

GMA

Parent Information and Involvement

GMA1- Display of Information

The following are displayed in our entrance area:

- The Education (Early Childhood Regulations) 2008, and the Licensing Criteria for Early Childhood Education and Care Centres 2008
- The full names and qualifications of each person counting towards regulated qualification requirements
- The service current license certificate
- A procedure people should follow if they wish to complain about non-compliance with the Regulations or criteria

GMA2-Parent Access to Information

Our website advises parents how to access the following:

- Information concerning their child
- The Services operational documents (such as policies, philosophy, and procedures)
- The most recent Education Review office regarding the service

www.akotahi.co.nz

(Upon enrolling parents are advised to access our website, if they are unable to do so the preschool will provide printed information from the website)

GMA3- Information provided to Parents

Our website provides information for parents including the following:

- How they can be involved in the service
- Any fees charged by the preschool
- The amount and details of the expenditure of any Ministry of Education funding received by the service
- Planned reviews and consultation

(Upon enrolling parents are advised to access our website, if they are unable to do so the preschool will provide printed information from the website)

GMA4- Parent Involvement

We aim to provide evidence of Parent Involvement via the following processes:

- Closed Facebook Group uploading policies to be reviewed and inviting whanau to provide feedback
- Email policies to whanau and invite feedback
- Provide a paper copy at Entrance with an invitation for feedback
- A termly Newsletter will also include invitations for involvement of the preschool's operational documentation

Philosophy

We strongly believe that childhood should be filled with fun, happiness, and laughter. Our educational approach is one of play-based learning, in which children can spend time playing and developing learning dispositions including: exploration, imagination, experimentation, curiosity, and risk-taking. Play based learning brings a sense of freedom to children, while also allowing their confidence to grow through the many learning opportunities they encounter and deepen levels of engagement. Teachers and whanau will work collaboratively to ensure tamariki are given the space to openly take part in this learning journey and be supported through the structured programming implemented within the centre.

Ako Tahi recognises and values bicultural practice and the foundations that contribute to our specialised programme. We respect the dual heritage of Aotearoa and embrace the mana of Māori and European culture, as well as the historical backgrounds. Ako Tahi embraces New Zealand's bicultural heritage and the multicultural mix of our community, we also value the contribution and role played by parents and whānau and use open communication with reciprocal and responsive relationships with each child's family. The collaboration with whanau on their culture often initiates special conversations regarding aspirations in which they see for their tamariki, Ako Tahi value, acknowledge and endeavour to support these. Incorporating diversity within our preschool programming plays an essential part in our tamariki and their whanau' sense of belonging here at Ako Tahi and is the foundation for a trusting relationship, where their voices are heard.

Our programme aims to create a space where tamariki are advocated for, feel safe, heard and valued. It is therefore with strong conviction and great passion that we emphasise our belief that by nurturing and encouraging unique individuals to grow and develop, we will impart skills and confidence that will allow children to become healthy, confident human beings with a desire to continue to learn. Through a range of learning experiences, positive interactions with teachers and peers, and a wide variety of opportunities and materials, we are creating and facilitating a meaningful educational program where children are encouraged to develop at their own pace, build on their interests, grow in social competence and independence. Tamariki become active participants in their own learning. To enable children to become initiators of their own learning, the teachers at Ako Tahi create a supportive and inspirational environment. To achieve this, we employ staff who possess a passion for working in early childhood care and education.

"Young children's earliest years are the foundation for their physical and mental health, emotional security, cultural and personal identity and developing competencies" - United Nations Committee on the Rights of the Child

Internal Review Policy

Rationale:

Self-Review improves the quality of a Centre/service through reflection, analysis of data and planned action.

Purpose:

To ensure practices are constantly and consistently under review to enhance quality outcomes for all children and their families/whānau. To ensure Kaiako experience an environment where they are encouraged to learn alongside others.

PROCEDURES

- The Centre will undertake both planned and spontaneous self-reviews throughout the year as we continually seek to improve our practice in relation to teaching and learning, curriculum, leadership and governance, and management to ensure positive outcomes for children.
- Reviews can be triggered by any number of factors i.e. health/safety issues, regulatory requirements, concerns raised by whānau, staff or children, or an appreciation of what we do well, motivated by a desire to make it great.
- The schedule for ongoing policy review will be displayed on the annual plan and will be reviewed annually by looking at 1/3rd of the policies at a time.
- At time of review, parents will be invited to get involved through a variety of media (email, facebook group, on paper). Parents can get involved by filling in a policy feedback form, or by verbally communicating their comments to a staff member.
- Self-review will be a regular agenda item for staff and management meetings to ensure a culture of self-review drives ongoing improvement.
- All reviews will be guided by the resource: 'Ngā Arohaehae Whai Hua: Self-review Guidelines for Early Childhood Education (2006)', and will be undertaken in the three key areas of practice which contribute to the functionality and quality of outcomes for children:
 - o Learning and teaching practice (How do we foster children's learning?).
 - o Collaborative practice (How well do we work together?).
 - o Governance (How well do we govern and manage our service to support our children's learning?).

Internal Evaluation Planned Reviews

- A three-year review schedule of planned self-reviews will be maintained by Management in consultation with staff.

- Planned reviews will follow a four-step action-research cycle of Prepare, Gather, Make Sense, and Decide. At the conclusion of this cycle any changes made to practice will be evaluated and documentation will be filed in the Centre Self-review Folder.

Spontaneous Reviews

- Spontaneous reviews may be instigated by any staff member and will be recorded on the appropriate template. While they can be instigated by one staff member, they will be reviewed collaboratively to ensure outcomes effect organisational change. Spontaneous reviews may also contribute to appraisal and teacher registration processes.
- A date to revisit spontaneous reviews and evaluate outcomes for children will be planned for at the conclusion of the review. Other systems which contribute to self-improvement / review include:
 - o Budget preparation and analysis.
 - o Staff appraisals – review of job descriptions.
 - o Health and safety checks.
 - o OSH checks.
 - o Analysis of accident and illness records. o Curriculum/resource review.

Licensing Criteria GMA 4 and 6.

Policy review

Date:

Policy Reviewed:

Review Cycle: 1year/3year

Kaiako/Leadership feedback

Whanau Feedback

Changes to be made to the policy

Outcomes for Children

Outcomes Show how Ako Tahi has regard for the Statement of National Education and Learning Priorities (NELP) in its operation.

Link to philosophy/strategic plan

Ministry of Education Requirements (ECE Licensing Criteria, ECE Regulations, Funding Handbook, Te Whariki)

Whanau notified of changes (When and how)

Review and feedback of changes made (include date, whanau, community and Kaiako feedback)

(Ensure to attach evidence of parent involvement Record GMA4)

Spontaneous Internal Evaluation Template

Date:

Evaluator:

Focus of evaluation:

Prepare
Trigger (recognition that:)
Focus Question:
Positive Learning Outcomes or indicators of Improved Practise
Outcomes or Indicators in alignment with NELP
What Questions do we want to explore as we think through the issue? How do we make sure we are all on the same page-know who is responsible for what/when?
Information or data gather before the issue is brought to the evaluation? (survey or evidence linked/recorded here)
What concepts from our philosophy, policies, frameworks and research should guide our decisions?

Gather
What are we currently doing? Further information and evidence about we what we are doing now.

Analyse
What issues come up again and again?
What are the trends and patterns in what we are seeing?
Have we overlooked anything? Have we considered NELP?

Decide
What change do we think we need to make?
Our Plan
Who will do what, how and when? Do we need any specific resources?

<u>Implement</u>
<u>Date set for evaluation/re-evaluation</u>

<u>Evaluate</u>
<u>Evidence of PLO</u>
Outcomes Show how Ako Tahi has regard for the Statement of National Education and Learning Priorities (NELP) in its operation.

Internal Evaluation

What is Internal Evaluation?

Internal Evaluation is the process we use to evaluate current practice and bring about positive improvement for children and whānau. At Ako Tahi Preschool our relationship-based approach to learning and being means that our internal evaluation needs to represent our community well- Many voices are collected to support us in executing a well-rounded internal evaluation.

There are 3 types of evaluation;

Strategic Evaluation link to our Strategic Plan and how effectively we are implementing our goals. These can be seen scattered throughout our Annual Plan, and are reflective of our current strategic goals.

Regular Evaluation are our 'Business as usual' evaluations. They are smaller, focused and ongoing. They can be planned to support strategic internal evaluation and to ensure systematic review of all licensing criteria areas (inclusive of NELPS, and new ministry documentation/guidance)

Emergent Evaluations are spontaneous, and *these can be documented in a multiple ways in our service*. Some of the ways are using emergent evaluation forms, regular planning sheets, record audits, incident reports, or policy evaluation forms. These reviews can arise at any time by any of our stakeholders.

When engaging in Regular Internal evaluation we use "*Nga Aronga Whai Hua*" as our overarching guiding document.

We begin an evaluation by noticing. **Noticing** requires vulnerability, often we are encouraged to put our best foot forward; internal evaluation asks us to point out and be honest about areas that need improvement. Noticing an area for improvement could come from many different sources; korero with whanau, Kaiako observation, strategic/annual/national priorities or even wider community aspirations, the list goes on!

Next is the **Investigating** stage, we work out our base line data through gathering different modes of evidence. In the investigating stage it is important to collect both quantitative and qualitative data sets. Gathering a wide range of evidence helps us to create a clear picture of what is happening now- it is important to hold off on making changes until we have a clear set of baseline data. During the investigating stage *we are kind to ourselves* and see dissonance or discrepancy as opportunities for deeper inquiry. In essence what are we seeing?

After all our evidence is gathered, we then proceed into the **collaborative sense making** phase. We ask ourselves what does the data we have collected mean? When making sense we make time to scrutinise our data with an open mind. Drawing on research, evidence, and using suitable frameworks or indicators when analysing and making sense of our data.

Next, we **prioritise to take action**, we use Piki Ake Kake Ake as a framework for this. Through this framework we determine next steps and what success will look like. This is important as we move onto **Monitoring and evaluation of impact**. While doing this we take the time to let our actions take hold, we observe and reflect on new practices and the impact they have on our space.

At the end of our Evaluation, we take the time to assess how effective each step of the evaluation was by following the template attached to the end of this document, additionally we set up an overview to be stored at the front of our internal review, and placed on the foyer wall for whanau, new Kaiako, and outside agencies to interact with.

Internal Evaluation

Ako Tahi Preschool:

Teachers:

Date:

What is the area of practise we want to focus our Internal evaluation on?

What is the question we want to ask for this strategic Internal Evaluation?

What is the time frame for this Internal evaluation?

Quality Indicators

Noticing: <i>What is happening now (baseline data)?</i> <i>What information will we gather and how:</i>	Who will do this?	When?

Collaborative sense making

What does the information we gathered tell us? What are we doing well? What will we need to do to improve?

Prioritising to take action

Plan for action-what changes are we going to make? Use Piki Ake Kake Ake as guidance.

<p>What are our improvement action?</p> <p>Aligned with Nga Rapupuku</p>	
<p>Why these actions? How do they link to Akarangi Quality Evaluation rubric?</p>	
<p>What are we going to do?</p>	
<p>Who will be involved and when?</p>	
<p>What will success look like?</p>	
<p>How will we know if we have improved?</p>	

Monitoring and evaluation of impact –

This happens after the changes have been made; have we achieved what we set out to do?

What changes have we made to our practise? (be reflective! What works well? what doesn't?)

Have we met our quality indicators? How have we met them- what is the evidence?

What have been the improvements to children's learning? How do you know this?

Evaluation of Strategic Internal evaluation			
Date:			
Planning	Yes	No	Comment
Is the purpose of the review evident?			
The Question:			
<p>Was the question around an aspect that already existed in your preschool and in your teaching practise?</p> <ul style="list-style-type: none"> • if it doesn't exist yet it can't be reviewed- does your question show that you know the difference between the implementation of a quality improvement and an internal Evaluation? • Using phrases such as "how well does", "how effective is" and "to what extent" supports a measurable Evaluation. 			
Was the question specific? (not too broad)			
Time Frame			
Did you finish it? Did you stick to your stated time frame? If not, why?			
Who was involved?			
<p>Is there clear information about who was involved in the review?</p> <ul style="list-style-type: none"> • Were all team members involved in the review? How or why not? • What about parents/community? 			

Quality Indicators:			
Is it clear where the indicators came from and/or how they were developed? (Are they clearly referenced?)			
Are the indicators in the present tense? E.g. "Teachers greet all families/whanau"			
Did you document why these indicators were chosen? <ul style="list-style-type: none"> Why were they significantly/relevant for this review? 			
Did each team member contribute to developing the indicators? (how)			
Did you refer to the indicators when making sense and deciding on where to next?			
Did the Indicators change during the review? (Why?)			
Noticing			
Is there documentation to show how you planned to gather data? <ul style="list-style-type: none"> What range of strategies were used gathering? E.g. survey, review of portfolios, interviews etc 			
Did you get the perspective of a range of parents, children, teachers, wider association? <ul style="list-style-type: none"> Was the data one sided or just from a group of parents-who didn't contribute-why not? Did you gather information about priority learners and their whanau perspectives? 			

Were their both quatitative and qualitative data sets included?			
Did each team member have role in Noticing? How &/or why not?			
Is all the data gathered filed in this section? <ul style="list-style-type: none"> • Time samples, survey responses, all your notes, readings, workshop notes, copies of meeting minutes 			
Did you gather enough relevant data to effectively answer your question? <ul style="list-style-type: none"> • if not, why not- e.g. wrong strategy used or the survey did not ask the right questions to get the information we wanted 			
Is it clear which data is about what was currently happening and which data was new information? (How have you clearly separated this information?)			
Did you gather-in depth data about new ideas and possibilities?			
Collaborative sense making			
There is clear section labelled 'collaborative sense making'?			
Is there a summary of each piece of data highlighting significance of each piece of information? <ul style="list-style-type: none"> • what did the data tell us about our current practise? • What did the data tell us about other possibilities? • Did you identify the data that provided the evidence to inform your judgements? 			

<p>Were all the team involved in discussions around making sense of the data?</p> <ul style="list-style-type: none"> • If not, why not? • How was information shared with other team members? 			
<p>Is the process of analysing the data gathered described?</p> <ul style="list-style-type: none"> • We looked for the following themes in the survey, we used a SWOT (strengths, weaknesses, opportunities, threats) analysis to evaluate the data. 			
<p>Did you judge/evaluate your data against your quality indicators?</p> <ul style="list-style-type: none"> • What aspects of practise are we doing well? • What aspects of practise might we need to improve? 			
Prioritising to take action			
Is there a clear section labelled 'Prioritising to take action'?			
Does it clearly follow the quality improvement planning framework laid out in Piki Ake Kake Ake ?			
Is what you are going to change, and how you are going to do this, obvious?			
Monitoring and evaluation of impact			
Is there a section labelled 'Monitoring and evaluation of impact'?			
Is there information about how changes improved teaching practise, and learning for the children? (or not if this is the case)			
Is there evidence that the quality indicators are visible in your practise?			

Noticing:



Question:



Investigating:



Monitoring and evaluation of impact.



Prioritising to take action:



Collaborative sense making:

GMA7- Human Resource Management

Selection/Appointment procedures

Personnel Policy

Rationale

We value our teachers and choose to employ only the best. They are the most valuable resource the children in our centres have. Our teachers need to be nurtured and rewarded for them to reach their full potential.

Te Whariki

Belonging - Goal 2. Teachers experience an environment where they know that they have a place.

Procedures

- We ensure adequate resource and workspaces are available to all teachers.
- While employed at our centre, teachers are given encouragement and financial assistance to further their experiences and qualifications in early childhood. (See Professional Development Policy.)
- We are committed to maintaining a low teacher turnover by being good and fair employers.
- Management respects the right of all employees to membership of an employee's organisation and choice of representation in negotiating for an employment contract.
- We have an Operation Manual. This manual covers professional conduct, induction, philosophy, staff disciplinary code and our policies.
- Any personal grievance should be placed in writing and addressed to our Early Learning Centre Manager. If the grievance cannot be resolved at this stage, outside mediation will be sought.
- All confidential personnel files are kept under lock and key in the Managers Home Office.

Guidelines:

1. Recruitment

- a. Advertisements for qualified staff will appear in the Education Gazette, TradeMe and on our Facebook page at least twice.
- b. Advertisements will include information to attract appropriate applicants.

2. Appointment

The Centre Manager-

- a. Will receive written notification of staff resignation.

- b. Will compile the qualities and attributes required of the successful applicant.
- c. Will advertise the position inviting prospective employees to provide a cover letter and forward their C.V.
- d. Forward copies of job descriptions and information regarding the centre.
- e. Receive applications and short list applicants.

Selection criteria and the short-listing process will be based on which applicants are most suited to the position

- f. Prepare interview format, including recording information and questions.
- g. Interview applicants. The interview process will involve the Centre Manager (or their appointed substitute) and the Supervisor.
- h. Select the most suitable person for the position, after phoning the person's referees.
- i. Offer the position to successful person in writing forwarding to them the centre's philosophy, policies, and a contract for negotiation.
- j. The kind of contract that will be offered to prospective employees will be relevant to the position being appointed. Contracts will be negotiated to include details of working conditions e.g. Leave, pay schedules, non-contact time, breaks.

- K. Safety check including PV completed
- L. Position accepted; contract signed.
- M. Ensure induction procedure is followed.
- N. All teachers employed by us are over 17 years of age.

- a. In accordance with government regulations, Police vets are performed on all prospective, non-registered employees.
- b. Non-registered employees will not commence work until police clearance has been received.

3. Induction

- The Centre Manager will be responsible for the induction of a new Supervisor with a probationary period of three months and an internal assessment after one month.
- The Supervisor /Assistant Supervisor will be responsible for the induction of new staff.
- The induction process will include familiarisation with the Operations Manual and other relevant documents, centre routines, and individual responsibilities.

- The induction package will include:
- Explaining any centre policies and information relating to dress code, use of telephone, parking of cars, safety procedures, routines etc.
- Job descriptions.
- Information relating to lunch and tea breaks, staff meetings and management meeting times, how wages are paid and confidentiality requirements.
- Centre programmes will be explained as well as leave requirements etc.
- The Supervisor will undertake ongoing support for new staff, including explanations of procedures and practices.

Date approved: ___/___/___

Review date: ___/___/___

JOB DESCRIPTION – Centre Manager

Responsible to: Senior Management and the Board of Trustees

Functional Relationships with: Parents, Children, Management, Staff and Community.

MAIN OBJECTIVES:

- To work with and care for children at the Centre.
- To work effectively with other Staff members as part of a co-operative team.
- To carry out general duties as required and rostered.
- To always maintain safety standards in the Centre.
- To implement the programme and maintain the Centre philosophy.
- To maintain a consistent, positive, and flexible attitude.
- To take an active part in favourable promotion of the Centre.
- To be proactive in maintaining a high standard of Customer Service.
- To commit to continual professional and personal development to work towards Managerial competency.
- To consistently meet all criteria in Our Codes, Our Standards
- To work in collaboration with Seven Oaks School to ensure positive transitions from preschool to primary school.

KEY TASKS:

- 1. To plan, organise, carryout, evaluate appropriate developmental learning experiences for children.**

Desired Outcome:

Varied, stimulating programme and environment for the children that will promote their learning and development.

Growth of knowledge and experience for staff.

To actively take part in planning, implementing, and reviewing/reflecting on the Centre and program.

- 2. To take part in relevant training courses, activities and reading to increase personal knowledge of Early Childhood Education and Curriculum areas. Apply previous knowledge and skills, organise, and develop resources for the centre.**

Desired Outcome:

Personal satisfaction and self-development.

Increased access to resources for all staff members.

Increased learning opportunities for children.

Enrichment of the programme. Intrinsic reward from learning new things.

- 3. To carry out scheduled duties.**

Desired Outcome:

High standards of health, hygiene, and safety in centre.

Contentment and comfort for the children.

Parent confidence in centre.

Efficient running of the centre that eases the load for all staff.

To keep accurate up-to-date records as per Ministry requirements (ECE Licensing Criteria), at all times.

4. To work effectively with Management and other staff members as a co-operative team.

Desired Outcome:

Good staff relations.

Job satisfaction.

Pride in the Centre / workplace, and a high standard of Early Childhood Education and Care.

Flexible and adaptable teamwork.

Support for new Staff.

Using time effectively especially when numbers are lower.

5. To understand and apply the 2008 Childcare Regulations, be familiar with, and action co-operatively the Centre Philosophy and Strategic Plan.

Desired Outcome:

Confidence in professional operation of the Centre.

Consultation on the ongoing review of the Centre.

6. To continually improve the Service for Customers.

Desired Outcome:

Happy attending families who refer their friends and family.

Positive community reputation.

Full rolls, funds for training, resources, and high staff:child ratios.

Quality interactions and communication with Parents and fellow team members.

7. You will be allocated specific areas of responsibility.

Desired Outcome:

To promote growth of knowledge and experience in a specific area at the centre.

For your own professional development.

Passing on new and current information to work effectively with all staff as a co-operative team. These areas could be first impressions, health and safety checks, fire drills, policy review, self-review documentation etc

Implement NELP (2020)

Complete Staff Appraisals and Professional Growth Cycle

8. All children to be supported in their Growth and Development.

Desired Outcome:

To follow progress of development, learning and extension.

Documented through learning stories and displays.

To positively promote and actively support Children to become confident and competent learners.

9. Work to implement Te Whariki and ensure that Te Reo Maori and appropriate tikanga are incorporated into the daily life of the centre.

Desired Outcome:

To deliver top quality care and education in a truly bi-cultural environment where all cultures are respected and included, with an emphasis on Te Reo Maori.

10. Promote a workplace that is relaxed, co-operative and fun.

Desired Outcome:

Everyone wants to come to work.

Minimise stress to healthy levels.

Maintain a calm and 'together' atmosphere for everyone who comes to the Centre.

11. Financial management

Desired Outcome:

Manage the centre in such a way that it is profitable providing job security for the employees. This includes dealing with issues such as Frequent Absences and efficiently managing the use of relievers.

12. Sales.

Desired Outcome:

Be successful in converting potential leads into new enrolments and in working with families to maintain enrolments to grow the centres' roll towards capacity.

13. Staff employment and induction

Desired Outcome:

Contribute, as requested, to employment of new staff and carry out team induction for all new employees according to the policies and procedures.

Deal with employment issues in consultation with the Board.

14. Administration: (Once numbers grow, we will be able to employ an admin support person)

Discover enrolment entry

RS7 returns

Attendance entry

Change of Hours

New Employee checklist

Name:

Date:

- CV
- Referee checks – Safety Check
- Police Check
- Qualifications Provided
- Teacher Registration Provided- Expiry Date:
- Contract Signed
- Job Description Provided
- Employment Record Form completed
 - Address
 - Emergency Contact
 - Bank acct Number
 - Tax and Kiwisaver documentation provided
- First Aid Completed- Expiry Date:
- Vaccine Passport

Induction for new teachers

Name:

Start Date:

Induction

- Operation Manual
- Job Description
- Emergency Procedures
- Daily Plan
- Medication Record
- Illness and accident forms
- Nappy changing
- Toileting
- Sleep procedure
- Toilets
- Washing procedures
- Behaviour Management Techniques
- Guidelines for play-spaces
- Break/lunch details
- Timesheets
- Recording information in the diary
- Profile children and key teacher
- Staff Meeting
- Programme planning
-

Signed:

Supervisor/Manager:

Teacher:

Professional Development Policy

Rationale

We encourage our Kaiako to further their experience and qualifications. Funding for professional development or Kaiako is built into the budget.

Te Whariki

Contribution- Goal 3. Kaiako experience an environment where they are encouraged to learn with and alongside others.

Procedures

- A budget is allocated for professional development requirements at the centre.
- The allocated budget is \$500 per year and is accessible after 6 months of permanent employment.
- The \$500 allocation will be given as a priority for Teacher Registration costs and First Aid training.
- Kaiako wishing to embark on training of any kind must apply to their Centre Manager for assistance.
- Professional development requirements are identified through our regular one/one meetings as part of the appraisal, professional Growth and registration process.
- All decisions regarding the allocation of budgeted staff training funds will be entirely at the discretion of the Centre Manger and the Director.
- All information received on courses will be circulated.
- A student contract will be drawn up between the individual teacher and the centre management in the case of long term ECE qualification training.
- Teachers are encouraged and supported in making applications for professional development release days. These days can be spent on Professional development workshops or at other centres,
- Team professional development is preferred based around the current needs of the preschool, however individual professional development options will also be considered.
- The success of any Kaiako application for financial assistance will be performance, needs and costs based.

Professional Development Request

Name:

Application Date:

Workshop/Seminar *(Please attach copy to this document):*

Cost of the course:

Date:

Time involved:

Staff cost (hours paid to staff member):

Approved by management:

Please state how this course will benefit your practise and improve outcomes for children. Does this relate to your goal and or the preschool goals?

Outcomes from the course and how you can adjust your practise as a result (to be completed after the course).

Disciplinary Procedure

Misconduct and serious misconduct may justify disciplinary action.

Serious misconduct may justify termination without notice. Examples of behaviour which may amount to serious misconduct include:

Serious breaches of work rules or policies.

Using offensive, aggressive, belittling or threatening language or behaviour at the place of work including any form of physical/verbal violence.

Any form of harassment, coercion, discrimination, exploitation or offending, including sexual and racial harassment.

Unlawful or unauthorised removal, possession, or misappropriation of money, property, documents or electronic data, or damage to property belonging to school, pupils, colleagues or visitors.

Deliberate falsification of information including timesheets, leave requests or any other records.

Failure to observe health and safety rules or procedures affecting the safety of pupils, other staff or visitors to the School.

Unauthorised absence from work.

Being incapable by reason of alcohol or drugs (not prescribed for a health problem) from fulfilling duties and responsibilities of employment.

Refusal to carry out reasonable and lawful work instructions.

Misrepresentation of, or any action that undermines (or has the potential to undermine) us or our relationships with our clients, or brings (or has the potential to bring) us into disrepute or which could result in actionable negligence for compensation against the School.

Any crime, offence or dishonest act that (in our view) impacts the employment relationship.

Failure to declare any conflict of interest or potential conflict of interest.

Deliberate breaches of confidentiality particularly on sensitive matters.

Failure to immediately inform us regarding any material change in personal circumstances which could impact the employment relationship, including notification of any pending criminal charges or of any issue under investigation by any professional body that you belong to.

Failure to hold or maintain relevant memberships, qualifications and/or licences as necessary to the employment relationship.

Provision of false or misleading information during the recruitment process, including by omission, for example, failure to answer questions fully, falsification of references and failure to reveal medical conditions or disabilities that may affect work performance.

Examples of behaviour which may amount to misconduct include:

Less serious breaches of work rules or policies.

Arriving late or leaving early.

Unprofessional behaviour.

Where an act of serious misconduct has not resulted in summary dismissal or in cases of misconduct which is less serious, we may take action as we consider appropriate, including one or a combination of the following examples:

- a performance improvement plan;
- a written warning or final written warning;
- demotion and/or redeployment to another position within the workplace temporarily and/or permanently;
- changes to your remuneration, benefits, allowances, duties and/or privileges; and/or
- any other appropriate sanction.

Before taking action against you, we will follow a fair and reasonable process with you, as we consider appropriate in the circumstances.

Suspension

We may suspend you with or without pay where appropriate, including where:

- (a) either party wishes to obtain legal advice;
- (b) we deem it necessary in order to carry out a comprehensive and fair investigation;
- (c) you pose a risk to our business including the health and safety of yourself or others, our property or our reputation; or
- (d) our investigation into any matter relating to you is delayed for any reason including as a result of police inquiry, investigation or prosecution, or any order made by a judicial body.

Safety Checking Policy

Rationale:

To ensure the safety of all our children at Ako tahi, all children's workers who have access to children are safety checked in accordance with the Vulnerable Children's Act 2014.

Guidance:

- Any person who may have access to children as part of their work, such as cleaners and cooks at early childhood services, must be safety checked in accordance with the Vulnerable Children's Act before being allowed to start work.
- The results of the must be recorded, and the record kept for the entire time the person is employed at the service.
- Every children's worker must be safety checked every 3 years. Safety Checks will be carried out by the employer.

Process:

The Safety Check Process for New Employees has 7 components:

1. Identity confirmation, either by:

Use of an electronic identity credential (e.g., the RealMe identity verification service), and a search of personnel records to check that the identity has not been claimed by someone else.

Or

Following the regulatory process to provide confidence that:

- The identity exists (i.e. that it is not fictitious) by checking an original primary identity document.
- The identity is a 'living' identity and the potential children's worker uses that identity in the community by checking an original secondary identity document.
- The potential children's worker links to the identity either by checking an identity document that contains a photo, or by using an identity referee.
- Searching personnel records to check that the identity has not been claimed by someone else.

2. An interview of the potential children's worker. The interview may be conducted via telephone or other communications technology.

3. Obtaining and considering a work history, covering the preceding five years, provided by the potential children's worker.

4. Obtaining and considering information from at least one referee, not related to the potential children's worker or part of their extended family.

5. Seeking information from any relevant professional organisation, licensing authority, or registration authority, including (but not limited to) confirmation that the potential

children's worker is currently a member of the organisation, or currently licensed or registered by the authority.

6. Obtaining and considering information from a New Zealand Police vet, unless at least three-yearly New Zealand Police vetting is already a condition of the potential children's worker holding professional registration or a practicing certificate (and the specified organisation has confirmed that that registration or certificate is current).

7. Evaluation of the above information to assess the risk the potential children's worker would pose to the safety of children if employed or engaged, considering whether the role is a core children's worker or non-core children's worker role.

NB: As per the Health Mandate, staff will need to have a current Vaccine Passport and evidence of 2x vaccines, and the required booster shot in accordance with Covid 19 Mandates.

2. CENTRE STAFF

Staff includes those who have contact with children (e.g. head teachers and assistants) and those who at any time could have contact with children (e.g. kitchen workers providing meals to children).

All usual safety checking is required.

- Police vet
- Identity check
- Interview
- Work history
- Referee check
- Professional check: NZ Education Council online register of certificated teachers
- Risk Assessment

(Have a current vaccine passport as per the Ministry of Health Mandates that all staff/visitors/contractors have had 2x Covid 19 Vaccinations and the mandated booster vaccinations)

After a staff member has been safety checked the service can rely on its previous safety check for the person provided it was not carried out more than three years ago.

4. RELIEVERS

Relievers on the service's on-call relievers list

The requirements are as above for staff.

Relievers obtained using a relieving agency

Relieving agencies may do part of the safety check.

The service has responsibility for ensuring that the full safety check has been undertaken. It needs to obtain a letter from the relieving agency stating what checks they have undertaken for the reliever (e.g. police vet, interview, referee check). Any components of

the safety check that have not been undertaken will need to be undertaken before the reliever can work at the service. In addition, the service needs to check the reliever's identity (ask the reliever to bring with them when arriving at work two forms of personal identification— one primary and one secondary form (one of which must have a photo).

Emergency relievers at short notice

For the safety of the service and children it is important to contact a qualified and registered Teacher. The police vet of the registered teacher should be current – check the Education Council of NZ online register of Teachers.

When contacting the reliever about his/her availability, ask safety check interview questions at the same time to find out about the person's beliefs, attitudes, history. Ask the reliever to bring to work two forms of personal identification— one primary and one secondary form (one of which must have a photo), contact details for two referees who are not members of the person's extended family, and their CV or work details for the previous 5 years. Review the information provided and contact at least one referee to check if they have any concerns about the person's suitability to be with children.

5. STUDENTS

Ako tahi must ensure that every student it agrees to take for teaching practice (practicum) has been properly safety checked. This must be completed before the student starts his/her placement with the service.

Some components of the check may be done by the tertiary or other institution the student is studying with. It is the legal responsibility of the service to ensure the full safety check has been completed. If relying on a tertiary provider, it helps to protect the service to obtain a letter from the tertiary education provider that states what parts of the check it has undertaken on the student and what its findings were. The letter should also confirm the service has agreed to the tertiary education provider acting on its behalf and that the student has given consent for information to be shared. A memorandum of understanding document may be provided by some tertiary education providers to confirm to the service that it is acting on the service's behalf for specific components of the safety check.

The early childhood service as the host organisation is legally accountable for ensuring the check is done in accordance with the Vulnerable Children's Act. The risk assessment should be completed by the service. The service should also confirm the identity of the study and carry out an identify check.

A new safety check of the student does not need to be undertaken for the student to work at the service if the student leaves and comes back again within 3 years. After 3 years a new full check should be undertaken.

6. VOLUNTEERS AND VISITORS INCLUDING HIGH SCHOOL STUDENTS AND ELDERLY FOLK

While it is not a legal requirement under the Vulnerable Children's Act the early childhood service would be wise to safety check volunteers, especially if the person is a regular volunteer / visitor and may from time to time be with children and out of the line of supervision by a member of staff.

Adults who visit the service to spend time with children, such as unemployed people and elderly folk should have a Police vet as this is best practice given that the service will otherwise be unlikely to have knowledge of the criminal past of a person which could place children (and the service) at considerable risk. As volunteers there is no legal requirement to safety check.

7. PEOPLE EMPLOYED BY ANOTHER ORGANISATION

People who work at the service, such as a special needs support worker, but who are employed or engaged by another organisation should be safety checked by their employing organisation.

The early childhood service should confirm with the person's employer that a safety check has been completed to the standard required by the Vulnerable Children's Act. The early childhood service would be wise to also do its own identity check of the person.

8. RESEARCHERS INCLUDING STUDENT RESEARCHERS IN ECE SERVICES

Researchers may fall under either the category of people employed by another organisation or visitors depending on their employment status. See these categories above for information on safety check requirements and advice.

Note that student researchers differ from students on teaching practice and (practicum) as they are attending an early childhood service for the specific purpose of collecting information / data. Therefore, they are not expected to take primary responsibility for any child or have authority over a child.

9. RETENTION OF RECORDS

A written or electronic record of the safety check undertaken on each person should be kept. Note on the record the date that each component of the safety check was undertaken and the date it needs to be carried out again (in 3 years time) should the person return or still be at the service then. Attach the safety check to the staff member's or reliever's personnel file.

Where a check was done by someone else on behalf of the service, the service needs to make sure this is adequately documented.

10. PRIVACY

Ensure the record is safely stored, to meet obligations under the Privacy Act (Principle 9) for the retention of records.

When the information is no longer needed it should be destroyed or personally returned to the person it concerns.

Safety Checking for 'Existing Children's Workers' requires 4 of the 7 steps to be completed:

1. Verification of Identity
5. Information from any professional organisation or registration body
6. A NZ Police Vet
7. A risk assessment
(Covid-19 Vaccine Status)

Process for Obtaining a NZ Police Vet

- As required for the compulsory Safety Check, every person appointed to work at Ako tahi who is likely to have unsupervised access to children during normal operating who is not a registered teacher or a holder of a limited authority to teach must be police vetted prior to starting work at the centre.
- Certified Teachers will also be police vetted upon employment.
- As part of the employment process each employer will be asked to complete the NZ Police Forms.
- Admin will check the form, identification and enter all the relevant information into our online NZ Police Vet system.
- The information received (preferably a 'No result') from NZ Police will be assessed as to whether the applicant is suitable and safe to be around children.
- If the NZ Police check returns 'Released with Results' and is determined to be unsafe around children, they will not be offered a position at Ako tahi .
- If the applicant is determined to pose no risk to children, they will be offered a position.

Process for Police Vetting applicants from Australia

- New Zealand agencies who are approved for Police vetting may request an Australian National Police History Check for any of their staff or volunteers who have lived in Australia.
- It is at the agencies discretion to request an Australian check. The New Zealand Police Vetting Service cannot provide guidance.
- If you wish to submit an Australian check the applicant must complete all five pages of the [Request and Consent Form](#) including Section four.
- To submit an Australian check, login to the vetting website and select 'Submit Request'. After you enter the applicant's details there is a check-box to submit an Australian check.
- Please be aware that submission of an Australian check will incur a fee – this is explained in the [Approved Agency Agreement](#).
- Australian checks are completed by the Australian Criminal Intelligence Commission who aim to process 95% of checks within 10 working days.

Process for Police Vetting Overseas applicant:

- Under the Children's Act 2014, a New Zealand police vet must be obtained as part of a safety check.
- It is recommend that you ask children's workers who have lived overseas to provide copies of police certificates from their countries of citizenship and from any country in which they have lived for one or more years within the last ten years.
- When a person cannot provide an overseas police certificate, they should provide you with proof of their attempts to obtain one. They should also make a statutory declaration (as per the form in Schedule 1 of the Oaths and Declarations Act 1957) that states whether they have any overseas criminal convictions or not. Just because a person is not recorded as having a criminal record, does not mean they have not engaged in behaviour that is an offence in New Zealand.
- The NZ Police has a service which enables approved agencies to make an optional request for an Australian criminal history check. Refer to the NZ Police vetting pages for more information.

Employee Safety Check- Name:

1. Verification of primary identification (including previous identities)

sign:

Date:

2. An interview in person

Sign:

Date:

3. Information about work history

Sign:

Date:

4. Referee information

Sign:

Date:

5. Information from any relevant professional organisation or registration body <https://teachingcouncil.nz/search-the-register>

Sign:

Date:

6. A New Zealand police vet

Sign:

Date:

7. Covid Vaccination evidence

- 1x Vaccine date:
- 2x Vaccine date:
- Booster date:

Or Vaccine Passport expiry date:

Sign:

8. A risk assessment.

When considering all the information gathered above, please state whether this person will be safe to be working around young children and whanau.

Outcome:

Sign:

Date:

