

Raumati Beach School

Updated APRIL 2021



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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 /November), the principal will plan for staffing for the following year after consultation with Kaitiaki and will present this to the Board for their information as part of his Principal's report once staffing has been confirmed.
2. All new positions will be advertised appropriately: school website, Education gazette, local and National paper.
3. 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 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 Children's Act
7. The confidentiality of each application (including written and verbal reports) will be adhered to by all staff and Board members involved.
8. No trustee will act independently of the Board'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 or Assistant Principal(s) which will include a Board member,(usually the Board Presiding person) a staff member and another person (appointed by the Principal in consultation with the Board). The Committee shall recommend the AP/ DP appointment for Board Ratification.
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 Board 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 Teaching Council
3. The school's bursar assistant keeps a schedule of teacher registration and can at any time inform the Principal of the registration status of staff.
4. The Principal can assure the Board 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 originally 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.
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. The school also recognises staff and important contributors to the growth of RBS through the gift of a Pounamu. This is referenced in the Financial procedures.
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

Effective Performance 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 the Professional Growth Cycle 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 set their personal goals/strategies using the PGC template.
- d) Transparency: All aspects of the process are clear to all involved. Staff know the key processes and why they are needed.
- e) Timeliness: The programme is timetabled to fit with other aspects of school life and to be responsive to time demands on staff.
- f) Confidentiality: All participants have the right to confidential treatment. All details of PGC's remain confidential to the staff member, their mentor and principal. External reviewers such as ERO can only access individual staff PGC documents for the purpose of auditing the system and only with the agreement of the principal.

PROFESSIONAL GROWTH CYCLE

2021/22

We have redeveloped our approach towards teacher development, in line with the new guidance provided by the Teaching Council . The focus shifts to become a broader professional growth cycle, with an emphasis on improving classroom practice and gathering evidence of your professional growth from a variety of sources. The Growth Cycle Template will be shared with Teachers.

REVIEWED : MARCH 2022