

# INTERNATIONAL SCHOOL TELEMARK

*Staff  
Handbook  
2023-2024*

Version 1 (Aug 2023)



# Contents

Section	Area	Page
1	General Information	2
2	Illness and Leave	12
3	Recruitment	14
4	Staffing Policies	16
5	Salaries	20
6	School Policies	22
7	GDPR	27
8	Other Administrative Issues	31
9	Appendices	35

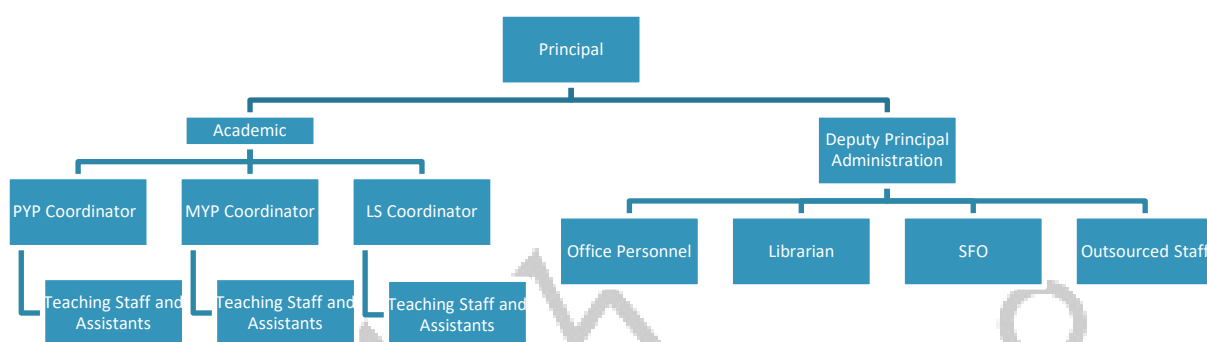
Appendix	Area	Page
1	Staff Concerns	35
2	Staff Absence	39
3	Appraisal	41
4	New Employee Package	43
5	Fire Evacuation	44
6	School Plans	45
7	Professional Development Application	46
8	Education Trips Information	47
9	School Calendar (2023-2024)	48
10	Employment Contract	49
11	Accident and Incident Report	51
12	Student Referral	54
13	Staff 'Who to Contact' Information	56
14	Enkeltvedtak form	58
15	Break Duties	60
16	Cover	61
17	Worried about Bullying student form	62
18	IST Strategic Plan Goals (2021-2025)	63
19	IST Action Plan (2021-2023)	65
20	School Environment Duty of Action	68
21	Annual Principal-Employee Dialogue Questions	70
22	IST Core Values	71



# 1 General Information

*This handbook was written by the senior management and office staff of IST with contributions from staff, union representative, verneombud, FAU and the school board. It is designed to support the running of the school and give information to staff.*

## 1.1 School administrative structure



Outsourced staff include the following:

- IT
- Cleaning
- Maintenance
- Nurse
- Security

## 1.2 School management

The **principal** is the day-to-day leader of the school and he/she reports to the **board**, which has overall responsibility for the school.

The **deputy principal administration** leads the support for the core goal and administration of the school buildings.

The **Leadership team** (LT) include: Principal, Deputy Principal Administration (DPA), PYP coordinator, MYP coordinator and Learning Support coordinator.

**Curriculum leadership** comprise of: Principal, PYP coordinator and MYP coordinator.



The **curriculum team** includes: Principal, PYP coordinator, MYP coordinator, Learning Support coordinator and all middle management coordinators who lead whole school subject areas (see section 1.3).

The **administration** includes: Deputy Principal Administration (DPA), librarian, office staff, nurse, webmaster, IT provider and other outsourced support agencies.

The **AMU** which looks after health and works environment include: Principal, DPA, verneombud, union representative and an advisor from *Stamina*, the business health organisation that supports the school

### 1.3 School line management

This table shows the structure of line management with each level demonstrating whom staff are responsible to.

i	Principal			
ii	Deputy Principal Administration (DPA)	MYP coordinator	PYP coordinator	Learning Support (LS) coordinator
iii	<ul style="list-style-type: none"><li>• Office staff</li><li>• Librarian</li><li>• IT</li><li>• Nurse</li><li>• Cleaners</li><li>• Maintenance</li></ul>	<ul style="list-style-type: none"><li>• MYP teaching staff</li></ul>	<ul style="list-style-type: none"><li>• PYP teaching staff</li></ul>	<ul style="list-style-type: none"><li>• Learning Specialists</li></ul>

Line managers are responsible for informing employees before changes in their responsibilities or main tasks are implemented. Further information about who to contact within the staff is found in **Appendix 13**.

Level ii = **Leadership Team (LT)**

### 1.4 Employee status

Our staff members are highly regarded professionals whose integrity, honesty and loyalty need to be beyond reproach. All employees are to be treated fairly and politely by all school authorities and staff, by students and by parents. Employees will be entitled to respect for their position and recognition of their performance in their roles.

Teaching staff will have the right to participate in the planning of the curriculum and the school's educational programme through planning afternoons, collaboration with colleagues and in individual work. Teaching staff will have the right to plan their lessons and receive ready support from IB and subject coordinators.

All employees will have regular, objective professional appraisal and opportunities to develop their professional qualifications and to update their knowledge of educational practices and curriculum innovations.



All personal information regarding an employee's family, health and financial situation are considered confidential. Employees have the right to privacy and should not be disturbed in their homes except in cases of absolute emergencies.

Employees are not permitted to undertake overtime without prior permission of the Principal.

### 1.5 Staff complaints and grievances

Any staff members with a grievance must in the first instance address the issue with his/her direct supervisor (see section 1.3). A staff member can ask for assistance from a colleague, the union rep and/or the verneombud. If this grievance is not resolved, the staff member has the right of appeal to the Principal, who will hear the grievance within 7 days. If a resolution is still not forthcoming the staff member may submit a notice of the grievance in writing to the Board. This letter should be passed to the Board via the staff representative. The Board will then make a decision in accordance with all current school policies and practices and, if relevant, Norwegian employment legislation. For more detailed information about discipline, staff issues and prolonged sick leave, refer to the staff concerns document in **Appendix 1**.

With any conflict of interest, for example spouses working in the school or staff with children in the school, staff must be careful of how to approach a problem. Advice should be asked of by line managers or the principal.

### 1.6 General expectations of staff

All staff form the essential role models in a school community and have a fundamental role and responsibility in the learning process. All staff will be expected to follow and support the school's *Mission, Philosophy, Aims and Objectives* and to work cooperatively with their pupils, leading them to the acquisition of knowledge and emphasising the importance of learning to learn. Staff are expected to model the IB Learner Profile attributes and Core Values of IST, and be confidential about discussion of students. All staff are expected to undertake training relevant to the international and IB nature of the school.

Teachers should seek to establish relationships of trust, honesty and mutual respect with all students and aim to know their students as well as possible, keeping themselves informed about their progress in all areas. They should work to develop and preserve students' self-esteem through praise and encouragement, while ensuring that areas in need of strengthening are highlighted and responded to. Students must feel that they have support for and interest in their positive actions, and they should have access to help and guidance when in need.

Teachers will be responsible for planning their lessons according to the needs of each subject area and the reserved timetable for its delivery. In the classroom, teachers should aim to develop an orderly framework and routine, with clear expectations of punctuality, self-discipline, honesty, and respect for others and for the environment, organisation, application to task and the desire to achieve each individual's potential. Staff should always respect colleague's work, space and time. They should themselves be good examples of these qualities in action.

It will be expected that teachers should be prepared to give time to parents. Their support and involvement are crucial to the educational development of each pupil. All staff need to be



proactive in contacting parents when issues arise, especially before parent-teacher meetings. Each subject teacher is responsible for the academic needs of their students.

All staff have a responsibility for pastoral care of students. However, PYP class teachers or grade level tutors take a stronger pastoral care role for all the students in their class and are the first point of contact for parents. The teacher has an important role in behaviour, welfare, social needs and student understanding of the rules of the school.

In meetings and when interacting with colleagues the staff have agreed on the following **essential agreements**:

- Let individuals finish talking;
- Be open without fear;
- Professional not personal;
- Defer criticism;
- Draw on the positive;
- Be solution based.

At IST, all staff model the IB Learner Profile attributes, the IST guiding statements and core values, and the principles of respect, responsibility, reliability and resilience. These are also expected of all IST stakeholders; students, parents, board members and visitors.

All teaching staff who work on Wednesdays are expected as part of their bound hours to attend meetings and parent teacher conferences on Wednesdays.

- MYP teachers: 4 parent-teacher conferences each year, with the end of the working day at 17:00
- PYP teachers: 5 parent-teacher conferences each year, with the end of the working day at 17:00

Teachers who do not normally work on a Wednesday can have an agreement to work the parent- teacher conferences and receive additional payment for the work.

Teachers who work in both PYP and MYP should agree with the coordinators at the start of the year, which parent-teacher conferences and meetings they need to attend.

## 1.7 Bound time and unbound time

Bound time is the time staff are at school and expected to work or supervise. This includes break times where staff are essentially on call and can be asked to deal with issues or supervise students. Unbound time is discretionary time outside of the school working day where staff are both required and expected to prepare for lessons and work. See the Collective Agreement (section 4) for further details.

## 1.8 Staff break duties and supervision



Staff are expected in school between 0815 and 1510 which are the contractual working day hours. Staff supervisory duties take place several times during the school day (see **Appendix 15** for more details). The Principal and the programme coordinators will produce the duties rota in advance of each term.

All teaching staff and general teacher assistants will be expected to do supervisory duties. The Principal is responsible for checking the effectiveness of the supervision. Supervision duties are seen as an integral part of each teacher's and assistant's responsibilities of staff and as such it is expected that they will be performed with care and consideration.

No student should be in the woods around the school. The rule is that they should stay the school side of the path around the school. The area in front of the design room should be out of bounds unless there is no snow to play on in Winter. Similarly, around the building itself on the side facing to the road is not for students to play on. Some of the MYPs like to walk on the footpath, and that is fine if these students are responsible.

Guidelines for supervisors:

- Students should not be in unsupervised classrooms and corridors;
- Dangerous games are not allowed.

The break zones for supervising are: *MYP yard, PYP yard, Early Years area, field, MYP inside*

In case of inclement weather, the Principal or DPA will decide if the bad weather routine is to be followed. They will notify all teachers verbally or by a note. In temperatures below **-10 degrees centigrade** the students may be kept inside and a decision will be made by the Principal or DPA. At PYP all students will go to their classrooms. At MYP all students stay on the MYP floor or locker areas. Supervision will be by teachers and assistants normally on duty. Note that children in Norway normally will go outside even in heavy rain and snow. Teachers should be prepared with appropriate weather gear for themselves.

### 1.9 Private tutoring of students

Professional ethics and responsibility require that instructors make themselves available during the school day for student conferences and extra help outside the regular class periods for the subjects taught. No reimbursement may be accepted for such extra help during the school day. However, in some cases teachers may recommend to parents, through the Principal, that a student receives academic tutorial help outside school hours. Permitting, arranging, and paying for such tutorial assistance will be the responsibility of the parents. For obvious reasons, it is considered unethical and poor professional practice for a teacher to tutor one of his/her own regular students for pay. It is the policy of the Board not to permit a teacher to serve as tutor for his/her own students.

### 1.10 School environment



Staff must ensure that there is a positive environment for all students and colleagues. All staff and external personnel have a duty to report any negative incidents that affect students. The changes in opplæringsloven §9a since 2017 require that action is taken where a student is not experiencing a safe and good school environment. This '**duty of action**' (aktivitetsplikten) is specific to any issue but must include the following responsibilities, which need to be documented:

- To monitor (pay attention to, be vigilant);
- To engage (to take action, interfere);
- To notify;
- To investigate;
- To set up definite action.

A form for any school environment duty of action is found in **Appendix 20**. This form is completed for any case requiring action and kept as a documented record along with any email messages, interviews with students and parents, and other evidence, in the case file. All such cases are kept in the principal's office as grade specific files. **Information to parents** about action is sent directly but this is only the last section of the form due to privacy laws identifying any other party including the transgressor. Please see below:

Action	What definite action plan has there been	
--------	--	--

Staff must pass on any such concerns immediately to the school management (any member of the LT). Staff members have to act to follow up any concerns relating to the students' environment both at school and outside the school. The underlying factor is anything that negatively impacts on a student's right to a safe and good psychological and physical school environment. It is also subjective, dependent on what the student feels, and is any action is completed only when the student feels they are safe and content. Students must be interviewed discretely and with both sensitivity and confidentiality if there is a psychosocial concern.

The written plan should always have the following:

- What is the problem that the action will solve?
- What action has the school planned?
- When will the action be completed?
- Who is responsible for the action plan?
- When will the action plan be evaluated?





More information can be found from Udir: <https://www.udir.no/regelverk-og-tilsyn/finn-regelverk/etter-tema/Laringsmiljo/skolemiljo-udir-3-2017>

A form for students to write down their concerns about bullying is found on the g-drive and in **Appendix 17**. A copy is always situated about the bullying box in the school. Parents and students have the right to complain to statsforvalter if they feel that the school has not taken action. There is zero tolerance of bullying, discrimination, violence and harassment in IST.

An **enkeltvedtak** (**Appendix 14**) will be used in the following situations which are only to do with the removal of students from lessons or testing:

- Removal of a student for more than one class lesson;
- Removal of a student from assessments;
- Removal from exams.

A teacher can remove a student for up to one lesson. However, any removal for more than one lesson can only be done by the principal and is considered an enkeltvedtak to be written in both English and Norwegian.

All behavioural and disciplinary issues must be documented on *ManageBac* (MYP) or *Toddle* (PYP) under the behaviour icon for an individual student. Do not send this to parents unless they have been spoken to directly.

#### 1.11 Dress code

It is expected that the teaching staff will reflect a professional image to the students and the community by the standard of their dress. Staff should, by default, consider smart and professional clothing to be the standard expectation within school hours.

Allowance is naturally given to those staff whose teaching subject requires a different form of attire, i.e. Art or P.E.

#### 1.12 Smoking and alcohol consumption

IST is a no-smoking zone in all areas. Alcohol is also not allowed on the premises. The school follows Norwegian legislation regarding these practices in schools and we do not allow any tobacco related products on the school premises.

#### 1.13 Class or Grade level tutor

A staff member with tutor responsibility looks after the social and emotional needs of students in the grade he/she works with directly, including 1:1 student-teacher meetings each term (see 7.9). The tutor should take the lead in dealing with parents, advice with regards student's needs and deal proactively with problems, concerns, and challenges. Parents should be



contacted early if there is a concern and the IB coordinator responsible for the programme should be informed too.

#### 1.14 Personnel Records

Staff files are kept in the Deputy Principal (Administration)'s office. Staff records include:

- Check list/overview of file contents
- Contract
- Job description
- CV
- Qualifications
- Nokut and Udir validation documents (former if necessary, latter for teaching staff)
- Appraisals
- Sick leave
- Other concerns (see Section 7.3 on GDPR and personnel information kept by the school)

#### 1.15 Mission statement, aims and objectives, IST Guiding Statements and school goals

IST's mission is to develop knowledge and understanding of subjects, global issues, people, countries and cultures. The core goal of the organisation is the **quality student learning and wellbeing**.

The following are essential to the school's goal and underpin staff attitudes and behaviours:

### IST Aims and Objectives

**To fulfil its Mission, the School aims to:**

- Provide a safe, stimulating, and friendly environment.
- Offer a curriculum which will prepare pupils for each stage of their education.
- Recognize and develop the potential of each pupil.
- Develop each pupil's oral and written fluency in English, the language of teaching and learning.
- Achieve excellent social behaviour and moral standards through self-discipline, supportive relationships and a sense of respect and responsibility.
- Take advantage of the Norwegian environment to enrich the educational experience.



- Encourage an international perspective and a respect for other cultures and beliefs.
- Involve the parents in the life of the School.
- Encourage participation of the entire school community to ensure continued quality and development.

## IST Philosophy

### **International School Telemark as a member of the International Baccalaureate believes:**

- Students, Staff and Parents should aim to be Inquirers, Thinkers, Knowledgeable, Communicators, Principled, Open Minded, Caring, Risk Takers, Balanced, and Reflective.
- We should supply a holistic education that promotes intercultural and international understanding.
- We should create a sense of wonder of the world around us whilst encouraging an understanding of how it functions, inspiring a lifelong love of learning.
- We should prepare students for life beyond IST by developing skills, knowledge and understanding that will be vital in either Norwegian or International environments.
- We should aim for the highest standards of achievement in all areas, and this aim should be supported by reflection, assessment and target setting.
- We should support learning with the best possible equipment, resources and facilities.
- We should promote understanding of Environmental and Community issues and encourage students to get involved and make a difference.
- The students, staff, parents and board should work together to create a learning community that stresses the highest moral standards and values of respect, honesty, fairness, tolerance, enjoyment, and teamwork.
- We should encourage an active and healthy lifestyle.
- Finally, that all students should be given the opportunity, support, and encouragement to achieve their full potential, both academically and socially.

**Our core primary goal is the quality learning and wellbeing of students**



## IST Guiding Statements



**IST's vision:** Learning to succeed and thrive in life

**IST's mission is** to develop knowledge and understanding of subjects, global issues, people, countries and cultures utilising the International Baccalaureate philosophy and programmes of learning.

**Our Core Goal** is to provide quality student learning and wellbeing.

**Our Core Values** are Respect, Responsibility, Reliability and Resilience

### **Our Core Learning Outcomes**

IST learners will

- develop the necessary skills, knowledge, attitudes and understanding in order to succeed as life-long learners;
- be internationally-minded and embody the attributes of the learner profile;
- aim to achieve high standards in all areas;
- be active, independent and resilient;
- be a valued, contributing member of our community;
- be given the opportunity, support and encouragement to achieve their full potential, academically and socially.

Inspiring students together....

The **Guiding Statements** attempt to synthesis all the following concepts into an easily remembered and manageable structure to be used and displayed throughout the school. These guiding statements are how staff and students live and model the school's whole belief system.

### 1.16 Year's focus (2023-2024)

Our whole school and community focus for this academic year is on completing our continuum of action and learning regarding the IST core values, international mindedness and global citizenship. IST will also work further on community wellbeing and social interaction. Other further areas of focus for IST are ecology, the environment and how we can work together on green initiatives and halting climate change. This includes how we will improve our outside area which is a major aspect of improvement during the Autumn of 2023. IST will work towards preparing for the next IB authorisation visit in May 2025 and also eventual CIS accreditation. We are continuously working on the **IST strategic plan 2021-2025**, which includes the above areas.



## 2 Illness and Leave

---

### 2.1 Staff absenteeism

Absenteeism must always be reported to the office. The secretary will take her mobile phone from 06:00. Please leave a voicemail or text if the secretary is engaged. The secretary will arrange cover and contact your respective coordinator. But you are encouraged to also contact your line manager yourself by phone or e-mail, especially if you have work for your students during your absence. Please refer to the absence expectations document (see **Appendix 2**). For information on staff cover requirements, see **Appendix 16**. Absence due to sick children should be reported in accordance with the current rules from NAV:

<http://www.nav.no/English/English/Omsorgspenger+ved+barns+eller+barnepassers+sykdom.291818.cms>

### 2.2 Compassionate leave

The staff can apply for compassionate leave, with or without pay. The Principal will evaluate each case and any compassionate leave must be approved by the Principal. For direct family compassionate leave, a period of up to 2 weeks can be given which follows local norms. Other kinds of leave are covered by the current tariffavtale.

### 2.3 Parental leave

Parental leave is given in accordance with Norwegian law:

<http://www.nav.no/English/Parental+benefit+period+on+birth+or+adoption.282736.cms>

### 2.4 Leave of absence forms

Use the electronic word forms (see **Appendix 2**) to fill in and submit the leave of absence form to the staff member's direct supervisor (MYP coordinator, PYP coordinator or LS coordinator) directly and well before an appointment. These forms are then countersigned, and copies will be given to the member of staff, office, leadership and the Deputy Principal (Administration) for administrative purposes.

All appointments should be done outside school hours (0815-1525) and, when possible, outside of teaching and contact lessons.

### 2.5 Unpaid and special leave



Staff can apply for unpaid leave to the principal directly. This is done through the form system (**Appendix 2**) and should be for personal reasons. Each application is dealt and negotiated case by case. Unpaid leave is generally for days taken off school where the employee does not work on school related business and is usually for non-school related issues. Such leave should not have a huge impact on the running of the school, and is only to be used for family and personal reasons and not as extended holiday. Holiday should be always taken during student's holiday periods. Any unpaid leave, as with all leave, must be submitted first using the leave of absence form and authorized by the principal before any travel is arranged. However, all leave during school time has to be accounted for. A leave of absence form has to be completed and counter-signed by the principal in all cases.

Special leave covers any other extraneous circumstances and is assessed on a case-by-case basis by the principal. The same procedure as for any leave is followed regarding forms and authorization.

## 2.6 Study leave, exams and teaching practice

If you have teaching practice, study time or exams then you must give at least one month's notice to the principal in writing. All study and exams need to be agreed with the principal and a clear timetable given. Any exam or study must have relevance to the employee's work at IST and this has to be agreed beforehand and in writing with the principal. Documentation of attendance and completion of study is also required. This information and notice are needed so that the school can be run professionally and effectively, and to prepare for any staff absences well in advance. Paid leave will be granted to employees to attend on the dates of their examination(s). Other provisions related to examinations/trades certificates/projects, etc., will be agreed at local level in accordance with Section 4-2 (4) of the Basic Agreement.

**At IST paid study and exam leave only for courses approved by the school.**

*Approval for the course/exam:*

- Staff must inform the principal at the beginning of the course or before starting course, the principal will then advise if this is relevant or appropriate to the school.
- If approved and considered relevant for the employee's work position at IST; Study leave and exam leave must be approved in writing by the principal.
- In the case of those staff taking Norwegian language exams such as A1- C1, notify the principal when registering for the exams.
- 2 weeks notice of the exam date to be given to the principal.

*Study leave for written exams:*

- Two reading days for each examination plus one for the exam itself.



- 
- Saturday, Sunday and holidays constitute reading days if the exam falls on a Monday or after a School holiday.
  - No reading days to be given for the Norwegian language exams A1 to C1.





## 3 Recruitment

---

### 3.1 Regular staff

The Board will adopt annually, upon recommendation of the Principal, a staffing plan for the programme of instruction offered by the school. The Principal is solely responsible for employing individuals to fill the teaching and Support Staff positions within the currently approved staffing plan. The Principal will establish and support staff to carry out the programme of instruction. The hiring of spouses, relatives and friends of staff members is not precluded. However, in such a case Board approval is required prior to hiring. The utmost professional ethical behaviour and transparency will be maintained in all recruitment. The recruitment policy is found in QD 2.1: <http://istelemark.no/learning/key-documents/>

### 3.2 New staff

Prior to the beginning of the academic year, the School Management Team will make arrangements for the orientation of new members of staff, in order to acquaint them with the school's philosophy and objectives, its curriculum and facilities, and life in Norway.

It is the Principal's responsibility, delegated to the DPA, to initially arrange and subsequently ensure that all necessary documentation and official work permits, residence authority, exit and re-entry visas for overseas staff hired internationally and locally are in order. Staff are expected to assist the DPA by ensuring that they provide the necessary documentation at the appropriate time.

It can take several weeks for this process to be complete. Until staff receives their Norwegian personal number some activities are restricted (e.g. opening a bank account). Any employee, temporary or permanent, shall have a written contract (see **Appendix 10**).

### 3.3 Substitute teachers

A list of possible candidates for long or short term substitution shall be compiled and kept in the school office. In the case of short-term substitution:

- For periods of less than three days, classes of absent teachers will be covered, wherever possible, by existing staff;
- Short-term teachers will be hired if a teacher is absent without pay for a predetermined period of time;
- The choice for substitution will be made by the LT, based on workloads and adaptability and taken from the list of substitute teachers;
- Long term substitution will be done dependent on the nature of each case.





### 3.4 Police certificates

Police certificates are required from all personnel working at the school, whether temporary or permanent. The certificates shall be no more than three months old by the time of submission. See also Private School Act § 4.3:

[http://www.regjeringen.no/upload/KD/Vedlegg/Grunnskole/Education\\_Act\\_Norway\\_september2010.pdf](http://www.regjeringen.no/upload/KD/Vedlegg/Grunnskole/Education_Act_Norway_september2010.pdf)

### 3.5 Udir recognition

All non-Norwegian qualified teaching staff have to have Udir approval and this is done before they arrive to work, or during the 6 months they are on a temporary contract at IST. The school will assist with this process which includes getting police certificates from their previous 2 countries worked in and submitting a completed form with certified copies of all diplomas and course supplements.

Udir link: <http://www.udir.no/Stottemeny/English/Foreign-qualifications/>

### 3.6 Nokut recognition

All non-EU/Norwegian and EEC area teaching staff have to have Nokut recognition, which gives assessment of qualifications based on Norwegian norms. Further information can be found at the Nokut website: <http://www.nokut.no/en/>

### 3.7 Decisions

Decisions for all staffing will be done by the Principal but in consultation with LT and also in reference to union agreements. Interviews will be held for positions and the criteria for choosing the successful applicant will be made using **4 criteria**:

- Qualifications;
- Experience;
- Suitability for the role;
- Motivation.



## 4 Staffing Policies

### 4.1 Continual Professional Development

The school has a comprehensive and continual staff development programme (CPD), which includes In-Service Training, courses and conferences. As an IB World School, International School Telemark has to direct a major part of its professional development resources towards staff development through IB approved courses and workshops. Next to IB approved courses, IST arranges a number of in-house workshops and online courses as these are considered important and cost-effective. All staff should have training, can apply for courses (see **Appendix 7**), and are expected to commit to IB and other training dependent on the school goals, personal goals and budget. No time is given back for time spent on courses or training. Higher degrees are encouraged but staff must talk directly with and give details to the principal in terms of the reason for the course and the impact of such courses on their work commitment at the school. **Appendix 7** has further notes on this area.

Part time staff are expected to attend planning days. Any days, above the allocated number for each percentage, are paid by the school as extra time (see table below):

Percentage work %	Number of planning days included
0-17	1
18-33	2
34-50	3
51-67	4
68-83	5
84-100	6

### 4.2 Staff appraisal policy

Each staff member is entitled to a thoughtful and careful appraisal. Teaching staff are appraised by their department head, whereas department heads are appraised by the principal. In turn, the board chair works on the principal's appraisal.

At IST we expect teachers to:

- Provide accurate and thorough professional work regularly;
- Seek new knowledge, apply it to their job and share it with others;
- Organize and plan their work to meet their job requirements;
- Personally responsible and can be called upon for challenges;
- Communicate knowledge clearly, accurately and thoroughly;
- Listen attentively and respond thoughtfully;
- Help to determine the needs of their workplace and look for solutions;



- Coordinate their own work with others and seek their opinions;
- Effectively use resources available to help complete their job;
- Continuously seek to improve the delivery of their job;
- Regularly present and punctual;
- Attentive to health and safety regulations;
- Frequently support new members of staff and help them integrate.

Each teacher shall be appraised under the following areas:

- Active, successful student participation in the learning process;
- Learner-centred instruction;
- Evaluation and feedback on student progress;
- Management of student discipline, instructional strategies, time and materials;
- Professional communication;
- Professional development;
- Compliance with policies, operating procedures and requirements;
- Improvement of academic performance of all students.

Each teacher must be appraised every two years. The biennial appraisal shall include:

- Introductory pre-observation meeting to explain and discuss the process;
- The completion of the teacher's self-evaluation form;
- One classroom observation of a minimum of 40 minutes;
- Post-observation meeting to discuss the observation and establish annual goals;
- A written appraisal, which shall be discussed and given to teachers after the completion of the observation, and which will include agreed SMART referenced annual goals (including, for MYP staff, any required MYP documentation);
- Follow up meeting the following year to review goal setting.

A self-assessment form as well as a teacher observation form and lesson observation form are available in the **Appendix 3**. A teacher who is evaluated as below expectations in two or more areas will be designated as requiring a structured follow-up.

#### 4.3 Buddy system and new staff induction

A buddy system will be implemented for all new members of staff during their first year at IST. This system is designed to give personal support to new staff and to help them begin work at IST and to settle in the local area. One staff member will be asked to assist as a buddy for each new member of staff. Staff induction should run throughout the year to ensure that each new staff member is well supported in the school and in how they adapt to life in Norway.

#### 4.4 Peer coaching



A peer coaching system is designed to help teachers work collaboratively and identify areas of focus and improvement in their work. Areas of focus for peer support will include, but are not limited to:

- Classroom management
- Content and delivery
- Assessment and grading
- Programme specific (such as MYP documentation, Inter-disciplinary Units (IDU) etc)

Peer coaching aims to:

- Support teaching and the development of teaching techniques;
- Facilitate and assist mentoring relationships;
- Create dialogue and collaboration between staff;
- Enable self-improvement, and both hone and focus teaching skills and CPD;
- Help staff to reflect on skills, strategies, what works and what needs assistance;
- Create ways to assist the development of skills, teaching effectiveness, ideas, stimulation, creativity and learning.

The purpose of a peer coaching system is to provide teachers with continuous peer support throughout the school year, especially teachers new to the programme. It also increases teacher awareness in subject areas they currently do not teach. Peer coaching is not appraisal but looks to create dialogue and mutual support between staff members.

#### 4.5 Staff meetings

Each Monday at 0815 there is a **weekly briefing** going through administrative points, news and events for the week. This is 10 minutes long and all staff members at school on Monday are expected to attend. Notes are made and the office staff have copies of these. **Departments** (PYP, MYP and SEN) have meetings every fortnight during Wednesday planning afternoons. **Whole staff meetings** are once a month and are usually from 1240 to 1340. All staff are expected to attend if at school on that day. With staff meetings, open discussion and interaction, the following **staff essential agreements** have been accepted by all staff and are used:

- Let individuals finish talking;
- Be open without fear;
- Professional not personal;
- Defer criticism;
- Draw on the positive;
- Be solution based.

#### 4.6 Middle management and recruiting new staff



Middle management and other internal positions (temporary or permanent) will be announced during the course of the school year. All staff members are invited to be considered and information on each position, including job description and remuneration, will be clearly described. Interviews will be held for positions and the criteria for choosing the successful applicant will be made using **4 criteria**:

- Qualifications;
- Experience;
- Suitability for the role;
- Motivation.

The same criterion is used for interviews with external candidates and relevant staff will be consulted and involved in the discussion of candidates. The final decision will be made by the Principal in consultation with the LT.

#### 4.7 Annual dialogue

During the spring of each year, all employees have an **annual one-to-one dialogue meeting** with the principal. The annual dialogue is focused on listening to staff views about their work, working environment and career. The meetings are meant to be a dialogue and to discuss successes, aspirations and also any concerns and challenges. These individual meetings each last 10-15 minutes and use the same question format (see **Appendix 21**). The notes are signed, and a copy is kept by the staff member and another copy is kept on file. See section 7.6 in GDPR as to how long the school keeps different personnel data.

#### 4.8 Resignation

Resignation from positions at IST is stated in the individual contract. For most positions the required time for resignation is 3 months written notice though newer ones have 4 months.



## 5 Salaries

---

### 5.1 Overview

The Board have established a local salary scale, paid monthly in Norwegian kroner, which is sufficient to attract, retain and motivate a highly qualified and committed staff. The Board must approve any differentials that are outside the approved salary scales, as submitted by the Principal.

The following principles will underpin salary and benefit schemes at IST:

- Fairness in the construction of basic salary and benefit schemes;
- Consistency in administrative application;
- Complete transparency within the process;
- Optimal communication of policy and procedures to all concerned employees.

### 5.2 Salary structure

All instructional staff follows the schools salary structures, with respect to the local salary paid in Norwegian Kroner (NOK). The main guidelines are as follows:

- All teaching staff are placed on a 16-point scale, which is published annually;
- A higher salary scale is used for teachers with a higher degree Masters or Doctorate (relevant to education and the position), to a maximum of 16 points;
- The contract, alone, governs the employment of a staff member;
- The maximum a member of staff can enter the scale is step 12;
- Other benefits would be subject to discussion at contract negotiation.

Salaries are paid by the 20<sup>th</sup> of each working month. The first salary will be paid on August 20<sup>th</sup>. Advances may be available. Staff should contact the DPA.

All administrative and non-teaching staff are paid on an individual basis.

It takes about 10 days to go through the process of opening the account and receiving your cash card. As soon as the process is complete the school will pay your salary directly into the account and you can start using it. When you receive your Norwegian personal number your account number will change and will have your own personal account.

### 5.3 Conditions for overseas recruited staff

For information about the conditions and benefits for overseas recruited staff, please see **Appendix 4**.



## 5.4 Pensions

IST offers two different pension arrangements for all employees. Either SPK, Statens Pensjons Kasse or OTP Storebrand.

- SPK offers a lifelong individual pension, with a 2% deduction in salary and an additional ca. 10% paid by IST.
- OTP Storebrand offers a 10 year individual pension with pay-out to the employee's closest relatives. This one is of 8%, 4% paid into obligatory OTP Storebrand by IST and 4% paid out as salary for a pension dal of your own choosing.

## 5.5 Reimbursements for staff travel

All original receipts of costs incurred during approved work-related activities must be kept. A claims form can be found on the **IST G-drive** to claim for travel expenses that have been previously agreed by the school. This form must be filled in by the claimant and submitted with receipts to the DPA. All expenses follow the current tariffavtale and Gunnars regnark as used and agreed upon at IST:

<https://www.utdanningsforbundet.no/fylkeslag/hordaland/lokallag/bergen/gunnars-regnark/>





## 6 School Policies

---

### 6.1 School rules

All staff are required to be familiar with the school rules and all quality documents. Follow the link on g-drive: **G:\Board**

You can also access the same information via the IST website:

<http://istelemark.org/index.php/about-ist/136-key-documents>

### 6.2 Suspension

All student removal beyond the remainder of one lesson must be done by the principal as an enkeltvedtak (**Appendix 14**).

### 6.3 Student registration

It is essential that PYP class teachers (beginning of the day) and both MYP class and subject teachers (each lesson) accurately take the attendance register and fill in for each child. This has to be done accurately, consistently and promptly. It is very important in certain special student cases to be able to see an attendance record that is correct. If you have any child going over ten days (the max I can give in total for a year in terms of leave not sickness), then tell the office ASAP. This is a **legal requirement** and we have to be exact on who is here, who is late and who is absent. We could have, at any time, a tilsyn (inspection) on student attendance.

### 6.4 Student absence

By law we have to follow up and document all student absences. It is important that the class or homeroom teacher is always the first point of contact for parents and the person who initiates any follow up. Student absence has a big impact on students' learning as well as the learning of others through the disturbance to lessons that this brings. If they have any questions or concerns, parents are encouraged to speak with the school.

As a school, we have the following procedures in place and legal obligations to follow that parents need to be aware of:

1. First and foremost, parents are requested to inform the school if their child is going to be late for school or absent. The school office will call home if there has been no contact before 0900.
2. Lateness and absences throughout the grades is registered.





3. Class teachers will discuss any issues of repeated lateness and absences with parents. Should no improvement be seen, a notification letter will be sent to parents.
4. The school may request a medical letter for long-term absence (more than 3 days).
5. If no changes in punctuality and attendance are noted, a meeting between parents and the principal will be called.
6. If there is still no improvement, Barnevern (social services) are informed. This is our legal responsibility as a school.

The following letter should be sent on headed paper to parents with a copy placed in the student's file.

### Student absence warning letter

Porsgrunn, *date*

To the parents of: \_\_\_\_\_. It has been recorded that your son or daughter has missed more than 5 days from school this semester. Under Norwegian law students have a right and a duty to attend school (opplæringsloven § 2-1).

In addition to missing education, putting into jeopardy grades for the term, the school is required by law to report excessive absence from school to local authorities.

Please see to it that this matter is corrected to avoid these consequences.

Best Regards,

*Class teacher's name*

## 6.5 Missing students

Students who leave school during the school day and without authorisation are deemed AWOL (absent without leave) and therefore missing.

The contact teacher needs to immediately notify the office and/or LT. A thorough check of the surroundings, including the school buildings, grounds and immediate neighbourhood, should be done by the office staff, LT and any other teachers available. The student should also be contacted by mobile if possible. The office will then notify the parents to see if they have any information and contact should be kept between parents and office at all times. The police should then be notified if a child has been missing for 30 minutes. Parents and the school must notify each other immediately a missing student is located. A follow up procedure including discipline should be done to obviate further occurrences.

## 6.6 Fire emergency procedure



For emergency procedures concerning fire evacuation, please see **Appendix 5**. A fire drill is done once every term for the whole school.

## 6.7 Student welfare

Student welfare, both physical and social, is of the utmost important. All staff have a duty of care, intervention and of bringing any social concern, especially offensive behaviour or bullying, to the leadership as stated in paragraph §9a-3 (2) of Opplæringsloven:

*If someone who is employed by the school has knowledge or suspicion that a pupil is being subjected to offensive words or actions such as bullying, discrimination, violence or racism, the individual must examine the case and notify the school administration, and if necessary and possible, intervene directly.*

We have a zero tolerance regarding physical violence in the school. However, we do need to have a clear line in what constitutes violence. A bit of pushing and shoving is not uncommon, especially in a normal school, but a definite hit or slap which is from a child with known and documented physical violence issues or also where there is intent, must be followed up immediately and with consequence, especially if it causes physical pain or extreme distress for the other student.

The office can deal with minor first aid issues. Any internal accident or injury should be reported to the office immediately and an internal injury form completed (see **Appendix 11**). This form is to be found on the **IST G-Drive**. Parents should be contacted quickly too.

Major injuries should be referred to legevakt (emergency treatment), hospital or the child's doctor dependent on seriousness. In all cases, parents must be informed and internal injury reports completed and signed.

## 6.8 Student referral

If you feel that there is a cause for concern regarding an individual student, you should bring this directly to the class or grade level teacher. The concern could be to do with Learning Support (LS), EAL (English as an Additional Language), behaviour or another learning support issue (students needing support or challenging academically). The class teacher should use the internal referral form (**Appendix 12**) to keep a written record of the process and will talk to the parents and/or the previous teacher. Strategies should be put in place to see how the problem could be solved and the LS coordinator brought in after this if needed. All referrals should be begun and monitored by the class or grade level teacher until the LS coordinator takes over when and if necessary.



## 6.9 High level emergency

This section covers the following high-level emergency situations:

- Terrorist threats
- Hijacking or hostage taking
- Individual attacks on the school
- Civil unrest
- Natural disaster (earthquakes, snowstorms, floods et al)

In the event of a serious emergency, the school staff and students should react in the following way:

- Provision for safety of all students, staff and visitors
- Principal and LT to control situation (with assistance from the rest of the HMS committee and verneombud)
- Immediate lock down dependent on emergency
- Contact police or other emergency services
- Deal with issue as best as can be done through Udir link below

The school has a crisis management plan (see [G:\Staff\IST Emergency Plan \(Beredskap\)](#))

Further details are found about how to handle emergencies as follows:

<http://www.udir.no/Laringsmiljo/Beredskap-og-krisehandtering/>

## 6.10 Visitors

All visitors (except parents and delivery people) must register in the **visitors' book** at the central reception and say who they are and why they are visiting the school. We need to know who is here for security and emergency situations. Visitors will have a lanyard with a **blue numbered ID badge**. Any visitor should wear this identity badge until they leave the building via the reception where they sign out and return the badge.



## 6.11 Bereavement

In the event of a student, staff or family member death, the school has the following bereavement policy to use and assist in coping with such distressing events.

In the first instance, information should be given to staff as soon as possible through an immediate staff meeting, and then students through a special assembly. In each case the principal should lead the proceedings, obtain as much information as possible, and give the opportunity for staff and students to ask questions. A letter to all parents and stakeholders should be written and sent out on the same day.

The IB coordinators should also be directly involved as these positions have a pastoral care responsibility, and time for students, staff and parents to be seen and supported must be allocated. The school nurse and local professional services would also be brought in as needed. More details can be found on the following website:

<http://www.cruse.org.uk/for-schools/bereavement-policy>





## 7 GDPR

---

### 7.1 Introduction

International School Telemark, led by the Principal, is responsible for the storage and processing of Personal Data in the company (hereafter the School).

The School is Data Controller for the staff. This Data Protection Declaration describes how the School manages Personal Data in employee relations.

If you have questions regarding Data Protection for staff, you can contact your coordinator or Deputy Principal Administration.

### 7.2 Definitions

- **Person** is an identifiable natural person, for example you as an employee.
- **Personal Data** means any information relating to a person directly or indirectly.
- **Controller** is the one who determines the purposes and means of the processing of Personal Data, and who processes and stores the Data.
- **Processor** processes Personal Data on behalf of the Controller. A Processor Agreement between the Controller and the Processor controls the processing.

### 7.3 Personal Data that the School process and store about staff

- General Personal Data such as name, date of birth etc.
- Contact details such as address, e-mail, phone number, etc.
- Special categories of Personal Data such as union membership, etc.
- Evaluation for recruiting, after appraisals etc.
- Employee Data such as employment contract, CV, certificates, overview of holidays, warnings, etc.
- Information related to the content of inquiries and other communication, such as e-mails, letters, SMS, etc.
- Other information that is necessary for the School to fulfill its statutory obligations, such as personal numbers, salary information, payment information, sick leave, other leaves, etc.
- Work hours registered in individual work plans and, in the HR-system Plus Office.
- Photos, where consent has been given.

### 7.4 Examples of Processing activities



- Recruiting and hiring.
- Manage the employment relation in accordance with the employment contract and regulations.
- Pay salaries and holiday money.
- Report salaries, employer's tax, and taxes.
- Processing sick leave and other leave.
- Administer holidays.
- Processing travel expenses and other expenses.
- Continuous communication related to the work relation.
- Process any complaints, notices/warnings and any disciplinary decisions.
- Exercise individual rights such as access to information, rectification of information, etc.

## 7.5 Processing

All Processing activities have a legal basis for the processing, for instance

- To comply with and manage your work agreement.
- To comply with duties, requirements and rights in the Work Environment Act, the Private School Act, the Public Access to Information Act, the Public Administration Act, the tax law, the Accounting Act and other relevant laws and regulations.
- Explicit consent.
- To comply with the School's legitimate interests (provided that your interests are taken care of), for example in relation to securing buildings, security at any accident or crisis, defending a legal claim, to avoid loss or damage or to avoid activities that can compromise individual's Personal Data.

### **You can at any time:**

- Withdraw the consent for use of profile picture.
- Get access to information for your own Personal Data.
- Correct your Personal Data.
- Ask for erasure of your Personal Data.
- Ask for restrictions of or protest against processing.
- Ask for transfer of your Personal Data.

## 7.6 Storage time

The School keeps Personal Data as long as it is necessary to fulfil the processing purpose. In general, the storage times described below are the ones that applies, but continued storage may also occur when necessary to take care of the School's legitimate interests, for example to assert or defend legal claims.

- Information connected to recruiting, such as internal appraisals etc. will be erased 6 months after completed probation.



- Information connected to your employment such as CV, applications, certificates, diplomas, agreements, instructions, contact details, national ID-number, history of salary and sick leave and other ordinary information connected to the personal file, are erased 6 months after resignation.
- Personal Data connected to accounting, such as timesheets, travel expenses, outlays etc. will be erased 10 years after the end of the given financial year.
- Disciplinary decisions, suspension, warnings and disciplinary actions are erased after 5 years, unless new cases (for example new warnings or other defaults) indicates that it should be stored longer.
- Logs (access control logs, access logs on computer systems, other it-technical logs) are stored for 6 months.
- Pictures with consent for use will be erased after resignation.
- Your e-mail account and personal space on the School's IT-systems will be erased within 3 months after resignation. The school have nevertheless the right to keep or copy e-mails that contain data about students or information that is important for the running of the School or for the School's routines.

## 7.7 Data security

Protection of Personal Data is of great importance for the School. We work continuously with security and protecting Personal Data against unintentional change, erasure or extradition to unauthorized parties, externally and internally. Our security routines includes access control, protection of data, IT-systems and infrastructure, internal and external network as well as buildings and technical facilities.

## 7.8 Transfer of Personal Data

No external third party can use Personal Data for their own purpose. The School can disclose Personal Data to Data Processors that are performing services for the School. The Processors may only use the Personal Data for the purpose it was collected for and to perform the services for the School. The relationship with such third-party suppliers is regulated in data processor agreements. Disclosure of Personal Data to public bodies occurs only in accordance with law and applicable regulations.

The School uses the following Data Processors

- Azets (Salary and Taxes)
- Netsense (Internet/Wifi/E-mails)
- Nettex (PC/Data)
- Plusoffice (absenteeism)
- Avonova (Occupational Health Service)
- Manage Bac (attendance, student progress, communication with parents and students, assessments etc.)
- Toddle (attendance, student progress, communication with parents and students, assessments etc.)



- 
- Transponder (SMS communication with school)

## 7.9 Right of appeal

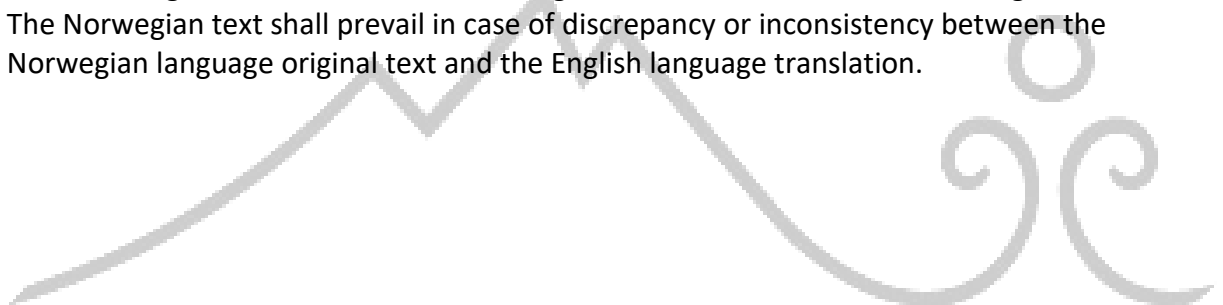
If you think the School's processing of Personal Data is in violation of relevant privacy regulations, you have the right of appeal directly to the School, the Data Protection Authority or other relevant supervisory authorities.

## 7.10 Changes to the Data Protection Declaration

The School reserves the right to change the privacy statement at any time. Deputy Principal Administration will inform of any changes. The latest and most current version of the privacy statement can always be requested from the Deputy Principal Administration.

## 7.11 Disclaimer

This is an English translation of the Norwegian document Personvernerklæring – ansatte. The Norwegian text shall prevail in case of discrepancy or inconsistency between the Norwegian language original text and the English language translation.







## 8 Other Administrative Issues

---

### 8.1 Telephones and internet usage

Local calls may be made from any phone in the School by dialling '0' and then the number. Long distance calls should be made regarding school business only and not for personal reasons. Overseas calls can only be made from the Office or the offices of the Principal or DPA. Staff may use the Internet and email facilities, in their classrooms, library and offices. IST does not use fax machines any longer.

However, the viewing of inappropriate material will not be tolerated at IST either during or after school hours. Disciplinary action will follow any attempt to view inappropriate material at any time on IST property.

### 8.2 Photocopying

Photocopiers are available in the photocopier room by the staff room.

The school office will assume responsibility for copying circulars, parents' handbooks and other general booklets.

Please do not send students to the office to photocopy material. MYP students may use the photocopiers themselves only if instructed to and supervised by staff. It is also everyone's responsibility to look after the photocopier room, collect copies and clear up afterwards.

### 8.3 Stationery

Local ordering of equipment and stationery is the responsibility of the office staff and the DPA. Any requests must be made using the appropriate form which can be obtained from the Office or teachers' staff room. Once they have been given approval the office will order accordingly. Orders need to be approved by each staff member's line manager and individual budgets are to be used over the year. Zero budgeting is used in the school and no budget is carried over to the next calendar year.

### 8.4 Keys and school alarm

A set of duplicate keys is kept by the secretary. The staff will have keys to the main entrance and classrooms. All keys must be signed out with the DPA. Upon loss, the full cost of replacement will be charged for lost keys. The school alarm is on from 2300 to 0600 each working day and from Fri 2300 to Mon 0600 at weekends. Enter by the trade entrance at the front and switch the alarm off using the code. If you accidentally set off the alarm, then this will automatically call out Securitas to check the building. Therefore, it is important that you ring the DPA directly on the mobile for the DPA to then contact Securitas.



## 8.5 Parking

Staff parking is located by the main entrance to the school and at the far end of the school near to the gym wing. Please use the designated parking places in the main car park if you park there.

## 8.6 School building

The school rooms are numbered for inventory requirements and to report any maintenance needs. For detailed plans of the main building and gym annex, with room allocation and official numbering, please see **Appendix 6**.

## 8.7 School trips

The school encourages day and local trips for all classes. Any trip must be fully costed and budgeted for, with detailed itinerary and risk assessment before it is authorized. The Principal is responsible for authorizing trips and any trips must be discussed with the head of department first. For more information, please see **Appendix 8**. Risk assessment forms can be found on the **IST G-drive**. There is no set ratio in Norway regarding schools but use the following ratio for staff-to-students with local trips:

- Grades 1-2 1:12
- Grades 3-10 1:15

IST will use Gunnars regnsark for working out overtime payments for school trips:  
<https://www.utdanningsforbundet.no/fylkeslag/hordaland/lokallag/bergen/gunnars-regneark/>

## 8.8 Classroom organisation

All classrooms are expected to be kept tidy, well organized and with relevant well-presented displays and labelling. In all classrooms, the following must be clearly displayed:

- Classroom timetable
- Grade timetable
- Essential agreements



- 
- IB Learner Profile
  - IST Guiding Statements
  - Fire drill procedure
  - Class list of students

## 8.9 Student-Teacher Meetings

### 8.9.1 Overview

In order to monitor and improve the school environment for all students and as a means to give all students voice and regular input, the following system will be used at IST.

### 8.9.2 Process

Each class teacher (PYP) or form tutor (MYP) will have individual 1:1 interviews with each student in their class once every term; in effect at least twice a year. These interviews will be recorded on a form and used to monitor students' experience of both the academic and psycho-social environment at IST. It will also give the teacher the opportunity to compare term on term or year on year results and action any red flag issues which need follow up. Red flag issues would be serious issues of mobbing, offensive behaviour, academic concerns or safety concerns.

Each class tutor will have agency in making the form and interview fit with the age group of the children though the foci will be similar. Such interviews would normally take between 5 and 10 minutes and could be done in tutor time or other focused time.

### 8.9.3 Content

The interview schedule should include the following areas of individual student experience:

- Academic learning
- Social engagement
- School environment
- Mobbing
- Offensive behaviour
- Friendship
- What is positive
- What is challenging

### 8.9.4 Follow up



All interviews need to be kept in student files and dated. The content could be shared with parents especially in parent-teacher meetings. Concerns, both general and red flag (serious) issues, must be acted on and other staff and senior management should be included.

#### 8.10 Watching films at IST

Educational films are a useful media for enhancing learning. When deciding on what movies to show and watch, whether for lesson enhancement or “Golden Time”, the following criteria are always considered:

- Content
- Suitability
- The message
- Age restriction

The school uses the age restriction of the film and the following sites to verify these criteria:

- Age restriction of the movie
- Content and age restriction according to [www.common sense media.org](http://www.common sense media.org)
- Age restriction for the film given by English speaking countries such as UK and USA as detailed on [www.imdb.com](http://www.imdb.com)

Where a Norwegian age restriction is set lower than [imdb.com](http://imdb.com) and [common sense media.org](http://common sense media.org) the content and advice given through these 2 sites will be prioritized.



## 9 Appendices

### Appendix 1: Staff Concerns

#### Introduction and background

This document looks to discuss procedures to deal with concerns with staff members to do with discipline, absence and contractual issues. The process is designed to be supportive and to assist staff and the school to function at the optimum level. The document is based on the idea of Green to Red used by Skien kommune for staffing issues. Most procedures would stay in the green or yellow level, but occasionally there is need to look closely at how to support staff more proactively, ensure the effective running of the school and, quintessentially, the primary goal of quality student learning. Section 7, including the template for the back to work meeting in section 10, looks at specific measures for sick leave.

#### 1 Levels

Level	Colour	Detail	Percentage	Action	Notes	Documentation
1	Green	General discussion	Most issues	None needed	<ul style="list-style-type: none"><li>• Normal conversation</li></ul>	<ul style="list-style-type: none"><li>• No</li></ul>
2	Yellow	Informal chat about the issue	Normal level of issue	Informal follow up	<ul style="list-style-type: none"><li>• Could use <i>Stamina</i></li><li>• Email evidence</li><li>• Use of SMART objectives</li><li>• Plan for training, support and follow up using SMART objectives</li><li>• Documentation</li><li>• Mention of possible written warning if disciplinary</li></ul>	<ul style="list-style-type: none"><li>• Yes</li></ul>
3	Orange	Formal meeting	Documented	Formal follow up	<ul style="list-style-type: none"><li>• Use of <i>Stamina</i></li><li>• More detailed action to support including change of duties</li><li>• Could use NAV</li><li>• Written warning if disciplinary</li></ul>	<ul style="list-style-type: none"><li>• Yes</li></ul>



4	Red	Meeting	Serious	Referred to board chair	<ul style="list-style-type: none"><li>• Use of NAV</li><li>• Possible contractual issue</li></ul>	<ul style="list-style-type: none"><li>• Yes</li></ul>
---	-----	---------	---------	-------------------------	---	---

## 2 Rights of staff

- At any time, a staff member can request that another staff member, verneombud or union representative is present, especially for the 3rd or 4th level;
- Staff are told in advance exactly what the reason is for the discussion in writing;
- SMART objectives are used, especially at level 3, to ensure that action is being taken;
- Such procedures are used to support staff, create and underpin teamwork, and develop both quality assurance and a high performance environment to the benefit of the school, students and staff;
- Verbal discussion of any possible impending written warning;
- Staff have clear opportunities to deal proactively with any issue particularly through SMART objectives.
- Information and data is kept on staff personnel files according to GDPR rules and striate time (see Section 7.3 and 7.6).

## 3 Use of SMART objectives

SMART objectives should be used to focus the goal setting and give ownership and clarity:





#### **4 Criteria that elicits such action**

- Contractual issues
- Not supervising students when scheduled (lessons, break times and other designated occasions)
- Unacceptable dress or work clothes
- Disloyalty to the school and colleagues including speaking negatively about colleagues in public, or undermining the leadership of school or colleagues
- Unprofessional behaviour
- Conflict of interest
- Violent action (merits immediate level 4 referral or instant dismissal)
- Threatening, aggressive or offensive behaviour
- Swearing (especially in unacceptable circumstances such as directly with parents and students)
- Smoking
- Extensive sick leave or absence (outside of legal regulations)
- Suspected alcohol and drug issues

#### **5 Consequence and action**

- Dismissal in extreme cases and after level 4 referral
- Monitoring and support
- Use of *Stamina* (business health organisation) and /or NAV if required
- Documentation via appraisal, emails and recording of any concern from yellow onwards

#### **6 Additional communication measures to ensure openness and monitoring of staff issues**

- Entrance interview with Principal (initial interview on arrival and beginning of contract, or 3 months into the contract)
- Exit interview with Principal (interview on leaving post or school)
- Back to work interview (3 days + of absence or lengthy absence) with line manager or principal; should be recorded for file
- Colleague, verneombud and/or union representative included in these above meetings if necessary

#### **7 Additional special measures for sick leave issues**

- Use of the Norwegian legal model for following sick leave issues:

<https://www.nav.no/no/Bedrift/Oppfolging+og+rapportering/Oppfolging+av+sykmeldte?key=veiledertype>



## 8 Template for protocol meetings with staff and documentation

Staff member	
LT responsible	
Date	
Issue	•
Action needed	•
Follow up necessary	•
Further information	
Signed	

## 9 Positive strategies to de-escalate conflict

- Action earlier on especially at orange level
- Openness and discussion
- Dealing directly with difficult issues quickly
- Demonstrating the caring side of this to assist staff and support other staff and students
- Training courses
- In school support
- Buddy or peer mentor support system
- Involvement of *Stamina* and specialist help (medical, psychological and work place)
- Discussion and consultation with union

## 10 Template for back to work meeting

Staff member	
LT responsible	
Date	
Reason for absence	•
Action	•
Follow up	•
Further information	
Signed	





## Appendix 2: Staff Absence

### 2.1 Expectations in preparing cover lessons

- Work should be set for all lessons;
- Remember that you are writing for a non-specialist who may not even be interested in your particular area of expertise/year group;
- Make the tasks and instructions clear and unambiguous. Write the main part so that it can be read directly to the class: “you should do ..., then turn to ...” Give clear page and chapter numbers for books;
- Make clear where books, stimulus material and equipment can be found and where it can be returned to;
- State whether the class should have their exercise books or textbooks with them or that they will be provided;
- Make the key parts simple and brief enough to write on the board – or produce a worksheet for each pupil;
- Give follow up work for those who may finish;
- Give guidelines so that the cover teacher will know what is expected and what is not acceptable;
- Make the product clear in terms of content and length and say whether it must be handed in at the end of the lesson or completed for homework;
- Provide a space for comments\feedback on the lesson, pupils and their behaviour;
- Have your timetable clearly placed in the classroom and have normal daily procedures and any individual concerns available for a cover teacher;
- Ensure work is organised and communicated well in time for the cover teacher to be able to prepare for the lesson, when possible;
- A folder of work prepared beforehand and related to the current unit for use if the teacher cannot send in cover work because he/she is **sick**.



## 2.2 Leave of Absence E-form

### Leave Of Absence e-form

Please use the electronic word forms (as attached) to fill in and submit the leave of absence form to me directly in the future. Type and save the form then send this as a file to [principal@istelemark.no](mailto:principal@istelemark.no) I can then countersign these and return to you with cc. to the office staff and the DPA for admin purposes. Answer will be written on form and a copy put into staff file.

<b>Name</b>		<b>Position</b>	
-------------	--	-----------------	--

Leave of absence with pay without pay		From	To

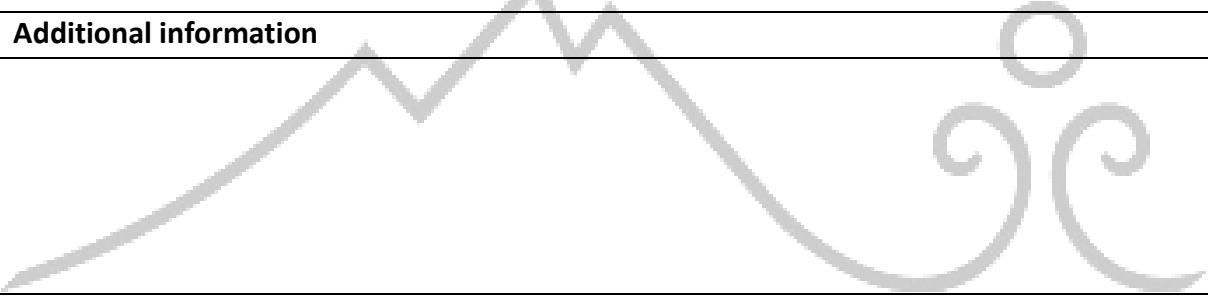
Application is based on the rules found in the School contract:  
Maternity, Sick and Accident leave are all provided under regulations by Norwegian law.

	Special Leave
--	---------------

	Emergency Leave
--	-----------------

	Purpose of study
--	------------------

	Other
--	-------

<b>Additional information</b>

Date

#### Principal/Office manager use only

	Leave of absence agreed
	with pay
	without pay

	Leave of absence declined
--	---------------------------

<b>Reason</b>

Date	
Name	
Position	



## Appendix 3: Appraisal

### Reasons

- **Performance review** (as quality assurance of role and feedback on job)
- **Professional development** (as personal professional goals, career development and professional development opportunities)

Event	Time	Detail	Responsibility
Initial meeting	10 minutes	<ul style="list-style-type: none"><li>• Outline process</li><li>• Discussion purpose of appraisal</li><li>• Arrange lesson observation time</li></ul>	Appraiser
Drop in	Occasional	<ul style="list-style-type: none"><li>• Informal drop-in opportunities for review/information/support etc</li></ul>	Appraiser
Self appraisal	30 – 40 minutes	<ul style="list-style-type: none"><li>• Self appraisal form</li><li>• Reflection on role</li><li>• Goal setting ideas</li><li>• Reflection of previous year's goals</li><li>• Personal development review</li></ul>	Appraisee
Observation	45 minutes	<ul style="list-style-type: none"><li>• Observation of lesson against criteria</li><li>• Lesson plan given to appraiser</li></ul>	Appraisee Appraiser
Review	30-50 minutes	<ul style="list-style-type: none"><li>• Feedback on lesson</li><li>• Review of self-assessment form</li><li>• Review of previous year's goals</li><li>• Discussion of goals and professional development</li></ul>	Appriasee Appraiser
Drop in	Occasional	<ul style="list-style-type: none"><li>• Informal drop-in opportunities for review/information/support etc</li></ul>	Appraiser
Follow up	20 minutes	<ul style="list-style-type: none"><li>• Following year</li><li>• Discussion of how goals are proceeding</li></ul>	Appraiser

### Notes

- Appraisal done in first term (October to February)
- Appraisal process should be concise and focused
- It is a professional conversation designed to assist development, reflection and goal setting
- LT members as staff appraisers
- Principal as appraiser of LT members and middle management coordinators
- Dialogue between appraisers about appraisal points and goals
- All staff to have appraisal on a 2 year cycle
- Linked to IST strategic plan
- Principal has board chair feedback in June
- Criteria firmly established
- Goal setting tied to appraisal findings and self-assessment
- Professional development tied to appraisee's goals and school goals
- Lesson plan to include aims, goals, resources, differentiation etc
- The review can last longer if necessary as it is the main discussion meeting in the appraisal



- 
- Informal drop-in opportunities should be used before and after the formal appraisal for the appraiser to review performance, collect information, support the appraisal and ensure an on-going and effective dialogue

#### Documents

- Staff appraisal plan 2023-2024
- Appraisal timeline
- Self-appraisal form
- Appraiser observation notes
- Appraisal and professional review
- IST strategic plan 2021-2025 (see **Appendix 18**)
- IST action plan 2021-2023 (see **Appendix 19**)





## Appendix 4: New Employee Package

### 1 Overseas Staff Relocation

All overseas recruited staff are defined as those teachers, not Norwegian nationals, who are offered a position at IST from outside the country.

Cost of travel for the recruit, spouse and children (limit: 2 adults, 2 children over 2 years of age).

- |  |          |
|--|----------|
| • The recruit only:                                  | 2000 NOK |
| • Spouse:  | 2000 NOK |
| • Each child over 2 years of age (up to 2 children): | 1500 NOK |
| • Each child under 2 years of age:                   | 270 NOK  |

Cost of travel is limited to 7500 NOK per year for the whole family. This benefit is available for the summer holiday in the first three years of employment at IST and at the beginning of the contract.

Removal of effects at the beginning of contract and first month rent to a maximum of: 16000 NOK

### 2 Inland Staff Relocation

All inland recruited staff are defined as those teachers who are offered a position at IST from outside the region of Telemark.

- |   |           |
|---|-----------|
| • Cost of travel for the recruit, spouse and children:                                  | 2000 NOK  |
| • Removal of effects at the beginning of contract and first month rent to a maximum of: | 16000 NOK |

This information is regulated each year. Employees pay tax on the package.



## Appendix 5: Fire Evacuation Procedures and Escape Routes

### On hearing the fire alarm:

- All children should leave the classroom by the nearest exit as identified in each room.
- In **single file** children should proceed quickly and **without talking or running** to the assembly point.
- Teaching staff should accompany the children and take a register from the classroom.
- The LT, verneombud and office staff will check the building.
- Designated first aiders to take emergency first aid packs.
- Doors should be closed behind you as the children leave but **do not switch off electrical equipment or lights** as this could cause flash ignition in the case of a gas leak.

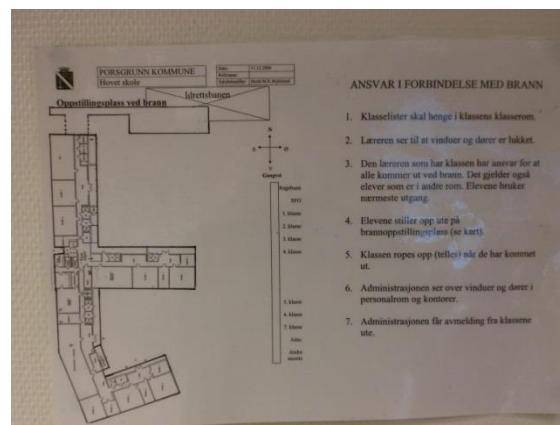
### Children should line up in classes on the football pitch

- Each class teacher/tutor should take the register on arrival at the field and **report** to the senior teacher when all children are accounted for.
- The DPA should check on part time, substitute staff and/or any visitors.
- It is essential that there is **no talking at all** until the 'all clear' is given by the person in charge.

### Emergency numbers:

110	Fire
112	Police
113	Ambulance

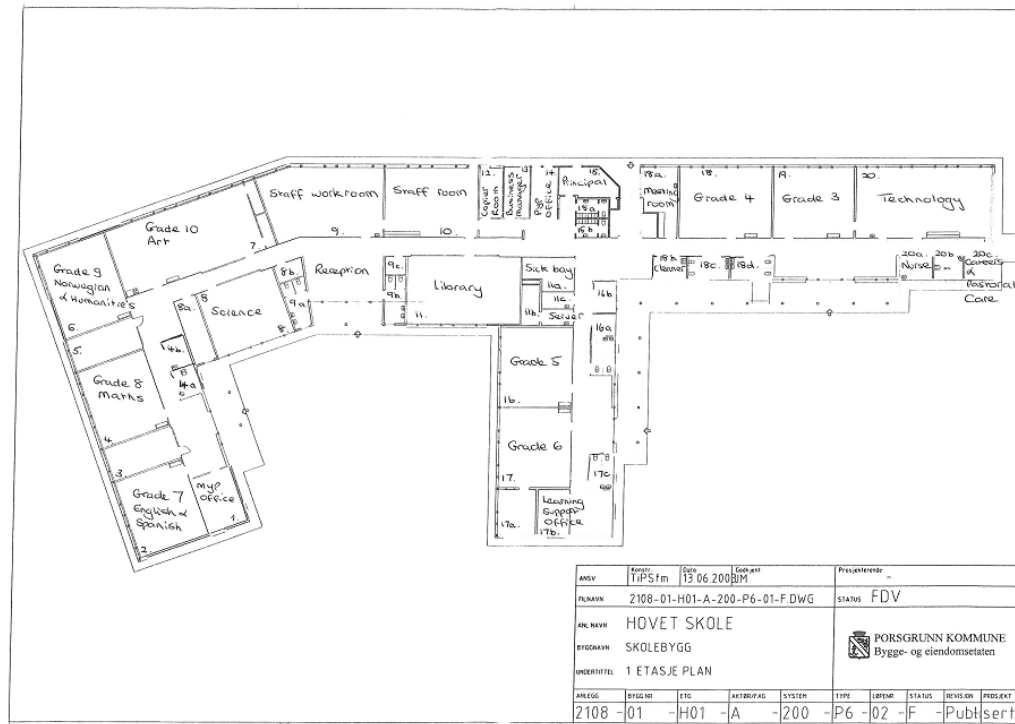
Evacuation exits are clearly marked and evacuation plans found throughout the school:



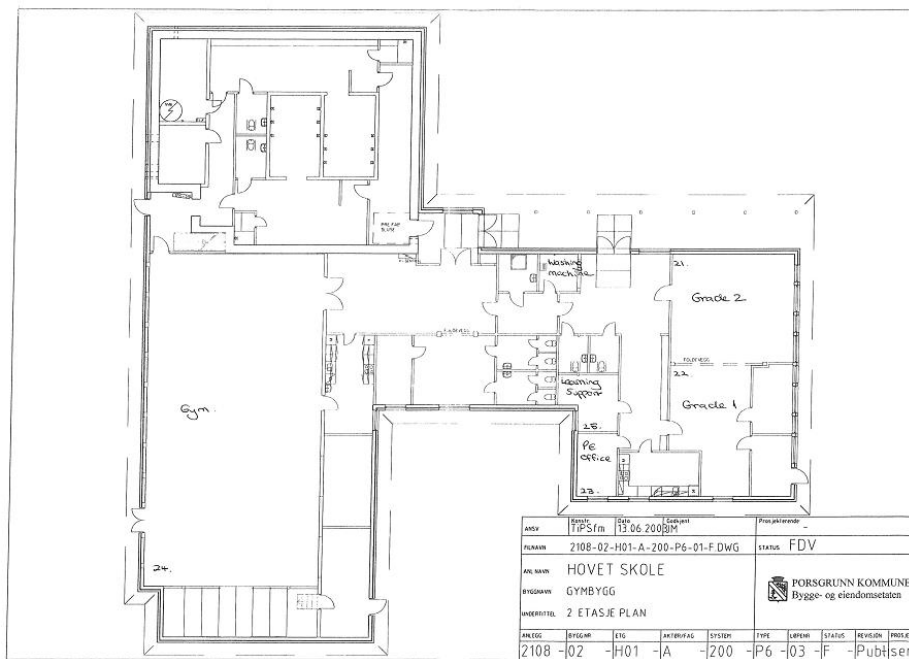


## Appendix 6: School Plans and Room Layout

Plan 1 Main building



Plan 2 Gym and Early Years building





## Appendix 7: Professional Development Application

### Information

Please fill in the form with as fully as possible. The LT will look at each application and discuss use of professional development funds in line with school goals, the working agreement and staff requirements. You need to provide complete information when applying to do a course, including costs, time, details of the course and provider, and how long any practice would be and where it needs to be done. The school needs all such information to authorize a course.

Professional development funds can be used for the following:

- Workshops
- Online courses
- Conferences
- Higher education

### Details

Name	
Position	
Course	
Date and length of course	
Location	
Provider	
Costs (including travel, food, course and cover)	
Details	
Benefits for self (link to personal goals and appraisal goal setting)	
Benefits to school (link to school, action plan goals and IB programme goals)	
Action plan to use course in school	
Previous courses attended (in last 5 years)	
Signature	

### Office use

Decision	Costs	Authorisation	Date

Revision 3 (8.1.2018)

#### Note:

Decisions will be given directly to the applicant and an explanation of reasons behind the decision if the application is not authorised. Decisions are made in discussion with the applicant and the LT where applicable. If the applicant has a concern, this must be given in writing to the LT within a week of the decision. No time is given in lieu of attending courses. Staff must give details and discuss demanding courses such as Masters degrees with the principal in terms of the effect on their daily work. Normal work at school must not be adversely affected and individuals can request an unpaid reduction in their work.

Completed forms should go to the coordinator first, then these will be presented to the LT, and the principal will have the final say in terms of authorising courses. Decisions will be given by two weeks of receipt of a completed form.





## Appendix 8: Educational Trips Information

### Information

The form needs to be completed as fully as possible for any day trip or overnight stay. A risk assessment should be done for a trip and there is a separate form for this. Costs can be approximate but if any overnight trip is to have no costs for staff, then a written and signed waiver should be completed by each member of staff. Otherwise the school is obliged to pay 500 NOK (plus 70.50 NOK additional costs) per night for every individual staff member going and this will need to be included in the costs. The DPA or principal will confirm authorisation of each trip.

- See the staff handbook for further details about educational trip organisation and costs.
- All funds need to be collected 2 weeks before the trip.
- Be aware of the cost impact on parents if you require extra funding.
- Send the final completed form and risk assessment to the DPA please.

### Details

Trip	
Destination	
Reason for trip	
Unit	
Grade	
Number of students	
Leader	
Other staff	
Ratio of staff to students	
Date/s	
Number of days	
Time leaving IST	
Time returning to IST	
Risk Assessment done	

### Costs

Travel	
Accommodation	
Food	
Staffing costs (See Gunnars regnark section 7.7)	
Tours or museum visits	
Activities	
Other costs	
Total cost of the trip	

### Office use

Decision	Costs	Authorisation	Date



## Appendix 9: School Calendar (2023-2024)

7 August	Administrative (office) staff begin	School closed
10 August	Leadership Team start	School closed
14-15 August	Staff professional development	School closed
16 August	Beginning of the academic year and Autumn term	School start
Week 41 (9-13 October inclusive)	Autumn holiday	School closed
16-17 November	Staff professional development	School closed
15 December	Christmas holiday begins	Last day of school term School finishes at 1200
4 January	Start of Spring term	School start
1-2 February	Staff professional development	School closed
Week 8 (19-23 February)	Winter holiday	School closed
25 March	Easter holiday begins	School closed
2 April	Start of Summer term	School start
1 May	Holiday	School closed
9-10 May	Holiday	School closed
17 May	Norway's national day	School closed
20 May	Holiday	School closed
21 June	Summer holiday	Last day of school year School finishes at 1200



## Appendix 10: Employment Contract



### Employment Agreement (sample only)

This Employment Agreement is made the **dd.mm.yyyy** between **International School Telemark (hereinafter called IST)** and (name) (hereinafter called the Employee)

#### 1. Employment conditions

The Employee shall be employed in a 100% permanent position at IST after a successful six months' probation period.

#### 2. Position

The Employee's position is teacher. The duties of a teacher are described by the Principal of IST in a separate job description. The employee has to apply International Baccalaureate (IB) standards and practices in his/her teaching. This includes attending international and/or IB workshops. After consultation, job description and duties can be adjusted.

#### 3. Salary

The agreed salary is according to the IST salary scale for teachers, initial placement is in **category B/C, step XX, annual amount of xxx.xxx NOK**. The salary will be paid monthly on a date decided by the school. Current practice is that salaries are paid on the 20<sup>th</sup> of each month.

#### 4. Other benefits

Other benefits are according to the current Staff Handbook (**Appendix 4**) and are included in the contract where necessary.

#### Pension:

The School will pay pension contributions amounting to 8% of the Employee's base salary. Pension contributions will not be paid on salary earned as overtime. For employees engaged for more than 12 months the following applies: 4% out of the 8% pension facility will be paid by the school directly into an obligatory Norwegian pension scheme (OTP Storebrand). The remaining 4% will be paid directly to the employee.

#### Insurance:

The School pays the premium for cover in respect of death or injury occasioned through the Employee's pursuit of his or her professional duties. Details of the scheme are available from the School.

#### Sickness:

The School arranges cover to enable salary continuance where the Employee suffers illness or injury resulting in the Employee's incapacity to discharge his or her professional duties. The Employees right to salary compensation will be regulated in accordance with standard rules and regulations in Norway.



## 5. Working hours

Working hours and conditions are regulated in an existing agreement with Utdanningsforbundet and applied to all teaching staff. Working days in a year are 190 in addition to 6 in-service days. Individual duties are outlined in the individual schedule.

## 6. Holidays

The Employee's right to be on holiday and to receive holiday allowances are regulated in Norwegian law. The Employee agrees to take leave entitlement during the period of normal school holidays.

## 7. Police Certificate

A Police certificate is a prerequisite for this contract; it is therefore not valid until a clear certificate (no older than 3 months) is presented.

## 8. General instructions

The Employee has to follow the instructions and regulations for personnel given by IST and the general laws and regulations for teachers / employees in Norway.

## 9. Termination of contract

The contract may be terminated by either party in writing with a mutual three months' notice, counting from the first of the month after the written notice of termination is received.

## 10. Confidentiality

Strict confidentiality applies to information on students, staff and parents obtained at IST. Any information obtained is confidential both during and after employment. This is according to IST policy and Norwegian law.

## 11. Copy right

All IT-system solutions, -procedures and –documentation that is developed, or is being developed and/or acquired at IST is IST's property. These cannot be given or sold without IST's specific approval. The same applies to project work, courses etc.

## 12. Salary

In the event of a mistake in salary payment this is to be informed of as soon as one of the parties discovers any irregularities, and insofar as possible corrected on the next payday. If the amount in question is considerable, it is possible to agree upon a payment plan.

## 13. Qualifications

The contract is subject to successful validation of certificates and teaching status by Utdanningsdirektoratet and or NOKUT.

## 14. Norwegian law

This Employment Agreement is subject to and interpreted in accordance with the law currently in force in Norway.

**Starting day:** dd.mm.yyyy

**Place and date:** Porsgrunn, dd.mm.yyyy.



## Appendix 11: Accident and Incident Report



### IST Accident/Incident Reporting Form

When completed, the original form should go to the DPA and a copy retained by the originator.

About the person who had the accident			
Full Name			
Address			
Postcode		Age if under 16	
Occupation or role in school			
Activity being undertaken at time of the accident			

About the person reporting the accident (if not the same as above)			
Full Name			
Address			
Postcode		Age if under 16	
Occupation			
Role being undertaken at time of the accident			
Signature (if adult)		Date	



About the Accident/Incident – when and where?			
Date it took place		Time	
Where it took place; room or location			

About the Accident/Incident – what happened?	
How did the accident happen?	
If there were any injuries – what were they?	

Signature of reporting person	
-------------------------------	--

**Additional Information:**

Use this space to record anything of relevance. This may even take the form of a sketch, diagram or photo of the wound/venue.

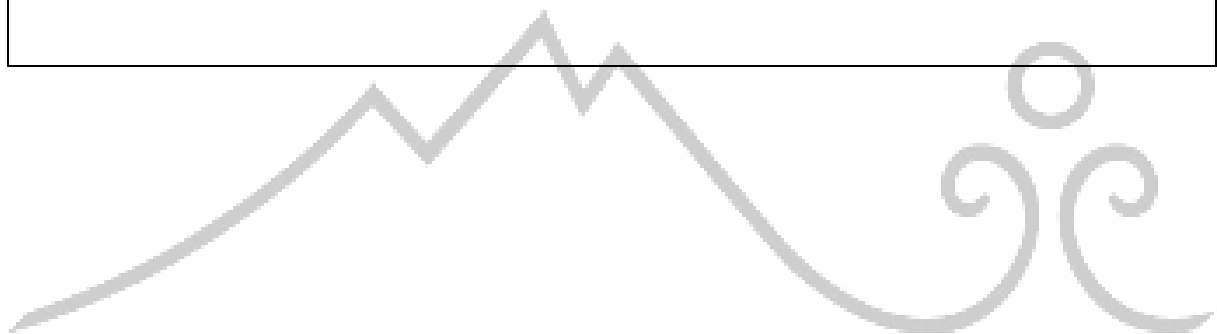
--



---

**For LT/Safety Officer use:**

Record any details of follow up action, including dates and relevant contact details.





## Appendix 12: Student Referral

### Internal Student Referral Form

#### Information

Student	
Class teacher	
Grade	
Date begun	
Issue	

#### Details

<i>Conversations</i>	<i>Date</i>	<i>Details</i>	
Parents			
Previous teacher			
<i>Corrective measures</i>	<i>Date</i>	<i>Information</i>	<i>Success</i>





--	--	--	--

**Area of concern (tick one)**

<i>LS</i>	<i>EAL</i>	<i>Behaviour</i>	<i>TAG</i>

**Internal referral**

<i>Area of concern</i>	<i>Date</i>	<i>Details</i>
Observation		
Action		
Further parent conversation		
External agencies		



## Appendix 13: Staff 'Who to Contact' Information

### Introduction

It is the aim and intention of IST, that the roles and responsibilities within the school be clearly defined. All staff should familiarise themselves with the various avenues of communication within the school and should aim to solve issues or challenges at the lowest level. Matters that cannot be resolved with your direct line manager (in the majority of cases this will be the section coordinators) should then be addressed to the relevant person responsible, as detailed below. Should the matter not be resolved, the matter can be referred to the Principal.

### LT (Leadership team)

- **Principal**

Board; requests for extended leave; appraisal; references; recruitment; personal issues; school policies; strategic plan; marketing; dealing with press and public statements; staffing; whole school timetabling; individual issues; school policies; parental concerns. Once avenues of communication have been exhausted and no solutions are foreseeable, then staff should approach the Principal for guidance and advice

- **Deputy Principal Administration (DPA)**

Financial matters; personnel records and record keeping; buildings and maintenance management; orders; national tests; board administration; budgets and budgeting; SFO

- **PYP Coordinator**

IB and Primary Years Programme (PYP); PYP staffing; timetabling; PYP staff leave; line management; student welfare and pastoral care; duties; professional development and training; PYP staff roles and responsibilities; curriculum; assessment; planning; differentiation; reports; *Toddle*

- **MYP Coordinator**

IB and Middle Years Programme (MYP); MYP staffing; timetabling; MYP staff leave; line management; student welfare and pastoral care; duties; professional development and training; MYP staff roles and responsibilities; curriculum; assessment; planning; differentiation; reports; *ManageBac*

- **LS Coordinator**

Learning Support provision; students of concern; LS staff leave; appropriate strategies and teaching support; EAL support; LS student welfare and pastoral care; reporting to PPT; LS



applications for videregående; dealing with related outside agencies; information about LS students

## Other Roles

*Please refer to the following members of staff if you have an issue that has not been resolved by your line manager, or specific questions, concerns, queries relating to any of the following areas:*

- **Staff Rep to the Board**

Any whole school professional issue that you would like raised with the Board

- **Middle Management**

Specific to role and responsibility

- **Teaching Staff Union Rep**

Issues that have not been resolved by your line manager that you would like brought up with the Principal on your behalf; work agreement terms and conditions

- **Verneombud**

Health and safety in the workplace, particularly the physical environment and safety equipment

- **School Secretaries**

Resources, stationery, class information, school routines and procedures, procedures for leave; bus passes; administrating absences

- **Career Guidance**

Videregående applications; careers advice and guidance

- **School Nurse**

Vaccination scheme; teachers can approach school nurse if they have a particular concern regarding a student

- **Librarian**

Development of the library; tidiness and organisation; library resources; use of the library and access; ordering library and library unit books; library and referencing skills



## Appendix 14: Enkeltvedtak form

### Written Confirmation of Individual Decision Concerning Withdrawal of Students from Lessons or Assessment

Student's Name / Navn: XXXXXXXX XXXXXXXXXX  
Date of Birth / Fødselsdato: XX/XX/20XX  
Class / Klasse: XXXX



International School Telemark hereby makes the following **individual decision**:

<b>Decision</b>	
<b>Reason</b>	
<b>Length of time</b>	
<b>Person responsible for following up</b>	

International School Telemark wishes to have an ongoing dialogue with you on how the student's school situation develops in relation to aforementioned action put into place. The decision can be appealed, with a deadline of 3 weeks after parent/guardian's receipt of this letter (see the Public Administration Act §§28 & 29). Any appeal must be made in writing and contain reasons for the appeal. The appeal should be sent to the School. If the School does not agree with the grounds for the appeal, the appeal will be forwarded to "Statsforvalter i Telemark". The decision made by "Statsforvalter i Telemark" is final and cannot be appealed.

You have, with certain exceptions, the opportunity to see documents relating to this matter, according to the Public Administration Act §§18&19. We also refer to the Public Administration Act §12, which states that a party has the right to legal assistance or assistance from another authorized agent through all steps of the procedure. Any person of full age and legal capacity or person from an organization you are a member of can be used to assist.



International School Telemark vektla følgende vedtak:

<b>Tiltak</b>	
<b>Grunn</b>	
<b>Varighet</b>	
<b>Samt ansvarlig for oppfølging</b>	

International School Telemark ønsker å ha en fortløpende dialog med deg om hvordan elevens skolesituasjon utvikler seg i forhold til de(t) iverksatte tiltak. Det er skolens ansvar å beskytte rettighetene for andre studenter til å lære i et trygt og sikkert miljø. Tiltak i forhold til elevens psykososiale miljø er et enkeltvedtak, jf. forvaltningsloven (fvl.) § 2. Vedtaket kan påklages med en klagefrist på tre uker regnet



fra det tidspunkt du har mottatt brevet jf. fvl. §§ 28 og 29. En eventuell klage må være skriftlig og begrunnet, og den skal sendes til skolen. Endelig klageinstans er Statsforvalter i Telemark. Statsforvalters avgjørelse er endelig og kan ikke påklages.

Du har, med visse unntak, anledning til å se sakens dokumenter jf. fvl. §§ 18 og 19. Det vises samtidig til fvl. § 12, som blant annet fastslår at en part har rett til å la seg bistå av advokat eller annen fullmektig på alle trinn av saksbehandlingen. Som fullmektig kan brukes enhver myndig person eller en organisasjon som vedkommende er medlem av.

Yours sincerely / *Med hilsen*

Dr Richard Caffyn  
Principal  
International School Telemark

Date	Month	Year





## Appendix 15: Break Duties

Throughout the school day, there are 5 supervised duty times. The guidelines for these duties are detailed below.

- Please ensure that you are on time and visible for your duty.
- There are 4 supervision zones: **MYP area, Inside, PYP playground, Football field**. Please note that teachers have been assigned to a particular zone.
- Students should play in areas where they are visible to teachers – the zip wire, behind the school buildings etc are not play areas, unless a teacher is there to supervise.
- Teachers should be aware of those children that are having trouble fitting in or may be being excluded, particularly new students.
- Staff who have been teaching students before breaktimes must ensure all students are out on time and assist them if they need help getting ready.
- Staff who will be teaching students must be ready to receive students at the end of break

No	Duty	Time	Guidelines
	Early morning duty	8.20 – 8.30	Teacher should be visible to students and should patrol between PYP and MYP. The bell rings automatically at 8.30 for all students. Grades 1-6 to line up outside their respective entrances and should send each class in when they are standing ready. No one is allowed into the school before 8.30.
	First break	9.50-10.10	The 4 teachers on duty should be visible and should patrol the 4 zones. The bell rings automatically at the end of break.
	Lunch	11.30-12.00	The 4 teachers on duty should be visible and should patrol the 4 zones. The bell rings automatically at the end of break.
	Afternoon break	13.20-13.40	The teachers on duty should be visible and should patrol between the 3 playgrounds. The bell rings automatically at the end of break.
	Bus stop	15.00-15.20	The teacher on duty should be visible and present at the bus stop when children board the bus (particularly the bus going towards Porsgrunn).

### Notes:

- All staff are at school between 08.15 and 15.10
- Full time staff have 4 duties a week.
- Part time staff duties are dependent on work percentage (25% =1 duty)

### Winter information:

- The slope can be used for sledging but needs supervision from the teacher on duty in the football field; children should come in 5 minutes before the bell goes for the end of break.
- No snowballs allowed at all and students should not be in school at break times
- Children can go to the toilets through the outside doors and these doors need to be checked at the end of the day so that all are locked



## Appendix 16: Cover

### Cover calculations

The amount of cover a teacher owes before payment is calculated as follows:

Any extra % from a teaching contract that is owed to the school by a teacher in terms of lesson times.

- For example, if a PYP teacher has 27 lessons and teaches 23 plus has one for class tutor role and two for teaching regular LS, then there is one lesson a week left owing cumulatively over the year that can be used for cover.
- Another example could be a 60% MYP teacher who teaches 15.58 lessons a week (60% divided by 3.85). If this teacher then has 15 lessons, then the teacher owes 0.58 lessons a week cumulative over the year. Therefore after, for example 14 weeks no cover has been used, then the teacher can be utilized for 8 lessons of cover if needed ( $0.58 \times 14 \text{ weeks} = 8.12$  lessons).

#### Notes

- 27 lessons (PYP) and 26 lessons (MYP) = 100% teaching post
- % of lessons for those on part time teaching post (e.g. 13 lessons = 50% MYP teaching post)
- Staff not fully used in cover will be given LS and support duties at the end of each of the three teaching blocks during the year to ensure fairness and to utilize all staff member's skills and supervision of students



## Appendix 17: Worried about Bullying student form



### Worried about Being Bullied

You must only use this form if you really feel that you are being bullied and understand what bullying is. Please give this to your teacher or place the completed form in the bullying box.

My name

My Class

Date

<input type="text"/>	<input type="text"/>
----------------------	----------------------

Who is bullying me? What class are these students in?

How are the person/persons bullying me?

Describe what has happened and why you feel that you are being bullied





## Appendix 18: IST Strategic Plan Goals (2021-2025)



(Version 2)

### 1. Student Learning and Wellbeing

**Main goal: To provide excellent student learning opportunities and success in life**

- Have an excellent psycho-social environment and develop all students, socially, academically, emotionally and physically, including reference to Norwegian law and IB benchmarking (wellbeing)
- Explore and establish an international benchmark assessment system throughout the school so as to be in the top 5 schools in Norway (grunnskolepoeng) and in the top 5 schools in Nordic Europe (evaluation)
- Utilise and develop IB specific learning (ATL skills, service and action, language and numeracy, and the IB learning profile) and international mindedness so that there is a continuum of learning through the entire school (learning)

### 2. Human Resources

**Main goal: To have, keep and develop a quality focused, professional, motivated staff through the use of structures both instrumental (systemic) and wider mindset (psychological)**

1. Invest and develop all staff competencies and skills through IB courses and other international or local courses, in order that all are skilled regarding learning excellence (competence)
2. Further develop the work environment, utilising the IST core values and IB learner profile, so that the school is a positive, high quality and motivational place for all (motivation)
3. Broaden the understanding of all staff in international educational knowledge and values through involvement with CIS, ECIS and the Nordic Network (awareness)

### 3. Environment



---

**Main goal: To develop a quality IB and international learning environment, both in the school building and in the outside school environment**

- Develop quality learning resources (both physical and digital) that are fully fit for modern educational purpose (resources)
- Improve the school's physical environment so that it completely reflects an international mindset and the multicultural nature of the school (international minded)
- Improve and develop the outside areas of the school that it is an attractive and stimulating learning and wellbeing environment (learning and wellbeing)
- Ensure that IST becomes a sustainable school in line with established UN sustainable goals and the various international education sustainability initiatives (sustainability)

#### 4. Outreach

**Main goal: To ensure that IST has a voice, and is known as being a quality innovative international school, locally and internationally**

- Involve parents actively as partners for learning and social interaction in IST through open and proactive communication and positive constructive dialogue (communication)
- Ensure that IST is visible, known, and interacts proactively and effectively with the local community, such as the kommune, Grenland region, local partners and county (visibility and knowledge)
- Increase and extend contact with and awareness of IB and international schools (local and Nordic international schools and other IB schools) through partnerships, visits, job alike, courses and conference attendance (international mindedness)
- Utilise modern digital resources and systems to ensure that the IST website is high quality and used as the main gateway into the school (digital)

#### Notes:

- *This document is the result of staff, board, parent, student council and leadership cooperation, in particular the various board seminars during 2021.*



## Appendix 19: IST Action Plan (2021-2023)

### 1 Student Learning and Wellbeing

**Main goal: To provide excellent student learning opportunities and success in life**

- 1.1 Have an excellent psycho-social environment and develop all students, socially, academically, emotionally and physically, including reference to Norwegian law and IB benchmarking (wellbeing)
  - *Appoint a school counsellor or therapist*
  - *Reading system to younger students*
  - *Classroom teachers as pivotal in developing strong pastoral team around students*
- 1.2 Explore and establish an international benchmark assessment system throughout the school so as to be in the top 5 schools in Norway (grunnskolepoeng) and in the top 5 schools in Nordic Europe (evaluation)
  - *English and Norwegian language benchmark testing on school entry*
  - *International assessment system established throughout the school*
  - *EAL and NAL groups in PYP and MYP, where identified and viable*
  - *Further resources and books in foreign languages, EAL and NAL*
- 1.3 Utilise and develop IB specific learning (ATL skills, service and action, language and numeracy, and the IB learning profile) and international mindedness so that there is a continuum of learning through the entire school (learning)
  - *An established continuum throughout the school with clear goals and action at each grade level*
  - *Developing IST as a place for student ATL use in action including entrepreneur opportunities*
  - *CAS style activities at each grade level*
  - *Using digital learning, home learning, blended approach etc*

### 2 Human Resources

**Main goal: To have, keep and develop a quality focused, professional, motivated staff through the use of structures both instrumental (systemic) and wider mindset (psychological)**

- 2.1 Invest and develop all staff competencies and skills through IB courses and other international or local courses, in order that all are skilled regarding learning excellence (competence)
  - *Overview of competences and action needed including CPD*
  - *Time and information to staff regarding courses especially physical courses post-pandemic*
- 2.2 Further develop the work environment, utilising the IST core values and IB learner profile, so that the school is a positive, high quality and motivational place for all (motivation)
  - *Use a guest speaker (i.e. Ben Ward) for an international retreat similar to Gdansk in Autumn 2022*



- *Bowling, hockey, clubs etc for staff wellbeing*
- *Staff modelling core values in work and throughout school life*

2.3 Broaden the understanding of all staff in international educational knowledge and values through involvement with CIS, ECIS and the Nordic Network (awareness)

- *ECIS, CIS, Nordic Network and IB courses and conference attendance including NIBS job alike*
- *Visits to other international schools in Norway and further*
- *International speakers brought into to work with staff on specific IB and educational areas*

### 3 Environment

**Main goal: To develop a quality IB and international learning environment, both in the school building and in the outside school environment**

- 3.1 Develop quality learning resources (both physical and digital) that are fully fit for modern educational purpose (resources)
- *Appoint a suitable candidate as a school counsellor and develop internally this role*
  - *Staff and departmental activities to support wellbeing development*
  - *More books and media use in library to develop it as the school's media hub*
  - *Training for staff in digital learning, use of digital media and admin systems*
- 3.2 Improve the school's physical environment so that it completely reflects an international mindset and the multicultural nature of the school (international minded)
- *Upgrade all display boards throughout the school and add more where necessary*
  - *Enrich the school internal environment via the use of the IST logo and displays, and include more pictures and art to reflect international culture*
- 3.3 Improve and develop the outside areas of the school that it is an attractive and stimulating learning and wellbeing environment (learning and wellbeing)
- *New playground equipment with FAU support for funding*
  - *Improved the playgrounds and paths*
  - *Landscaping including plants and hedgerows to improve environment*
  - *Green flag status*
  - *Deepen links and partnership with the US embassy and other green focused external agencies*
- 3.4 Ensure that IST becomes a sustainable school in line with established UN sustainable goals and the various international education sustainability initiatives (sustainability)
- *Monthly UN theme and activity linked to a goal*
  - *Deepen collaboration with the Red Cross including students, staff and parents involved*

### 4 Outreach

**Main goal: To ensure that IST has a voice, and is known as being a quality innovative international school, locally and internationally**

- 4.1 Involve parents actively as partners for learning and social interaction in IST through open and proactive communication and positive constructive dialogue (communication)
- *Coffee mornings, staff-parent events and sports, socials*



- 
- *Use of digital media, website, videos etc*
  - *Parents helping with reading in school and mentor use of parents new to IST*
- 4.2 Ensure that IST is visible, known, and interacts proactively and effectively with the local community, such as the kommune, Grenland region, local partners and county (visibility and knowledge)
- *Monthly open days between Oct and Apr including coffee mornings*
  - *Use of posters, bus campaigns, visits, events, open days, social media etc where needed; bespoke marketing for select grade groups*
- 4.3 Increase and extend contact with and awareness of IB and international schools (local and Nordic international schools and other IB schools) through partnerships, visits, job alike, courses and conference attendance (international mindedness)
- *Photos, media clips and use of imagery on the IST website*
  - *Billboards, bus stops, offices, shopping centres, social spaces, community areas etc for marketing through locally*
  - *IB job alike, visits, NIBS, Nordic, workshops*
- 4.4 Utilise modern digital resources and systems to ensure that the IST website is high quality and used as the main gateway into the school (digital)
- *Use of other IS websites, media, clarity of purpose and goal in learning from elsewhere to improve the IST website*
  - *Facebook postings, clips and news information on the website*

**Please note:**

The yearly action plan is for the years 2021-2023 due to delays caused by the Covid 19 pandemic.



## Appendix 20: School Environment Duty of Action

### School Environment Duty of Action Form

#### Information

Student name	
Grade	
Class teacher	
Staff responsible	
Date begun	
Issue	

#### Duty of Action

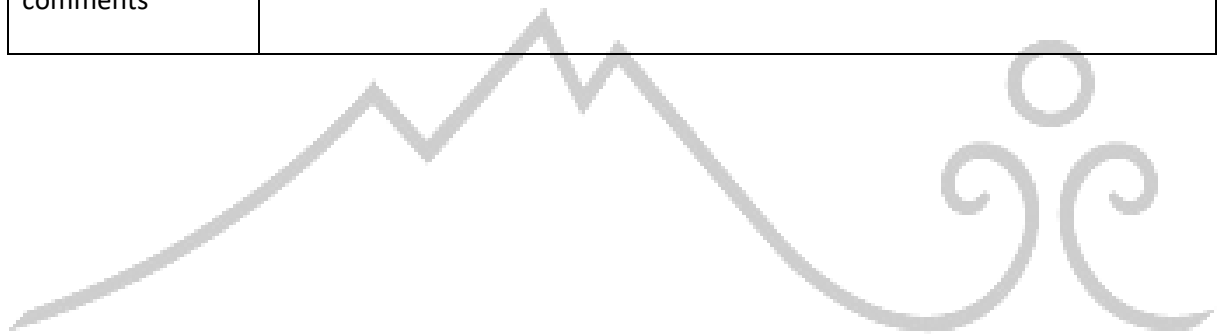
Monitor	Evidence of issue; origins	
Engage	What was done to act immediately?	
Notify	Information about when and who was informed	
Investigate	Interviews with students; evidence of issue	



Action	What definite action plan has there been	
--------	--	--

**Summary**

Resolution	
Date completed	
Further notes or comments	





## Appendix 21: Annual Principal-Employee Dialogue Questions

No	Question	Prompts	Response
1	What work or assignment do you find positive?	<ul style="list-style-type: none"><li>• Why does it go well?</li><li>• Reasoning</li></ul>	•
2	What work or assignment do you find less positive?	<ul style="list-style-type: none"><li>• Why not?</li><li>• Reasoning</li><li>• What can be changed by you, the leader or the workplace?</li></ul>	•
3	What do you think of your work environment?	<ul style="list-style-type: none"><li>• How do you use your qualifications, experience and background?</li><li>• Physical</li><li>• Psycho-social</li><li>• Reasoning</li></ul>	•
4	How could your work be improved?	<ul style="list-style-type: none"><li>• Own ideas</li><li>• What can you do?</li><li>• What can others do?</li></ul>	•
5	How do you experience your work and work life with your leader?	<ul style="list-style-type: none"><li>• Your own experience</li><li>• Reasoning</li></ul>	•
6	How do you experience your work and work life with your colleagues?	<ul style="list-style-type: none"><li>• Your own experience</li><li>• Reasoning</li></ul>	•
7	Do you have any work-related concerns?	<ul style="list-style-type: none"><li>• With leader, colleagues, environment or work</li><li>• Psycho-social</li><li>• Own experience</li><li>• Reasoning</li></ul>	•
8	Is there anything else you wish to mention?	<ul style="list-style-type: none"><li>• Anything that impacts or influences your work situation?</li><li>• Covid 19</li><li>• Other issues</li></ul>	•





## Appendix 22: IST Core Values

### Respect

- Treat all with integrity and have high expectations that others do the same
- Include, recognise, take care of and talk positively about each other
- Protect the environment and nature around us
- Be polite, listen to and include others, use positive body language
- Have strong values, lead by example, and be a role model to others

### Responsibility

- Have the agency and independence to act
- Collaborate positively and proactively
- Look after each other, oneself and the environment
- Take ownership for one's learning and actions

### Reliability

- Being dependable and respectful
- Act with integrity and work together towards common goals
- Cooperate with others and can be trusted

### Resilience

- Not giving into failure or giving up
- Have the strength to persevere
- Fulfil one's potential and succeed
- Trying again and learning from mistakes



**IST.... Inspiring Students Together**