



TE AWAMUTU COLLEGE



POLICY STATEMENT ON HUMAN RESOURCE MANAGEMENT

Rationale

The needs of students are paramount in all planning and decision making in this school, and will be in line with the stated goals in the school's Charter, Strategic Plan and Annual Plans.

Purposes

1. Student needs are determined through consultation with students, their parents and caregivers, staff and the wider community.
2. Consideration will be given to the requirements of the Education and Training Act 2020 and National Education and Learning Priorities 2020.
3. The school will develop a curriculum designed to be relevant and appropriate to the students' needs, keeping in mind the constraints of available staffing, facilities and resources.

Guidelines

Requirements of Teachers:


1. Commitment to the aims and goals of the school, and the provision of a secure emotional and physical learning environment for students, is a fundamental expectation of staff.
2. A willingness to develop empathy with young people and a demonstrated ability to contribute to the pastoral care of students in the widest sense is a requirement of all staff.
3. Effective interpersonal skills, including the ability to communicate with and include people who differ widely in regard to social, cultural and ethnic background, country of origin, physical and intellectual ability, learning styles, and age and stage of development are seen as essential for all staff.
4. Demonstrated commitment is expected by all staff to the removal of barriers to learning through the provision of appropriate learning experiences, care, guidance and support for all students in all learning situations, and indeed every aspect of school life.
5. Flexibility and the ability to be innovative are expected as being integral to the provision of a relevant and up-to-date curriculum.
6. Realisation of the principle of partnership, fundamental to the Treaty of Waitangi (Te Tiriti o Waitangi), including provision of the opportunity to study Te Reo Māori and the valuing of tikanga Māori, te ao Māori and mātauranga Māori requires the support and commitment of all staff.
7. Commitment to ongoing professional learning and development and accountability for professional performance are required to meet challenges and opportunities as they emerge in our rapidly changing society.

8. Collegiality and team work are integral to effective teaching and learning.
9. Willingness to contribute to the provision of the widest possible range of educational opportunities within and beyond the classroom, within the formal curriculum and beyond it, through sporting, cultural and outdoor activities, is expected.
10. Management and care of capital resources, which include furniture and fittings, teaching resources, and the general external environment of the School, is expected.

Board Responsibilities

1. According to the Education and Training Act 2020, the Board is required to develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively, and recognise the needs of students. They are also required to be a good employer as defined in the Public Services Act 2020, and comply with the conditions contained in the collective employment agreements applying to teaching and non-teaching staff.
2. In this school, the Board is expected to act as a good employer, ensuring the well-being and fair treatment of staff with particular reference to Equity, the Treaty of Waitangi (Te Tiriti o Waitangi) and Personnel policies of our School.
3. In planning the staffing of the school, creative, innovative, forward looking and strategic allocation of staffing resources are required, in line with the school's current Strategic Plan, ensuring maximum effectiveness and efficiency for students' benefits.
4. In appointing staff, the following criteria are seen as important if the school is to provide the widest possible range of learning experiences through both the formal curriculum of organised activities in the school, and also informally, eg, role modelling – diversity of skills, experience, personal and professional qualities, status, career stage, gender, ethnicity and cultural background.
5. Where a staff member has been identified as not meeting performance expectations, the Board, in acting as a good employer, recognises a responsibility to assist them to make positive changes. This may be accomplished through confidential personal negotiation between the staff member and the Principal in the first instance. If further procedures are required, these will follow the Collective Employment Agreement guidelines. In relation to the Principal, the procedures defined in the Secondary Principals' Collective Agreement will be followed.
6. The Board's policy is to employ registered teachers. However, in a situation where the needs of students can only be met by a person with specialised skills and only an unregistered person is available, the Board may give consideration to the employment of such a person on a part-time or relieving basis. The Board would encourage that person to work towards registration as a teacher. Provisionally registered teachers and unregistered teachers are encouraged and assisted to meet the requirements for full registration.

CHAIRPERSON _____



DATE 2/7/24

PRINCIPAL _____
1 July 2024



DATE 2/7/24