

# NORTHLAND SCHOOL

## Health and Safety Procedures Complaints, Discipline and Competency



### Notes:

1. All processes must be in accordance with the appropriate collective agreements related to the NZEI.
2. Support should be sought at all stages from:
  - STA
  - NZEI
3. Contact with Northland School insurers should be made before any action is taken and continual contact with the insurers should be maintained to ensure that they are informed about every step of the process.
4. Any action has to be approved by a STA Field Officer to ensure coverage.
5. Confidentiality is paramount to ensure that the assessment of the case is not influenced by the media, heresay or speculation.
6. All procedures must follow the Northland School Complaints Process – outlined below.

### Teacher Competency Procedures

#### Reference

Collective Agreement – Primary Teachers (including Deputy Principals, Assistant Principals and Other Unit Holders)

#### First meeting

- Set up a formal meeting with the teacher, on mutually agreed terms, to begin discussion on the problem :
- give adequate notice of the meeting;
- advise the teacher of the right to representation at this meeting and throughout the process;
- make sure the meeting itself is uninterrupted and that there is plenty of time;
- advise the teacher at the meeting that you will be implementing the agreement provisions which govern teacher competency (Primary Teachers including Deputy Principals, Assistant Principals and other Unit Holders' Collective Agreement 2013 - 2015, Part 10).
- At the meeting
  - detail the in-school support that has been provided to date;
  - explain that you are not satisfied that the assistance and guidance provided to this point have remedied the situation;
  - describe your understanding of the continuing problem, how you see the effects on the teacher, children, colleagues, parents and school organisation;
  - state what must change;
  - clarify how you are applying the agreement and the teacher's rights;

- outline the support available - your availability, NZEI counsellors, advocates and field officer support;
- provide a written outline of the specific concerns;
- advise the teacher of the date of the next meeting;
- allow the teacher time to think.

### **Next formal meeting**

- set the goals and objectives of the programme;
- establish agreed timeframes and checkpoints;
- set clear performance criteria and standards for evaluation;
- recommend or agree to in-service courses as appropriate and make arrangements for enrolment;
- record all agreements in writing and give the teacher a copy.

### **Evaluation**

- Evaluate progress at checkpoints in the timeframe as previously agreed;
- discuss changes, strengths and weaknesses;
- advise where performance is satisfactory/not satisfactory;
- remind the teacher about continuing support arrangements;
- keep a written record of meetings and discussions and give copies to the teacher.

### **Responsibility**

- The principal may delegate the supervisory role to a Team Leader, the Assistant Principal or Deputy Principal. It is important to meet with this person to discuss and be clear about the process. It may be helpful to include the teacher in this discussion.
- Ensure the supervising teacher has a thorough understanding of what is required, including:
  - the time commitment involved;
  - observation techniques;
  - the importance of keeping records of observations and meetings;
  - the requirement to give the teacher copies of all written material.

### **Observation**

- The supervising teacher must understand that in their observations they evaluate what the teacher is doing against the objectives set.

### **Work with the Board of Trustees**

- Check school policy and procedures. Discuss agreement provisions with the board - eg Part 10 of the Primary Teachers' Collective Agreement. A copy of any report made by the principal to the employer or to the Teachers Council shall be given to the employee.
- The process needs to be well developed and all avenues of in-school support exhausted before a report is made and the teacher's name revealed to the Board of Trustees.
- If a report is made to the Board then proper meeting procedures must be used. Discussion on competency action should always take place "in-committee".
- Copies of reports to the Board must be given to the teacher with a reasonable timeframe in which to respond before any commendations for action are implemented.
- Remind members of the Board that confidentiality is paramount.

## Northland School Complaints Process

