

Personnel Management NAG 3

Personnel Polices

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Teacher Performance Appraisal	February 2009
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Policy: Teacher Performance Appraisal

Rationale

The quality of teaching will be recognised and evaluated, and areas of professional development will be identified.

Purpose

To improve the quality of teaching and learning.

Guidelines

- Performance appraisals will include:
 - Agreed performance goals for the year;
 - Self appraisal against the job description, appropriate professional standards & performance goals;
 - A programme for classroom observation;
 - An evaluative interview including feedback towards the end of the year.
- The performance appraisal of the Deputy and Assistant Principals is undertaken by the Principal.
- The performance appraisal of other teachers is undertaken by the DP, or AP depending upon whom the teacher is responsible to except that Beginning Teachers are appraised by their Tutor Teachers. If more appropriate, classroom observations may be carried out by a person other than the appraiser.
- Each teacher will have an agreed job description on which appraisals will be based.
- The interim professional standards for primary school deputy / assistant principals and primary school teachers are deemed to be part of each teachers job description and are therefore included in the appraisal process.
- Teacher performance appraisal is a part of the teacher training and development programme.
- Teacher development and the process of performance appraisal is paid for from the teacher training and development budget.
- All results of appraisal are confidential to the person being appraised, his/her appraiser and the Principal. Information that is no longer relevant to appraisal will be destroyed.
- The Board's responsibilities are confined within its governance role ensuring that:
 - The policy is carried out as defined;
 - There is a training budget sufficient to meet identified needs;
 - The performance appraisal policy and process is reviewed on a regular basis.
- Other than being responsible for the Principal's appraisal, the Board is not involved in the process of performance appraisal of teaching staff.
- All staff will be treated fairly and equitably within the Board's EEO policy .
- Disputes about the process and/or the outcome of performance appraisal will be dealt with as follows:
 - Teachers may seek a review with another Senior Staff member or the Principal;
 - Senior Staff members may seek a review with another Senior Staff member;
 - Should the dispute not be resolved by the process described above, the school may seek mediation from an external agency, eg NZEI Counsellor, an independent Education Consultant, a professional mediator.

NB: Matters of competency are not dealt with through the process of performance appraisals (refer to relevant CA).

Review

This policy will be reviewed on an annual basis as part of the performance appraisal process.

Chairperson: _____ Principal: _____ Date Reviewed:
Michelle Cooper Pat Poland February 2009



Policy: Principal Appraisal

Rationale

As part of its obligations as an employer in the education sector the Board of Trustees is required to ensure the Principal undertakes an appraisal process every twelve months.

Purpose

The Board of Trustees, through an appraisal process, will (a) acknowledge good performance of the Principal and (b) identify areas for development.

Guidelines

1. Responsibility for managing the Principal's appraisal is delegated to the chairperson of the Board.
2. The chairperson may, if deemed necessary, engage in consultation with the Principal persons with appropriate skills to contribute to the process e.g. a consultant will be engaged in each third year of the appraisal cycle to provide an independent appraisal of the Principal.
3. The chairperson and Principal will through consultation determine a process for conducting the appraisal.
4. The prime focus of the appraisal will be the Principal's job description and the Primary Principals Professional Standards, assessed against performance indicators and any further goals decided upon through consultation between the Principal and the Chairperson.
5. The appraisal process will be recorded in the Performance Agreement and implemented annually.

Confidentiality

Any documentation relating to the Principal's appraisal will remain confidential to the Principal and the board chairperson, unless the Principal agrees otherwise.

Dispute Resolution

Any dispute related to the appraisal process will be referred to an independent arbitrator mutually agreed upon by the Principal and the board chairperson. Arbitration will be binding on both parties.

In the final analysis the Board as employer will have responsibility for the final decision.

Review

This policy will be reviewed annually.

Chairperson: _____
Michelle Cooper

Principal: _____
Pat Poland

Date Reviewed:
February 2009

Policy: Principal's Expenses

Purpose

As a good employer, the Board will budget annually for the professional development of the Principal and to reimburse the Principal for expenses incurred in the proper performance of the Principal's duties

Implementation

1. The budget for Principal's expenses will meet the costs of:
 - a. Professional development,
 - b. ~~The rental of a notebook computer for the Principal's use,~~
 - c. Minor stationery and equipment needs for the Principal's office,
 - d. Occasional "hospitality,"
 - e. ~~The reimbursement of 33% of the Principal's private telephone rental;~~
 - f. Vehicle use while on school business at the same rate outlined in the *Principals Collective Agreements* ~~is paid to teachers;~~
 - g. Other genuine expenses, as per the Primary Principals Collective Agreement.
2. As a member of the Board, the Principal will receive meeting fees at the same rate as is paid to the Chairperson.

Review

This policy will be reviewed on an annual basis or on the appointment of a new Principal.

Chairperson: _____ Principal: _____ Date Reviewed:
Michelle Cooper Pat Poland February 2009



Policy: Equal Employment Opportunities

Rationale

In accordance with the requirements under the State Sector Amendment Act 1989, Deanwell School supports the development and implementation of an equal employment opportunities programme.

We are committed to the goal of freedom from discrimination and we recognise the need for an active approach to the achievement of equal opportunities in employment

Purpose

The purpose of this policy is to ensure that all employees and applicants for employment are treated according to their skills, qualifications, abilities and aptitudes, without regard to irrelevant factors.

Guidelines

1. Annually, Deanwell School will implement an EEO programme in consultation with Board employees.
2. The Board will, from time to time, appoint an appropriate staff or Board member who will be responsible for co-ordinating the development and implementation of the EEO programme, and who may be contacted for further information about EEO matters in the school.
3. All personnel policies and practices will include EEO principles. Personnel policies and practices include the areas of recruitment and selection, staff training and development to further career opportunities, and conditions of service.
4. Annually report on the EEO programme to the Education Review Office.

Conclusion

An EEO programme is a requirement in Deanwell School. By implementing the guidelines and working in co-operation with our employees, the school Board will make equal employment opportunities a reality in our school.

Review

This policy will be reviewed on an annual basis or on the appointment of a new Principal.

Chairperson: _____
Michelle Cooper

Principal: _____
Pat Poland

Date Reviewed:
February 2009

Staff Appointments Policy

Rationale

Board of Trustees Role

1. The Board is formally the employer of all the staff at the school and consequently has the employer's rights to appoint, reward, discipline and dismiss its employees.
2. The Board has the right to delegate its authority to sub-committees of the Board and to staff.

Principal's Role

1. Principals as personnel managers have the professional expertise to recommend appropriate appointments.
2. In most areas of personnel management the Board will need to rely greatly on the professional judgement and advice of the Principal.

Purpose

To ensure that the best suited applicant for a position is employed given the applicant's experience, qualifications and abilities which are relevant to that position.

Guidelines

1. Delegations:
The Board delegates to the Principal the responsibility of the following:
 - a. Job Description;
 - b. Person specification (ie. skills and qualifications necessary to perform the job description);
 - c. Selection criteria;
 - d. Advertising vacancy (content and distribution);The Board delegates to Appointment Committee the responsibility of the appointment process:
 - e. Short listing;
 - f. Interview;
 - g. Recommend appointment.
2. Unresolved problems during any stage of the appointment process should be referred to the Board.
3. The committee will include:
 - a. Principal
 - b. BOT personnel representative
 - c. BOT staff representative;
 - d. A senior staff member from the area of the school in which the appointee will teach.
 - e. If the position being filled is for senior management, the Deputy Principal or Assistant Principal will serve on the Appointments Committee.
4. The Principal, in consultation with staff, will be responsible for the employment of:
 - a. Day-to-day relievers required for the temporary absence of staff
 - b. Fixed term teaching staff, for a duration of up to and including 12 months.
 - c. Support staff.
8. Principal
 - a. For appointments to the position of Principal, the Board may elect a subcommittee of trustees to be the Appointments Committee or the full Board may be involved in the appointment.
 - b. The Board may invite a Principal of another local school or an Education Consultant to assist with the process of appointing a Principal.
 - d. The full Board must approve the Principal's appointment.



Personnel Management

9. The “best suited applicant” for each position will be appointed. However should there be more than one suitable applicant, EEO principles will apply.
10. Board approval shall be by majority vote, providing there is a Quorum. Trustees who are members of the appointments committee for the position do not count towards a Quorum. All trustees present have full voting rights (except those disqualified because of Conflict of Interest).

Review

This policy will be reviewed on an annual basis or on the appointment of a new teaching staff or a new Principal.

Chairperson: _____
Michelle Cooper

Principal: _____
Pat Poland

Date Reviewed:
February 2009

Policy: Discretionary Leave

Rationale

The Board of Trustees as formal employers must be seen as fair and equitable whilst meeting the needs of the staff, students and parents.

Purpose

1. To clarify for the Board and staff guidelines under which discretionary leave may be granted.
2. To minimise any disruption to classes of children and to the school management.

Leave Definition:

Discretionary Leave is defined as absence from school for special circumstances when the school is officially open for instruction, and which are not covered elsewhere in relevant Employment Agreements.

Short Term Leave:

The Principal has the delegated authority to grant up to five days discretionary leave with or without pay for circumstances which may or may not be covered in an Employment Agreement.

Long Term Discretionary Leave For Professional Or Personal Development:

- ▶ Teaching staff may make written application for leave without pay for a maximum period of one school year for Professional or Personal Development.
- ▶ Professional courses, secondment to a College of Education or leave to undertake contracts with the Ministry of Education or similar will be considered as professional development.
- ▶ The Board will consider applications for leave after three years continuous service at Deanwell School; however previous teaching service may be considered. The Board of Trustees may approve this, subject to suitable relieving teachers being available.

Guidelines

1. Each application for leave will be treated on a case by case basis. However, in this policy, leave is purely discretionary and not an entitlement as of right.
2. Applications must be made well in advance with a minimum of six weeks to allow the Board to make a decision and for suitable relieving teachers to be arranged
3. Periods of leave immediately preceding or following school holiday will be preferred. Periods of long term leave in midterm will only be granted in exceptional circumstances.
4. All decisions will be made in a manner that is consistent and that treats all staff fairly and equitably within EEO principles.
5. For long term leave, parents/caregivers will be given at least two weeks notice of a teacher's leave & relief teacher arrangements if possible.
6. All applications for leave will be submitted to the Principal in the first instance. The Principal will make recommendation to the Board based on the above guidelines.
7. Discretionary Leave with or without pay to meet such circumstances as civic obligations e.g. jury service will be considered separately by the Board.
8. Jury Service
 - a. Paid leave shall be granted to an employee if required to perform jury service for up to a period of five days, subject to the Employee paying the Employer all remuneration received for performing jury service.
 - b. In the event that an employee is unable to or does not wish to undertake Jury Service, the Board will support a written application seeking exemption.
 - c. A staff member who is not required at Court for the day will return to school.



Review

This policy will be reviewed annually.

Chairperson: _____
Michelle Cooper

Principal: _____
Pat Poland

Date Reviewed:
February 2009

Policy: Management Structure & Management Units

Rationale

1. To provide effective management of the school
2. To allocate Units of payment on an equitable basis
3. To maintain career opportunities and advancement for teachers.

Guidelines

1. The Management Structure of Deanwell School will comprise:
 - ▶ Principal
 - ▶ Deputy Principal
 - ▶ Assistant Principal
 - ▶ Senior Teachers
2. Units for management will be allocated on a permanent basis to the positions of Deputy Principal, Assistant Principal and Senior Teachers according to the number of Units that the school is entitled to receive.
3. The number of Units for management, responsibility, recruitment, retention and/or reward to which the school is entitled is indicated on grading and staffing notifications from the Ministry of Education. Provisional staffing for the following year is received in September and confirmed in March for that year. Note: Collective agreement - Up to 40% of the units may be allocated on a fixed term basis.
4. Because the number of Units to which the school is entitled may change from year to year, the teaching staff will be consulted each year about the management structure and allocation of Units for the following year.
5. For 2009 the school is entitled to eighteen (18) Units allocated as follows:

	<u>Status</u>	<u>2008</u>	<u>2009: 18</u>	<u>2010: 24</u>
DP	P	3	4	4
AP	P	2	3	4
ST	P	1	2	2
ST	P	1	2	2
ST	P	1	2	2
Assessment (incl CM)	F	1	1	1
Target 1	F	0	0.5	1
Target 2	F	0	0.5	1
Target 3	F	0	Release	
E Learning	F	1	1	1
Literacy Leadership	F	0	1	1
Enviro-schools	F	0	1	0
		2018	18	2

6. Should the entitlement to Units need to be reduced the following will occur:
 - a. Fixed term units will be reduced; or
 - b. The Board of Trustees will be asked to fund an additional unit(s).
7. Should the entitlement of units exceed the number required for management positions, the additional units will be allocated in the following priority order:
 - a. Any teacher who undertakes a special project for the school that meets the following criteria may apply to receive a Unit for a fixed term of 6 months:

Personnel Management

- The project requires the tasks to be undertaken mainly outside of regular hours of attendance at the school.
 - The role requires regular meetings, consultation and record keeping tasks.
 - The project is beneficial to the whole school.
- b. The management team excluding any who may be applicants will decide on the allocation of the fixed term Units.
8. Unit holders may resign one (or more) of their units at any time while remaining on the teaching staff.
9. Primary Teachers' Collective Agreement 2007-2010 is deemed to be a part of this policy.

Review:

This policy will be reviewed on an annual basis as per guidelines 3 and 4.

Chairperson: _____
Michelle Cooper

Principal: _____
Pat Poland

Date Reviewed:
December 2008



Policy: Police Vetting of School Employees

Rationale

Every Board of Trustees is responsible for taking reasonable measures to protect students from harm, and to ensure that all employees maintain proper standards of integrity and conduct (State Sector Act S77A).

Purpose

1. To ensure that the school is a safe environment for all children and adults.
2. Police vetting is a screening process, not a selection criteria.

Guidelines

1. The Board will use the vetting process set up by the New Zealand Teacher's Council.
2. All registered teachers have already been vetted through the registration and provisional registration process.
3. On employing a new staff member, other than a registered teacher, a position will not be confirmed until the vet is completed. The letter of appointment will state that the appointment is provisional, pending the outcome of the Police Vet.
4. At the recruitment stage, if a police vet raises issues pertaining to the appointment, Deanwell School, through the Principal and Board chairperson, will examine the totality of the record to determine if it should disqualify an applicant. This should include:
 - a. How long ago the conduct occurred and the circumstances surrounding the conduct in question.
 - b. The age of an individual at the time of the offence.
 - c. Societal conditions that may have contributed to the nature of the conduct.
 - d. The probability that an individual will continue the type of behaviour in question.
 - e. The individual's commitment to rehabilitation and to changing the behaviour in question.
5. Applicants have to be treated fairly and have their privacy respected. Any issue should involve the applicant and the appropriate agency from which the information is received.
6. Offences not acceptable include, past history of sexual abuse of children, conviction for any crime in which children were involved, history of any violence or sexually exploitative behaviour, previous convictions relating to fraud and drug-related offences.
7. If the vet does not reveal any criminal offences or concerns by the police then the vet should be destroyed or handed to the employee or contractor. A record of the vet having taken place must be kept.
8. If the vet reveals criminal offences or concerns by the police then consideration needs to be given as to whether the information should affect employment at or access to the school. Every situation is different and should be discussed with an NZSTA personnel/industrial relations adviser before any action is taken. Some of the factors that may be looked at are:
 - ▶ How serious was the offence?
 - ▶ How long ago was the offending?
 - ▶ Has a sentence been served or are they still doing PD or community service?
 - ▶ Was it a one-off offence or is there a pattern of offending?
 - ▶ What is the employee's/contractor's role in the school? How does the type of offence relate to it?
 - ▶ The concerns raised by a "Red Stamp"? (a "Red Stamp" indicates police have concerns about the person working with children)

Review:

This policy will be reviewed annually.

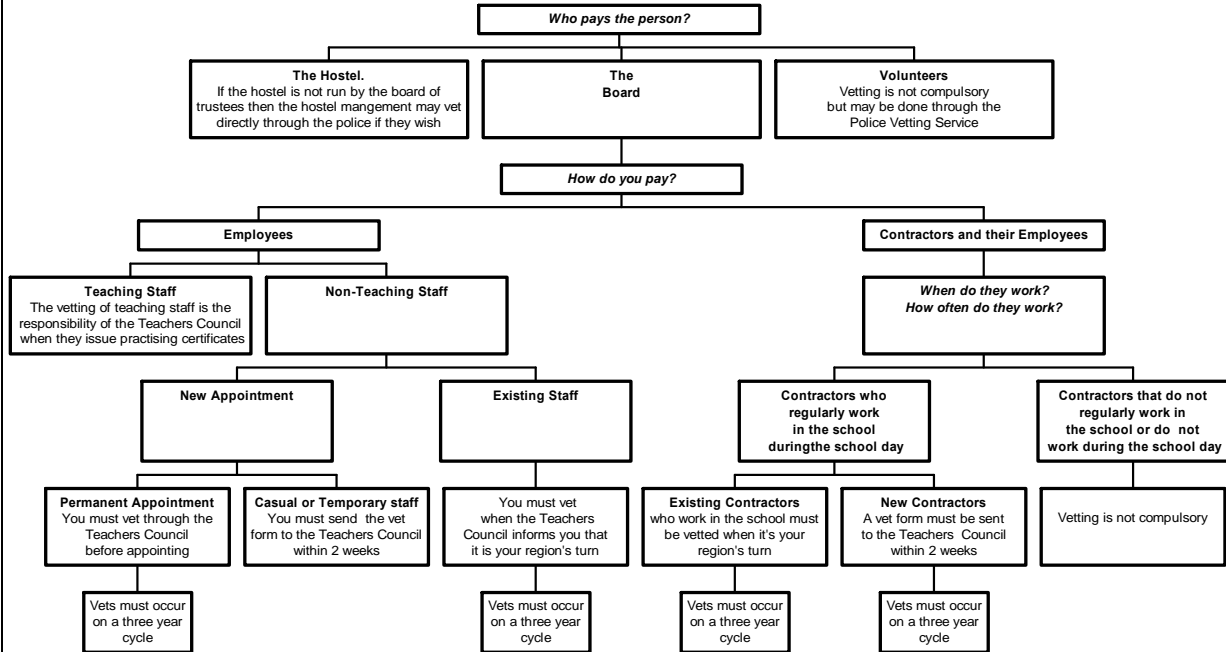
Chairperson: _____
Michelle Cooper

Principal: _____
Pat Poland

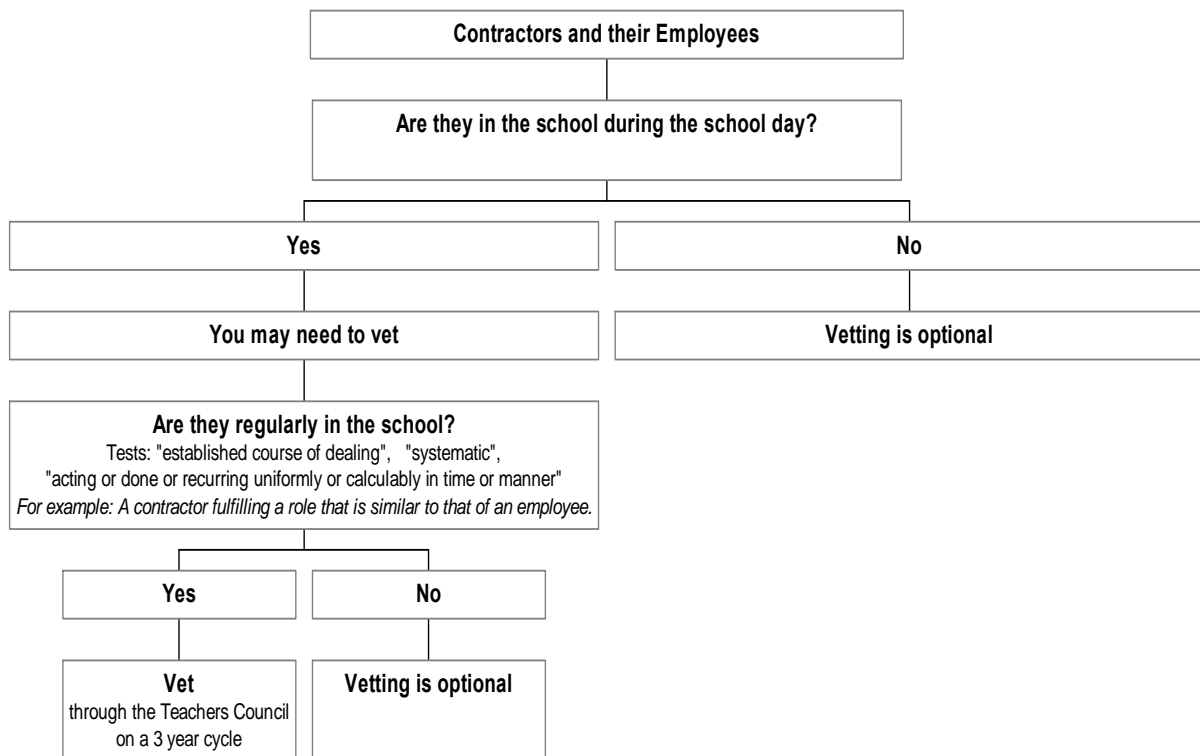
Date Reviewed:
February 2009



Who is police vetted?

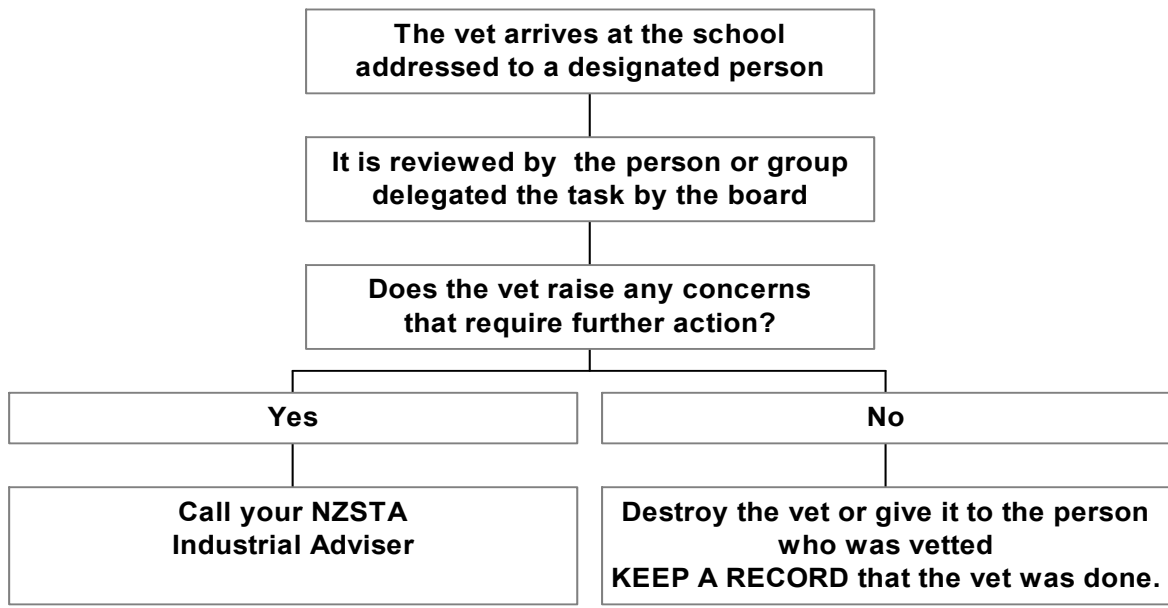


Contractors





What happens to a vet?



Policy: Protected Disclosures Act

Rationale

The purpose of this policy is to provide information and guidance to employees of the school who wish to report serious wrongdoing within the school. This policy is issued in compliance with of the Protected Disclosures Act 2000 and will apply from 1 January 2001.

Definitions

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.

Definition of Serious Wrongdoing

Serious wrong doing includes any serious wrong doing of any of the following type:

- ▶ an unlawful, corrupt, or irregular use of funds or resources of a public sector organisation or
- ▶ an act or omission or course of conduct that constitutes a serious risk to public health or public safety or the environment; or
- ▶ an act, omission, or course or conduct that constitutes a serious risk to the maintenance of law, including the prevention, investigation, and detection of offences and the right to fair trial; or
- ▶ an act, omission, or course of conduct that constitutes an offence; or
- ▶ an act, omission, or course of conduct by a public official that is oppressive, improperly discriminatory, or grossly negligent, or that constitutes gross mismanagement; -
- ▶ whether the wrongdoing occurs before or after the commencement of this act.

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;
- ▶ the employee believes on reasonable grounds the information to be true or is likely to be true;
- ▶ the employee wishes the wrongdoing to be investigated; and
- ▶ 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 and Principal;
- ▶ former employees and Principals; and
- ▶ contractors supplying services to the school.

Protection of employees making disclosures

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 their employers;
- ▶ May access the anti-discrimination provisions of the Human Rights Act in respect of retaliatory action from their employers;
- ▶ Are not liable for any civil or criminal proceedings, or to a disciplinary hearing by reason of having made or referred to a disclosure; and
- ▶ Will, subject to Clause 5 of the Procedure, have their 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 the Deanwell School who wishes to make a protected disclosure should do so using the following procedure.

1. **How to submit a disclosure**

The employee should submit the disclosure in writing.

2. **Information to be contained**

The disclosure should contain detailed information including the following:

- The nature of the serious wrong doing;
- The name or names of the people involved; and
- Surrounding facts including details relating to the time and/or place of the wrong doing if known or relevant.)

3. **Where to send disclosures**

A disclosure must be sent in writing to the Principal (who has been nominated by the Board of Deanwell School to be the person to receive disclosures) under the provision of Section 11 of the Protected Disclosures Act 2000 for this purpose.

If you believe that the Principal is involved in the wrong-doing or has an association with the person committing the wrong doing that would make it inappropriate to disclose to them, then you can make the disclosure to Chair of the Board of Trustees.

4. **Decision to investigate**

On receipt of a disclosure, the Principal must within 20 working days examine seriously the allegations of wrong doing made and decide whether a full investigation is warranted. If warranted a full investigation will be undertaken as quickly as practically possible, through an appropriate authority.

5. **Protection of disclosing employees name**

All disclosures will be treated with the utmost confidence. When undertaking an investigation, and when writing, the report, the Principal 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
- To prevent serious risk to public health or public safety or the environment
- To have regard to the principles of natural justice.)

Personnel Management

6. **Report of investigation**

At the conclusion of the investigation the Principal will prepare a report of the investigation with recommendations for action if appropriate, which will be sent to the Board of Trustees.

7. **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:

- The (last resort person) in the school responsible for handling the complaint is or may be involved in the wrongdoing; or
- 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.

8. **Disclosure to Ministers and Ombudsman**

A disclosure may be made to a Minister or an Ombudsman if the employee making the disclosure has made the same disclosure according to the internal procedures and clauses of this policy, 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.

Review:

This policy will be reviewed annually.

Chairperson: _____
Michelle Cooper

Principal: _____
Pat Poland

Date Reviewed:
February 2009

Policy: Complaints About Another Person

Rationale

Deanwell School has clear guidelines for students, parents / caregivers, staff and Board members to deal with complaints.

Purpose

To ensure that:

1. Where people have a grievance or if they have other serious concerns, they will be listened to, the complaint will be fairly evaluated, and appropriate action will be taken.
2. All complaints are dealt with fairly and principles of natural justice are followed.

Guidelines

1. Student complaint about another student:

If peer mediation does not work or is inappropriate, the Complaint will be made to a staff member, who will:

- Investigate (interview child)
- Appropriate action will be taken (dismiss complaint, consequence, contact parent / caregiver, inform Deputy Principals etc).

2. Complaint by student about a staff member to another staff member

If in their judgement the complaint has substance the staff member will:

- Refer to Deputy Principal, Assistant Principal or Principal who will take appropriate action. (e.g. interview the student and inform teacher concerned and discuss, etc)

3. Complaint about another staff member made to a staff member by a parent / caregiver

The staff member will refer the parent / caregiver to either the Principal, Deputy Principal or the Assistant Principal.

4. Complaints made about a staff member by parents / caregivers or another staff member

- a. All complaints will be dealt with by the Principal.
- b. If the matter is a "serious" complaint, the Principal will request that the complainant make a signed, written complaint.
- c. The staff member will be informed.
- d. All actions will be guided by the appropriate employment contract and common law of NZ.
- e. Complaints of a criminal nature will be referred to the appropriate sections of the Police.

5. Complaints about the Principal made by students, teachers, staff, parent / caregivers

- a. Complaints will be referred to the Chairperson of the Board of Trustees who will request the complaint be put in writing. Attempts will then be made to resolve the complaint with the Principal and the complainant.
- b. NOTE: At all times, the Chairperson will abide by the procedures in the relevant employment contract.

6. Complaints about a Board member

- a. These will be referred to the Chairperson of the Board.
- b. The Chairperson will request the complainant to make a signed written complaint and attempt to resolve, and inform the Principal of the complaint; and / or
- c. The Chairperson and Principal will discuss with the board member to resolve.

7. Complaints about the Chairperson

- a. These will be referred by the Principal to the Deputy Chairperson of the Board.
- b. The Deputy Chairperson and Principal will discuss with the Chairperson and resolve; and / or
- c. Request the complainant make a signed written complaint and attempt to resolve.

Personnel Management

8. ALL complaints will be guided by:
 - a. The relevant Employment Agreement.
 - b. Where Board involvement is necessary, complaints will be dealt with at an in-committee Board meeting.
9. Complaints regarding other agencies of the school, or organisations working with the school, should be referred to the Principal.
10. Safeguards Against Sexual Harassment
 - a. Provide curriculum programmes on coping with fear, anxiety, getting safely to and from school, building self-esteem and respect for others. (Refer PE & Health Syllabus eg Keeping Ourselves Safe).
 - b. It is the responsibility of the Principal to maintain a school environment free from unwelcome behaviour and to provide a mechanism for reporting sexual harassment, ensuring a fair investigation and avoiding reprisals against the complainant.

Review:

This policy will be reviewed annually.

Chairperson: _____
Michelle Cooper

Principal: _____
Pat Poland

Date Reviewed:
February 2009

Policy: Classroom Release Time

This is an operational policy designed in consultation between the Principal and teaching staff of Deanwell Primary School. The policy must be written in conjunction with clause 5.30 of the Primary Teachers Collective Agreement 2007 – 2010.

Intent & Purpose

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

Definition

For the purpose of this policy, the following definitions shall apply:

Classroom Teacher – A full-time teacher who holds prime responsibility for the planning, implementation, assessment, evaluation and reporting of a sequential programme for a group of students within a school, excluding:

- ▶ The Principal;
- ▶ Teachers wholly released by entitlement staffing;
- ▶ Teachers bound by another collective agreement.

From 2007 "A full-time teacher" will be replaced with "A teacher employed for 0.8 or more".

Guidelines

Use of Classroom Release Time

This policy contains a list of the most common uses for classroom release time in our school. The list may be amended from time to time through consultation with teachers. Principal and individual teachers may also agree to other uses from time to time.

In our school classroom release time will be used for:

- a. Planning
- b. Evaluation
- c. Reporting
- d. Personal professional development
- e. Observing other teachers
- f. Visiting other schools
- g. Syndicate meetings for long term planning.
- h. Assessment / Year Books
- i. Any other use agreed to from time to time between teacher and Principal

Allocation of Classroom Release Time (examples listed below will be negotiated)

Each teacher will be allocated two days per term.

- ▶ Block Release: One of these days will be used as a syndicate planning meeting. The timing of the meeting will be determined by the team leader in consultation with the Principal.
- ▶ Individual Release: The second day is to be used by each individual teacher. All teachers will keep a record of when and how the release time was used, and submit this to the Principal before the last day of each term.

Personnel Management

The roster will be generated by the Assistant Principal (A & E Blocks) and Deputy Principal (B & C Blocks).

Allocation of other forms of release time - 2009

<u>Position</u>	<u>Time Allocation</u>	<u>Reason</u>
Deputy Principal	1.0 FTTE	Management responsibilities
Assistant Principal	0.7 FTTE	Management responsibilities
Team Leaders	0.2 FTTE	Team leadership
Responsibility for Assessment	0.1 FTTE	Collation of data, preparation of reports

When CRT cannot be provided for genuine reasons

Where for genuine reasons, during term planning or at short notice, it is not possible to provide CRT to an individual or group of teachers the school will:

- ▶ Record the reason for non delivery;
- ▶ Endeavour to reallocate the CRT at a later date in that school year;
- ▶ Review the CRT policy if required;
- ▶ Use the record of non-delivery when reviewing the policy.

Review of this Policy

This policy will be reviewed annually or as required in the following instances:

- ▶ Staff turnover;
- ▶ Recruitment/Retention Issues;
- ▶ New education initiative e.g. introduction of specialism;
- ▶ Concern about benefits to student learning;
- ▶ Any other genuine issue or concern.

Principal: _____ Pat Poland

Date recorded in minutes: March 2009 Date Reviewed: February 2009