



## Guidelines for the appointment to Community Teacher (across community) role<sup>1</sup> in Area Schools

These guidelines<sup>2</sup> provide advice about the Community Teacher (across community) role, and are agreed by the Ministry of Education (Ministry), the New Zealand Post Primary Teachers' Association (PPTA), The New Zealand Educational Institute Te Riu Roa (NZEI) and the New Zealand School Trustees' Association (NZSTA).

The Community Teacher (across community) role (the role) is intended to contribute to raising student achievement through support for professional learning within the Community.

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) with subsequent negotiations between the Ministry and PPTA in 2014 and between the Ministry and NZEI in 2015, following its 'Joint Initiative' process.

The terms and conditions applying to the role are contained in the 2016 Area Schools Teachers Collective Agreement (ASTCA) variation and include:

- a time allowance of 0.4 FTTE (equivalent to 10 hours per week)
- an allowance of \$16,000 per annum while a teacher holds the role
- a fixed-term of up to two years. One further fixed-term of up to two years may be agreed
- \$750 per annum for the school to support Community level induction and networking programmes.

The new role will be available to teachers employed in area schools that join an approved Community<sup>3</sup> and who meet relevant national and local criteria.

*Agreement to these guidelines is subject to their ratification by NZEI and PPTA members as part of the settlement of the ASTCA variation 2016*

<sup>1</sup> Schools may have a different title for this role.

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

<sup>3</sup> References in these guidelines to 'Community' mean 'Community of Schools' and 'Community of Learning'.

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## Background

The establishment of the 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.

## The role of the Community Teacher (across community)

The core purposes of the role are to improve student learning and achievement by promoting best teaching practice and strengthening the use of an inquiry approach to teaching and learning to achieve the shared achievement objectives of the Community.

The functions of the role are to:

- retain significant teaching responsibility within their own school or kura (at minimum an average of eight (8) timetabled class-contact hours per week for teachers predominately<sup>4</sup> teaching years 7-13 or 0.5 FTE of a classroom teaching load<sup>5</sup> for teachers predominately teaching years 1-6)
- promote cross-schools and kura Teacher-led Innovation Fund proposals
- identify expertise which needs to be developed or linked across the Community
- support school and kura leaders to implement agreed actions in the Community's plan
- liaise with other teaching and learning support roles provided within, or to, schools and kura in the Community
- coordinate the implementation of the achievement plan with the Community of Schools Leadership role, other Community of Schools teacher roles and other relevant teaching and support staff within the Community
- lead, at the request of the school and kura leaders, learning groups within the Community, including those focused on 'teaching as inquiry' and
- provide and lead structured opportunities, based upon the evidence of best practice, for teachers in their Community to support and assist ongoing development of effective approaches to 'teaching as inquiry'.

An Across Community Teacher who teaches predominately in years 1-6 will promote the best practice across a community in line with the challenges in the Community's shared achievement plan.

For an Across Community Teacher who teaches predominately in years 7-13 the Community of Learning may agree to include in the requirements of the role the promotion of best practice across the community in line with the challenges in the Community's shared achievement plan.

Promotion of best practice may include a focus on:

- (i) Collaborative inquiry;
- (ii) Expertise capacity building;
- (iii) Pedagogy / teaching practice;
- (iv) Community engagement;
- (v) Transition support; or
- (vi) Cultural competency.

The employing board may identify additional locally agreed functions for each appointee to the role as appropriate to achieve the specific objectives of the Community.

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<sup>4</sup> Predominantly means 80% or more of the teacher's weekly timetabled classroom teaching time, at the time they are appointed to the role, is at those year levels.

<sup>5</sup> Clause 4.2.4(a) of the Area School Teachers Collective Agreement defines maximum timetabled classroom for a full time teacher teaching predominately in years 1-6 as an average of 24 hours per week.

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.

A Community or employing board may choose to extend the duties and functions of the role by providing further time or recognition, or by providing additional resourcing and recognition to enable other teachers to work in a teacher support role. Whatever additional duties the appointee to the role undertakes, in order to maintain credibility as an effective classroom teacher, to remain eligible for the additional resourcing they must be teaching at minimum an average of:

- eight (8) timetabled class-contact hours per week (teachers predominately teaching years 7-13)
- 0.5 FTE of a full time classroom teaching load (teachers predominantly teaching year 1-6)<sup>6</sup>.

### **Allocation of roles to Communities**

Each Community will be allocated a number of roles. That number is generated by formula contained in the Staffing Order in Council for each relevant year and will be based upon the board's guaranteed entitlement staffing to which the schools collectively have entitlements.

The allocation will be based upon 1,000 positions nationally. There will be a periodic review of the number of roles and allowances to reflect national roll changes.

The formula for the allocation of roles will be:

*The total guaranteed staffing entitlement of the schools in a Community divided by the total guaranteed staffing entitlement for all state and state integrated schools multiplied by 1,000.*

*If this is not a whole number, it is rounded down to the nearest whole number.*

*For example:*

- Community = 12 schools
- guaranteed staffing entitlement of the 12 schools = 195.30 FTTE
- guaranteed staffing entitlement of all state and state integrated schools = 39,688.60 FTTE.

The role allocation calculation for this Community of Schools is  $195.30/39,688.60 \times 1,000 = 4.92$ . That is then rounded down to 4 roles to be appointed.

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<sup>6</sup> Clause 4.2.4(a) of the Area School Teachers Collective Agreement defines maximum timetabled classroom for a full time teacher teaching predominantly in years 1-6 as an average of 24 hours per week.

A community may decide to merge Community Teacher (within school) roles into a Community Teacher (across community) role to a maximum of two additional Community Teacher (across community) roles. Where this is agreed by all eligible schools within a Community, the number of Community Teacher (within school) roles generated by eligible schools will be reduced by 3.3 FTTE for each additional Community Teacher (across community) role and the balance redistributed to the eligible boards within the Community based on their portion of the total entitlement staffing for the Community. A teacher appointed to an additional Community Teacher (across community) role will be entitled to the full terms and conditions as any other teacher holding that role under the ASTCA, according to the year level that they are predominantly teaching. Eligible schools are area schools and primary schools.

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 that have been allocated.

Subsequently boards in the Community will be notified bi-annually of their allocation for the next two school years.

The Ministry, NZEI, PPTA and 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.

### **Resourcing: Salary and Time Allowances**

Each Community 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 0.4 FTTE staffing (the equivalent to 10 hours per week) to resource these positions.

The employing board will, following consultation with the Community and the appointee to 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) of the above.

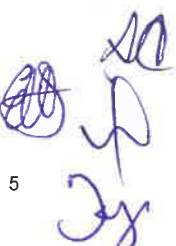
NB. For teachers in the role who predominately teach year 7-13 the time is allocated to the teacher in the role and the employer must use the time to release the teacher to work with other teachers.

For teachers in the role who predominately teach year 1-6 the time is allocated to the school, not to the role and the employer must use the time instead to enable the functions of the role to be fulfilled, which may include release other teachers to work with them

Teachers appointed to the role will receive an allowance of \$16,000 per annum while they hold the role.

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

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





Unless otherwise stated in the ASTCA, 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 salary allowance is not pro-rated, the time allowance for the role is to be used fully for the functions associated with the role

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

*NB: The way that the time allowance is used will be determined in each case at the school level in consultation with the person in the role and the Community Leadership role provided that the employee's entitlement to that time allocation and to any other time allowances are fully met. We have provided examples, based upon a five day timetable cycle, which illustrate ways in which the allowance may be used. Similar models could be applied to other timetable arrangements.*

### **Using the role release time**

The release time might be used as time within the timetabled school week as follows:

- time when the teacher in the role is scheduled to work with other teachers or fulfil other functions of their role; or
- released to undertake administrative or preparation work related to the role; or
- other reasons associated with the performance of the role; or
- a combination or variation of the above.

When the teacher in the role predominately teaches years 1-6 the time may be used to release another teacher or teachers to work collaboratively with the teacher in the role

An employing board may use the extra staffing allocation of release time in blocks to enable a teacher in the role 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-time release for periods of a month or more during the year; or
- a combination or variation of any of the above.

### **Combining with other allowances**

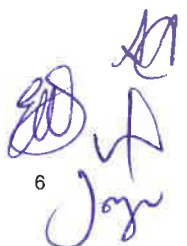
The time allocation for the role is in addition to any other entitlements the teacher has under the ASTCA. It may be used flexibly in combination with other allowances.

Examples are set out below to illustrate this flexibility:

Note: Teachers who predominately teach 1-6 have different maximum timetabled teaching provisions. Maximum timetabled contact is an average of 24 hours classroom teaching time for full time teachers. Schools are to endeavour to reduce this for unit holders or their equivalents. Employers should take these factors into consideration when determining how time allocations will be used for teachers predominately teaching year 1-6.

*A full time year 7-13 classroom teacher without units who is in the role could be timetabled for:*

- 10 timetabled class-contact hours per week, 5 hours timetabled non-contact per week and 10 hours timetabled Community Teacher (across community) role release time (perhaps as whole mornings/afternoons scheduled in each week); or
- 15 timetabled class-contact hours per week, 5 hours timetabled non-contact per week and 5 hours timetabled release time per week with a further 200 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 per week, 5 hours timetabled non-contact per week and 400 hours per school year release time during term 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 per week, 5 hours timetabled non-contact per week for two terms of the school year and the school employing a long term reliever to release the teacher full time for the other two terms to fulfil their role-related duties; or
- A combination (or variation) of the above which ensures that the allocated release time is fully utilised and ASTCA provisions are met.

*A full time classroom teacher with two permanent units who is in the role could be timetabled for:*

- 8 timetabled class-contact hours per week, 2 hours unit time per week, 5 hours non-contact per week and 10 hours timetabled Community Teacher (across community) role release time per week, (perhaps as whole mornings/afternoons scheduled in each week); or
- 13 timetabled class-contact hours per week, 2 hours unit time per week, 5 hours non-contact per week and 5 hours timetabled Community Teacher (across community) role release time per week with a further 200 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
- 18 timetabled class-contact hours per week, 2 hours unit time per week, 5 hours non-contact per week and with 400 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
- 18 timetabled class-contact teaching hours per week and 2 hours unit time per week, for two terms of the year and released full time for the other two terms to fulfil their role-related duties, or
- A combination (or variation) of the above which ensures that the allocated release time is fully utilised and ASTCA provisions are met.

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

#### **Alternative homeroom class cover**

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

- employ a 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 home room 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**

An appointee to 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.

The employing board will have to ensure that the application prerequisites to apply for the role are met. The agreement of the employing board will also be required to apply for the role.

In order to be eligible to apply for the role an applicant must have:

- current employment as a teacher within the Community; and
- a current practising certificate; and
- recent educational leadership experience relevant to the role; and
- met professional standards relevant to their current position; and
- the approval of their employing board.

In addition to these basic eligibility requirements there are a set of nationally agreed criteria for selection. (See page 14-15 of these guidelines). Each Community may also establish its own local criteria in addition to these. Applicants will be advised of any local criteria.

### **Terms and Conditions of Appointment – teachers predominantly teaching years 1 to 6**

For the purposes of this role, “predominantly” shall mean 80% or more of the teacher’s weekly timetabled classroom teaching time as at the time they are appointed to the role.

### **Appointments to the role**

A teacher is appointed to the role through an agreed selection process, including:

- (i) National criteria or professional standards (and is affirmed by the National Panel as having met the criteria or standards); and
- (ii) Demonstrating how they will meet the agreed purpose / focus of the role.
- (iii) In accordance with the agreed guidelines.

The exact tenure of the appointment will be determined by the Community based on the needs identified through the planning process, with the agreement of the Community, teacher and employing board. Any extension will depend on the needs of the Community and the progress of planning and inquiry, with the agreement of the Community, teacher and employing board.

### **Conditions**

As the role is intended to expand on career opportunities for classroom teachers to use and develop their professional leadership skills while remaining in the classroom, a teacher appointed to this role shall maintain at minimum a 0.5 FTTE classroom teaching load.

There is no limit on the number of units a teacher may hold while they hold this role; however, boards will take into account the work generated by the requirements of the role alongside any other responsibilities relating to units held by a teacher.

The employing Board shall receive 0.4 FTTE for the period of the appointment to enable the functions of the role to be fulfilled.

Where a Community cannot select a teacher to be in one of the roles it generates from within the Community, or seeks an alternative period for the appointment of one or more of the roles, the Secretary for Education may agree to alternatives. This may result in alternative arrangements for the payment of the allowance and for the provision of the time allowance, or for the period of the appointment to the role. The Secretary will consult with NZEI before agreeing to any alternative arrangements.



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## Terms and Conditions of Appointment – teachers predominantly teaching years 7 to 13

For the purposes of this role, “predominantly” shall mean 80% or more of the teacher’s weekly timetabled classroom teaching time as at the time they are appointed to the role.

### Meeting selection criteria

The basic appointment criteria are included in the ASTCA and in these agreed guidelines. Each appointment to the role will be subject to the agreed selection process (and criteria) (see pages 13-15 these guidelines).

### Term of the appointment

The appointment is for a fixed-term of up to two years. One further fixed-term of up to two years may be agreed.

Teachers on an existing fixed-term agreement may be eligible for appointment to the role if the balance left to run of their existing fixed-term position is at least equal to the term of the role being advertised.

Unless otherwise agreed in writing at the time of appointment to the role permanent teachers who are appointed to the roles are entitled to return to their original positions when they cease to hold the role.

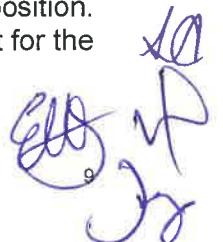
### Reappointment to the role at the end of a fixed-term

A Community may, at the end of the first fixed-term of the role, agree to the incumbent continuing in the role for one further fixed term of up to two years in the role if:

- the appointee still meets the criteria for selection; and
- they have met all relevant professional standards; and
- there is mutual agreement based upon the employee’s wish to continue in the role and on the ongoing needs of the Community; and
- the employing board gives its approval.

### Conditions of employment

- (a) Teachers appointed to the role shall maintain at minimum an average of eight timetabled class-contact hours per week;
- (b) Teachers appointed to the role may hold a maximum of two permanent units while they are in the role;
- (c) The employing Board shall receive 0.4 FTTE to release the teacher to undertake the role;
- (d) Teachers appointed to the role shall be allocated the equivalent of ten hours non-teaching time per week. The employing board, following consultation with the Community and the employee, will have flexibility to decide how they allocate this time within or across weeks.
- (e) The time allowance is tagged to the person in the role to fulfil the duties of the role and is in addition to any other time allowance to which the teacher is entitled.
- (f) Teachers appointed to the role will receive an allowance of \$16,000 per annum while they hold the role.
- (g) The allowance, although set at the *value* of four units, is not the *equivalent* of units. Receipt of this allowance does not enable a teacher to progress beyond their qualifications maximum. Employers and those applying for the role should be aware of this when making/accepting appointments to the role.
- (h) The time and salary allowances cannot be split and this cannot be a job share position.
- (i) Unless otherwise stated in the ASTCA, the terms and conditions of appointment for the role will be in addition to the terms and conditions of teachers covered by that Agreement.



Teachers who are predominantly teaching years 7-13 classes who relieve for a person in the role, who is on approved leave, will receive both the allowance and the time allowance applicable to years 7-13 teachers for the period they are undertaking the role duties.

### **Eligibility for other payments**

Appointees to the role may:

- hold up to two permanent units while in the role\*;
- 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.

\*Note: 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.

### **Minimum teaching hours in the role**

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.

There is a need to ensure that the employee retains credibility as a classroom teacher while holding the role. Teachers appointed to the role must maintain at minimum an average of eight (8) timetabled class-contact hours per week within their own school.

Boards will therefore need to ensure that the majority of the teacher's in-school hours are teaching-based. As such, schools are asked, where possible, to minimise other responsibilities of teachers in the role in order to allow them to focus on this important professional support role (e.g. it is not expected that the appointee will also hold senior management roles).

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 the employee 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 eight (8) 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.

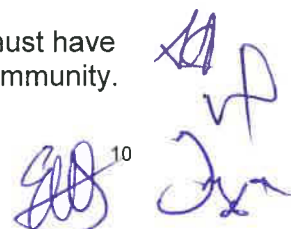
Note: In the case of part-time teachers, the time allowance for the role is to be used fully for the functions associated with the role.

### **Leave Limitations (for all teachers)**

It should be noted by the employer and potential applicants for the role that there is a limitation on the appointee's ability to take study leave, refreshment leave or sabbatical leave while they hold the position which does not apply to other teachers covered by the ASTCA.

Those limitations are that while they hold the role:

- A teacher in the role may not take study leave but may apply for an award in the last year of their appointment to the role provided that the leave, if granted, is taken after the teacher's fixed-term in the role ends
- A teacher in the role may take refreshment leave of no more than one term while they hold the role but they may apply in the last year they hold the role for their full entitlement
- Any application for sabbatical leave or refreshment leave while in the role must have the support of the employing board, which will consider the needs of the Community.



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NB. While in the role teachers may apply under the normal provisions and without the above constraints for leave which is to be taken after their fixed-term in the role ends.

### **Advertising, Selection and Appointment Processes**

All appointees to the role will be teachers currently employed within the Community.

#### **Advertising**

The trust and confidence of the teaching staff across the Community in any person appointed to the role is crucial to the success of this role. Where a Community has been unable to select a teacher for a role they will retain the entitlement to the resourcing for the position through the school year until an appointment is made.

The advertising process should:

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

In considering whether to offer a renewal of the role the Community may consider the degree to which any local expectations, agreed with the appointee on appointment have been met in the previous fixed-term.

The reappointment to the role at the end of the first fixed-term period will not require advertising within the Community. However, the employing board will notify both the Community's component schools and the Ministry that the reappointment has been made.

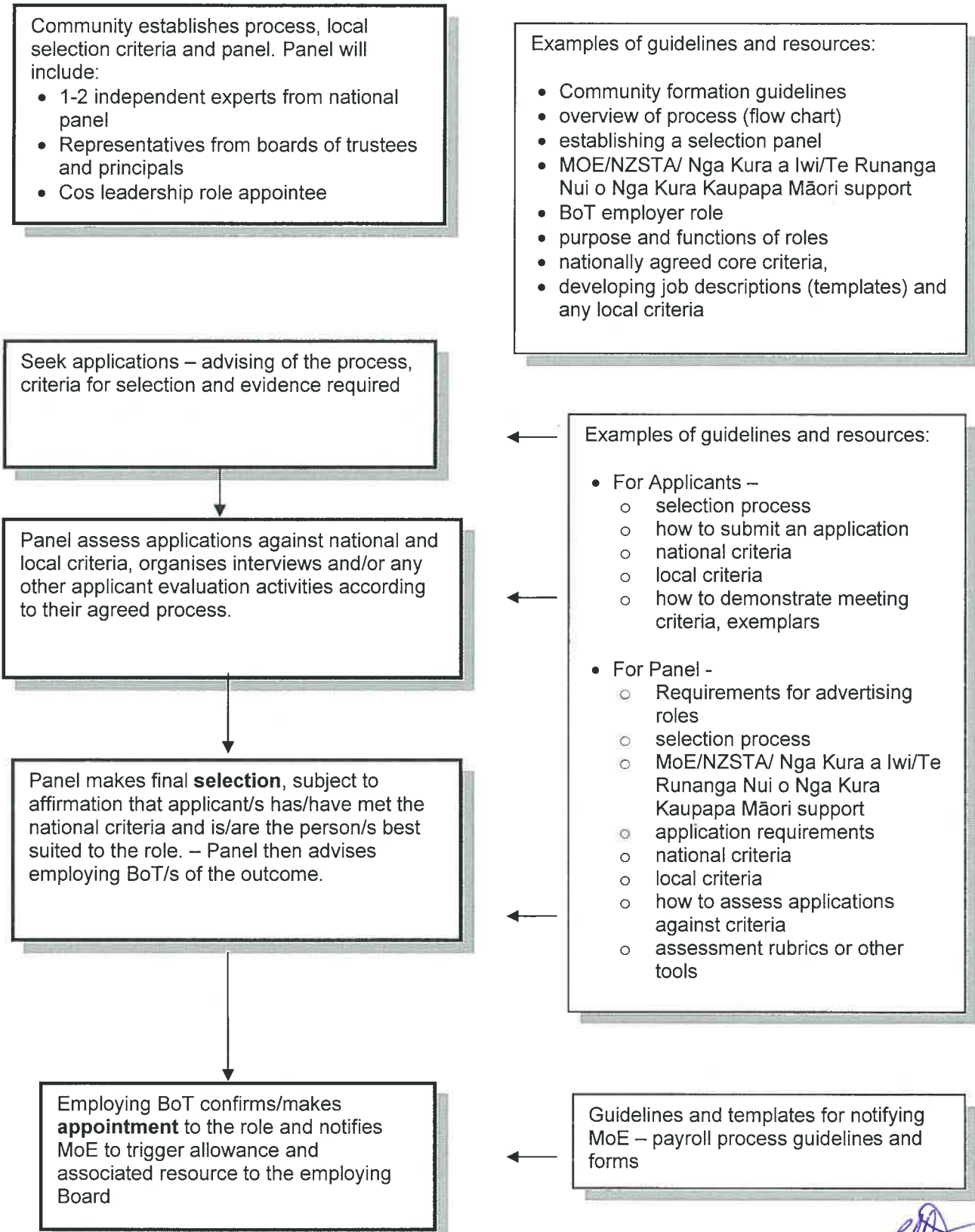
At the end of a second fixed-term the role must be readvertised within the Community. The incumbent(s) will not be precluded from reapplying for the advertised role if their employing board gives approval.

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## Selection and Appointment Process

It is the responsibility of the Community selection panel (including the independent adviser and the Community Leadership role) and the employing board to ensure that the most suitable applicant, according to the criteria, is selected for appointment to the role.

The following diagram outlines the selection and appointment process for the role. NB. This does not apply to the reappointment process which is detailed on page 8 and 10.



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## National criteria for selection to the role

The national criteria<sup>7</sup> for selection to the role have been developed with the expectation that all teachers appointed to the role will also continue to meet the Registered Teachers' Criteria and associated cultural competencies.

<b>NATIONAL CRITERIA – Community Teacher (Across Community) role:                      PROFESSIONAL KNOWLEDGE IN - AKO                      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 collaboratively on bicultural initiatives</li> </ul>
<b>PLANNING FOR SUCCESS</b>	<ul style="list-style-type: none"> <li>• Negotiating across a range of views on development of collaborative plans and evidence-based cycles of teacher inquiry that have resulted in improved<sup>8</sup> outcomes for diverse (all) learners</li> </ul>
<b>EFFECTIVE TEACHING AND LEARNING</b>	<ul style="list-style-type: none"> <li>• Leading change with colleagues using current and relevant research evidence to support every student to learn and achieve<sup>9</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>• Facilitating collaborative professional learning approaches that improve* outcomes for diverse (all) learners</li> </ul>

<sup>7</sup> The criteria in the ASTCA and these guidelines were developed in 2014 by the Professional Standards Writing Group as the criteria for Communities of Schools. They are the national criteria for the appointment of area school teachers to Community roles. NZEI and the Ministry of Education have an agreement to review the criteria for primary teachers as part of the primary collective agreement variations agreed in 2015.

For clarity, any proposal which might arise from that review to change the ASTCA selection and appointment criteria would be subject to agreement by the MoE, PPTA and NZEI and would also require an agreement to ratify the change by NZEI and PPTA members in area schools. Employers in area schools will use the criteria in these guidelines until there is a change to the ASTCA.

<sup>8</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>9</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 Teacher (Across Community) role: PROFESSIONAL RELATIONSHIPS, VALUES AND ENGAGEMENT – MAHI TAHI 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 and sustaining educationally powerful connections within the school, across the Community and with parents and whānau that lead to improved student outcomes</li> </ul>

The Community may also develop local selection criteria to supplement the national criteria. Applicants will be advised of any local criteria.

### **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). An adviser from the National Panel of Independent Advisers (National Panel) will assist the Community in making the selection and will affirm that the national criteria have been met.

In addition to considering the range of evidence submitted by the applicant, for the role, the independent advisor(s) and the appointment panel could undertake a visit to the applicant's school to inform their assessment.

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

The following evidence will be needed for assessment.

<b>EVIDENCE TO SUPPORT ASSESSMENT: Community Teacher (across community) 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</li> <li>• evidence from any school visits made by independent advisor/selection panel</li> <li>• other evidence deemed relevant by the selection panel</li> </ul>

### **Evaluation of the evidence in relation to the national criteria**

The methods of evaluation and how the judgements are made in relation to the national criteria will be developed by the National Panel.

### **Establishment of National Panel**

The appointment of the National Panel will be made by a group representing the sector. The process to be followed is:

- a representative sector group (including Ministry, PPTA, NZSTA) will develop the process and requirements for the roles
- the group will advertise for, and appoint, the independent Chair of the National Panel
- the group (including the Chair of the National Panel) will develop the job descriptions and requirements for the National Panel members.
- the group will advertise for and select the panel members.
- there will be a period of National Panel training and induction
- the independent panel will then develop the methods of evaluation and how the judgements are made in relation to the national criteria.



### **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 (national and local) and advice on relevant evidence expected to support application
- assessment process, including process for interviews and any other methods to evaluate applicants
- advice on nominating referees
- information about materials available.

### **Support and appraisal in the role**

#### **Support for the Role**

Where possible the employing board(s) could consider providing the following support for those in the role:

- access to an appropriate, accessible work space away from their normal classroom space
- access to the network of colleagues involved in professional support for teachers relevant to the Community plan such as other Community Teachers (across community), those in the Community Leadership role, those in Community Teacher (within school) roles, Specialist Teachers (STs), professional learning coordinators, HoDs, etc.
- professional learning opportunities that will support the work of the teacher
- relief cover, from within the time allowance for the role, to attend local or regional meetings of teachers in the role.

Where possible the schools that will host visits by teachers in the role could consider providing the following support:

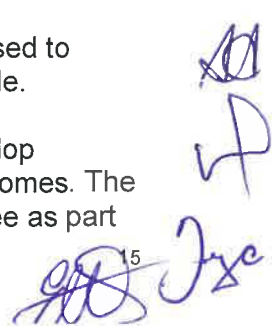
- a space suitable for professional conversations with appropriate people within the school
- access to student achievement and other related information (as agreed under the Community's privacy protocol)
- access to the school's timetable
- a designated contact person.

### **Induction and networking support and professional learning and development for the role**

PPTA, NZEI, the Ministry of Education 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. 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 \$750 per annum to the employing school, 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 the appointee as part



of their normal staff development programmes. Examples of areas of professional development that a Community Teacher (across community) may wish to consider could include adult education, mentoring/coaching, and teacher professional learning.

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

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

Teachers in the role may find sections of the Specialist Teachers (ST) guidelines and handbook helpful in their work with other teachers.

### **Appraisal against professional standards for the role**

The appraisal will be the responsibility of the employing board. The person in the Community Leadership role would have input into developing the Community related appraisal components before the appraisal cycle begins.

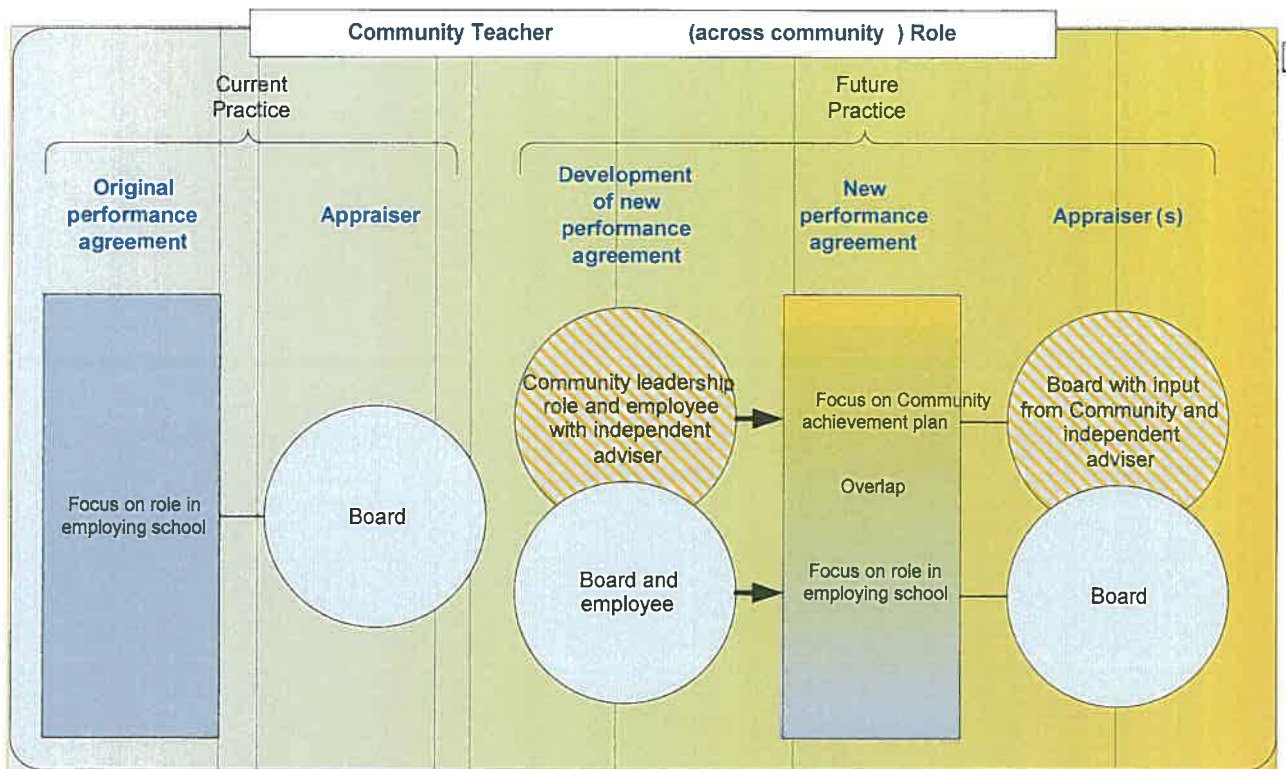
The appraisal process is intended to be integrated with, rather than additional to, the school's normal appraisal cycle/processes. This is illustrated below.

Teachers in the role will be appraised annually against the professional standards being developed for the role. The standards will be finalised during 2015. They will build on the framework<sup>10</sup> shown in Appendix 1.

Until the professional standards are finalised, those in the role can be appraised using the selection criteria.

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<sup>10</sup> This framework was developed by the Professional Standards Writing Group established on the recommendation of the IES Working Group.



In respect to the components that relate to Community functions, the board will seek input from the person appointed to the Community Leadership role (and may seek input from the independent adviser) when appraising the teacher in the role.

Where performance components are common to both the teacher's ongoing role and to the Community Teacher (across community) role, an integrated appraisal should take place using evidence from wherever is most appropriate.

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

### Circumstances in which the role and allowances cease

A teacher would lose the allowance under the following circumstances:

- where the fixed term of the 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 they cease to be employed by the school that appointed the teacher to the role
- when the employing school is required to reduce the number of roles at its school because of:
  - a reduction in the number of roles the Community is able to offer because of:
    - a change in the total roles generated by a change in its total FTTE
    - a change to the Staffing Order in Council
    - the withdrawal of the employing school from the Community<sup>11</sup>
- the disestablishment of the Community.

<sup>11</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 following school year) to allow for resourcing adjustments and disestablishment of role processes.

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

Reason for loss	Provisions or clauses
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 Community	N/A - normal end of employment processes
A change in the Community's FTTE staffing entitlement	3.32.9
A change to the Staffing Order in Council	3.32.9
The withdrawal of the employing school from the Community	3.32.9

Note: The reduction of role allocations will not trigger a surplus staffing (CAPNA) process in the employing school(s).

### 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.

If at the end of the first fixed-term, a further fixed-term of appointment is agreed, 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 current in-school role by the school that appointed them to the role
- when the employing board becomes ineligible to make the allowance available because it withdraws from the Community<sup>12</sup>
- when the employing board becomes ineligible to make the allowance available because of the disestablishment of the Community.

<sup>12</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 following school year) to allow for resourcing adjustments and disestablishment of role processes.



## Appendix 1 - Draft 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. 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 Teacher (across community) role: PROFESSIONAL KNOWLEDGE IN PRACTICE - AKO	
STANDARDS	
<b>Bicultural knowledge and practice</b>	Leads the development of expertise across the Community in teaching in bicultural and/or bilingual Aotearoa New Zealand, consistent with the Treaty of Waitangi, to support improved* outcomes for Māori students.
<b>Planning for Success</b>	Leads and works with colleagues to plan, implement and coordinate evidence-based cycles of inquiry that lead to improved <sup>13</sup> outcomes for diverse (all) learners within the school and across schools within the context of Community goals.
<b>Effective teaching and learning</b>	Leads and works with colleagues within and across schools to develop expertise consistent with current and relevant research evidence that strengthens teaching to support the learning and achievement <sup>14</sup> of every student in ways that recognise their identity, language and culture.
<b>Professional Learning</b>	Works responsively with colleagues within the school and across the Community 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 Community goals.

STANDARDS FRAMEWORK Community Teacher (across community) 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 within their school and home/iwi communities, and across the Community.
<b>Engagement</b>	Activates and develops educationally powerful connections towards shared goals within the school and across the Community and its communities.

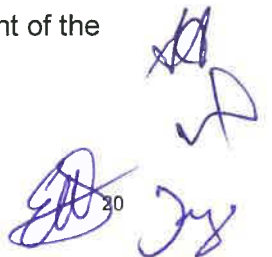
<sup>13</sup> \*'Improve' / 'improved' should be read as consistent with the general intent to support system-wide improvement and the BES meaning of 'improvement' as "optimising ongoing educational improvement in valued outcomes for diverse (all) learners with a priority for accelerated improvement for learners who have been underserved in their education or disadvantaged"

<sup>14</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

## Appendix 2 - ASTCA Provisions specific to the role

### 3.32 Allowances for Community Teacher (across community) Role

1. Boards within a designated Community will be entitled to a number of allowances for a Community Teacher (across community) role ("the role"), generated by formula in the relevant Staffing Order.
2. Subject to clauses 3.32.11 and 3.32.12 below, each appointment to the role:
  - (a) is subject to an agreed selection process and criteria;
  - (b) is for a fixed-term of up to two years, subject to (4) and (6) below; and
  - (c) may be extended for one further period of up to 2 years.
3. A teacher appointed to the role shall receive an allowance of \$16,000 per annum while they hold the role.
4. The appointment may be renewed without re-advertising the role for one further period of up to two years, subject to the incumbent teacher continuing to meet the relevant criteria.
5. In the event a part-time teacher is eligible for, and appointed to the role, the allowance will be paid at the substantive rate. As the allowance is not pro-rated, part-time teachers are required to do the full work of the role and to work with other teachers for the same amount of time as a full-time teacher in the role.
6. A teacher appointed to the role shall be assessed annually during their fixed-term of appointment by their employing board against the agreed criteria for the role.
7. Where a teacher is relieving in the Community Teacher (across community) role due to the absence of the teacher appointed to the role being on approved leave, the relieving teacher shall be entitled to the allowance provided in clause 3.32.3 and time allowance for the role provided in clause 3.32.11 (h) or 3.32.12 (c) provided that:
  - (a) The period the teacher is relieving in the role is no less than one term and no more than one year; and
  - (b) The teacher relieving in the role meets the criteria for appointment to the role.
8. The allowance will cease to be payable in the following circumstances:
  - (a) Where the teacher ceases to be employed as a teacher at that school; or
  - (b) Where, with the agreement of the employing board, the teacher voluntarily relinquishes the role; or
  - (c) Where the teacher ceases to hold the role; or
  - (d) Where the appointment is for a fixed period, when that fixed period ends, regardless of whether the teacher remains at that school; or
  - (e) Where a teacher loses the role as a consequence of the withdrawal of the employing school from the Community, subject to 3.32.9 (e); or
  - (f) Where a teacher loses the role as a consequence of the disestablishment of the Community, subject to 3.32.9 (e); or



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- (g) Where a teacher loses the role as a consequence of a reduction in the number of these roles available to the Community, subject to the provisions of clause 3.32.9 below; or
- (h) Where the teacher loses the role due to competency issues, subject to clause 2.3.3 (e).
9. Where Community Teacher (across community) roles are to be reduced in number as a consequence of a reduction in the allocation to the Community then:
- (a) Schools within the Community will review the current needs of the Community in relation to its achievement plan and the number of roles to be reduced. This review will be carried out by the person in the Community Leadership role in consultation with employing boards. The review will be of the functions of each position against the current needs of the Community in relation to its agreed objectives and determine which role(s) is/are most needed.
- (i) The employing boards 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 have an equal period to run to the end of their term, the employers will, in consultation with the person in the Community Leadership role and representatives of the Community, review the functions of each role against the current needs of the Community in relation to its agreed objectives and determine which role(s) is/are most needed.
- (c) The employer of roles identified will issue notice of loss of role(s).
- (d) A surplus staffing process is not undertaken as a result of this process.
- (e) Salary protection provisions of clause 3.4.9 (a) will apply to teachers whose Community Teacher (across community) 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 Teacher (across community) role, the salary protection no longer applies.

**Note 1:** Community Teacher (across community) professional standards are to be developed. Until the professional standards are developed the annual assessment for this role will be based on the agreed Criteria for Selection developed by the Professional Standards Writing Group.

**Note 2:** Attention is drawn to clause 2.20 in relation to induction and networking for the role.

10. For the purposes of this role, "predominantly" shall mean 80% or more of the teacher's weekly timetabled classroom teaching time as at the time they are appointed to the role.
11. The following provisions apply where the person appointed to the role is, at the time of appointment, a teacher **predominantly teaching years 1 to 6 classes**:
- (a) The responsibilities and / or activities of each role will be defined in substance and time by the Community's shared achievement plan;
- (b) The teacher is appointed to promote best teaching practice across a Community in line with the challenges in the Community's shared achievement plan. Promotion of best teaching practice may include a focus on:
- collaborative inquiry
  - expertise capacity building
  - pedagogy / teaching practice
  - community engagement
  - transition support





- cultural competency.
- (c) A teacher is appointed to the role through an agreed selection process, including:
- (i) National criteria or professional standards (and is affirmed by the National Panel as having met the criteria or standards);
  - (ii) Demonstrating how they will meet the agreed purpose / focus of the role; and
  - (iii) In accordance with the agreed guidelines.
- (d) The exact tenure of the appointment will be determined by the Community based on the needs identified through the planning process, with the agreement of the Community, teacher and employing board, subject to 3.32.2 (c) and 3.32.8
- (e) Any extension will depend on the needs of the Community and the progress of planning and inquiry, with the agreement of the Community, teacher and employing board.
- (f) As the role is intended to expand on career opportunities for classroom teachers to use and develop their professional leadership skills while remaining in the classroom, a teacher appointed to this role shall maintain at minimum a 0.5 FTTE classroom teaching load.
- (g) Boards will take into account the work generated by the requirements of the role alongside any other responsibilities relating to units held by a teacher. There is no limit on the number of units a teacher may hold while in this role.
- (h) The employing board will receive additional 0.4 FTTE staffing for the period of the appointment to enable the functions of the role to be fulfilled.
- (i) Where a Community cannot select a teacher to be in one of the roles it generates from within the Community, or seeks an alternative period for the appointment of one or more of the roles, the Secretary for Education may agree to alternatives. This may result in alternative arrangements for the payment of the allowance outlined in clause 3.32.3 above and for the provision of the time allowance outlined in clause 3.32.11 (h) or 3.32.12 (c), or for the period of the appointment to the role outlined in clause 3.32.2 above.
12. The following provisions apply where the person appointed to the role is, at the time of appointment, a teacher **predominantly teaching years 7 to 13** classes:
- (a) Appointment criteria to the role shall include:
- (i) the appointee may hold a maximum of two permanent units while in the role
  - (ii) a teacher cannot concurrently hold both the Specialist Teacher role and the Community Teacher (across community) role
  - (iii) current employment as a teacher within the Community
  - (iv) a current practising certificate
  - (v) recent educational leadership experience relevant to the role
  - (vi) met professional standards relevant to their current position
  - (vii) the approval of their employing board
- (b) A Teacher appointed to the role shall maintain at minimum an average of eight (8) timetabled class-contact hours per week.
- (c) The employing board shall receive 0.4 full-time teacher equivalent (FTTE) time allowance for the period of the appointment to enable the teacher to fulfil their function in the role.
- (d) Each teacher in a Community Teacher (across community) role shall be allocated the equivalent of ten hours non-teaching time per week. The employing board, in consultation with the Community and the employee has flexibility to decide how they allocate this time within or across weeks. An allocation under this clause is in addition to any other time allowances to which the teacher is entitled under this agreement.

## Amended clauses

### 2.2 Appointments

Add new 2.2.2 (b), (c) and (d) as follows:

- (b) A Community Teacher (across community) role is not required to be advertised in the Education Gazette but must be advertised within the Community. Where the appointment at the end of the initial fixed-term period of up to two years is renewed in accordance with clause 3.32.4, that renewal does not need to be advertised.
- (c) A fixed-term Community 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 3.31 applies advertising in the Education Gazette is not required, but the role shall be advertised within the Community.

Consequential renumbering of current 2.2.2 (b), (c), (d), (e) and (f)

### 2.3 Teacher Competence

Amend 2.3.3 (e) "...; or if appointed to a Community Teacher role under clause 3.31, 3.32 or 3.33, 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.

### 4.1 General

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

Consequential renumbering of current 4.1.1 (d) to 4.1.1 (e)

### 4.2 Maximum Timetabled Classroom Teaching Time

Amend 4.2.1 to read "... (such as those referred to in clause 4.1.1(a) to (d) above)..."

### 5.6 Special Leave

#### 5.6.6 Study Leave

5.6.6 (a) to (c) no change

**Note:** A teacher in receipt of the allowance for the Community Teacher (across community) role shall not be eligible to take up a Study Leave award. For clarity the teacher may apply for an award in the last year of their appointment to the role provided, if granted, the entitlement is not taken up until after the conclusion of the fixed-term appointment.

#### 5.6.10 Sabbatical Leave Awards

5.6.10 (a) and (b) no change

**Note:** A teacher in receipt of the allowance for the Community Teacher (across community) role may apply for a Sabbatical Leave Award to be taken up while they hold that role provided that any application has the support of their employing board which shall consider the needs of the wider Community.



## 5.7 Refreshment Leave

### 5.7.1 no change

5.7.2 The ability to take up the entitlement to refreshment leave in clause 5.7.1 is subject to:

(a) to (e) no change

(f) a teacher in receipt of the allowance for the Community Teacher (across community) role may apply for refreshment leave to be taken up while they hold that role provided the duration of the leave is no more than one term and that any application for the leave has the support of their employing board which shall consider the needs of the wider Community.

**Note:** A teacher in receipt of the allowance for the Community Teacher (across community) role may apply in their last year of tenure in the role for their full entitlement to refreshment leave which is to be taken in the following school year.



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