



He Puna Marama Trust

## **Individual Development Planning**

A Guide for Staff and Managers

## **INDIVIDUAL DEVELOPMENT PLANNING**

### **Individual Development Plan (IDP) Process and Documentation**

#### **Introduction**

#### **The Individual Development Planning Process**

- Model of Individual Development Planning Process

#### **Documentation**

- Individual Development Planning Worksheet
- Preparation Worksheet for Discussion with Your Manager
- Individual Development Plan Approval Form
- Notes Page

# **PART ONE - IDP PROCESS AND DOCUMENTATION**

## **1. INTRODUCTION**

An Individual Development Plan (IDP) is a statement agreed annually between a staff member and her / his manager which sets out the directions for a staff member's development and which identifies the resources which are to be allocated for that development.

The process has three aims

- To implement a process for individual reflection on work practice and feedback received
- To implement a system of professional and/or personal development for every staff member
- To provide a method of career planning for every staff member

This will provide an overview of the IDP process, work sheets to guide your planning and discussions and the approval form. It also provides more background and exercises to assist with reflection, on performance, work environment and career issues all of which may inform the IDP process. These exercises are intended to help people get started on the process.

Further assistance is available from your manager.

Individual development planning is a dynamic process and plans can be altered over time. A recorded agreement must exist between a staff member and manager before resources can be released. The approval form is attached.

## **2. THE INDIVIDUAL DEVELOPMENT PLANNING PROCESS**

### **PREPARING YOUR PLAN**

All staff at He Puna Marama Trust / Kura Hourua are required to complete an Individual Development Plan. When your plan is approved by the CEO / Tumuaki, you will have access to your entitlement of staff development time / leave and other resources to support the implementation of your plan. If you are unsure of where to begin, this Guide provides a series of exercises which will help you to review your current situation and future aspirations. Your Individual Development Plan is one tool which can help you fulfil your aspirations and contribute to the success of He Puna Marama Trust / Kura Hourua at the same time. The steps on how to prepare your plan are set out in a later section of this guide.

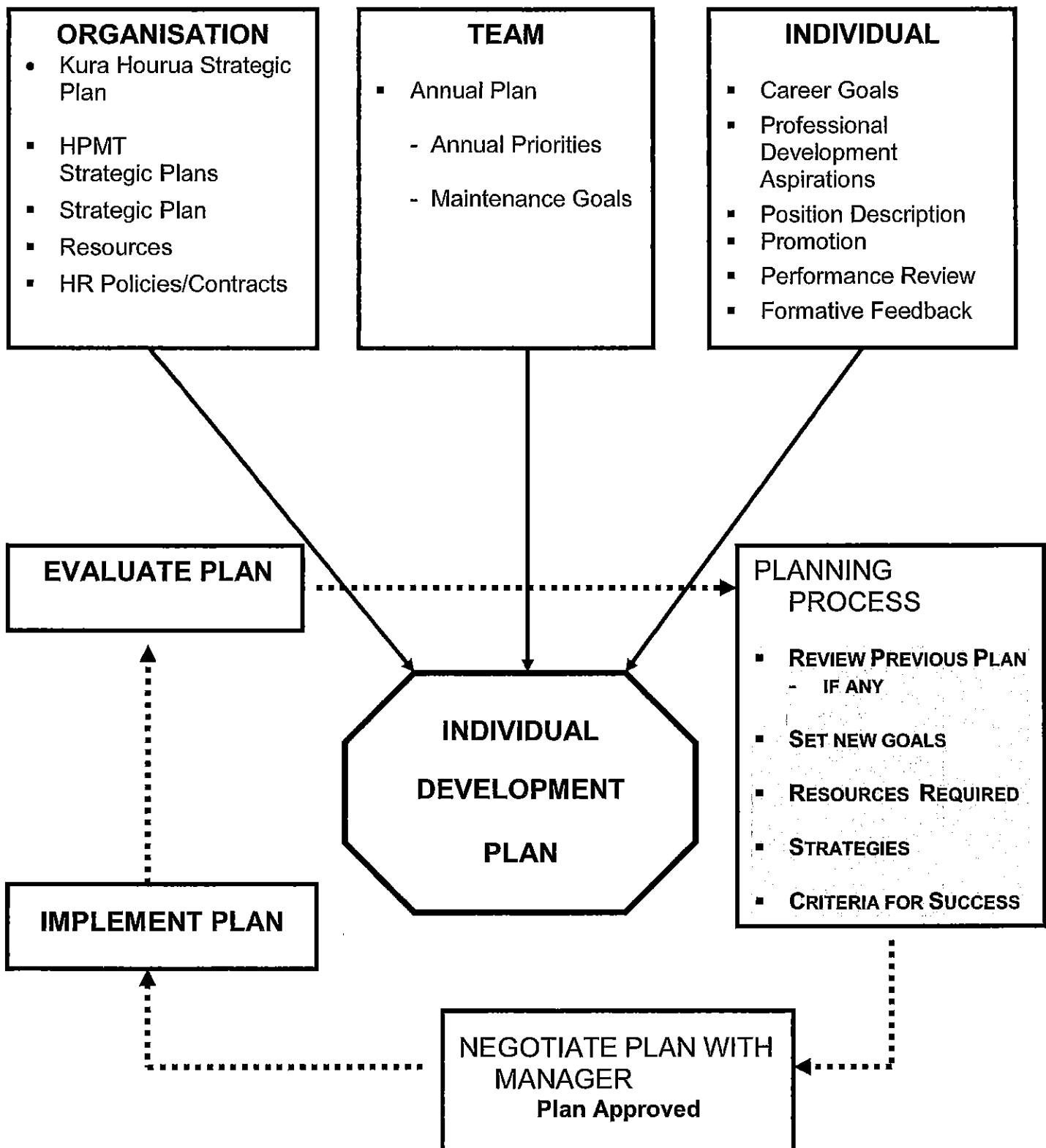
## **DISCUSSION WITH YOUR MANAGER**

When you have identified your development goals and prepared your plan, discuss it with your manager. This discussion provides an opportunity for refinement of your plan. It is also the process by which you obtain sign off on your entitlements and any other resources available. Refer to sample Preparation Worksheet which will guide both you and your manager in this discussion.

## **IMPLEMENTATION AND EVALUATION**

When your plan is approved by your manager you move through the cycle of implementation and evaluation. When this is completed, your IDP needs to be evaluated against the criteria for success you have identified in the plan. Following evaluation, the process is repeated for the next year, building on the outcomes of your current plan. The process is set out in the diagram on the next page.

## MODEL OF INDIVIDUAL DEVELOPMENT PLANNING



## INDIVIDUAL DEVELOPMENT PLANNING WORKSHEET

**Identify Kura Hourua Strategic Objectives which are linked to your position description or individual career goals**

1. Individual Career Goals <i>Short Term</i>	2. Self Analysis <i>Strengths</i>	<i>Areas for Improvement</i>
		<i>Medium Long</i>
		<i>Long Term</i>

<p><b>3.Development Objectives</b> (What)</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<p><b>4.Criteria for Success</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
<p><b>5.Development Strategies</b> (How)</p>	<p><b>6.Resources Required</b></p>

## **PREPARATION WORKSHEET FOR DISCUSSION STAGE**

- a) Position Description** – Is it up-to-date? Accurate? Are the role, responsibilities and performance standards clear?
  
  
  
  
  
  
- b) Actions from last IDP** – Have the objectives and strategies identified at my last IDP been achieved or carried out?
  
  
  
  
  
  
- c) Strengths** – My greatest strengths in this role are:
  
  
  
  
  
  
- d) Achievements** – Areas where I believe I have achieved well are:
  
  
  
  
  
  
- e) Difficulties** – Problems I have encountered in the last year are:
  
  
  
  
  
  
- f) Changes/support** - Are there ways in which aspects of my work could be re-organised or improved to make the job run more smoothly and give me a greater sense of achievement?
  
  
  
  
  
  
- g) Goals/objectives** – What position-related targets would I like to achieve in the next 12 months?
  
  
  
  
  
  
- h) Individual Development Plan** – What development objectives and activities are priorities for me in the next 12 months? Resources required?

Name \_\_\_\_\_

Date \_\_\_\_\_

**INDIVIDUAL DEVELOPMENT PLAN APPROVAL FORM**

He Puna Marama Trust / Kura Hourua strategic objectives which will be enhanced by personal objectives			
Personal Development Objectives	Development Strategies	Resources Required	Date Approved      Date Completed

Approved By \_\_\_\_\_

Date \_\_\_\_\_

**NOTES PAGE.....**

## 4 BUSINESS PLAN

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### 4.1 Objective:

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In this section you need to demonstrate how your school will be managed, and students recruited, accommodated, and funded. You need to assure us that your school will be financially viable within the funding available and has the appropriate capability and capacity to establish and operate a publicly-funded school.

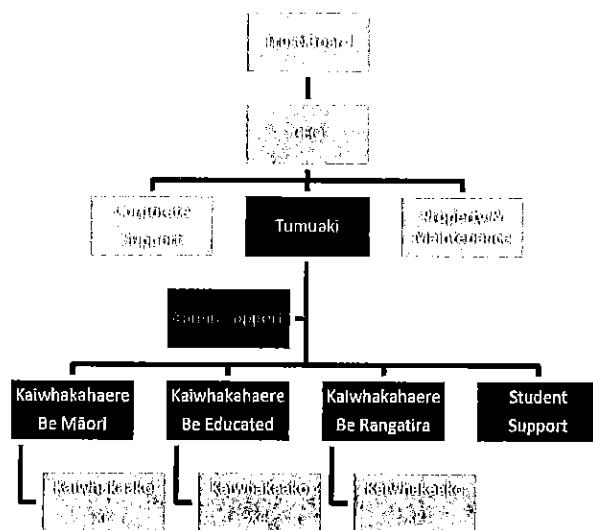
If your organisation is an existing independent school applying to become a PSKH you must show that it has a good track record of financial management and explain any existing issues which could impact on it becoming a PSKH. Please attach this information as an Appendix.

### 4.2 Questions:

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#### Part A – Governance, Management, and Administration

##### 1. Describe your proposed structures and design rationale covering:



The above shows the diagrammatic relationships.

- a) Governance;
- b) Management;
- c) Administration; and
- d) Subcontract arrangements (if applicable). NOT APPLICABLE

See the attached Quality Management System policy on Governance

# **He Puna Marama Trust Quality Management System**

## **Policies, Guidelines and Procedures**

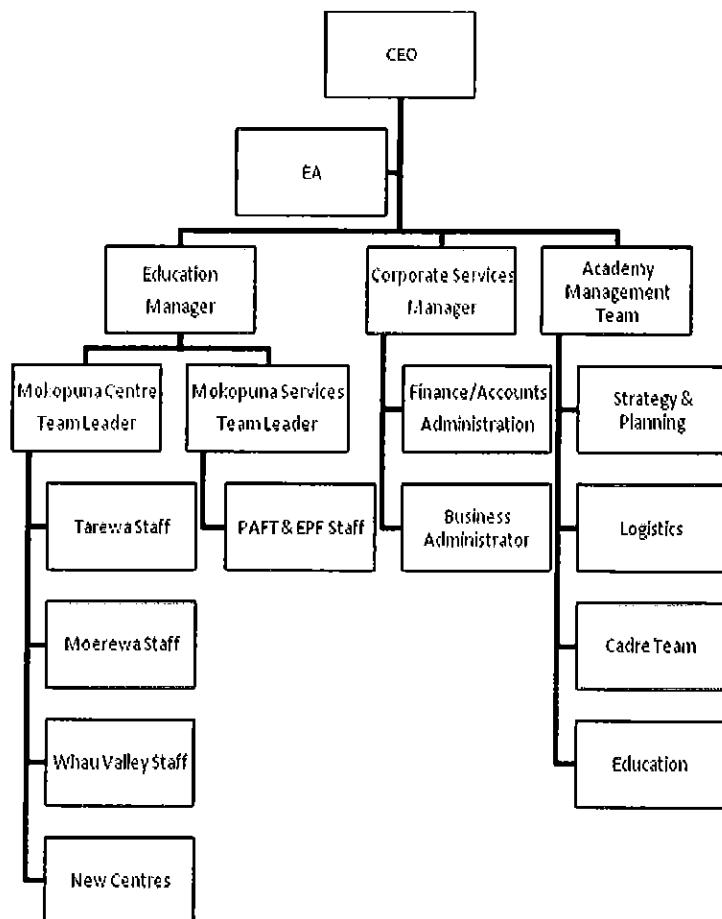


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## Section A: Establishment Details

### 1.0 Organisational Structure



## 1.1 Establishment Name

He Puna Marama Charitable Trust trading as He Puna Marama Trust, which incorporates the following Trust operations:

- Mokopuna Early Childhood Centres
- Mokopuna Early Childhood Services
  - Parents as First Teachers (PAFT) Programme
  - Promoting Participation Programme
  - Mokopuna Rollout Project
- Leadership Academy of A Company

## 1.2 Delivery Sites

Type	Operation	Location
A	1 Head Office <ul style="list-style-type: none"> <li>- Administration Centre</li> <li>- PAFT/PPP/MSD Offices</li> </ul>	171 Lower Dent St, Whangarei
B	2 Mokopuna ECE Centre	78 Tarewa Rd, Whangarei
	3 Mokopuna ECE Centre	15 Station Rd, Moerewai
	4 Mokopuna ECE Centre	17 Moody Ave, Whangarei
	5 Mokopuna ECE Centre	TBC
C	6 Leadership Academy of A Company	2 Deveron St, Whangarei

## 1.3 Legal Status

He Puna Marama Trust is a charitable Trust established under the Charitable Trusts Act 1957.

- 'He Puna Marama Trust' is the trading name used by He Puna Marama Charitable Trust
- 'Mokopuna' is the trading name used by the Early Childhood Care Centres.
- 'Leadership Academy of A Company' is the trading name used by the Leadership of A Company Cadet Hostel Programme.

## 1.4 Ownership and Organisational Structure

The Trust is the legal authority of He Puna Marama Trust. It has a Board of 5 trustees who act co-operatively to monitor the activities of the Trust. Trustees represent the interest of whānau, the wider whānau and community.

### Governance

The Board's role is governance rather than management, which is the preserve of the CEO.

Governance focuses on the Trust's wider issues of organisation, purpose, direction and ends.

The Board works in close partnership with the CEO to ensure its objectives and goals are achieved; supporting and resourcing the CEO to carry out his / her responsibilities.

Trustees are required to familiarise themselves with the Trust's policies, cultural considerations, plans and priorities.

### Management

Clause 3.7 of the Trust Deed provides for the Board to appoint a Manager, management support team and staff responsible and accountable for achieving performance outcomes agreed by the board under the aims and objectives under the society.

### *The Board of Trustees (The Board)*

Accountable to the whānau, whānau whānui, and community of He Puna Marama Trust.

**CEO**

Responsible and accountable to the Board for Managing, developing, implementing, monitoring and maintaining the day to day operations of Trust resources, activities and quality management systems.

**Management Support Team (includes Administrators, Unit Managers, Finance, etc.)**

Directly responsible and accountable to the CEO for developing, implementing, monitoring and maintaining reporting capacities of the quality management systems.

**Unit Staff (includes volunteer and non-paid positions within Trust Units)**

Directly responsible and accountable to the Unit Managers or delegated authorised persons for monitoring and maintaining quality management systems and contracted outputs.

## 1.5 Requirements for Trust Membership

- A commitment to work for the benefit of the Trust.
- Commitment to role and functions of Trust
- Ability to work with CEO and staff to delivery, quality education and training, social and health services, resources and facilities to whānau, clients, customers and in particular be supportive of the aspirations of Māori, whānau, hapū and iwi.

### 1.5.1 Trustee Roles and Responsibilities

**Chairperson**

The Chairperson is the principal Trustee with general oversight responsibility in relation to implementation of governance policy.

*Relationship with other Trustees*

The Chairperson is the Trustees' first point of call on any matters that may impact on the Trust, and controls discussions that take place during Board meetings.

*Relationship with the CEO*

The Chairperson maintains regular contact with the CEO and has responsibility to communicate with the CEO on matters of importance that impact directly.

*Meeting Responsibilities*

Strict observance of Agenda.

**Treasury**

Day by day financial responsibilities are delegated to the CEO in consultation with the Chair. The CEO or a delegated representative will be authorised by the Board to carry out the duties of the Treasury, which include monitoring of all income and expenditure. A financial report is to be prepared and presented by the CEO to Trustees at each Board meeting.

- The Board is responsible for and monitors:
  - arrangement of mortgage and bank security
  - assignment of signing rights to specified persons
  - setting fiscal spending limits for the CEO.

**Trustees**

All Trustees are responsible for the well-being and development of the Trust and should endeavour to maintain regular contact with the Chair in terms of the activities of the Trust.

- Specific duties include to:
  - Carry out the recommendations expressed at meetings with the CEO
  - Delegate activities to the CEO for the daily operations of the Trust
  - Maintain decision making power at Trustee level

- Participate in an active capacity by promoting the Trust when and where possible
- Provide support to the CEO as necessary with detailed information regarding operation of the Trust
- Respond to requests in a reasonable timeframe.

### **1.5.2 Trustee Representative Roles and Responsibilities**

#### **CEO**

Is also a member of the Trustees and acts as an Executive Trustee  
Utilises all Trustees skills for assistance (if required)  
Completes regular audit of key areas  
Ensures a master file of various Acts are accessible to all Whānau  
Ensures new and existing Trustees are inducted / instructed on fiduciary obligations  
Informs Trustees of all government, contract, and legislation requirements; expected outputs; activities and events  
Keeps Trust informed on trends and strategies to enable proactive behaviour  
Prepares monthly operation reports and statistical data to enable Trustees to make sound financial decisions  
Arranges and provides induction training for Trustees, and training for staff, and others to enable Trust whānau to monitor and maintain quality management systems  
Secure and file all Trust documents, protect their confidentiality, and manage any access to organisation documents for which written authorisation has been obtained.  
Construct meeting agenda  
Acts upon decisions in deemed order of priority.

#### **Treasurer**

Maintains day to day financial records  
Produces reconciliation of key financial reports  
Maintains security of information on a daily basis  
Assists CEO with preparation of monthly financial reports  
Conducts annual Audit of accounts

### **1.5.3 Trustee Kaupapa / Vision**

To create exceptional Maori services.

### **1.5.4 Trustee Strategic Focus**

Set out in the Trustees Strategy Document – Appendix II.

### **1.5.5 Trustees Value Statement:**

We value:

- Whānaungatanga
- Whānau
- Te Reo me ona Tikanga
- Respect
- Trust
- Loyalty

- 2. Clearly describe the relationships between the Sponsor organisation(s) and the school leadership (including governance body) and your proposed strategies to manage this.**

The Tumuaki reports to the CEO (the sponsor's representative) and is responsible for the day to day operations of the Kura.

The Tumuaki will have staff responsibilities, compliance, oversight for curriculum and quality and performance.

The CEO is responsible for ensuring that the Kura Hourua meets its responsible under the Agreement to the Ministry of Education through the Tumuaki and ensuring that the Tumuaki receives the necessary Corporate support to perform.

- 3. Describe the nature and extent of teacher, parent/family and student input to decisions that affect the school.**

As with all our education services whanau are expected to have intimate involvement with their son/daughters education first and foremost.

Annually the Kura shall hui with the whanau on the new directions and innovations seeking input and advice.

As one of the key values is whanaungatanga the Tumuaki will operate a 'open door policy' to hear concerns and suggestions from whanau.

## Part B – Planning and Establishment

- 4. Provide a detailed implementation and establishment plan which covers the period from gaining approval to the end of the 2014 school year.**

Establishment plan is attached

## Part C – Finance

- 5. Detail your proposed financial plan demonstrating how it will ensure the availability of funds throughout the year.**

See the attached finance plan for the projected funds

- 6. Provide in a separate Microsoft Excel workbook a detailed and itemised financial forecast for the first three years of the contract, in terms of what funding you consider will be required to operate your PSKH. List the assumptions and basis of calculations alongside each of the cost areas.**

See the attached finance plan for the projected funds

- 7. Describe any funding (additional to funding to be provided by the Crown) that is to be provided to the school, including: Not applicable**

**Part A – Governance, Management and Administration**

**3. Describe the nature and extent of kaiwhakaako, whānau and akonga input into decisions that affect the school**

Kura Hourua	Akonga	Whānau	Kaiwhakaako
We will lead the Kura Hourua community on developing a shared vision of high expectations for learning and akonga behaviour	✓	✓	✓
We will devolve appropriate decision making for the use of resources – time, facilities, money	✓		✓
We will work on engagement thorough empowering akonga and whānau to make simple changes that contribute to a better Kura Haourua environment	✓	✓	✓
Developing a culture of akonga connectedness to the Kura Hourua and a climate of warmth		✓	✓
Encourage akonga to talk openly with kaiwhakaako and whānau about the learning and achievement aspirations	✓		✓
Regular whānau hui to discuss akonga achievement, behaviour and successes	✓	✓	✓
Encourage whānau to become involved through strategies that help to enable whānau to be actively involved in the akonga's academic and Kura Hourua life	✓	✓	✓
Ensure akonga lead whānau-kaiwhakaako discussions to actively involve them in discussions	✓	✓	✓
Provide for akonga to give in-depth evaluations of kaiwhakaako	✓	✓	✓
Strengthen family involvement in student achievement at Kura Hourua and in the home	✓	✓	✓
Communicate Kura Hourua behavioural and academic expectations to whānau, and ask them to reinforce these at home		✓	
Provide a mechanism for regular communication of issues that affect the school		✓	✓
Support whānau increase their own skills and competence, to become more involved in Kura Hourua life.			✓



Mokopuna

Early Childhood Education & Care

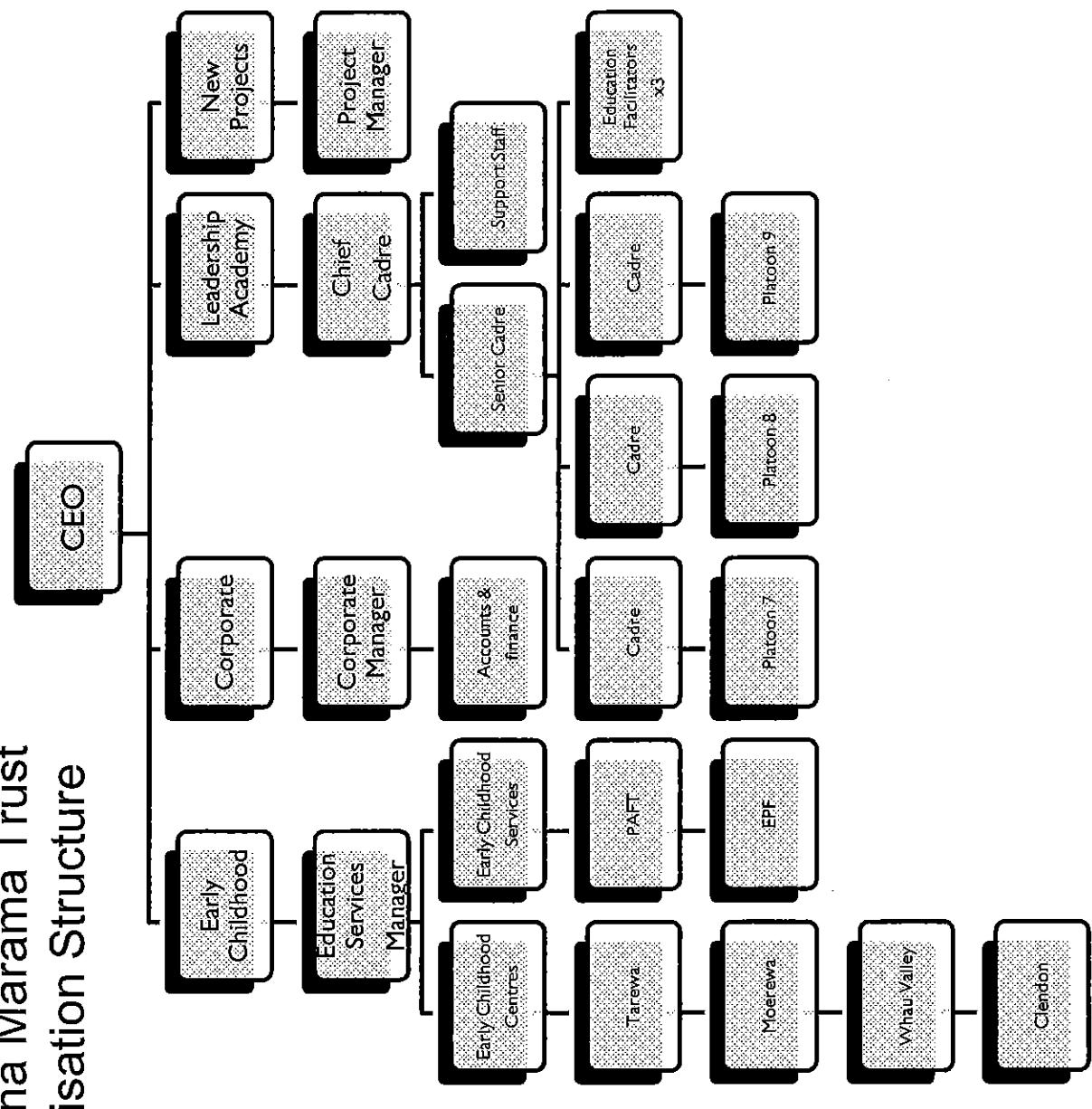


Mokopuna ECE & Services

# Organisation Details

- Legal name:  
**He Puna Marama Charitable Trust**
- Trading name/s:  
**Mokopuna Early Childhood Centre**
- Incorporation No:  
**AK/8788606**
- Charities No:  
**CC27440**
- Contact person:  
[REDACTED]  
[REDACTED] s 9(2)(a) OIA
- Position:  
**Education Services Manager**
- Email:  
**hepunamaroma@mokonz.co.nz**
- Ph:  
[REDACTED]  
[REDACTED] s 9(2)(a) OIA
- Cell ph:

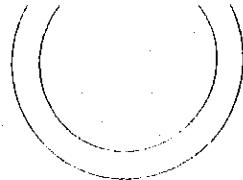
# He Puna Marama Trust Organisation Structure



# Current facilities

- Main Office:
  - Located at 85 Lower Dent St, Whangarei City
  - Leased Building
  - Corporate Office
- Early Childhood Services:
  - Tarewa - Purpose built centre
  - Moerewa – Junior block, Kura Kaupapa
  - Whau Valley – Class block, Whau Valley school
  - Clendon – Clendon Park Primary school
- Early Childhood Services
  - PAFT (Parents as First Teachers – contracted 2001 – Staff 3)
  - EPF (Engaging Priorities Families – contracted 2011 – Staff 1)

# Mokopuna ki Tarewa & Mokopuna Services Office



Purpose built buildings – Established 2001  
Roll 48 Tamariki  
Staff - 8

# Mokopuna o Moerewa

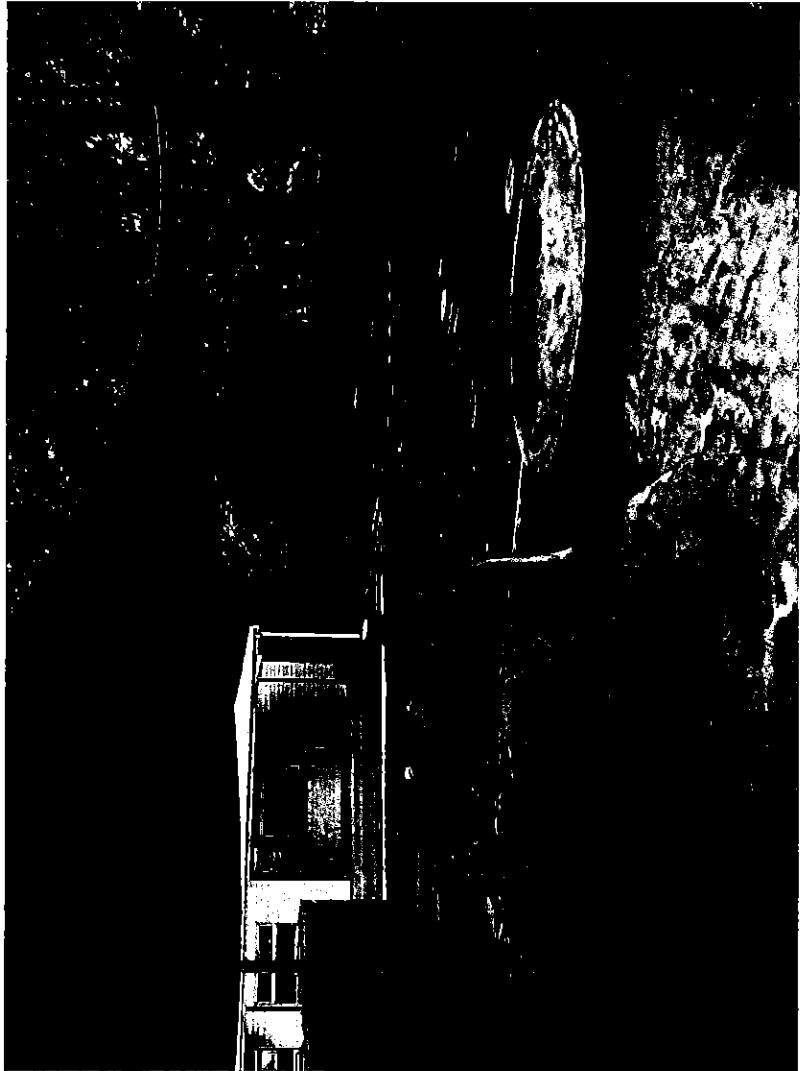


Situated on Kura Kaupapa o Taumarere – Moerewa: Established 2008

Roll of 50 Tamariki

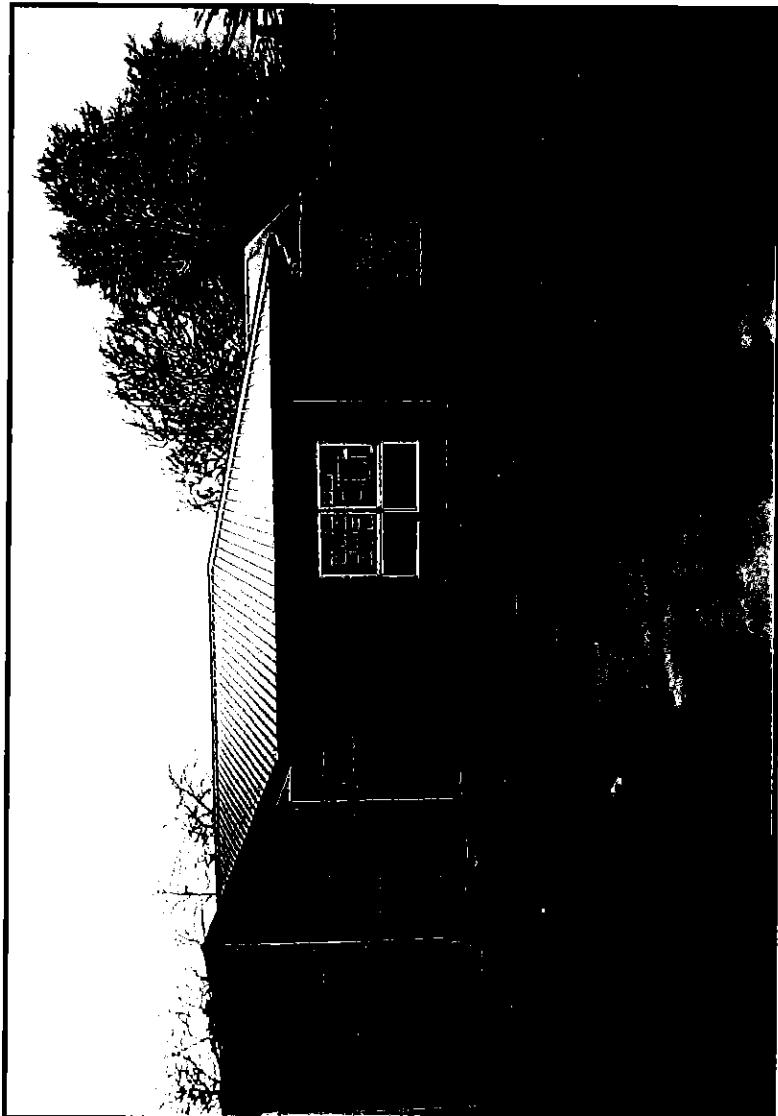
Staff - 7

# Mokopuna ki Whau Valley

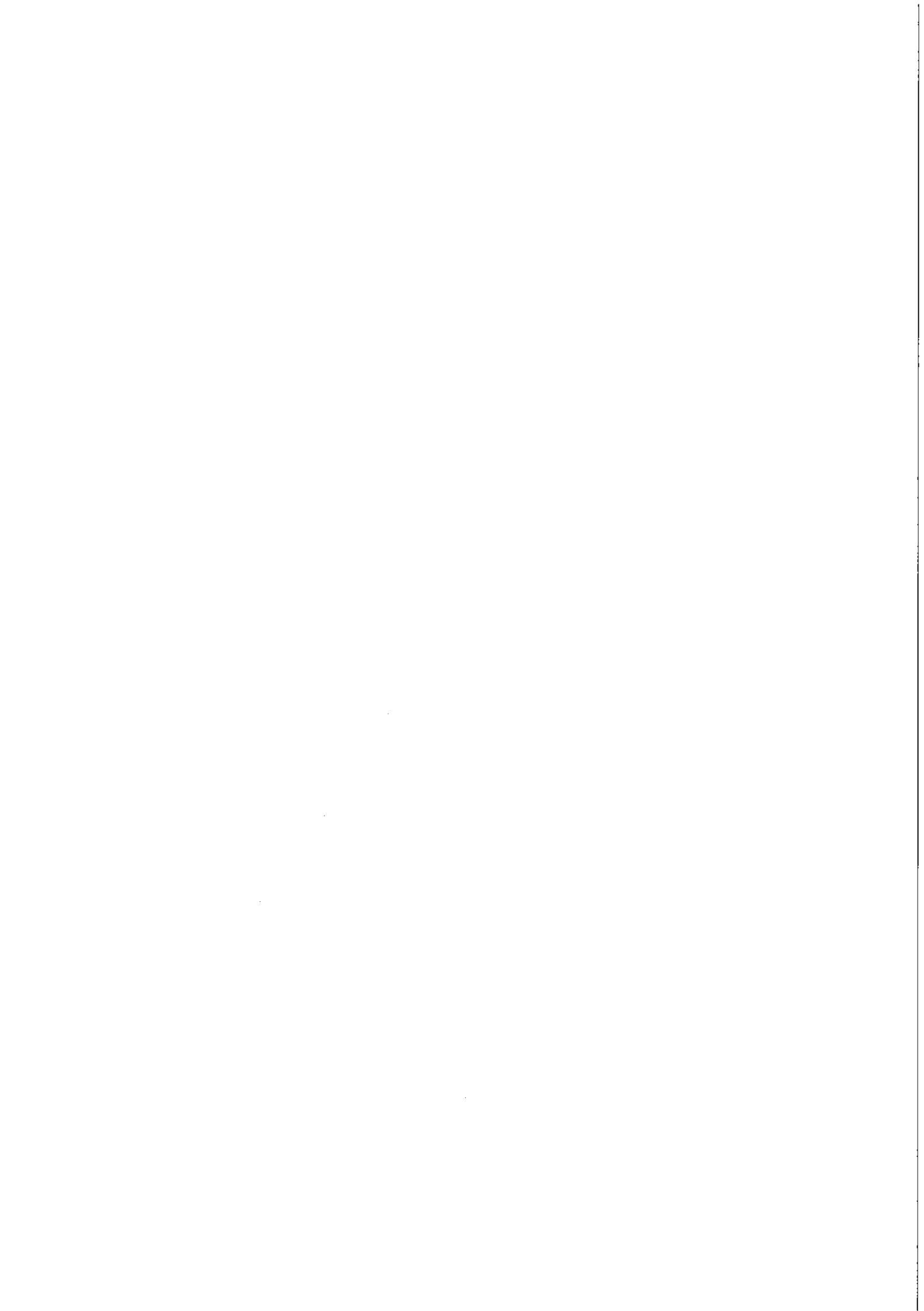


Situated on Whau Valley Primary School – Established 2009  
Roll of 30 Tamariki  
Staff - 4

# Mokopuna ki Clendon



Purpose built on Clendon Park Primary School – Established 2012  
Roll of 45 Tamariki  
Staff - 6



## Curriculum:

Regulation/criterion	What	Who	When	Comments for applications
67) Regular opportunities (formal and informal) are provided for parents to: <ul style="list-style-type: none"> <li>communicate with adults providing education and care about their child, and share specific evidence of the akonga learning; and</li> <li>be involved in decision-making concerning their akonga learning.</li> </ul>	1) Process and framework for whānau involvement with centre and their akonga learning display on whānau board	Tumuaki	Prior to visit	
68) Information and guidance is sought when necessary from agencies/services to enable adults providing education and care to work effectively with akonga and their parents.	1) A list of agencies and support groups in place for staff to use.	Tumuaki	Prior to visit	
69) The service curriculum supports akonga developing social competence and understanding of appropriate behaviour.	1) Practice guidelines in place	Tumuaki	Prior to visit	
70) Positive steps are taken to respect and acknowledge the aspirations held by parents and whānau for their akonga.	1) Practice guidelines in place	Tumuaki	Prior to visit	
71) The service curriculum provides akonga with a range of experiences and opportunities to enhance and extend their learning and development – both indoors and outdoors, individually and in groups.	1) Practice guidelines in place	Tumuaki	Prior to visit	
72) The service curriculum provides a language-rich environment that supports akonga learning.	1) Practice guidelines in place	Tumuaki	Prior to visit	

Regulation/criterion	What	Who	When	Comments for application
60) Processes for human resource management. Processes at least include:	1) Policies and frameworks in place	CEO	Prior to visit	Copy supplied in appendix
• induction procedures into the service;				
• job/role descriptions;				
• a system of regular appraisal;				
• provision for professional development; and				
• a definition of serious misconduct.				
61) Where the service provider employs staff, processes also include:				
• appointment procedures; and				
• discipline/dismisal procedures.				
62) An annual plan guides the service's operation.	1) Annual plan framework will be in place for staff to refine	Tumuaki	Prior to visit	
63) An annual budget guides financial expenditure.	1) Annual budget in place	CEO	Prior to visit	
64) An annual budget setting out the service's estimated revenue and expenses for the year.	1) Annual budget in place	CEO	Prior to visit	
65) Enrolment records are maintained for each akonga attending. Records are kept for at least 7 years.	1) Enrolment form in place	Tumuaki	Prior to visit	
66) An attendance record is maintained that shows the times and dates of every akonga attendance at the service. Records are kept for at least 7 years.	1) Policy and attendance record process in place 2) Info- Care purchased to keep electronic records	Tumuaki	Prior to visit	Copy supplied in appendix

## Governance, Management and Administration:

Regulation/criterion	What	Who	When	Comments for application
55) Parents are advised how to access:	1) Policy and procedure on entrance board	Tumuaki	Prior to visit	Copy supplied in appendix
• information concerning their akonga; the service's operational documents (such as its philosophy, policies, and procedures and any other documents that set out how day to day operations will be conducted); and				
56) Information is provided to parents about:	1) Policy and procedure on entrance board	Tumuaki	Prior to visit	Copy supplied in appendix
• how they can be involved in the service;				
• any fees charged by the service;				
• the amount and details of the expenditure of any Ministry of Education funding received by the service; and				
• any planned reviews and consultation.				
57) Parents of akonga attending the service and adults providing education and care are provided with opportunities to contribute to the development and review of the service's operational documents	1) Policy and procedure on entrance board	Tumuaki	Prior to visit	Copy supplied in appendix
58) A philosophy statement guides the service's operation.	1) Philosophy on entrance board	Tumuaki	Prior to visit	
59) A process for reviewing and evaluating the service's operation (for example, learning and teaching practices, philosophy, policies, and procedures) by the people involved in the service.	1) A self review framework is in place to start with	Tumuaki	Prior to visit	

Regulation/criterion	When	Who	When	Comments for application
50) If akonga travel in a motor vehicle while in the care of the service:	1) Policy and procedure in place	Tumuaki	Prior to visit	Copy supplied in appendix
<ul style="list-style-type: none"> <li>• each akonga is restrained as required by Land Transport legislation;</li> <li>• required adult: akonga ratios are maintained; and</li> <li>• the written permission of a parent of the akonga is obtained before the travel begins (unless the akonga is traveling with their parent).</li> </ul>				
51) Evidence of parental permission for any travel by motor vehicle. In most cases, this requirement will be met by the excursion records. However, services that provide transport for akonga to and/or from the service must also gain written permission from a parent upon enrolment.	1) Policy and procedure in place	Tumuaki	Prior to visit	Copy supplied in appendix
52) A process for the prevention of akonga abuse is implemented, and a procedure for responding to suspected akonga abuse is followed when required.	1) Policy and procedure in place	Tumuaki	Prior to visit	Copy supplied in appendix
53) All practicable steps are taken to protect akonga from exposure to inappropriate material (for example, of an explicitly sexual or violent nature).	1) Policy and procedure in place	Tumuaki	Prior to visit	Copy supplied in appendix
54) No person on the premises uses, or is under the influence of, alcohol or any other substance that has a detrimental effect on their functioning or behaviour during the service's hours of operation.	1) Policy and procedure in place	Tumuaki	Prior to visit	Copy supplied in appendix

Regulation/criterion	When	Who	Comments for application
48) Whenever akonga leave the premises on an outing or excursion:	<ul style="list-style-type: none"> <li>• assessment and management of risk is undertaken, and adult:akonga ratios are determined accordingly. Ratios are not less than the required adult:akonga ratio;</li> <li>• The first aid requirements are met in relation to those akonga and any akonga remaining at kura</li> <li>• parents have given prior written approval of their akonga's participation and of the proposed ratios; and</li> <li>• there are communication systems in place so that people know where the akonga are, and adults can communicate with others as necessary.</li> </ul>	1) Policy and procedure in place  Tumuaki	Prior to visit  Copy supplied in appendix
49) A record of outings or excursions.			
		<p>Records include:</p> <ul style="list-style-type: none"> <li>• the names of adults and akonga involved;</li> <li>• the time and date of the outing;</li> <li>• the location and method of travel;</li> <li>• assessment and management of risk;</li> <li>• adult:akonga ratios; and</li> <li>• evidence of parental permission and approval of adult:akonga ratios, which may have been provided at enrolment for spontaneous or regular outings</li> </ul>	<p>1) Policy and procedure in place</p> <p>Tumuaki</p> <p>Prior to visit</p>

**Office/documentation:**

Regulation/criterion	When	Who	When	Comments for application
41) There is space for adults working at the service to: <ul style="list-style-type: none"> <li>• withdraw from akonga for planned breaks as appropriate;</li> <li>• meet privately with parents and colleagues;</li> <li>• store curriculum support materials; and</li> <li>• assess, plan, and evaluate.</li> </ul>	1) Building completed by the builder  n/a			
42) There is a telephone on which calls can be made to and from the service.	1) Sign up to a telephone supplier	Tumuaki	Prior to visit	
43) Linen used by akonga or adults is hygienically laundered.	1) Onsite laundry  n/a			
44) A procedure for the hygienic laundering (off-site or on-site) of linen used by the akonga or adults.	n/a			
45) Equipment, premises, and facilities are regularly checked for hazards to akonga.	1) A hazards policy and procedure is completed	Tumuaki	Prior to visit	Copy supplied in appendix
46) A hazard identification and management system.	2) A hazards policy and procedure is completed	Tumuaki	Prior to visit	Copy supplied in appendix
47) The service provider ensures that no akonga leaves the kura with a permission slip from their parents/caregiver.	1) Policy and procedure in place	Tumuaki	Prior to visit	Copy supplied in appendix

Regulation/criterion	When	Who	When	Comments for application
39) Designated assembly areas for evacuation purposes do not unnecessarily place akonga at further risk.	1) Building has a current emergency plan signed off by NZFS		4) Complete plan 6 weeks prior 5) Submit to NZFS 6) Gain approval 1 week prior	
40) Outdoor activity space is: <ul style="list-style-type: none"> <li>• directly connected to the indoor activity space to support safe and independent access by akonga attending;</li> <li>• safe, well-drained, and suitably surfaced for a variety of activities;</li> <li>• enclosed by structures and/or fences and gates designed to ensure that akonga are not able to leave the premises without the knowledge of adults providing education and care; and</li> <li>• available for the exclusive use of the service during hours of operation.</li> </ul>	1) Building completed by the builder	n/a		

<b>Regulation/criterion</b>	<b>What</b>	<b>Who</b>	<b>When</b>	<b>Comments for application</b>
34) Any windows or other areas of glass accessible to akonga are either: <ul style="list-style-type: none"><li>• made of safety glass; or</li><li>• covered by an adhesive film designed to hold the glass in place in the event of it being broken; or</li><li>• effectively guarded by barriers which prevent akonga striking or falling against the glass.</li></ul>	1) Building completed by the builder	n/a		
35) Water stored in any hot water cylinder is kept at a temperature of at least 60°C.	1) Building completed by the builder	n/a		
36) The premises have a current Fire Evacuation Scheme approved by the New Zealand Fire Service.	1) Building has a current emergency plan signed off by NZFS	Project Manager	1) Complete plan 6 weeks prior 2) Submit to NZFS 3) Gain approval 1 week prior	
37) There are basic supplies for dealing with emergencies that are consistent with National or Regional Civil Defence guidelines.	1) Purchase a CD supplies kit from reputable supplier	Project Manager	Prior to visit	
38) All items and surfaces comply with applicable New Zealand Standards.	1) Building completed by the builders	n/a		

**Whole of premises:**

Regulation/criterion	What	Who	When	Comments for application
28) Premises, furniture, furnishings, fittings, equipment, and materials are kept safe, hygienic and maintained in good condition.	1) Check that all in good working order and fit for use	Project Manager	Prior to visit	
29) The design and layout of the premises: • support the provision of different types of indoor and outdoor experiences;	1) Building completed and meets requirements	n/a		
30) The design and layout of the premises support effective adult supervision so that akonga access to the licensed space (indoor and outdoor) is not unnecessarily limited.	1) Building completed by the builder	n/a		
31) The premises conform to any relevant bylaws of the local authority and the Building Act 2004.	1) Building completed by the builder	n/a		
32) Current Annual Building Warrant of Fitness (if the premises require a compliance schedule under Section 100 of the Building Act 2004).	1) Building completed by the builder	n/a		
33) Floor surfaces are durable, safe, and suitable for the range of activities to be carried out at the service (including wet and messy play), and can easily be kept clean.	1) Building completed by the builder	n/a		

Regulation/criterion	What	Who	When	Comments for application
21) Medicine (prescription and non-prescription) is not given to a akonga unless it is given:	1) Policy in file <ul style="list-style-type: none"><li>• by a doctor or ambulance personnel in an emergency; or</li><li>• by the parent of the akonga; or</li><li>• with the written authority (appropriate to the category of medicine) of a parent.</li></ul>	Tumuaki	In file prior to visit	Copy supplied in appendix
22) A record of the written authority from parents for the administration of medicine.	1) Policy in file	Tumuaki	In file prior to visit	Copy supplied in appendix
23) A record of training and/or information provided to adults who administer medicine to akonga while at the service.	1) Records kept as necessary	Tumuaki	Ongoing	
24) There is a first aid kit that:	1) Supply kits in all classroom areas	Tumuaki	Prior to site visit	
	<ul style="list-style-type: none"><li>• complies</li><li>• is easily recognisable and readily accessible to adults; and</li><li>• is inaccessible to akonga.</li></ul>			
25) There is an adult present at all times while akonga are attending who is qualified to administer first aid.	1) Appointed staff will need to have at least a current first aid certificate	Tumuaki	Prior to site visit	
26) A record of all injuries that occur at the service.	1) Accident record book in place	Tumuaki	Prior to visit	
27) Copies of current first aid (or medical practising) certificates for adults counting towards this requirement.	1) Appointed staff first aid certificates are displayed	Tumuaki	Prior to visit	

## Akonga Health:

Regulation/criterion	What	Who	When	Comments for application
17) There is space (away from where food is stored, prepared, or eaten) where a sick akonga can:	1) Building completed by the builder	n/a		
• be temporarily kept at a safe distance from other akonga (to prevent cross-infection);				
• lie down comfortably; and				
• be supervised.				
18) All practicable steps are taken to ensure that akonga do not come into contact with any person (adult or akonga) on the premises who is suffering from a disease or condition likely to be passed on to akonga and likely to have a detrimental effect on them.	1) Policy in file	Tumuaki	In file prior to visit	Copy supplied in appendix
19) All practicable steps are taken to get immediate medical assistance for akonga who is badly hurt in an accident or becomes seriously ill; and to notify a parent or caregiver of what has happened.	1) Policy in file	Tumuaki	In file prior to visit	Copy supplied in appendix
20) A record of serious illnesses that occur at the service.	1) Policy in file 2) Record book set up	Tumuaki	Prior to visit	Copy supplied in appendix

<b>Regulation/criterion</b>	<b>What</b>	<b>Who</b>	<b>When</b>	<b>Comments for applications</b>
12) There are safe and comfortable (indoor and outdoor) spaces for akonga to walk.	1) Building completed by the builder	n/a		
13) There are spaces for the safe storage of indoor and outdoor equipment and materials.	1) Building completed by the builder	n/a		
14) Adults providing education familiar with relevant emergency drills and regularly carry these out with the akonga	1) As per MOE regulations			
1. A record of the emergency drills carried out with akonga	1) Tumuaki/staff			

### Kitchen/dining area:

<b>Regulation/criterion</b>	<b>What</b>	<b>Who</b>	<b>When</b>	<b>Comments for applications</b>
15) There is a safe and hygienic place for akonga attending to sit when eating.	1) Building completed by the Ministry and meets these requirements	n/a		
16) An ample supply of water that is fit to drink is available to akonga at all times	1) Lease water cooler/s for centre	Project Manager	Prior to site visit	

## Section 2: Licensing assessment visit – Areas to be checked during the license/assessment site visit

### Play area:

Regulation/criterion	What	Who	When	Comments for applications
8) The following are prominently displayed at the service for parents, whanau and visitors: <ul style="list-style-type: none"> <li>• the full names and qualifications of each person counting towards kaiwhakaako ratio</li> </ul>	1) Put copy of Regulations at reception for whanau to view 2) Display the photos, names and qualifications of staff ratio	Project Manager	Pre-visit	Copies of complaints policy supplied in appendix
9) A procedure people should follow if they wish to complain about non-compliance with the Regulations or criteria. The procedure includes the option to contact the local Ministry of Education office and provides contact details.	1) Display complaints policy on board for whanau to view	Project Manager	Pre-visit	Copy of complaints policy supplied in appendix
10) Building has: <ul style="list-style-type: none"> <li>• lighting (natural or artificial)</li> <li>• ventilation (natural or mechanical)</li> <li>• a safe and effective means of maintaining a room temperature of no lower than 16°C; and</li> <li>• acoustic absorption materials if necessary to reduce noise levels that may negatively affect akonga learning or wellbeing</li> </ul>	1) Building completed builders	n/a		
11) A sufficient quantity and variety of (indoor and outdoor) furniture, equipment, and materials is provided that is appropriate for the learning and abilities of the akonga attending.	1) Go through required list 2) Decide quantity 3) Order 4) Arrange pre-visit		1) 6 weeks out 2) 5 weeks out 3) 4 weeks out 4) 1 week out	

<b>Documentation</b>	<b>What</b>	<b>Who</b>	<b>When</b>	<b>Comments for application</b>
			Visit info	
3) A process for the prevention of akonga abuse and a procedure for responding to suspected akonga abuse.	1) Provide policies			Copy supplied in appendix
4) Written information letting parents know how they can be involved in the kura, any fees charged by the kura, the amount and details of the expenditure of any Ministry of Education funding received by the service, and about any planned reviews and consultation.	1) Put fee policy on board at entrance for whanau to view and 2) Put notice on board for whanau to view re: expenditure of funds 3) Provide copy pre-visit		1) Put on board prior to pre-visit 2) Supply pre-visit	Copy supplied in appendix
5) A philosophy statement expressing the kura's fundamental beliefs, values, and attitudes.	1) Provide copy pre-visit		Pre-visit	Copy supplied in appendix
6) A copy of the enrolment form that is/will be used by the kura.	1) Provide copy pre-visit		Pre-visit	Copy supplied in appendix
7) Provide Budget Forecast	1) Supplied		Pre-visit	

Documentation	What	Who	When	Comments for application
<b>over staff lunch breaks.</b>	plan for first 4 months	Project Manager	1) 4 weeks prior 2) 2 weeks prior 3) At site visit 4) 1 week prior 5) Send with pre-visit info	
<b>9. Operative Evacuation Scheme for Public safety, approved by the NZ Fire Service.</b>	1) Contact local NZFS 2) Arrange time for site visit 3) Resolve any outstanding issues 4) Complete NZFS form 5) Get approval letter - NZES 6) Provide report	Tumuaki	1) Put on board prior to pre-visit 2) Supply pre-visit	Copy supplied in appendix
<b>10. A process for providing positive guidance to encourage social competence in akonga.</b>	1) Put policy on board at entrance for whanau to view providing positive guidance to encourage social competence in akonga 2) Provide copy of policy	Tumuaki	1) Put on board prior to pre-visit 2) Supply pre-visit	
<b>11. A process for providing formal and informal opportunities for parents to:</b> - Communicate with adults providing education about their child, and share specific evidence if the akonga's learning (i.e. individual learning plans), and - Be involved in decision-making concerning their child's learning	1) Put policy on board at entrance for whanau to view re: involvement in kura and with their akonga's learning 2) Provide copy of policy	Tumuaki	1) Put on board prior to pre-visit 2) Supply pre-visit	Copy supplied in appendix
<b>2) A procedure for dealing with emergencies</b>	1) Complete emergency plan 2) Notify Civil Defence and send them copy of plan 3) Letter of acknowledgement from Civil Defence	Project Manager	1) Complete plan 2) Send to CD 4 weeks prior 3) Send with pre-	Copy supplied in appendix

**Part B – Planning and Establishment (provide detailed implementation plan which covers the period from gaining approval to the end of the 2014 kura year)**

Documentation	What	Who	When	Comments for application
1. Recruit & Appoint Project Manager	1) Advertise 2) Interview 3) Appoint Project Manager 4) Contract signed	CEO	1 July 2013 22 July 2013 29 July 2013	
2. Recruit & Appoint Staff	1) Advertise positions 2) Interview 3) Appoint 4) Contract signed	CEO/Tumuaki	29 July 2013 1 October 2013 1 November 2013 29 November 2013	
3. Find appropriate buildings & sign lease	1) Sign off Lease agreement for buildings	CEO/Chairman	1 July 2013	
4. Market Kura	1) Net 2) News Media 3) Brochures 4) Word of mouth 5) Hui 6) Flyers	Project Manager	ASAP	
5. Fit out buildings	1) Furniture 2) Library 3) Classrooms	Project Manager	ASAP	
6. A site plan of the entire premises showing metric measurements and uses of each area.	1) Design Plan	Project Manager	Pre-visit	
7. Supervision plan which clearly indicates how staff will be deployed in/out of doors so that akonga are supervised at all times.	1) Provide supervision plan	Tumuaki	Pre-visit	Copy supplied in appendix
8. All Day services are to provide evidence that adult/akonga ratios are maintained	1) Provide staff/akonga ratio		Pre-visit	Copy supplied in appendix

**Ratios, supervision, qualifications:**

	<b>What</b>	<b>Who</b>	<b>When</b>	<b>Comments for application</b>
79) The kura complies with the applicable qualification requirements for adults	1) Staff recruited to fit this requirement	Tumuaki	Prior to visit	
80) Akonga and adults providing education are supervised where required	1) A Kaiwhakaako and other qualified staff are employed to meet this requirement	Tumuaki	Prior to visit	
81) The centre complies with the applicable adult:akonga ratios	1) Practice guidelines in place 2) Rosters in place	Tumuaki	Prior to visit	
82) Adults are not counted towards meeting adult:akonga ratios while at lunch, having a break, or during non-contact times.	1) Practice guidelines in place	Tumuaki	Prior to visit	

Regulation/criterion	What	Who	When	Comments for applications
73) The service curriculum is inclusive, and responsive to akonga as confident and competent learners. Akonga preferences are respected, and they are involved in decisions about their learning experiences.	1) Practice guidelines in place	Tumuaki	Prior to visit	
74) The service curriculum respects and supports the right of each akonga to be confident in their own culture and encourages akonga to understand and respect other cultures.	1) Practice guidelines in place	Tumuaki		
75) The service curriculum acknowledges and reflects the unique place of Māori as tangata whenua. Akonga are given the opportunity to develop knowledge and an understanding of the cultural heritages of both parties to Te Tiriti o Waitangi.	1) Practice guidelines in place 2) Kaupapa Maori practice Guidelines in place 3) Kaumatua and kuia for centre identified	Tumuaki	Prior to visit	
76) The service curriculum is informed by assessment, planning, and evaluation (documented and undocumented) that demonstrates an understanding of akonga learning, their interests, whānau, and life contexts.	1) Practice guidelines in place	Tumuaki	Prior to visit	
77) The service curriculum is consistent with any prescribed curriculum framework that applies to the service.	1) Practice guidelines in place	Tumuaki	Prior to visit	
78) There is documented evidence that the service is complying with the curriculum criteria. Documentation may take a variety of forms to suit the service's operation (such as portfolios, wall displays, policies and procedures).	1) Practice guidelines in place	Tumuaki	Prior to visit	