroom presentation, be responsible for delivery in the classroom of a specific curriculum area e.g music, art, library skills, P.E. as agreed by teachers involved. This includes planning, preparation, organization of resources and assessment of student learning.

Harassment

- Staff will be reminded of the inappropriateness of harassing others by verbal, physical or cyber means during an annual review and revisit of this guideline.
- In investigating complaints of harassment within the workplace (employer, fellow employee, client, customer), every endeavour will be made to ensure that the complainant is not subject to victimisation.
- When making a complaint, sections 1 – 6 of the Protected Disclosures Guideline will be applied

Protected Disclosures

A protected disclosure is a declaration made by an employee where they believe serious wrongdoing has occurred. Employees making a disclosure will be protected against retaliatory or disciplinary action and will not be liable for criminal or civil proceedings related to the disclosure.

This procedure (policy) is issued in compliance with the Protected Disclosures Act 2000 and applies from 1 January 2001.

Legislative clauses as per MOE Circular 2003/8 will be referred to and applied.

Definition of a Serious Wrongdoing

Serious wrongdoing includes any serious wrongdoing of any of the following type:

- An unlawful, corrupt, or irregular use of funds or resources of a public sector organisation; or
- An act or omission or course of conduct that constitutes a serious risk to public health or public safety or the environment; or
- An act, omission, or course of conduct that constitutes a serious risk to the maintenance of law, including the prevention, investigation and detection of offences and the right to fair trial; or
- An act, omission or course of conduct that constitutes an offence; or
- An act, omission or course of conduct by a public official that is oppressive, improperly discriminatory, or grossly negligent or that constitutes gross mismanagement; - whether the wrongdoing occurs before or after the commencement of this Act.

Submission

- All disclosures will be submitted in writing.

Information to be contained

- The nature of the wrongdoing
- The name(s) of the people involved
- The surrounding facts and specific details that are relevant to the disclosure.

Where to send the Disclosure

- A written disclosure must be sent to the Principal who has been nominated by the Board of Trustees under the provision of Section 11 of The Protected Disclosures Act 2000 for this purpose. Should the Principal be involved in the wrongdoing, then the disclosure should be made to the Board Chairman.

Decision to Investigate

- Within 20 working days following the receipt of a disclosure, the Principal will examine the allegations and decide if a full investigation is warranted. If so, the investigation will be conducted by the Principal, or arranged through an appropriate authority.

Protection of Disclosing Employee's Name

- All due care will be taken to treat all disclosures in the strictest confidence. Every endeavour will be made not to disclose the name of the person disclosing the information, unless permission for this has been granted in writing.

Report of Investigation

- At the end of the investigation, the Principal will prepare a report of the investigation with recommendations for action if appropriate. The report will be forwarded to the person who made the disclosure and all members of the Board of Trustees.
- Should a recommendation be made to refer the matter to an appropriate authority, this must be done with the knowledge of the full Board. A special meeting may need to be convened for this purpose. Initial notification in this instance will be from the Principal to the Board Chairman.

Disclosure to an Appropriate Authority

- A disclosure may be made directly to an appropriate authority if the employee making the disclosure has reasonable grounds to believe that the person handling the disclosure is

involved in the wrongdoing, or immediate referral is justified by urgency or exceptional circumstances or, there has been no action or recommendation within the 20 working days since the disclosure was made. Appropriate authorities include, but are not limited to:

- The Commissioner of Police
- Controller and Auditor General
- Director of the Serious Fraud Office
- Inspector General of Intelligence and Security
- Ombudsman
- Parliamentary Commissioner for the Environment
- Police Complaints Authority
- Solicitor General
- State Services Commissioner
- Health and Disability Commissioner
- The head of every public sector organisation

Disclosure to Ministers and Ombudsman

- A disclosure may be made to a Minister or Ombudsman if the employee making the disclosure has done so following the guiding procedures of this policy and reasonably believes that the person or authority to whom the disclosure was made:
- Has decided not to investigate
- Has decided to investigate, but not made progress with the investigation within reasonable time; or
- Has investigated but has not taken or recommended any action; and
- Continues to believe on reasonable grounds that the information disclosed is true or is likely to be true.
- Employee Discipline Matters
- Each case will be considered on the basis of its particular facts.
- In every case the Board will adhere to the relevant legislation and Collective and Individual Employment Contracts with specific reference to discipline.

SUPPORTING DOCUMENTS/EQUIPMENT

Document	Location	Key Action
Job Descriptions	Individual Files (secure) Individuals	Annual Review
Performance Appraisals	Individual Files (secure)	Annual Increments Notify Payroll
Staff Development Programme	Staffing File	Submit to BOT
Payroll Correspondence	Cabinet Individual Files	Copies to staff
Leave Applications	Office Master File Individual Files	Principal Respond Copy
Disability Register	Office	Enter when needed
Registration Details	Individual Files Register – Principal	Annual check on publication
Employment Contracts (collective)	Individuals Principal's office	Distribute
Employment Contracts (individual)	Reference when employing or vetting staff	Annual Review

NZSTA Administrative Advice (STA Link)	STA Correspondence File School Office	https://www.nzsta.org.nz/
Teachers Code of Ethics	https://teachingcouncil.nz/	Refer to and update as necessary
The Vulnerable Children Act 2014	http://www.legislation.govt.nz/act/public/2014/0040/latest/DLM5501618.html	Refer to and update as necessary
Education Council Aotearoa New Zealand	https://teachingcouncil.nz/	Refer to and update as necessary
Proof of Identity Teaching Council	https://teachingcouncil.nz/	Refer when undertaking proof of identity role