

## 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.

### 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

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.
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## **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 pre-determined 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, but will include use of an e-portfolio, linking documents to the portfolio. Portfolios will be located on a Google Site.
- Use teacher inquiry as the main part of teacher development/appraisal annually. This may be a one, two or three term inquiry and either class inquiry, professional inquiry or impact cycles
- Provide ongoing evidence of practice to meet Practising Teacher Criteria
- Identify a personal goal for focus each year
- Select one but not more than three areas for focus.
- Develop specific objectives and negotiate appropriate performance indicators or success criteria
- Consult with their team leader and support person when developing a programme for development, identify specific support and methodology for achieving the desired goals.
- Liaise with appraiser to set up any observation times required
- Participate in classroom observation programme being used in any given year
- 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.
- Attend Team & Whole Staff Meetings on a weekly basis.
- Meet formally with the Principal or designated appraiser once per year.
- Demonstrate improvement at the conclusion of the development cycle by providing relevant evidence and identify future focus areas.
- Adhere to agreed timeframes for any deadlines set.
- All documentation will remain confidential between the appraisee, appraiser and Principal.
- 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.

## **Education Council of Aotearoa New Zealand (2015)**

The Education Council is the new independent statutory professional body for teachers and educational leaders. The Practising Teacher Criteria describe the criteria for quality teaching that are to be met by all fully certificated teachers in Aotearoa New Zealand. As from July 1 2015, teacher registration will be separated from practising certificates. This means that from 1 July teacher registration will not expire (although it can still be cancelled) but teachers will still need to reapply for their practising certificates every three years. A “registered teacher” is a holder of a current practising certificate that has been issued by the NZ Teachers’ Council or a letter from the Teachers’ Council advising that registration has been approved and that the practising certificate is being processed. This will include provisionally certificated teachers, teachers subject to confirmation and fully certificated teachers.

- The Practising Teacher Criteria recognise that teaching is a highly complex activity, drawing on repertoires of knowledge, practices, professional attributes and values to facilitate academic, social and cultural learning for diverse education settings. The criteria and indicators should be viewed as interdependent and overlapping.
- Teachers play a critical role in enabling the educational achievement of all ākonga/ learners.
- The Treaty of Waitangi extends equal status and rights to Māori and Pākehā. This places a particular responsibility on all teachers in Aotearoa New Zealand to promote equitable learning outcomes. In an increasingly multi-cultural

Aotearoa New Zealand, teachers need to be aware of and respect the languages, heritages and cultures of all ākonga.

- In Aotearoa New Zealand, the Code of Ethics / Ngā Tikanga Matatika commits certificated teachers to the highest standards of professional service in promoting the learning of those they teach.

### **Practising Teacher Criteria**

#### **Professional relationships and professional values:**

- Establish & maintain effective professional relationships focussed on the learning and well-being of all ākonga.
- Demonstrate commitment to promoting the well-being of all ākonga.
- Demonstrate commitment to bicultural partnership in Aotearoa New Zealand.
- Demonstrates commitment to ongoing professional learning and development of personal professional practice.
- Show leadership that contributes to effective teaching and learning.

#### **Professional knowledge in practice:**

- Conceptualise, plan and implement an appropriate learning programme,
- Promote a collaborative, inclusive and supportive learning environment.
- Demonstrate in practice their knowledge and understanding of how ākonga learn.
- Respond effectively to the diverse language and cultural experiences, and the varied strengths, interest and needs of individuals and groups of ākonga.
- Work effectively within the bicultural context of Aotearoa New Zealand.
- Analyse and appropriately use assessment information, which has been gathered formally and informally.
- Use critical inquiry and problem-solving effectively in their professional practice.

### **Practising Teacher Certificates**

- Copies of current certificates are kept on file by the Principal.
- A data base that includes day relief teachers who regularly work in the school, is also kept by the Principal.
- Renewal of Practising Teacher Certificates will involve teachers producing evidence in relation to all of the criteria, for the person who is endorsing the application.
- Practising Teacher Certificates will be renewed every three years. The renewal fee of \$220.80 is to be paid by the individual applying for this.

### **Teachers' Code of Ethics**

Teachers registered to practice in New Zealand are committed to the attainment of the highest standards of professional service in promotion of learning by those they teach, mindful of the learner's ability, cultural background, gender, age or stage of development.

Application of the Code of Ethics shall take account of the requirements of the law as well as the obligation of teachers to honour the Treaty of Waitangi by paying particular attention to the rights and aspirations of Maori as tangata whenua. This involves

- Commitment to learners
- Commitment to parents/guardians and family/whanau
- Commitment to society
- Commitment to the profession.

### **Proof of Identity**

The Education Council 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

#### **Ancillary Performance Management**

All ancillary staff will participate in an annual performance management programme. 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 Principal will carry out appraisal process for support staff.

#### **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 or Senior Team Leader will be involved with Permanent Scale A teaching appointments. The Principal and Deputy 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 of the Principal, BOT Staff Representative and Parent Representative responsible for Personnel and either the Deputy 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 Teachers Registration Board. 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.

## **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 Education Council 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 will support the positions of Deputy Principal and Assistant Principal/Senior Team Leader in the first instance. Other Team Leaders will join the Leadership Team when they are appointed to such roles, if and when the school roll grows. The distribution of management units will be such that there is a differentiation between the two positions. DP = 2 management units, AP/Team Leader= 1 management unit.
- 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 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),
- 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 (Karen Huffadine, Jayne Fitzgerald, Danella Smallridge 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.

<b>Position</b>	<b>Time Allocation</b>	<b>Reason</b>
Deputy Principal	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 work place (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**

<b>Document</b>	<b>Location</b>	<b>Key Action</b>
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	
Teachers Code of Ethics	<a href="http://www.teacherscouncil.govt.nz">www.teacherscouncil.govt.nz</a>	▪ Refer to and update as necessary
The Vulnerable Children Act 2014	<a href="http://www.legislation.govt.nz/act/public/2014">www.legislation.govt.nz/act/public/2014</a>	▪ Refer to and update as necessary
Education Council Aotearoa New Zealand	<a href="http://www.educationcouncil.org.nz">www.educationcouncil.org.nz</a>	▪ Refer to and update as necessary
Proof of Identity Education Council	<a href="http://www.educationcouncil.org.nz">www.educationcouncil.org.nz</a>	▪ Refer when undertaking proof of identity role