

### **3.1 Equal Employment Opportunities (EEO)**

Mimi School must reflect equality in the workplace by adhering to those ideals fundamental to equal employment opportunities as contained within the State Sector Act 1989.

#### **Guidelines**

- A nominated board member is to be responsible for the EEO programme, which will involve consultation with staff, union representatives and the local Maori community (where applicable). This person will be known as the EEO officer.
- The EEO officer will develop, publish and implement an EEO programme in consultation with staff and according to the procedural guidelines.
- The EEO officer will identify employment patterns and use this information in the on-going development of the EEO programme.
- The Board of Trustees, through the direction of the EEO officer will ensure that they adhere to the EEO procedures of this school including at the time of recruitment/selection of staff.
- When and where available, the EEO officer will receive training relative to his/her role.
- The EEO officer will endeavour to educate the Mimi School staff and Board about the fundamentals of the programme.
- The EEO officer will report annually to the staff, Board and school community to the extent with which the EEO programme has been met, and has complied with the statutory regulations.

### **3.2 Sexual Harrassment**

Sexual harassment is not acceptable at Mimi School. The Principal and/or the Board of trustees must consider complaints of sexual harassment sympathetically and seriously, and ensure that the person making the complaint is not subjected to victimisation.

Sexual harassment 'takes away from the employee equal employment opportunities, by creating a working environment in which that employee's ability to perform is impaired'. (Section 15 of the Human Rights Commission Act.)

A school staff member has been abused in the school if a Board of trustees member, or another staff member:

1. Makes a request of the staff member for sexual intercourse, sexual contact, or another form of sexual activity which
  - Implies, or overtly promises preferential treatment in the school, or
  - Implies, or overtly promises detrimental treatment in the school, or
  - Implies, or overtly threatens the present or future status of the staff member, or
2. By
  - The written or spoken word of a sexual nature, or
  - Physical behaviour of a sexual nature.

#### **Guidelines**

- In the event of sexual harassment, the complainant may approach
  - The Board of Trustees Personnel Officer
  - An N.Z.E.I. counsellor or Field Officer.
- The case should be documented by the complainant with the assistance of the supporting person(s)
- The person responsible for the harassment should be confronted and informed that the behaviour is unacceptable and must stop. Assurances should be sought that the behaviour will stop and that an apology will be made.
- If it is decided that further action should be taken, the harasser will be informed and a decision made to lay a complaint through one of the following:
  - a. The principal and/or the Board of Trustees (Teachers collective Employment Contracts)

- b. Personal grievance through an industrial Advocate or an N.Z.E.I. Field Officer (Award 9.1, 9.3)
- c. Human Rights Commission through an N.Z.E.I. Field Officer.

### **3.3 Appointments**

#### **Principal Appointment**

The Board of Trustees will appoint the principal in accordance with written procedures, with the overriding principle being 'the best person for the job'.

#### **Guidelines:**

- All relevant NZSTA and NZEI guidelines will be followed, the most up to date of which will be researched by the 'Appointments Committee'
- An Appointments Committee will be formed during a monthly or special meeting of the Board of Trustees.
- An outside advisor will be appointed to the Appointments Committee through the Leading and Managing branch of Massey University or the New Plymouth Principals Association.
- The position will be advertised nationally, with the application period being at least three weeks.
- No late applications will be received
- On enquiry, an application form, job description and criteria for appointment to the position will be posted to the applicant.
- Applications will be circulated to the Appointments Committee.
- Interviews will be arranged with applicants being informed of any requirements or presentations the Board wishes to see.
- The appointee will be a New Zealand registered teacher.
- Appointments will be recommended by the Appointments Committee and approved by the Board of Trustees.
- Notification will be given by telephone and letter to the successful applicant.
- The successful applicant's letter of acceptance will be presented to the Board of trustees for formal approval.
- Unsuccessful applicants will receive written notification of non-appointment.

#### **Scale A Teacher Appointment**

The principal, in consultation with the BoT will appoint teachers in accordance with written procedures, with the guiding principle being appointing 'the best person for the job'.

#### **Guidelines**

- All relevant NZSTA and NZEI guidelines will be followed, the most up to date of which will be researched by the 'Appointments Committee'
- An Appointments Committee will be formed during a monthly or special meeting of the Board of Trustees.
- The position will be advertised locally or nationally, with the application period being at least three weeks.
- No late applications will be received
- On enquiry, an application form, job description and criteria for appointment to the position will be posted to the applicant.
- Applications will be circulated to the Appointments Committee.
- Interviews will be arranged with applicants being informed of any requirements or presentations the Board wishes to see.
- The appointee will be a New Zealand registered, or Provisionally Registered teacher.
- Appointments will be recommended by the Appointments Committee and approved by the Board of Trustees.
- Notification will be given by telephone and letter to the successful applicant.

- The successful applicant's letter of acceptance will be presented to the Board of trustees for formal approval.
- Unsuccessful applicants will receive written notification of non-appointment.

### **Ancillary and Support Staff Appointment**

The principal, in consultation with the BoT will appoint ancillary and support staff in accordance with written procedures, with the guiding principal being appointing 'the best person for the job'.

- All relevant NZSTA, NZEI, and Food and Canteen Workers, Cleaners, Caretakers, Groundkeepers guidelines will be followed, the most up to date of which will be researched by the principal or 'Appointments Committee'
- An Appointments Committee **may** be formed during a monthly or special meeting of the Board of Trustees.
- The position will be advertised locally, with the application period being at least three weeks.
- If formed, applications will be circulated to the Appointments Committee.
- Interviews will be arranged with applicants being informed of any requirements or presentations the Appointments Committee or principal wish to see.
- Appointments will be recommended by the Appointments Committee and approved by the Board of Trustees.
- Notification will be given by telephone and letter to the successful applicant.
- The successful applicant's letter of acceptance will be presented to the Board of trustees for formal approval.
- Unsuccessful applicants will receive written notification of non-appointment.

## **3.4. Performance Management**

Performance management is an ongoing process of monitoring the effectiveness of all staff within the areas of their responsibility. Quality feedback from appraisal identifies areas that are sound and areas that require further development.

### **Principal Appraisal**

Our principal will be appraised to monitor their performance in the areas of learning and teaching, and leading. Appraisal of the principal has four elements, **CULTURE, PEDAGOGY, SYSTEMS,** and **PARTNERSHIPS AND NETWORKS.** (See attached standards).

Our process of monitoring the accountability and development of the principal at Mimi School involves;

- Clarifying expectations of the principal through negotiation of individual job description and appraisal documentation making reference to Professional Standards and the New Zealand Curriculum.
- Gathering and sharing information about performance in a supportive and collegial manner
- Setting mutually agreed targets for individual development that are directly linked to targets for improved school performance included in the school Charter
- Continual reflection on PAAP's (Performance Agreement Action Plan)

## **Guidelines**

- The principal's appraisal will be carried out by a mutually accepted appraiser as agreed by the principal and the BoT. This role may be performed by
  - A principal from another school with sufficient experience in the role
  - The BoT Chairperson
  - Representatives of Education Review Office as part of ERO cycle of review
- Following a meeting with an independent advisor, goals will be presented to the BoT and staff as the beginning of the cycle.
- Any ERO recommendations not addressed since the last ERO review, will be incorporated into the principals appraisal.
- The principal will participate in the Teacher Appraisal process to ensure quality learning and teaching takes place in the teaching component of the teaching principal position. (see Teacher Appraisal procedure) Appraisal of teaching may be carried out as part of an in-school buddy system, or call on an outside and independent appraiser.
- As part of the appraisal system, the principal will reflect on how the professional standards are being met, taking into account all indicators. This may be achieved through participation in Professional Learning Groups, (PLG's).
- The principal will be part of a PLG that meets at least twice each year to ensure ongoing collegial support of our principal.
- The appraisal cycle will ideally start in the first term and be completed in the final term.
- The BoT will provide opportunities for the principal to attend Professional Development with staff as well as attend additional Professional Development in administration and school leadership.
- When an independent appraiser has been mutually appointed, the process will be led by following the guidelines of the independent appraiser.
- The final report on our principal will remain confidential to the principal and the BoT Chair. A summary of the report is to be completed by the appraiser or BoT Chair. This summary is to be used to report results of appraisal process to the rest of the Board of Trustees.
- If any further discussion is required regarding the results of the principal appraisal, it shall be carried out in committee with or without the principal being present as appropriate.
- Any disputes relating to the appraisal process will be referred to an independent arbitrator mutually agreed upon by the principal and BoT. In the final analysis the BoT as the employer will have the responsibility for the selection of an arbitrator. The matter will be determined in accordance with Parts 8 and 10 of the Primary Principals' Collective Agreement.

## **Teacher Appraisal**

Our process of monitoring quality teaching at Mimi School involves;

Clarifying expectations of teaching staff through negotiation of individual job descriptions and appraisal documentation making reference to Professional Standards and the New Zealand Curriculum.

Gathering and sharing information about teaching performance in a supportive and collegial manner

Setting mutually agreed targets for individual development that are directly linked to targets for improved school performance included in the school Charter

Continual reflection on PAAP's (Performance Agreement Action Plan)

## **Guidelines**

- Appraisal will be based on Principal, Self, and Buddy appraisal.
- The principal acts on behalf of the Board of Trustees in managing the implementation of the employers appraisal system.
- A supportive environment is crucial to effective dialogue and improved performance

- During Term 1 all teachers complete a PAAP taking into account school wide targets, the Annual Plan, as well as personal targets of identified areas for improvement or personal areas of interest and inquiry.
- Professional Development Plans are drawn up in Term 1 to provide opportunity for teachers to achieve their targets and contribute to school wide targets.
- Teachers are observed every term using the following techniques
- Term 1 Self reflection using Video recordings of teaching sessions in learning area targeted for improvement/reflection.
- Term 2 Appraisal observations by peer review using very focussed and agreed criteria set before appraisal.
- Term 3 Self reflection using Video recordings of teaching sessions in learning area targeted for improvement/reflection
- Term 4 Appraisal of Professional Standards and Effective Pedagogy outlined in 'Quality Teaching at Mimi School' document.
- Following all appraisal observations next steps are identified and recorded.
- All reports are filed in the teachers own Learning and Teaching Portfolio.
- Final Appraisal is confidential to the appraisee and management team.
- The following procedure is to be followed if the appraisee is uncomfortable or unhappy with their appraiser or results of the process.
  - Discuss with appraiser if appropriate
  - Discuss concerns with Principal
  - Discuss concerns with BoT Chairperson
- The Board of Trustees will be notified at a monthly meeting when teacher appraisals have been completed for the year.

### **Support and Ancillary Staff Appraisal**

As important members to the learning outcomes of our children, Support Staff will be appraised as part of our process of monitoring quality teaching at Mimi School by:

Clarifying expectations of all support staff through negotiation of individual job descriptions and appraisal documentation making reference to relevant collective agreements and professional standards.

Gathering and sharing information about performance in a supportive and collegial manner

Setting mutually agreed targets for individual development that are directly linked to targets for improved school performance included in the school Charter

Continual reflection on PAAP's (Performance Agreement Action Plan)

### **Guidelines**

- Appraisal of Teacher Aide and Administration staff will be carried out by the principal.
- Appraisal of cleaning and ground staff will be carried out by the principal or a BoT representative to a depth appropriate their needs, role, and hours employed.
- A supportive environment is crucial to effective dialogue and improved performance
- Appraisal will be based on performance of the specifications and tasks outlined in each employee's individual job description
- Professional Development will be made available to all support staff relevant to their position and duties.
- Appraisal is confidential to the appraisee and management team.
- The following procedure is to be followed if the appraisee is uncomfortable or unhappy with their appraiser or results of the process.
  - Discuss with appraiser if appropriate
  - Discuss concerns with Principal
  - Discuss concerns with BoT Chairperson
- The Board of Trustees will be notified at a monthly meeting when support staff appraisals have been completed for the year.

### **3.5 Staff Discipline**

The Board of Trustees, as a good employer, has the obligation and responsibility to comply with the Employment Contracts Act and ensure the rights of all employees to procedural fairness and natural justice when disciplinary action is undertaken.

#### **Guidelines**

- Before commencing and disciplinary process, the Principal must consult with the Board chairperson.
- The principal/Board is to seek appropriate advice from either the New Zealand School trustees Association Industrial Advisor, the NZEI, or school lawyer.
- The principal/Board must comply with the reporting requirements contained in the relevant insurance policy held by the Mimi School Board of trustees.
- On the initiation of each disciplinary step, the employee shall be advised of their right to request assistance of a representative at any stage.
- If the employee does not wish to have a representative present at an interview, this must be documented and signed by the employee at the beginning of the interview. The person conducting the interview shall then arrange a witness to the interview.
- Principles of promptness, consistency, fairness and advance warning will underpin any decision to take disciplinary action.
- Employees are to be advised of the standards of conduct expected of them. A copy of all board policies will be available in a folder in the office. A copy of the disciplinary procedure will be given to any employee receiving a letter outlining matters of concern.
- In any case where the Mimi School Board of Trustees is satisfied that the welfare of students and/or staff is at risk, then they may suspend the employee, with or without pay (Normally on pay), pending the final decision of an enquiry.
- Confidentiality is important to ensure fair process and should be respected by all parties.
- The personal grievance provision as set out in Part 111 of the Employment Contract Act 1991 will be available to an employee who is aggrieved by any action taken under this policy.
- Disciplinary processes outlined in the Primary teachers Collective Employment Contract will be adhered to. The principal is delegated the power to undertake the initial investigation of teacher discipline except in situations where there may be the possibility of an allegation of bias or conflict of interest.
- Where an allegation of misconduct is directed at the principal, the Mimi School Board of Trustees will carry out the discipline procedure itself according to the process outlined in the Principals Employment Contract.
- Any misconduct of serious nature is to be reported to the New Zealand Teachers Council using their mandatory reporting guidelines published on the NZTC website [www.teacherscouncil.govt.nz/cnc/complaints/reporting.stm](http://www.teacherscouncil.govt.nz/cnc/complaints/reporting.stm)

#### **Non-teaching employees.**

Where an Employment Contract does not include a disciplinary procedure, the following procedures will be used:

#### **Misconduct.**

For matters other than serious misconduct, the following warning procedure applies. The Principal is delegated the power to apply this procedure as chief Executive of the school. On the initiation of each step, the employee shall be advised of his/her right to request the assistance of a representative at any stage.

### **Step One: Verbal Warning**

1. The principal shall, in writing, outline the matter(s) of concern to the employee.
2. The employee shall be given a reasonable period of time to provide an explanation
3. The principal may need to make further enquiries to clarify the facts of the specific matter(s) causing concern before making a final decision.
4. If the principal is satisfied that the matter(s) of concern are proven the he/she may issue a verbal warning to the employee. The verbal warning shall outline the corrective action required to amend the person's conduct and the employee shall be given a reasonable opportunity to do so. The employee shall have explained to them that failure to take corrective action will result in further disciplinary action being taken.
5. The principal has the discretion to make the verbal warning valid for a period for up to six months.
6. The fact that the verbal warning has been given plus acknowledgment that the process has been followed is to be recorded, shown to the employee, signed by the employee, and placed on the employee's personal file.

### **Step Two: Written Warning**

When a verbal warning fails to result in the required improvement, the principal may wish to proceed with a written warning.

1. The principal shall, in writing, outline the matter(s) of concern to the employee.
2. The employee shall be given a reasonable period of time to provide an explanation, usually 10 working days.
3. The principal may need to make further enquiries to clarify the facts of the specific matter(s) causing concern before making a final decision.
4. If the principal is satisfied that the matter(s) of concern are proven then he/she may issue a written warning to the employee. The written warning shall outline the corrective action required to amend the conduct and the employee shall be given a reasonable opportunity to do so. The employee shall have explained to them that failure to take corrective action will result in further disciplinary action being taken.
5. The written warning plus acknowledgement that the process has been followed is to be recorded, shown to the employee, and signed by the employee.

### **Step Three: Final Written Warning**

Where a written warning fails to result in the required improvement, the principal may wish to proceed with a final written warning.

This is to follow the procedure of Step Two, but the employee must be specifically advised that the continued unsatisfactory behaviour or performance will result in dismissal.

NB. In some circumstances it may be appropriate to move straight to Step Three for misconduct that does not constitute serious misconduct but is of sufficient concern to justify a final written warning. This shall occur with the authorisation of the board.  
Each case will be assessed on its individual merits.

## 3.6 Privacy

The Board of trustees is required to comply with the Privacy Act 1993 in all its aspects for employees, and in having the overall responsibility of the school.

In complying with the provisions of the Privacy Act, the Board will appoint a Privacy officer. The School Administrator is the school's "Privacy Officer" as selected by BoT and staff.

### Guidelines

#### Checklist For Privacy Officers

1. Does the school hold personal information about individuals?
2. Does the school need to collect that information?
  - a. What function or activity of the school does it relate to?
  - b. What is the purpose for which that information will be used?
  - c. Is it necessary for that purpose?
3. Has the personal information which the school holds been collected directly from the person concerned?  
If not, which exemption to Principle 2 applies?
4. Where the school has collected information directly from the person, have we informed them:
  - a. That the school is collecting the personal information
  - b. Why the school is collecting it
  - c. Who will receive it, and
  - d. The name and address of the school collecting it, and who will hold it?  
If not, which exemption to principle 3 applies?  
If not, has the school collected similar information from the same individual recently?
5. Has this information been collected by:
  - a. Unlawful means, or
  - b. Means that intrude to an unreasonable extent on the person's personal affairs?
6. Is the personal information the school holds stored in a reasonably secure way?
  - a. Is it stored so that only authorised people have access to it?
  - b. Do authorised people know of their obligations under the Privacy Act?
  - c. Is it safe from vandalism and theft?
  - d. Are VDU screens, printers or files positioned so that they may not be seen by the public or unauthorised staff?
  - e. Are there procedures in place to monitor access to sensitive data?
  - f. Are external agencies used to collect, process, hold or dispose of personal information?  
If so, what steps are taken to ensure that they are complying with privacy principles?
7. Is the personal information the school holds accurate, up to date, complete, relevant and not misleading?
  - a. What steps have been taken to ensure that it is?
  - b. When personal information was received from a third party, what steps have been taken to make sure it is accurate, up to date, complete, relevant and not misleading?
  - c. At what point(s) is it checked to ensure accuracy:  
When first recorded, during storage, before use, periodically?
8. Does the school still need to keep this information to carry out a function?
9. Is the school using the information for purposes other than the one for which it was collected?  
If yes, which exception to principle 11 applies?  
If an exception does not apply, does the school have an exemption from the Privacy Commissioner?



10. Does the school disclose personal information it holds about individuals to other agencies?  
If yes, which exception to principle 10 applies?  
If no, exception applies, does the school have an exemption from the Privacy Act?
11. Does the school assign unique identifiers to individuals?  
If yes, is it necessary in order to be able to carry out the function of the school?
12. Is the unique identifier assigned by the school the same as the one assigned to that person by another agency?  
If yes, is the school "associated persons" within the meaning of s.8 of the income tax Act 1976?
13. Does the school take reasonable steps to ensure that unique identifiers are only assigned to people whose identity is clearly established?
14. Does the school assign the same unique identifier to a person that is used by another agency?  
If yes, is this one of the purposes for which that unique identifier was assigned or a directly related purpose?

If any further information is required, refer to "Education management and the Law" by Patrick Walsh, p.6-29.

### **3.7 Complaints**

Matters of concern are directed to the persons involved using the following guidelines. The investigation or consideration of a complaint should be on a scale appropriate to that complaint, and should not escalate beyond those who are immediately involved.

- If any parent or member of the public has any genuine complaints or concerns, these are in the first instance to be addressed to the appropriate party by appointment. Every endeavour should be made to bring about a satisfactory resolution of all complaints.
- If there is no resolution, the concerned person must, through an appointment, go to the principal and discuss the complaint. The complaint will be written down and the principal authorised to make any enquiries to clarify the complaint.
- If the principal is unable to resolve the situation, the complainant should write to the Board outlining the complaint. The complainant is welcomed to the Board meeting where the complaint will be addressed at the start of the meeting where the complainant/s will be granted speaking rights following BoT meeting procedures. Alternatively, a separate meeting may be held to deal with the complaint. The person the complaint is against may be asked to leave the meeting when the complaint is heard but may be present to give their side of the complaint before the board decides on its action. This action will be in accordance with the school's Discipline Policy.
- If these steps are not adhered to, the following steps will be taken.
  - a. The complainant will be asked to make an appointment to discuss the issue at a more appropriate time.
  - b. If the person refuses to comply, they will be asked to leave the school grounds.
  - c. If the person refuses to leave, they will be advised that the police will be called to remove them from the school grounds.

### **3.8 Protected Disclosures**

Protected disclosure allows for employees and the principal, (current, former, and contractors) of the school to report serious wrongdoing within the school and be protected against retaliatory or disciplinary action and not liable for civil or criminal proceedings related to the disclosure. Our policy and reporting procedures have been created in line with the Protected Disclosures Act 2000.

Serious wrongdoing may include any of the following

- unlawful, corrupt, or irregular use of school funds or resources
- an act, or omission, or course of conduct that constitutes a serious risk to public health or public safety, or the environment
- an act, or omission, or course of conduct that constitutes a serious risk to the maintenance of the law, including the prevention, investigation, and detection of offences, and the right to a fair trial
- an act, or omission, or course of conduct that constitutes an offence
- an act, or omission, or course of conduct by a public official that is oppressive, improperly discriminatory, or grossly negligent, or that constitutes mismanagement

Before making a disclosure the employee should be sure that the following conditions have been met:

The information is about serious wrongdoing in or by the school

The employee believes on reasonable grounds the information to be true or is likely to be true

Protection and rights extended to employees making a disclosure include

- bringing a personal grievance in respect to any retaliatory action from their employers
- access to the anti-discrimination provisions of the Human Rights Act in respect of retaliatory action from their employers
- not being held liable afor any civil or criminal proceedings, or to disciplinary hearing by reason of having made or referred to a disclosure
- (subject to clause 5 of the procedure) having their disclosure treated with the utmost confidentiality

The protections provided by Mimi School's Protected Disclosure Policy and Procedures will not be made available to employees making allegations they know to be false, or wehre they have acted in bad faith.

#### **Guidelines**

- Any disclosures should be made in writing and include the following
- The nature of the serious wrongdoing
- The name, or names of those involved, and:
- Surrounding facts including details relating to the time and place of the wrong doing if known or relevant.
- A written disclosure must be sent to the principal who has been nominated by the Board of Trustees under the provision of Section 11 of the Protected Disclosures Act 2000 for this purpose.
- If the employee making the disclosure believes that the principal is involved in the wrong doing or has an association with the person committing the wrong doing that would compromise their ability to act on the disclosure, the disclosure can be directed to the Board of Trustees Chairperson.
- On receiving a disclosure, the principal or Chairperson must within 20 days examine seriously the allegations made and decide whether a full investigation is warranted. If an official investigation is warranted, it will be undertaken by the principal, or arranged as

quickly as possible through an appropriate authority with a written report detailing the investigation and its findings.

- All disclosures will be treated with the utmost confidence. When undertaking an investigation, and when writing the report, the principal will take all possible steps to not reveal information that can identify the disclosing person, unless the person consents in writing, or if the person receiving the protected disclosure reasonably believes that identifying information is essential to the process by
  - Ensuring an effective investigation
  - To prevent serious risk to public health or public safety or the environment
  - To have regard for the principles of natural justice
  - The concluding report of the investigation will include recommendations for actions if appropriate, which will be presented to the Board at the next appropriate meeting, or a special meeting may be held to deal with the report.

A disclosure may be made to an appropriate authority (including those listed below) if the employee making the disclosure has reasonable grounds to believe:

- the Chairperson, as a last resort, may be involved in the wrong doing;
- immediate reference to another authority is justified by urgency or exceptional circumstances;
- there has been no action, or recommended action within 20 working days of the date of disclosure

Appropriate authorities include, (but are not limited to)

- Police
- Auditor General
- Serious Fraud Office
- Ombudsman

### **3.9 Classroom Release Time Policy (CRT)**

The intent of classroom release time is to address teacher workload, while maximising benefits for student learning. The use of CRT at Mimi School will be professionally useful for the school's teaching and learning programmes, the teachers professional growth, and the learning needs of the students.

#### **Guidelines**

- The school is currently allocated .04 staffing for the purpose of CRT to be allocated on the following basis.
- CRT is an entitlement of all teachers of .8 or more FTE. Due to the job-share situations present at Mimi School, CRT will be allocated to classrooms rather than individual teachers and will include use of Principal Release time to allow for the following;
- 2 days release per term to be allocated to the classroom not taught by the principal
- 2 days release per term to be allocated to the principal's classroom
- Timing and make-up of this release time will be negotiated between the teacher and the principal for, (but not exclusively limited to), the following uses,
  - Planning
  - Assessments
  - Reporting
  - Observation
  - Any other mutually agreed purpose from time to time as negotiated between the classroom teacher and the principal.

### **3.10 Provisionally Registered Teacher (PRT) Advice and Guidance**

While a guiding document for the advice and guidance of Provisionally Registered Teachers is currently being designed, all decisions regarding the allocation of release, tutor teacher, observation, reflection, and professional development of any PRT's working at Mimi School will be guided using the Ministry of Education's 'Toward Full Registration' resource.

### **3.11 Allocation of units**

Units are annual allowances paid fortnightly in addition to a teacher salary to the value of \$4000 per annum. During its usual 2.54 staffing entitlement, Mimi School is not normally entitled to any management units for allocation to staff. However, from time to time, roll fluctuations and staffing entitlement may generate entitlement of units which will be allocated on a fixed term basis by the principal in negotiation with staff following NZEI's guiding document 'Unit Allocation Guidelines'.