

**NATIONAL  
ADMINISTRATION  
GUIDELINE 3**

**Personnel**



## **Nag 3      Personnel**

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 promote 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.

## **POLICY 3: PERSONNEL MANAGEMENT (NAG 3)**

### **RATIONALE:**

A Board of Trustees has a responsibility to be a good employer and such responsibilities require the development and implementation of Good Employer programmes and practices.

### **PURPOSE:**

- a) To promote high standards of staff performance.
- b) To ensure that staff enjoy working at St Joseph's Catholic School

### **GUIDELINES** (Adapted from the NAGs)

- a) Develop and implement personnel and industrial guidelines, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students.
- b) To be a good employer as defined in the State Sector Act 1988 and comply with the terms and conditions contained in employment contracts applying to teaching and non-teaching staff.

**In order to fulfil the policy, the board and management have developed, and will regularly review, the following procedures and guidelines associated with 'Personnel Management':**

- 3.01** Allocation of Units
- 3.02** Appointment of Staff
- 3.03** Classroom Release Time
- 3.04** Complaints – Parents and Staff
- 3.05** Equal Employment Opportunities
- 3.06** Guidance and Support
- 3.07** Harassment
- 3.08** Staff Leave
- 3.09** Performance Management
- 3.10** Principal Performance Management
- 3.11** Staff Discipline and Competency
- 3.12** Staff Induction
- 3.13** Staff Development
- 3.14** Police Vetting
- 3.15** Vulnerable Children's Act

*Chairperson: Aaron de Farias*

*Date: 26 June 2018*

# **MANAGEMENT PROCEDURES: PERSONNEL (NAG 3)**

## **3.1 Allocation of Units (NAG 3)**

### **RATIONALE:**

St Joseph's Catholic School will fully comply with the regulations regarding the allocation of units if and when the Ministry of Education allocate units to the school.

The purpose of these units is to:

- a) Provide leadership opportunities for staff
- b) Recognise the responsibility, leadership and the special initiative of staff.
- c) Ensure that due recognition is given to staff for the duties they undertake.
- d) Reflect the Special Catholic Character of the school by recognising the importance of the DRS.
- e) Ensure that a career structure for middle managers is retained.

### **GUIDELINES**

**3.1.1** The fixed term units are allocated separately each year.

**3.1.2** The Principal will conduct a process of consultation with the Leadership Team which allows them to make suggestions regarding the use of fixed term units.

**3.1.3** Fixed term units may be allocated for a whole or part of a year.

**3.1.4** The Principal is ineligible for allocation of fixed term units.

**3.1.5** The final decision on allocation will rest with the Board, via delegation to the Principal.

**3.1.6** All management units allocated to the school will be used, with permanent units (while the school maintains its U5 status) allocated to management staff as follows:

- Deputy Principal 4 Units
- Assistant Principal 3 units (SENCO = release component)
- Director of Religious Studies 2 units
- Lead Teachers (Syndicate team leaders) 2 units

**3.1.7** Non permanent management units will be advertised internally for the purpose of completing a set task or role.

**3.1.8** The allocation of fixed units should reflect the priorities of the school annual/strategic plan.

**3.1.9** While the final decision on allocation of fixed term units is delegated to the principal, the principal will consult with the school Management Team before making this decision.

## **3.2 Appointment of Staff Procedure (NAG 3)**

### **RATIONALE:**

- a) The Board is the employer of all school employees and has ultimate responsibility for the recruitment, selection and appointment of new staff.
- b) The Board will ensure that the best, most competent person is selected for the position and that recruitment, selection and appointment processes are fair and consistent and meet the legislative requirements of a Good Employer.
- c) It is recognised that some positions have unique characteristics and as such are subject to a process that differs from other staffing positions. These include the position of Principal and 'tagged' or Special Character positions.
- d) Appointment procedures to all positions will fulfil the requirements of relevant Collective Employment Contracts; the school's own Integration Agreement; and the Catholic Integrated Schools' Handbook.

### **Guidelines**

#### **Appointments Committee**

- 3.2.1** The principal is delegated the responsibility of employing all teacher aides working in the classrooms and all long term relieving teachers.
- 3.2.2** For permanent teaching staff and ancillary positions (other than teacher aides working in the classrooms) an Appointments Committee will be formed as the need arises and will, at a minimum, consist of the Principal, an appropriate member of staff (as determined by the Principal) at least one Board of Trustees representative (a proprietor's representative when tagged), and representatives of the minority or target staffing groups as required.
- 3.2.3** In the case of a Principal's appointment a larger committee of Board members may be involved (but may not include the retiring, resigning or acting Principal). The Board will appoint the members of the Appointments Committee and determine their level of authority to act including whether or not they have the delegation to appoint the successful candidate.
- 3.2.4** The Appointments Committee may consider the employment of a professional consultant to assist in managing the process and identifying key candidates. This option should be considered, in particular, for the appointment of a new Principal.
- 3.2.5** Members of the Appointments Committee must declare any prior personal knowledge or interest in any applicant at the beginning of the appointment process.

### **Selection**

- 3.2.6** The Appointment Committee will meet to short list candidates and prepare the intended line of questioning relevant to each applicant and their roles during the interview. N.B. Interview questions should be designed to elicit information to assess the ability of each person to perform the job within the specifications of the job description. The criterion for selection is "the best person for the job".

- 3.2.7** Referees may be contacted either before and/or after interviews take place. Applicants need to authorize inquiries to be made of referees. Referees may request that any statements they make be kept confidential and not disclosed to the prospective employee. (s29 of the Privacy Act 1993)
- 3.2.8** Selected applicants will be notified of an interview time.
- 3.2.9** An additional committee member may be co-opted at this time to participate in the interview process without having seen the applications, so that they will be able to offer an unbiased opinion based solely on the interview.
- 3.2.10** At the completion of all interviews the qualities of each applicant will be evaluated against pre-determined criteria, discussed and a recommendation for appointment made on arriving at general consensus of the most suitable person for the position. In the event of the committee being unable to reach a decision the position may be re-advertised.
- 3.2.11** Decisions made by the appointment committee will be reported to the next Board of Trustees meeting. The appointment committee is empowered to offer positions to successful applicants, to be formally ratified by the Board of Trustees.
- 3.2.12** The successful applicant will be notified of their selection for the position, by phone and in writing. A verbal acceptance followed by written acknowledgement within 5 working days is required to complete the appointment. The Board of Trustees will advise of particulars relating to commencement and orientation.

**Conclusion:**

The intention of this appointment system is to ensure that the best quality, competent and effective teachers are in place in all classrooms. This will enable the BOT to support, assist and encourage employees to provide the best possible learning environment in our school while also ensuring that the Special Catholic Character of the school is maintained.

### **3.3 Classroom Release Time (NAG 3)**

#### **RATIONALE:**

St Joseph's School will fully comply with the current Teachers Collective Agreement stating that "every full time permanent teacher, or long term reliever employed for at least a term, shall receive ten hours classroom release time per term." Note: this also applies to teachers 0.8 and above

#### **PURPOSE:**

To provide classroom release time to address teacher workload while maximising benefits for students learning, . The use of classroom release time will be professionally useful for this school's teaching and learning programmes, the teacher's professional growth and the learning needs of the students.

#### **GUIDELINES**

**3.3.1 Use of Classroom Release Time** – this is the list of the most common uses for classroom release time in our school. This list 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. Teachers are expected to work on the school grounds unless approval has been obtained from the principal to work at some other venue.

#### **3.3.2 In our school classroom release time will be used for:**

- Face to face opportunities for student assessment
- Observing other teachers' good practice
- Self-Appraisal - blog
- Preparation
- Assessment
- Reporting
- Evaluation
- Personal Professional Development
- Reading/Research

**3.3.3 Allocation of Classroom Release Time** – the release of 2 full days a term, or the equivalent, will be allocated to all classroom teachers entitled to CRT release. The Assistant Principal will have the responsibility for preparing the CRT roster and arranging relieving teachers.

**3.3.4 When CRT 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:

- 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

**3.3.5 Review of this policy** – this policy will be reviewed triannually, or as required in the following instances:

- Staff turnover
- Recruitment/retention issues
- New or changed education initiatives or programmes
- Concern about benefits to student learning
- Any other genuine issue or concern

## 3.4 Complaints Procedures (NAG 3)

### *Introduction*

St Joseph's Catholic School aims to have a supportive environment where students, parents/caregivers or staff members can register any complaint and feel confident that it will be handled in a fair and professional manner.

At St Joseph's Catholic School we take the view that if people have concerns, they should express them without hesitation or fear. We believe that only by hearing from people, can we hope to continually improve what we do, particularly in terms of the curriculum and child management and safety.

***The following procedures (flow charts) are in place to:***

**3.4.1** Resolve complaints fairly and professionally.

**3.4.2** Resolve complaints in a co-operative and timely manner.

**3.4.3.** Protect the right of complainants, staff and students by:

- (a) acting promptly to resolve the dispute or complaint
- (b) ensuring that the complainant is not harassed for having laid a complaint
- (c) ensuring the complaints are fairly investigated and decisions are made on the basis of properly evaluated evidence
- (d) ensuring the process complies with the procedures set out below and relevant contractual provisions
- (e) conducting an initial inquiry to determine whether there is any foundation to the complaint, whether it can be resolved informally or if it should be the subject of a formal disciplinary investigation.

**Refer to attached flow charts:** Procedures for Dealing with Parent Concerns / Complaints, Procedures for Dealing with Staff Concerns / Complaints, and Board of Trustees Complaints Procedure

**Related procedures:** Harassment, Staff Discipline and Competency, Behaviour Management

## Procedures for Dealing with Parent or Staff Complaints (NAG 3)

<b>STEP A</b>	
Parent / staff member makes an appointment to speak to the staff member involved directly.	
<ol style="list-style-type: none"> <li>Staff member acknowledges complaint.</li> <li>If the complaint is from a parent, the staff member informs parent of the complaints process.</li> <li>If necessary, the staff member investigates the concern.</li> <li>Meeting held (or if appropriate staff member rings parent back).</li> <li>Issue discussed and documented.</li> </ol>	
Resolution or Action Agreed Upon?	
Yes	No
<ol style="list-style-type: none"> <li>Copy of documentation to appropriate personnel / student file</li> <li>Agreed action carried out</li> <li>Complaint Feedback given to parent within two weeks</li> </ol>	Parent / staff member puts concern in writing to the principal. <i>(Go to Step B)</i> or If the complaint is about the principal it should be raised with the principal first and if unresolved put in writing to the Board of Trustees Chairperson.  <i>(Go to BOT Complaints Procedure)</i>

<b>STEP B</b>	
Parent / staff member makes an appointment with the principal as they feel unable to discuss the matter with the staff member involved.	
<ol style="list-style-type: none"> <li>Principal acknowledges complaint</li> <li>If the complaint is from a parent, the principal informs the parent of the complaints process (in writing if a letter has been received)</li> <li>Principal informs the subject of the complaint</li> <li>Principal investigates concern</li> <li>Meeting held (or if appropriate principal rings parent back).</li> <li>Issue discussed and documented</li> </ol>	
Resolution or Action Agreed Upon?	
Yes	No
<ol style="list-style-type: none"> <li>Copy of documentation to appropriate personnel / student file</li> <li>Agreed action carried out</li> <li>Complaint Feedback given to parent within two weeks</li> </ol>	Parent / staff member writes a letter to the Board of Trustees  <i>(Go to BOT Complaints Procedure)</i>

- Complaints must be dealt with in a timely manner. All complaints must be dealt within 24 hours (working days). If a longer time frame is needed, then the complainant and the subject of the complaint must be informed.
- All meetings / interviews must be recorded in writing
- **Minutes of meetings / interviews must be signed and dated by all relevant parties**
- Refer to the relevant collective agreement for employees, the Harassment and / or Staff Discipline and Competency procedures for additional information

## Board of Trustees Complaints Procedure (NAG 3)

1. Letter of complaint is acknowledged by the chairperson and the complainant is immediately advised of the next steps in the board's process. The letter becomes part of the correspondence that will be dealt with at the next board meeting, or sooner if greater urgency is required. The subject of the complaint must also be notified immediately.

If the complaint involves 'serious misconduct' immediate action must be taken.

The Board should seek advice from the School Trustees Association (NZSTA) and/or other agencies (e.g. School's Insurer, Police, ERO, MOE, Ombudsman).

2. Letter is tabled at board meeting (in-committee - with the public excluded). The board decides whether to deal with the matter as a whole or appoint a committee to investigate and make recommendations.
3. If an additional meeting is required, this should happen within a week of the board meeting. The board needs to decide if additional information is required or if the parties involved should be interviewed. The 'parties' need to be notified that they are entitled to advice and representation (e.g. union / legal).
4. 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.
5. The board's response is communicated to the complainant and the subject of the complaint. This may be either publicly or confidentially depending on the case, and should occur as soon as possible, but no longer than one working week.
6. Any of the parties may request the board to reconsider their decision. However normally for such a reconsideration to take place, new information relevant to the board's deliberations must be produced.
7. If the complainant or subject of the complaint is still dissatisfied with the outcome, the board should advise them to contact the Ministry of Education. They could also contact the Education Review Office or the Ombudsman.
8. Two weeks after the completion of the above process, the board should send all relevant parties appropriate feedback. This information should be collated as part of the board's self review process and documented in the minutes of the next board meeting.

Shaded area denotes 'public excluded' meetings.

- All meetings / interviews must be recorded in writing
- Minutes of meetings / interviews must be signed and dated by all relevant parties
- If the complaint is about the principal, the board must handle it without the principal's involvement but with his /her knowledge.
- Refer to the relevant collective agreement for employees, the Harassment and / or Staff Discipline and Competency procedures for additional information

Developed in line with NZSTA Guidelines 2004 and MOE 'Dealing with Complaints' information provided to First Time Principals

## **3.5 Equal Employment Opportunities (NAG 3)**

- 3.5.1** St Joseph's Catholic School will fully comply with the requirements of the State Sector Act relating to providing fair opportunities for all employees and potential employees to gain employment at the school.
- 3.5.2** All employees and applicants for positions are given fair and equitable treatment according to their skills, qualifications, abilities and aptitude without regard to peripheral or irrelevant factors.
- 3.5.3** An Equal Employment Opportunities (EEO) convenor will be appointed (usually staff rep).
- 3.5.2** The EEO convenor will report to the Board **annually** as part of the self-review cycle.
- 3.5.3** Employee information will be retained so that employment patterns with respect to gender, ethnicity, disability and age factors can be monitored.
- 3.5.4** All school policies, practices and procedures will be reviewed having due regard to EEO consideration.
- 3.5.5** St Joseph's Catholic School will recognise the aims and aspirations of Maori and Pacific Peoples, the employment requirements of Maori/Pacific Peoples and the need for greater involvement of Maori/Pacific Peoples in education.
- 3.5.6** St Joseph's Catholic School will recognise the aims, aspirations and cultural difference of ethnic and minority groups.
- 3.5.7** St Joseph's Catholic School will recognise the employment requirements of the disabled.

## **3.6 Guidance & Support for Provisionally Registered Teachers**

**3.6.1** A programme of Guidance and Support for provisionally registered teachers will be developed following the guidelines outlined in the Education Council of Aotearoa New Zealand publication ***“Guidelines for Induction and Mentoring and Mentor Teachers 2011”***

**3.6.2** At the commencement of each term an overview of the Support and Guidance programme is developed by the tutor teacher in consultation with the Provisionally Registered Teacher. This programme will reflect the needs of the Provisionally Registered Teacher and will outline how the PRT time is going to be utilised for that term.

**3.6.3** PRT staffing allocation may be used in any of the following ways:

- Release for tutor teacher
- Release for Provisionally Registered Teacher
- Release other staff members to support Provisionally Registered teacher

**3.6.4** There should be regular weekly communication between the tutor teacher and Provisionally Registered teacher to:

- Discuss progress to date
- Modify the term overview if necessary
- Evaluate programmes
- Discuss planning
- Discuss any other issues which may arise relating to professional development or the needs of the Provisionally Registered Teacher.

## **3.7 Harassment of Staff, Students or Parents (Nag 3)**

### **RATIONALE:**

The safety and well-being of staff, students and parents are of primary concern to the school community.

### **PURPOSE:**

- a) To protect staff, students and parents from any form of harassment whilst in the care and/or employ of the school.
- b) To have a procedure to follow in the event that an act of harassment is reported to the school, that involves a member of staff, student or parent.

### **GUIDELINES**

- 3.7.1** Any complainant – staff, student or parent – may refer allegations of harassment to the principal, a teacher, a member of the Board of Trustees or any other appropriate support person.
- 3.7.2** The complaint should be documented by the complainant with the assistance of the support person or persons.
- 3.7.3** The person confided in will consult the principal (or BOT Chairperson if the complaint involves the principal) to determine the most appropriate course of action.
- 3.7.4** In keeping with related school policies and procedures – Complaints Procedure – the complaint must be documented, recording specific details of the complaint (language, actions etc), giving a date and time of the alleged incident. Where the action can be verified by witnesses, statements will be solicited in confidence by either the Chairperson or the Principal.
- 3.7.5** The person accused of harassment must be given the right to answer the allegation in a fair manner. This includes being given the opportunity to seek representation and time to prepare a response.
- 3.7.6** The complaint, when verified, can if necessary be reported to an appropriate outside agency e.g. Education Council, Police, Oranga Tamariki. Alternatively the principal and chairperson will consult and may issue a written warning to the offender.
- 3.7.7** Where appropriate the school will ensure that the complainant has the opportunity of guidance counselling with a suitable professional.
- 3.7.8** The school will make every effort (through following correct employment procedures, monitoring individual behaviour patterns etc) to ensure that they do not introduce anyone into the school who may pose a threat to the secure environment of the school.

**Conclusion:** Whilst under the protection of the school, all school staff, students and parents feel protected from the threat of harassment. In the event that an incident of harassment should take place, the complainant will know that the school has procedures

in place to follow through on their complaint and to protect them from any further incident occurring.

### **3.8 Leave Procedure (NAG 3)**

#### **RATIONALE:**

St Joseph's Catholic School considers applications for staff leave under the provision of the current Collective Agreements. However, in keeping with good employer principles the board recognises that under certain circumstances staff may deserve leave not covered in their Collective Agreement.

#### **PURPOSE:**

- a. To ensure that all staff are aware of the application process for leave without pay
- b. To ensure that all leave applications are treated fairly and equitably
- c. To ensure the smooth operation of teaching programmes continues

#### **GUIDELINES**

**3.8.1** No staff member is entitled to leave as of right, other than that in the relevant contract.

#### **3.8.2 For five days or fewer**

- a. The Principal is delegated the authority to grant discretionary leave or leave without pay applications of up to five days.
- b. In making decisions the Principal will consider the following:
  - The reason for application
  - The frequency of requests from that staff member
  - The length of service of that staff member
  - The effect of granting a request on the running of the school
  - The time of year
  - The appropriateness of the length of leave
- c. All applications for leave should be made using the staff leave application form available on the school server – Teachers Resources / Staffing.
- d. In responding negatively to a request for leave the Principal will provide a reason for denial.

#### **3.8.3 For more than five days**

- a. All applications must be submitted in writing to the Principal in the week prior to a monthly board meeting. All applications for leave should be made using the staff leave application form available on the school server – Teachers Resources / Staffing. A letter should accompany the application for leave detailing the reasons and circumstances for the leave request.
- b. The Board will consider all relevant issues including the matters set out in 3.8.2b above.
- c. Leave with or without pay will be at the discretion of the Board however as a general principle the Board of Trustees will grant leave without pay to teachers as refreshment leave, or if applicable discretionary leave, using the criteria outlined in the relevant sections of the New Zealand Primary Teachers and The New Zealand Primary Principal's Collective agreement.

Leave application from support and ancillary staff will be considered on an individual basis.

### **3.9 Performance Management Procedure (NAG 3)**

#### **RATIONALE:**

At St Joseph's Catholic School we are committed to on-going professional growth for all staff in order to improve teaching and to raise standards of achievement for all children. Performance Management is a process by which we will support teachers' professional growth in the context of the improving school.

#### **PURPOSE:**

- a) To provide a framework of continued professional learning and development that will impact on the learning outcomes of students.
- b) To detail a supportive, professional development cycle for staff that is fair, open, constructive and linked to the school strategic plan.
- c) To maintain and enhance the special Catholic character of the school.
- d) To ensure that job descriptions are designed to meet staff needs as well as the appropriate professional standards expectations for teachers and the Education Council of Aotearoa New Zealand Registered Teacher Criteria.
- e) To allow staff the opportunity to take charge of their own development within the guidelines agreed and to reflect and build on strengths.
- f) To promote high standards of performance.

#### **GUIDELINES**

- 3.9.1** All staff will participate in the performance appraisal system at St Joseph's School.
- 3.9.2** The appraisal process will include appraisal of the special Catholic Character requirements.
- 3.9.3** All staff will have a job description that clearly outlines their duties and key responsibilities. It will be reviewed on an annual basis and will be agreed upon and signed by the staff member and the principal.
- 3.9.4** The principal will be responsible for the performance management of all staff however some aspects of this may be delegated to other senior management staff e.g. The assistant principal, who is also the Special Education Coordinator (SENCO), will appraise support staff working as teacher aides in classrooms; all teaching staff will be appraised by either the Principal, Deputy Principal or Assistant Principal.
- 3.9.5** Through reflective conversations and an inquiry minded approach, individual teachers, as part of their performance management/appraisal, will work through the [Teaching as Inquiry](#) process (NZC) reflecting on what they do as teachers that makes a difference to student learning. These goals should spiral into next steps for ongoing inquiry into teacher practice reflecting on *"The success or failure of my students is about what I do. I am a change agent"* John Hattie

**3.9.6** In identifying development goals teachers need to ensure they are SMART goals that will enhance their teaching practice and student achievement.

**S**pecific  
**M**easurable  
**A**chievable  
**R**ealistic  
**T**ime-Bound

Possible format of SMART goal – By....(timeframe) I am / have .....(changed practice) So that .....(student outcomes / benefit)

**3.9.7** As teachers work through the appraisal process throughout the year they will record evidence of practice from various sources and perspectives, and connect this evidence to the Standards for the Teaching Profession, the Catholic Elaborations, and Tātaiako.

**3.9.8** The key components of the appraisal process will be as follows:

1. **Performance Management**

Renewal of Teacher's practicing certificate (every three years)  
Attestation (annual for pay progressions)  
Appraisal linked to learner outcomes (annual for growth and development)  
Alignment to the Code of Practice, Standards for the Teaching Profession, the Catholic Elaborations, and Tātaiako.

2. **Process**

Criteria established  
Goal setting  
Indicators of success identified  
Timeframes and actions identified  
Support to be provided

3. **Evidence Curated (Teacher's Blog)**

Teaching as inquiry  
Observations/feedback (appraiser, team leader, teaching colleagues, DRS...)  
Evidence of learning  
Student/parent voice  
Informal feedback  
Contribution to cooperate life of the school  
Feedback from other staff

4. **Appraisal Discussion**

Interpreting evidence  
Affirmation  
Feedback  
Next steps

5. **Appraisal Report (Co-constructed between appraiser and appraisee)**

Overall evaluative judgements/statements  
Key strengths  
Next steps / concerns  
Support to be provided.

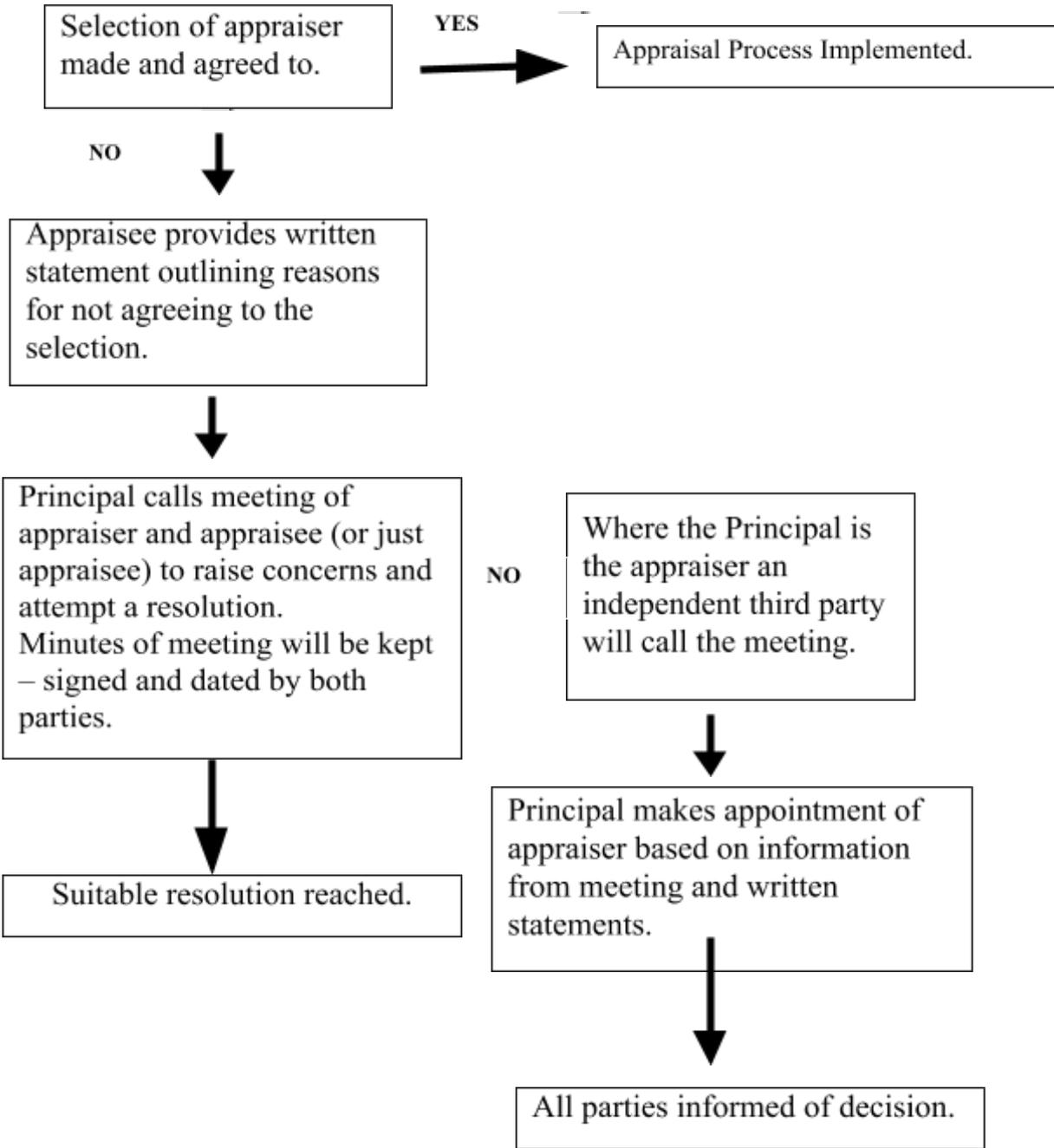
**3.9.9** The Assistant Principal and Deputy Principal will either be appraised by the same education consultant as the Principal or an alternative provider approved by the Principal. Every second year, they may follow the within

school appraisal process and be appraised within the Management Team. The external AP/DP collegial support group would still be available to them.

- 3.9.10** As per the Teachers' Collective Agreement, teachers are required to be assessed against the Standards for the Teaching Profession. The process for assessing teachers against these standards is as follows:
- Teachers will assess themselves against the Standards for the Teaching Profession.
  - Team Leaders will assess teachers against the Standards for the Teaching Profession.
  - The Senior Management Team – Principal, Deputy Principal and Assistant Principal, will confirm through the appraisal process that teaching practice reflects the Standards for the Teaching Profession and the special Catholic Character of our school.
- 3.9.11** Principals are able to defer salary progression for teachers who have not met the Standards for the Teaching Profession at the appropriate level throughout the assessment period. The review process for teachers who disagree with this deferral is outlined in the Primary Teachers' Collective Agreement.
- 3.9.12** A copy of the teacher's Final Appraisal Summary Report will be kept by the principal in a confidential appraisal file. Once teachers have left the school the copy is retained for 7 years (as per MOE requirements).
- 3.9.13** All appraisal documents are confidential to the appraisee, the appraiser, and the principal.
- 3.9.14** The Education Review Office will be given access to the appraisal material by the staff member concerned, or by the principal.
- 3.9.15** The principal will keep the Board of Trustees informed as to the process of the Appraisal Procedure.
- 3.9.16** In the event of a dispute arising around the results of the appraisal process, the appraiser/appraisee will
- a) try to resolve the problem through discussion
  - b) follow the procedures below

# PROCEDURE FOR RESOLVING DISPUTES

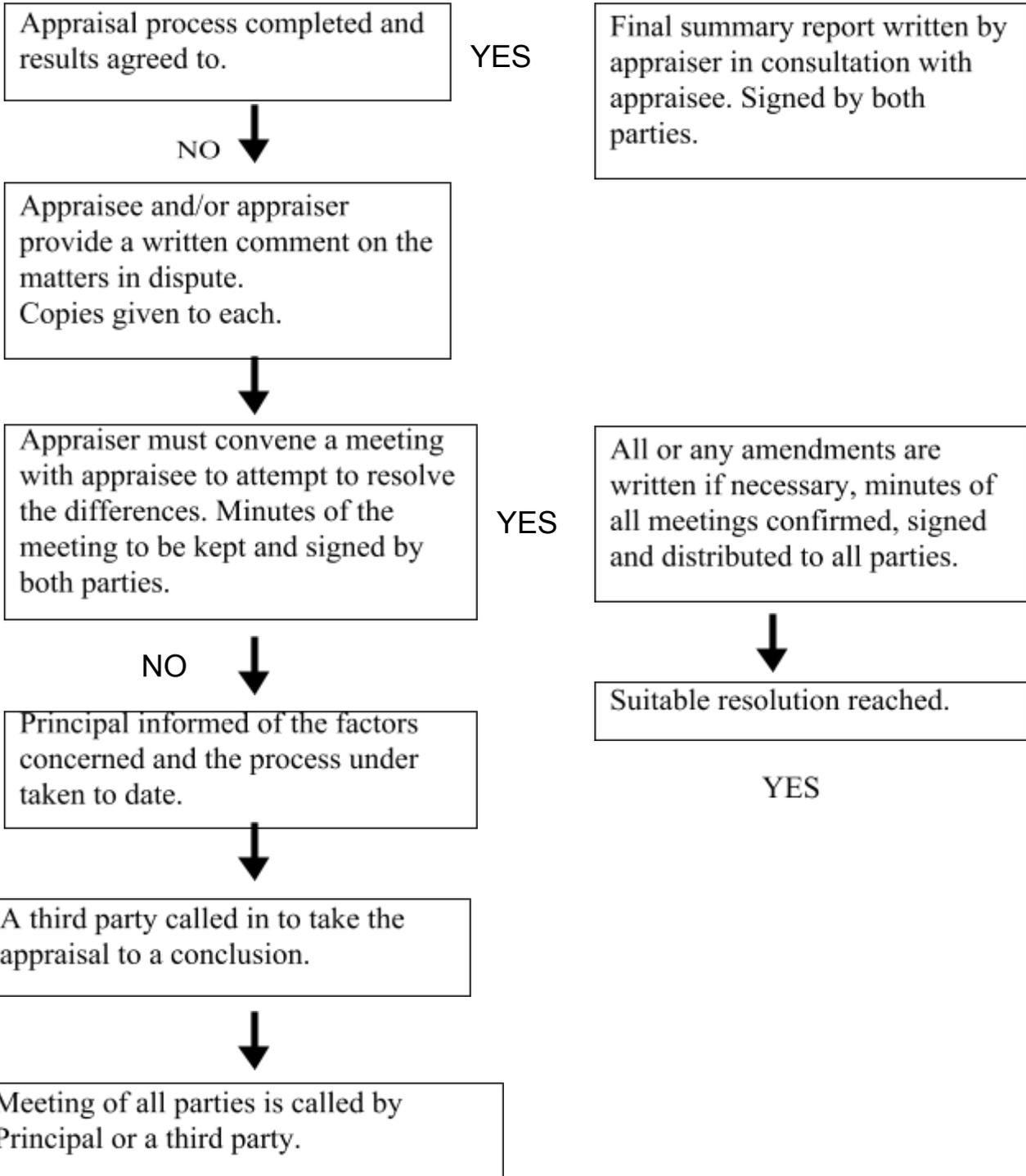
## Appendix A: Disagreement on selection of appraiser



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# PROCEDURE FOR RESOLVING DISPUTES

## Appendix B: Disagreement on results of appraisal





Suitable resolution reached.

### **3.10 Principal's Performance Management Procedure (NAG 3)**

#### **RATIONALE:**

The Principal is the chief executive of the school and is consequently responsible for overall leadership and management. In turn the Board of Trustees as employer has an obligation to conduct an appraisal programme for both the formative (professional development) and summative (performance management) procedures.

#### **PURPOSE:**

To provide clear guidelines for principal appraisal that:

- a) recognise the need for the principal and board to work closely in developing the principal's performance agreement and appraisal process
- b) ensure that expectations and requirements fit within the parameters of the principal's employment contract

#### **GUIDELINES**

- 3.10.1** The principal will have a job description and an annual performance agreement which together will form the basis of the appraisal.
- 3.10.2** The board chairperson is responsible for ensuring the principal's appraisal is completed. An independent facilitator may be appointed to carry out the process – this will be by mutual agreement between the board and the principal, at the commencement of each year.
- 3.10.3** Relevant data may be sought from the school community, subject to agreement between the principal, the board chairperson and the independent facilitator (when one is employed) during the process.
- 3.10.4** Performance will be appraised in the form of mutually negotiated goals and procedures. An independent person may be agreed upon to mediate/arbitrate on any disagreements or disputes between the principal and the appraiser, the process for which will be agreed at the commencement of each year.
- 3.10.5** The board will support the principal in their own professional development. This should be focused on extending their educational expertise and achieving the school's strategic goals and will include principal's expenses as per budget including:
  - a. Performance appraisal
  - b. Professional development costs as agreed
  - c. Other expenses identified within annual budget or as agreed with the chairperson.

**3.10.6** All appraisals are confidential between the principal and the chairperson with a summary report being prepared and tabled for discussion, in committee, at a board meeting.

### **Conclusion**

The appraisal process with the principal is a tool designed to provide feedback about his/her performance, a direction for the future, and to enhance his/her professional development

## **3.11 Staff Discipline & Competency (NAG 3)**

### **RATIONALE:**

When an issue requires discipline the Principal has responsibilities to the children, Board of Trustees and other staff to ensure that the disciplinary matter is handled effectively. A review of these procedures will be carried out annually.

### **PURPOSE:**

To ensure

- a) The special Catholic Character of the school is upheld in all situations.
- b) Staff are dealt with in a fair and just manner.
- c) Staff receive constructive help and guidance in order to raise their performance to a satisfactory level.
- d) That natural justice takes place.

### **GUIDELINES**

**3.11.1** Acting as a good employer, the Board of Trustees will follow procedures regarding teacher competency as laid out in the current NZEI Primary Teachers Collective Agreement i.e.

- Action may be initiated only by the Principal
- The teacher must be advised in writing of the specific matter(s) causing concern and of the corrective action required, and the time frame allowed.
- The teacher will be informed of the assistance that can be expected to help improve effectiveness.
- The process and results of any evaluation are to be recorded in writing, sighted and signed by the teacher.
- A copy of any report made by the principal to the employer, the Board of Trustees, or the Education Council of Aotearoa New Zealand shall be given to the teacher concerned.
- The employer shall take no action on the report until the teacher has had a reasonable time to comment (in writing, orally or both.)

**3.11.2** Throughout the above procedures an NZEI counsellor should be kept informed or the teacher directed to consultation with a counsellor.

**3.11.3** The Deputy Principal or Assistant Principal may be involved in giving assistance and guidance. They must know exactly what is expected of the teacher and the principal must be kept fully informed of progress towards the goals set with the teacher.

**3.11.4** All matters of staff incompetency, or staff behaviour that do not reflect the Catholic Character of the school, should be referred to the Principal first, as the principal is the professional leader, Manager of the school and the Chief Executive of the Board of Trustees.

**Conclusion:**

Following these steps will ensure that the rights of teachers and the children in their care are protected.

## **3.12 Staff Induction (NAG 3)**

### **PURPOSE:**

- a) To ensure new staff are fully conversant with all aspects of school procedures and programmes.
- b) To ensure new staff feel supported and valued.
- c) To ensure that student programmes are maintained and/or enhanced through the transition stage.
- d) To foster positive staff/staff and staff/student relationships.

The chief staff classifications covered are:

- Beginning teacher
- Experienced teacher new to the school
- School support or ancillary staff
- Teachers returning to teaching
- Overseas teacher

### **GUIDELINES**

**3.12.1.** The programme must be flexible to allow for individual needs.

**3.12.2** On the first day of the school year, the new teacher will be welcomed (along with new students) by a powhiri at the beginning of the day. If the new teacher begins during the term, she/he will be welcomed at the first assembly or school Mass after taking up their position at the school, or sooner with a whakatau if possible.

**3.12.3** School administration documents will be updated to include the new staff member.

**3.12.4** The Team Leader or other key staff member will act as a support/buddy.

**3.12.5** A comprehensive induction programme will be implemented over a 6 month period.

**3.12.6** The major areas covered in the induction are:

- School organisation/Staff handbook
- Roles of key staff
- School philosophy, goals
- The New Zealand education system
- Professional standards and teacher performance
- The school performance management system
- House keeping and expectations
- Health and Safety
- School systems
  - Behaviour management - restorative
  - assessment

- reporting
- meetings and communication
- staff management
- SMS - eTAP
- E O T C
- Planning and curriculum delivery
- Student management
- eLearning - BYOD contract
- School resources
- Expectations of staff
- School policies and procedures
- Teachers new to Catholic schools PLD

### **3.13 Staff Development (Nag 3)**

#### **Rationale:**

Professional development will be intrinsically linked to the school's Strategic Plan, Operational Plan and Curriculum Development, with professional development related to our Catholic Character being an ongoing focus

#### **Guidelines:**

- 3.13.1** Staff professional development is identified during the Appraisal process and further refined in light of the school's Strategic Plan.
- 3.13.2** In-service course will be reported back to the staff in an appropriate manner.
- 3.13.3** The needs of the school will be pre-eminent in course selection.
- 3.13.4** School based in-service using staff members and outside resources will be part of the programme.
- 3.13.5** The staff development programme will be annually reviewed.
- 3.13.6** A staff member may apply for reimbursement of course fees following completion of the course or paper and providing evidence of success and fees paid. Any reimbursement would be made with due regard to the total funds spent during the year. Reimbursement cannot be assumed and must be seen in the light of the teacher's appraisal goals and the value of the study to the overall development goals of the school. (Part time staff shall have available professional development as per full time staff however Board of Trustees financing will be awarded on a pro rata basis e.g. If a teacher is employed in a .5 position they are entitled to .5 of the professional development funding available to a full time teacher.)
- 3.13.7** The staff development goals and budget are the overriding factors taken into consideration, and consideration given in the context of providing a balanced PD programme for all staff members.
- 3.13.8** If a staff member attends an approved professional development course for a full day (5 hours) **both** Saturday and Sunday they will be entitled to one day's professional development leave on the following Monday

#### **Conclusion:**

An effective staff professional development programme will lead to better teaching and learning

### **3.14 Police Vetting (Nag 3)**

**3.14.1** The Principal will ensure procedures are in place for the compulsory police vetting of all non-teaching employees.

**3.14.2** The Principal/DP/AP will be nominated as an “agency secure user” and will ensure that confidentiality is maintained.

**3.14.3** Contractors and their employees who are contracted to work in the school for 6 weeks or more and who work at the school during the school day will need to be vetted. (Refer St. Joseph’s School Goods & Services Policy)

**3.14.4** The Principal/DP/AP will be responsible for receiving police vets, and ensuring that strict confidentiality is observed.

**3.14.5** If a police vet raises employment issues, the Principal will discuss these issues with the BOT chairperson and if necessary contact the NZSTA Industrial Advisor for advice.

**3.14.6** If after considering the nature of an individual’s criminal record the BOT Chairperson and Principal decide that they have no concerns, then vet will be handed to the employee/contractor. A record of the vet having taken place will be kept by the principal.

**3.14.7** The BOT Chairperson and Principal will consider the five factors listed below when evaluating criminal history records:

- *How long ago the conduct occurred and the circumstances surrounding the conduct in question* – Crimes that occurred within the past year or two may be more reliable indicators than crimes that occurred several years ago. (Keeping in mind, however, that any convictions for child sexual abuse, rape, or other sexually exploitative offences constitute an unacceptable level of risk extending throughout an individual’s life)
- *The age of an individual at the time of the offence* – Some records will not be available as they may be protected by confidentiality requirements
- *Societal conditions that may have contributed to the nature of the conduct* – While societal conditions should not serve to excuse illegal behaviour, the context in which the illegal behaviour occurred may be considered (e.g. the 1981 tour)
- *The probability that an individual will continue the type of behaviour in question* – Criminal history records that document a continuing pattern of repeated criminal offences provide justification to believe that the individual represents a high risk for future criminal conduct
- *The individual’s commitment to rehabilitation and to changing the behaviour in question* – When an applicant has a criminal history record that includes

potentially disqualifying offences, the board may consider the steps the applicant has taken toward rehabilitation

**3.14.8** Applicants will be given the opportunity to challenge the accuracy of information that the school receives.

It will be the applicant's responsibility to resolve any dispute with the appropriate agency from which the information is received, i.e. the police. Until the Principal receives a correction from the police, it should be assumed that the information is correct.

### **3.15 VULNERABLE CHILDREN'S ACT - CHECKING CORE WORKERS. (NAG 3)**

**3.15.1** For all new employees the following checks must be completed:

1. The Proof of Identity form completed. This must include the sighting of original documentation.
2. An interview of the potential children's worker conducted.  
(The interview may be conducted via telephone or other communications technology.)
3. A work history, covering the preceding five years has been provided by the potential children's worker and considered by the employer.
4. Information obtained and considered from at least one referee, not related to the potential children's worker or part of their extended family.
5. Information from any relevant professional organisation has been sought. This can be a licensing authority, or registration authority, including (but not limited to) confirmation that the potential children's worker is currently a member of the organisation, or currently licensed or registered by the authority.
6. A New Zealand Police vet, unless at least three-yearly New Zealand Police vetting is already a condition of the potential children's worker holding professional registration or a practicing certificate (and the specified organisation has confirmed that that registration or certificate is current).
7. The above information has been evaluated to assess the risk the potential children's worker would pose to the safety of children if employed or engaged, taking into account whether the role is a core children's worker or non-core children's worker role.

**3.15.2** All new core workers must complete the following form:

**ST JOSEPH'S CATHOLIC SCHOOL PUKEKOHE**

**NEW CORE WORKERS**

**Proof of Identity**

Name: \_\_\_\_\_

Either:

1. Use of an electronic identity credential (e.g., the RealMe identity verification service), and a search of personnel records to check that the identity has not been claimed by someone else.

Or

Tick the two forms of original identification presented to you in person. The applicant must be the presenter of the documents. One form of identification must be from Category A and one must be from Category B - refer to the table below. At least one of the acceptable forms of identification documents must be photographic.

Category A	Tick	Category B	Tick
New Zealand Passport	<input type="checkbox"/>	New Zealand Driver's Licence	<input type="checkbox"/>
A New Zealand Certificate of Identity issued under the Passports Act 1992 to Non-New Zealand citizens who cannot obtain a passport from their country of origin	<input type="checkbox"/>	18+ Card (must be current)	<input type="checkbox"/>
New Zealand certificate of Identity (issued to people who have refugee status)	<input type="checkbox"/>	Community Services Card	<input type="checkbox"/>
New Zealand Refugee Travel Document	<input type="checkbox"/>	Super Gold Card	<input type="checkbox"/>
Emergency Travel Document	<input type="checkbox"/>	Veteran Super Gold Card	<input type="checkbox"/>
New Zealand Firearms License	<input type="checkbox"/>	Inland Revenue Number	<input type="checkbox"/>
Overseas Passport (with or without New Zealand Immigration Visa/Permit)	<input type="checkbox"/>	Electoral Roll Records	<input type="checkbox"/>
New Zealand Full Birth Certificate issued on or after 1998	<input type="checkbox"/>	New Zealand issued utility bill, issued not more than 6 months earlier.	<input type="checkbox"/>
New Zealand Citizenship Certificate	<input type="checkbox"/>		

Identification documents presented to you in person by the applicant must be from the list in the above table (one document from Category A and one document from Category B). The documents must be current and not expired and issued by an authorised agency. If applicable, where names or other identity information on either identification documents (Category A and B) differ please confirm you have sighted acceptable evidence (e.g. a marriage certificate or a statutory declaration). Please provide details in the spaces below about the identification documents you have verified.

	Document Name	Document number	Issue date (if applicable)	Expiry date (if applicable)
Category A				
Category B				
Name Change (if applicable)				

Name of identity referee: \_\_\_\_\_ Position: \_\_\_\_\_

I declare that (Please tick)

I have sighted two forms of identification (one from Category A and one from Category B);

**and**

I verify that the person in the photo is the person named above.

Name Change: I have sighted evidence of the name change (if applicable)

Identity referee's signature: \_\_\_\_\_ Date \_\_\_ / \_\_\_ / \_\_\_

**Relief teachers**

Name: \_\_\_\_\_ Registration No. \_\_\_\_\_ Category: \_\_\_\_\_

* Are you a New Zealand citizen?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
* If not, do you have resident status, or	Yes <input type="checkbox"/>	No <input type="checkbox"/>
* A current work permit?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
* Have you ever had a criminal conviction, received a police diversion for an offence or been convicted of a driving offence which resulted in temporary or permanent loss of license, or imprisonment? Yes <input type="checkbox"/> No <input type="checkbox"/> <i>(convictions that fall under the clean slate scheme do not have to be disclosed)</i>		
* If "Yes" please detail:		
* Are you awaiting sentencing/currently have charges pending?		
		Yes <input type="checkbox"/> No <input type="checkbox"/>
* If "Yes" please state the nature of the conviction/cases pending:		
*Have you been the subject of any concerns involving student safety? Yes <input type="checkbox"/> No <input type="checkbox"/>		
*If Yes please detail:		

**Referees**

Please provide the names of two people who could act as referees for you. At least one should be able to attest to your work performance. Referees must not be a relative. If you have included a CV or written references from people other than those recorded below, please note that we may contact the writers of these references.

Name	Address	Telephone	Relationship (e.g. employer/principal)

**Authority to approach other referees:**

I authorize the Board, or nominated representative, to approach persons other than the referees whose names I have supplied to gather information related to my suitability. Yes  No

I authorize the Board, or nominated representative, permission to access any information held by the Education Council, including matters under investigation, to gather information related to my suitability. Yes  No

- \*I certify that the information I have supplied in this application is true and correct.
- \*I confirm in terms of the Privacy Act 1993 that I have authorized access to referees.
- \*I know of no reason why I would not be suitable to work with children/young people.

Applicant's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Chairperson: Aaron de Farias*