B. STAFF EMPLOYMENT

UPDATED BY SLT IN JUNE 2013. NEXT UPDATE DUE BY JUNE 2015.

TEACHER EMPLOYMENT

It is the policy of our School and Kindergarten to employ teachers and assistants who have appropriate qualifications and licensing:

1. School Teachers must have the appropriate qualifications required to meet State standards, and must be registered by the Victorian Institute of Teaching.
2. Kindergarten teachers must have qualifications approved by the Department of Human Services.
3. School and Kindergarten teachers should have qualifications or training from a Steiner/Waldorf based Adult education centre, and/or extensive experience as a teacher in a Steiner/Waldorf School. Training may be done concurrently with employment at the discretion of the School Leadership Team.

The Governance Committee is ultimately responsible for the employment of all staff at the school, although this role is normally delegated to the School Leadership Team (SLT).

EMPLOYMENT PROCEDURE:

1. The School Leadership Team ascertains the necessity for a new member of teaching staff.
2. The School Leadership Team draws up a proposal, considering the School's requirements in terms of skills, aptitudes and time fractions as well as legal requirements and financial considerations.
3. The SLT draws up a formal job description, with terms and conditions.
4. The School Principal brings the considered proposal to the Governance Committee for consideration and comment. The School Principal will review the proposal in the light of any comment.
5. An interview panel is established, which may consist of teachers, administrator Governance Committee members.
6. Positions will be advertised in the School & Steiner communities and in the wider community.
7. Appointments will be made to the applicant who has appropriate qualifications or the equivalent thereof. Applicants must demonstrate a commitment to developing a deeper understanding of Rudolf Steiner’s educational philosophy, and perceived ability to fit the School’s ethos.
8. The decision to employ an applicant will be made by consensus of the interview panel. Where consensus cannot be reached within seven days, an outside mediator may be called to help reach consensus, or a vote may be taken within the interview panel.
9. The successful applicant will be given written notification of his or her appointment, along with a written statement of terms and conditions of employment.

FINAL ACCEPTANCE OF THE APPLICANT IS CONDITIONAL ON:
1. Receipt of proof of qualifications.
2. For any teacher who will be in sole charge of a class, including relief teachers – confirmation of registration by the Victorian Institute of Teaching (VIT)
3. Receipt of signed Offer of Employment

Notwithstanding the above, the applicant will be placed on a 6 month probationary period, with a review and/or appraisal at 3 and 6 months.

**DISMISSAL PROCEDURE**

The dismissal of teaching staff is delegated by the Governance Committee to the School Leadership Team. Any dismissal of staff, however, will be carried out according to the guidelines set out in D, "Unsatisfactory Performance" below.

**SPECIALTY TEACHING STAFF, RELIEF TEACHERS AND AIDES**

The Governance Committee is ultimately responsible for the employment of all staff at the school, although this role is normally delegated to the School Leadership Team for the employment of teachers and teacher aides.

1. It is the policy of our School and kindergarten to employ assistants who have appropriate qualifications and/or experience:
   a. Early Childhood Teachers, Educators and Aides must have relevant qualifications approved by the Australian Children’s Education & Care Quality Authority (ACECQA)
   b. School and Kindergarten staff should have qualifications or training from a Steiner/Waldorf based Adult education centre, and/or experience in a Steiner/Waldorf School. Training may be done concurrently with employment at the discretion of the School Leadership Team.

**EMPLOYMENT PROCEDURE:**

1. The School Leadership Team ascertains the necessity for new specialty teaching staff or aides.
2. The School Leadership Team draws up a proposal, considering the School's requirements in terms of skills, aptitudes and time fractions as well as legal requirements and financial considerations.
3. The SLT draws up a formal job description, with terms and conditions.
4. The School Principal brings the considered proposal to the Governance Committee for consideration and comment. The School Principal may wish to review the proposal in the light of any comment.
5. If an appointment needs to be made, where a meeting of the Governance Committee is not timely, two SLT members and two office bearers of the Committee may constitute a quorum for this purpose, and discussion over the phone will be acceptable.
6. An interview panel may be established, which may consist of teachers, administrator Governance Committee members, however this requirement may be waived at the discretion of the group mentioned in (5).
7. Positions should be advertised in the School community and in the wider community, unless time issues make this impractical.
8. In addition to 7), if a suitable candidate is known to the College, they may choose to directly approach that person.
9. A successful applicant will be required to have appropriate qualifications and meet any legal requirements for the position. Applicants must demonstrate a commitment to developing a deeper understanding of Rudolf Steiner’s educational philosophy.

10. The decision to employ an applicant will be made by consensus of the interview panel. Where consensus cannot be reached within seven days, an outside mediator may be called to help reach consensus, or a vote by simple majority may be taken within the interview panel. If it is decided that a panel is not required, the group mentioned in item (5) may be considered as “the panel” for this purpose.

11. The successful applicant will be given written notification of his or her appointment, along with a written statement of terms and conditions of employment.

**FINAL ACCEPTANCE OF THE APPLICANT IS CONDITIONAL ON:**

1. Receipt of proof of qualifications.
   1. For any teacher who will be in sole charge of a class, (including relief teachers) - receipt of copy of teacher registration in Victoria.
   2. Receipt of working with children card.
   3. Receipt of signed Offer of Employment

   Notwithstanding the above, the applicant will be placed on a 12 month probationary period, with a review and/or appraisal at 6 and 12 months.

**DISMISSAL PROCEDURE**

The dismissal of teaching staff is delegated by the Governance Committee to the School Leadership Team. Any dismissal of staff, however, will be carried out according to the guidelines set out in D, “Unsatisfactory Performance” below.

**ADMINISTRATIVE AND OTHER STAFF**

The Governance Committee is ultimately responsible for the employment of all administrative staff at the school.

**EMPLOYMENT PROCEDURE:**

1. The School Leadership Team or Governance Committee ascertains the necessity for a new member of administrative staff.
2. The School Leadership Team draws up a proposal, considering the School’s requirements in terms of skills, aptitudes and time fractions as well as legal requirements and financial considerations.
3. The SLT draws up a formal job description, with terms and conditions.
4. The School Principal brings the proposal to the Governance Committee for consideration and comment. The proposal may be reviewed in the light of any comment.
5. An interview panel may be established, which may consist of teachers, administrator Governance Committee members, however this requirement may be waived at the discretion of the Governance Committee.
6. Positions should generally be advertised in the School community and in the wider community, unless time issues make this unpractical.
7. In addition to e), if a suitable candidate is known to the College or SLT, they may choose to directly approach that person.
8. A successful applicant will be required to have appropriate qualifications and meet any legal requirements for the position. Applicants must demonstrate a commitment to developing a deeper understanding of Rudolf Steiner’s educational philosophy.

9. The decision to employ an applicant will be made by consensus of the interview panel. Where consensus cannot be reached within seven days, an outside mediator may be called to help reach consensus, or a vote by simple majority may be taken within the interview panel.

10. If an interview panel was deemed inappropriate, the decision to employ will be given by the Governance Committee at its most convenient meeting, or in urgent cases, by a quorum of the Governance Committee who may meet over the phone.

11. The successful applicant will be given written notification of his or her appointment, along with a written statement of terms and conditions of employment.

**FINAL ACCEPTANCE OF THE APPLICANT IS CONDITIONAL ON:**

1. Receipt of proof of qualifications.
2. Receipt of satisfactory Working with Children card
3. Receipt of signed Offer of Employment

Notwithstanding the above, the applicant may be place on a 6 or 12 month probationary period.

**DISMISSAL PROCEDURE**

The dismissal of administrative staff is the sole responsibility of the Governance Committee. Any dismissal of staff, however, will be carried out according to the guidelines set out in D) “Unsatisfactory performance” below.

**UNSATISFACTORY PERFORMANCE**

This policy sets out the procedures to be followed where a problem arises in relation to a staff member’s performance of duties. The procedures outlined below apply to all employees in accordance with their terms and conditions of employment.

1. The School Leadership Team will regularly review and evaluate teaching staff and aides. The Governance Committee is responsible for monitoring the performance of all other staff. Where issues of concern in an employee’s performance are identified action must be taken to overcome them. To this end the School Leadership Team/Governance Committee, or an authorised sub-committee, should assist the employee in resolving these issues within a reasonable period of time.

2. This policy is based on the premise that:
   a. complaints about performance etc must be clearly outlined
   b. where there are letters or documents involved, the employee has a right to know the general content, but the documents themselves are confidential;
   c. The employee has the right to respond fully to the complaint;

3. Where the validity of the complaint has been ascertained, there is a need for on-going monitoring. This involves:
   a. The setting down of clear guidelines about what is expected
   b. A timeline for assistance and monitoring;
   c. A clear procedure for monitoring and reporting,
   d. The employee also has the right to know as the procedure progresses whether or not things are moving satisfactorily. Indeed, this should be the basis for the
program of assistance, which should be running concurrently with the review process.

**FORMAL PROCEDURES**

The following procedures are to be used when the School Leadership Team/Governance Committee considers that the Informal Procedures for Resolving Problems is inappropriate and a more formalised process is needed to formally warn, censure or reprimand, or dismiss an employee

1. **The Interview**
   a. If, after an appropriate investigation has been carried out, the School Leadership Team/Governance Committee is satisfied that there is substance to the allegation of unsatisfactory performance and wishes to investigate it further, an interview should be arranged with the employee.
   b. The employee should be advised of the interview in writing and that advice should include:
      i. The time and place of the interview;
      ii. The general nature of the matters to be discussed; and
      iii. The employee’s right to have one person of their choice present.
   c. At the interview:
      i. The employee should have their own witness present;
      ii. Notes of the meeting should be taken;
      iii. Details of the unsatisfactory or deficient performance should be provided to the employee. It should be in sufficient detail to enable the employee to adequately respond and address the issues raised;
      iv. The employee should be given an opportunity to respond to the allegations and to raise any other matters, which the employee considers to be relevant.
      v. If the employee wants time to consider the matters raised it should be allowed, but it should be limited to the shortest reasonable time.
   d. **Subsequent Procedures** - Within five working days following the interview the employee shall be informed in writing that:
      i. No further action is necessary; or
      ii. There is need for improvement in performance and the matter will be reviewed at a date to be determined; or
      iii. There are specific matters which have caused concern and that any recurrence of these matters may result in further action being taken by college/council; or
      iv. Steps will be taken to make available to the employee appropriate advisory or counseling services; or
      v. If the employee is to be disciplined, the nature of the disciplinary action; or
      vi. Such other steps as regarded appropriate by the School Leadership Team/Governance Committee are to be taken.
   e. Where the employee is advised that his/her performance is to be reviewed at a later date, the College or Governance Committee will inform the employee in writing of:
      i. Aspects of the employee’s work that is to be reviewed and the nature of the improvement required;
      ii. The method that will be used to conduct the review;
      iii. The names of the people who will be conducting the review;
iv. The appropriate time(s) at which the reviews will be conducted; and
v. The nature of any special assistance that will be made available to the employee during the course of the review.
f. At the end of the review period as mentioned above the employee will be advised in writing that:
   i. The process of the review has been completed and that the required improvement in the employee’s performance has been achieved; or
   ii. The process of review is to be extended; or
   iii. The process of review has been completed and that the required improvement in the employee’s performance has not been achieved.

TERMINATION

1. The employee should be notified of the decision to terminate his/her employment as soon as practicable in a formal meeting in the format outlined in Step 1 above. This advice should be in writing and should:
   a. Confirm that the employee had an opportunity to be represented;
   b. Confirm that the employee had an opportunity to respond to the allegations;
   c. Note that the School Leadership Team/Governance Committee has considered all material, including the employee’s response;
   d. Advise that the employee’s employment will be terminated and the reason for the termination;
   e. Advise of the date of the termination. Regard must be had of any contract, award or legislative provisions regarding sufficient notice.

2. As soon as practicable, pay all award and legal statutory entitlements to the employee. While employees are allowed to work out their notice period, the School Leadership Team/Governance Committee may wish to make a payment in lieu of notice.

INDUSTRIAL RELATIONS COMMISSION

1. If, despite taking the above steps, the grievance or dispute has not been resolved within a reasonable time, the School may refer the matter to the Independent Schools Victoria and/or the employee may refer the matter to their union. Either party may also refer the matter to the Industrial Relations Commission.

PROFESSIONAL DEVELOPMENT

1. The School will actively encourage professional development of all staff, in order to improve skills, network with peers, personal development, further career development
2. Money will be set aside each year’s budget for this purpose.
3. Courses, workshops and conferences will be considered on merit and may be wholly or partially funded by the school.
4. Funding will be at the discretion of the School Leadership Team, after consultation with the bursar with regard to available budget.
5. The school will support PD to the whole school community in a variety of ways including:
   a. The regular study group.
   b. Child studies in School Leadership Team meetings.
   c. Wednesday journeys to Melbourne Rudolf Steiner School.
   d. Faculty days.
   e. Guest speakers.
   f. Days for curricular development.
g. Attendance at workshops, seminars and conferences

**STAFF INDUCTION POLICY**

**Reviewed by Policy Committee November 2013 next review Nov 2015**

**RATIONALE:**

- Formal induction programs for new and returning teachers provide them with support, direction, contacts, feedback and essential information while building both confidence and performance.

**AIMS:**

- To provide new and returning teachers with the support, direction and information that will allow them to be fully effective and comfortable in their new teaching role.
- To establish productive and harmonious working relationships with colleagues.

**IMPLEMENTATION:**

- The SLT is responsible for ensuring each newly appointed teacher to our school, or teacher returning from extended leave, undertakes a supportive and effective formal 3-month induction program.
- Skilled and experienced teachers with strong communication and interpersonal skills will be used as mentors for each beginning or returning teacher.
- Each induction will be planned and documented prior to commencement.
  - **A Pre-Commencement Phase** - a formal written welcome to the school, orientation visit and information organised, workspace arranged, inclusion of new teacher’s name on lists, and discussions regarding role and responsibilities.
  - **First Two Days** – formal welcome from staff, introduction to mentor, administrative tasks completed, handbook provided to staff member, functional requirements (timetables, class lists, photocopier details, yard duty etc) and explanation of the induction program.
  - **First Week** – School Principal and mentor daily contact with new teacher, discussions regarding charter and priorities, explanation of risk management issues and school communication procedures, invitation to be involved in teams, groups and committees as appropriate.
  - **First Month** – Weekly formal discussions between new teacher and mentor, professional development needs of new teachers clarified and developed into a plan, professional development organised and ongoing ‘round table’ discussions conducted about school direction, priorities and expectations.
• **Second & Third Month** – Ongoing mentor support, school responding to new teacher’s needs, induction program formally completed, celebrated and evaluated.