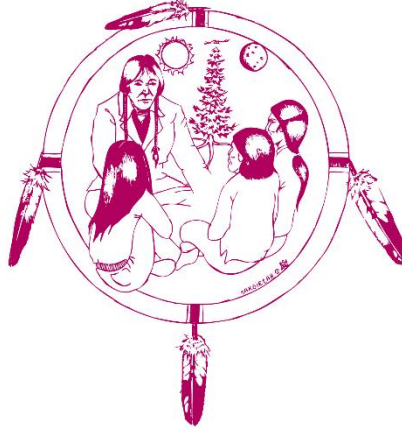


# Ahkwesáhsne Mohawk Board of Education



## POLICY 14

### HUMAN RESOURCE MANAGEMENT

#### Please Note:

AMBE policies are governance documents that state the Board's decision related to an area of operation by stating purpose, guiding principles, basic procedures, and key responsibilities.

AMBE senior management is accountable for implementing Board policies and expected to exercise good judgment when implementing the policies in the context of day-to-day operations. Where appropriate, senior management may decide to develop specific guidelines and procedures, Administrative Frameworks, to ensure the appropriate implementation of Board policy.

This policy was adopted for the first time by the Ahkwesáhsne Mohawk Board of Education (AMBE) on:

March 9, 2022

Subsequent amendments: *(These are important because it helps track the changes.)*

\_\_\_\_\_, 20\_\_

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## 1. Purpose

In the context of Policy 6: *General Administration*, the purpose of Policy 14: *Human Resource Management* is to outline the general areas of responsibility for the AMBE in relation to governance, management, and operations of its human resource services.

## 2. Definitions

2.1	Accountability	Taking responsibility and being able to justify actions and/or decisions, including accepting responsibility for decisions and actions of those one supervises.
2.2	Board Members	Includes both Trustees (Elected Members) and Ex-officio Members (Portfolio Chiefs and the Director of Education).
2.3	Competency	<p>Competency is comprised of three key elements: <b>knowledge, skill, and attributes</b>.</p> <p><b>Knowledge</b> is information a person knows, including theories, facts and procedures, and the ability to apply this information in different situations. <i>For example</i>, knowing the key steps to develop, implement, and evaluate a program or project.</p> <p><b>Skill</b> is the ability to perform an action with determined results developed through training and practice. <i>For example</i>, having the specific presentation skills to present the program or project to others.</p> <p><b>Attribute</b> is an inherent characteristic or quality and is often expressed as a thought, action, or feeling. <i>For example</i>, the ability to demonstrate leadership by staying positive and calm when confronted with challenges during program implementation.</p> <p>Competencies should be described in ways that are:</p> <ul style="list-style-type: none"> <li>● Linked to position or job performance requirements;</li> <li>● Observable;</li> <li>● Measurable; and</li> <li>● Transferable.</li> </ul>
2.4	Conflict of Interest (See Policy 16 for additional details)	An actual, perceived or potential conflict between a staff member’s official duties and responsibilities and a competing interest or obligation, whether personal or involving a third-party, including participating in decisions which impacts a family member, personal friends and/or business partners or associates, such as:

		Directly engaging in hiring and/or supervising a family member, personal friends and/or business partners or associates; and/or Recommending and/or submitting a family member, personal friends and/or business partners or associates for a position or award.
2.5	Diversity	Diversity encompasses understanding, acceptance, and respect for each person’s unique identity, resulting in the creation of a safe, positive, and nurturing environment where everyone is valued, recognized, and celebrated.
2.6	Equity	Treating students, parents/guardians, teachers, staff, management, and all members of the Ahkwasáhsne Mohawk Board of Education community with fairness, impartiality, and the principles of merit.
2.7	Inclusion	Inclusion is about consciously striving for equity through our policies, programs, services, and outcomes. It is about embracing, respecting, accepting, and valuing differences from an asset perspective.
2.8	Innovation	Innovation in education encourages AMBE teachers and students to explore, research, and consider using all available tools to uncover something new. It involves a different way of looking and resolving problems. The process of finding a solution will help our students to develop their creativity and problem-solving skills.
2.9	Integrity	Being honest, ethical, and demonstrating strong moral principles consistent with Akwesasne Mohawk culture and traditions.
2.10	Principles of Merit	Pre-determining criteria that is applicable to all decisions related to the Board, students, parents/guardians, teachers, staff, management, and contractors. For example, basing selection on specific knowledge, skills, and experience required for a specific position; or defining the criteria to be eligible for a particular grant.
2.11	Qualifications	Qualification includes education, formal training, and experience necessary to successfully execute the roles and responsibilities required by a specific position or job.
2.12	Senior Leadership Team	Members of the Senior Leadership Team comprise of: <ul style="list-style-type: none"> <li>● Director of Education;</li> <li>● Superintendent Educational and Student Services;</li> <li>● Superintendent Language and Curriculum;</li> <li>● Superintendent Financial Services;</li> <li>● Associate Director Post-Secondary Adult Learning;</li> <li>● Transportation Supervisor; and</li> <li>● School Principals.</li> </ul>

### 3. Principles and Directives

#### 3.1. Guiding Principles

- 3.1.1 The AMBE Board understands the importance of upholding Ahkwasáhsró:non and Hotinoshon:ni principles as reflected in practices that value accountability, equity, diversity, inclusion, integrity, and principles of merit.
- 3.1.2 The AMBE recognizes its role in all areas of human resource services including governance, management processes, labour relations, and the importance of coordinating with the MCA.
- 3.1.3 The AMBE acknowledges the importance of focusing on recruitment, selection, performance management, and coordination of professional learning to ensure staff retention, capacity development, and well-being.

### 3.2. Expectations

- 3.2.1 The Board expects that the implementation of human resources governance, management, processes, professional learning coordination, performance management, and labour relations will incorporate the principles, directives, and procedures outlined in all AMBE and MCA policies, including but not limited to: *Policy 3: Board Conflict of Interest*, *Policy 6: General Administration*, and *Policy 16: Staff Conduct and Conflict of Interest*.

## 4. Procedures

### 4.1. Human Resources Governance

The AMBE Board of Trustees recognizes its responsibilities with regards to *Human Resources Governance*, which includes the following responsibilities:

- Managing the Legal Context;
- Policy Development and Implementation;
- Advice and Guidance to the AMBE Board of Trustees; and
- Risk Management.

#### 4.1.1. Managing the Legal Context

- The legal regulation of human resource management applies to all aspects of an employment relationship from recruitment through to when the employee leaves the organization, and even after the employee leaves the organization, for example in the case of pensions.
- Employment is heavily regulated through several mechanisms to ensure the fair treatment of all employees including:
  - MCA General Personnel Policy;
  - AMBE Collective Agreement;
  - Canada Labour Code; and
  - Canadian Charter of Rights and Freedoms.

#### 4.1.2. Policy Development and Implementation

- The AMBE Board of Trustees is responsible for the equitable implementation of human resources processes and practices.
- The Director of Education with the support of the Human Resources Generalist will ensure that all approved human resource policies and related practices are implemented in the spirit of accountability, equity, diversity, inclusion, integrity, and principles of merit.

#### 4.1.3. Advice and Guidance to the AMBE Board of Trustees

- The Director of Education with the support of the Human Resources Generalist, and if appropriate AMBE Board Trustees with expertise in human resource, will provide advice and guidance to the AMBE and Senior Leadership Team to ensure that the AMBE is in compliance with all relevant human resource laws, regulations, policies, and administrative frameworks.

#### 4.1.4. Risk Management

- The AMBE has a moral and legal obligation to make every effort to mitigate risk by attending to the safety and well-being of: the students and community it serves, those who work for it, and others who come into contact with, or are affected by its operations.
- The AMBE must position itself to take advantage and/or address potential opportunities and risks in the short and long term.

- The AMBE must have a systematic approach to incorporating risk management into all planning and decision-making.
- Therefore, Human Resource Services should consider the management of risk in its policies and practices.
- Potential opportunities and/or risks associated with human resource management include:
  - Recruitment and selection management;
  - On-boarding and orientation strategies;
  - Performance management;
  - Employee conduct, including conflict of interest;
  - Compensation and benefits;
  - Technological competence of the workforce; and
  - Securing data off-line and on-line.

## **4.2. Human Resources Policy**

The AMBE Board of Trustees recognizes its responsibility in ensuring that *Human Resources Policy* consider the key elements of human resources services including but not limited to:

- Recruitment and Selection;
- Orientation and Onboarding;
- Employee Engagement and Retention;
- Talent Management and Development;
- Departure and Offboarding; and
- Retirement.

### **4.2.1. Recruitment and Selection**

- The AMBE must attract, recruit, and select the most qualified people to achieve its strategic objectives and to increase its reputation as an employer of choice. (Policy 501, 505)
- In its recruitment and selection processes, the AMBE must ensure that all processes reflect the core values of accountability, equity, diversity, inclusion, integrity, and principles of merit.

### **4.2.2. Onboarding and Orientation (Policy 507)**

- It is important for new employees to develop a positive impression and experience from the start of their employment.
- Therefore, the AMBE must establish clear and articulate processes for onboarding and orientation of all new employees and employees taking on a new position that introduces them to:
  - The AMBE's Mission, Vision, Values, Strategic Plan, organizational culture, policies, practices, and expectations related to their position; and
  - The working conditions and tools necessary to become successful in their day to day responsibilities.

### **4.2.3. Employee Engagement and Retention**

- Employees who are engaged in meaningful work are more productive, content, and more likely to be loyal and remain with the AMBE.

- Therefore, the AMBE must create working conditions where the staff (*management, teaching, and support personnel*) collaborate to ensure their work is meaningful and engaging.

#### **4.2.4. Talent Management and Development**

- Talent management and development includes all processes and programs that the AMBE will utilize to assess and develop talent, which is an important link between talent development and talent recruitment. (Policy 505)
- Management and development of employee talent provides the opportunity to consider succession planning by encouraging employees to develop their competencies and qualifications to meet the requirements of successive positions within the AMBE, which provides greater opportunity for retention.
- Talent management and development should include, but is not limited to, providing:
  - Professional learning experiences;
  - Specific training and competency development;
  - Leadership development;
  - Mentorships; and
  - Internships.

#### **4.2.5. Departure and Offboarding**

- It is important for AMBE employees to leave the AMBE with a positive impression and experience, leaving the door open for the employees to return or become an AMBE ambassador.
- Therefore, the AMBE must establish a clearly articulated process for employee departure and offboarding that may include, but is not necessarily limited to, an exit interview.

#### **4.2.6. Retirement (109)**

The AMBE recognizes that:

- AMBE staff should be well versed with requirements for retirement and associated benefits.
- The AMBE must take the opportunity to thank and celebrate employees that are retiring.

### **4.3. Human Resources Management**

The AMBE Board of Trustees entrusts the Director of Education with the responsibility for *Human Resources Management*, including:

- Managing Personnel
- Human Resources Planning;
- Job Analysis;
- Job Descriptions;
- Classification;
- Monitoring and Reporting; and
- Human Resource Services Evaluation.

#### **4.3.1. Personnel Management**

- The AMBE Board of Trustees delegates to the Director of Education the following responsibilities related to the management of personnel for which the Director of Education is to establish clear, articulate, and transparent written practices (*administrative*

frameworks) that demonstrate the values of accountability, equity, diversity, inclusion, integrity, and principles of merit:

- **Maintenance of Personnel Records**, ensuring that for each employee of the AMBE there is a complete personnel record kept confidentially, which includes all documentation relevant to recruitment and selection, job assignment, payroll, discipline, termination of employment, and any other correspondence between the Board and the employee. (Policy 505)
- **Recruitment and Selection**, ensuring that positions and jobs are advertised appropriately and that the relevant articles of the MCA General Personnel Policy, AMBE Collective Agreement, and AMBE Policies and related administrative frameworks are followed and applied. (Policy 504)
- **Staff Assignments**, ensuring that senior management, Principals, and staff members are consulted on their assignments, and ensuring that relevant articles of the MCA General Personnel Policy and AMBE Collective Agreement, including but not limited to classroom assignments, and transfers. (Policy 506)
- **Leaves and Absences**, ensuring that the relevant articles of the MCA General Personnel Policy, AMBE Collective Agreement, AMBE Policies, and related administrative frameworks are respected, including bereavement, compassionate leave, maternity or adoption leave, paternity leaves, personal leaves, court leaves, and other leaves with or without pay. (Policy 513)
- **Performance Evaluation and Follow-up**, ensuring that:
  - There is a clearly articulated process for each category of staff (*management, teaching, and support personnel*); (Policies 521, 524, 525, 526)
  - The process is designed to support and encourage professional improvement as supported through professional learning opportunities and experiences; and
  - When necessary leads to appropriate action to ensure the quality of service provided to our students and the Akwesasne Community. (Policy 511)
- **Recognition of Retirement and Outstanding Accomplishments**, ensuring that employees are appropriately recognized when retiring or when they have achieved an outstanding accomplishment, presenting to the Board of Trustees a proposed plan and budget for such recognition. (Policy 109)

#### 4.3.2. Human Resources Planning

- Human resources planning is essential to ensure that the AMBE recruits, retains, and optimizes the people it employs to meet the AMBE's Mission, Vision, Values, and Strategic Plan.
- In order to proactively avoid talent shortages or surpluses and achieve a balance of talent based on need, the AMBE must engage in effective, systematic, and ongoing human resources planning. (Policy 501)

#### 4.3.3. Job Analysis

- The main purposes of undertaking a job analysis process is to:
  - Identify the specific duties and responsibilities related to a particular position or job;
  - Assess the competencies and qualifications required to fulfill the particular position or job;
  - Establish titles, pay grades, and determine salary levels;
  - Analyze professional learning requirements for the position or job; and
  - Ensure availability of professional learning required.



- Job analysis involves collecting and recording job-related data including:
  - Duties and responsibilities of a particular position or job;
  - Competencies and qualifications required to perform the particular position or job; and
  - Physical and emotional characteristics required to effectively implement the required duties and responsibilities.
- Therefore, the AMBE must ensure that each position or job within the AMBE must have an accurate and clear job description that reflects the competencies and qualifications required.

#### 4.3.4. Job Descriptions

- Job descriptions are useful in identifying legal requirements, career planning, and offering professional learning opportunities. (Policy 505)
- Job descriptions are used for a variety of reasons, such as but not limited to:
  - Recruitment and selection for specific jobs and positions;
  - Identifying reasonable adaptations that the position or job can accommodate; and
  - Conducting performance reviews. (Policy 505)
- Job descriptions are useful, plain-language tools that explain the tasks, duties, function, and responsibilities of a specific position or job, including:
  - The purpose of the work as it relates to the AMBE's Mission, Vision, Values, and Strategic Plan;
  - The competency and qualification required; and
  - The performance expectations and deliverables for the specific position or job. (Policy 505)
- Therefore, the AMBE must have accurate and clear job descriptions that provide both the employee and the supervisor with a resource to be used to establish job performance, expectations, and deliverables for the purpose of ongoing supervision and performance evaluation. (Policy 505)

#### 4.3.5. Classification

- Classification of jobs or positions must be based on an evaluation of the duties and responsibilities assigned to a position. (Policy 505)
- Classification Principles, which govern job evaluation are:
  - **Relativity**, which ensures positions are classified similarly for the same kind and level of work performed.
  - **Consistency**, which safeguards that classifications are applied equitably across the AMBE to ensure fair treatment of employees.
  - **Reasonableness**, which guarantees that job evaluation is based on facts and objective evidence and not on favoritism, performance, or bias.
- Therefore, based on the norms established in the MCA General Personnel Policy and the AMBE Collective Agreement, the principles of *relativity*, *consistency*, and *reasonableness* must be considered when classifying a position or job.

#### 4.3.6. Monitoring and Reporting

- Regular reporting enables the AMBE to have a pulse on AMBE Schools and Centers by tracking key workforce metrics.
- New trends and opportunities can be spotted early on, and emerging challenges or issues can be addressed before they significantly impact the AMBE.

- Therefore, the AMBE must have accurate, clear, and articulate reporting tools to inform the AMBE Board of Trustees, Director of Education, and Senior Leadership Team of relevant and important developments in their Schools and Centers.
- These tools must be transparent, and highlight accomplishments, track key challenges, and issues related but not limited to: recruitment, selection, and orientation data; retention and turnover rates; medical and other leaves; grievance data; and effectiveness of talent management strategies.

#### **4.3.7. Human Resource Services Evaluation**

- Human Resource Services evaluation enables the AMBE to assess its progress in relation to AMBE's Mission, Vision, Values, and Strategic Plan. (Policy 501)
- Therefore, the Human Resource Services evaluation process should be based on the assessment of desired outcomes related to established long, medium, and short-term goals for the AMBE's Human Resource Services as outlined annually in the AMBE Strategic Action Plan. (Policy 501)

#### **4.4. Professional Learning Coordination (Policy 514)**

The AMBE Board of Trustees recognizes the importance of *Professional Learning Coordination* and further entrusts the Director of Education to:

- Ensure that the AMBE is managing and developing staff talents;
- Create an environment that promotes learning, innovation, and the transference of knowledge;
- Connect professional learning to the *AMBE Strategic and Action Plans*, leading to an increased probability of student success and career aspiration, while offering relevant and ongoing professional excellence; and
- Provide AMBE Schools and Centers with a process and model for creating staff learning plans.

##### **4.4.1. Professional Learning Coordination Activities**

- Professional learning coordination includes:
  - Needs assessment related to professional learning;
  - Identification of specific professional learning required;
  - Planning, development, and implementation of professional learning sessions and experiences as identified in section 4.2.4 of this policy; and
  - Assessment of effectiveness of professional learning.
- It is essential that all of these coordination activities be considered when providing professional learning.

#### **4.4.2. Competency Development**

- A competency model defines what performance success should look like within the AMBE for each individual position.
- Core competencies for AMBE staff include, but is not limited to, the following:
  - Student Centered Perspective and Approach
  - Organizational Awareness and Commitment
  - Strategic Thinking
  - Communication
  - Relationship Building and Teamwork
  - Leadership
  - Innovation
- Therefore, these and other core competencies relative to a specific position or job should be considered when planning, developing, and implementing professional learning sessions and experiences.

#### **4.5. Coordination of Performance Management (Policies 521, 524, 525, 526)**

The AMBE Board of Trustees further entrusts the Director of Education with the following responsibilities related to the management of personnel including the following key elements:

- Talent Management;
- Supervision; and
- Performance Evaluation.

##### **4.5.1. Talent Management**

- The AMBE considers its employees to be its most important resource and largest investment.
- Therefore, our capacity to thrive and grow is dependent on the ability to offer our employees the appropriate opportunities to develop the competencies needed to fill both existing and future roles within the AMBE.

##### **4.5.2. Supervision**

- Supervision is a process which provides staff with the opportunity to reinforce positive behaviours and results, clarify and resolve issues and dilemmas presented at work in an effort to enhance work performance, reduce the risk of burn-out, and increase job satisfaction.
- Therefore, the supervision process should provide a safe, supportive opportunity for individuals to engage in critical reflection in order to celebrate successes, explore challenges, and promote innovation as a way of increasing student success.

##### **4.5.3. Performance Evaluation**

- Performance evaluation is key to providing the AMBE with information that is essential to ensuring student success and the quality of service it provides to the Akwesasne Community.
- It provides information essential to maintaining and improving the quality of staff performance leading to the setting of performance goals and the targeting of professional learning opportunities.
- Therefore, performance evaluation should enhance communication and build professional working relationships by providing employees with feedback to improve or maintain job performance through:

- Recognition of job-related accomplishments;
- Identification of areas for employee development;
- Setting of performance goals for the next review period; and
- Targeting professional learning opportunities.

#### 4.6. Labour Relations

The AMBE recognizes the importance of positive *Labour Relations*, and further entrusts the Director of Education with the assistance of the HR Generalist to manage the following activities:

- Ensuring Respect in the Workplace;
- Management of the GPP and AMBE Collective Agreement;
- Negotiations; and
- Grievances.

##### 4.6.1. Ensuring Respect in the Workplace

- The AMBE recognizes its responsibility to build and maintain a diverse, equitable, inclusive, respectful workplace where all employees enjoy an environment in which the dignity and self-respect of every person is valued, and where the workplace is free of inappropriate behaviour and offensive remarks and material. (Policy 501)
- All employees share in this responsibility and are expected to exhibit honesty, integrity, and high standards of personal conduct as indicated throughout AMBE policy, and particularly *Policy 16, Staff Conduct and Conflict of Interest*.

##### 4.6.2. Management of the GPP and AMBE Collective Agreement

- The AMBE is responsible for managing the GPP and AMBE Collective Agreement established with its staff;
- It is committed to applying the provisions of the GPP and AMBE Collective Agreement with equity, integrity, and based on the principles of merit.

##### 4.6.3. Negotiations

- The Director of Education will provide the MCA with recommendations for adjustments and changes to the AMBE Collective Agreement, and support the MCA negotiators as required.

##### 4.6.4. Grievances

- The Director of Education will ensure that the AMBE works actively to establish working conditions that encourage positive working relationships. However, when there are differing views and grievances arise, the Director of Education will:
  - Ensure the grievance process as established in the GPP and AMBE Collective Agreement is respected and implemented with integrity;
  - Actively work towards building an understanding of the issue or situation and establishing mutual respect for the differences in perspectives;
  - Ensure the AMBE maintains all documentation related to the grievance; and
  - Respectfully implement the arbitration decision, should the grievance lead to arbitration.

## 5. Roles and Responsibilities

### 5.1. Board Members

Board Members will:

### **Human Resource Governance**

- Be familiar with and comply with all applicable laws and regulations related to Human Resources.
- Analyze and provide feedback on risks to the AMBE identified by the Director of Education and the Senior Leadership Team.
- Work with the Director of Education to mitigate risk.
- Take advantage of Trustees' legal, human resource, and risk management expertise.
- Provide reasonable levels of human, financial, and material resources necessary for the implementation of this policy.
- Respect the MCA requirements related to human resources.

### **Human Resource Policy**

- Ensure that the AMBE has appropriate human resource policies and related practices that comply with applicable laws and regulations and minimize organizational risk and exposure.
- Review and approve all human resource related policies in accordance with all applicable laws and regulations.

#### **Human Resource Management**

- Review and approve changes recommended to the organizational chart.
- Participate actively in the hiring of the Director of Education, and support the Director of Education in the hiring of other senior executive positions.
- Review and provide feedback on human resource services related reports submitted by the Director of Education.
- Ensure that the Director of Education has developed and implemented appropriate human resources administrative framework and practices in accordance with all applicable laws, regulations, and policies with particular attention to this policy.

### **Coordination of Performance Management**

- Actively participate in the formal evaluation of the performance of the Director of Education annually.

## **5.2. Director of Education**

Director of Education will:

### **Human Resource Governance**

- Be familiar with all legal and regulatory requirements related to enforcing this policy.
- Develop short, medium, and long-term goals and objectives for Human Resource Services.
- Evaluate Human Resource Services with the Senior Leadership Team to assess its progress in relation to the AMBE's Mission, Vision, Values, and Strategic Plan.
- Develop risk management strategies as required with the Senior Leadership Team.
- Provide the Board with timely reports of any risks to the AMBE for analysis and feedback.
- Oversee the implementation of risk management strategies in partnership with the Senior Leadership Team.
- Work with the Board to mitigate risk.
- Analyze and review quarterly Human Resource Reports prepared by the Human Resource Generalist.
- Prepare and submit a summary of the Reports to the Board.

### **Human Resource Policy**

- Ensure this policy and any related administrative frameworks are being implemented appropriately in order to mitigate risk to the AMBE.

- Submit to the Board as required policy recommendations for consideration, and administrative frameworks for feedback and information.

#### **Human Resource Management**

- Fulfill all responsibilities and duties related to the management of personnel as articulated in article 4.3.1, by establishing clear, articulate, and transparent written practices (*administrative frameworks*).
- Develop the organizational chart with the Senior Leadership Team and Human Resource Generalist for approval by the Board.
- Share with the Board decisions related to staffing to ensure the Board is well informed prior to information circulating within the community.
- Share with the Board messaging to staff, community members, and the public at large related to human resources.

#### **Professional Learning Coordination**

- Ensure professional learning opportunities are aligned with the *AMBE Strategic and Action Plans*.
- Review and approve professional learning opportunities available to AMBE staff.

#### **Coordination of Performance Management**

- Formally evaluate the performance of the Senior Leadership team annually; and
- Ensure that performance evaluation is carried out throughout the AMBE as required.

#### **Labour Relations**

- Ensure that the AMBE provides a respectful workplace, free of inappropriate behaviour, and offensive remarks and material.
- Provide the MCA with recommendations for adjustments and changes to the AMBE Collective Agreement, and support the MCA negotiators as required.
- Ensure that the AMBE works actively to establish working conditions that encourage positive working relationships.
- Ensure that the grievance process established in the GPP and AMBE Collective Agreement is respected and implemented with integrity, and actively work towards building an understanding of emergent issues or situations to establish mutual respect for the differences in perspectives.
- Ensure the maintenance of all documentation related to the grievance.
- Ensure that arbitration decisions are implemented respectfully.

### **5.3. Senior Leadership Team**

Senior Leadership Team will:

#### **Human Resource Governance**

- Provide the Director of Education with recommendations related to the development and revision of Human Resources policies and related administrative frameworks.
- Contribute actively to the development of risk management strategies to protect the interests of the AMBE.

#### **Human Resource Management**

- Assist the Director of Education in fulfilling the responsibilities and duties related to the management of personnel as articulated in article 4.3.1.
- Develop the organizational chart with the Director of Education and Human Resource Generalist.
- Participate actively in the evaluation of the AMBE Human Resource Services to ensure it is serving and responding to the AMBE's Mission, Vision, Values, and Strategic Plan.

- Provide the Director of Education with recommendations related to the development and revision of Human Resources Administrative Frameworks.

#### **Labour Relations**

- Ensure that the AMBE provides a respectful workplace, free of inappropriate behaviour, and offensive remarks and material.

### **5.4. Supervisors and Managers**

Supervisors and Managers will:

#### **Professional Learning Coordination**

- Approve the professional learning plans (*see AF14-4*) submitted by the employees that report directly to them.

#### **Coordination of Performance Management**

- Annually evaluate the performance of the employees that report directly to them.

#### **Labour Relations**

- Ensure that the AMBE provides a respectful workplace, free of inappropriate behaviour, and offensive remarks and material.

### **5.5. Human Resource Generalist**

Human Resource Generalist will:

#### **Human Resource Policies**

- Assist the Director of Education in the development and implementation of Human Resource policies and related administrative frameworks.

#### **Human Resource Management**

- Assist the Director of Education in fulfilling the responsibilities and duties related to the management of personnel as articulated in article 4.3.1.
- Provide knowledge and expertise in all areas of human resources including governance, management processes, policies, professional learning coordination, coordination of performance management, and labour relations.
- Maintain focus and attention on recruitment, selection, performance management, and coordination of professional learning to ensure staff retention, capacity development, and well-being.
- Develop a quarterly Human Resource Report which will:
  - Track workforce data; and
  - Identify new trends and opportunities and emerging challenges or issues.
- Submit quarterly Human Resource Reports to the Senior Leadership Team for their review, feedback, and action.
- Develop and maintain the organizational chart in consultation with the Director of Education and Senior Leadership Team, for approval by the Board of Trustees.
- Assist the Director of Education in the development and implementation of Human Resource Administrative Frameworks related to:
  - Recruitment and Selection;
  - Onboarding and Orientation;
  - Celebrating Achievements and Milestones;
  - Fostering Professional Learning for Student Success; and

- Evaluation processes for all staff groupings.

#### **Job Analysis, Description and Classification**

- Undertake a detailed job analysis for the purposes of classification, hiring, retaining, talent management, and identifying appropriate professional learning coordination.
- Prepare a job description which includes specific tasks, duties, function, and responsibilities for each position.
- Classify each position based on an evaluation of the duties and responsibilities assigned to a position.

#### **Professional Learning Coordination**

- Develop professional learning opportunities based on:
  - Needs assessment;
  - Competency development; and
  - Coaching and mentoring opportunities.
- Ensure professional learning opportunities are aligned with the *AMBE Strategic and Action Plans*.

#### **Performance Management Coaching**

- Develop tools related for:
  - Talent management;
  - Supervision; and
  - Performance Evaluation.

#### **Labour Relations**

- Provide the Director of Education with support in managing the GPP and AMBE Collective Agreement.
- Ensure that the AMBE provides a respectful workplace, free of inappropriate behaviour, and offensive remarks and material.

### **5.6. AMBE Staff**

AMBE Staff will:

#### **Policy Implementation**

- Review and implement this Policy and other related policies and administrative frameworks relevant to their position and/or job.

#### **Professional Learning Coordination**

- Prepare and submit a professional learning plan to direct supervisor for approval.

#### **Labour Relations**

- Ensure that the AMBE provides a respectful workplace, free of inappropriate behaviour, and offensive remarks and material.



## 5.7. Superintendent of Financial Operations

Superintendent of Financial Operations will:

### Human Resource Management

- Ensure the availability of financial resources required to effectively implement this Policy.

## 6. Policy Review and Revision

### ○ 6.1 Principles and Directives

6.1.1 It is important for the policies of the Akwesáhsne Mohawk Board of Education to remain current and serve the best interest of Akwesasne students and the Akwesasne community.

6.1.2 The Board of Trustees recognizes that this policy should be reviewed at a minimum of every 5 years and/or when the legal or regulatory requirements of the Mohawk Council of Akwesasne change or the Board must meet new government obligations.

### 6.2 Procedures

6.2.1 The Board of Trustees will establish a timeline for the regular review of this policy that requires the policy be reviewed at the minimum 5 years from the date of approval by the Board or as required by new circumstances or obligations.

### 6.3 Roles and Responsibilities

The Board of Trustees will:

6.3.1 Establish a timeline for the regular review of this policy and ensure that it is respected; and

6.3.2 Ensure that this policy is reviewed at a minimum every 5 years from the date of approval, or when the legal or regulatory requirements of the Mohawk Council of Akwesasne change or the Board must meet new government obligations.

The Director of Education will:

6.3.3 Initiate a review of this policy at a minimum every 5 years from the date of approval, or when the legal or regulatory requirements of the Mohawk Council of Akwesasne change or the Board must meet new government obligations.