



Tawhero
SCHOOL

NAG 3 – PERSONNEL PROCEDURES



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APPOINTMENTS PROCEDURE

Mauria te pono

AIM

- To ensure the Kura is staffed by people who are best able to provide for our children's education.

PURPOSE

- To meet legal and collective agreement requirements for staff appointments.
- To be an EEO (Equal Employment Opportunity) employer.

GUIDELINES

- 1) **Tumuaki Appointment:** Board of Trustees responsibility. The current Tumuaki will not be involved in this appointment in any way.
- 2) **Other Appointments:** Tumuaki responsibility. Senior management may be included on the interview panel for teaching vacancies.
- 3) The Board may enlist the support of an external consultant who should have general teaching experience; an understanding of the Kura needs and Character; knowledge of professional leadership and professional administration practices.
- 4) An Appointments Committee will be formed when appropriate.

Appointment Responsibilities include:



Tawhero SCHOOL

- 1) **Advertising:** Position to close between 2-4 weeks after last advertisement.
- 2) Preparing an information package, which will include at a minimum a job description and application for appointment form.
- 3) Requesting a CV and up to 3 referees.
- 4) Shortlisting applicants.
- 5) **Reference checks:** Written and/or verbal checks must be conducted.
- 6) **Interviewing:** Same people to conduct each interview.
- 7) **Offering the position to the most suitable applicant:** Includes provisions of Employment Relations Act in respect of collective or individual employment agreements as well as Kiwisaver/superannuation.
- 8) **Confirmation of Appointment:** The position may be offered verbally to the successful applicant but is not confirmed until Board of Trustees has ratified and confirmation is in writing by both parties. If an applicant does not accept the offer, the position may either be offered to the next person, if suitable, or the position may be re-advertised.
- 9) Verification and certification of documentation including qualifications, teacher registration, Ministry of Justice vet.
- 10) **Time schedules:** For closing dates and interviews need to be reasonable.



Tawhero
SCHOOL

- 11) All applicants to be advised in writing of the outcome of the interviews.
- 12) Strict confidentiality is necessary for all stages of the appointment process.

Additional Requirements:

- 1) An appointment cannot be made unless all members of the Appointment's Committee are in agreement.
- 2) Any secondary employment requires Board approval. If the Board gives approval then the primary employment will have precedence.



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CONCERNS AND COMPLAINTS PROCEDURE

Mauria te pono

AIM

- To manage complaints effectively in a fair, consistent and efficient manner.

PURPOSE

- To provide a fair process for all parties in dealing with complaints.

GUIDELINES

- 1) A Concern is a verbal statement of concern made to a staff member about a matter.
- 2) A Complaint is defined as a written statement of concern about a matter.
- 3) Initial parental concerns should be addressed at their source with the person involved or the class teacher or senior management and, if necessary, the Tumuaki.
- 4) If the issue is unresolved further action can only be taken if the matter becomes a formal complaint (that is, set down in writing) to either the Tumuaki or the Board of Trustees.
- 5) All complaints should be specific and addressed as quickly as



possible. If necessary a special meeting of the Board may be called.

- 6) All letters addressed to the Chairperson of the Board are for the whole Board. The Chairperson cannot decide independently what action will be taken.
- 7) Resolution or dismissal of the complaint is not to be discussed before all information is to hand.
- 8) If the complaint is of a serious nature the Tumuaki will inform the Board Chairperson. Any complaint involving the Tumuaki will be referred to the Board Chairperson.
- 9) Any complaint should be referred to the Tumuaki for investigation and to the employee concerned for a response. Complaints involving the Tumuaki will be investigated by the Board Chairperson. The Tumuaki will have a right of reply.
- 10) The employer shall consider the employee's reply before making a decision.
- 11) Any member of the Board of Trustees who has a conflict of interest in a complaint shall take no part in the discussion about it but may submit a statement on the matter.
- 12) The Board must exercise caution when dealing with complaints regarding staff, particularly in relation to confidentiality and processes to ensure the principles of natural justice are met. It is recommended that the Board seek advice from NZSTA personnel/industrial adviser in such cases. The Board must also consider the relevant staff disciplinary policies, employment contracts and NZSTA advice. Nothing in this clause prevents the employer from initiating disciplinary



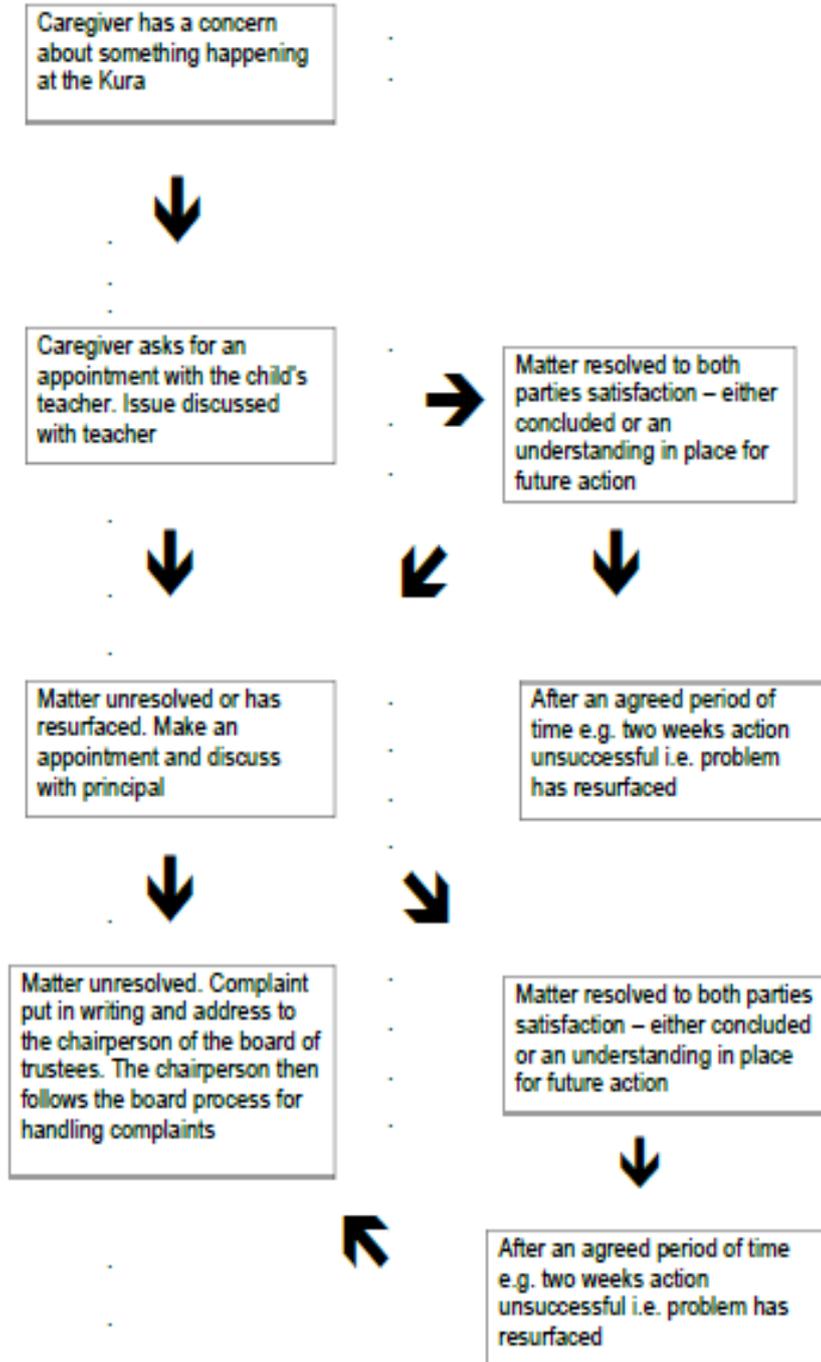
procedures.

- 13) The employee will be advised of the right to representation.
- 14) Every effort shall be made by the employer to reconcile the differences involved and achieve an outcome that is fair to the employee and the complainant.
- 15) The Board recognises that not all complainants may be satisfied with the outcome of a complaint. After **one** reconsideration, if the Board is confident of its decision, it will refuse to enter into any further discussion or correspondence. The NZSTA Helpdesk can assist by giving an objective assessment of the Board processes.
- 16) A complaint regarding lack of compliance with an agreed complaint resolution will be treated as a serious matter and actioned with urgency as a new complaint rather than as a reconsideration of the previous issue.
- 17) Any resolution or agreement will be recorded and copies provided for the parties involved.

CONCERNS PROCEDURE



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COMPLAINTS PROCEDURE (Parts that are shaded blue are confidential)

Letter of complaint is acknowledged by the Chairperson and the complainant advised of the next steps in the Board process. The letter becomes part of the correspondence that will be dealt with at the next Board meeting while the public is excluded.

Letter is tabled at Board meeting (**with the public excluded**) and referred to relevant parties for reporting back to the Board. The Board decides whether to deal with the matter as a whole or appoint a committee to investigate and recommend to the Board.

At the meeting of the Board/Committee the reports are received and the parties may be invited to speak to their complaint or answer questions. The Board/Committee considers the evidence and/or information and comes to a decision or recommendation.

Depending on the delegated powers of the Committee either they or the Board as a whole come to a resolution as to how the Board will respond and/or what action will be taken.

The Board's response is communicated to the parties to the complaint. This may be either publicly or confidentially depending on the case.

Any of the parties may request the Board to reconsider their decision – however normally for such a reconsideration to take place new information that would have been relevant to the Board's deliberations must be produced.



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EQUAL EMPLOYMENT OPPORTUNITY (EEO) PROCEDURE

Mauria te pono

AIM

- To comply with the requirements of the State Sector Act 1998 relating to providing fair opportunities for all employees and potential employees to gain employment at the Kura.

PURPOSE

- To ensure that all employees and applicants for positions are given fair and equitable treatment according to their skills, qualifications, abilities and aptitude without regard to issues of race, gender, disability and age.

GUIDELINES

- 1) An EEO convenor will be appointed (this may be the Tumuaki).
- 2) An EEO programme will be developed and its implementation monitored by the Board.
- 3) All school policies, practices and procedures will be reviewed having due regard to EEO.
- 4) The Board of Trustees will recognise the aims and aspirations of Māori, the employment requirements of Māori and the need for greater involvement of Māori in education.



Tawhero
SCHOOL

- 5) The Board of Trustees will recognise the aims, aspirations and cultural difference of all ethnic and minority groups.
- 6) The Board of Trustees will recognise the employment requirements of women and of the disabled.



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PERFORMANCE MANAGEMENT PROCEDURE

Mauria te pono

AIM

- To provide a positive framework for ensuring a high standard of management and teaching to improve the quality of learning of students and meet accountability requirements for appraisal.

PURPOSE

- To meet the relevant professional standards, the collective or individual employment agreements for Tumuaki, teachers and support staff and Registered Teacher Criteria for teachers.
- To establish a process for appraisal, professional development and support.

GUIDELINES

Staff Appraisal

- 1) Responsibility for appraisal of staff is delegated to the Tumuaki. Staff will be appraised by the Tumuaki.
- 2) The annual appraisal process incorporates professional standards for the Tumuaki and teaching staff and performance indicators for non-teaching staff.
- 3) The process includes:



- a. establishing a job description
 - b. establishing performance expectations or objectives
 - c. personal development objectives based on areas for improvement and new initiatives
 - d. support requested to achieve expected performance
 - e. monitoring through data gathering of progress based on observations of teaching and/or ongoing discussion for the Tumuaki
 - f. an evaluation of actual performance compared to performance expectation
 - g. a final interview and written report.
- 4) All aspects of the process are to be documented including areas of strength and suggestions for development. It should also include the appraisees's self-appraisal notes and reflections. Appraisal reports are to be signed by both appraiser and appraisee. The final report will also detail priorities for future development. All reports are to be copied and given to the appraisee – the master will be retained on the employee's personal file for 7 years.
- 5) The appraisal forms the basis for attestation for salary increment for teaching staff. All appraisal reports are confidential to the appraisee, the appraiser and the Tumuaki. In exceptional circumstances the appraisal reports may need to be made available to the Board by way of example in the case of an employment dispute or personal grievance. The reports may also need to be made available to Education Review Office reviewers. If a dispute arises the disputes process will be followed as per the concerns and complaints procedure. New employees whose salary increment date is within one term of their appointment will provide evidence to show they have met the professional standards at the appropriate level. If such evidence is unavailable the Kura will



require one full term to decide whether the employee meets all the professional standards at the appropriate level. The general timetable for the appraisal process is:

- a. Review Job Description and finalise development targets and support (End Term1)
- b. First classroom observation^[1]_[SEP] (End of Term 2)
- c. Optional second classroom observation^[1]_[SEP] (End of Term 3)
- d. Interim meeting to check on progress (End of Term 3)
- e. Appraisal Interview and set Development Objectives for following year (End of Term 4)

Tumuaki Appraisal and Pay Policy

- 1) The Tumuaki may be employed under either the Collective or an Individual Employment Agreement.
- 2) The Tumuaki is responsible and accountable for establishment and implementation of the performance management system.
- 3) The Tumuaki is appraised by the Board's nominated representative, which may include an external appraiser.
- 4) The process for the Tumuaki appraisal will follow the general outline above.
- 5) The Tumuaki appraisal may involve discussion by the appraiser with Board of Trustees, staff members, students and parents, caregivers and whānau.
- 6) Data gathering for the Tumuaki appraisal may include the strategic and development plan, professional development, tumuaki reports to the Board of Trustees, newsletters, feedback forms, self-review, and achievement data.



- 7) A draft final report is submitted first to the Tumuaki for feedback and comment.
- 8) The final report is confidential to the Tumuaki, Appraiser and the Board Chair unless the Tumuaki agrees otherwise.
- 9) Any dispute relating to the appraisal process will be referred to an independent arbitrator or mediator mutually agreed upon by the Tumuaki and the Board Chair. In the final analysis the Board, as the employer, will have responsibility for the final decision.
- 10) The Board will ensure budget provision forth is policy.
- 11) Tumuaki remuneration is based upon the relevant employment agreement.

Professional Development

- 1) Professional development is an integral part of the performance management system.
- 2) Annual individual professional development objectives are set and appropriate support to meet objectives is established.
- 3) Development objectives will support school objectives set out in the Strategic and Annual Plans.
- 4) Personal and Kura-wide Objectives and a plan of action for their achievement will be based on job descriptions and decided between appraisee and appraiser.
- 5) Agreed professional development objectives will be supported and resourced through a professional development plan and budget.



- 6) Professional development is comprehensive and may include classroom observations of the teacher by senior management or peers, observations of other teachers in this Kura or other kura/schools, attendance at courses, professional discussions at staff meetings, readings, classroom release time, and self-reflection. Records of all these are to be maintained.

Teacher Registration

- 1) All teachers are responsible for and must maintain current registration of their Practising Certificate.
- 2) A record is kept of support and guidance programmes provided to assist towards registration of provisionally registered teachers.
- 3) All teaching staff will be registered teachers, provisionally registered teachers or have a limited authority to teach (including relievers).
- 4) A register detailing the registration of all teaching staff will be maintained. Details will include registration number and expiry date of registration.
- 5) Teachers will be reminded by the office at least 2 months prior to expiry date of the need to ensure registration is renewed.
- 6) Teachers cannot be employed if registration has expired.
- 7) Teachers currently employed will be stood down until Registration has been renewed and the original received by the school for certification as a true copy.



Tawhero SCHOOL

Use of Management Units and Units for Recruitment, Retention, Responsibility and Reward

- 1) The Tumuaki will have delegated authority to make decisions on the allocation of units.
- 2) The Tumuaki will determine:
 - a. who will receive unit/s
 - b. the purpose for allocation of the unit/s
 - c. whether permanent or fixed term.
- 3) The Tumuaki decision on the allocation of units should:
 - a. reflect the strategic direction of the school
 - b. reward specific accountabilities and responsibilities
 - c. reward excellent performance.

Classroom Release Time (CRT/PRT)

- 1) CRT/PRT is designed to provide professional support for teachers while maximising benefits for student learning.
- 2) CRT/PRT may be used for planning, assessment, evaluation, reporting, professional development including classroom observations, reading/research and professional meetings, notwithstanding any specific arrangements negotiated between the Tumuaki and a staff member.
- 3) Classroom release is to be taken in the Kura unless specific arrangements are negotiated between the Tumuaki and a staff member.
- 4) CRT is 10 hours per term. At Tawhero SChool each kaiako will be allocated 2 days per term.
- 5) PRT 1 is one day per week and PRT 2 is one day a fortnight



Tawhero SCHOOL

- 6) The Tumuaki or Tumuaki Tuarua will organise the roster for CRT.
- 7) Where necessary advanced or delayed allocation of CRT may be made to cover genuine circumstances, for example, sick leave, lack of reliever etc.
- 8) A record of CRT delivered or not delivered is to be maintained.
- 9) Procedures will be reviewed annually to cater for staff turnover, recruitment difficulties, reliever issues, and new education initiatives, and concerns regarding benefits to student learning or other genuine issues or concerns.
- 10) Beginning teacher release time is set out in the staff induction procedure.
- 11) Relief teachers employed for Classroom Release Time purposes must prepare and have their own program of work ready for instruction. Consultation with the released teacher is preferable although not necessary.



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PERSONAL GRIEVANCE PROCEDURE

Mauria te pono

AIM

- To ensure staff well-being if there is a grievance issue.

PURPOSE

- To provide procedures for employees to have a grievance heard.

GUIDELINES

- 1) Procedures will be consistent with NZEI guidelines, the Human Rights Act 1993, the relevant Employment Agreement and the Employment Relations Act 2000 (for example, grievance grounds could be sexual harassment or discrimination on grounds of race).
- 2) Any grievance may be raised initially with the Tumuaki.
- 3) If a grievance is dealt with satisfactorily at this level it need not proceed further.
- 4) If an issue remains unresolved the grievance may be referred to the next stage in writing:
 - a. Tumuaki
 - b. Board of Trustees
 - c. Grievance Committee established by the Board and may include outside consultants from, for example, the Human Rights Commission, NZEI, Union representative,



Tawhero
SCHOOL

NZSTA.

- d. All parties involved including the Board of Trustees, Union Representatives and Mediators.
 - e. Employment Court.
- 5) As grievance situations can be very stressful on all concerned, every effort should be made to maintain a professional environment and provide appropriate support for those involved.



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PROFESSIONAL CONDUCT PROCEDURE

Mauria te pono

AIM

- To maintain a high level of professionalism in teaching.

PURPOSE

- To ensure that all staff are aware of Kura expectations.
- To ensure that staff act professionally at all times.

GUIDELINES

- 1) Education Council of Aotearoa New Zealand “Code of Professional Responsibility and Standards for the Teaching Profession” for Registered Teachers” provides a foundation for professional conduct.
- 2) Ensure the needs of the students and their learning are paramount.
- 3) Respect the dignity, rights and integrity of the individuals within our Kura community.
- 4) Provide and support classroom programmes that challenge each student to achieve personal standards of excellence and enables them to reach their full potential.
- 5) Adhere to all statutory obligations.
- 6) Actively support the School Charter, local goals, policies and



procedures.

- 7) Demonstrate a commitment to continuing personal and professional growth and development.
- 8) Work co-operatively and collaboratively and support other members of the Kura community.
- 9) Respect confidentiality of information.
- 10) Promote the Kura in a professional manner, working actively to uphold the image of the Kura in the wider community.
- 11) Understand and make a commitment to the elimination of sexism and racism both with regard to Equal Employment Opportunities and Equal Educational Opportunities.
- 12) Fulfill the intent of Te Tiriti o Waitangi.
- 13) Abide by the Kura Values (Ngā Uara) being:
 - a. Whakapono
 - b. Tumanako
 - c. Aroha

Code of Ethics for Registered Teachers

Teachers registered to practice in New Zealand are committed to the attainment of the highest standards of professional service in the promotion of learning by those they teach, mindful of the learner's ability, cultural background, gender, age or stage of development. This complex professional task is undertaken in collaboration with colleagues, learners, parents/guardians and family/whānau, as well as with members of the wider community.

- Ka arahina ngā taunekeneke ngaio a ngā pouako e ngā mātāpono e whā. SEP



- Mana Motuhake [L
SEP]
- Ki te 23ecogniz ki ngā tika o te tangata, kia whakanuia, kia whakawawaohia hoki.
- Te Tika
- Ki te toha I te mana me te ārai I ngā haratūkinō I te mana
- Haepapa Taurima
- Ki te mahi pai, whakaiti I ngā wharanga ki ētahi atu
- Te Pono
- Kia noho pono ki a koe anō me ngā tāngata katoa. [L
SEP]

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 Māori as tangata whenua. [L
SEP]

Commitment to learners

- 1) The primary professional obligation of registered teachers is to those they teach. Teachers nurture the capacities of all learners to think and act with developing independence, and strive to encourage an informed appreciation of the fundamental values of a democratic society.

Teachers will strive to:

- 1) develop and maintain professional relationships with learners based upon the best interests of those learners
- 2) base their professional practice on continuous professional learning, the best knowledge available about curriculum content and pedagogy, together with their knowledge about those they teach
- 3) present subject matter from an informed and balanced viewpoint



- 4) encourage learners to think critically about significant social issues
- 5) cater for the varied learning needs of diverse learners
- 6) promote the physical, emotional, social, intellectual and spiritual well-being of learners
- 7) protect the confidentiality of information about learners obtained in the course of professional [L] [SEP] service, consistent with legal requirements.

Commitment to parents, caregivers and whānau

- 1) Teachers recognize that they work in collaboration with the parents, caregivers and whānau of learners, encouraging their active involvement in the education of their children. They acknowledge the rights of caregivers to consultation on the welfare and progress of their children and respect lawful parental authority, although professional decisions must always be weighted towards what is judged to be in the best interests of learners.

In relation to parents, caregivers and whānau of learners, teachers will strive to:

- 1) involve them in decision-making about the care and education of their children,
- 2) establish open, honest and respectful relationships
- 3) respect their privacy
- 4) respect their rights to information about their children, unless that is judged to be not in the best interests of the children.



Commitment to society

- 1) Teachers are vested by the public with trust and responsibility, together with an expectation that they will help prepare students for life in society in the broadest sense.
- 2) In fulfillment of their obligations to society, teachers will strive to:
 - a. actively support policies and programmes which promote equality of opportunity for all
 - b. work collegially to develop schools and centres which model democratic ideals
 - c. teach and model those positive values which are widely accepted in society and encourage learners to apply them and critically appreciate their significance.

Commitment to the profession

- 1) In the belief that the quality of the services of the teaching profession influences the nation and its citizens, teachers shall exert every effort to maintain and raise professional standards, to promote a climate that encourages the exercise of professional judgement, and to achieve conditions which attract persons worthy of trust to careers in education.

In fulfillment of their obligations to the teaching profession, teachers will strive to:

- 1) advance the interests of the teaching profession through responsible ethical practice
- 2) regard themselves as learners and engage in continuing professional development
- 3) be truthful when making statements about their qualifications and competencies



Tawhero SCHOOL

- 4) contribute to the development and promotion of sound educational policy
- 5) contribute to the development of an open and reflective professional culture
- 6) treat colleagues and associates with respect, working with them co-operatively and collegially to promote students' learning
- 7) assist newcomers to the profession
- 8) respect confidential information on colleagues unless disclosure is required by the law or serves a compelling professional purpose
- 9) speak out if the behaviour of a colleague is seriously in breach of this Code.



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STAFF COMPETENCY PROCEDURE

Mauria te pono

AIM

- To have a clearly defined process for handling staff competency issues to ensure that staff employment agreements are implemented and the process is fair for all those involved.

PURPOSE

- To ensure that the normal, acceptable areas of an individual's professional development needs as identified by the Staff Appraisal process are not misconstrued as questioning that staff member's competency.
- To ensure that the staff member is alerted early to any question of their professional competency.
- To identify the specific elements of the staff member's performance causing concern.
- Identify the corrective action required and the timeframe allowed for correction.
- To ensure all those involved in the process receive adequate and appropriate support.
- To protect the employee against any unjustified or vindictive action.
- To ensure that any disciplinary action taken by the Board is fair and appropriate to the circumstances and is carried out in such a way as not to leave the Board susceptible to a personal grievance claim by the employee.



GUIDELINES

- 1) The Tumuaki is responsible for putting in place appropriate assistance and personal guidance for an employee. If this ongoing assistance has not remedied the matters of competency causing concern, these guidelines will govern the action to be taken.
- 2) The competency process will have regard to the relevant employment contract.
- 3) Each staff member's Job Description should be reviewed on an annual basis.
- 4) Matters causing concern should in the first instance, attempt to be resolved by informal discussion, counselling and support.
- 5) If the concerns are not resolved informally the Tumuaki will commence formal competency procedures as follows.
- 6) The staff member is to be advised in writing by the Tumuaki that they may have representation throughout this process and to be told in advance of the purpose of any meeting convened in accordance with this procedure.
- 7) The Tumuaki is to have a second person as a witness present throughout this process.

First Warning (Verbal)

- 1) The staff member must be advised of the specific matter(s) causing concern and have an opportunity to respond. If corrective action is required the staff member must be advised of the corrective action required and the timeframe allowed. This timeframe is to be determined by the Tumuaki. The



employee is to be advised that failure to perform to the required standard will result in a written warning.

- 2) The corrective action, timeframe and specific assistance provided to the staff member concerned will be documented and signed by employee, staff member witness and the Tumuaki.

Second Warning (Written)

- 1) The teacher's performance will continue to be monitored and if no improvement is found the matter is to be discussed at a formal meeting with the employee and an explanation sought. If the explanation is unsatisfactory then a written warning is to be given advising them that their employment is in jeopardy. (Further investigation may need to be carried out first to clarify points of disagreement).
- 2) The staff member must be advised in writing of the specific matter(s) causing concern, of the corrective action required and the timeframe allowed. This is to be signed by the staff member, Tumuaki and his/her witness. The employee is to be advised that failure to perform will lead to the Tumuaki recommending to the Board of Trustees that they review the employee's continued employment and possibly termination of that employment.
- 3) The process and results of any evaluation are to be recorded in writing, signed by the Tumuaki and staff member. One copy is to be given to the staff member; one is to be placed on the staff member's personal file. Where in sufficient improvement occurs a further meeting is to be held and if the employee has no satisfactory explanation for the failure to meet the requirements, the Tumuaki may notify the employee that she/he will recommend to the Board of Trustees that they



review the staff member's continued employment and the possible termination of that employment.

- 4) No action shall be taken by the Board of Trustees on the report until the employee has had the opportunity to respond in writing to the Board of Trustees and be heard by them if the staff member so wishes. At no time during this process is the Tumuaki, any other senior staff member or any member of the Board to recommend to the staff member any change to their employment status as this could be taken as "constructive dismissal" and be grounds for a possible personal grievance case.

Final Action

- 1) The Tumuaki makes a recommendation to the Board.
- 2) The Tumuaki is to remove him/herself from the final decision. This fact and a record of the Board's discussion are to be minuted.
- 3) The full Board or a Board sub-committee will meet to discuss the issue. The employee is invited to attend with support and is given any documentation prior to the meeting and a final opportunity to respond. Details of the meeting are to be minuted and recorded.
- 4) If the outcome is dismissal the employee may request a written statement of the reasons for dismissal as per the Employment Relations Act 2000 (Section 120). The statement must be provided within 14 working days of receipt. Failure to provide the reason or the correct reason may jeopardise the employer's position in the event of a personal grievance case.
- 5) The Board of Trustees will decide whether and when to consult



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with the School Trustees Association. The Board will hold Professional Liability Insurance at all times. The insurer will be contacted to advise that a personnel issue is being dealt with.

Serious Misconduct

- 1) If there is misconduct that is sufficiently serious it may warrant instant dismissal as per the relevant collective or individual employment contracts, irrespective of the steps laid down in this procedure.

Tumuaki Competency

- 1) Should the Tumuaki competency be questioned the Board will follow the procedure outlined in this policy with the Board of Trustees Chairperson acting in the position where the policy refers to the Tumuaki.



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STAFF DISCIPLINE PROCEDURE

Mauria te pono

AIM

- To establish a process for dealing with staff discipline issues.

PURPOSE

- To ensure that legislation, policies, guidelines and expectations are adhered to by staff.
- To ensure that any disciplinary action is carried out in a just and fair manner for the employee.
- To maintain an environment where the emphasis is on the quality of teaching and learning.

GUIDELINES

- 1) All disciplinary situations are subject to the strictest confidentiality.
- 2) The process may involve a verbal warning, followed by a written warning preceding any disciplinary action.
- 3) The Tumuaki is responsible for any disciplinary action to the final stage. This includes consulting with and keeping the Board informed. If the disciplinary action involves the Tumuaki, the Board Chairperson will be responsible for the process.
- 4) Every attempt will be made by the Tumuaki and Board of Trustees to informally resolve any issues involving staff prior



to the issue becoming a major one requiring disciplinary action.

Verbal Warning

- 1) The staff member is advised of the matter causing concern, the corrective action required and the timeframe allowed to make necessary changes. A written confirmation that the verbal warning has been given then follows.

Written Warning

- 1) The staff member is given appropriate time to respond to the Tumuaki evaluation of the situation. Further investigation and discussion may follow. It is advisable that another senior staff member is present during the process.
- 2) All documentation relating to the investigation is to be kept and signed by the staff member, senior staff member and Tumuaki, with copies for the staff member and their personal file.

Disciplinary Action

- 1) The Tumuaki will make a recommendation to the Board of Trustees and not take part in any final decision. Options for recommendation may include:
 - a. Additional training or supervision
 - b. Suspension – as per the relevant collective or individual employment agreement
 - c. Dismissal – in cases of serious misconduct summary dismissal without notice may occur. Nevertheless a full investigation is carried out and the employee given the opportunity to respond to the allegations or results of the investigation.
- 2) Misconduct may include:
 - a. Physical, verbal or sexual abuse
 - b. Failure to carry out lawful instruction



- c. Failure to abide by school policies and procedures
 - d. Misappropriation of school funds or property
 - e. Any action or lack of action considered serious in the light of circumstances at the time.
- 3) The full Board or a Board sub-committee will meet to discuss the issue. The employee is invited to attend with support and is given any documentation prior to the meeting and a final opportunity to respond. Details of the meeting are to be minuted and recorded.
- 4) If the outcome is dismissal the employee may request a written statement of the reasons for dismissal as per the Employment Relations Act (Section 120). The statement must be provided within 14 working days of receipt. Failure to provide the reason or the correct reason may jeopardise the employer's position in the event of a personal grievance case.
- 5) If there is a dismissal the Board may wish to manage the situation to reduce damage to the reputation of the Kura, to the employee or other employees or students. External support from the School Trustees Association is advised throughout the process. At no stage during the process is the Tumuaki, senior staff member or Board member to suggest to the staff member any change to their employment status as this might be interpreted as "constructive dismissal" at a later stage.
- 6) If a case for discipline is found such action may be negotiated with the employee and their support person/s. The Board of Trustees will hold professional liability insurance at all times and the insurer will be notified immediately should there be a probability of a claim against the Board.



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STAFF INDUCTION PROCEDURE

Mauria te pono

AIM

- To provide for a smooth introduction of new staff to the Kura.

PURPOSE

- To introduce a new staff member to the staff, pupils, Kura and community.
- To familiarise a new employee with Kura policies, procedures, environment and resources.
- To provide beginning teachers with an appropriate Advice and Guidance Programme.

GUIDELINES

- 1) New staff will be advised of initial requirements in the letter of appointment.
- 2) Prior to starting, a time will be arranged for an orientation visit to the Kura.
- 3) At commencement of Kura the new employee will be welcomed with a pōwhiri. Additional information will be given and appointment requirements finalised.
- 4) For a Beginning Teacher a tutor teacher will be appointed. For other staff the Tumuaki will provide support with induction.
- 5) The School Induction Programme and/or Beginning Teacher (BT) Programme outlined below may be used (where



applicable) to guide the induction of new staff.

Letter of Appointment

- 1) Provides details of:
 - a. Terms and conditions of employment
 - b. Starting date
 - c. Other information required prior to commencement of teaching.

Initial Visit

- 1) Arranged prior to commencement of Kura year or term:
 - a. Meet with staff and other members of Kura community
 - b. Orientation about Kura
 - c. Contact people for support and further information
 - d. Room allocation
 - e. Class allocation
 - f. Location and access to classroom and resources
 - g. Planning information – long-term and unit plans
 - h. Preliminary information about school – Staff Information Manual, Planning folder requirements
 - i. Kura map
 - j. Community information for anyone new to the area.

Commencement at Kura

- 1) Arranged at the commencement at Kura:
 - a. Introduce to staff not already met
 - b. Meeting with teachers
 - c. Pōwhiri
 - d. Staff list of names
 - e. Areas of responsibility – curriculum and functional tasks
 - f. Duty rosters and duty requirements
 - g. Timetabling – library, swimming, sport, classroom, hui
 - h. Planning requirements – term planner for whole Kura
 - i. Class lists



- j. Attendance registers
- k. Booking procedures for school equipment and facilities
- l. Discipline procedures
- m. Establishment of routines
- n. Security procedures – issue with keys and security codes
- o. Copy of Charter, Strategic Plan and Development Plan
- p. Absence procedure and staff member to be contacted

Beginning Teacher Advice and Guidance Programme

- 1) Induction programme will consist of:
 - a. Meetings
 - b. Classroom visits
 - c. Observations
 - d. Informal guidance
 - e. Staff development – BT Programme
 - f. Appraisal

Meetings

- 1) Meetings will be held regularly between the BT and the tutor teacher.
- 2) It is expected that meetings will be held weekly in the first two terms of employment.
- 3) Ongoing informal discussions with the tutor teacher and colleagues will also occur in relation to planning, assessment, record keeping, catering for individual children including special needs and abilities, curriculum support.

Programme

- 1) The first term programme is designed to help get the BT established and is quite specific to make the workload manageable. Beyond the first term, the induction and mentoring programme can be tailored to the individual Beginning Teacher's needs and strengths within the guidelines



provided.

Reporting

- 1) The tutor teacher will be required to report on the programme. Reports should be made on both formal and informal meetings or discussions and should indicate:
 - a. Programme covered
 - b. Discussions
 - c. Advice given and actions taken
 - d. Follow up and feedback
 - e. Evaluations

- 2) Reporting may be done in a manifold book, or on a standard report form or on computer. These should be discussed with the BT and signed by both BT and tutor teacher with a copy to the Tumuaki for filing.

Classroom Observations

- 1) Observations may be arranged in other classes in our Kura or to other kura/schools to observe experienced teachers. Classroom observations should have a purpose, for example, to observe a specific classroom programme or curriculum area, classroom management strategies, and classroom environment. The tutor teacher may also schedule times to observe the BT at work. These observations require:
 - a. A specific purpose
 - b. Prior notice
 - c. Follow up meeting
 - d. Written comment

Appraisal

- 1) The BT will be subject to the same appraisal process as other staff.



Staff Development

- 1) The BT will have the opportunity to be involved in the BT programme run for all new teachers. Other professional development may also be included.

Use of 0.2 Time

- 1) This time will be utilised for needs identified by the BT and the tutor teacher. This may include release time for the BT for planning, preparation, assessment, resource making, observations etc. Some of the time may also be utilised by the tutor teacher to observe the BT in class or for reporting.

Classroom Release Time

- 1) The BT is also entitled to Classroom Release Time as per other staff members

Beginning Teacher Programme

- 1) Term 1
 - a. Getting to know the class
 - b. Setting routines, expectations, standards
 - c. Collect work samples – handwriting, written language
 - d. Planning – Daily planning and unit plan
 - e. Assessments – Diagnostic Testing for Reading, Maths
 - f. Keeping track – Portfolio and Cumulative files
 - g. Attendance register
 - h. Read Staff Manual to be familiar with procedures and policies
 - i. Continue diagnostic assessments for maths and reading if necessary
 - j. Long-term planning and unit planning
 - k. Class and group descriptions
 - l. Reading programme
 - m. Maths programme
 - n. End of Term evaluations including self evaluation and



feedback and evaluation of Induction Programme

- o. Review planning
- p. Planning for Term 2.

2) Term 2 and 3

- a. Marau Development – for each curriculum area
- b. On-going support with planning – short-term and long-term
- c. Assessment and evaluation techniques
- d. Record keeping
- e. Classroom environment
- f. Resources
- g. Communicating and reporting to parents, caregivers and whānau
- h. Behaviour management
- i. Special needs and abilities
- j. Grouping children and working with groups
- k. School and class trips
- l. Community resources and people – library, police, recreational facilities
- m. Familiarisation with role of Social Worker, Dental Nurse, Health Nurse, RTLB
- n. NZEI
- o. Advisory services
- p. National Library service
- q. Communication in the school and community
- r. Time management – Balancing private and professional life
- s. Coping with workload
- t. Relief teachers
- u. Classroom observations – our school and other schools

3) Term 4



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- a. Ongoing curriculum development
- b. Refining techniques – planning, teaching, assessing
- c. Review of induction programme
- d. Review of professional development
- e. Review of year's work
- f. End of year procedures
- g. End of year appraisal including professional development requirements for following year.

STAFF LEAVE PROCEDURE

Mauria te pono



AIM

- To make provision for staff leave within relevant employment contract provisions, Board policy, and funding arrangements applying to the Kura.

PURPOSE

- To provide guidelines for the various types of staff leave.

GUIDELINES

- 1) The Tumuaki has delegated responsibility to approve leave.
- 2) Leave requests are to be in writing to the Tumuaki as soon as possible.
- 3) Leave must be seen to operate consistently and fairly.

Sick Leave

- 1) Sick leave entitlements are provided for in employee's contract of employment.
- 2) All employees are to advise the Tumuaki (or designated staff member) as soon as they are aware they will not be well enough to undertake their duties.
- 3) The Tumuaki/Board may require a sick leave certificate for absences exceeding:
 - a. 2 days for caretaking, cleaning
 - b. 3 days for support staff
 - c. 5 days for teaching staff; or
 - d. Every absence where a regular pattern of taking sick leave is occurring



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- 4) The Tumuaki/Board may require a medical certificate at any time where the Board believes a second opinion or confirmation of an illness is required. The Tumuaki/Board will elect a medical practitioner with costs being met by the Board.
- 5) Where there is an ongoing illness the Board may require a medical certificate and report from the doctor as to the likely length of the illness and/or return to work. Employment may be terminated for prolonged illness. The Board will seek industrial advice prior to any process commencing, which may result in termination due to long-term illness.
 - a. Medical certificates written in advance or retrospectively of illness will not be accepted and accordingly sick pay not paid, that is, leave without pay. No single medical certificate will be accepted for any period exceeding one calendar month. The Board may request an employee to provide information on the reason for sick leave or seek approval from the employee for the doctor to provide the reason. [Note: If an employee gives approval to the Board the doctor cannot refuse to provide the information]
 - b. Where the Board has good cause to believe there may be abuse of sick leave this will be treated as a disciplinary matter. Some contracts provide for anticipated sick leave entitlements in exceptional circumstances or for disregarded sick leave. Where this may apply, the Tumuaki/Board must seek Ministry of Education approval for funding prior to the anticipated or disregarded sick leave being approved.

Domestic Leave

- 1) Contracts provide for an employee to take sick leave as a charge against their own sick leave to care for sick dependent



members of the employee's household.

- 2) Funding arrangements are to be checked prior to any approval being given.
- 3) The employee may be asked for evidence of the illness of any dependent member of an employee's household.

Discretionary Leave

- 1) Applications for paid or unpaid discretionary leave will be considered by the Board on the recommendation of the Tumuaki.
- 2) The following factors are to be considered by the Tumuaki and Board:
 - a. The timing of the leave and any potential disruption to the education of the children
 - b. The operational requirements of the school
 - c. Whether leave could have reasonably occurred during school vacation time
 - d. Availability of suitable relieving teachers
 - e. Cost to the Board of providing relief where leave is on pay
 - f. Benefits to the Kura in granting leave
 - g. Extent of leave already granted
 - h. Purpose of the leave
 - i. Approval will not be unreasonably withheld.
- 3) Applications for leave on the leave form should be made by staff at least 3 weeks prior to when the leave is required.
- 4) In exceptional circumstances where staff members and/or pupils are disadvantaged the Board of Trustees may re-assess the granting of leave



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