

NGA IWI SCHOOL



PRINCIPAL APPOINTMENT

Application Pack
2018



Kia ora, talofa lava, kia orana, malo e lelei, bula vinaka, xin chao, fakaalofa lahi atu, malo ni, fakatalofa atu, min-ga-la-ba, TaL Rayr Ban NaLL, hello!

Thank you for expressing interest in the position of Principal at Nga Iwi School.

We are looking for a new Principal to lead our school from Term 4, 2018, unless otherwise negotiated. Applying proven, innovative and inspiring leadership, the successful applicant will be well supported by a committed and dynamic leadership team, a dedicated and professional staff, a motivated board, an engaged parent body and a welcoming local community.

Nga Iwi is seeking applications from passionate educators with an inclusive leadership style that inspires, motivates and empowers others, while keeping student wellbeing and achievement at the heart of decision making. Our new principal will be a dynamic and engaging leader who is passionate about inspiring learning in a planned, innovative and collaborative way. Our Principal will guide our school through its next phase of development by ensuring we continue to build on the excellent foundation that is already in place for our school community.

The following documents and links are included with this application pack:

- Information about our school
- Criteria for appointment
- Information for applicants
- Recruitment process timeline
- Draft performance agreement

The following separate documents accompany this application pack:

- Application for appointment
- Referee report template

Further information about the school can be obtained from the school website

<http://www.ngaiwi.school.nz>

The application for appointment is to be returned with your CV and covering letter by **1:00 pm on Friday 20 July 2018** either by:

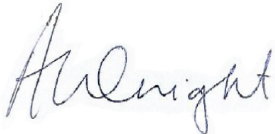
- Email to: admin@educationgroup.co.nz (subject line: Nga Iwi School Principal position)
OR
- Deliver to: Roger Harnett, The Education Group Ltd, Level 1, 24 Manukau Road, Epsom

Referee report forms are to be given to your **three** referees for them to return directly to The Education Group Ltd by **Wednesday 18 July**. The new Principal appointee will commence at the beginning of Term 4, 2018 unless otherwise negotiated.

For any further queries please contact the Education Group office (Ph: 09 920 2173; email admin@educationgroup.co.nz) or Roger Harnett, the appointment advisor (Ph: 022 020 1250; email: rogerharnett@educationgroup.co.nz)

Once again, thank you for your interest in the position.

Nga mihi nui

A handwritten signature in black ink, appearing to read 'AWright', written in a cursive style.

Agnes Wright
Chairperson
Nga Iwi School Board of Trustees

AN INTRODUCTION TO NGA IWI SCHOOL



To grow learning-empowered & empathic children

Nga Iwi School (NIS) is a co-educational state primary school catering for Year one to six students in the heart of Mangere, South West Auckland. The student population of approximately 400 is predominantly of Pacific nations with Samoan being the largest cohort and the next largest group being Māori. Other cohorts include Tongan, Cook Island, Niue, Tokelauan, Fijian and Asian. Nga Iwi School has a rich history. In 1972, following local iwi collaboration (Tainui tribe), the school opened with the name Nga Iwi meaning "People of the land be one: Nga iwi o te motu kia kotahi". In 2017, consultation with the school's Tū Pakari leader led to a refinement to the translation, subsequently adding in the Māori word 'ai' at the end of the whakataukī. Nga Iwi School sits on land that was gifted to the former Education Department by the late Māori Queen, Te Atairangi Kaahu. The name Nga Iwi originates from the one of the first tribes that came to and still resides in Mangere today. The spiritual significance of the naming of the school and the blessing of the land was conducted by local and renowned kaumatua, Maurice Wilson. We have also had descendants of Maurice work alongside us as Kaiārahi i te reo Māori. In 2017, one of the Board's strategic initiatives was to engage a Māori Kaiako to support the school's Te Reo Māori and tikanga class programmes.

A Maori Bilingual unit is part of the school and caters for Year four to six children whose parents/whānau choose to enroll. We were privileged to have had Koro Maurice bless our Māori unit in the past. We have also had Koro Bobby Karaka and Jim Rauwhero (descendant of the area) bless the Orchard prior to using it as the current book space. Today, our diversity continues to provide rich opportunities for learning and connecting with the community we represent.

We have a very supportive Board of Trustees who emphasize and maintain a positive focus on growing our children's learning. The school is situated on a large site and continues to undergo review and development of the property and grounds. Beautification of the grounds continues, including strengthening our education for sustainability initiatives (E4S) e.g. vegetable gardens, two orchards, Harakeke sanctuary, worm farms. We have recently reached Enviro School status. We have a large hall, library, covered classroom areas, three large covered children's playgrounds, a bicycle track, grass fields, soft and hard-court areas.

PERSONNEL

There are currently 16 teaching staff, one Learning Support teacher, one Kaiako, 13 support staff (which includes two administrators, one community liaison/playgroup staff member, Librarian, caretaker) and seven Learning Assistants. The senior leadership team includes the Principal and two Associate Principals. In 2016, three Team Leaders were appointed to grow a middle leadership team and support the strategic direction of the school and continue in 2018. We are proud of our children's enthusiasm for learning and our inclusive environment.

PROFESSIONAL & THINKING CAPITAL

Learning-focused culture; relational practice

At Nga Iwi School we believe that children and adults are capable of becoming **"better than before" (BTB) kia pai ake** – applying a **"growth mindset"** to learning and relating to others (Dweck, 2006). We are committed to **I CarE** in teaching, learning and wellbeing which links to our vision:

“To grow learning-empowered and empathic children”. Therefore, we will seek ways to grow our children’s engagement, presence and achievement by supporting our teachers to maximize children’s **“learning power”** (Claxton, 2006) capabilities through Teaching as Inquiry and GROWTH coaching processes.

SELF REVIEW / EVALUATION

Receive-Reflect-Respond

We grow our professional and thinking capital through continuous self-review. The internal evaluation process at NIS is locally named: **RECEIVE-REFLECT-RESPOND**. We receive sources of relevant information, we reflect on it, and then we respond in culturally responsive ways that will grow our children, staff and community. Continuous self-review/evaluation occurs at all levels – self, class, team, leadership, Board of Trustees and community, both internal and external.

SCHOOL BASED CURRICULUM

Regular evaluation of both teaching and learning assists us to identify priorities and make BTB improvements that benefit our children’s success. We have a dedicated staff with diverse experience and knowledge, providing rich, creative and challenging curriculum for our children to access and excel in. All professional learning development (PLD) is linked to the school’s strategic direction and supported by curriculum leadership action plans.

PEDAGOGY

Our school-based curriculum aligns with the New Zealand Curriculum with a drafted Curriculum Handbook completed in 2017. Our programmes are also supported by Te aho arataki marau mo te ako i te reo. Our children are empowered to access quality curriculum programmes.

Our key practices include:

Positive relationship management

Assessment for learning

Collaborative learning

Student inquiry learning

with a focus on:

Literacy and mathematics

Rich, creative and challenging curriculum

Growth Mindset and Learning Power

Applying:

Teaching as Inquiry - evidence-based practice through GROWTH coaching

NGA IWI SCHOOL VALUES

TALK + ACTION (repeatedly, over time) = HABIT

The School values of **I CarE** align with the NZC values and are deliberately promoted, modeled, explored and developed at Nga Iwi School. The values underpin our school wide expectations and Care/Manaakitanga is part of all. We expect that over time and in a range of settings, our tamariki learn to think, say and act the values of **I CarE** until they become lifelong habits. The values will be explicitly articulated and enacted in a range of settings – “Take **I CarE** everywhere”. In 2017 further review continued with updating our **I CarE** matrix. Importantly, the reviewed values bring biculturalism to life within the school and provide connections with our community.

2018 ERO report

The 2018 ERO report states

'Nga Iwi School is highly effective in achieving equitable and excellent outcomes for children. In the past three years there has been a deliberate and strategic approach to lifting achievement.

The majority of children are achieving at or above expected curriculum levels. Since ERO's 2015 review, writing achievement has lifted significantly. Achievement data indicate that over time children have made accelerated progress in writing and in reading. Over 70 percent of children are now achieving at expectation in reading and mathematics. Improved assessment and moderation systems and practices have contributed to this very good progress.

Children are well supported to become confident, resilient learners who flourish in a culturally responsive learning environment. Their wellbeing is strongly evident at all levels of the school. Children proudly express their language, culture and identity and are optimistic about their futures.

The school is very well placed to sustain its current effective practices and to promote equity and excellence for children.

School leaders lead the school with integrity. They create a culture of professional inquiry to build teachers' capability and capacity. High relational trust and collaboration are evident across the school.

Children experience authentic learning opportunities that engage and challenge them. Increasingly children are having a greater role in leading their learning and critical thinking. They have suitable access to digital learning to develop their independent and collaborative skills.

The school has strong partnerships with parents, whānau and the community. These connections enhance student achievement and wellbeing. Families' home languages are actively encouraged.'

Nga Iwi School is on a four to five-year ERO review cycle. You can find the full and latest ERO report on the ERO website:

<http://www.ero.govt.nz/review-reports/nga-iwi-school-06-04-2018/>

For more information please visit our school website:

<http://www.ngaiwi.school.nz/>

CRITERIA FOR APPOINTMENT



We seek a Principal who is:

- A visible and proactive leader who gets involved with students, staff and the community
- A strong and energetic educational leader with a proven record of successful leadership and management experience
- Able to motivate, engage and inspire all students, staff and community
- Culturally responsive and committed to working in and with our school community
- Collaborative and inclusive in their approach to leadership
- An excellent communicator who is open, responsive and transparent and can build positive relationships in a collaborative manner reflecting the current culture of the school
- Able to demonstrate that they have high level interpersonal skills
- A forward thinking, strategic leader focused on preparing our students for the future
- Able to take the school on a journey towards implementing the use of digital technologies

**NGA IWI SCHOOL
PRINCIPAL PERFORMANCE AGREEMENT *(draft)***



Primary Principal's Performance Agreement

Primary: Leading Principal

Name

**Nga Iwi School
Principal**

2018

Performance Agreement 2018

Details

This performance agreement is between the Nga Iwi School Board of Trustees and ----, Principal. This agreement covers the 2018 year.

Performance review meetings on at least a term-by-term basis along with an on-site visit for Xxxxxx. An appraisal report will be prepared by prior to the end of Xxxxxx and presented to the Board at the earliest opportunity thereafter.

THE PURPOSE OF THE PERFORMANCE AGREEMENT IS TO PROVIDE:

- A clear understanding of the board's expectations for the Principal.
- Measurement of Principal's contributions to the school's strategic objectives.
- A narrative of learning and development targets for the Principal.
- A record of the Principal's growth.
- A measure of the Principal's achievements in the professional standards and practising teacher criteria.
- A formal process to provide determination of Principal career allowances and concurrence payments.
- The basis for the annual performance review.

PERFORMANCE REVIEW

The Principal has satisfied the employment agreement if:

- The professional standards have been met.
- The Standards for the Teaching Profession criteria have been met.
- Performance objectives and learning objectives have been met. (The Board and Principal may need to revise objectives throughout the year. Changes should be discussed and agreed upon).

Signed _____

Principal

Signed _____

Board Chairperson

Professional Standards for Principals / Standards for the Teaching Profession:

Professional Standards <i>Requirements of the Collective Agreement</i>	
<p>Culture: Provide professional leadership that focuses the school culture on enhancing learning and teaching In conjunction with the Board, develop and implement a school vision and shared goals focused on enhanced engagement and achievement for all students</p> <p>Promote a culture whereby staff members take on appropriate leadership roles and work collaboratively to improve teaching and learning</p> <p>Model respect for others in interactions with adults and students</p> <p>Promote the bicultural nature of New Zealand by ensuring that it is evident in the school culture</p> <p>Maintain a safe, learning-focused environment</p> <p>Promote an inclusive environment in which the diversity and prior experiences of students are acknowledged and respected</p> <p>Manage conflict and other challenging situations effectively and actively work to achieve solutions</p> <p>Demonstrate leadership through participating in professional learning</p>	<p>Pedagogy: Create a learning environment in which there is an expectation that all students will experience success in learning Promote, participate in and support ongoing professional learning linked to student progress</p> <p>Demonstrate leadership through engaging with staff and sharing knowledge about effective teaching and learning in the context of the New Zealand curriculum documents</p> <p>Ensure staff members engage in professional learning to establish and sustain effective teacher / learner relationships with all students, with a particular focus on Māori students</p> <p>Ensure that the review and design of school programmes is informed by school-based and other evidence</p> <p>Maintain a professional learning community within which staff members are provided with feedback and support on their professional practice</p> <p>Analyse and act upon school-wide evidence on student learning to maximise learning for all students with a particular focus on Māori and Pasifika students</p>
<p>Systems: Develop and use management systems to support and enhance student learning Exhibit leadership that results in the effective day to-day operation of the school</p> <p>Operate within Board policy and in accordance with legislative requirements</p>	<p>Partnerships and Networks: Strengthen communication and relationships to enhance student learning Work with the Board to facilitate strategic decision making</p> <p>Actively foster relationships with the school's community and local iwi</p>

<p>Provide the Board with timely and accurate information and advice on student learning and school operation</p> <p>Effectively manage and administer finance, property and health and safety systems</p> <p>Effectively manage personnel with a focus on maximising the effectiveness of all staff members</p> <p>Use school / external evidence to inform planning for future action, monitor progress and manage change</p> <p>Prioritise resource allocation on the basis of the school's annual and strategic objectives</p>	<p>Actively foster professional relationships with, and between colleagues, and with government agencies and others with expertise in the wider education community</p> <p>Interact regularly with parents and the school community on student progress and other school-related matters</p> <p>Actively foster relationships with other schools and participate in appropriate school networks</p>
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Standards for the Teaching profession

Requirements of the EDUCANZ

<p>Te Tiriti o Waitangi partnership</p> <p>Demonstrate commitment to tangata whenuatanga and Tiriti o Waitangi partnership in Aotearoa New Zealand.</p>	<p>Professional learning</p> <p>Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.</p>
<p>Professional relationships</p> <p>Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.</p>	<p>Learning-focused culture</p> <p>Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.</p>
<p>Design for learning</p> <p>Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.</p>	<p>Teaching</p> <p>Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.</p>

Career Structure Criteria
Appropriate Level to be included

Section B: Performance and Learning Goals:

Objectives should be linked to the charter's strategic and annual plan as well as the principal's learning and development. This sheet should be used for interim performance conversations.

GOAL #1

By the end of Term -- I have --- so that...

GOAL #2

By the end of Term -- I have --- so that...

GOAL #3

By the end of Term -- I have --- so that...

The Principal will develop an action plan for each of the specified goals that will be an addendum to this Performance Agreement

INFORMATION FOR APPLICANTS



Thank you for applying for the position of Principal of Nga Iwi School. **Please ensure you read all material provided before completing the separate application form.**

1. Please complete this form personally. Read it through first and then answer all questions. Make sure you sign and date where indicated.
 2. Attach a *curriculum vitae* containing any additional information relevant to the position. If you include written references, please note that we may contact the writer of the reference.
 3. Copies of qualification certificates should be attached. If successful in your application, you will be required to provide originals as proof of qualifications. These will be needed to verify the copies which will be retained for the school's records.
 4. If you are selected for interview you may bring whānau/support people at your own expense. **Please advise if this is your intention.**
 5. Failure to complete this application and answer all questions truthfully may result in any offer of employment being withdrawn or appointment being terminated if any information is later found to be false.
 6. **a)** Applicants may not be employed as a children's worker if they have been convicted of a specified offence listed in [Schedule 2 of the Vulnerable Children Act 2014](#), unless they obtain an exemption. The Criminal Records (Clean Slate) Act 2004 will not apply to these specified offences and these offences will be included in your Police vetting results.
b) The Clean Slate Act provides certain convictions do not have to be disclosed providing:
 - You have not committed any offence within 7 consecutive years of being sentenced for the offence
 - You did not serve a custodial sentence at any time
 - The offence was neither a [specified offence under the Clean Slate Act 2004](#) nor a [specified offence under the Vulnerable Children Act 2014](#)
 - You have paid any fine or costs
- Please note that you are not obliged to disclose convictions if you meet the above conditions but can do so if you wish. If you are uncertain as to whether you are eligible contact the Ministry of Justice.
7. This application form and supporting documents received from the successful applicant will be held by the school. That person may access it in accordance with the provisions of the Privacy Act 1993.
 8. CVs provided from non-successful applicants will not be returned, unless a stamped self-addressed envelope is provided. Application forms and CVs from non-successful applicants will be held until the appointments process is completed and will then be destroyed.
 9. You are required to request referees reports from three referees. The report template is included in this pack as a separate attachment. It is your responsibility to contact referees and provide them with a copy of the report template and the information that they need to complete and return it. These remain confidential to The Education Group and the Board of Trustees. All information collected from referees will be destroyed at the end of the selection process.
 10. All information received will be confidential to the Board of Trustees and The Education Group Ltd.

Pre-arranged visits to the school will be available for shortlisted candidates only

APPOINTMENT TIMELINE



The Nga Iwi School Board of Trustees has set the following timeline for the appointment of the Principal. Every effort will be made to keep to the following schedule in determining the successful candidate.

Timeline for the appointment of the Principal of Nga Iwi School	
Gazette Advertisement	15 June online; 25 June and 16 July in hard copy
Closing date for Referee Reports	Wednesday 18 July
Closing date for applications	1:00 pm Friday 20 July
Shortlisting completed	By 23 July
Visits to short-listed candidates' schools	Week of 30 July
Interviews with an applicant's presentation*	Saturday 4 August
Appointment commences	No later than the start of Term 4, 2018

* The Board reserves the right to conduct a 2nd interview if required.

Checklist - We need to receive completed:

- Application form
- Curriculum Vitae - with a covering letter and copies of verified qualification certificates attached
- Reports from three referees

Completed applications to be received by **1:00 pm on Friday 20 July 2018** and should be emailed (preferred) to: admin@educationgroup.co.nz

OR delivered to: Level 1, 24 Manukau Road, Epsom, Auckland 1023

If you have any queries, please contact Tanya Prentice (Office Manager for The Education Group) by phoning: 09 920 2173 OR Roger Harnett 022 020 1250