



## Operational Policies

### 3.07 Performance Management Policy

---

**Classification:** Human Resources  
**Applies to:** All Employees  
**Approved by:** General Manager

**Date:** May 2023  
**Review Date:** May 2026

#### **Purpose:**

- To ensure that the Association has an effective and comprehensive performance management system for staff that complies with the requirements of legislation and employment agreements.

#### **References:**

- New Zealand Employment Law
- Kindergarten Teachers Collective Agreement (KTCA)
- Individual Employment Agreements (IEA)
- Code of Professional Responsibility and Standards for the Teaching Profession
- New Zealand Teaching Council
- Kaitiaki Kindergartens Policy 3.01 Staff Code of Conduct
- Kaitiaki Kindergartens Policy 3.02 Disciplinary Policy
- Kaitiaki Kindergartens Policy 3.15 Induction policy

#### **Definition:**

- Kaitiaki Kindergartens – is referred to as ‘The Association’
- Head Teachers and Centre Managers – are referred to as Service Leaders
- Professional Practice Leaders – PPL
- Kindergartens and Early Learning Centres – are referred to as services
- Non-teaching employees - Other Employees

#### **Policy**

The Association will provide opportunities to identify, evaluate and develop the work performance of staff so that the goals and objectives of the Association are effectively achieved, at the same time, benefiting staff in terms of recognition and constructive feedback, providing them with opportunities for professional development, guidance and support in the spirit of partnership.

#### **Procedures**

The performance management system at the Association consists of the following key components:

- Job Description and Employment Agreement
  - Induction Programme including Health and Safety Induction, documented on the Association’s Health and Safety System
  - Performance Appraisal with an Annual Summary Report
  - Salary Scale / Remuneration
  - Professional Development
-



- Assistance and Professional Guidance
- Nga Korero Me Nga Tikanga (Discussions in a Māori Context)
- Link to Disciplinary Process

## **Job Description and Employment Agreement**

All staff will be provided with an employment agreement and a detailed Job Description outlining the responsibilities and performance standards of their role. For teachers this will reflect the Standards for the Teaching Profession.

## **Induction Programme**

All staff will participate in an induction programme when they first commence employment at the Association. An induction programme ensures that new staff members get to know “how things are done around here” and clearly establishes expectations with regard to conduct, performance and health and safety. The induction programme will ensure that a new staff member feels comfortable in the new environment and is able to be a productive and satisfied team member in a short amount of time.

Each service will provide relievers with orientation and induction information relevant to the service before they begin teaching.

## **Performance Appraisal**

The Association will evaluate the competence of all staff on an annual basis, using a fair and equitable system, by objectively reviewing the practices of all staff, recording achievements, clarifying expectations and identifying areas for professional development. The performance appraisal process will also provide an opportunity for all staff to engage in a process of self-appraisal and critical reflection and enable the Association to plan, budget for and deliver professional development to its staff every year.

All teachers will be appraised against the Standards for the Teaching Profession.

## **Health and Safety**

Ensure that a Health and safety induction discussion is held, and details added to the Association’s online Health and Safety system.

## **Salary Scale / Remuneration**

Teachers employed under the KTCA will be paid according to the salary progression scales in the Agreement. Deferred progression may apply where a teacher has failed to achieve the required criteria for the next stage in their progression.

Other employee’s remuneration will be paid with consideration for market rates, qualifications, skills and performance.

## **Professional Learning and Development**

The Standards for The Teaching Profession state that all teachers are expected to engage in professional learning and adaptively apply this learning in practice. The Association will support this through the provision of appropriate opportunities for Professional Learning and Development in response to areas for development identified through performance review/appraisal or specific requests from teachers to



extend their skills and knowledge. The aim being to keep teachers abreast of applicable new developments in early childhood education and in accordance with the requirements in the KTCA to ultimately deliver the best outcomes for children.

Other employees may be provided with professional development opportunities as agreed with their manager.

The Association also supports this by maintaining a level of non-contact time set out by the KTCA for teachers to actively fulfil their commitment to ongoing learning and professional development as well as their responsibilities to teaching and learning including assessment and other operational tasks.

### **Assistance and Professional Guidance**

Where there are matters of competence/performance that are causing concern (for example, where a teacher is failing to meet the Standards for The Teaching Profession, the Association will put in place appropriate assistance and professional guidance in a performance improvement plan (PIP) to assist the staff member to achieve the required standard of performance. If, with assistance and professional guidance, the teacher fails to achieve the required standard within a reasonable timeframe, the Association may apply a disciplinary process.

Assistance and professional guidance shall be provided for teachers in accordance with the requirements contained in the Kindergarten Teachers Collective Agreement for competency.

### **Nga Korero Me Nga Tikanga (Discussions in a Māori Context)**

Where a complaint or other matter of concern is raised with a teacher, the teacher and the Association may agree to attempt to deal with the matter by it being heard in a Māori context and manner as set out in the Kindergarten Teachers Collective Agreement in the spirit of partnership.

### **Link to Disciplinary Process**

Where matters of concern regarding complaints, competence, performance and conduct cannot be satisfactorily resolved using the mechanisms within the performance management system detailed in this policy, the Association may use a disciplinary process according to the Disciplinary Policy 3.02, which may lead to disciplinary action up to and including dismissal.

Signed:

General Manager

Date: 28/9/23

**Endorsed by**

Signed:

President of the Board

Date: 28/9/23