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A. Purposes

To promote the highest standards of teaching and learning through quality employment practices

To comply with the Board’s obligations regarding the employment of staff

B. General Employment Procedures

1. Staffing Schedules

- a. Each year in November after receipt of the Staffing Entitlement Notice the principal will draw up a staffing schedule for the coming year after consultation with the senior staff.
- b. The staffing schedule may be discussed at a Board meeting.

2. Teacher Registration and Practicing Certificates

- a. Current teacher registration of all staff will be confirmed at the time of appointment. Only teachers with a current practicing certificate will be appointed.
- b. The office manager will keep a schedule of teacher registration and practicing certificates which includes the expiry dates of practicing certificates.
- c. In the last week of each term the principal will
 - i) advise staff members whose practicing certificate is due to expire during the coming term of the pending expiry and
 - ii) ask them to provide evidence of the renewal of their practicing certificate
- d. At a Board meeting each year the principal will report to the Board on the registration status of all teachers.

C. Performance Management**1. Purposes**

- a. To ensure all staff with teaching duties and/or management responsibilities:
 - i) Receive clear direction on the performance expected. Procedures and expectations will be clearly stated.
 - ii) Set priorities for improvement and achievement consistent with direction set by the Board of Trustees and Principal.
 - iii) Are provided with assistance and support to achieve the performance expected of them and to further develop their teaching skills and managerial expertise where appropriate.
 - iv) Receive feedback on their performance and recognition of their achievements.
 - v) Are assured of the confidentiality and privacy of appraisal feedback and documentation.
 - vi) Undertake a performance appraisal consistent with national requirements once every twelve months.
 - vii) Are given the opportunity for self appraisal, an appraisal interview and to participate in classroom observation.

2. Responsibility for appraisal

- a. The principal is responsible for the implementation of the school's performance management system.
- b. The Principal's appraisal will be carried out by the Board chairperson who may choose to arrange for other appropriate professionals to do this on the BOT's behalf.
- c. The Principal will appraise the DP/AP's or arrange for someone to do it in their place.
- d. DP/AP's and Principals will carry out appraisal for some members of their teaching team. The Principal will carry out the rest.
- e. The teacher working closely with a student/teacher aide will appraise them.

3. Principal's appraisal

- a. The Principal's management/administrative duties will be appraised by the Board Chairperson or if agreed an appointed professional agreed to by both parties
 - b. The final report will be written by the Chairperson (or nominated professional) and the principal at the end of the cycle and tabled at the Board Meeting.
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4. Disputes

- a. A process for dealing with disputes will be available in the event of disagreement resulting from appraisal.

5. Job descriptions

- a. Each staff member will have a job description that specifies professional and administrative responsibilities
- b. Job descriptions will be reviewed annually.

6. Appraisal process

- a. The process comprises an annual cycle of appraisal meetings, monitoring activities and an appraisal review.
- b. The Chairperson will report to the Board of Trustees as to the outcome(s) of the Principal Appraisal

7. Confidentiality

- a. The appraisal report will be confidential – to the appraisee, the appraiser and the principal, unless the appraisee agrees otherwise.

8. Professional standards

- a. Professional standards at the relevant level need to be confirmed between the Teacher and the Principal.

9. Employment Agreements-Area School Collective etc.**10. Performance Agreements**

- a. Performance agreements will give clear direction of the performance expected.

11. Personal Development Plans**12. Appraisal Reporting**

- a. The Principal will report to the Board of Trustees following the conclusion of the Staff Appraisal process.

D. Professional Development**1. Planning professional development**

- a. All staff will have opportunities for professional development.
- b. Priority will be given in the following order:
 - i) Whole school development
 - ii) Team development
 - iii) Individual development
- c. At the beginning of each year teachers will be given the opportunity to request professional development they wish to undertake.

2. Professional development budgeting

- a. The professional development budget is allocated on an identified needs basis.
- b. The Principal will prepare an annual budget and coordinate all requests.

3. Professional development reporting and evaluation

- a. There is an expectation that teachers will share learning with other staff and complete an evaluation form that outlines what impact the professional development has had on their practice.

E. Attestation

1. Professional Standards

- a. Each year in November the Principal will determine, on the basis of information arising from the appraisal process, whether or not each teacher has attained the relevant professional standards and will inform the teacher of the determination.
- b. Any decision that affects a teacher's salary entitlement will be communicated to the payroll authorities.

F. Management Units**1. Objectives**

- a. To ensure the most effective use of salary units they are issued to support the teaching and learning programmes at Rai Valley Area School.
- b. Salary units are to be allocated to staff members in a fair and equitable manner.
- c. The requirements of the relevant employment contracts are fulfilled.
- d. Staff are involved and informed about the allocation of units.
- e. Responsibility, leadership and special initiative of the teaching staff are recognized.

2. Process for allocating management units

- a. The management structure will recognise the responsibility, leadership and special initiative of the teaching staff.
- b. Staff will have equal opportunity to apply for units (this will depend on the school focus).
- c. In the event of changed circumstances such as resignation, taking leave or non performance of a staff member who has been allocated a fixed term unit, the Principal will reallocate the unit following consultation with the staff. The responsibility for which this unit is subsequently allocated may differ from the original.
- d. A review process will be available where the teacher has the right of representation.
- e. Fixed term units may be split between 2 or more people over time.
- f. Unit holders will include their management tasks and/or responsibilities in a performance agreement/appraisal.
- g. The decision on the use of fixed term units is a management decision which may require the ratification of the Board.

G. Beginning Teachers**1. Guidance and Support**

- a. Beginning Teachers follow a programme of guidance and support.
- b. A Tutor teacher guides them in their career, together with setting goals for professional growth.
- c. Release time helps to meet these goals, and allows observation and support
- d. Thorough documentation of the Guidance and Support programme is kept.

H. Equal Employment Opportunities (EEO)**1. Target groups**

- a. It is recognised that the following target groups are currently disadvantaged and need special consideration to achieve equality of opportunity:
 - i) Women
 - ii) Maori
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- iii) Ethnic Minorities
- iv) Disabled persons

2. EEO Committee

- a. The EEO programme will be lead by a committee comprising the Board's staff representative and one other Board member

3. EEO Plan and programme

- a. An employment database will be built up to identify the employment patterns of all employees.
- b. The EEO committee will
 - i) Carry out an EEO staff survey in October each year
 - ii) will set annual objectives based on the analysis of the database and survey, publish an annual report and plan for the following year.
 - iii) monitor and evaluate the achievement of these objectives.
 - iv) Report to the Board annually in November on the outcome of the current programme and the plan for the following year.

4. Reporting

- a. The annual EEO Plan and Report will be tabled at a BOT meeting.
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