



# PERSONNEL POLICY

## POLICY STATEMENT

The Rangiora High School Board of Trustees will fulfil its statutory obligation to be a good employer. The Board will recognise the importance of treating all employees fairly and properly in all aspects of employment. The Board expects a high standard of professional behaviour from its employees. All employees are expected to identify with and have a commitment to the philosophy and values of the school, and to demonstrate that commitment in the performance of their duties.

Rangiora High School will be staffed by fully trained and qualified teachers, registered by the New Zealand Teachers' Council; and by ancillary or support staff who are trained and qualified for the positions they hold. All employees will, through their professional performance and professional development, enable the school to meet its Charter objectives.

As an effective school Rangiora High School will maintain good communication systems, informing all staff regarding matters relating to their employment, promotion and conditions of service.

September 2008

<p>Relevant Legislation, NEG, NAGs and Employment Agreements:</p>	<p>Education Act 1989  Education Amendment Act 1996  Education Standards Act 2001  Employment Relations Act 2000  Health and Safety in Employment Act 1992  Health and Safety in Employment Amendment Act 1998  Health and Safety in Employment Amendment Act 2002  Holidays Act 2003  Human Rights Act 1993  Local Government Official Information and Meetings Act 1987  Official Information Act 1982  New Zealand Bill of Rights Act 1991  Parental Leave and Employment Protection Act 1987  Privacy Act 1993  Protected Disclosures Act 2000  State Sector Act 1988 (section 56 deals with Good Employer/Equal Employment Opportunities)  National Education Goals 1 – 10  NAG 3(i) and NAG 3(ii)  NAG 5(i) and NAG 5(ii)  Secondary School Principals’ Collective Agreement  (current version available at <a href="http://www.ppta.org.nz">www.ppta.org.nz</a>)  Secondary Teachers’ Collective Agreement  (current version available at <a href="http://www.ppta.org.nz">www.ppta.org.nz</a>)  Support Staff in Schools Collective Agreement  (current version available at <a href="http://www.nzei.org.nz">www.nzei.org.nz</a>)  School Caretakers’ and Cleaners’ (including Canteen Workers) Collective Agreement  (current version available at <a href="http://www.sfwu.org.nz">www.sfwu.org.nz</a>)  Secondary and Area School Groundstaff Collective Agreement  (current version available at <a href="http://www.awunz.co.nz">www.awunz.co.nz</a>)  Individual Employment Agreements</p>
<p>Responsibility for Policy:</p>	<p>Board of Trustees  Committee Responsible: Personnel</p>
<p>Current Version:</p>	<p>September 2008</p>
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The Personnel Policy covers the following procedures and protocols:

Appointment

Appraisal

Employee Assistance

Equal Employment Opportunity

Leave

Leave for Non-Teaching Staff

Protected Disclosures

Staff Database

Staffing

Teacher Competence

Teacher Conduct & Discipline

Teacher Disciplinary Procedures

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## PROCEDURES / PROTOCOLS

### Appointment

#### *Rationale*

To appoint the best person to each position by applying the following guidelines.

#### *Definitions*

1. The Principal is responsible for making sure these procedures and those outlined in the relevant employment agreements are followed.
2. The Principal and other appropriate senior/supervisory staff shall:
  - determine whether an actual vacancy exists
  - determine the nature of the position to be advertised
  - prepare an application package which will include:
    - i) A detailed job description which:
      - incorporates the specific duties of the position
      - states to whom the appointee will be responsible
      - outlines appraisal procedures for the position
      - includes an EEO statement (same for all positions):

*“Rangiora High School is an equal opportunities employer. Applications will be considered on merit regardless of disability, handicap, marital or parental status, race, religion, gender or sexual orientation”.*
    - ii) A person specification stating:
      - the skills required for the job
      - training and qualifications required (where appropriate)
      - personal attributes required
      - background / experience required
    - iii) Information on appointment procedures and employment conditions, including tenure, remuneration and the relevant employment agreement.
    - iv) A copy of the school Charter.
    - v) A copy of the Achievement Statement
    - vi) A statement describing how applications are to be made and the process and timeline of the appointment procedure.

This application package will be forwarded on request.

### 3. Staff Consultation:

- a) For the appointment of senior management positions, all staff will be consulted in the drawing up of person specifications for that position.

For the appointment of Head of Department positions, staff in that Department will be consulted in the drawing up of person specifications for that position.

#### 4. Advertisements:

- a) All job advertisements will carry the following statement:

*“Rangiora High School is an equal opportunities employer. Please contact the Principal for a job description and application procedures together with a brief description of the position, phone / fax/ E Mail numbers, address and closing date for applications.”*
- b) All permanent full-time, permanent part-time and long-term relieving (more than 1 term) teaching positions will be advertised in the Education Gazette. The closing date for applications for such positions will be 14 days after the date of the advertisement.
- c) Fixed Term units will be advertised internally to the staff. All short-term relieving, non-permanent part-time teaching positions and support staff positions shall be advertised in the appropriate local newspapers.
- d) No appointments will be made until after the stated closing date of applications.
- e) All applications will be acknowledged on receipt.

#### 5. Appointments committees

- a) For the appointment of a Principal, and Senior Management positions, including the Finance Manager and Property Manager, the Board may set its own appointment process, but it should follow the principles established elsewhere in this policy.
- b) For senior teaching positions which carry with it an allocation of 3 or more units, the Appointments Committee will include at least two members of the Board.
- c) *For other unit holders* - Principal, at least one member of the Senior Management Team, and where appropriate, a Board member or HOD.
- d) *Assistant teachers* - a committee of 3 senior staff, two of whom shall be the Principal or his nominee and the Head of Department.
- e) *Support staff* – Finance Manager, appropriate supervisory support staff, (relevant HOD where appropriate).
- f) *For Maintenance staff* - Property Manager, Finance Manager (or his/her nominee)
- g) *For Cleaning staff* - Property Manager.
- h) *For Community Education Tutors* - Community Education Coordinator
- i) *For Teachers of Maori* - a procedure to be set up in consultation with local iwi appropriate at the time provided that the basic principles inherent in this policy are observed.

#### **Notes:**

- All Shortlisting / Appointments committees must have both men and women represented.
- All Shortlisting / Appointments committees may co-opt members as they see fit.

- It is the responsibility of the Principal to ensure that all persons involved in the staff selection process are familiar with the principles underpinning the Equal Employment Opportunity policy

## 6. Applications

All applications must be in writing.

- a) Applicants for all positions should use the application form provided. They may include whatever other material they wish in support of their application. Applications received after the closing date will not be considered except where notice of intention to apply has been received before the closing date.
- b) For all permanent full-time and permanent part-time teaching positions and for long-term relieving (more than 1 term) teaching positions the closing date must be at least 14 days after the first advertisement has been published in the Education Gazette. For all other positions, the closing date must be at least 7 days after the first advertisement has been published.
- c) Referees' statements will be required for all teaching positions to which permanent units are allocated. For all other positions, applicants will be asked to nominate the names of referees with whom the appointments committee may consult before making an appointment. No referees' statements will be required for regraded positions.

**NOTE:** Referee statements will be confidential to the Principal and the appointment committee. Applicants shall be asked to consent to allowing inquiries by the Board beyond nominated referees.

## 7. Shortlisting:

- a) All applications shall be considered by the appointment committee in terms of the job description / person specification / subject or department profile (and any statutory or Employment Agreement requirements).
- b) The number of candidates shortlisted for interview is at the discretion of the Committee.
- c) Shortlisted candidates should be initially contacted by phone to arrange a mutually suitable time and to have the interview process explained.
- d) This should be confirmed in writing and, at that time, any selection process or exercise which, the committee deems appropriate should be explained. This letter should include a statement that "applicants wishing to bring Whanau (family) or other support to the interview at their own expense may do so and should inform the school in advance so suitable arrangements may be made".

## 8. Interviews

- a) All interviews must be conducted in such a way that all applicants receive the same treatment and get a fair hearing. EEO principles are to be adhered to.

- b) Loaded, discriminatory and irrelevant questions will not be asked. All questions must be in terms of the job description, person specification, written application and referees statements in the first instance. The Appointments Committee may choose to supply interviewees with questions prior to the interview.
- c) Applicants will be given the opportunity to ask questions and / or make a statement.
- d) Any special conditions applying to the position will be clarified at the interview and applicants will be asked to respond to these.
- e) If any member of the Appointment Committee team is unhappy about the process during an interview s/he will ask the applicant to leave the room and will discuss the issue at that point.
- f) At the end of the interview applicants will be informed of how and when they will be told the result of the interview.

## 9. Eligibility for Appointment

In considering applicants, the Board will ensure that all teachers are:

- fully registered as a teacher; or
- registered subject to confirmation; or
- provisionally registered or
- covered by a “Limited Authority To Teach”.

**NOTE:** Any untrained or unqualified applicant for a teaching position must obtain a “limited authority to teach” from the N.Z. Teachers’ Council

## 10. Appointment

- a) The committee will decide which applicant, in their opinion, is the person best suited to the position, having regard to all criteria. Where possible, this should be a consensus decision.
- b) In making its appointment, the committee will apply equal employment opportunities principles to ensure that barriers to appointment are removed and to enable affirmative action to be taken. Candidates cannot be discriminated against on the grounds of:
  - gender
  - disability
  - culture / race
  - sexual orientation
  - religion (or lack of)
  - age
  - political views
  - broken service
  - marital status
  - social or family background
- c) All interviewed candidates should be contacted by phone. The first choice should be offered the job and should s/he accept, the rest should then be told they were unsuccessful and who the successful applicant was. This should be followed by a written confirmation from the appointee.

- d) The successful applicant should be informed in writing of the job offer. For staff whose salary is not automatically determined by Employment Agreement provisions the offered salary should be stated (along with any other specific conditions of appointment), and the starting date.
- e) On receipt of written acceptance of appointment, that person shall be deemed appointed. Appointments will be confirmed by the Board of Trustees at its next meeting.
- f) If, in the opinion of the committee, there is no suitable applicant, the position shall be readvertised.
- g) All appointment committee meetings shall be deemed to be “public excluded” meetings of a BOT sub-committee in terms of The Local Government Official Information and Meetings Act.
- h) All unsuccessful applicants will be notified in writing of the name of the successful applicant, and will have their documentation returned to them.

#### 11. Police vetting

All successful applicants for non-teaching positions will be required to undertake a police check to ensure that the appointee does not possess a criminal record that makes it inappropriate for that person to be employed by a school.

#### 12. Alteration to job description

If it becomes necessary / desirable to alter the job description under which the person was appointed, at some time after appointment, this must be done in writing by agreement between the Principal (or BOT) and staff member.

## PROCEDURES / PROTOCOLS

### Appraisal

#### *Rationale*

Staff appraisal at Rangiora High School is for the purpose of developing teacher effectiveness and thereby enhancing student learning.

The appraisal system inter-relates with the professional development programme by assisting in identifying the professional needs of individual teachers.

#### *Guidelines:*

1. All members of staff will participate in an appraisal cycle on an annual basis.
2. The annual appraisal of the Principal is the responsibility of the Board of Trustees. It is the responsibility of the Principal to ensure that the Deputy Principal and Assistant Principals are appraised annually.
3. The responsibility for the appraisal of all other staff is delegated to the Principal who in turn may delegate, in consultation with the appraisee, to appropriate senior staff trained in appraising. In most cases it would be expected that the Head of Department (or other Unit holders in larger Departments) would be delegate the responsibility of appraising assistant teachers and that Heads of Department would be appraised by members of the Senior Management team. Similarly non-teaching staff would be appraised by the person to whom they are directly responsible, unless otherwise negotiated in consultation with the appraisee.
4. All Heads of Department and subject-based unit holders are expected to act as appraisers, in accordance with the requirements outlined in their job descriptions.
5. All appraisers must be trained for the task.
6. Each member of staff will have a job description which will form the basis of the performance appraisal. Performance will be appraised against the set of performance expectations derived from their job description.
7. *The Appraisal Cycle*  
The appraisal cycle will proceed as follows:
  - i) Within the first two weeks of the school year all staff will be allocated an appraiser. If an appraisee believes that it is inappropriate for the nominated appraiser to undertake the performance appraisal a different appraiser shall be allocated in consultation with the appraisee.
  - ii) Within the first six weeks of the school year each appraisee will ascertain, in consultation with the appraiser, at least one development objective to be achieved during the period of the appraisal. These objectives should arise out of performance expectations derived from their job description. In deciding upon these objectives, consideration needs to be given to any relevant matters raised in the previous year's appraisal report.
  - iii) For each development objective identified, it must be agreed at this stage on the appropriate forms of assistance or support that will need to be provided to enable the appraisee to meet that objective. Where appropriate, the Head of Department and/or Convenor of the Professional Development Committee should be notified.

- iv) During the year it is the appraiser's responsibility to ensure that the appraisal process is occurring. It would be expected that classroom visiting would be an essential component of the appraiser's work when appraising any staff member who has a significant teaching component in their weekly programme. When appraising staff with a significant management responsibility, an essential component of the appraiser's role will be to agree with the appraisee on how their management responsibilities are to be appraised.
  - v) Self appraisal is a key component of this process. Self-appraisal requires the appraisee to consider their own performance in relation to the performance expectations and objectives set at the beginning of the appraisal period. The conclusions of this self-appraisal should be taken into account in drawing up the final appraisal report.
  - vi) In the last month of the year the appraiser and the appraisee will meet to discuss and complete an appraisal report. This report will recognise areas worthy of commendation, establish agreed and positive recommendations for implementation by the staff member in the next year, and determine related professional development needs for the following year.
  - vii) On the completion of the appraisal the appraiser will provide a copy of the appraisal report, signed by both the appraiser and appraisee, to the Principal for placement in the appraisee's personnel file. A copy will be retained by both the appraiser and the appraisee. In cases where the appraiser is not the Head of Department, a copy of the appraisal report will also be provided to the Head of Department.
  - viii) The copies of the appraisal report are confidential to the parties mentioned in 7.7. It is acknowledged that the Education Review Office has the legal right, under the Education Act, to access appraisal reports to ensure that the procedures outlined in this policy are being followed. To this end, a separate file, containing only copies of appraisal reports, will be kept.
  - ix) An appeal process is available for any staff member who believes that the appraisal process has not been correctly followed and/or that the conclusions of their performance appraisal are inaccurate. Any such appeal should be lodged with the Principal. A review of the appraisal would be conducted by the Principal or his nominee(s).
- 8 In situations where there are ongoing problems relating to the failure of a teacher to meet the criteria set out in Appendix G of the Collective Employment Contract, the Principal will initiate a separate set of procedures as outlined in the Teacher Competency policy.
- 9 The operation of this appraisal system will be overseen by a member of the Senior Management Team nominated by the Principal.

## PROCEDURES / PROTOCOLS

### Employee Assistance

#### *Rationale*

Rangiora High School will support and assist all employees through an employee assistance programme which will allow employees to address any work or personal issues that may be adversely affecting work performance.

The employee assistance programme is a low-level approach to providing a confidential framework to assist staff in dealing with issues such as work and personal stress, workplace conflict, organisational change, violence, personal relationship and family issues, physical and/or mental ill-health (including depression and anxiety), grief, financial and budgeting problems and alcohol, drug and addiction issues.

The employee assistance programme includes published guidelines for stress management and the opportunity to discuss stress management with others.

#### *Aims*

As an effective school Rangiora High School will maintain good communication amongst all staff and support them over matters relating to their employment and conditions of service.

It is acknowledged that the school's staff is our most important resource when meeting the objectives of our Charter.

The Employee Assistance Policy applies to and is relevant to all employees of Rangiora High School.

#### *Definitions*

##### **“Good Employer”**

- i) The Employee Assistance Policy will comply with the “good employer” provisions of the State Sector Act 1988 (section 56).
- ii) The State Sector Act 1998 defines a “good employer” as one who operates a personnel policy containing provisions generally accepted as necessary for the fair and proper treatment of employees in all aspects of their employment, including provisions requiring “good and safe working conditions.”

#### *Procedures*

##### **Appendix I – Who to talk to<sup>1</sup>**

This appendix outlines who employees needing assistance should approach to discuss issues of stress management.

##### **Appendix II – Stress Management<sup>2</sup>**

This appendix explains stress management and offers a range of techniques and advice to assist employees with stress management.

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<sup>1</sup> Appendix I – Who To Talk To

<sup>2</sup> Appendix II – Stress Management

### **Appendix III – Quick Ways to Relieve Stress<sup>3</sup>**

This appendix outlines a number of quick tips to assist employees coping with stress. It also advises employees how to assist colleagues with stress management.

### **Appendix IV – Relaxation Techniques<sup>4</sup>**

This appendix outlines a number of techniques to assist employees with stress management.

### **Appendix V– Healthy Work: Managing Stress in the Workplace<sup>5</sup>**

This appendix is a booklet published by the Department of Labour and the Occupational Health and Safety Service in February 2003. It provides information on how to manage stress in the workplace, including identifying its causes and effects.

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<sup>3</sup> Appendix III – Quick Ways to Relieve Stress

<sup>4</sup> Appendix IV – Relaxation Techniques

<sup>5</sup> Appendix V – Healthy Work: Managing Stress in the Workplace

# Who can I talk to for support?

## Professional

- Head of Department or Area
- SMT

## Pastoral

- Other Form Teachers
- Dean of House
- Head of House
- SMT

## Personal

- School Guidance Department
- External Guidance Services (check out the Personal Help Services on page 6 of the White Pages)

### STRESS MANAGEMENT

#### **What is stress management?**

Stress is a normal physical reaction that occurs when you feel threatened or overwhelmed. The perception of a threat is as stressful as a real threat. You perceive a situation as threatening or feel overwhelmed because you are dealing with an unusually large number of everyday responsibilities. With increasing demands of home and work life, many people are under enormous stress. Stress in one setting can affect stress levels in the other.

The stress response narrows your ability to think clearly and function effectively. It can disable you physically and emotionally. The goal of stress management is to bring your nervous system back into balance, giving you a sense of calmness and control in your life.

Controlling your life means balancing various aspects of it – work, relationships and leisure – as well as the physical, intellectual and emotional parts. People who effectively manage stress consider life a challenge rather than a series of irritations, and they feel they have control over their lives, even in the face of setbacks.

There are no “one size fits all” solutions to managing stress. Every individual has a unique response to stress, so experiment with a variety of approaches to manage and reduce stress to learn what works best for you.

#### **How can I change my lifestyle habits to manage stress better?**

*Get enough sleep:* Adequate sleep fuels your mind, as well as your body. Feeling tired will increase your stress because it may cause you to think irrationally.

*Connect with others:* Develop a support system and share your feelings. Perhaps a friend, family member, colleague or counsellor can help you see your problem in a different light. Talking with someone else can help clear your mind of confusion so that you can focus on problem solving.

*Exercise regularly:* Find at least 30 minutes, three times per week to do something physical. Nothing beats aerobic exercise to dissipate the excess energy. Physical activity plays a key role in reducing and preventing the effects of stress. During times of high stress, choose things you like to do. It also is beneficial to have a variety of exercise outlets. Be physically fit in ways appropriate for your age, rather than being sedentary.

*Eat a balanced, nutritious diet:* Be mindful of what you put in your body. Healthy eating fuels your mind, as well as your body. Take time to eat breakfast in the morning, it will help keep you going throughout the day. Eating several balanced, nutritious meals throughout the day will give you the energy to think rationally and clearly. Well-nourished bodies are better prepared to cope with stress.

*Reduce caffeine and sugar:* Avoid consuming too much caffeine and sugar. In excessive amounts, the temporary “highs” they provide often end in fatigue or a “crash” later. You’ll feel more relaxed, less jittery or nervous, and you’ll sleep better. In addition, you’ll have more energy, less heartburn and fewer muscle aches.

*Don't self-medicate with alcohol or drugs:* While consuming alcohol or drugs may appear to alleviate stress, it is only temporary. When sober, the problems and stress will still be there. Don't mask the issue at hand; deal with it head on and with a clear mind.

*Do something for yourself everyday:* Take time out from the hustle and bustle of life for leisure time. Too much work is actually inefficient and can lead to burnout. Recognize when you are most stressed and allow yourself some reasonable breaks. When things feel especially difficult, take a walk or change your scenery. Most importantly, have fun. Do things that make you happy.

### **How can I change my thinking and emotional responses to handle stress better?**

*Have realistic expectations:* Know your limits. Whether personally or professionally, be realistic about how much you can do. Set limits for yourself and learn to say "no" to more work and commitments.

*Reframe problems:* See problems as opportunities. As a result of positive thinking, you will be able to handle whatever is causing your stress. Refute negative thoughts and try to see the glass as half full. It is easy to fall into the rut of seeing only the negative when you are stressed. Your thoughts can become like a pair of dark glasses, allowing little light or joy into your life.

*Maintain your sense of humour:* This includes the ability to laugh at yourself. Watch a funny movie: the sillier the plot the better. The act of laughing helps your body fight stress in a number of ways.

*Express your feelings instead of bottling them up:* In order to live a less stressful life, learn to calm your emotions. A good cry during periods of stress, or sharing your concerns with someone you trust can be healthy ways to bring relief to your anxiety.

*Don't try to control events or other people:* Many circumstances in life are beyond your control, particularly the behaviour of others. Consider that we live in an imperfect world. Learn to accept what is, for now, until the time comes when perhaps you can change things.

*Ask yourself "Is this my problem?":* If it isn't, leave it alone. If it is, can you resolve it now? Once the problem is settled, leave it alone. Don't agonize over the decision, and try to accept situations you cannot change.

### **How can I meet the challenges of stressful situations?**

*Manage time:* One of the greatest sources of stress is over-commitment or poor time management. Plan ahead. Make a reasonable schedule for yourself and include time for stress reduction as a regular part of your schedule. When you try to take care of everything at once it can seem overwhelming and as a result, you may not accomplish anything. Instead, make a list of what tasks you have to do, and then complete them one at a time, checking them off as they're completed.

*Give priority to the most important tasks and do those first:* If a particularly unpleasant task faces you, tackle it early in the day and get it over with. You will experience less anxiety the rest of the day as a result. Most importantly, do not overwork yourself. Resist the temptation to schedule things back-to-back. All too often, we underestimate how long things will take.

*Schedule time for both work and recreation:* Too much studying or working is actually inefficient and can lead to burnout.

*Delegate tasks and break up big projects:* Being efficient and effective means you must delegate tasks and prioritize, schedule, budget and plan your precious time. Aim to work in short intensive periods, which allow you to rest in between. Break big projects into smaller, more manageable tasks so you don't feel overwhelmed and nothing gets done as a result.

*What are some common techniques for stress relief?*

Stress relief technique	Description
Diaphragmatic breathing (abdominal breathing)	Stress often causes our breathing to be shallow, which nearly always causes more stress because it puts less oxygen in the bloodstream and increases muscle tension. The next time you feel uptight, try taking a minute to slow down and breathe deeply. Breathe in through your nose and out through your mouth. Try to inhale enough so that your lower abdomen rises and falls. Count slowly as you exhale.
Progressive Muscle Relaxation (PMR)	Relaxation exercises help reduce anxiety and stress. First, you cause tension in certain muscles and then you totally relax them.
Meditation	Quiet the mind and engage in exercises that help you focus on your breathing, an object, or your body sensations. The goal is to relax the mind, body and spirit.
Yoga	Yoga allows you to build up a natural response to stress and bring the relaxed state more into your daily life.
Tai Chi	Tai Chi focuses on the breath and the mind's attention in the present moment.
Massage	A massage provides deep relaxation and improves physiological processes. As the muscles relax, so does your entire body, as well as your overstressed mind.

### **What are some more tips for coping with stress?**

*Take a mental vacation:* Take a moment to close your eyes and imagine a place where you feel relaxed and comfortable. Notice all the details of your chosen place, including pleasant sounds, smells and the temperature. Or change your mental "channel" by reading a good book or playing relaxing music to create a sense of peace and tranquility.

*Take a warm bath or shower:* Wash the stress away and give yourself some time by yourself to reflect and quiet the mind. Soaking in the bathtub can make you feel like you are a world away from your reality.

*Use aromatherapy:* Originating in ancient China, aromatherapy is based on the healing properties of plants; from which concentrated aromatic oils are extracted. The vapours of these "essential oils" are then inhaled and carried via the bloodstream, which controls the release of hormones and emotions.

*Care for a pet:* Petting an animal can help reduce stress and lower blood pressure.

*Keep a journal:* One strategy that many people have found effective in coping with stress is keeping a journal, sometimes referred as a "stress diary." Writing thoughts down has a marvellous way of putting problems into perspective. Putting your worries into words may help you see that you don't really have that much to worry about, or it may help you get organized and manage your stress, rather than letting it manage you.

Regardless, keeping a journal should help you identify your concerns and establish a plan for moving forward. In your journal:

- List the situations that produce stress in your life (e.g. moving to a new location, work or school demands, balancing priorities, job promotion, etc.).
- Describe how you cope with each type of stressful experience.
- Evaluate your responses. Are they healthy or unhealthy, appropriate or unproductive?

### **When is professional help needed for stress management?**

There's a fine line between feeling stressed out while still being able to function effectively, and the debilitating, even paralyzing phenomenon we think of as burnout or breakdown. The difference is between handling your stress on your own, and being unable to figure out what to do because the pressures of life have become so overwhelming. It's time to seek professional help if you:

- Feel that stress is affecting your health.
- Feel that it will never end.
- Feel so desperate that you think about quitting your job, running away, taking a drug overdose, or injuring yourself.
- Feel depressed, sad, tearful, or that life is not worth living.
- Lose your appetite and find it difficult to sleep.
- Are managing your stress level by eating, sleeping, drinking alcoholic beverages, smoking, or using recreational drugs.
- Have worries, feeling and thoughts that are difficult to talk about.
- Hear voices telling you what to do.

### QUICK WAYS TO RELIEVE STRESS

#### Steps to Stress Relief

Stress can threaten your health and well-being. When you respond to situations with excessive amounts of anger, fear, frustration, resentment, or envy, you place a burden on your body that depletes energy, disrupts your immune system, and impairs cardiovascular health. When you moderate your responses, maintain a strong social support system, and develop healthy ways of coping with stress, you protect yourself from its damaging effects.

You can fight stress with techniques to help you relax and “take a break” from the hectic pace of life. The following steps can help you feel more relaxed and laid-back, thus combating stress.

**Take a catnap:** A 10-minute nap virtually anywhere – at home, on the office floor, in the car (providing you’re not driving of course!) – can be refreshing.

**Visualization:** Take a quick “mental break” by envisioning a favorite place in your mind – whether it be the ocean, the mountains, or your own backyard. Concentrate on “seeing”, “smelling” and “hearing” the things you imagine.

**Massage:** Close your eyes and use your fingertips to vigorously massage your forehead and the back of your neck. Rub in circles, and rub hard.

**Breathing:** Increased tension results in rapid, shallow breathing. For better relaxation, inhale slowly, hold your breath, and exhale slowly. Count to eight during each phase.

**Abdominal breathing:** Lie on the floor with your face up, body relaxed, and eyes closed. Exhale – blow all the air out of your lungs. Push out your abdomen. Then pull in your abdomen, press down on it with your hand, and inhale deeply. Relax, letting the abdomen return to its normal position. Breathe normally for several minutes; then repeat the cycle.

**Get out of the rut:** Making up new ways to do old things can be a great reliever of both stress and boredom. Try taking different routes when driving to work, or change the way you do ordinary tasks such as putting on makeup, fixing your hair, or getting dressed.

**Sing in the shower:** Loud singing demands deep breathing, which relaxes the singer. Hold the notes for as long as you can.

**Develop hobbies:** What’s fun for you can be good for you. Whatever your interests are, indulge them. Feeling competent and in control is relaxing.

**Relaxation response:** Sit comfortably in a quiet place with eyes closed and muscles deeply relaxed. Silently count to yourself with each inhaled and exhaled breath. Concentrate on deep breathing.

#### **What to do about a colleague’s stress - (Advice for the colleagues of a sufferer)**

People suffering from stress often do not recognise their symptoms. Even if they do they may be reluctant to admit that they are feeling stressed by work (because symptoms of stress tend to be seen as signs of weakness).

If you are worried that a colleague is suffering from excessive pressure leading to stress, talk to them about your concerns. Their reaction will probably be dismissive – a common strategy for trying to cope with stress is to believe there is no problem. You should try to persuade them otherwise.

One approach may be to share concerns about your own stress-related problems, so that they do not feel defensive. Try to generate a more general discussion among the staff about the problems of stress. Puncture the myth that we all have to accept stress as part of the job.

Spread the word about the symptoms of stress (especially fatigue). Probably most staff can pick out a few symptoms but fail to see them as warnings. Draw attention to real cases of injury or ill health that resulted from ignoring similar symptoms.

Raise awareness by providing information to teachers and staff reps. Advertise this site, advertise telephone help lines, generate discussion, ask for a Health and Safety stress audit.

The more that an individual is “given permission” to be vulnerable, the more likely they are to accept that a problem exists and to do something about it. The sufferer will feel less guilt if the permission comes from several sources:

- GP
- counsellors
- colleagues
- managers
- employers

It may be that the ability to “give permission” is most easy for those at the top of the list; so the attitude of colleagues can be pivotal.

### RELAXATION TECHNIQUES

#### Quick Relaxation Techniques

- Loosen your clothing and get comfortable.
- Tighten the muscles in your toes. Hold for a count of 10. Relax and enjoy the sensation of release from tension.
- Flex the muscles in your feet. Hold for a count of 10. Relax.
- Move slowly up through your body- legs, abdomen, back, neck, face- contracting and relaxing muscles as you go.
- Breathe deeply and slowly.

#### Long-Term Relaxation Techniques

- Get in a comfortable position. Minimally tighten your right fist so that you feel only the smallest amount of tension. Hold it at this level. Be sure you continue to breathe... Now let go and relax... Observe the difference in feelings between the right and left arm and fist.
- Now minimally tighten your left fist. Hold at this level so that you just feel the tightening... Let go and relax. Let the relaxation spread through the arms and the rest of the body.
- Now tighten ever so slightly the following parts of your body. (Each time tighten only to the point at which you can observe tension, where you can observe tension, where you become conscious of or can “feel” the tension. Hold the tensions at that level, and be sure you tighten only the intended muscle while the rest of the body stays quiet and relaxed. Be sure you continue to breathe. Each time you let go, let those parts relax further and further.) Tighten ever so slightly your scalp... let go and relax... Let the face become smooth and soft... Let the eyes sink into their sockets... Now slightly tighten the throat and neck. Hold it... Let go and relax.
- While continuing to breathe, minimally tighten the triceps. Be sure the neck eyes and tongue are relaxed... Let go.
- Raise your shoulders to your ears minimally. Be sure the neck stays loose. Observe how the shoulders feel different from the rest of the body... Let go and relax. Feel the relaxation sinking through the body... Minimally tighten the stomach. Keep breathing... Let go and relax. Minimally tighten the buttocks... Let go and relax. Minimally tighten the feet, calves, and thighs... Let go and relax. Let yourself reach an even deeper level of relaxation, a calmness and serenity.
- Now minimally tense every muscle in your body so that you just feel the minimum tension... jaws... eyes... shoulders... arms... chest... back... legs... stomach... Be sure you keep breathing. Feel the minimum tension in every part... Let your whole body relax. Feel a wave of calmness as you stop tensing.
- Now, with your eyes closed, take a deep breath and hold it. Note all the minimum tensions... Exhale and feel the relaxation and calmness developing... Note the feeling of heaviness.

#### Progressive Relaxation

This technique is often most useful when you tape the instructions beforehand. You can tape these instructions, reading them slowly and leaving a short pause after each one.

- Lie on your back, close your eyes.
- Feel your feet. Sense their weight. Consciously relax them and sink into the bed. Start with your toes and progress to your ankles.
- Feel your knees. Sense their weight. Consciously relax them and feel them sink into the bed.

- Feel your upper legs and thighs. Feel their weight. Consciously relax them and feel them sink into the bed.
- Feel your abdomen and chest. Sense your breathing. Consciously will them to relax. Deepen your breathing slightly and feel your abdomen and chest sink into the bed.
- Feel your buttocks. Sense their weight. Consciously relax them and feel them sink into the bed.
- Feel your hands. Sense their weight. Consciously relax them and feel them sink into the bed.
- Feel your upper arms. Sense their weight. Consciously relax them and feel them sink into the bed.
- Feel your shoulders. Sense their weight. Consciously relax them and feel them sink into the bed.
- Feel your neck. Sense its weight. Consciously relax it and feel it sink into the bed.
- Feel your head and skull. Sense its weight. Consciously relax it and feel it sink into the bed.
- Feel your mouth and jaw. Consciously relax them. Pay particular attention to your jaw muscles and unclench them if you need to. Feel your mouth and jaw relax and sink into the bed.
- Feel your eyes. Sense if there is tension in your eyes. Sense if you are forcibly closing your eyelids. Consciously relax your eyelids and feel the tension slide off the eyes.
- Feel your face and cheeks. Consciously relax them and feel the tension slide off into the bed.
- Mentally scan your body. If you find any place that is still tense, then consciously relax that place and let it sink into the bed.

### **Toe Tensing**

This one may seem like a bit of a contradiction to the previous one, but by alternately tensing and relaxing your toes, you actually draw tension from the rest of the body. Try it!

- Lie on your back, close your eyes.
- Sense your toes.
- Now pull all 10 toes back toward your face. Count to 10 slowly.
- Now relax your toes.
- Count to 10 slowly.
- Now repeat the above cycle 10 times.

### **Deep Breathing**

By concentrating on our breathing, deep breathing allows the rest of our body to relax itself. Deep breathing is a great way to relax the body and get everything into synchrony. Relaxation breathing is an important part of yoga and martial arts for this reason.

- Lie on your back.
- Slowly relax your body. You can use the progressive relaxation technique we described above.
- Begin to inhale slowly through your nose if possible. Fill the lower part of your chest first, then the middle and top part of your chest and lungs. Be sure to do this slowly, over 8-10 seconds.
- Hold your breath for a second or two.
- Then quietly and easily relax and let the air out.
- Wait a few seconds and repeat this cycle.
- If you find yourself getting dizzy, then you are overdoing it. Slow down.
- You can also imagine yourself in a peaceful situation such as on a warm, gentle ocean. Imagine that you rise on the gentle swells of the water as you inhale and sink down into the waves as you exhale.
- You can continue this breathing technique for as long as you like until you fall asleep.

## **Guided Imagery**

In this technique, the goal is to visualize yourself in a peaceful setting.

- Lie on your back with your eyes closed.
- Imagine yourself in a favorite, peaceful place. The place may be on a sunny beach with the ocean breezes caressing you, swinging in a hammock in the mountains or in your own backyard. Any place that you find peaceful and relaxing is OK.
- Imagine you are there. See and feel your surroundings, hear the peaceful sounds, smell the flowers or the barbecue, feel the warmth of the sun and any other sensations that you find. Relax and enjoy it.
- You can return to this place any night you need to. As you use this place more and more you will find it easier to fall asleep as this imagery becomes a sleep conditioner.
- Some patients find it useful to visualize something boring. This may be a particularly boring lecturer, co-worker or friend.

## **Quiet Ears**

- Lie on your back with your eyes closed.
- Place your hands behind your head. Make sure they are relaxed.
- Place your thumbs in your ears so that you close the ear canal.
- You will hear a high-pitched rushing sound. This is normal.
- Listen to this sound for 10-15 minutes.
- Then put your arms at your sides, actively relax them and go to sleep.

## **PROCEDURES / PROTOCOLS**

### **Equal Employment Opportunity**

#### *Rationale*

The Board of Trustees is committed to the principles of Equal Employment Opportunities as outlined in the Human Rights Act 1993. This policy aims to ensure fair treatment for all employees by identifying and removing barriers which may disadvantage them. This policy aims to provide equal access, consideration and encouragement in areas of recruitment, selection, promotion, conditions of employment and career development.

#### *Guidelines*

No employee will be disadvantaged at Rangiora High School because of:

- their sex
- whether or not they have a disability
- their racial/cultural background
- their sexual orientation
- their religion (or lack of it)
- their age
- their political views
- broken service
- marital status
- their social or family background

## PROCEDURES / PROTOCOLS

### Leave

#### *Rationale*

The Rangiora High School Board of Trustees will at all times act as a 'Good Employer' and meet its obligations for the granting of leave for all staff as required by all relevant legislation, the National Administrative Guidelines and relevant Collective Employment Agreements.

#### *Procedures*

- Any application for leave must be made in writing to the Principal. (See Appendix A: Leave request template).
- Any application for leave where there is an entitlement in the relevant Employment Agreements will be approved but must be ratified by the Board of Trustees.
- Staff are expected to comply with the following time frames:
- Application for periods of leave of greater than 1 Term, but less than a year, should be lodged with the Principal at least 1 month prior to the commencement of the leave period.
  - Applications for leave for periods of one year or greater, should be lodged with the Principal by the end of July of the preceding year.
- Applications for other types of leave should be submitted to the Principal at least 10 days prior to the Board meeting at which they are to be considered.
  - The Board will not consider applications that do not comply with the times frames above, unless it can be satisfied that special circumstances apply.
- Applications for leave not contained in relevant Employment Agreements will be at the discretion of the Principal if it is for 4 weeks or less and of the Board of Trustees if it is longer than 4 weeks. The Principal will make a recommendation to the Board as to whether or not the application should be approved taking into account the following criteria:
  - *Service:* The length of teaching service and the length of teaching time at Rangiora High School. Unless there are exceptional circumstances, applicants for leave for periods of one year or more should have taught for at least five years at Rangiora High School.
  - *Length of time since leave was last granted:* The Principal and Board will take into consideration the period of time since special leave was last granted.
  - *Purpose of leave:* The granting of leave will be considered in terms of its relevance to the School's Strategic Plan and annual goals.
  - *Effect on staffing within the school:* The effect on colleagues of the absence of the applicant and the effect on existing teaching programmes.
  - *Welfare of students:* The interest and welfare of the students will be taken into consideration when leave is being granted.
  - *Length of leave:* Requests for leave of more than one year will only be granted in exceptional circumstances.
  - *Timing of leave:* A year's leave should coincide with the school year if at all possible. Leave for periods shorter than a year should coincide with the school terms and/or begin or end with a holiday period if at all possible. When application is made for leave for periods of less than a year, consideration will be given to the time of year, taking into account the school programme and likely availability of relieving staff. Staff should not expect to have leave granted in the week preceding a holiday period. This would be at the discretion of the Principal.
  - *Return to school:* It must be the clear intention of the teacher to return to the school following the period of leave.

- No decision on any one application for leave is to be regarded as a precedent for any other application.

## PROCEDURES / PROTOCOLS

### Leave for Non-Teaching Staff

#### *Rationale*

1. Leave entitlements for Non Teaching employees are outlined in their Collective Employment Contract or Individual Employment Contract.
2. From time to time staff will apply for leave without pay even though they have no specific entitlement to leave under the provisions of the above contracts.
3. This policy provides a structure that enables decisions on applications for leave to be made in a manner that is fair to all and ensures that the school continues to be adequately and appropriately staffed in order to meet its Charter obligations and National Administration Guidelines.

#### *Relevant legislation and Regulations:*

- Employment Relations Act
- NZEI Collective Employment Contract (June 1999)
- Parental Leave and Employment Protection Act (1987)
- Caretakers and Cleaners Collective Employment Contract

#### *Guidelines for Non –Teaching Staff*

1. All applications for leave are to be submitted to the Principal. On receipt of applications from Non Teaching staff, the Principal will consult the Finance Manager before a decision is made.
2. Any application for leave for which there is an entitlement in the Collective Employment Contract (June 1999) or any subsequently negotiated contract that may replace it, will be approved.
3. Any other application for leave for any period of four weeks or less will be at the discretion of the Principal.
4. Any other application for leave for any period of more than four weeks requires the approval of the Board of Trustees.
5. All applications for leave must be made in writing to the Principal. If the application for leave is under 2.3 or 2.4 above and is for a period in excess of one week, a written application must be made on the form that is appended as Appendix A to this policy.
6. When deciding whether or not to approve any application for leave the Principal will take into account the following criteria:
  - *Service:*  
The length of service at Rangiora High School. Unless there are exceptional circumstances, applicants for period of one year or more should have been at Rangiora High School for at least three years.
  - *Length of Time Since Leave Was Last Granted:*  
The Principal will take into consideration the period of time since special leave was last granted.
  - *Purpose of Leave:*  
The granting of leave will be considered in terms of its value:
    - To the staff member, both personal and professional
    - To other students, teachers and community in terms of the Charter.

- *Effect on Staffing Within The School:*  
The effect of staff member on leave, especially the effect within a department, must not be such as to impair the on going operation of the school, nor have a detrimental effect on the work load of colleagues.
  - *Welfare of Students:*  
The interest and welfare of the students will be taken into consideration when leave is being granted.
  - *Length of leave:*  
Requests for leave of more than one year will only be granted in exceptional circumstances.
  - *Timing of Leave:*  
When application is made for leave for periods of less than a year, consideration will be given to the time of year, taking into account the school programme and likely availability of relieving staff.
  - *Return to School*  
It must be the clear intention of the staff member to return to the school following the period of leave.
7. Applications for leave of one term or more must be forwarded to the Board for consideration. Such applications should be submitted to the Principal at least 10 days prior to the Board meeting at which they are to be considered and the Principal should make a recommendation to the Board as to whether or not the application should be approved taking into account the above criteria.
  8. Application for periods of leave of greater than one term should be lodged with the Principal at least three months prior to the commencement of the leave period.
  9. The Board will only consider applications made at short notice when special circumstances apply.
  10. No decision on any one application for leave is to be regarded as a precedent for any other application

**LEAVE APPLICATION**

- In completing this form, the applicant should refer to the Board's Policy.
- This applies to leave application for a period in excess of one week.

1. Name of staff member:
2. Position:
3. Name of H.O.D./ Person to whom you are directly responsible:
4. Length of service at Rangiora High School:
5. Date of last leave taken – only leave of one term or more in length:
6. Period for which leave is sought:        /    /        to    /    /
7. Purpose of leave:
8. Value of leave:
  - a) to the staff member (both personal and professional)
  - b) to students/other staff
  - c) to the community (in terms of Charter):
9. Staff intentions at conclusion of special leave:

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

*Once this has been completed, it should be given to the Principal.*

## **PROCEDURES / PROTOCOLS**

### **Protected Disclosures**

#### *Rationale*

The purpose of the policy is to provide information and guidance to employees of the school who wish to report serious wrongdoing within the school.

#### *Legislation / Regulations Relevant to this Policy*

- Protected Disclosures Act 2000
- Human Rights Act

#### *What is a Protected Disclosure*

A protected disclosure is a declaration made by an employee where they believe serious wrongdoing has occurred. Employees making disclosures will be protected against retaliatory or disciplinary action and will not be liable for civil or criminal proceedings related to the disclosure.

#### *Definitions of Serious Wrongdoing*

- Serious wrongdoing for the purposes of this policy includes any of the following:
  - Unlawful, corrupt, or irregular use of public funds or resources
  - An act or omission or course of conduct:
    - which seriously risks public health or safety or the environment; or
    - that constitutes an offence; or
    - that is oppressive, improperly discriminatory, grossly negligent or constitutes gross mismanagement; or
    - constitutes serious risk to the maintenance of law.

#### *Conditions for Disclosure*

- Before making a disclosure the employee should be sure the following conditions are met:
  - the information is about serious wrongdoing in or by the school; and
  - the employee believes on reasonable grounds the information to be true or is likely to be true; and
  - the employee wishes the wrongdoing to be investigated
  - the employee wishes the disclosure to be protected.

#### *Who Can Make a Disclosure*

- Any employee of the school can make a disclosure. For the purposes of this policy an employee includes:
  - Current employees including the Principal
  - Former employees, including former Principals
  - Contractors supplying services to the school.

#### *Protection of Employees Making a Disclosure*

- An employee who makes a disclosure and who has acted in accordance with the procedure outlined in this policy:

- may bring a personal grievance in respect of retaliatory action from his/her employers;
- may access the anti-discrimination provisions of the Human Rights Act in respect of retaliatory action from his/her employers;
- is not liable for any civil or criminal proceedings, or to a disciplinary hearing by reason of having made or referred to a disclosure;
- will subject to Clause 5 of the procedure, have his/her disclosure treated with the utmost confidentiality.

The protections provided in this section will not be available to employees making allegations they know to be false or where they have acted in bad faith.

### *Procedure*

Any employee of Rangiora High School who wishes to make a protected disclosure should do so using the following procedure.

- *How to submit a disclosure*
  - The employee should submit the disclosure in writing using the form attached to this Policy as Appendix A
- *Information to be contained*
  - The disclosure should contain detailed information including the following:
    - the nature of the serious wrongdoing
    - the name or names of the people involved
    - surrounding facts including details relating to the time and/or place of the wrongdoing if known or relevant.
- *Where to send disclosures*
  - A disclosure should be forwarded in writing to the Principal, unless the Principal is involved in the wrongdoing or is believed to have an association with the person committing the wrongdoing that would make it inappropriate to disclose to the Principal, in which case the disclosure should be made to the chairperson of the Board of Trustees.
- *Decision to investigate*
  - On receipt of a disclosure, the Principal or Chairperson of the Board of Trustees, must within 20 working days examine seriously the allegations of wrongdoing made and decide whether a full investigation is warranted. If warranted a full investigation will be undertaken by the Principal or the Chairperson of the Board of Trustees or their nominee(s), as quickly as practically possible, through an appropriate authority.
- *Protection of disclosing employee's name*
  - All disclosures will be treated with the utmost confidence. When undertaking an investigation, and when writing the report, the Principal or Chairperson of the Board of Trustees or their nominee(s) will make every endeavour possible not to reveal information that can identify the disclosing person, unless the person consents in writing or if the person receiving the protected disclosure reasonably believes that disclosure of identifying information is essential:
    - to ensure an effective investigation; or
    - to prevent serious risk to public health or public safety or the environment; or
    - to have regard to the principles of natural justice.

- *Report of investigation*
  - At the conclusion of the investigation, the person making the investigation will prepare a report of the investigation with recommendations for action if appropriate, which will be sent to the Board of Trustees. The person making the disclosure must be informed of the outcome of any investigation.
  
- *Disclosure to an appropriate authority in certain circumstances*
  - A disclosure may be made to an appropriate authority (including those listed below) if the employee making the disclosure has reasonable grounds to believe:
    - that the Chairperson of the Board of Trustees is or may be involved in the wrongdoing; or
    - that immediate reference to another authority is justified by urgency or exceptional circumstances; or
    - there has been no action or recommended action within 20 working days of the date of disclosure

Appropriate authorities include (but are not limited to):

- Commissioner of Police
- Controller and Auditor General
- Director of the Serious Fraud Office
- Inspector General of Intelligence and Security
- Ombudsman
- Parliamentary Commissioner for the Environment
- Police Complaints Authority
- Solicitor General
- State Service Commissioner
- Health And Disability Commissioner
- The head of every public sector organisation

- *Disclosure to Ministers of the Crown and Ombudsman*
  - A disclosure may be made to a Minister of the Crown or an Ombudsman if the employee making the disclosure:
    - has made the same disclosure according to the internal procedures and clauses of this policy; and
    - reasonably believes that the person or authority to whom the disclosure was made:
      - ✚ has decided not to investigate; or
      - ✚ has decided to investigate but not made progress with the investigation within reasonable time; or
      - ✚ has investigated but has not taken or recommended any action; and
      - ✚ continues to believe on reasonable grounds that the information disclosed is true or is likely to be true.

## PROCEDURES / PROTOCOLS

### Staff Database

#### *Aim*

The aim of this policy is to establish the guidelines under which information may be recorded on a computer database and the uses to which that information may be put.

#### *Purposes of the Database*

A staff database will be developed and maintained. The database has a dual purpose of:

- a. providing a database that complies with the aims of the Personnel Committee to establish, update, and review the school staff profile in light of the aims of the EEO policy; and
- b. providing employee data that will update and maintain staff record keeping, while ensuring that the integrity and security of the information stored in the database are of the highest standard.

#### *Rationale*

The Personnel Committee has the task of overseeing the Equal Employment Opportunity Policy and its practice within the school. One of those tasks is to analyse the staff profile, which requires an up-to-date and accurate information system on current staffing. Rangiora High School has an administrative infrastructure supported by computer technology. The storage of staff records on a database will cut down on the volume of paper documentation kept, increase the security of the information stored by limiting access, and provide a readily transportable personnel record in case of emergency.

#### *Guidelines:*

1. All data in this database, its collection and storage, shall comply with the requirements of the Privacy Act, 1994.
2. The data accumulated on the database may be used in the following circumstances:
  - a) To provide employee data for school purposes.
  - b) To generate statistical information in which no individual is identified. eg number of males/females on staff, number of assistant teachers, number of ancillary staff.
  - c) To generate the Staff List using these fields:
    - Staff Code
    - Surname
    - First name(s)
    - Partner
    - Address 1 – 2 – 3
    - Telephone Number
    - Cellphone Number
    - Email Address
  - d) To access contact people in case of emergency.

- e) To maintain an accurate record of staff who have taught at the school. Such a record could be used for historical purposes e.g organising school reunions etc.
3. Prior to collection of the data, the individual must be made aware of the purposes for which the data is being collected. Therefore all data collection forms must comply with the stated aims, and guidelines of this policy, in the purpose and type of data collected. The record sheet appended to this policy may be duplicated as a hard copy collection form.
  4. At the time of filling in the data collection sheet, each individual will be asked to sign an authority form, appended to the sheet, that will release the data for the purposes stated in Guideline 2 above. If there is any data the individual does not wish to appear, then it should be detailed on the authority form.
  5. All data recorded on an individual's record may be checked by that individual, when they wish, at a time arranged between the individual and one of the people designated in Guideline 7.
  6. Data recorded on the database must be checked and updated every two years. In case of a staff member leaving permanently, the record will be transferred to the archives.
  7. Access to the complete database is limited to:
    - a) the Principal
    - b) the Principal's Executive Assistant
    - c) convenor of the Personnel Committee
  8. Access to individual records is limited to those people named in Guideline 7 and the individual concerned.
  9. Individuals may access their record through the people designated in Guideline 7.
  10. The database should be stored on a backup disk to ensure ease of transportation in an emergency, and be kept in a secure environment. The disks may be accessed only by the people designated in Guideline 7.
  11. When the database is installed on a hard drive, the computer should not be part of a network that can be accessed by people other than those designated in Guideline 7 be in a secure area have access limited by passwords to designated people.

### **Rangiora High School Staff Database Record**

The data accumulated in this database will be used in the following circumstances:

- a) To maintain an accurate record of staff at the school.
- b) To provide employee data for school purposes.
- c) To generate statistical information e.g. number of males/females on staff, number of assistant teachers, number of ancillary staff.
- d) To generate the annual staff list using these fields: Staff code, Surname, First name1, Partner, Address 1, Address 2, Telephone number.
- e) To access contact people in case of emergency.

## Personal Data

Staff Code:	
Surname:	
First Name 1	
First Name 2	
Partner:	
Address 1	
Address 2	
Telephone No:	
Emergency Contact Person and phone number	
Date of Birth	
Gender	
Ethnicity	
Qualifications	
Qualifications 1	
Qualifications 2	
Qualifications 3	
Qualifications 4	
Employment Details	
Registration No:	
Bargaining Agent:	
CEC or IEC:	

### Positions Held

*(insert new fields as required to update position held)*

Position 1: (note tenure and classification of position eg permanent part-time, assistant teacher)	
Salary Code	
Date appointed	
Termination Date	

**Release of Data Authority**

I, \_\_\_\_\_ give permission for the above information to be released and used in accordance with the guidelines specified in the Staff Database Policy:  
I do not wish the following information to appear on the staff list:

Date: .....

Signature: .....

## PROCEDURES / PROTOCOLS

### Staffing

#### 1 POLICY STATEMENT

Rangiora High School will be staffed by fully trained and qualified teachers, registered by the New Zealand Teachers' Council; and by ancillary or support staff who are trained and qualified for the positions they hold. All staff will, through their professional performance, enable the school to meet its Charter objectives.

#### 2 PURPOSE

- As an effective school Rangiora High School will maintain good communication amongst all staff and keep them informed over matters relating to their employment, promotion and conditions of service.
- It is acknowledged that the school's staff is our most important resource when meeting the objectives of our Charter.
- The Staffing Policy will outline the principles and procedures for the utilising that resource in the most effective ways to enhance learning within the school.
- The Staffing Policy will guide the Personnel Committee. The Deputy Principal (Personnel) shall be the convenor of the Personnel Committee.
- The Staffing Policy will be reviewed annually by the Personnel Committee. The annual review of the Staffing Policy should occur in Term 2 or Term 3.
- The Staffing Policy applies to and is relevant to the following parties of Rangiora High School:
  - Teaching and Ancillary or Support Staff
  - The Principal and the Senior Leadership Team
  - The Board of Trustees

#### 3 DEFINITIONS

##### 3.1 “Good Employer”

- 3.1.1** The Staffing Policy will comply with the “good employer” provisions of the State Sector Act 1988 (section 56) which states that a public sector employer must:
- operate a personnel policy that complies with the principle of being a good employer; and
  - make that policy (including the equal employment opportunities programme) available to its employees; and
  - ensure its compliance with that policy (including its equal employment opportunities programme) and report in its annual report on the extent of its compliance.

- 3.1.2** The State Sector Act 1998 defines a “good employer” as one who operates a personnel policy containing provisions generally accepted as necessary for the fair and proper treatment of employees in all aspects of their employment, including provisions requiring:
- good and safe working conditions; and
  - an equal employment opportunities programme; and
  - the impartial selection of suitably qualified persons for appointment; and
  - recognition of:
    - the aims and aspirations of Maori; and
    - the employment requirements of Maori; and
    - the need for greater involvement of Maori in the Public Service; and
  - opportunities for the enhancement of the abilities of individual employees; and:
    - recognition of the aims and aspirations and employment requirements, and the cultural differences, of ethnic or minority groups; and
    - recognition of the employment requirements of women; and
    - recognition of the employment requirements of persons with disabilities.
- 3.1.3** In addition to the above requirements, each employer shall ensure that all employees maintain proper standards of integrity, conduct, and concern for the public interest.

## **3.2 Consultation**

- 3.2.1** In implementing the Staffing Policy, the Personnel Committee will be guided by the following principles of consultation:
- The word “consultation” does not require that there be agreement, but it clearly requires more than mere notification.
  - Change must not be made until after consultation with those required to be consulted.
  - The party obliged to consult, is entitled to have a working plan in mind, but must keep its mind open and be ready to change and even start afresh.
  - There must be sufficiently precise information given to enable the person to be consulted to state a view together with a reasonable opportunity to do so.
  - The requirement for consultation is never to be treated perfunctorily or as a mere formality. Genuine effort must be made to accommodate the view of those being consulted.
  - Those who are to be consulted must be given reasonable, ample and sufficient opportunity to express views or to point to problems or difficulties.
  - Consultation not uncommonly involves negotiation towards an agreement as the tendency in consultation is at least to seek consensus.

## 4 REFERENCES

- Employment Relations Act 2000 (and its subsequent amendments)
- State Sector Act 1988 (and its subsequent amendments)
- Secondary School Principals' Collective Agreement (current version available at [www.ppta.org.nz](http://www.ppta.org.nz))
- Secondary Teachers' Collective Agreement (current version available at [www.ppta.org.nz](http://www.ppta.org.nz))
- Support Staff in Schools Collective Agreement (current version available at [www.nzei.org.nz](http://www.nzei.org.nz))
- School Caretakers' and Cleaners' (including Canteen Workers) Collective Agreement (current version available at [www.sfwu.org.nz](http://www.sfwu.org.nz))
- Secondary and Area School Groundstaff Collective Agreement (current version available at [www.awunz.co.nz](http://www.awunz.co.nz))
- Individual Employment Agreements

## 5 PROCEDURES

### 5.1 Procedures for the management of the Staffing Policy

#### 5.1.1 Personnel Committee Composition

- a The Personnel Committee shall consist of:
  - the Board of Trustees member with oversight of personnel issues (ex-officio);
  - the Staff Representative on the Board of Trustees (ex-officio);
  - the Principal (ex-officio);
  - the Deputy Principal (Personnel) who shall be the convenor of the committee;
  - the other members of the Senior Leadership Team (ex-officio);
  - a representative of each of the school's six Houses;
  - a representative of the non-teaching staff;
  - a representative of the New Zealand Educational Institute's branch;
  - two representatives of the Post Primary Teachers' Association branch.
- b The House and non-teaching staff representatives should be appointed before the end of February.
- c The PPTA representatives shall be appointed for a two-year term, arranged in such a way that one of the representatives complete their term at the end of each year. The PPTA member positions should be filled before the end of each year for the following year.

#### 5.1.2 Frequency of Committee Meetings

- a The Personnel Committee will meet at least twice each term.

### 5.1.3 Committee Tasks

- a The tasks of the Personnel Committee will be:
  - to monitor the staffing policy and policies related to the Personnel portfolio.
  - to ensure the Board is meeting its obligations in terms of the relevant sections of the National Education Guidelines and the National Administration Guidelines.
  - to make and receive reports and recommendations from the Senior Leadership Team on matters concerning staffing.
  - to provide advice to the Senior Leadership Team on matters such as timetabling, class sizes, use of discretionary staffing, and the areas to which units should be allocated.
  - to consult staff when staffing policy may require revision.
  - to assist in data collection on matters relating to staffing.
  - to keep staffing requirements constantly under review.
  - to keep the staff informed of current developments in relation to the staffing of the school.
- b Recommendations and decisions concerning staffing will be consistent with the requirements of the school's equity and appointments policies and will be the responsibility of the Board of Trustees or, by delegation, the Principal.

## 5.2 Procedures relating to class size

### 5.2.1 Principle

- a Staffing is shared amongst students as equitably as possible so that the needs of the students are met. This means that classes should be as small as possible.

### 5.2.2 Guidelines

- a Class sizes should be less than 31 although it may be necessary for some classes at Years 9-10 to be up to a maximum of 32. If these guidelines need to be exceeded, the Deputy Principal (Personnel) will consult with the Head of Department affected.
- b Variations for dealing with class sizes below 18 include:
  - combining two classes at different levels.
  - reduced time allocation, for example three teacher hours per week instead of four for a senior class.
  - not running the class.
  - enrolling pupils with the Correspondence School.
- c When numbers enrolled in a course fall below 15, the Deputy Principal (Personnel) will consult with the Head of Department affected with regard to whether the course continues to run.

- d When numbers opting for a proposed STAR (Secondary/Tertiary Alignment Resource) course fall below 15, the Head of Department concerned may negotiate with the Principal to subsidise the staffing of the course out of STAR funding provided for the course.
- e In order to meet the requirements of the National Curriculum and Rangiora High School's Charter and policies, some courses may continue to be offered even though classes are smaller than the guideline. Decisions on such matters will be made by the Senior Leadership Team.
- f Some junior elective subjects may have classes that are smaller in size than those in junior core subjects because of the practical nature of many electives and the physical constraints of equipment and space.
- g In accordance with clause 5.9.2 of the Secondary Teachers' Collective Agreement, the Senior Leadership Team will use reasonable endeavour to achieve, for each individual teacher with more than one class, an average class size (based on the teacher's timetabled classes and the roll of each of those classes) of no more than 26 students.
- h Where by virtue of demonstrated constraints the provision of an average class size of no more than 26 students is not possible for any individual teacher, clause 5.1A.1(d) of the Secondary Teachers' Collective Agreement will apply.

### **5.3 Procedures for the allocation of management units & middle management allowances**

#### **5.3.1 Rationale**

- a Units are allocated to provide co-ordination and leadership for the administrative, pastoral and developmental needs of:
  - subject areas.
  - the school as a whole.
- b Units may be permanent tenure positions or Fixed Term Units (FTU).
- c Middle management allowances will be allocated in accordance with the provisions of the current Secondary Teachers' Employment Agreement.

#### **5.3.2 Principles**

- a The Principal will make recommendations to the Board of Trustees, based on advice received from the Personnel Committee.
- b All units and middle management allowances to which the school is entitled will be allocated.

- c The principles determining the allocation of units and middle management allowances will include:
  - the needs of students.
  - the administrative needs of the school.
  - the requirements of the School Charter and other administrative policies.
  - department size.
  - degree of responsibility.
- d All qualified staff members will be considered for any unit or middle management allowance that becomes available.
- e A permanent tenure unit or middle management allowance represents an allowance to a person for an identifiable task. If this task ceases, then duties will be re-negotiated by agreement in such a way as to ensure that the tasks assigned are commensurate with the level of responsibility.
- f Fixed term units and middle management allowances provide the opportunity to appoint teachers to units for a specified time to carry out a particular task or as recognition for a contribution that may be on-going over a longer period of time.
- g Allocation of a fixed term unit or middle management allowance as recognition of an on-going contribution does not commit the school to continue to allocate a unit or middle management allowance to that task.
- h Where appropriate, fixed term units and fixed term middle management allowances should be rotated to give as many staff as possible the opportunity to gain relevant professional experience.
- i The appointment and tenure of units and middle management allowances, including those that are fixed term, will satisfy the requirements of:
  - the Secondary Teachers' Collective Agreement.
  - relevant legislation.
  - management policies of this school.

### **5.3.3 Guidelines**

- a Staff will be given an opportunity each year to make submissions to the Senior Leadership Team on the areas to which they believe any units and middle management allowances available for distribution should be allocated and whether they should be permanent or fixed term units and middle management allowances. The Senior Leadership Team will decide upon the areas to which units and middle management allowances should be allocated.

- b** An annual Curriculum Analysis will be drawn up to assist in identifying the areas of greatest need. When permanent positions to which units and middle management allowances are attached fall vacant, the decision on how many, if any, units and middle management allowances should continue to be allocated to that position should be made by the Senior Leadership Team with reference to the most recent Curriculum Analysis.
- c** Management units and middle management allowances will be based on an analysis of tasks and specific needs of the school.
- d** Each position to which a unit or middle management allowances is allocated will be accompanied by a job description which identifies the scope and responsibilities of that position.
- e** Fixed term units may be made available for short term tasks (e.g. from one term to two years) depending on the task. Heads of House and Deans of House will be appointed to FTUs for the duration of their cycle – that is, five years.
- f** Fixed term units could be used for a range of purposes such as assisting in establishing new initiatives, undertaking school-based research tasks or as recognition of involvement in co-curricular tasks.
- g** All fixed term units will be advertised within the staff and can be applied for by all teachers, irrespective of tenure.

#### **5.4 Procedures for the allocation of non-contact time**

##### **5.4.1 Rationale**

- a** All staff members need non-contact time to enable them to carry out administrative and organisational duties.

##### **5.4.2 Principles**

- a** All full-time teaching staff will receive the same non-contact time, unless otherwise negotiated.
- b** Non-contact time will be provided from formula staffing for the following:
  - Holders of permanent units.
  - Heads of House.
  - Deans of House.
  - Timetabler.
  - Guidance Counsellors.
  - Sports Co-ordinator.

- c Any special staffing allowances received will be utilised in the area for which they have been received. This would include:
  - Allowance for staff member with responsibility for community education.
  - Allowance for Careers/Transition advice.
  - Te Atakura allowance.
  - Beginning Teachers' Time Allowance.
  - Beginning Teachers' Time Allowance for Heads of Department.
  - Itinerant Music Allowance.
- d A time allowance may be provided for other responsibilities as the need arises. Continuance of any such time allowance and the size of that allowance will be negotiated each year.
- e The allocation of such time allowances will be published for the information of staff annually

### 5.4.3 Guidelines

- a Full-time teaching staff will receive a minimum of 5 timetabled non-contact periods per week, unless otherwise negotiated.
- b Full-time teachers in their first year of service will work 0.8 of a normal teaching load (i.e. a teaching allocation of 15 hours per week).
- c Full-time teachers in their second year of service will work 0.9 of a normal teaching load (i.e. a teaching allocation of 17.5 hours per week).
- d Because the structure of Rangiora High School's timetable makes it difficult to allocate 17.5 hours of teaching per week to some full-time teachers in their second year of service, section 5.1A.1(d) of the Secondary Teachers' Collective Agreement may apply.
- e Timetabled non-contact time of part-time teachers shall be established in accordance with the table below:

FTTE	Minimum timetabled non-contact hours per week
0.89	3.0
0.87 – 0.88	2.5
0.85 – 0.86	2.0
0.83 – 0.84	1.5
0.75 – 0.82	1.0
0.72 – 0.74	0.5
Below 0.72	None

- f Permanent unit holders will receive a time allowance of one hour for each unit. Heads of large departments such as English, Maths, Science and Social Science will receive an extra hour's time allowance expressly for the purpose of providing help and guidance for their large numbers of staff and for visiting classrooms. The Head of Department may elect to delegate this responsibility and the non-contact period to another staff member.
  
- f Heads of Department who have prime curriculum responsibility for a Year 1 beginning teacher will receive an additional 0.04 FTTE (staffing) time allowance. This equates to 1 additional non-contact hour each week. Heads of Department may choose to delegate this non-contact hour to another member of their department who will then take responsibility for curriculum support and guidance of the Year 1 beginning teacher. A Head of Department (or his/her delegate) in receipt of the 0.04 FTTE time allowance will meet with the Year 1 beginning teacher weekly.
  
- g Staff who hold fixed term units for specific pastoral duties, such as Heads of House and Deans of House, will receive additional non-contact periods per week.
  
- h It is recognised that from time to time, other school activities will require blocks of time. These will be made, where possible, by negotiation with Senior Leadership Team.
  
- i Teachers may only be asked to temporarily forgo their minimum entitlement to non-contact time when:
  - i. All reasonable options have been investigated and no alternative to a reduction in entitlement non-contact can be found.
  - ii. The request is made on an individual basis, and a blanket request for agreement to reduction in non-contact entitlements shall indicate a need to review timetable structures and operation.
  - iii. There is a sudden emergency that requires supervision of a class for its ongoing safety. All efforts will be made to find a day reliever.
  - iv. No day reliever can be found after timely and appropriate efforts have been made.
  - v. On a longer term basis, and after all reasonable endeavours have been exhausted, the timetable can only be made to operate if a teacher teaches for a term, semester or a year, at a higher level of contact than their minimum non-contact indicates.
  - vi. Teachers holding more than the minimum non-contacts have first been asked to forgo one or more of those additional non-contacts.
  
- j Where by virtue of demonstrated timetable or other constraints the allocation of non-contact hours for any individual teacher cannot be implemented the teacher will be offered the opportunity to review the timetable and suggest changes that would allow the allocation of their non-contact entitlement. If it is subsequently agreed that there is genuine reason why it is not possible to provide the non-contact entitlement within the timetable then clause 5.1A.1(d) of the Secondary Teachers' Collective Agreement will apply.

- k Where by virtue of genuine and demonstrated temporary constraints the allocation of non-contact hours to which an individual teacher is entitled cannot be met within any week then the Principal and the teacher may, on each occasion, mutually agree to the application of clause 5.1A.1(d) of the Secondary Teachers' Collective Agreement.

## **5.5 Procedures with regard to relief teaching**

### **5.5.1 Principles**

- a All staff members will be consulted about the classes they are required to teach.

### **5.5.2 Rationale**

- a This policy will ensure that all classes are covered by competent substitute teachers whenever the need arises.

### **5.5.3 Guidelines**

- a Relief teachers will be employed to cover staff absences when the school is entitled to pay a relief teacher for that purpose, or when the school has made provision for it in their annual budget. This would be for reasons such as:
  - sick leave
  - leave without pay
  - other approved leave
  - staff development
  - outdoor education
  - extra curricular activities
- b Every effort will be made to employ registered, trained and qualified teachers as relievers.
- c The school receives no funding to cover staff absences from class for purposes such as:
  - field trips
  - sports activities
  - peer support training
  - timetabling responsibilities
  - extra curricular activities
  - other special school tasks
- d Teaching staff may be required to relieve for a colleague who is absent from class for such reasons.
- e Where it is not possible or not economic to employ relief teachers, teaching staff will be expected to cover colleagues' absences. There may be occasions when permanent staff will be required to relieve for a colleague, even though that absence is one for which the school is entitled to employ a reliever.

- f The relief teacher employed may be more efficiently used covering other classes.
- g Any staff under allocation will be the first on call. A record of relief periods covered by teaching staff will be maintained to ensure the load is equitably shared.
- h The Senior Leadership Team, Heads of House, Deans of House and Guidance Counsellors will not be required to do relief teaching except in exceptional circumstances, nor will any staff who for any reason may have agreed to a teaching programme above their allocation. Each year there may be other staff who, in recognition of other time-consuming tasks, will be similarly treated.
- i Part-time staff may be required to cover form periods on a pro-rata basis if there are insufficient relief teachers in the school for that purpose.

## **5.6 Procedures on allocation of staff to classes**

### **5.6.1 Principles**

- a Heads of Departments are responsible for drawing up recommendations for allocating staff to classes each year.
- b Heads of Departments will consult the staff in their departments prior to drawing up recommendations for allocations. Heads of Departments will take into consideration the preferences of staff, but staff preference cannot over-ride department or general staff requirements.
- c Departments may draw up their own guidelines for allocating staff. These should not be in conflict with, and will not over-ride, general staffing guidelines.
- d Where a Head of Department has staff who teach in more than one subject area, other Heads of Departments should be consulted as to their requirements. Where there are conflicts between the requirements of Heads of Departments for particular staff, the final decision will be made by the Principal or the Deputy Principal (Personnel).
- e Heads of Departments in making their class allocations should endeavour to give all staff a balance of classes across a range of ability and age levels within their subject area.

### **5.6.2 Guidelines**

- a Staff members indicate their preferences for the following year.
- b The Principal or the Deputy Principal (Personnel) advises the timetabler of allocations to be taught by each staff member, and the number of classes to be run in each subject at each level.

- c The timetabler distributes allocation sheets to Heads of Departments.
- d The Head of Department consults individual staff once a preliminary allocation of classes is made.
- e Heads of Departments consult other Heads of Departments where a staff member teaches in more than one subject area. Revision of allocation is followed by further consultation with the staff member.
- f Heads of Departments submit recommended allocation of staff to the Principal or the Deputy Principal (Personnel).
- g Principal or the Deputy Principal (Personnel) discusses allocations with Head of Department. Further revision where necessary will be made in consultation with staff concerned.
- h Allocations are referred by the Principal or the Deputy Principal (Personnel) to the timetabler for incorporation in the following year's timetable draft.
- i Further revision will be made in consultation with Heads of Departments and staff concerned if there are clashes in the draft timetable which require resolution.

## **5.7 Procedures with regard to support staffing (ancillary, caretaker, cleaner, grounds, etc.)**

### **5.7.1 Rationale**

- a Support staff shall be employed in sufficient numbers to maintain support services for teachers and students and to maintain the school in a healthy and safe condition.

### **5.7.2 Principles**

- a The level of support staffing shall be determined from year to year by
  - pupil numbers and teacher numbers
  - size of the school
  - subject requirements
- b The areas where support staffing will be required are:
  - Administration (including finance, personnel, property, etc)
  - Teacher Aide (including reprographics)
  - Caretaking
  - Cleaning
  - Grounds/gardens
  - Careers/Transition
  - Library
  - Contract and Referral (Withdrawal) Rooms
  - Health Clinic
  - Some specialist department areas

### 5.7.3 Guidelines

- a Each year Heads of Department will be invited to apply for teacher aide support time. Allocations will be made on the basis of pupil and teacher numbers, curriculum requirements and budgetary considerations.

## 5.8 Procedures on Permanent Part-Time and Part Time Staff

### 5.8.1 Principles

- a Part-time staffing will be used to meet curriculum needs.

### 5.8.2 Guidelines

- a Part-time staff are expected to undertake the following responsibilities:
  - to fulfil professional requirements of a classroom teacher
  - to attend department meetings, House and Professional Learning meetings
  - to take part in duty on a pro rata basis
  - part-time staff will be included in Professional Learning programmes – if part-time staff are required to attend such programmes outside their normal teaching times, they will be paid to attend.
- b Part-time will not be required to take a form class, but they may be required to cover form periods on a pro-rata basis if insufficient relief teachers are available.
- c After senior students leave at the end of the year, non-permanent part-time staff who lose senior classes will be expected to be at school for the equivalent number of hours for which they are employed, undertaking relief teaching, professional development or other tasks as directed.
- d Part-time staff should be paid for any time spent taking pupils on field trips for which approval has been gained at least one week in advance.
- e Where a position within a Department has consistently required more than 13 hours of part-time staffing over at least three years, and there is no indication that it is likely to drop below that figure in the foreseeable future, consideration will be given to giving this position permanent status.

## 5.9 Procedures on Surplus Staffing

- a Surplus Staffing provisions will be those as set down in the Secondary Teachers Collective Employment Contract, Section 3.10 and Appendix H.

- b** If, during the surplus staffing process, one or more staff members indicate a desire to take up the voluntary option, the Board shall not be obliged to accept any offer. The Board should first determine whether they could adequately staff the school if that offer was accepted. In the case of more offers being received than there are positions to be reduced, the offer of the longest serving staff member should be the first accepted, providing always that the needs of the curriculum areas affected could still be met.
- c** If, during the surplus staffing process, one or more staff members register an interest in having their position disestablished, the Board shall not be obliged to act upon any such registration of interest. The Board should first determine whether they could adequately staff the school if that offer was accepted. In the case of more offers being received than there are positions to be reduced, the offer of the longest serving staff member should be the first accepted, providing always that the needs of the curriculum areas affected could still be met.
- d** The Deputy Principal (Personnel) shall oversee the compilation of the Curriculum and Pastoral Needs Analysis (CAPNA) document upon which decisions relating to the reduction of surplus staffing shall be made.

## **6 REVIEW OF POLICY**

- The Staffing Policy will be reviewed annually by the Personnel Committee.
- The annual review of the Staffing Policy should occur in Term 2 or Term 3.

## PROCEDURES / PROTOCOLS

### Teacher Competence

- Refer Secondary Teachers' Collective Contract
- State Sector Act Section 77c

The State Sector Act 1989 gives to the Chief Executive of the Ministry of Education the responsibility of prescribing those matters that are to be taken into account by employers in assessing the performance of teachers.

The Secondary Teachers' Award outlines the procedures to be followed when a teacher's competence is in question. These procedures are outlined in 2.3.

Until such time as they are varied the minimum standards expected of teachers at Rangiora High School shall be those as set out in F of the memorandum attached to the Secondary Teachers' Collective Contract. These minimum standards are as follows:

### Criteria for Classroom Teaching

- i) *Planning & Preparation:* The teacher shall generally make each lesson contribute effectively towards a planned programme of work within the school's approved scheme of work.
- ii) *Subject Competence:* The teacher shall be competent in the content of his/her subject area and keep informed of developments in it.
- iii) *Teaching Techniques & Management:* The teacher shall:
  - a) impart subject content effectively
  - b) make the approach suitable to the level and cultural needs of the students in the class.
  - c) provide and maintain a purposeful working atmosphere
  - d) stimulate student interest and active participation
- iv) *Relationship with Students:* The teacher shall:
  - a) promote the personal and educational welfare of his/her students
  - b) be willing and able to establish good relationships with students, to respect their individual needs and cultural backgrounds, and to encourage learning.
- v) *Relationship with the School:* The teacher shall:
  - a) establish and maintain effective working relationships with the staff of the school
  - b) contribute towards the effective functioning of the total school operation, including the school's relationship with the parents and with the wider community.

### Criteria for Teachers with Responsibilities

A Unit holder must meet the criteria above and the following additional criteria:

- i) *Area of Responsibility:* The teacher shall:
  - a) understand the aims of the area of responsibility
  - b) be competent in the content of the area of responsibility
  - c) develop a scheme and evaluation programme which is appropriate to the needs of students and which is reviewed regularly
  - d) be aware of national educational developments and changes particularly in his/her area of responsibility.
  
- ii) *Professional Leadership:* The teacher shall:
  - a) within the area of responsibility:
    - ensure that the procedures for making decisions in the teacher's area of responsibility are in keeping with the school's agreed policy:
    - organise and maintain a programme of professional development for all teachers, and ensure that they have equal access to that programme:
    - provide effective advice and guidance to all teachers.
  - b) represent the needs of the area of responsibility within the school
  - c) communicate effectively the goals and tasks of the area of responsibility.
  
- iii) *Relationships with Students:* The teacher shall, within the area of responsibility:
  - a) encourage a purposeful and supportive learning environment free from prejudice in which individual students are not disadvantaged
  - b) monitor teacher/student relationships, ensure appropriate advice and guidance is available, and work effectively within the school guidance network
  
- iv) *Resource Management:* The teacher shall, within the area of responsibility:
  - a) select, manage and maintain resources appropriate to the area of responsibility
  - b) control allocated financial resources
  
- v) *Relationship with Community:* The teacher shall, within the area of responsibility:
  - a) recognise the role of the school in the community
  - b) be able to identify, and be willing to work with the relevant groups in the community.

#### **Criteria for Teachers in Senior Positions above PR4**

- i) *Management & Administration:* The teacher shall:
  - a) provide an environment which facilitates the development of educational goals appropriate to the needs of the students and the school's community
  - b) establish and maintain administrative, management and guidance structures, and a curriculum which reflects goals appropriate to the needs of the students and of the school's community
  - c) develop and maintain effective communication networks within the school
  - d) perform the administrative responsibilities appropriate to the position
  - e) administer fairly all resources allocated to the school
  - f) be aware of national educational developments and changes

- ii) *Professional Leadership:* The teacher shall:
  - a) ensure that the procedures for making decisions in the teacher's area of responsibility are in keeping with the school's agreed policy
  - b) maintain a programme of professional development and ensure that all teachers have equal access to that programme
  - c) ensure that professional advice and guidance is available to all teachers
  - d) ensure all teachers have access to information on matters relating to their conditions of employment
  - e) provide support for teachers in carrying out the goals of the school effectively
  - f) communicate effectively the goals and tasks of the school.
  
- iii) *Relationships with Students:* The teacher shall:
  - a) encourage a purposeful and supportive learning environment free from prejudice in which the needs of individual students are met
  - b) monitor teacher/student relationships
  - c) ensure all students have access to appropriate pastoral, educational and vocational guidance.
  
- iv) *Relationship with Community:* The teacher shall:
  - a) promote effective communication between the school and the community
  - b) be able to identify, and be willing to work with, relevant groups in the community

**When a teacher's competence is called into question, the following procedures shall apply:**

1. The teacher will be advised of the matters causing concern by the Principal. This advice will consist of identification of specific matters causing concern and ways in which such concerns can be remedied.

A programme of assistance will be drawn up by the teacher and the Principal in consultation with the Head of Department concerned. A necessary component of this programme will be sufficient funds being made available from the staff development budget.

The teacher will be provided with appropriate assistance which may consist of in-school collegial assistance, professional and personal guidance.

The teacher will have the opportunity to nominate another teacher who shall act as an adviser.

This period of professional assistance will normally be for 13 school weeks.

At the conclusion of the period of time, the length of which shall be agreed upon between the Principal and the teacher concerned, the Principal, the HOD, the teacher concerned and the teacher's adviser will meet. The teacher's progress will be reviewed and either:

- i) the teacher will be advised that the matter/s causing concern have been rectified; or

- ii) the matter causing concern has not been remedied and that the formal procedures for declassification are to be followed.

2. *Formal procedures*

- a) The teacher must be advised in writing of the specific matters causing concern and of the ways that such concerns can be remedied. The teacher will be advised of their right to consult the union and may elect to have a nominee of the Union present at any point in the procedures.
- b) The teacher is to be given a reasonable opportunity to correct the matters that are of concern. This would normally be 13 school weeks. During this period the teacher is to be given reasonable assistance and guidance. This will involve a programme of in-school advice and guidance drawn up by agreement between the teacher, the HOD and the Principal. The teacher will be given the opportunity of nominating an in-school adviser to be involved in this process of review. Reasonable assistance involves the provision of further staff development funds to the teacher. The programme of assistance may involve teachers from other schools assisting the teacher in-school or the teacher visiting other schools.
- c) An assessment is made as to whether or not the teacher has remedied the matter causing concern. The process and result of any evaluation is to be recorded in writing, sighted and signed by the teacher. Assessments shall be made by the Principal, the HOD and by another suitably qualified person appointed by agreement between the Principal and the teacher concerned. Assessment reports will be shown to the teacher on each occasion they are made. The teacher shall be given opportunity to comment on each assessment.
- d) No action shall be taken by the employer (the Board of Trustees) on a final report until the teacher has had a reasonable time to comment (in writing or orally or both) to the employer.
- e) If the teacher has failed to remedy the matter causing concern then he/she will be given 2 months notice of termination of employment.
- f) A copy of any report to the Teacher Registration Board shall be made available on request to the teacher.
- g) A teacher aggrieved by an action taken by the employer under these provisions must be advised of their right to pursue a personal grievance in terms of the procedures contained in part 1B in the Secondary Teachers' Award.

## **PROCEDURES / PROTOCOLS**

### **Teacher Conduct & Discipline**

#### *Rationale*

Teachers have a relationship of trust with, and service to young people. Implicit in this relationship is an understanding of the conduct expected of a teacher. This policy sets out what is expected of a teacher at Rangiora High School. It also sets out what courses of action will be taken in the event of a complaint being made that the code of conduct has been broken in some way.

#### *Legislation / Regulations Relevant to this Policy*

The Code of Conduct detailed below outlines the minimum expectations of staff at Rangiora High School. The Teachers' Collective Agreement outlines procedures to be followed in the event of serious complaints against a teacher.

Section 158 of the Education Act lists the particular offences that may be a cause for disciplinary action. These are detailed in this policy.

### **THE CODE OF CONDUCT:**

#### *Responsibilities of teachers:*

1. Teachers should:
  - a) be concerned for the quality of the service they provide to students
  - b) be concerned for the welfare of students
  - c) help all students to develop their potential for personal growth
  - d) treat students justly and without prejudice
  
2. Teachers should:
  - a) respect the basic responsibility of parents/caregivers for their child and seek to establish a co-operative relationship with them
  - b) encourage community participation in the school
  
3. Teachers should:
  - a) recognise an obligation as a member of the teaching profession to maintain a high standard of conduct and performance
  - b) be concerned for the welfare of colleagues
  - c) present themselves as an appropriate role model in behaviour and language.

### **Unethical Conduct**

4. The following practices abuse the trust that a student can expect to have in a teacher.

Accordingly it shall be held unethical for a teacher:

- a) to punish a student excessively or unfairly

- b) to show any form of prejudice in dealing with any student
- c) to use authority as a teacher to compel any student to participate in any extra-curricular activity.  
**NOTE:** A student can, however, be expected to make her/himself available for any activity which is linked to a subject for which he/she is enrolled.
- d) to use authority as a teacher to put pressure on, or attempt to compel any student to pay for extra tuition in any course taught by the teacher
- e) to criticise any student to anyone not directly concerned with the welfare or education of the student
- f) to divulge information about students or parents/caregivers except when required by law or in accordance with the best interests of the students
- g) to supply copies of school reports to any person other than the students concerned or their parents/caregivers
- h) to engage in any form of sexual or other type of harassment of any student
- i) to discriminate on the grounds of gender, race, religion, political belief, sexual orientation, age, or socio-economic, marital or parental status,.

5. The following practices abuse the trust that teachers can expect to have in each other.

Accordingly it shall be held unethical for a teacher

- a) to compel any other teacher to carry out extra-curricular activities
- b) to compel any other teacher to undertake professional duties for which the teacher is not trained or qualified or has not at the time of application agreed to undertake or which the teacher has not negotiated subsequently as part of a revised job description
- c) to speak in derogatory terms of any other staff member or criticise the work of any other staff member in the presence of students or in public
- d) to coach a student of any other teacher in any course of study without first consulting that teacher
- e) to advertise or promote any commercial coaching activity using the teacher's position at Rangiora High School or the facilities of Rangiora High School, to promote this activity
- f) to offer or accept appointment to a basic scale position before the advertised closing time for that position or to offer or accept appointment to a senior position before the time allowed for return of referees' reports has elapsed.
- g) to be a party to any request or agreement to withdraw an application for appointment
- h) to show any form of prejudice in dealing with any other staff member
- i) to engage in any form of sexual or other type of harassment of any other staff member
- j) to discriminate on the grounds of gender, race, religion, political belief, sexual orientation, age, or socio-economic, marital or parental status.

## PROCEDURES / PROTOCOLS

### Teacher Disciplinary Procedures

#### Disciplinary Procedures

##### Complaints

###### *Step One*

1. When a complaint against a teacher is received by either the Principal or the Board of Trustees, it shall be investigated.
2. The Principal will examine the substance of the complaint. In all cases the procedures set out in the Board's complaints policy will be followed.
3. Minor matters will be dealt with by a simple word of caution.
4. The Principal will make the judgement about whether or not a complaint is serious enough to refer to the Board.
5. A record shall be kept by the Principal of all complaints received and dealt with and the outcomes of dealing with those complaints.
6. The outcomes will be in written form, a copy of which will be given to, and will be signed for by the teacher.

#### Procedures to Deal with Serious Complaints

##### Complaints

###### *Step Two*

1. Where a breach of discipline appears to have occurred, the Board has the responsibility and the right in each case to determine whether formal disciplinary procedures should be initiated against a teacher.
2. In order to determine this the Board will undertake an initial investigation.
3. Depending on the circumstances that investigation will be carried out either by one person or more than one person.
4. The teacher is to be advised that this initial investigation will take place and, where it is to be carried out by more than one person, the teacher may elect to have a nominee of the PPTA as a member of it.

###### *Step Three*

1. Where the Board decides to initiate formal disciplinary procedures against a teacher, the following principles are to be observed:
  - a) The Board or its agent will advise the teacher in writing of the reason for the disciplinary procedures being initiated, invite the teacher to respond in writing, and advise the teacher of her/his right to request union assistance and/or representation at any stage.
  - b) Before any substantive action is taken, an appropriate investigation must be undertaken by the Board. The teacher is invited to attend any hearing and to make a statement concerning the matter either personally or through a representative.
  - c) Notwithstanding (b) above, if the Board is satisfied that the welfare and interests of any student attending the school so requires, the Board may at any time before the matter has finally been disposed of, either:
    - i) suspend the teacher.  
**NOTE:** Suspension would normally be on pay except in exceptional circumstances; or
    - ii) transfer the teacher to other duties

- d) Where a breach of discipline is held to have occurred, the Board will not impose any penalty on the teacher without first:
    - i) giving the teacher the opportunity to make representations to it and
    - ii) taking into account any period of suspension already imposed.
  - e) In the case of a finding of serious misconduct, the employer may dismiss the teacher without notice.
2. Penalties which may be applied by the Board include:
- a) a caution, reprimand, or censure
  - b) restitution of funds/property in case of theft
  - c) a salary deduction in the case of being absent without leave
  - d) dismissal from the position held at school
  - e) a recommendation to the Teachers' Registration Board that the teacher be deregistered.
3. Where a teacher has been suspended, and subsequently a breach of discipline is held not to have been proved, the teacher shall, unless the teacher has already resigned, be entitled forthwith to resume teaching duties.
4. The following are examples of matters that may warrant disciplinary action. This is not an exhaustive list nor is it intended that every such matter listed here must always be treated as a disciplinary matter. Each case must be assessed on its individual merits:
- a) Disobedience of lawful orders or instructions.
  - b) Negligence, carelessness or indolence in carrying out her/his duties as a teacher.
  - c) Gross inefficiency of incompetence as a teacher.
  - d) Misuse or failure to take proper care of school property or equipment in her/his custody or charge.
  - e) Absence from duty without valid excuse.
  - f) Conduct in her/his capacity as a teacher or otherwise which is unbecoming to a member of the teaching service.

### PROCEDURES TO BE FOLLOWED IN THE FORMAL DISCIPLINARY INQUIRY

#### *Introduction*

- The following procedures are intended for the guidance of the Board together with those people appearing before the Board.
- The proceedings of the inquiry will be formal and will be conducted in a fair and reasonable manner to ensure the proper conduct of the hearing and to give every person a fair opportunity to present their case.

#### *Procedural Guidelines*

- Members of the Board who participated in the preliminary investigation will not take part in the formal Board inquiry.
- All hearings will be held in committee.
- The Board will decide prior to the commencement of the inquiry who will conduct the investigation on its behalf and who will present the case to the inquiry.
- The teacher may present his/her own statement or a statement may be made on the teacher's behalf by his/her representative.
- It is advisable to have at least 10 copies of a written statement of evidence and of the points you wish to make. This statement can be read or used as a basis for discussion and further explanation may be made of any points raised.
- In presenting statements subject matter must not be introduced which is beyond the scope of the alleged breaches of discipline.
- Board members and the teacher appearing before the Board will receive all written documentation pertaining to the matters under inquiry at least 5 working days prior to the day of the inquiry. All documentation will be supplied to Board members in confidence and will be for their eyes only.

#### *Procedures at the Hearing*

- Prior to the commencement of the hearing, the Secretary will check the attendance of those involved in the hearing. The teacher will be invited to be present for the duration of the inquiry up to the point when the Board considers its decision. All persons who present evidence shall be available to answer questions from the Board or the teacher unless the parties agree to the contrary.
- To assist the Board in its deliberations, the Board will have the Secretary present to keep a record of proceedings and the Board may have advisers present to assist it.
- The Chairperson will introduce those present at the hearing.
- A statement outlining the offences being considered and penalties that could be applied if substance to the complaint(s) is found will be read out.
- The inquiry will proceed to examine the facts relating to the alleged breaches of discipline. The facts of the matter from the very beginning will be considered.
- The Board may call any other witness they believe can add to their understanding of the facts under inquiry. Board members may ask questions of clarification through the Chairperson.

- The Board will then consider the written response (if any) made by the teacher who is the subject of the inquiry.
- The Board will invite the teacher to make a personal statement. This may be made on the teacher's behalf by a representative.
- The teacher may call witnesses in support of his/her teacher's case. Witnesses' evidence may be accepted in written form. Board members may ask questions of clarification through the chairperson of both the teacher and any witnesses called. The teacher is not obliged to answer questions put to her/him.
- Any witness called shall be present at the inquiry only at the time he/she is making her/his submissions.
- The person presenting the submissions in support of the complaint lodged will have right of reply to any matters raised in the hearing, but may not introduce new matters.
- The teacher or the teacher's representative will have the right to make a final submission summarising the key points in defence.
- Once the Board has established the facts of the matter to its satisfaction and has completed its interviews of witnesses, the Board will immediately proceed to consider its decision as to whether it finds substance to the complaint.
- Only the Board members sitting as a committee of inquiry will take part in the decision-making process.
- The Board may wish to defer a decision to enable adequate time for proper deliberation on the application and the evidence. No further information may be sought or considered by the Board upon resumption after an adjournment.

#### *Decisions*

- Once the Board has made its decision, it will advise the teacher in writing within 3 days as to what that decision is.
- If the Board finds substance to the complaint, the teacher will be invited to respond within three working days.
- After considering the response, the Board will then decide whether or not to impose a penalty and the nature of the penalty. Any penalties imposed will be in accordance with one or other of the penalties detailed in the Teachers' Collective Agreement. If a penalty is imposed, the teacher will be advised of his/her right to pursue a grievance.
- The teacher can take a personal grievance at any time during the procedures.