



Guidelines for the appointment of Community Teacher (within school) role¹ in Area Schools

These guidelines provide advice about the Community Teacher (within school) role (the role in approved Communities of Schools or Communities of Learning (Communities)), and have been 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).²

This role is intended to contribute to raising student achievement through support for professional learning within a Community³.

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 of Education and PPTA in 2014 and between the Ministry of Education and NZEI in 2015, following its 'Joint Initiative' process.

The terms and conditions applying to the role are contained in the 2016 Area School Teachers' Collective Agreement (ASTCA) 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 schools covered by the ASTCA that join an approved Community.

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

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

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

³ References to Community in these guidelines mean a group of schools which have formed an approved Community of Schools or Community of Learning to which resourcing is allocated.

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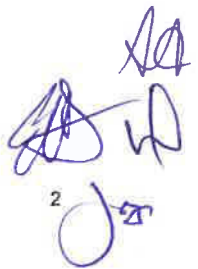
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Background

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.

The Community Teacher (within school) role

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.
- 3 For teachers in the role who teach predominantly in years 1-6 the role will include the promotion of best teaching practice.
- 4 For teachers in the role who teach predominantly in years 7-13 the role may be agreed to include the promotion of best teaching practice.

Promotion of best teaching practice which may include a focus on:

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

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 Teacher (ST) 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 the following hours per week:



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Teachers predominantly teaching year 7-13

- an average of sixteen (16) timetabled class-contact hours per week⁴ for full-time teachers)
- an average of twelve (12) timetabled class-contact hours per week for part-time teachers

Teachers predominantly teaching year 1-6

- 0.8 FTTE of a classroom teaching load⁵

Allocation of Community Teacher (within school) roles to schools

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

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

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 2015 for 2016 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.

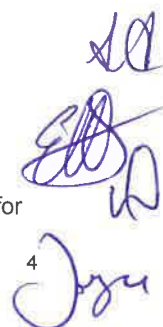
Entitlement-generated roles

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.

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).

⁴ The references to teaching hours should be read as average weekly hours over the school year.

⁵ 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.



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**.

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.

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 fixed term appointments amongst that school's year 7-13 teachers to the 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%).

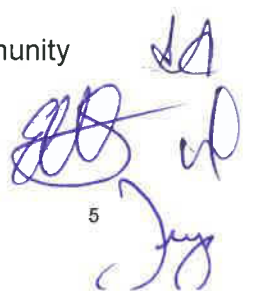
Therefore, the school could have four permanent entitlement-generated roles and 2 fixed-term entitlement-generated roles if all six roles were appointed from years 7-13 teachers (as this is less than 40% of entitlement-generated roles) and also the one fixed-term allocated role (the transferred role).

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.



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The Ministry, PPTA, NZEI 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

For example:

- Community = 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 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 for use of the time 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.

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NB.

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

For teachers in the role predominately teaching years 7-13 the time allowance is to release the teacher in the role. The inquiry time allowances may be used to release other teachers to work with them.

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 ASTCA. It may, however be used flexibly in combination with other allowances.

For example:

A full-time year 7-13 classroom teacher without units who is in a Community 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 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 ASTCA provisions are met.

A full-time year 7-13 classroom teacher with one permanent unit who is in a Community 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 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 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 ASTCA 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.

ASD
Sally W
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July

Note: Teachers who predominately teach years 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 years 1-6

Using timetabled Community 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 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 9 and 10 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.

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.



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Advertising, selection and appointment

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.

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.

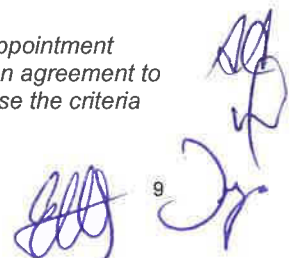
National criteria for selection to the role

The national selection criteria⁶ 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.

⁶ 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 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 Ministry, 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.



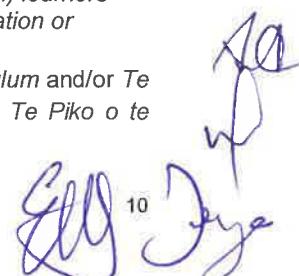
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NATIONAL CRITERIA – Community Teacher (within school) role: PROFESSIONAL KNOWLEDGE IN PRACTICE - AKO Applicant demonstrates successful practice and understanding of	
BICULTURAL KNOWLEDGE AND PRACTICE	<ul style="list-style-type: none"> • Implications and applications of the Treaty of Waitangi in New Zealand educational settings • Māori enjoying and achieving educational success as Māori • Working biculturally
PLANNING FOR SUCCESS	<ul style="list-style-type: none"> • Working with others on development of plans and evidence-based cycles of teacher inquiry that have resulted in improved⁷ outcomes for diverse (all) learners
EFFECTIVE TEACHING AND LEARNING	<ul style="list-style-type: none"> • Using current and relevant research evidence to strengthen teaching to support every student to learn and achieve⁸ in ways that recognise their identity, language and culture
PROFESSIONAL LEARNING	<ul style="list-style-type: none"> • Using a range of evidence to identify professional learning strengths and needs and to monitor progress towards goals • Using individual and collaborative professional learning approaches that improve outcomes for diverse(all) learners

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

⁷ '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"

⁸ '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.



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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.

EVIDENCE TO SUPPORT ASSESSMENT Community Teacher (within school) role

- Application and CV in the format required
- Evidence of values, knowledge and capabilities in relation to national criteria (and local criteria if required)
- Referees' reports (if required)
- Other evidence deemed relevant by the selection panel

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

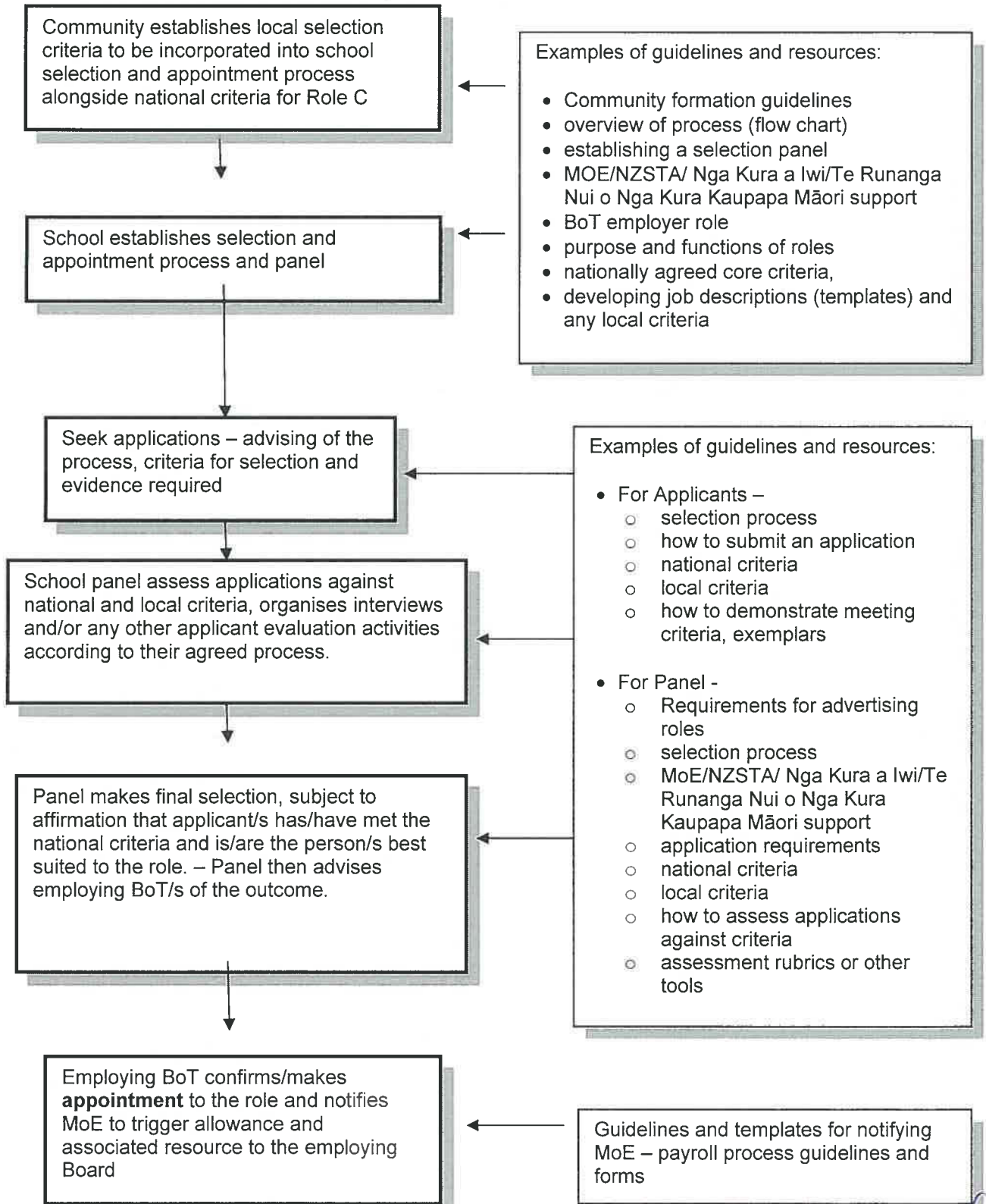
- Criteria and relevant evidence
- Information about materials available
- Advice on nominating referees



Selection process for Community Teacher (within school) role

Summary of processes

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



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Terms and Conditions of Appointment: Teachers teaching predominantly in years 7-13

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. 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.

Salary and time allowance

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 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 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.

Eligibility for other payments

Appointees to the role:

- may hold up to two permanent units while in the role;⁹
- 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;¹⁰
- 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).¹¹

Meeting selection criteria

Each appointment to the role will be subject to the agreed criteria (see pages 9 and 10 of these guidelines).

⁹ 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.

¹⁰ 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).

¹¹ Schools will need to ensure that the majority of the teacher’s in-school hours are teaching-based.

Tenure of role

Boards may appoint year 7-13 teachers to these roles on a permanent or fixed-term basis provided that:

- if the school allocates fewer than three roles to teachers teaching predominantly in years 7-13, the fixed-term allocation for those teachers is to be determined by the employing board subject to clause 3.2.3 of the ASTCA. They may all be fixed-term, all permanent or a mix.
- if the school allocates more than two roles to teachers teaching predominantly in years 7-13, each appointment to the role may be either permanent, or for a fixed-term in accordance with clause 3.2.3 of the ASTCA, provided that fixed-term appointments to the role will never make up more than 40% of those teachers.

There must be a genuine reason for a fixed-term appointment to the role.

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

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

Minimum teaching time in the role

Regardless of how their hours are structured, to remain eligible for the additional resourcing associated with the ASTCA 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.



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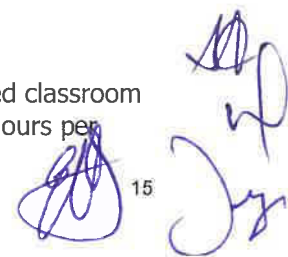
Terms and Conditions of Appointment: Teachers teaching predominantly in years 1-6

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.

1. 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 purpose of the roles for teachers predominantly teaching at these year levels is to promote best teaching practice within a school and strengthen the use of an inquiry approach to teaching and learning.
 - (b) The responsibilities and/or activities of the role will be defined by the Community’s shared achievement plan.
 - (c) A Teacher (Within School) role will be appointed to promote best practice, in line with the challenges in the Community’s shared achievement plan. Promotion of best teaching practice may include a focus on:
 - (vii) Collaborative inquiry;
 - (viii) Expertise capacity building;
 - (ix) Pedagogy / teaching practice;
 - (x) Community engagement;
 - (xi) Transition support; and
 - (xii) Cultural competency.
 - (d) Appointments of teachers (predominantly teaching at these year levels to these roles will be made in accordance with the agreed selection process in these agreed guidelines and criteria, including demonstrating how they will help to meet the agreed purpose / focus for the role within the Community.
 - (e) The period of the appointment to the role will be determined by the employing board based on the needs identified through the Community’s shared achievement plan. The role can be appointed permanently.
 - (f) Where the role is appointed on a fixed-term basis, the period of appointment may be for up to one year, taking account of the needs of the Community and the progress of planning and inquiry.
 - (g) Where a role is transferred from another board, it may only be allocated for a period of up to one school year.
 - (h) 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 must maintain a minimum of 0.8 FTTE of a classroom teaching load¹².

There is no limit to the number of permanent units a years 1-6 teacher can hold, but employers should take into consideration the overall responsibility and work of the teacher when making this appointment and determining the focus of work and use of release time.

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



Support and Assessment in the role: All teachers

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 (across community) Teachers, Specialist Teachers (STs), 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, NZEI, 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. 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 Specialist Teacher guidelines and handbook helpful in their work with other teachers.

Appraisal against professional standards

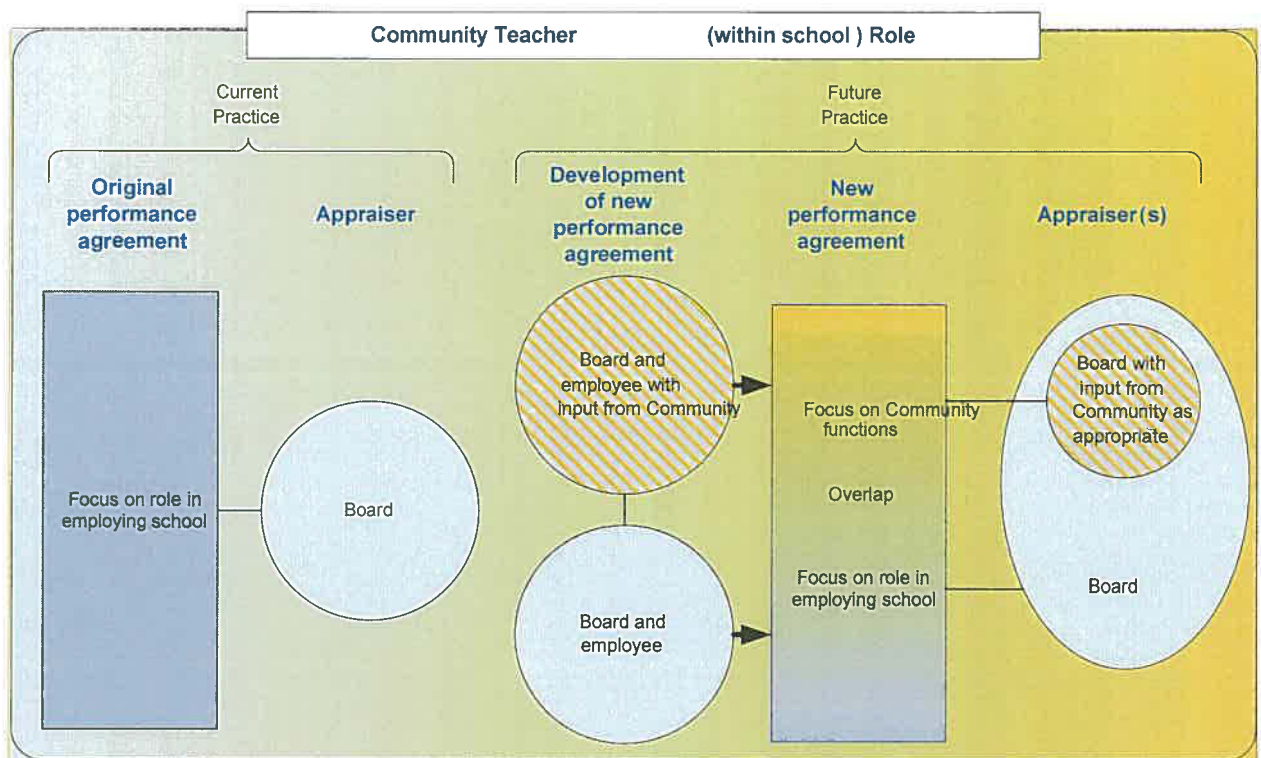
The appraisal will be the responsibility of the employing board. Teachers in the role will be assessed annually by the employing board against the national criteria for selection. When the professional standards for the role are developed they will be used for appraisal.

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 2016. 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.



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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 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 Learning (CoL) Leadership and Teacher Roles]

When a teacher appointed permanently to the role does not meet the professional standards for the role then clause 2.3 of the ASTCA 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 ¹³
 - 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.

¹³ 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 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 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	3.33.8
A change to the Staffing Order in Council	3.33.8
The withdrawal of the school from the Community or disestablishment of the Community	3.33.8

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 Community¹⁴
- when the employing board becomes ineligible to make the allowance available because of the disestablishment of the Community.

¹⁴ 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 Teacher (within school) role: PROFESSIONAL KNOWLEDGE IN PRACTICE - AKO	
STANDARDS	
Bicultural knowledge and practice	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 ¹⁵ outcomes for Māori students.
Planning for Success	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 goals.
Effective teaching and learning	Demonstrates, and shares with colleagues, expertise consistent with current and relevant research evidence that strengthens teaching to support the learning and achievement ¹⁶ of every student in ways that recognise their identity, language and culture.
Professional Learning	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 goals.

PROFESSIONAL STANDARDS FRAMEWORK Community Teacher (within school) role:- PROFESSIONAL RELATIONSHIPS, VALUES AND ENGAGEMENT - MAHI TAHI	
STANDARDS	
Values	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.
Relationships	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.
Engagement	Activates and develops educationally powerful connections within the school towards shared goals of the school, its home/iwi community and the Community.



¹⁵ '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"*

¹⁶ '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

3.33 Allowances for Community Teacher (within school) Role

1. Each board within a Community will be entitled to a number of allowances for a Community Teacher (within school) role ("the role"), generated by formula in the relevant Staffing Order.
2. Each appointment to the role will be subject to clause 3.33.10 or 3.33.11 below.
3. A teacher appointed to the role shall receive an allowance of \$8,000 per annum while they hold the role.
4. In the event a part-time teacher is eligible for, and appointed to the role, the full allowance is payable. 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.
5. A teacher appointed to the role shall be assessed annually while in the role by their employing board against agreed criteria for the role.
6. Where a teacher is relieving in the Community Teacher (within school) 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 3.33.3 and time allowance for the role provided in clause 3.33.10 (i) or 3.33.11 (f) 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.
7. 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 the teacher loses the role because the number of allowances available to the employing board is reduced, the salary protection provisions of clause 3.33.8 will apply. If the teacher returns to, or is subsequently appointed to, a position of equal or higher remuneration than they received while in the role, the salary protection will no longer apply; or
 - (f) Where the teacher loses the role due to competency issues, subject to clause 2.3.3 (e).
8. Where Community Teacher (within school) roles are to be reduced in number as a consequence of a reduction in the allocation to the Community 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's agreed objectives and determine which position is most needed.

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- iii. Where there are no fixed-term roles the employer shall review the functions of each permanent Community Teacher (within school) role against the current needs of the school and determine which roles are most needed.

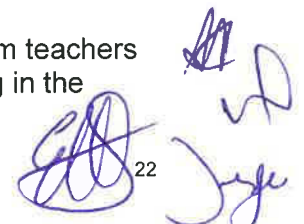
Note: The reduction may be in conjunction with the surplus staffing process but is not in itself sufficient to require in the school the processes outlined in 2.13.1(a) of this agreement.

- (c) The salary protection provisions of 2.13.5 (b) or 3.4.9 (a) will apply as appropriate to teachers whose Community 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 Teacher (within school) role, the salary protection no longer applies.

Note 1: Community Teacher (within school) 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.

9. 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.
10. 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 purpose of the roles for teachers (predominantly teaching at these year levels) is to promote best teaching practice within a school and strengthen the use of an inquiry approach to teaching and learning.
 - (b) The responsibilities and / or activities of each role will be defined in substance and time by the Community's shared achievement plan.
 - (c) A Community Teacher (within school) role will be appointed to promote best teaching practice, 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 and
 - cultural competency.
 - (d) Appointments of teachers (predominantly teaching at these year levels) to these roles will be made in accordance with the agreed selection process, agreed guidelines and criteria, including demonstrating how they will help to meet the agreed purpose / focus for the role within the Community.
 - (e) The period of appointment to the role will be determined by the employing board based on the needs identified through the Community's shared achievement plan. The role can be appointed permanently.
 - (f) Where the role is appointed on a fixed-term basis, the period of appointment may be for up to one year, taking account of the needs of the Community and the progress of planning and inquiry.
 - (g) Where a role is transferred from another board, it may only be allocated for a fixed period of up to one school year.
 - (h) 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



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classroom, a teacher appointed to this role must maintain at minimum a 0.8 FTTE classroom teaching load.

- (i) The employing board will receive additional 0.08 FTTE staffing for the period of the appointment to enable the functions of the role to be fulfilled.

11. 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 of Community Teacher (within school) shall include:

- (i) a teacher appointed to the role may hold no more than two permanent units, while holding the role
- (ii) a teacher cannot concurrently hold both the Specialist Teacher role and the Community Teacher (within school) role.
- (iii) have current employment as a teacher within the Community
- (iv) hold a current practising certificate
- (v) have recent educational leadership experience relevant to the role
- (vi) have met professional standards relevant to their current position.

(b) Appointments of teachers (predominantly teaching at these year levels) to these roles will be made in accordance with the relevant sub clause below and are subject to the agreed selection process, criteria and guidelines:

- (i) where a board appoints three or more teachers predominantly teaching at these year levels to the Community Teacher (within school) role, each appointment to the role may be either permanent, or for a fixed term, in accordance with clause 2.2.2A, provided that fixed-term appointments will never make up more than 40% of these appointments;
- (ii) where a board appoints fewer than three teachers predominantly teaching at these year levels to the Community Teacher (within school) role, the fixed-term allocation is to be determined by the employing board subject to clause 2.2.2A;
- (iii) where any appointments are made to roles created by transferred entitlements from another or other school(s) within the Community, these shall be fixed-term not exceeding one year and shall not be counted towards the 40% limit outlined in clause 3.33.11 (b) (i) above.

(c) where an appointment is made for a fixed-term under clause 3.33.11(b) (i) or (ii), the appointment shall be for the agreed purposes, including:

- (i) appointed to perform specific short term objectives decided by the Community; or
- (ii) relieving for another teacher in a Community Teacher (within school) role who is on leave.

(d) a full-time teacher appointed to the role shall maintain at minimum an average of sixteen (16) timetabled class-contact hours per week.

(e) a part-time teacher appointed to the role shall maintain at minimum an average of twelve (12) timetabled class-contact hours per week.

(f) The employing board shall receive 0.08 FTTE time allowance to enable the teacher to fulfil their function in the role.


Amended clauses

2.2 Appointments

Amend 2.2.2 (a) to read "The following vacant positions or roles must be advertised..."

End 2.2.2 (a) (iv) with semicolon.

Add new 2.2.2 (a) (v) Permanent Community Teacher (within school) roles, whether full-time or part-time.



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)..."



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