



## **Guidelines for the appointment of Community of Schools Teacher (within school) role<sup>1</sup> in Secondary Schools**

These guidelines provide advice about the Community of Schools Teacher (within school) role (the role), and have been agreed by the Ministry of Education (Ministry), Post Primary Teachers' Association (PPTA) and the New Zealand School Trustees Association (NZSTA).<sup>2</sup>

This role is intended to contribute to raising student achievement through support for professional learning within a Community of Schools.

The role also expands on career opportunities which allow teachers to use and develop their professional leadership skills while remaining in the classroom rather than by following a management pathway.

The establishment of the role follows the advice of the Sector Working Party established as part of the Investing in Educational Success initiative (IES).

The terms and conditions applying to the role are contained in the 2014 Secondary Teachers' Collective Agreement (STCA) variation and include:

- A time allowance of 0.08 FTTE (equivalent to two hours per week)
- A salary allowance of \$8,000 per annum while they hold the role.
- \$400 per annum for the school to support induction and networking programmes.

The new role will be available to teachers employed in secondary schools that join an approved Community of Schools.

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<sup>1</sup> Schools may have a different title for this role e.g. Professional Support Teacher, Teaching Support, Professional Learning Leader.

<sup>2</sup> Employing boards are expected to ensure that appointments to the role are consistent with these guidelines.

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## **Background**

The establishment of this role follows the recommendations made by the 2014 IES Working Group. One of the aims is to broaden the range of career options available to teachers to assist with the recruitment of graduates and promote the retention of experienced classroom teachers who wish to focus on professional teaching practice.

References to Community in these guidelines mean Community of Schools.

## **The role of the Community of Schools Teacher (within school)**

The core functions of the role are to:

- 1 Promote best teaching practice within a school by:
  - a. retaining teaching responsibility; and
  - b. coordinating and liaising with others responsible for professional development within the school; and
  - c. modelling and supporting collaborative practice.
- 2 Strengthening the use of an inquiry approach to teaching and learning to achieve the shared achievement objectives by providing opportunities for observation and discussion about the practice of other teachers from their own or other schools within the Community.

The introduction of the role is intended to provide additional and complementary support to schools rather than to replace existing arrangements or positions. For example, responsibility for the induction and support of beginning teachers (or teachers new to the school), and already existing professional development programmes in the school.

It is important that this role is kept separate from any responsibility for making appraisal, performance management or competency judgements in relation to other teachers. The role should always be seen in a support and guidance role focussed on professional growth, not making summative judgements of performance.

The role will complement the Specialist Classroom Teacher (SCT) in the provision of a range of support provided to teachers: coaching, mentoring, leading mentoring programmes, leading professional learning groups, providing professional reading and leading discussion groups, developing reflective practice, classroom observations/support, supporting beginning teachers, developing classroom management strategies, and supporting professional learning communities.

An employing board may choose to extend the duties and functions of the role by providing further time or recognition. Whatever additional duties the teacher in the role undertakes, to remain eligible for the additional resourcing, they must be teaching at minimum:

- an average of sixteen (16) timetabled class-contact hours per week<sup>3</sup> (full-time teachers)
- an average of twelve (12) timetabled class-contact hours per week (part-time teachers).

## **Allocation of Community of Schools Teacher (within school) roles to schools**

There are three ways a board may be assigned Community of Schools Teacher (within school) roles:

- by entitlement-generated roles;
- by the reallocation of roles (reallocation roles) or
- by staffing transfer of whole roles (transferred roles).

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<sup>3</sup> The references to teaching hours should be read as average weekly hours over the school year.

The majority of the roles will be entitlement-generated roles.

Each Board will get a number of roles dependent on its entitlement staffing.

The formula will be in the 2014 for 2015 Staffing Order in Council and will be:

- *the number of roles allocated to the Community = the total guaranteed entitlement staffing of the eligible schools in a Community divided by the total guaranteed entitlement staffing for all state and state integrated schools nationally multiplied by 5,000.*
- *the sum is rounded down to the nearest whole number for each Community.*

The total number of roles generated by the Community is then distributed to the Boards within the Community based on their guaranteed entitlement staffing.

### **Entitlement-generated roles**

This is likely to generate a number of roles which are not whole numbers. For example, a Board may be allocated 6.7 roles. Boards can appoint up to the integer (whole number) of the roles they receive. These are their **entitlement-generated roles** and in this example the Board would have six of these roles.

Boards may appoint teachers to these roles on a permanent or fixed-term basis provided that:

- if the school has fewer than three roles to allocate, the fixed-term allocation is to be determined by the employing board subject to clause 3.2.3 of the STCA. They may all be fixed-term, all permanent or a mix. However, there must be a genuine reason for a fixed-term appointment to the role
- if the school has three or more roles to allocate, each appointment to the role may be either permanent, or for a fixed-term in accordance with clause 3.2.3 of the STCA, provided that fixed-term appointments will never make up more than 40% of a board's roles. There must be a genuine reason to appoint to a fixed-term.

Reasons for appointing to a fixed-term position could include:

- appointment to relieve for another Community of Schools Teacher (within school) on leave
- appointment to undertake a specified short-term function decided by the Community.

The fractions of any role allocation the board receives can be transferred (reallocated) to or from another school or schools within the Community to form whole roles. In the example above the board could reallocate 0.7 towards creating another whole role in another school using a staffing transfer agreement (or might receive another 0.3 from another school to help it create an additional, seventh, role for itself).

### **Reallocation roles**

Boards can in effect give their spare fractions of roles to other schools to help them create more roles. The Community would work out between its component schools how that reallocation would best be directed (perhaps to ensure small schools were able to appoint at least one person in a role when otherwise they would not have enough of an allocation to do so. These roles created from the transfer of fractions of roles are the **reallocation roles**.

### **Transferred roles**

Finally, if, for whatever reason, a board in a Community is unable to make an appointment to all of their entitlement-generated roles it may transfer any unallocated whole role entitlement(s) to another or other school(s) in the Community for a maximum of one school year, using a staffing transfer agreement. These are **transferred roles**.

Appointments to roles that are formed from either reallocation or transfer must be fixed-term, terminating no later than at the end of the school year.

A board that receives the reallocated and/or transferred role(s) will appoint from its own staff as though they were entitlement-generated roles, except that these transferred roles must be for a fixed-term which does not extend beyond the school year.

A reallocated or transferred role will not count towards the 40% limit on that school's entitlement-generated roles.

By way of example, a school with 6 entitlement-generated roles and 1 transferred role (a total of 7 roles); 40% of six entitlement-generated roles is 2.4, so up to 2 of the 6 roles may be fixed-term. In this case the applicable percentage is calculated from 2 out of 6 roles (33%), not 3 out of 7 roles (42.8%).

Therefore, the school could have four permanent entitlement-generated roles and 2 fixed-term entitlement-generated roles (as this is less than 40% of entitlement-generated roles) and also the one fixed-term allocated role (the transferred role).

When making an appointment the employing board would need to clearly identify when a role is one which is generated for the school by transfer or reallocation.

### **Notice of allocation**

After the Community has signed its memorandum of agreement the Ministry will send a letter of notification to each board within an approved Community advising the number of roles the Community and each board has been allocated.

Each subsequent year, as part of the provisional staffing notices, boards in the Community will be notified of their allocation for the next school year.

The Ministry, PPTA and the NZSTA will review the impact of the formula in time to advise of any appropriate changes to take effect from the start of the 2018 school year.

There will be a periodic review of the number of roles nationally to maintain an "appropriate relationship" to national roll changes.

### **Examples of role generation in a Community of Schools**

*For example:*

- Community of Schools = 12 schools
- guaranteed staffing entitlement of the 12 schools = 195.3 FTTE
- guaranteed staffing entitlement of all state and state integrated schools = 39,688.6 FTTE

The number of roles =  $195.3 \text{ FTTE} / 39,688.6 \text{ FTTE} \times 5,000 = 24.6$ . Rounded down this is 24 roles.

These roles would be distributed to the schools within the Community based on each school's guaranteed entitlement staffing as follows:

school	guaranteed entitlement staffing	within school roles	No. of roles	allocation that can be transferred
A	9.40	1.16	1	0.16
B	10.00	1.23	1	0.23
C	11.90	1.46	1	0.46
D	29.50	3.63	3	0.63
E	9.70	1.19	1	0.19
F	5.90	0.73	0	0.73
G	8.10	1.00	1	0.00
H	21.60	2.65	2	0.65
I	24.10	2.95	2	0.95
J	37.40	4.60	4	0.60
K	13.10	1.61	1	0.61
L	14.60	1.79	1	0.79
Total	195.30	24.00	18*	6.00**

\* Total number of **entitlement roles** to be appointed by boards in the Community is 18.

\*\* The total number of **reallocated roles** that can be allocated to boards within the Community using transfer staffing in this case is 6.

Note: If the allocated total is not a whole number the Community can allocate the whole number part but the fraction will not be available to the Community for use.

### Resourcing: Salary and Time Allowances

Each board in a Community of Schools is entitled to a specified number of the roles in each school year. The employing board(s) will, following notification of an appointment to the role, receive an additional 0.08 FTTE staffing (the equivalent of 2 hours per week) to resource each role. The employing board will, following consultation with the teacher in the role, organise the way in which this time will be used through the year.

Some options include:

- timetabled hours each week
- release on an 'as required' basis through the year
- one or more blocks of release time through the year
- combination(s) or variations of the above.

The time allowance is tagged to the person in the role to fulfil their role-related duties and is in addition to any other time allocations to which the teacher is entitled.

Teachers appointed to the role will receive an allowance of \$8,000 per annum, while they hold the role.

The time and salary allowances cannot be split and this cannot be a job share position.

The allowance, although set at the *value* of two units, is not the *equivalent* of units. This allowance does not enable a teacher holding the role to progress beyond their qualifications maximum. Employers and applicants should be aware of this when making/accepting appointments to the role.

Unless otherwise stated in the STCA, the terms and conditions of appointment for the role will be in addition to the terms and conditions of teachers covered by that Agreement.

Part-time teachers who are appointed to the role are expected to perform the role in full and consequently the salary allowance and time allowances are not pro-rated for part time teachers.

As the allowances are not pro-rated, part-time teachers are expected to be observed and to work with other teachers for the same amount of time as a full-time teacher in the role.

## **Examples of use of the time allowance**

### ***Combining with other allowances***

The time allocation for the role is in addition to any other entitlements the teacher has under the STCA. It may, however be used flexibly in combination with other allowances.

For example:

*A full-time classroom teacher without units who is in a Community of Schools Teacher (within school) role could be timetabled for:*

- 18 timetabled class-contact hours per week, 5 hours non-contact per week and 2 hours timetabled Community of Schools Teacher (within school) role release time; or
- 19 timetabled class-contact hours per week, 5 hours non-contact per week and 1 hour timetabled release time per week with 40 hours per school year release time (to be used flexibly in blocks or as needed to employ a reliever to release the teacher to undertake their role-related duties during the timetabled school day); or
- 20 timetabled class-contact hours teaching per week, 5 hours non-contact per week with 80 hours per school year flexible release time (to be used in blocks or as needed to employ a reliever to release the teacher to undertake their role-related duties during the timetabled school day); or
- A combination (or variation) of the above which ensures that the allocated release time is utilised and STCA provisions are met.

*A full-time classroom teacher with one permanent unit who is in a Community of Schools Teacher (within school) role could be timetabled for:*

- 17 timetabled class-contact hours per week, 5 hours non-contact per week, 1 hour unit time per week and 2 hours timetabled Community of Schools Teacher (within school) role release time per week; or
- 18 timetabled class-contact hours per week, 5 hours non-contact per week, 1 hour unit time per week unit time and 1 hour timetabled release time per week with 40 hours per year flexible release time to be used in blocks or as needed to employ a reliever to release the teacher to undertake their role-related duties during the timetabled school day; or
- 19 timetabled class-contact hours per week, 5 hours non-contact per week, 1 hour unit time per week with 80 hours per school year flexible release time to be used in blocks or as needed to employ a reliever to release the teacher to undertake their role-related duties during the timetabled school day; or
- a combination (or variation) of the above which ensures that the allocated release time is fully utilised and STCA provisions are met.

A part-time classroom teacher who is in the role would be timetabled within their total paid hours for their teaching hours, their non-contact time and their allocated release time, with similar flexibility in how the release time might be allocated through the year.

### ***Using timetabled Community of Schools Teacher (within school) role release time***

This might be used as time within the timetabled school week, as time when the teacher in the role is scheduled to work with other teachers, or for other functions of their role.

### **Blocking Community of Schools Teacher (within school) role release time**

A school may use the extra staffing allocation of release time in blocks to fund relief or additional staffing hours to enable the teacher to be released for:

- regular part or whole days during the year; or
- part or whole weeks at different times of the year; or
- full release for periods of a month or more during the year; or
- a combination or variation of any of the above.

### **Alternative homeroom class cover**

Where the teacher is a homeroom teacher the staffing allowance might be used to:

- employ a short term relieving homeroom teacher
- increase the hours of an existing part-time teacher to act as reliever
- employ an additional part-time staff member to act as homeroom teacher
- employ an additional part-time staff member to teach specialist subjects to the class during the homeroom teacher's absence, such as music, drama, languages, science
- a combination or variation of any of the above.

### **Eligibility to apply for the role**

A teacher in the role is expected to be an experienced, well established teacher with demonstrated knowledge about and expertise in teaching as this is a professional learning leadership role. Minimum eligibility criteria for the role have been set. Schools making appointments to these roles must ensure that these are met.

In order to be eligible to apply for the role, a teacher must:

- have current employment as a teacher within the Community, and
- hold a current practising certificate, and
- have recent educational leadership experience relevant to the role, and
- have met professional standards relevant to their current position.

In addition to these basic eligibility requirements there are a set of nationally agreed criteria for selection. (See page 10 and 11 of these guidelines). Each school may also establish its own local criteria in addition to these to reflect the Community achievement plan. Applicants will be advised of any local criteria.

### **Terms and Conditions of Appointment**

Unless otherwise stated in the STCA, the terms and conditions of appointment for the role will be in addition to the terms and conditions of teachers covered by that Agreement.

### **Eligibility for other payments**

Appointees to the role:

- may hold up to two permanent units while in the role;<sup>4</sup>
- retain (or receive) fixed-term salary units where the school requires continuation of a specific responsibility or chooses to extend the purpose and functions of the role and provide further recognition;<sup>5</sup>
- must maintain at minimum an average of twelve (12) timetabled class-contact hours per week (part-time) and sixteen (16) timetabled class-contact hours per week (full-time).<sup>6</sup>

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<sup>4</sup> This does not restrict employers from allocating MMAs and other allowances in the normal way provided that they do not conflict with the eligibility requirements and the functions of the role.

<sup>5</sup> This role offers an alternative career pathway for those teachers who want to remain centred in teaching practice through supporting and encouraging effective teaching, rather than following a management and administration pathway. As such, schools are asked where possible to minimise other responsibilities of those in the roles in order to allow them to focus on this important professional support role (eg it is not expected that roles will also hold senior management roles).

### **Meeting selection criteria**

Each appointment to the role will be subject to the agreed criteria [see pages 10 and 11 of these guidelines).

### **Fixed term teachers applying for the roles**

Fixed term teachers may be eligible for appointment to the role if the balance of their fixed-term of their existing position is at least equal to the term of the role being advertised.

### **Minimum teaching time in the role**

Regardless of how their hours are structured, to remain eligible for the additional resourcing associated with the STCA provisions, the teacher appointed to the role must maintain at minimum an average of sixteen (16) timetabled class-contact hours per week over the course of a school year if full-time and at minimum an average of twelve (12) timetabled class-contact hours per week over the course of a school year if part-time. This is to ensure that the employee retains credibility as an effective classroom teacher while holding the role.

Teachers in the role (full-time or part-time) are expected to use their allocated time allowance to spend the equivalent of two hours per week providing advice, observation and feedback to other teachers, or other duties associated with the role.

The employer, following consultation with the teacher appointed to the role, will identify the average number of hours per week that the teacher will be available for observation. A part-time teacher employed in the role will be expected to be available for observation for an equivalent number of hours on average per week as a full-time teacher in the role. For example, if it is determined that six periods per week is a suitable expectation for availability for observation, this would apply to both.

In considering the appointment of a part-time teacher to the role the employer must consider the total paid hours of the teacher given the time allowances for which s/he is eligible and the minimum timetabled class-contact teaching hours for the role. Where their total paid hours are insufficient to ensure at minimum an average of twelve (12) timetabled class-contact hours per week over the course of a year then either:

- the employee will not be eligible for appointment to the role; or
- the employer and employee would need to agree to increase the teacher's total paid hours to ensure the minimum timetabled class-contact hours are met.

### **Advertising the role**

All applicants for the role will be teachers currently employed within the school.

The trust and confidence of the teaching staff in any person appointed to the role is crucial to the success of this role. Where a board has been unable to appoint a teacher from within the school to the role they will retain the entitlement to the resourcing for the position through the year until an appointment is made, or transfer the entitlement for that school year to another school in the Community.

The advertising process should:

- be open and transparent within the school;
- ensure that all teachers in the school are notified of the availability of the role, the eligibility requirements, the role description and the selection process.

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<sup>6</sup> Schools will need to ensure that the majority of the teacher's in-school hours are teaching-based.

## Selection and Appointment Process

It is the responsibility of the employing board to ensure that the most suitable applicant, who meets the criteria, is selected for appointment to the role. Where the employer does not consider any applicant meets the eligibility requirements, role description and criteria, the employer may:

- make no appointment and retain the entitlement; or
- transfer the entitlement temporarily to another school in the Community.

## National Criteria for selection to the role

The national selection criteria for the role have been developed with the expectation that teachers appointed to the role also fully meet the Registered Teachers' Criteria and associated cultural competencies.

The school may also develop local selection criteria to reflect the Community's achievement plan, which will supplement the national criteria. Applicants will be advised of any local criteria.

<b>NATIONAL CRITERIA – Community of Schools Teacher (within school) role:</b> <b>PROFESSIONAL KNOWLEDGE IN PRACTICE - AKO</b> <b>Applicant demonstrates successful practice and understanding of</b>	
<b>BICULTURAL KNOWLEDGE AND PRACTICE</b>	<ul style="list-style-type: none"> <li>• Implications and applications of the Treaty of Waitangi in New Zealand educational settings</li> <li>• Māori enjoying and achieving educational success as Māori</li> <li>• Working biculturally</li> </ul>
<b>PLANNING FOR SUCCESS</b>	<ul style="list-style-type: none"> <li>• Working with others on development of plans and evidence-based cycles of teacher inquiry that have resulted in improved<sup>7</sup> outcomes for diverse (all) learners</li> </ul>
<b>EFFECTIVE TEACHING AND LEARNING</b>	<ul style="list-style-type: none"> <li>• Using current and relevant research evidence to strengthen teaching to support every student to learn and achieve<sup>8</sup> in ways that recognise their identity, language and culture</li> </ul>
<b>PROFESSIONAL LEARNING</b>	<ul style="list-style-type: none"> <li>• Using a range of evidence to identify professional learning strengths and needs and to monitor progress towards goals</li> <li>• Using individual and collaborative professional learning approaches that improve outcomes for diverse(all) learners</li> </ul>

<sup>7</sup> 'Improve' / 'improved' should be read as consistent with the general intent to support system-wide improvement and the BES meaning of 'improvement' as *"optimising ongoing educational improvement in valued outcomes for diverse (all) learners with a priority for accelerated improvement for learners who have been underserved in their education or disadvantaged"*

<sup>8</sup> 'Achieve' should be understood to mean valued outcomes as set out in *The New Zealand Curriculum* and/or *Te Marautanga o Aotearoa* and/or *Te Aho Matua o ngā Kura Kaupapa Māori o Aotearoa* and/or *Te Piko o te Mahuri* including student achievement.

<b>NATIONAL CRITERIA – Community of Schools Teacher (within school) role: PROFESSIONAL RELATIONSHIPS, VALUES AND ENGAGEMENT – MAHI TAHI</b> <b>Applicant demonstrates successful practice and understanding of</b>	
<b>VALUES</b>	<ul style="list-style-type: none"> <li>• Respecting and valuing the culture, knowledge and expertise of others</li> <li>• Taking agency for own professional development to improve teaching and learning</li> </ul>
<b>RELATIONSHIPS</b>	<ul style="list-style-type: none"> <li>• Being open to collaborative learning and constructive problem-solving</li> <li>• Building and maintaining relationships of challenge, trust and respect</li> </ul>
<b>ENGAGEMENT</b>	<ul style="list-style-type: none"> <li>• Creating educationally powerful connections within the school and with parents and whānau that lead to improved student outcomes</li> </ul>

### **Assessment of Applicants against National Criteria**

Applicants will be assessed on the basis of the evidence of practice and understanding that they provide (see below).

### **Evidence to support assessment of applicants for the role**

The following evidence will be needed for assessment.

<b>EVIDENCE TO SUPPORT ASSESSMENT Community of Schools Teacher (within school) role</b>
<ul style="list-style-type: none"> <li>• Application and CV in the format required</li> <li>• Evidence of values, knowledge and capabilities in relation to national criteria (and local criteria if required)</li> <li>• Referees' reports (if required)</li> <li>• Other evidence deemed relevant by the selection panel</li> </ul>

### **Feedback Mechanism**

The selection and appointment processes for the role should include a feedback mechanism for all applicants. This should include feedback about the national criteria (and local criteria where relevant) against which they have been considered and related to the evidence they have produced in support of their application. This should happen for all applicants whether the applicant meets the criteria or not and whether they are successful in appointment to the role or not. For successful applicants, this feedback should be used in formulating a development plan for appraisal against the professional standards for the role.

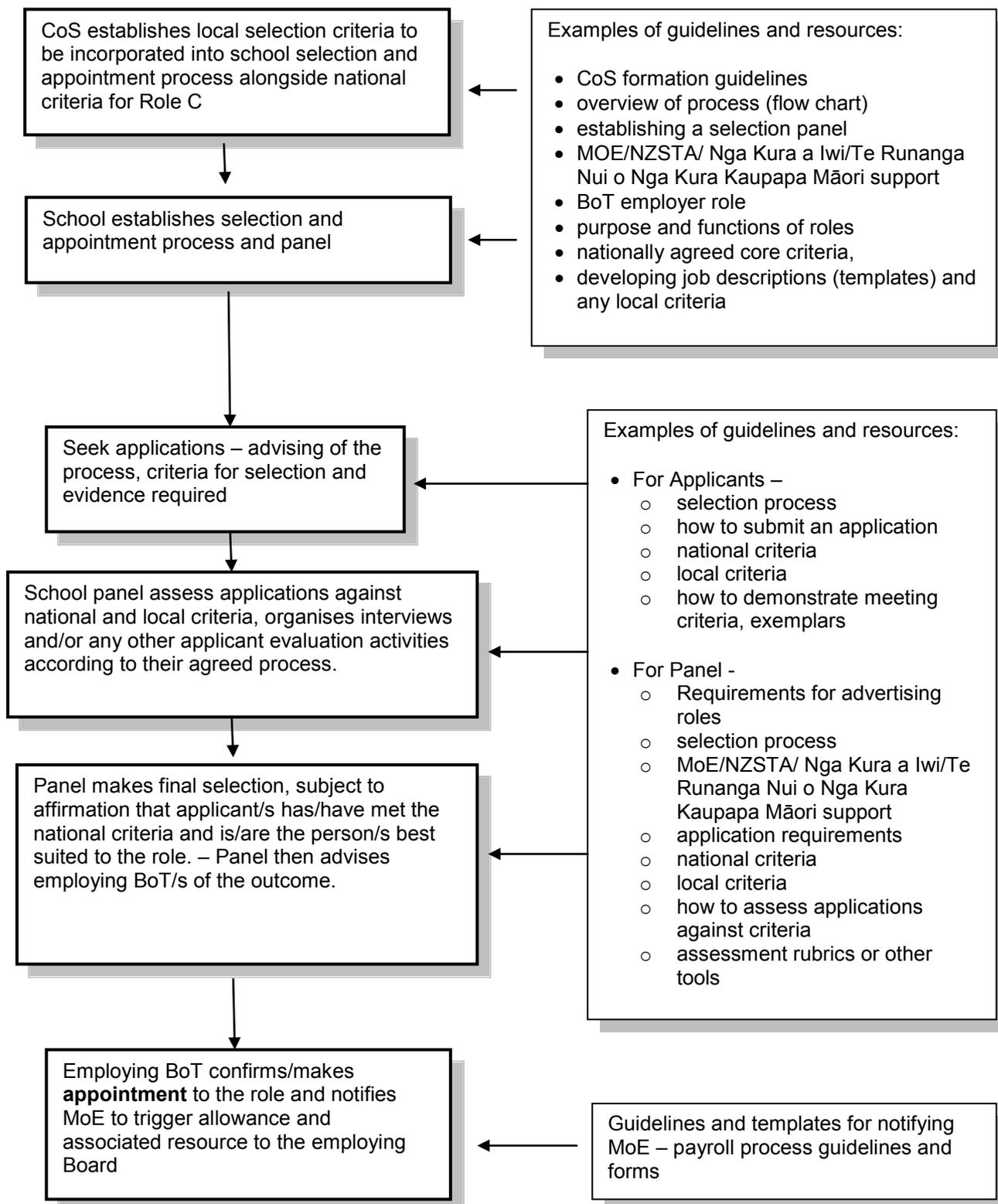
### **Tools and resources to support applicants**

- Criteria and relevant evidence
- Information about materials available
- Advice on nominating referees

## Selection process for Community of Schools Teacher (within school)

### Summary of processes

The following diagram outlines the selection, appointment and appraisal process for the role.



### **Support for the role**

Boards may consider how the following can contribute to making the most effective use of the new roles:

- an appropriate and accessible work space
- access to the network of colleagues involved in professional support for teachers relevant to the Community's plan such as other teachers in the roles, Community of Schools across community teachers, Specialist Classroom Teachers (SCTs), professional learning coordinators, HoDs, etc
- professional learning opportunities that will support the work of the teacher in the role.

### **Induction and networking support and professional learning and development**

PPTA, Ministry and NZSTA recognise the importance of induction for this role. There is to be a collaborative and integrated approach for the appointments made to these positions from late 2014. The importance of appropriate networking opportunities for the role is also recognised and development of this at regional and community level will be supported.

Each role will generate \$400 per annum to the employing board, which is to be used to support Community-level induction and networking programmes relevant to the role.

The purpose of the role is seen as supporting other teachers to improve and develop practice in order to develop teacher practice collectively for improved student outcomes. The employing board may consider tailoring professional development for teachers in the role as part of their normal staff development programmes. Examples of areas of professional learning and development that the roles may wish to consider could include adult education, mentoring/coaching, teacher professional learning.

Teachers in the role are encouraged to participate in training days, network/cluster groups and relevant professional learning opportunities.

The employer should plan a process of induction and networking for each new appointee to the role and an appropriate programme of professional development which should be agreed in discussion with the teacher. This should take into account the professional learning and development needs of those in the role in the context of the Community's achievement plan.

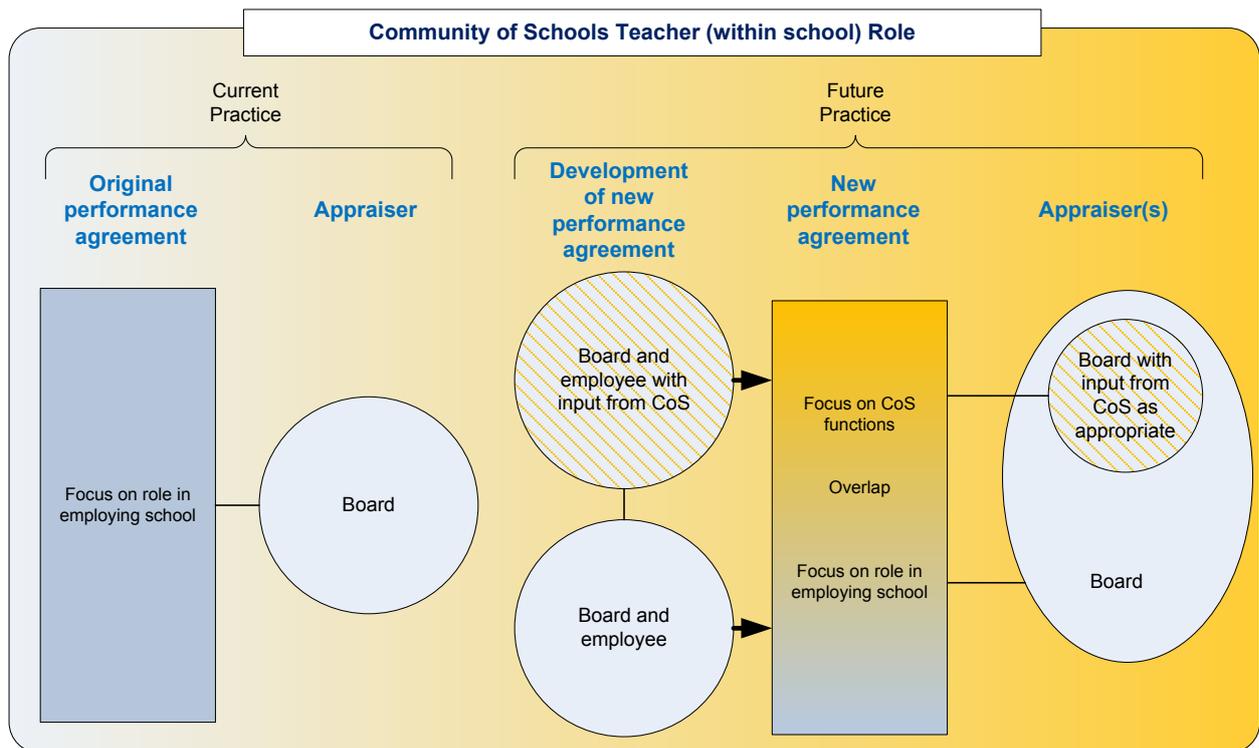
Teachers in the role may find sections of the SCT guidelines and handbook helpful in their work with other teachers.

### **Appraisal against professional standards**

The appraisal will be the responsibility of the employing board. Teachers in the role will be assessed annually by the employing board against the national criteria for selection. When the professional standards for the role are developed they will be used for appraisal.

The appraisal process is intended to be integrated with, rather than additional to the school's normal appraisal cycle/processes.

The standards will be finalised during 2015. They will build on the framework developed as part of stage one of the Professional Standards Writing Group's process, which is shown in Appendix 1. Until the professional standards are finalised, teachers in the role can be appraised using the selection criteria.



The appraisal will consider the current role and the new functions associated with the role. The board may seek input into the appraisal in relation to the Community functions as appropriate. It should be incorporated into the school's normal appraisal cycle.

Where appraisal components are common to both the teacher's core role and to the Community of Schools Teacher (within school) role an integrated appraisal should take place, using evidence from wherever is appropriate.

NZSTA and PPTA have prepared further advice on good practice in appraisal of those with these roles. [link document - Guidelines for appraising Community of School (CoS) Leadership and Teacher Roles]

When a teacher appointed permanently to the role does not meet the professional standards for the role then clause 3.3 of the STCA will apply as appropriate.

### **Circumstances in which the role and allowances cease**

A teacher will lose the role and allowances under any of the following circumstances:

- where the term of a fixed-term appointment to the role ends
- where the employing board accepts the teacher's decision to voluntarily relinquish the role (from the date the relinquishment takes effect)
- when s/he ceases to be employed by the school in which s/he was appointed to the role:
  - with the withdrawal of the employing board from the Community<sup>9</sup>
  - with the disestablishment of the Community.

A teacher may lose the role and allowances when the employing board is required to reduce the number of roles at its school because of:

- a change in the number of roles generated by its entitlement FTTE
- a change to the Staffing Order in Council.

<sup>9</sup> A board would need to give notice of an intention to withdraw no later than the end of term 2 (to take effect from the start of the next school year) to allow for resourcing adjustments and disestablishment of role processes.

The provisions applying when a teacher ceases to hold the role are to be found in the STCA variation in the following clauses:

<b>Reason for loss</b>	<b>Provisions or clauses</b>
At the end of a fixed term appointment period	N/A- normal end of employment processes
Where a teacher voluntarily relinquishes the role	N/A - normal end of employment processes
When they cease to be employed in the school	N/A- normal end of employment processes
The reduction of transferred or reallocated within school roles to the school	N/A (will be one year fixed term positions)
A change in the school staffing entitlement	4.24.12
A change to the Staffing Order in Council	4.24.12
The withdrawal of the school from the Community or disestablishment of the Community	4.24.12

A reduction in the number of roles in the school is not in itself sufficient to trigger a surplus staffing process.

Where a surplus staffing (CAPNA) process occurs and results in the disestablishment of the substantive position of a teacher with the role then the outcomes may be:

- that the role may then be counted as attrition towards any required reduction in the number of roles; or
- where no reduction in the number of roles is required the board may reallocate the role.

### **Process for accessing resourcing for the role**

Appointments can be made to the role at any time in the school year.

The employing board will inform the Ministry that the role has been filled. It will give the necessary details about the appointee. Once confirmed, this will trigger school resourcing, release time and the allowance to be paid to the appointee. This will be set up for the period of the fixed-term.

Where a teacher is appointed to the role for a fixed-term and a further fixed-term of appointment is agreed to, the Ministry will need to be notified to ensure the school resourcing, allowance and release time continue.

The Ministry must be notified:

- where the appointee voluntarily relinquishes the role
- when the appointee ceases to be employed in their substantive position by the school that appointed the teacher to the role
- when the employing board becomes ineligible to make the allowance available because it withdraws from the Community<sup>10</sup>
- when the employing board becomes ineligible to make the allowance available because of the disestablishment of the Community.

<sup>10</sup> A school would need to give notice of an intention to withdraw no later than the end of term 2 to allow for resourcing adjustments and disestablishment of role processes.

## Appendix 1 - Draft professional standards

### Professional standards framework

The following Professional Standards Framework has two domain areas, seven focus areas and broad content standards under each, as appropriate to each of the three new roles. This high level standards framework can be reviewed and further developed to provide greater specificity around the elements of effective practice applicable to each role in the context of the Writing Group's stage two work (full professional standards).

It is important to note that this framework contains broad content standards only. These will be reviewed and developed further in the context of writing full professional standards in stage two (post December 2014). This will entail determining what further levels of detail are required for the standards.

In the context of this later work, it is suggested that it would be useful to develop a matrix that links the full professional standards to the Registered Teacher Criteria (RTC), in a similar way to how Tātaiako has been linked to the RTC.

Cultural competencies for the teachers of Pasifika learners are currently being developed. It is assumed that they would be linked to the RTC in the same way as Tātaiako.

PROFESSIONAL STANDARDS FRAMEWORK Community of Schools Teacher (within school) role: PROFESSIONAL KNOWLEDGE IN PRACTICE - AKO	
STANDARDS	
<b>Bicultural knowledge and practice</b>	Demonstrates, and shares with colleagues, expertise in teaching in bicultural and/or bilingual Aotearoa New Zealand, consistent with the Treaty of Waitangi, to support improved <sup>11</sup> outcomes for Māori students.
<b>Planning for Success</b>	Works with colleagues to plan and support evidence- based cycles of inquiry that lead to improved outcomes for diverse (all) learners within the context of school and Community of Schools goals.
<b>Effective teaching and learning</b>	Demonstrates, and shares with colleagues, expertise consistent with current and relevant research evidence that strengthens teaching to support the learning and achievement <sup>12</sup> of every student in ways that recognise their identity, language and culture.
<b>Professional Learning</b>	Works responsively with colleagues to identify professional learning strengths and needs using a range of evidence, and works collaboratively to develop their capabilities to improve teaching, and learning outcomes for diverse (all) learners within the context of school and Community of Schools goals.

<sup>11</sup> 'Improve' / 'improved' should be read as consistent with the general intent to support system-wide improvement and the BES meaning of 'improvement' as "*optimising ongoing educational improvement in valued outcomes for diverse (all) learners with a priority for accelerated improvement for learners who have been underserved in their education or disadvantaged*"

<sup>12</sup> 'Achievement' should be understood to mean: valued outcomes as set out in *The New Zealand Curriculum* and/or *Te Marautanga o Aotearoa* and/or *Te Aho Matua o ngā Kura Kaupapa Māori o Aotearoa* and/or *Te Piko o te Mahuri* including student achievement.

**PROFESSIONAL STANDARDS FRAMEWORK Community of Schools Teacher (within school) role:-  
PROFESSIONAL RELATIONSHIPS, VALUES AND ENGAGEMENT - MAHI TAHI**

**STANDARDS**

<b>Values</b>	Is open-minded, respects and values the culture, knowledge and expertise of others, shows a willingness to learn and understands their own agency in promoting teaching and learning for all.
<b>Relationships</b>	Demonstrates openness to learning and constructive problem-solving to build and maintain relationships of challenge, trust and respect with colleagues, students and their home/iwi communities.
<b>Engagement</b>	Activates and develops educationally powerful connections within the school towards shared goals of the school, its home/iwi community and the Community of Schools.

## **Appendix 2 - STCA provisions specific to the role**

### **Amend 3.2.2 Advertising and Appointment**

Amend 3.2.2 (a) to read “The following vacant positions or roles must be advertised...”

*End 3.22(a) (iv) with semicolon.*

Add new 3.2.2 (a) (v) Permanent Community of Schools Teacher (within school) roles, whether full-time or part-time.

Add new 3.2.2 (b), (c) and (d) as follows:

- (b) A Community of Schools Teacher (across community) role is not required to be advertised in the Education Gazette but must be advertised within the Community of Schools. Where the appointment at the end of the initial fixed-term period of up to two years is renewed in accordance with clause 4.23.4, that renewal does not need to be advertised.
- (c) A fixed- term Community of Schools Teacher (within school) role, of one school year or less, is not required to be advertised in the Education Gazette, but must be advertised within the school;
- (d) In circumstances where clause 4.22.1 applies advertising in the Education Gazette is not required, but the role shall be advertised within the Community of Schools.

Consequential renumbering of current 3.2.2 (b), (c), (d), (e) and (f)

### **Amend clause Teacher Competence**

**3.3.5(e)** ...; or if appointed to a Community of Schools Teacher role under clause 4.22, 4.23 or 4.24, and the competency issues relate to that role, then the teacher may be removed from that role and lose the associated allowance if the circumstances warrant it rather than be dismissed from their substantive position.

### **New clause Induction and Networking programmes**

#### **3.8D Community of Schools-level induction and networking programmes**

- (a) Each teacher employed in a Community of Schools Teacher (across community) role will generate \$750 per annum to the employing school to support Community of Schools-level induction and networking programmes.
- (b) Each teacher employed in a Community of Schools Teacher (within school) role will generate \$400 per annum to the employing school to support Community of Schools-level induction and networking programmes.

**Note:** see also clauses 4.23 and 4.24

### **New clause Teacher-Led Innovation Fund**

#### **3.16 Teacher-Led Innovation Fund**

- 3.16.1 During the 2015-2018 school years groups of three or more teachers may apply for funding from the Teacher-Led Innovation Fund for practice-based research.

## **Community of Schools**

### **4.22 Allowances for Community of Schools Leadership role**

- 1 Where the Secretary for Education approves the appointment of a teacher, who is not a principal, to the Community of Schools Leadership role, then for those duties associated with that role, clause 3.7(3) of the proposed variation to the Secondary Principals' Collective Agreement shall apply to the teacher, in addition to the relevant provisions of this agreement.

### **4.24 Allowances for Community of Schools Teacher (within school) role**

- 1 Each board within a Community of Schools will be entitled to a number of allowances for a Community of Schools Teacher (within school) role ("the role"), generated by formula in the relevant Staffing Order.
- 2 Appointment criteria to the role of Community of Schools Teacher (within school) shall include:
  - a. a teacher appointed to the role may hold no more than two permanent units, while holding the role
  - b. a teacher cannot concurrently hold both the Specialist Classroom Teacher role and the Community of Schools Teacher (within school) role.
  - c. have current employment as a teacher within the Community of Schools
  - d. hold a current practising certificate
  - e. have recent educational leadership experience relevant to the role
  - f. have met professional standards relevant to their current position
- 3 A teacher who has met the selection criteria, and is appointed by the employing board to the role shall be entitled to receive an allowance of \$8,000 per annum, subject to sub clauses (4), (7), (8), (11) and (13) below. This allowance is paid at the substantive rate for both full and part-time teachers and is not subject to clause 4.5.1 of this agreement for part-time teachers.
- 4 As the allowance is not pro-rated, part-time teachers are expected to be observed and to work with other teachers for the same amount of time as a full-time teacher in the role.
- 5 The role will be available to teachers employed in secondary schools that join an approved Community of Schools. Appointments to these roles will be made in accordance with the relevant sub clause below and are subject to the agreed selection process (and criteria):
  - a. Where a board has three or more entitlement-generated Community of Schools Teacher (within school) role allowances to allocate each appointment to the role may be either permanent, or for a fixed-term in accordance with clause 3.2.3 of this agreement, provided that, fixed-term appointments will never make up more than 40% of a board's entitlement-generated Community of Schools Teacher (within school) roles.
  - b. Where a board has fewer than three entitlement-generated Community of Schools Teacher (within school) role allowances to allocate, the number which are to be fixed-term is to be determined by the employing board subject to clause 3.2.3 of this agreement.
  - c. Where any appointments are made to roles created by transferred entitlements from another or other school(s) within the Community of Schools these shall be fixed-term not exceeding one year and shall not be counted

towards the 40% limit on a school's entitlement-generated roles referred to in sub clause 5(a) above.

- 6 Where an appointment is made for a fixed-term under sub clause 5(a) or sub clause 5(b), the appointment shall be for agreed purposes, including:
  - appointed to perform specific short term objectives decided by the Community of Schools; or
  - relieving for another teacher in a Community of Schools Teacher (within school) role who is on leave.
- 7 A full-time teacher appointed to the role shall maintain at minimum an average of sixteen (16) timetabled class-contact hours per week.
- 8 A part-time teacher appointed to the role shall maintain at minimum an average of twelve (12) timetabled class-contact hours per week.
- 9 The employing board shall receive 0.08 FTTE time allowance to enable the teacher to fulfil their function in the role.
- 10 Teachers appointed to the role will be allocated the equivalent of 2 hours per week on average to fulfil their function in the role. The employer has flexibility to decide how they allocate this time within or across weeks following consultation with the teacher. An allocation under this clause is in addition to any other time allowances to which the teacher is entitled under this agreement.
- 11 A teacher appointed to the role shall be assessed annually while in the role by their employing board against the Community of Schools Teacher (within school) professional standards.
- 12 The allowance will cease to become payable in the following circumstances:
  - a. where a teacher in the role decides to voluntarily relinquish the role, and that offer of relinquishment is accepted by the employer subject to any conditions that it may consider necessary, from the date that the relinquishment takes effect; or
  - b. where the teacher ceases to be employed as a teacher at that school; or
  - c. where the appointment is for a fixed-term, when that fixed-term ends, regardless of whether the teacher remains at that school; or
  - d. where a teacher loses the role as a consequence of a reduction in the number of roles available to the school, subject to 4.24.13 and 4.24.14 below.
- 13 Where Community of Schools Teacher (within school) roles are to be reduced in number as a consequence of a reduction in the allocation to the Community of Schools then:
  - a. The employer will first seek to manage any required reduction by attrition.
  - b. Where the reduction cannot be managed by attrition then the process will be to:
    - i. Reduce the fixed-term closest to the end of its term.
    - ii. Where two or more fixed-term roles are of equal length from their end of term the employers will review the functions of each position against the current needs of the school in relation to the Community of Schools' agreed objectives and determine which position is most needed.
    - iii. Where there are no fixed-term roles the employer shall review the functions of each permanent Community of Schools Teacher (within school) role against the current needs of the school and determine which roles are most needed.

Note: The reduction may be in conjunction with the surplus staffing process but is not of itself sufficient to require in the school the processes outlined in clause 3.9.1(a) of this agreement.

- 14 The salary protection provisions of 3.9.5(b) or 4.3.9(a) will apply as appropriate to teachers whose Community of Schools Teacher (within school) role is disestablished. If a teacher returns to, or is subsequently appointed to, a position of equal or higher remuneration than they received in the Community of Schools Teacher (within school) role, the salary protection no longer applies.

**Note 1:** Community of Schools Teacher (within school) professional standards are to be developed in 2015. Until the professional standards are developed the annual assessment for this role will be based on the National Criteria for Selection developed by the Professional Standards Writing Group.

**Note 2:** Attention is drawn to clause 3.8D in relation to induction and networking for the role.

## **Amended clauses**

### **4.15 Acting Principal**

4.15.1 no change

4.15.2 When a permanent teacher(s) relieves in the position of principal in the same school because the principal has been released to undertake the functions of the Community of Schools Leadership role they shall be paid an allowance from the date they began the additional functions, provided that;

- a. they will be undertaking the additional functions for a cumulative period of more than two weeks; and
- b. the payment shall be an allowance representing the difference between the teacher's salary and the minimum rate applicable to the principal's position but shall not be less than the rate of salary in the teacher's own permanent position; and
- c. as the teacher(s) is not undertaking the whole of the principal's role, the allowance will be pro-rated provided the payment(s) to the teacher, or teachers in combination, do not exceed the total allowance payable for the portion of the time the principal is undertaking the Community of Schools Leadership role.

### **4.16 Acting in a Higher Position other than Principal**

4.16.1 no change

4.16.2 no change

## **New clauses**

4.16.3 When as a consequence of an appointment of a teacher to a Community of Schools role the employer reallocates duties to a teacher or teachers then:

- (a) Subject to (c) and (d) below the higher duties allowance shall be paid from the date the duties are transferred.
- (b) The higher duties allowance may be paid to both permanent and fixed-term teachers.
- (c) The qualifying period outlined in clauses 4.16.2(a) and (b) shall not apply.

- (d) For each teacher to whom duties are to be transferred, the employer shall identify either:
  - (i) the number of hours per week being transferred on a continuous basis. In these cases the higher duties allowance shall be paid fortnightly, calculated as the proportion of the 25 timetabled hours transferred each week; or
  - (ii) the total number of hours being transferred within each term when the duties are not performed on a continuous basis. In these cases a lump sum shall be paid at the end of each school term. The FTTE will be calculated as total hours per term/950 (inclusive of holiday pay).
- (e) The rate of the higher duties allowance shall be calculated in accordance with clause 4.16.1 and clauses 4.16.2(c), (d) and (f).

**Renumber General 5.1.1(d) to (e) and insert a new (d) below**

- 5.1.1(d) The responsibilities of individual teachers arising from their appointment to a Community of Schools Teacher role;

Amend 5.2.1: ... (such as those referred to in 5.1.1 (a to d) above) ...

**New clause Inquiry time**

**5.2.7 Inquiry time**

A Board in an approved Community of Schools will be entitled to allocate a number of hours of inquiry time in each school year which will be generated by the relevant Staffing Order. The Board will determine the allocation of the inquiry time following consultation with its teaching staff and the person in the Community of Schools Leadership role.