

Raumati Beach School

Updated March 2019



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A) Purposes

To promote the highest standards of teaching and learning through quality employment practices: fair, objective, Equal Opportunities

To comply with the Board's obligations regarding the employment of staff : Leave, professional learning, care

To develop excellence of practice through a comprehensive performance management procedure

B) Appointments

1. Each year (October), the principal will plan for staffing for the following year after consultation with the Kaitiaki and will present this to Board as part of his Principal's report once the staffing has been confirmed.
2. All new positions will be advertised appropriately: school website, Education gazette, local and National paper.
3. Job descriptions and application packages will be available on the school website.
4. Applicants claims will be verified through a referee check and successful and unsuccessful applicants advised in writing.
5. During the selection process, the panel will ensure that they clarify the applicant's ability to safely meet the needs of all children. This will include questions to the applicant (about the identification, intervention with and protection of vulnerable children) and to their referees (about the applicant's use of practices that ensure and enhance safety and well-being).
6. Safety Checks on all new employees will be carried out as per the Vulnerable Children's Act 2014 (<http://www.legislation.govt.nz/regulation/public/2015/0106/latest/who>), and the school's Child Protection Policy.
7. The confidentiality of each application (including written and verbal reports) will be adhered to by all staff and BoT members involved.
8. No trustee will act independently of the BoT's decisions on appointments or appointment procedures.
9. Documentation will be kept and made available for the Board if required, at confirmation of appointment. The records shall be kept until the period of appeal for the appointment has lapsed.
10. All teaching appointments will be approved by the Principal and advised to the Board.
11. The Board delegates it's powers of planning for the recruiting and selecting a preferred applicant for permanent basic-scale teaching, team leaders and non-teaching positions to the Principal and a senior staff member.
12. The entire Board will be involved in the recruitment, selection and appointment of the school Principal.
13. The Principal shall chair the selection committee for the Deputy Principal which will include a BoT member, a staff member and another person (appointed by the Principal in consultation with the BoT). The Committee shall recommend the DP appointment for Board Ratification.

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14. The Board may select a special committee to develop planning, recruitment and selection procedures for the appointment of the Principal and Deputy Principal. All procedures will comply with this procedure. Details will be approved by the BoT prior to the position being advertised.

C) Teacher Registration

1. The current registration of all staff will be confirmed at the time of appointment. Only those with a current practicing certificate will be appointed.
2. It is the teacher's responsibility to monitor their own registration status and act on reminder notifications from Education New Zealand, the Teacher Registration Council.
3. The school bursar keeps a schedule of teacher registration and can at any time inform the Principal of registration status of staff.
4. The Principal can assure the BoT as part of the compliance checklist that all staff are registered.
5. Staff who are provisionally certified (beginning teachers, overseas trained/service) will be appointed a tutor teacher who will follow the school's mentor programme until the conclusion of the appointment and/or full registration is gained. (See Section H and Appendix).

D) Classroom Release

This procedure was developed in consultation between the principal and teaching staff and was written in conjunction with the Primary Teachers Collective agreement (clause 5.30)

1. The Intent of classroom release time is to address teacher workload while maximising benefits for student learning. The use of classroom release time will be professionally useful for the school's teaching and learning programmes, the teacher's professional growth and the learning needs of the students.
2. The list of common uses of classroom release time may be amended from time to time through consultation with teachers. The Principal and individual teachers may also agree to other uses from time to time.
3. Release time will be used for : planning, evaluation reporting, personal professional development, observations, team meetings, assessment, reading and research, administration, meeting with colleagues
4. Each teacher will be allocated two days per term and will plan and book a reliever for those days. They will inform the bursar of their CRT days.
5. Where it is not possible to provide CRT to an individual or group of teachers, the school will endeavour to:
 - Record the reason for non-delivery
 - reallocate the CRT at a later date
 - review the CRT Policy if required
 - use the record of non-delivery when reviewing the policy
6. This procedure will be reviewed annually, or as required in the following instances:
 - Staff turnover
 - Recruitment/retention issues
 - new education initiative (introduction of specialisation)
 - concern about benefits to student learning
7. The principal, in consultation with the senior management, will allocate other forms of release for Team Leaders, Lead Teachers and so on as necessary.

E) Leave

1. The granting of leave will conform with award entitlements and will be fair and equitable.
2. The stability of staffing, availability of relievers and continuity of programmes will be considered when granting leave.
3. Application for leave will be confidential.
4. Leave forms will be available online and from the bursar. They need to be completed by the staff member and given to the Principal. They will be processed quickly.
5. All applications for leave will be recorded.
6. Leave must be used for only the purpose requested.

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7. Where possible, special leave must be requested in advance.
8. Approval for extraordinary leave will be granted by the Board of Trustees when appropriate.

F) Pastoral Care

In an effort to build and maintain a positive environment that benefits all staff relationships, the efforts, contributions and achievements of individuals and groups will be valued, recognised and celebrated, care compassion and concern is shown for individuals well being.

1. Staff are able to access support when they are stressed from school and/or home life. Kaitiaki and Team Leaders will be available to listen confidentially to concerns. If required, staff will be referred to appropriate agencies and EAP funding is available to staff at the principal's discretion.
2. Gifts are given for notable life events: retirement, farewells, engagements, weddings, babies, graduation, qualifications, sickness, bereavement etc. The cost of the gift is at the Principal's discretion and should be reasonable and appropriately reflect the circumstances at hand.
3. Hospitality (food, drink, entertainment) is provided to assist with building relationships and goodwill. The Principal shall take into account the nature of the occasion and the quality required. The purchase of food and alcohol will only be for school related purposes and for the consumption of staff and guests. The amount expended will be demonstrably reasonable and appropriate for the occasion.

G) Performance Management

Effective Performance management ensures that all staff know what is expected of them and that support is available to them to meet those expectations. Staff performance is monitored and assessed in order that their skills can be further developed.

1. Principles

- a) *Professional Orientation*: The focus of appraisal is to foster improvement and professional growth and to improve the teaching and learning for improved student achievement.
- b) *Flexibility*: The programme is designed to allow individual staff to meet their own needs within its framework.
- c) *Consultation*: Staff will be consulted in setting their personal goals/strategies and inquiry focus. This ensures staff ownership of both the ownership and outcome.
- d) *Transparency*: All aspects of the process are clear to all involved. Staff know the key processes and why they are needed.
- e) *Integration*: Links with other aspects include: staff development, school development, teacher registration, classroom practice and remuneration management.
- f) *Timeliness*: The programme is timetabled to fit with other aspects of school life and to be responsive to time demands on staff.
- g) *Confidentiality*: All participants have the right to confidential treatment. All details of appraisals remain confidential to the appraisee, appraiser and principal. External reviewers such as ERO can only access individual staff appraisal documents for the purpose of auditing the system and only with the agreement of the principal.

2. Appraisers

In general, staff are appraised by a member of the Senior management team, their team leader or their Professional Learning Group (PLG) Leader.

- a) Principal by an external consultant in consultation with the BoT.
- b) Deputy Principals (Administration & Curriculum) by Principal or an external consultant.
- c) Team Leaders by Principal, Deputy Principal.
- d) Teaching staff by Principal, Deputy Principals or other Team Leads

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- e) Administration staff by the Office Manager and Principal
- f) Teacher Aides by the SENCO

3. Self-appraisal/reflection

The key aspect of the teaching staff appraisal is to develop the ability of staff to reflect on and develop their own practice. A 'teaching as inquiry' process (NZC p35) is lead by Professional Learning Group Leaders, requiring staff to work collaboratively with others to identify and set the direction of their inquiry. Known as 'AKO' at our school and using the school's learning model as a basis, the approach requires evidence of the impact on student engagement and /or achievement is gathered and evaluated.

4. Structure and Timeline *(Please note that this schedule will be updated and altered throughout 2018 as we gain better understanding on how electronic appraisal information is gathered)*

	Term 1	Term 2	Term 3	Term 4
External support & observations	Informal observations and Walk-ins by Team Leaders & PLG Leaders		Informal observations/walk throughs Planning and Assessment Checklist <i>(Team Leaders)</i>	
	End of Term 2 (Mid Year Self Reflection review against Teaching Standards - Initial Appraiser Comment)		Planning and Assessment checklist -focus on Mathematics <i>(Senior Management)</i> T3 - Appraisal Check (Y1 - Y4 Teachers) T4 - Appraisal Check (Y5 - Y8)	
	Coaching Conversations a) Mathematics b) Relationship Management		Coaching Conversations c) Mathematics d) Relationship Management	
	Observations of Math: Dinah Harvey <i>Reflections linked to Standards Doc</i>			
AKO Self-led reflection & learning	Examine own practice and student needs - 2018 focus will be Mathematics	Implement inquiry, self reflect, present ongoing evidence, and participate in Professional Learning Group. <i>(Self, Professional Learning Group Leader & Members)</i>	Evaluate inquiry, Share personal professional growth <i>(Self, PLG, colleagues)</i>	
Practicing Teacher Criteria Self-led collation of evidence	Ongoing collection and/or identification of evidence Certain aspects are requested to be linked to the On-line collation document each year. 2018: 100 kupu, Tataiako reflection, Teaching-as-Inquiry reflections, Math PD, Math Coaching questions/reflection, Assessment evidence table <i>(Self managed, evidence presented to the Principal on request and when renewing registration)</i>			

Professional Standards

The Interim Professional Standards form part of the Collective Agreement and are linked to the Professional Teaching Criteria. Through ongoing reflection, the school's AKO practices and the compilation of evidence against the PTCs in an online format, staff are attested against the professional standards.

- i) Each teacher, depending on their experience will be attested against one of three sets of professional standards:
 - a) Beginning Teacher for at least two years

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- b) Fully Registered for at least three years
 - c) Experienced for those who have had three attestations against the previous standards
 - d) Deputy Principals against the DP standards as well as the Experienced Teacher Standards
 - e) The principal against the Principals' standards
- ii) Senior management will conduct a formal observation with written feedback and discussion before assessing compliance with the professional standards. Evidence should be used in supporting this discussion: class tone/culture, student outcomes, programme planning, assessments, student records, management of students with special abilities (GaTE/IEPs), class displays etc
- iii) The Principal will confirm attestation and/or seek additional clarification where they are not confident that a particular standard has been met.
- iv) If it is evident that a teacher has not yet met the professional standard/s, a programme of support will be planned with a senior teacher nominated to provide ongoing assistance and guidance. Goals and a timeframe will be planned and work towards meeting the standards will take place instead of AKO.

Practicing Teacher Criteria

- i) Individual teachers are responsible for the collation of evidence to show they meet the Education Council Practicing Teacher Criteria (PTC)
- ii) The evidence can be requested by the Principal at any time and at the time of registration renewal.
- iii) Aspects of AKO and/or attestation can be used as evidence for PTC
- iv) Provisionally Certified Teachers have a programme which is monitored by their mentor teacher and the Deputy Principal (SA)

Teaching as Inquiry (AKO)

- i) Each year staff will develop at least one inquiry based on their professional needs, the achievement needs of their students, their roles and responsibilities.
- ii) Each inquiry will be based both on an aspect of the RBS Teaching Effectiveness Rubric and on the needs of the class. It will be aimed at changing teacher practice in order to enhance student achievement.
- iii) Inquiry questions/focus will be drafted by the appraisee and shared with their Professional Learning Group Leader before being finalised by agreement.
- iv) PLG Leaders and Senior management will, where appropriate support and guide appraisees in setting AKO questions. All staff will support and contribute to the self appraisal process at all stages through participating in their Professional Learning Group. This involves regular meetings, sharing of evidence and responding to feedback and direction. Guidelines, supporting documents and the annual schedule is given to staff each year and is on the school website.

5. Observation of Teaching

- i) Teaching staff will receive observations throughout the year to gather information for attestation. (This will be done by either Team Leaders, PLG's or DP's)
- ii) Staff/school development priorities may also be a focus for observation and feedback. Additional observations may be done by someone with expertise specific to an objective.
- iii) Other observations may occur if needed as part of collecting evidence for practicing teacher criteria and/or to inform the AKO process
- iv) Observations can occur at anytime and place. Discretion and sensitivity to the appropriateness of the task for observations purposes is exercised.
- v) Staff are guided to reflect on and discuss matters arising from observations.

6. Recording and Reporting

- i) Records of Professional Learning are the responsibility of individual staff members to maintain.

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- ii) From 2018 these records will be kept electronically, in the school provided template which is shared at the beginning of each year. This record is cumulative and should include: a teacher's attestation against professional standards, teaching and inquiry identification and evidence collection, ongoing professional reflections, self appraisal on the RBS Teaching Effectiveness rubric, presentation/summary/notes on the AKO process
- iii) RoPL may also include specific job descriptions and responsibilities
- iv) The Principal and/or Deputy Principals will meet at least once during each cycle (annual) with each staff member to provide them with an opportunity to share their learning.
- v) The Principal will report to the BoT on the progress and completion of the appraisal programme – this will not include identification of individuals.
- vi) The Principal's appraiser will report to the board on specific outcomes and possibly future directions of the principal's appraisal.

7. Dispute procedures

- i) When a dispute arises out of an appraisal, the principal will be notified (or BoT chair if principal's appraisal)
- ii) Discussion with the participants will occur to determine grounds for review and a new appraiser will be appointed
- iii) A conclusion/outcome will be negotiated between the appraisee and the new appraiser.
- iv) A joint reports will be signed and forward to the principal or BoT. Any remaining disagreement will be documented and attached to the report.
- v) Provisions of the relevant employment contract will be followed.

H) **Staff Induction**

1. Programme

- a) The induction programme aims to ensure newly-appointed staff are familiar with the aims, objectives and procedures of Raumati Beach School.
- b) The programme will be provided by the Principal (for senior staffing positions), and Deputy Principals or Team Leaders for other staff.
- c) Release time will be provided as necessary to support the induction training programme.
- d) Staff will be provided with documentation to help orientate them towards the school's procedures: this will include (but is not limited to) Relationship Management Procedure, Class Programme and Planning Procedure, the school curriculum and the Assessment and Reporting Guidelines.

2. Provisionally Certificated Teachers (PCTs)

- a) An induction programme managed by a mentor teacher will be in place for all PCTs
- b) As part of the PCT provisions, the PCT release is used to assist with the professional development of the PCT towards meeting the Practising Teacher Standards. This will include (but is not limited to) classroom release time for either the PCT, their mentor teacher, and/or other relevant staff.
- c) It is the PCT's responsibility to record how their PCT time is being utilised, and to complete and

Please see **Support for Provisionally Certificated Teachers – appendix to Staff Induction**

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