



NAG 3

NAG 3 EMPLOYMENT/PERSONNEL

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PERFORMANCE MANAGEMENT

3.1 Performance Management

Procedures:

1. Performance management will ensure that:
 - a) Learning outcomes for Taura are improved, by improving the quality of teaching and leadership.
 - b) Policies, practices, standards and procedures that link the goals and objectives of the Kura and the kura staff, are integrated.
 - c) Agreed performance expectations are set, as well as the processes for measuring performance against those expectations.
 - d) Professional learning development is an area of focus.

2. The performance Management System is to comprise of the following:
 - a) Performance Appraisal
 - b) Job Description: This details objectives that **our** Kura expects **our** Staff to achieve. Staff are not necessarily *officially* appraised against these objectives, unless they choose to be, by including some/all of them in their negotiated performance agreement. However, should it be glaringly obvious that a Staff member is **NOT** achieving these objectives, then it will be seen as a problem that will need to be addressed in the first instance by the Tumuaki, then the Board of Trustees if it is not resolved.
 - c) Performance Agreement: A 'Preamble' precedes the actual performance agreement, which ties in the Charter, Te Aho Matua and the Mission Statement, and describes the purpose of the performance agreement.

The actual performance agreement is to comprise of the following:

 - **Professional Standards:** (For the principal and teachers) Set by the Ministry, and must be achieved satisfactorily by every teacher, against the appropriate level, for the teacher to receive the yearly salary increment. If the standards are not achieved, the increment is withheld, and the appraisal process is again followed after appropriate professional development.
 - **Performance Expectations:** Written statements of performance expectations that sets out performance dimensions and performance indicators.
 - **Development Objectives:** Includes the assessment method for each identified objective, as well as any assistance or support that may be required.
 - **Registered Teacher Criteria:** Written statements of professional relationships, values and knowledge in practice that sets out the criteria and indicators.

3. The annual appraisal of the Staff relating to the Collective or Individual Employment Contract, Performance Agreement Professional Standards and Registered Teacher Criteria will consider achievement against both performance objectives relating to school initiatives for which the Staff is responsible, and current development of objectives relating to the professional development activities being undertaken by the Staff to improve professional performance.

Note that as a natural consequence, future performance and development objectives will be identified, negotiated, listed and set for the following 12 months.

4. General operating mechanisms inherent in the management of the performance of the Staff are:



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- a) The board shall ensure that all legal and contractual requirements relevant to performance management are met, and that the annual budget will set aside appropriate provision to enable the process to be satisfactorily conducted.
 - b) The appraiser, in consultation with the Staff, shall prepare a written appraisal report detailing the conclusions of the appraisal review. This report will be tabled and discussed 'in-committee' at a board meeting. Any documentation related to the annual Performance Agreement and appraisal remain confidential to the Staff, the appraiser, the principal and the board.
 - c) In the event of a dispute related to the appraisal process or its results, an independent arbitrator agreed to by all parties will be called upon to mediate. In such an event, the principle of natural justice will apply. Ultimately, the board will have responsibility for any final decision.
5. The appraisal process, which is to involve each Staff on an individual basis, will follow the guidelines below:
- a) Review the Performance Appraisal Policy, level of Professional Standards and Job Description.
 - b) Identify the appraiser.
 - c) Develop the Performance Agreement:
 - Written statement of performance expectations, including performance indicators and assessment methods.
 - Identify development objectives, including assessment methods and support required.
 - Identify supporting evidence to be collected.
 - d) Appraisal meetings are to be held regularly, to discuss progress against both the negotiated performance agreement objectives, as well as the professional standards.
 - e) An official interim appraisal interview is to be conducted towards the end of the second term, against the performance agreement.
 - f) A final, official appraisal interview is to be conducted towards the end of the fourth term against the performance agreement **and** professional standards, although the appraisal process is to be plotted and carried out throughout the duration of the year.
 - On-going self appraisal is mandatory, and will have been completed throughout the year.
 - Teaching practices would have been observed.
 - Evidence of achievement of each objective/performance indicator will have been collected.
 - Professional development needs for the following year will have been documented.
 - A written report will have been developed for presentation to the board.
 - g) Satisfactory appraisal against the professional standards will result in approval for salary increment.

Responsibilities

1. The Kaihono of the Board of Trustees is directly responsible for ensuring that performance expectations are developed and that the various appraisal requirements for the Principal meet legal requirements.



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2. The Kaihono is also responsible for ensuring that appraisal of the Principal's performance, against the set performance expectations and professional standards occurs.
3. The Principal is directly responsible for ensuring that performance expectations are developed and that the various appraisal requirements for the other Staff meet legal requirements.
4. The Principal is also responsible for ensuring that appraisal of the performance of the other Staff, against the set performance expectations, occurs, including for teachers, appraisal against the professional standards.

Documentation

1. 'Principal Performance Management'-a resource booklet issued by the Ministry of Education.
2. 'Teacher Performance management'-a resource booklet issued by the Ministry of Education.
3. Job Descriptions.
4. Professional Standards.
5. New Zealand Teachers Council.
6. Privacy Act 1993.
7. Privacy Policy.
8. Professional Development Policy.
9. Performance Appraisal Policy.
10. National Administration Guideline 2.
11. Te Aho Matua



PERFORMANCE APPRAISAL

3.2 Performance Appraisal

Procedures

- 1 All teaching staff and support staff will undergo an annual performance appraisal as part of the performance management system.
- 2 Performance will be appraised via a 'Performance Management System; (PMS) in the form of performance expectations, and annually negotiated tasks (for teaching staff). These replace formal job descriptions for the purposes of teacher performance appraisal, and elements of the job description (for support staff). At the commencement of each appraisal negotiation, a person should be mutually agreed upon to mediate/arbitrate on any disagreements or disputes that may arise between the staff member(s) and the appraiser.
- 3 Performance expectations, including the Registered Teacher Criteria (RTC) and Te Aho Matua will be used for the purpose of quality assurance including attestation and teacher registration.
- 4 After self appraisal, every staff member sets goals for personal development which are discussed and reviewed with their appraiser. Assistance and support for personal development needs are identified and provided for.
- 5 The PMS appraisal process, which is to involve each staff on an individual basis, will follow the guidelines below:
 - a. Annually, assign the correct level of Professional Standard, and a minimum of 4 RTCs, Te Aho Matua (for teaching staff), and review Job Descriptions to ensure currency for support staff.
 - b. Identify the appraiser – in consultation with staff.
 - c. Develop the Performance Agreement:
 - d. Hold regular appraisal meetings to discuss progress against both the negotiated performance agreement objectives, as well as the professional standards.
 - e. Conduct an official interim appraisal interview towards the end of the second term against the performance agreement and professional standards, RTCs. However, the appraisal process is to be plotted and carried out throughout the duration of the year.
 - Ongoing self appraisal is mandatory, and will have been completed throughout the year.
 - Teaching practices would have been observed relating to goals.
 - Evidence of achievement of each goal will have been collected and reviewed.
 - Professional development needs will have been documented.
 - A written report will have been completed for presentation to the Tumuaki and the Board of Trustees.



PERFORMANCE APPRAISAL

- 6 If, during the appraisal process, a competency receives a 'Standard Not Met' rating, immediate action is to be taken. 'Professional Scaffolding' will be constructed in partnership with the Staff, which will see the issue addressed in any one, or combination of the following:
 - Informal assistance from peers through staff or syndicate hui.
 - Professional dialogue and collegial support from the Senior Management Team (SMT).
 - Assistance from an appropriate external support group.
 - Specific professional development.
- 7 If the scaffolding fails to achieve the desired outcome, the Tumuaki is to furnish a full report to the Board of Trustees, in accordance with 'Professional Competency' procedures. A course of action will be determined, in accordance with employment agreement, NZEI and NZSTA guidelines.
- 8 The Tumuaki (or appraiser) will furnish appraisal reports to the Board of Trustees in December of each school year.
- 9 The annual appraisal will be used to automatically award approval for the annual salary increments to teaching staff that have met the performance expectations for all dimensions of the Performance Management System.
- 10 For support staff, the intended increment or salary progression will need to be negotiated and confirmed at the performance agreement development stage. Then, upon having met the performance expectations for all dimensions, the increment will be awarded.
- 11 Performance (and remuneration) issues are to remain confidential to the Staff, the Tumuaki, Senior Management Team (who would normally be the appraiser) and the Board of Trustees.

Responsibilities

- 1 The Kaihono of the Board of Trustees is responsible for ensuring that a Performance Agreement for the Tumuaki is developed and meets legal requirements, and that appraisal of the Tumuaki's performance, against the set performance expectations occurs.
- 2 The Tumuaki is responsible for ensuring that:
 - Performance Agreements are developed for all other staff, and that they meet legal requirements.
 - Appraisal of the performance of the other staff, against the set performance expectations, occurs.
 - Performance issues are dealt with in the most appropriate manner.



PERFORMANCE APPRAISAL

Documentation

- 1 'Principal Performance Management' & 'Teacher Performance management' – Resource booklets issued by Te Tāhuhu o te Mātauranga (MoE).
- 2 Individual Performance Management Systems (PMS)
- 3 Job Descriptions.
- 4 Professional Standards.
- 5 Registered Teacher Criteria
- 6 Privacy Act 1993.
- 7 EEO procedures
- 8 NAG 3.



PROFESSIONAL LEARNING DEVELOPMENT

3.3 Professional Learning Development

Procedures

- 1 At least annually, a school PLD plan will be developed, outlining what teachers need to learn and the way we intend going about it. This plan will be presented to the Board of Trustees.
- 2 At least annually, each teacher will develop a 'Performance Agreement' in consultation with a member of the leadership team. This agreement will include school-wide goals, as well as any relevant individual ones.
- 3 In keeping with the Collective Agreement for Teachers, call-back days will not exceed ten days in any calendar year.
- 4 Each Pouako will be required to keep an electronic portfolio containing:
 - a. a record of any development and training opportunities undertaken;
 - b. reflections on any PLD experience;
 - c. all information, reflections and actions related to their own appreciative inquiry;
 - d. any other presentations, files, reports, examples that provide supporting evidence of development in goals set.
- 5 Approval to attend professional learning development programmes must be applied for to the Tumuaki on the appropriate application form, at the earliest point, to allow for organisation of staff relief if necessary.
- 6 Any opportunities that may arise involving training in the Marautanga Māori (Māori Curriculum Strands) should be given top priority, and attended by the most appropriate Staff member – i.e Leader Teacher of the appropriate Curriculum.
- 7 Short courses will be considered according to individual needs, and availability of funding and relieving resources.
- 8 At the completion of the programme, the staff member concerned is to report back in writing to the Tumuaki.
- 9 It is reasonable to assume that professional development pūtea will be allocated for individual staff members in the annual budget and that staff are aware or are informed of the budget available.
- 10 Any programmes that require funding that falls outside the teaching and non-teaching staff funding guidelines may be approved at the discretion of the Tumuaki.
- 11 Attendance at approved programmes, causing absence from Kura, will be deemed as paid leave unless otherwise stated.
- 12 Attendance at programmes that are not approved by the Tumuaki, causing absence from Kura, will be treated as leave without pay unless otherwise advised.



PROFESSIONAL LEARNING DEVELOPMENT

- 13 Approval may sometimes be given for individual whānau members to attend professional development programmes if the outcome will impact directly on Kura organisation, governance or management.
- 14 If and where possible, whānau development in curriculum understanding is encouraged.

Responsibilities

- 1 Each staff member is responsible for:
 - a. Investigating suitable programmes that would address their developmental requirements.
 - b. Making application to Tumuaki in the correct manner.
 - c. Presenting a written report on completion of any programmes attended, and if necessary, making a presentation to staff and/or whānau.
- 2 The Senior Management Team (SMT) (in consultation with the Tumuaki) is responsible for dealing with PLD related correspondence, distribution of PLD information to staff and coordinating overall staff PLD.
- 3 The Tumuaki is responsible for approval/non-approval of professional development programmes.
- 4 The Treasurer is responsible for ensuring professional development allocations are included in the annual budget.

Documentation

- 1 Application for Professional Development form.
- 2 Professional Learning Development Course form.
- 3 Application for Reimbursement form.
- 4 Performance Management policy.
- 5 Performance Appraisal Policy.
- 6 NAG 3.

Outcome

Staff are motivated to undertake PD and PD summaries indicate that each staff member attends at least one course or seminar per year. PD is also consistent with development objectives documented in annual appraisals, and staff model to tauira and whānau a commitment to further training and education, and lifelong learning.



EMPLOYMENT

3.5 Employment

Procedures:

1. All staff are required to sign an Individual Employment Contract/Collective Employment Contract, which will detail employment and pay conditions, and contain a job description.
2. The Board of Trustees, as the employer, will:
 - (a) Abide by the relevant industrial awards.
 - (b) Comply with the principles of being a good employer as defined by the State Sector Amendment Act 1989.
 - (c) Endeavour to maintain harmonious industrial relations.
3. Sound personnel policies exist which ensure that staff are treated fairly and staff performance is promoted.
4. Te Kura Kaupapa Māori o Manawatū will provide opportunities for the enhancement of the abilities of individual employees, in accordance with the EEO and Recruitment and Selection policies.
5. Any special, relevant employment requirements of parents, and persons with disabilities are to be recognised.
6. Employees are to maintain proper standards of confidentiality, integrity, conduct and concern for the interests of the Kura community.
7. Positive, supportive and consistent staff appraisal is to be ongoing, and in compliance with the Privacy Act and the Privacy/Information policy.
8. Employees may bring a personal grievance against the Board of Trustees for unjustified dismissal, other unjustified action (other than dismissal) disadvantaging the employee's employment, sexual harassment, discrimination or duress, following the procedures outlined in the employee's IEC/CEC.

Responsibilities:

1. The Board of Trustees, as the employer, is legally responsible for employment issues, including approving and reviewing employment contracts, pay and conditions and job descriptions.
2. The employees are responsible to the Tumuaki, who is responsible for ensuring employee conduct is appropriate at all times.

Documentation:

1. Te Aho Matua.
2. Treaty of Waitangi.
3. EEO Policy.
4. Education Act 1989.
5. State Sector Amendment Act 1989.
6. Health and Safety in Employment Act 1992.
7. Smokefree Environments Act 1991.
8. Smokefree Environments Amendment Act 1993.
9. Employment Contracts Act 1991
10. Privacy Act 1993.
11. Privacy/Information Policy.
12. Recruitment and Selection Policy.
13. NAG 3.



EQUAL EMPLOYMENT OPPORTUNITIES

3.6 Equal Employment Opportunities

Procedures:

1. There is to be no discrimination in the areas of recruitment, selection, promotion and career development.
2. Appointment to all positions will be made on the basis of merit.
 - The interpretation of merit is comprehensive and includes prior learning, experience and personal qualities, as well as formal qualifications acquired, and Te Reo Māori and Tikanga.

Responsibilities:

1. The Board of Trustees, as the employer, is legally responsible for employment issues, including the annual review of personnel policies and procedures, and ensuring that EEO responsibility is undertaken.

The Board will keep a summary profile of current staff and will use this, where appropriate, to help inform any appointment process and support required. This will include an outline of experience, strengths, gender, ethnicity, disabilities of current staff and the levels of responsibility they hold. The same information will be collected from applicants and reported to the Board, so we primarily get a sense of who is (and is not) applying for jobs at our school.

2. EEO responsibility has been given to the Administration Officer, and tasks include:
 - Ensuring an annual EEO programme is developed, implemented and maintained.
3. New staff will undergo a full induction process.
4. When carrying out an appointment process, the Tumuaiki will provide guidance to the 'appointments committee' over how to avoid bias.
5. Annually, the school will check that work responsibilities and opportunities are being allocated fairly, and not being unconsciously influenced by factors such as gender or ethnicity.

Documentation:

1. Te Aho Matua.
2. State Sector Amendment Act 1989.
3. Employment Policy.
4. Recruitment and Selection policy.
5. Employment Contracts Act 1993.
6. Privacy Act 1993.
7. The Human Rights Act 1993.
8. National Administration Guideline 3.



Classroom Release Time (CRT)

3.9 CLASSROOM RELEASE TIME (CRT)

The intent of classroom release time (CRT) is to address Pouako workload while maximising benefits for taurira learning.

Use of Classroom Release Time:

The use of classroom release time will be professionally useful for the kura teaching and learning programmes, the teacher’s professional growth and the learning needs of the students.

The CRT is resourced by the MOE as entitlement staffing to cover release of all entitlement staff. The Board will resource CRT for any additional staff employed above entitlement.

In our Kura, classroom release time will be used for:

Curriculum planning
Evaluation/Assessment/Reporting
Resource production or collection
Professional Learning Development
Meetings with parents, colleagues, or outside support agencies
Classroom organisation
Teacher administration

1. The delivery of CRT will be developed in consultation with staff taking account of availability of staff, school needs and other priorities.
2. CRT is taken on site unless negotiated with the tumuaki to occur elsewhere.
3. A review of the CRT delivery will be carried out annually or at such times as deemed necessary by the senior management team.

NB: Where Kura sessions prevent allocation of precisely 10 hours of classroom release time, Te Kura Kaupapa Māori o Manawatū shall endeavour to provide as close as possible to the 10 hour entitlement including, where needed, advanced or delayed entitlement across the 4 terms of each Kura year.

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 Kura will:

- Record the reason for non-delivery
- Endeavour to reallocate the CRT at a later date in that school year
- Use the record of non-delivery when reviewing

Responsibilities

1. The Tumuaki is responsible for ensuring staff are released for CRT.
2. Pouako are responsible for using the CRT in the appropriate way.
3. The Board is responsible to resource CRT for any additional staff employed above entitlement.