



## **Guidelines for the appointment to the Community of Schools Leadership role<sup>1</sup> in Secondary Schools**

These guidelines provide advice about the Community of Schools Leadership role ('the role') and have been agreed by the Ministry of Education (Ministry), PPTA, SPANZ and NZSTA.<sup>2</sup>

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

The role also expands on career opportunities by supporting principals and other senior leaders to use and develop their professional leadership skills across a collaborative Community of Schools.

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

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

- a time allowance of 0.4 FTTE to the employing board to enable the appointee to fulfil the functions of the role
- a salary allowance of \$30,000 per annum while the appointee holds the role
- \$1,000 per annum for the school to support Community of Schools level induction and networking programmes.

The new role will be available in the first instance to principals employed in schools that join an approved Community of Schools.

### *Note:*

*PPTA's support for the implementation of this role is provisional and subject to the ratification by PPTA members of the SPCA variation settlement of 30 September 2014*

<sup>1</sup> Communities of Schools may develop different local titles for this role.

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

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## **Background**

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

## **The Community of Schools Leadership role**

The introduction of this role is intended to provide additional and complementary support to a Community of Schools (Community) rather than to replace existing arrangements or positions.

The core function of the role is to provide leadership in supporting, facilitating, promoting and implementing the work of the Community to achieve shared achievement objectives.

The purpose of the role includes:

- offering leadership in building productive collaboration within the Community
- facilitating the agreement of shared achievement objectives
- supporting the professional growth of leaders and teachers in the Community
- offering leadership in the use of professional expertise across schools to meet shared achievement objectives in collaboration with other principals in the Community.

The full range of nationally agreed functions of the role is identified in Appendix 1 of these guidelines. There may be additional local functions agreed for the role which focus on achieving the shared achievement aims across the Community.

A Community or employing board may provide additional resourcing and recognition to enable other senior teachers to support the appointee in their work.

The role should be seen in a support and guidance role focussed on professional growth across the Community. The appointee will provide feedback to employing boards and the Community as a whole on teachers employed in the across community roles. They may also, at the request of the employing board, provide feedback of teachers in the within school role. In both cases (except for staff employed in their own school) they will not be making summative judgements of performance.

This role is not responsible for making appraisal, performance management or competency judgements in relation to principals and teachers in other schools within the Community. The role should always be seen as a support and guidance role, operating with other principals and senior leadership colleagues within a high trust relationship. Employing boards however may ask the person in the role for feedback as part of the appraisal cycle of those in the Community of Schools Teachers (across community) roles with whom they work.

## **Allocation of Community of Schools Leadership roles**

Each approved Community of Schools will be entitled to allocate one role at any one time.

## **Resourcing for the Role (Salary and Time Allowances)**

The employing board(s) will, on notification of an appointment to the role, receive an additional 0.4 FTTE staffing (the equivalent of 10 hours per week) to enable the appointee to fulfil the functions of the role.

Appointees to the role will receive an allowance of \$30,000 per annum while they hold the role.

Each role will generate \$1,000 per annum for the school to support Community-level induction and networking programmes.

The resourcing and salary allowance will be pro-rated in approved job share circumstances.

Unless otherwise stated in the SPCA the terms and conditions of appointment for the role will be in addition to the terms and conditions of principals covered by that Agreement.<sup>3</sup>

### **Use of the time allowance for those in the Community of Schools Leadership role**

While the time allowance to support this role is 0.4FTTE (the equivalent of 10 hours per week) it is not expected that the appointee will necessarily be away from their school for two days each week. The employing board, in consultation with the appointee, will organise the way in which this time will be used through the year to enable the appointee to fulfil their role functions.

It is anticipated that in most cases this will involve the transfer of some senior management responsibilities to other teachers.

As examples only:

- there may be a reallocation of duties at senior management, middle management and classroom teacher level to transfer some in-school responsibilities to allow the principal to carry out the functions of the role. The 0.4 FTTE time allowance may be distributed across some or all of those teachers who are picking up duties which require time during the day to perform. Some of the transfer of duties from their substantive role within their own school may recognise that some of the Community related functions may be fulfilled out of normal school hours.
- the school may temporarily add a senior position to their management team to pick up duties transferred<sup>4</sup> by the principal and use the 0.4 time allowance to employ an additional part-time teacher (or increase the hours of part-time teachers) to pick up classes which are transferred.
- part of the time allowance might be used to transfer duties as above and the remaining time could be used to release a middle or senior manager or those in a senior teacher role in the school to support the role by undertaking administration/co-ordination duties for the Community.
- teachers who are reallocated duties by the employer as a consequence of the appointment of other teachers to the role will be entitled to an acting in a higher duty allowance to recognise those duties (see Appendix 3).

The re-organisation of the work is to be determined by the employer and principal(s) in the role, to best suit the operation of the Community and the organisational and management needs of their own school.

Having transferred some of their normal duties the person(s) in the role may:

- dedicate time during the week to spend in school on Community related matters
- dedicate some time in school time and some time out of school time each week for organisation of the Community
- take time as needed to work during any week on Community related matters

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<sup>3</sup> Or, if a senior teacher who is not a principal is appointed to the role, the applicable agreement

<sup>4</sup> For example, the principal may transfer some duties to their Deputy Principal (DP) without a change in the latter's contact hours, with a proportion of the DPs duties transferred to the temporary senior manager position who is given reduced class contact. The 0.4 FTTE allowance is used to fund staffing to take the transferred classes.

- take periods of time as needed during the term or during the year to work on Community related matters
- any combination or variation of the above in order to arrange their role-related time in a way which is suitable for the individual, the Community and the employing school.

### **Eligibility for Appointment to the Role**

The employing board will have to ensure that the application prerequisites to apply for the role are met.

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

- the agreement of the employing board to apply for the role
- current employment within the Community
- a current practising certificate
- recent experience as a senior leader
- met professional standards<sup>5</sup> relevant to their current position.

In addition to these basic eligibility requirements there are a set of nationally agreed criteria for selection (see page 8 of these guidelines). Each Community may also establish its own local criteria in addition to these. Applicants will be advised of any local criteria.

### **Alternative appointments**

Where a Community cannot select one principal from within the Community to the role, it can apply for approval from the Secretary for Education for alternatives (which may be subject to conditions). These alternative proposals could include:

- appointing more than one appointee to carry out the duties and functions of the role (where the Community of Schools Leadership allowances will be pro-rated between those in the role)
- appointing a senior manager/ teacher from within the Community who is not a principal (in which case the role-related allowances will apply in addition to the salary and allowances the teacher is entitled to under the Secondary Teachers' Collective Agreement (STCA)).

References in these guidelines to a '*principal in a Community of Schools Leadership role*', or to a '*Community of Schools Leadership role*' or to '*the role*' can be read as including these options.

### **Terms and Conditions of Appointment to the Community of Schools Leadership Role**

The role is for a fixed-term. There will be an initial term of two years (unless it is agreed that there will be a lesser term), subject to a maximum of one extension of up to two further years where the Community, employer and employee agree, and the independent adviser assigned to the Community affirms that the employee continues to meet the criteria for the role.

Reappointment to the role after the first two years does not require the Community to readvertise the position.

Unless otherwise stated in the SPCA<sup>6</sup> or in these guidelines, the terms and conditions of appointment for the role will be in addition to the terms and conditions of appointees covered by that Agreement.

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<sup>5</sup> This will include principal's career structure criteria.

<sup>6</sup> Or as stated in the STCA if the appointee is not a principal

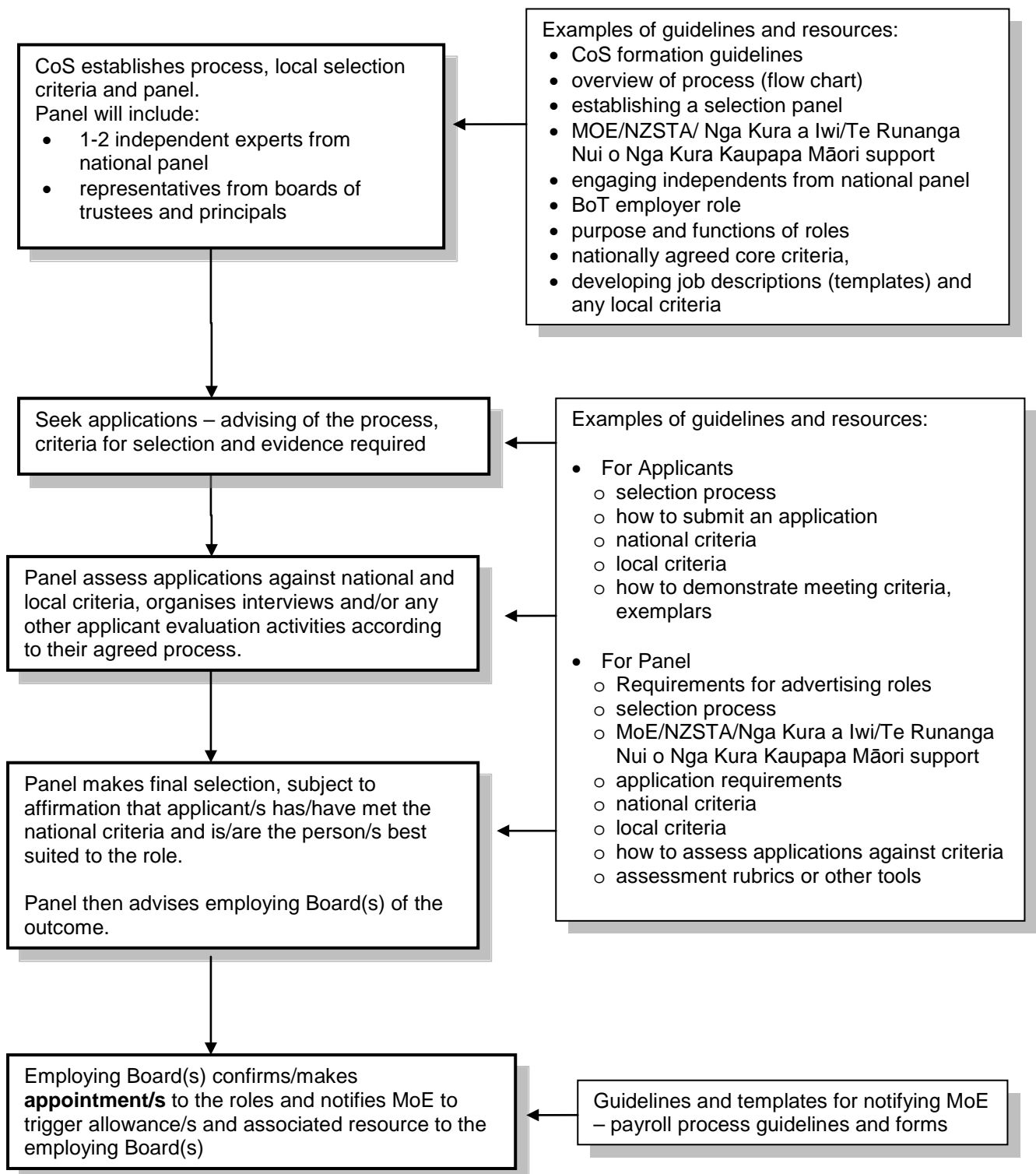
It should be noted by the employer and potential applicants for the role that there is a limitation on the appointee's ability to take refreshment leave while they hold the role. That limitation is that:

- they may not take refreshment leave of more than one term while in the role and
- an application for refreshment leave is made with the approval of the employing board, following a consideration of the needs of the wider Community.

Note: While in the role they may apply under normal provisions and without the above constraints for leave which is to begin following the end of their period in the role.

## Summary of appointment and appraisal processes

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



## **Advertising, Selection and Appointment Process**

### **Advertising the role**

The trust and confidence of the boards, teaching and management staff across the Community in the person appointed is crucial to the success of this role.

All appointees to the role will be employees from within the Community.

The advertising process should:

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

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

A Community may, at the end of the first fixed-term (in the role), elect to recommend that the incumbent be offered one further fixed-term of up to two years in the role if:

- the appointee still meets the criteria for selection; and
- they have met all relevant professional standards (and expectations) in the first fixed-term; and
- there is mutual agreement that to do so would be beneficial to the Community; and
- the employing board gives its approval.

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

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

### **Selection and appointment process**

There will be a stewardship group<sup>7</sup> established by the Community to oversee its activities. The group will establish a selection panel which will include at least one Independent Adviser drawn from the National Panel of Independent Advisers (National Panel).

It is the responsibility of the employing board, with advice from the selection panel, to ensure that the most suitable applicant, according to the criteria, is selected for appointment to the role.

It is important teaching staff and community as well as boards and principals in the Community are consulted in developing the selection process, in order to build confidence in the role.

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<sup>7</sup> 'Stewardship group' refers to the group designated by the Community to oversee its processes and progress.



## National Criteria for selection to the Community of Schools Leadership Role

The national criteria for selection for the role have been developed with the expectation that all appointees to the role will also continue to meet the Registered Teachers' Criteria and associated cultural competencies.<sup>8</sup>

NATIONAL CRITERIA Community of Schools Leadership role: PROFESSIONAL KNOWLEDGE IN PRACTICE - AKO	
FOCUS AREA	Applicant demonstrates successful practice and understanding of:
<b>BICULTURAL KNOWLEDGE AND PRACTICE</b>	<ul style="list-style-type: none"> <li>• Implications and applications of the Treaty of Waitangi in New Zealand across a range of educational settings</li> <li>• Māori enjoying and achieving educational success as Māori</li> <li>• Leading collaboratively on strategic bicultural initiatives</li> </ul>
<b>PLANNING FOR SUCCESS</b>	<ul style="list-style-type: none"> <li>• Leading negotiations across a range of views on development of collaborative plans and evidence-based cycles of collective inquiry that have resulted in improved<sup>9</sup> outcomes for diverse (all) learners</li> </ul>
<b>EFFECTIVE TEACHING AND LEARNING</b>	<ul style="list-style-type: none"> <li>• Leading major change with colleagues using current and relevant research evidence to improve leadership and teaching capability to support every student to learn and achieve<sup>10</sup> in ways that recognise their identity, language and culture</li> </ul>
<b>PROFESSIONAL LEARNING</b>	<ul style="list-style-type: none"> <li>• Using a range of evidence to collaboratively identify professional learning strengths and needs of self and others and to monitor progress towards goals</li> <li>• Leading collaborative professional learning approaches that improve outcomes for diverse (all) learners</li> </ul>

NATIONAL CRITERIA Community of Schools leadership role : PROFESSIONAL RELATIONSHIPS, VALUES AND ENGAGEMENT – MAHI TAHI	
FOCUS AREA	Applicant demonstrates successful practice and understanding of:
<b>VALUES</b>	<ul style="list-style-type: none"> <li>• Respecting and valuing the culture, knowledge and expertise of others</li> <li>• Taking agency for own professional development to improve teaching and learning</li> </ul>
<b>RELATIONSHIPS</b>	<ul style="list-style-type: none"> <li>• Being open to collaborative learning and constructive problem-solving</li> <li>• Building and maintaining relationships of challenge, trust and respect</li> </ul>
<b>ENGAGEMENT</b>	<ul style="list-style-type: none"> <li>• Leading and sustaining educationally powerful connections within the school and across the CoS and its communities to develop and realise shared goals that lead to improved student outcomes</li> </ul>

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

<sup>8</sup> This will include the principal's career structure criteria.

<sup>9</sup> 'Improve'/'improved' should be read as consistent with the general intent to support system-wide improvement and the BES meaning of 'improvement' as *"optimising ongoing educational improvement in valued outcomes for diverse (all) learners with a priority for accelerated improvement for learners who have been underserved in their education or disadvantaged"*.

<sup>10</sup> 'Achieve' should be understood to mean valued outcomes as set out in *The New Zealand Curriculum* and/or *Te Marautanga o Aotearoa* and/or *Te Aho Matua o ngā Kura Kaupapa Māori o Aotearoa* and/or *Te Piko o te Mahuri* including student achievement.

### **Assessment of applicants against National Criteria**

Applicants will be assessed on the basis of the evidence of practice and understanding that they provide (see below). An adviser from the National Panel will assist the Community in making the selection.

In addition to considering the range of evidence submitted by the applicant for the role the independent adviser and the selection panel could undertake a visit to the applicant's school to inform their assessment.

The following evidence will be needed for assessment.

#### **EVIDENCE TO SUPPORT ASSESSMENT: Community of Schools Leadership role**

- Application and CV in the format required
- Evidence of values, knowledge and capabilities in relation to national criteria (and local criteria if required)
- Statement of how CoS focus will be approached and evidence of expertise
- Referees' reports
- Evidence from any school visits made by independent advisor/selection panel
- Evidence in the public domain such as ERO reports, school websites, Education Counts data
- Other evidence deemed relevant by the selection panel
- Applicants might also provide
  - School charter and strategic plan
  - Principals' reports to boards of trustees

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

An independent adviser from the National Panel will sit on each Community's selection panel to evaluate applicants against the national criteria for the role. The methods of evaluation and how the judgements are made in relation to the national criteria will be developed by the National Panel. The process for forming that panel will not be completed until 2015.<sup>11</sup>

### **Establishment of National Panel**

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

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

### **Feedback Mechanism**

The feedback mechanism for applicants will 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.

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<sup>11</sup> Note for the first round of appointments for 2015 a small interim panel of advisors will be appointed.

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

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

### **Appointments process**

The selection panel select the person but the employing board is then responsible for the formal appointment of the successful candidate to the role and for all matters relating to the performance of the appointee in their role, as well as for all matters relating to the performance of their existing role in their school.

Where a Community has been unable to appoint anyone to the role it will retain the entitlement to the resourcing for the position until an appointment is made.

### **Support for the Role**

The employing board(s) should consider support for the appointee to attend local, regional or national meetings of those in the role and appropriate professional learning opportunities.

Where possible the non-employing schools in the Community may consider providing the following support for the role:

- access to an appropriate work space
- access to the school's across community teachers
- access to each school's timetable and principal's availability
- access to appropriate student achievement information to support the implementation of the Community's achievement plan
- a designated contact person.

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

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

Each role will generate \$1,000 per annum to the employing school, which is to be used to support Community-level induction and networking programmes relevant to the role.

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

The employing board and the person in the role should plan and agree a process of induction and networking and an appropriate programme of professional development. This should take into account the relevance to the role and the professional development needs of the appointee in the context of the Community achievement plan.

### **Appraisal against professional standards**

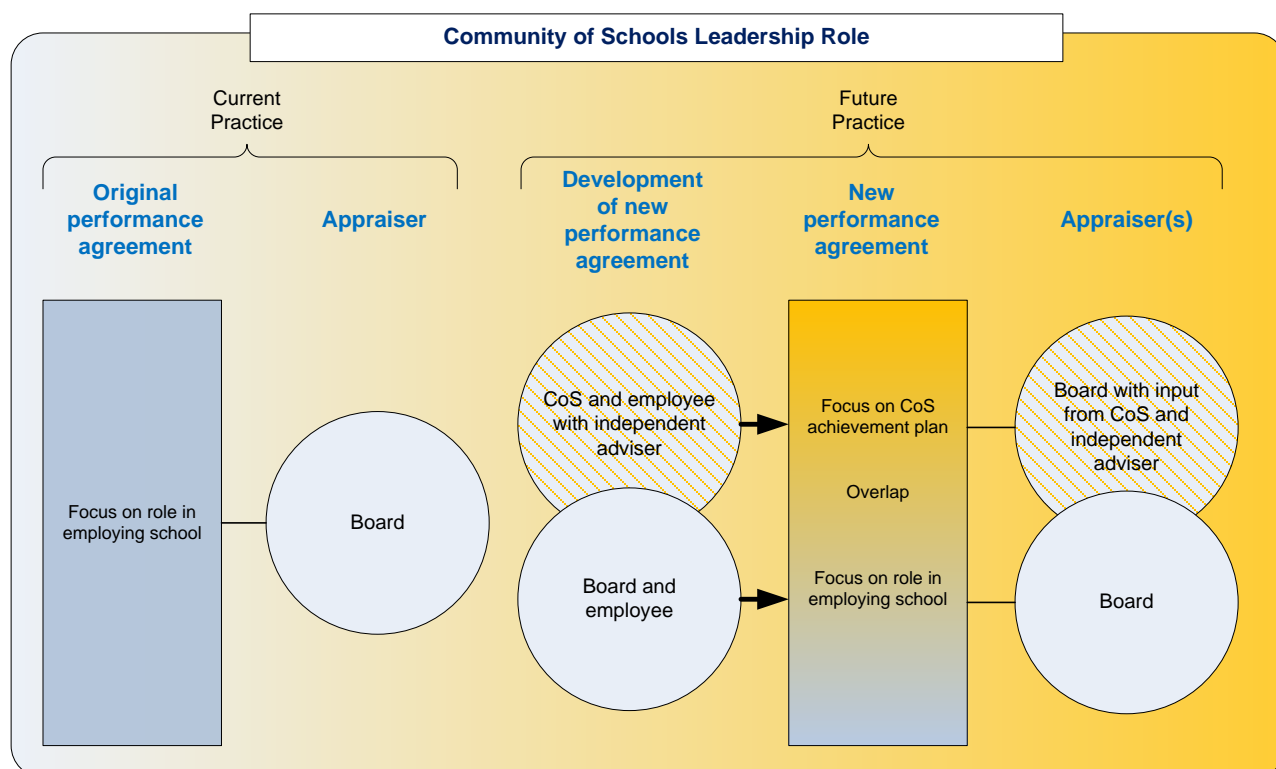
The person(s) in the role will be assessed by the employing board against the national criteria for selection and the expectations agreed for the role in relation to the Community plan. When the professional standards for the role are developed they will be used for appraisal.

The standards will be finalised during 2015. They will build on the framework developed by a Professional Standards Writing Group established by the IES Working Party, which is shown in Appendix 2.

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

### Alignment with existing performance review process

The appraisal process is intended to be integrated with, rather than additional to, the school's normal appraisal cycle/processes and should not increase the overall appraisal load on the person in the role. This is illustrated below.



The person in the role would provide input into developing the Community related expectations for the role that will be the subject of appraisal before the appraisal cycle begins.

It is expected that the Community and the independent adviser would be involved in order to support the employing board to develop the new Community focus within the performance agreement.

The appraisal remains the responsibility of the employing board.

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

In respect to the components that relate to Community functions, the board will seek input from the independent adviser and from the Community when appraising the holder of the role on those functions which are part of the role.

Where appraisal components are common to both the principal's core role and to the role an integrated appraisal would take place using evidence from wherever is appropriate.

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

### **Establishment of a Community of Schools Leadership role**

An appointee to the role will lose the role allowance in any of the following circumstances:

- where the fixed term of the appointment to the role ends
- where the employing board, in consultation with the Community, accepts the voluntarily relinquishment of the role (from the date the relinquishment takes effect)
- when they cease to be employed in their current in-school role by the school that appointed them to the role
- when the employing board becomes ineligible to make the allowance available because it withdraws from the Community<sup>12</sup>
- when the employing board becomes ineligible to make the allowance available because of the disestablishment of the Community.

The provisions applying when a person ceases to hold the role are to be found in the SPCA in the following clauses:

Reason for loss	Provision/ Clauses
At the end of a fixed-term appointment period	N/A – normal end of employment processes
On voluntarily relinquishing the role	N/A - normal end of employment processes
On ceasing to be employed in the appointing school	N/A - normal end of employment processes
The withdrawal of the employing school from the Community	3.7.8 (d)
The disestablishment of the Community	3.7.8 (d)

Note: The removal of the Community of Schools Leadership allowances and any associated Higher Duties Allowances will not trigger a CAPNA process in the employing school.

### **Process for Resourcing the Role – Making an Application**

Appointments to the role may be made at any time.

An application will need to be completed by the employing board informing the Ministry the role has been filled. It will give the necessary details about the appointee. Once the application is approved this will trigger school resourcing, release time and the allowance to be paid to the appointee. This will be set up for the period of the fixed-term.

If at the end of the first fixed-term, a further fixed-term of appointment is agreed, the Ministry will need to be notified to ensure the school resourcing, allowance and release time continue.

The Ministry must be notified when the appointee is no longer eligible to hold the role, this would include:

- where the appointee voluntarily relinquishes the role
- when the appointee ceases to be employed in their current in-school role by the school that appointed them to the role
- when the employing board becomes ineligible to make the allowance available because it withdraws from the Community
- when the employing board becomes ineligible to make the allowance available because of the disestablishment of the Community.

<sup>12</sup> A school would need to give notice of an intention to withdraw no later than the end of term 2 to allow for resourcing adjustments and disestablishment of role processes.

## Appendix 1 Functions of the Community of Schools Leadership Role

Community of Schools Leadership Role	
Purposes	Functions
<p>Offering leadership in building productive collaboration within Communities of Schools.</p> <p>Building relationships with ECE and tertiary to strengthen the transition of students, and to better support student achievement.</p>	<ul style="list-style-type: none"> <li>• establish strong links, through the Principal or Tumuaki, with each school and kura in the Community of Schools</li> <li>• identify, with leaders within the Community of Schools, any specialist expertise needed to support:               <ul style="list-style-type: none"> <li>– the development of a shared culture of collaboration</li> <li>– responsiveness to cultures within the Community of Schools</li> </ul> </li> <li>• facilitate agreement within the Community of Schools about the structures and processes that will be used to:               <ul style="list-style-type: none"> <li>– manage and coordinate (resources and activities)</li> <li>– make Community of Schools' decisions</li> <li>– develop cohesiveness amongst all involved</li> <li>– strengthen participation of students, parents, whānau and wider community</li> <li>– promote student achievement and well-being</li> </ul> </li> <li>• use Community of Schools' achievement plan to establish clarity of roles, responsibilities and accountabilities between schools and the Community of Schools, including respective responsibilities for representing the Community of Schools as a whole and in relation to the community plan in each school and kura</li> <li>• work with school and kura leaders to ensure the coordination of the activities of the schools or kura in meeting the objectives of their shared achievement plan</li> <li>• promote collective responsibility for student achievement and well-being within schools and kura and across the Community of Schools.</li> </ul>
<p>Facilitating the agreement of shared achievement objectives.</p>	<ul style="list-style-type: none"> <li>• support school and kura leaders to identify potential shared long-term and short-term achievement objectives</li> <li>• facilitate with school and kura leaders and boards the development and implementation of the agreed shared achievement plan</li> <li>• offer advice to school and kura leaders within the Community of Schools to support the objectives of the plan</li> <li>• together with school and kura leaders and teachers identify the knowledge and skills that teachers and leaders need in each school and kura and across the community in order to meet the needs of students in relation to the shared achievement objective</li> <li>• facilitate planning, with the other school and kura leaders in the community, to strategically allocate the resources of teaching expertise and Inquiry Time</li> <li>• coordinate the activities of the schools and kura in meeting the objectives of the plan</li> <li>• work with school and kura leaders to develop a shared approach to reporting on progress</li> <li>• report on overall progress on the achievement plan.</li> </ul>
<p>Supporting the professional growth of leaders and teachers.</p>	<ul style="list-style-type: none"> <li>• facilitate agreement among school and kura leaders about the design and approaches to the professional learning and development that will develop the new skills and knowledge that is needed, in particular the contributions from Role B and Role C</li> <li>• liaise with school and kura leaders on matters relating to the use and management of Role B and Role C teachers and Inquiry Time.</li> </ul>
<p>Offering leadership in the use of professional expertise across schools to meet shared achievement objectives in collaboration with other principals in the community.</p>	<ul style="list-style-type: none"> <li>• confirm, together with school and kura leaders and teachers, expertise that will be drawn from within the Community of Schools in order to develop the knowledge and skills of teachers to reach shared objectives</li> <li>• work with school and kura leaders and boards in the Community of Schools in the selection process for Role B and C teachers, from within the Community of Schools, with external advice as appropriate</li> <li>• participate with others in the learning and development of teachers and leaders.</li> </ul>

Additional local functions may be added which do not conflict with the nationally agreed functions

## Appendix 2 Draft professional standards framework

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

It is important to note that this framework contains broad content standards only. These will be reviewed and developed further in the context of writing full professional standards in stage two (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 RTC's, in a similar way to how Tātaiako has been linked to the RTC's. Cultural competencies for the teachers of Pasifika learners are currently being developed. It is assumed that they would be linked to the RTC's in the same way as Tātaiako.

<b>PROFESSIONAL STANDARDS FRAMEWORK Community of Schools Leadership role: PROFESSIONAL KNOWLEDGE IN PRACTICE - AKO</b>	
<b>STANDARDS</b>	
<b>Bicultural knowledge and practice</b>	Across a CoS, leads and develops expertise in leadership and teaching in bicultural and/or bilingual Aotearoa New Zealand to achieve the strategic direction to support improved* outcomes for Māori students.
<b>Planning for Success</b>	Coordinates and leads collective evidence-based inquiry processes to plan, implement and review effectiveness in progressing CoS goals to improve* outcomes for diverse (all) learners.
<b>Effective teaching and learning</b>	Leads strategic change across the CoS that strengthens leadership and teaching capability consistent with the current and relevant research evidence to support the learning and achievement** of every student in ways that recognise their identity, language and culture.
<b>Professional Learning</b>	Works responsively with colleagues, across the CoS, to identify leaders' and teachers' professional learning strengths and needs using a range of evidence, and works collaboratively to develop their capabilities to improve* leadership, teaching, and learning outcomes for diverse (all) learners, within the context of CoS goals.

<b>STANDARDS FRAMEWORK Community of Schools Leadership role:- PROFESSIONAL RELATIONSHIPS, VALUES AND ENGAGEMENT - MAHI TAHI</b>	
<b>STANDARDS</b>	
<b>Values</b>	Is open-minded, respects and values the culture, knowledge and expertise of others, shows a willingness to learn and understands their own agency in promoting teaching and learning for all.
<b>Relationships</b>	Demonstrates openness to learning and constructive problem-solving to build and maintain relationships of challenge, trust and respect within and across the CoS and its home/iwi communities, and beyond the CoS.
<b>Engagement</b>	Activates and develops educationally powerful connections towards shared goals across the CoS and its communities, and beyond the CoS.

\*'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”*.

\*\*'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 3 SPCA variation clauses**

### **Community of Schools**

#### **3.7 Allowance for Community of Schools Leadership role**

- 1 Each designated Community of Schools will be entitled to recruit for a Community of Schools Leadership role (the role), and be entitled to allocate an allowance for undertaking that role.
- 2 In the first instance the Community of Schools will seek to recruit one principal to the role. A principal who has met the selection criteria, been selected to undertake a Community of Schools Leadership role and has been appointed to the role by their employing board shall be entitled to receive an allowance of \$30,000 per annum. The period of the appointment shall be for a fixed period of up to two years, subject to (4), (6) and (7) below.
- 3 Where a Community of Schools cannot select one principal from within the Community of Schools to the role, the Secretary for Education may agree to alternatives to appointing one principal from within the Community of Schools which may result in alternative arrangements for the payment of the allowance outlined in (2) above and for the provision of the time allowance outlined in (5) below. This approval may be subject to conditions.
- 4 The appointment of a principal to the role may be renewed by the employing board for a maximum of one further period of up to two years, subject to (6) and (7) below, and any conditions set by the Secretary under (3) above.
- 5 The employing board, or boards in combination, shall receive in total a 0.4 FTTE time allowance for the fixed period to enable the appointee(s) to fulfil the functions of the role.
- 6 Where an acting appointment becomes necessary, the allowance, or part thereof as appropriate, will be payable to the appointee(s) undertaking that acting role.
- 7 The allowance may be suspended by the employing board(s) where the principal is undergoing competency processes as outlined in clause 6.2.2, and/or disciplinary processes as outlined in clause 6.3.
- 8 The allowance will cease to become payable in the following circumstances:
  - (a) where the principal ceases to be employed as a principal at that school; or
  - (b) where, with the agreement of the board, in consultation with the Community of Schools, the principal voluntarily relinquishes the role; or
  - (c) where the fixed period of the allowance ends, regardless of whether the principal remains employed at that school; or
  - (d) where the board becomes ineligible to make the allowance available (In such circumstances the principal will be provided with three months' notice, except where there is a lesser period due to the expiry of the fixed term.

### **Amend Refreshment Leave**

5.6.2 The ability to take up the entitlement to refreshment leave in clause 5.6.1 is subject to:

- (d) the maximum leave to which a principal in receipt of the allowance for Community of Schools Leadership is entitled is one school term. Any request for refreshment leave will not be granted unless it has the support of their employing board which shall first consider the needs of the wider Community of Schools.

## **Appendix 4 Higher Duties allowances (STCA)**

### **4.15 Acting Principal**

4.15.1 no change

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

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

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

4.16.1 no change

4.16.2 no change

#### **New clauses**

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

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

4.16.4 Where a teacher is relieving in the Community of Schools Teacher (across community) role due to the absence of the teacher appointed to the role, the relieving teacher shall be entitled to the additional salary and time allowances for the role provided in clause 4.23 as long as:

- (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.