



APPLICATION PACK

PRINCIPAL

HUAPAI DISTRICT SCHOOL

2024



Application Pack



Thank you for expressing interest in the position of Principal at Huapai District School. We are looking for a new Principal to lead the school starting Term 4, 2024, unless otherwise negotiated.

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

- General information
- Welcome from the Huapai District School Presiding Member
- Introduction to Huapai District School
- Information for applicants
- Recruitment process timeline
- Criteria for the appointment
- Position Description
- Application form (a separate document)
- Referee report (a separate document)

Further information about Huapai District school can be found at the school website:

<https://www.huapaidistrict.school.nz/>

Please ensure your application reflects the criteria for appointment outlined in this application pack and that all documents required are enclosed. Completed applications, including a copy of your CV and evidence of your current teacher registration should be submitted by **1:00 pm Thursday 6 June**.

- Email to: admin@educationgroup.co.nz (subject line: Huapai District School Principal position) OR

Referee report forms are to be given to your **three** referees for them to return directly to The Education Group Ltd by **1.00 pm Thursday 6 June**.

For any further queries please contact Tanya Prentice, Education Group office (Ph: 09 953 0523) email admin@educationgroup.co.nz) or Rowan Johanson, the appointment advisor (Ph: 022 080 1613) email rowanjohanson@educationgroup.co.nz)

Ngā mihi

Rowan Johanson

The Education Group.



WELCOME TO HUAPAI DISTRICT SCHOOL

Tēnā koe,

Thank you for expressing an interest in the role of Principal at Huapai District School (HDS). Our current principal of 8 years has decided to retire, and so the Board is now searching for a new candidate to lead HDS into the future.

HDS is a highly respected full primary school nestled in the rapidly growing Kumeu/Huapai area, embracing a rich history and a bright, exciting future. It is a school well loved and respected by the community, boasts an excellent collection of close-knit and highly professional staff, and is attended by just under 500 enthusiastic and curious students.



HDS is committed to providing an excellent, well-rounded education that embraces, but also goes well beyond, academic achievement. Focusing on the 6 C's – character, citizenship, collaboration, communication, creativity and critical thinking – our aim is to develop students that are confident, self-assured, and able to maximise all that they can be.



The successful candidate will come into the role with an excellent school culture and vision already established, a strong financial base, and a teaching staff that has fully embraced the “Huapai Way”. They will also be working alongside a board that is committed to support and encourage the new principal in a positive, open, and authentic manner.

We look forward to welcoming a new principal who is able to see and embrace the ‘magic’ of the HDS community, who will continue fostering the strong relationships and educational excellence among our teachers, and who’s authentic and inclusive leadership will inspire the school forward into an exciting new chapter.

Ngā mihi nui,

A handwritten signature in black ink, appearing to be 'HT', written in a cursive style.

Hamish Taylor
Presiding Member, Board of Huapai District School

AN INTRODUCTION TO HUAPAI DISTRICT SCHOOL



Huapai District School (HDS) is a full primary school serving the Kumeu area in Northwest Auckland, a rapidly growing area of the greater city and is a member of the Whiria Te Tangata Community of Learning. The school currently has a roll of 491 students, including those in our integrated Montessori Unit.

As a longstanding lynchpin to the community, HDS prides itself on involving the community it serves. From school families, through to local residents and organizations, HDS has earned the respect and admiration of their close-knit community.

The Montessori unit at Huapai is additionally supported by a charitable trust, West Auckland Montessori. While the unit is integrated into the wider school, the special character of the programme is part of the school.

HDS owns and operates a high quality before/after-school care programme (Huapai Plus), serving the immediate needs of their students' families, as well as supporting families in the wider area.

The Huapai Way is framed around creating an environment and culture where everyone (students and staff) are empowered to “be the best you can be”. This includes academic achievement, but also stretches beyond as the school aims to develop our students into well-rounded global citizens. This approach is reflected in the schools the key strategic pillars:

Strategic Goals

1. *Connected People - To see a powerful culture of collaboration pervading the school.*
2. *Creative Passion - To allow strengths to drive passion, innovation, contribution and leadership.*
3. *Authentic Practice - To build precision in pedagogy.*

Huapai District School believes every student deserves to learn deeply and want to take action, make a positive impact and grasp opportunities that will lead to success in life. HDS is part of a global partnership known as NPDL (New Pedagogies for Deep Learning), where staff seek to design learning experiences that build on learner strengths and needs, create new knowledge using real-life problem solving and help all students identify their talents, purpose and passion.

They focus on providing a pathway to develop the six global competencies (6Cs) needed to flourish in a complex world:

- Character
- Citizenship
- Collaboration
- Communication
- Creativity
- Critical thinking

Huapai District School has a highly engaged and supportive Board who work in close partnership with the Principal and Senior Leadership team to ensure they are adequately resourced to deliver the schools strategic goals, and engaging the parent and community body which they serve.

Finally, the aim of Huapai District School is to ensure all their students are confident and self-assured in their purpose, who carry a voice of positive influence and consistently deliver at their best.



CRITERIA FOR THE APPOINTMENT

These appointment criteria for our new Principal have been formed by the Huapai District School Board following consultation with the staff, students and whānau. These criteria are in addition to the Aotearoa New Zealand Principal Eligibility Criteria. Huapai District School Board is looking for:

A Visible and Engaging Leader for Huapai District School and our Community, who

- Lives our values and will embrace our school culture
- Demonstrates a commitment to being highly visible and engaged with the students, staff and families

A Relational Leader of People, who

- Fosters a collaborative, high trust approach to leadership and is able to build capability and leadership in others
- Is approachable, naturally displaying warmth, empathy, and a sense of humour with students, staff and community.
- Understands how to build teams and work collaboratively with the Board, Senior Leadership Team and across the wider community, including local iwi.

A Knowledgeable Leader of Learning, who

- Values staff and will continue to grow their capacity to meet the needs of the learners through a commitment to targeted professional development.
- Values academic outcomes, alongside a well-balanced programme with a commitment to EOTC, the Arts, sports and student wellbeing
- Has current in-depth pedagogical and curriculum knowledge and understands effective classroom practice.

A Committed Leader of Equity and Tikanga Māori, who

- Knows how to honour and gives effect to Te Tiriti o Waitangi, valuing cultural diversity and our inclusive culture (promotes Te Reo and tikanga across the school)
- Demonstrates a commitment to the progress and achievement of students with special learning needs, while building inclusive connections with diverse learners and their families.

A Confident Leader of Operations, who

- Demonstrates skill and experience in the management of a school in the areas of finance, personnel, property and health and safety
- Understands how to work effectively with the board to continue the strategic direction of the school and provide the highest quality education for our young people.

INFORMATION FOR APPLICANTS

Thank you for applying for the position of Principal of Huapai District School. Please ensure you have a copy of the position description and criteria for the appointment before completing the separate application form.

Please complete the application form personally. Read it through first and then answer all questions. Make sure you sign and date where indicated.

1. Attach a *curriculum vitae* (CV) containing any additional information relevant to the position. If you include written references, please note that we may contact the writer of the reference.
2. 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.
3. If you are selected for interview, you may bring whānau/support people at your own expense. **Please advise if this is your intention.**
4. 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.
5. **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 Children's 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 (2004) 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; and
 - You did not serve a custodial sentence at any time; and
 - The offence was neither a [specified offence under the Clean Slate Act 2004](#) nor a [specified offence under the Children's Act 2014](#); and
 - You have paid any fine or costs
6. This application form and supporting documents received from the successful applicant will be held by the school. That person may access these in accordance with the provisions of the Privacy Act 2020
7. Application Forms and CVs of non-successful applicants will be held until the appointment process is completed and will then be securely destroyed after 90 days. For the successful candidate, these documents will be held in their personnel file. The successful candidate may access this information in accordance with the provision of the Privacy Act 2020.
8. You are required to request referees' reports from **three** referees. The referee's report template is included in the 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 Ltd and the Board. All information collected from referees will be destroyed at the end of the appointment process.

9. All information received will be confidential to the Board of Huapai District School and The Education Group Ltd.

N.B. If shortlisted, you will be required to bring to your interview, the originals and copies of the following:

1. Your current Practising Teacher Certificate; and

2. Two types of identification

- **If possible, this should be photo ID e.g., passport and a NZ Driver Licence**
- **If you do not have one or other of the above documents, please supply a certificate, bank statement or IRD number**



RECRUITMENT PROCESS TIMELINE

Gazette/online Advertisement	Wednesday 1 May
Candidates visiting the School	20-31 May by appointment
Closing date for Referees' Reports	1:00 pm Thursday 6 June
Closing date for applications	1:00 pm Thursday 6 June
Short listing completed	Monday 10 June
Short listed candidates notified	Wednesday 12 June
Visits to short-listed candidates' schools	Week of 17-21 June
Presentation and interview*	Saturday 22 June
Position appointed and advised	Wednesday 26 June
Appointment commences	Term 4, 14 October 2024

The Board reserves the right to have a second interview if this is deemed necessary.

We need to receive:

- A letter of introduction
- A completed Application for Appointment Form
- A current Curriculum Vitae
- Reports from **three** referees (applicant to organise)

Completed applications to be received by 1:00 pm Thursday June 6th and should be emailed to:

Tanya Prentice admin@educationgroup.co.nz

If you have any queries, please contact: Tanya Prentice, the Office Manager for The Education Group at admin@educationgroup.co.nz on 09 953 0523 OR Rowan Johanson at rowanjohanson@educationgroup.co.nz on 022 080 1613

School visits

If you wish to visit the school, please contact Amanda James at the school office on 09 412 5142 or office@hds.school.nz to make an appointment.

PRINCIPAL'S JOB DESCRIPTION



HUAPAI
DISTRICT SCHOOL

TITLE:	Principal
RESPONSIBLE TO:	The Board of Huapai District School
DIRECTLY RESPONSIBLE FOR:	The ākonga/learners, school staff (senior leaders, teachers, support, ancillary, property staff)
PRIMARY OBJECTIVES:	<p>Culture: Provide professional leadership that focuses the school culture on enhancing learning and teaching</p> <p>Pedagogy: Create a learning environment in which there is an expectation that all ākonga/learners will experience success in learning</p> <p>Systems: Develop and use management systems to support and enhance student learning</p> <p>Partnerships and Networks: Strengthen communication and relationships to enhance student learning</p>
PRIMARY FUNCTIONS:	<p>To act as the Board's chief adviser in policy and strategic issues.</p> <p>To implement the school's Charter and policy objectives</p> <p>To ensure professional performance and development of self and all staff</p> <p>To ensure delivery of a balanced curriculum in line with The New Zealand Curriculum Framework and to maintain programmes of assessment and reporting of student progress</p> <p>To lead the school's staff effectively and to staff the school appropriately</p> <p>To develop and maintain effective relationships and communications within the school and its community and appropriate agencies</p> <p>To manage the school's administrative systems and its staff and resources effectively and efficiently</p>
RESPONSIBILITIES AND KEY TASKS:	<p>To demonstrate commitment to tangata whenua and bicultural partnership and practice in Aotearoa New Zealand</p> <p>To use critical inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners</p> <p>To establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner</p>

To create and maintain learning-focused environments which are collaborative, inclusive and safe
To design learning based on professional knowledge, assessment information, and an understanding of each learner's strengths, interests, needs, identity, language, and cultures
To teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace

AREAS OF AUTHORITY:

The board acknowledges that the principal has the control of school day-to-day management, subject to policy guidelines and accurate scheduled reports on progress against controlling documents:

- Financial control within annual budget limits and financial control protocols
- Responsive maintenance programme
- Employment of teachers, relief teachers
- Management of health and safety requirements
- Personnel management applying to performance, delegations, and duties
- Curriculum management
- Student welfare

EFFECTIVE RELATIONSHIPS WITH:

The Board; learners; staff; parents; community; education agencies; neighbouring schools, out of school care provider, local early childhood centres

PROFESSIONAL GROWTH CYCLE:

The Principal will take part in a Professional Growth Cycle as indicated by the Teaching Council of Aotearoa New Zealand.

PERFORMANCE REVIEW:

The Board may undertake a performance review as required and agreed to by the Presiding Member and the Principal with respect to the following:

- The Professional Standards
- The job description
- The Performance Agreement goals for the year
- Career Structure Criteria (see the Primary Principals' Collective Agreement 2019-2022, Clause 4.4)
- Our Code, Our Standards - Standards for the Teaching Profession | Ngā Paerewa

PERFORMANCE INDICATORS:

Areas of Practice	Performance Indicators
<p>Culture</p>	<ul style="list-style-type: none"> • In conjunction with the Board, develop and implement a school vision and shared goals focused on enhance engagement and achievement for all students • Promote a culture whereby staff members take on appropriate leadership roles and work collaboratively to improve teaching and learning • Model respect for others in interactions with adults and students • Promote the bicultural nature of New Zealand by ensuring that it is evident in the school culture • Maintain a safe, learning-focused environment • Promote an inclusive environment in which the diversity and prior experiences of students are acknowledged and respected • Manage conflict and other challenging situations effectively and actively to achieve solutions • Demonstrate leadership through participating in professional learning
<p>Pedagogy</p> <p>Create a learning environment in which there is an expectation that all students will experience success in learning</p>	<ul style="list-style-type: none"> • Promote, participate in and support ongoing professional learning linked to student progress • Demonstrate leadership through engaging with staff and sharing knowledge about effective teaching and learning in the context of the New Zealand Curriculum documents. • Ensure staff members engage in professional learning to establish and sustain effective teacher/learner relationships with all students, with a particular focus on Maori students • Ensure that the review and design of school programmes is informed by school-based and other evidence • Maintain a professional learning community within which staff members are provided with feedback and support on their professional practice • Analyse and act upon school-wide evidence on student learning to maximise learning for all students with a particular focus on Maori and Pasifika students.

Areas of Practice	Performance Indicators
<p>Systems</p> <p>Develop and use management systems to support and enhance student learning</p>	<ul style="list-style-type: none"> • Exhibit leadership that results in the effective day-to-day operation of the school • Operate within board policy and in accordance with legislative requirements • Provide the Board with timely and accurate information and advice on student learning and school operation • Effectively manage and administer finance, property and health and safety systems • Effectively manage personnel with a focus on maximising effectiveness of all staff members • Use school/external evidence to inform planning for future action, monitor progress and manage change • Prioritise resource allocation on the basis of the school's annual and strategic objectives.
<p>Partnerships and Networks</p> <p>Strengthen communication and relationships to enhance student learning</p>	<ul style="list-style-type: none"> • Work with the Board to facilitate strategic decision -making • Actively foster relationships with the school's community and local iwi • Actively foster professional relationships with, and between colleagues, and with government agencies and others with expertise in the wider education community • Interact regularly with parents and the school community on student progress and other school-related matters • Actively foster relationships with other schools and participate in appropriate school networks.

Culture: Provide professional leadership that focuses the school culture on enhancing learning and teaching

<p>Professional Standards <i>Requirements of the Collective Agreement</i></p>	<p>Practising Teacher Criteria <i>Requirements of the Education Council</i></p>	<p>Tataiako <i>Lens through which to interpret the professional standards and PTC</i></p>
<p>With the board, develop and then implement a school vision with shared goals and values focused on enhanced engagement and achievement for all students, seamlessly across all year groups</p> <p>Promote a culture whereby staff members assume 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 heritage of New Zealand by ensuring that it is evident in the school culture</p> <p>Maintain a safe, learning environment in which the identity, language and culture 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 in professional practice through applying critical inquiry and problem solving</p>	<p>PTC 1 Te Tiriti o Waitangi partnership</p> <p>Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.</p> <p>PTC 2 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>PTC 3 Professional relationships</p> <p>Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.</p> <p>PTC 4 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>PTC 5 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>PTC 6 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>	<p>Whanaungatanga - actively engages in respectful working relationships with Maori learners, parents and whanau, hapu, iwi and the Maori community</p> <p>Manaakitanga - demonstrates integrity, sincerity and respect towards Maori beliefs, language and culture</p> <p>TangataWhenuatanga - affirms Maori learners as Maori, provides contexts for learning where the identity, language and culture (Cultural locatedness) of Maori learners and their whanau is affirmed</p> <p>Ako - demonstrates integrity, sincerity and respect towards Maori beliefs, language and culture</p> <p>Wananga - participates with learners and communities in robust dialogue for the benefit of Maori learners' achievement</p>

Systems: Develop and use management systems to support and enhance student learning

Professional Standards <i>Requirements of the Collective Agreement</i>	Practising Teacher Criteria <i>Requirements of the Education Council</i>	Tataiako <i>Lens through which to interpret the professional standards and PTC</i>
<p>Exhibit leadership that results in the effective day-to-day operation of the school</p> <p>Operate effective systems within board policy and in accordance with legislative requirements</p> <p>Provide the board with timely and accurate information and advice on student learning and school operation</p> <p>Effectively manage finance, property, 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>Align resource allocation with the school's annual and strategic objectives</p>	<p>PTC 2 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>PTC 3 Professional relationships</p> <p>Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.</p> <p>PTC 4 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>PTC 5 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>Whanaungatanga - actively engages in respectful working relationships with Maori learners, parents and whanau, hapu, iwi and the Maori community</p> <p>Manaakitanga - demonstrates integrity, sincerity and respect towards Maori beliefs, language and culture</p> <p>Wananga - participates with learners and communities in robust dialogue for the benefit of Maori learners' achievement</p>

Pedagogy: Create a learning environment in which there is an expectation that all students will experience success in learning

<p>Professional Standards <i>Requirements of the Collective Agreement</i></p>	<p>Practising Teacher Criteria <i>Requirements of the Education Council</i></p>	<p>Tataiako <i>Lens through which to interpret the professional standards and PTC</i></p>
<p>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 develop and sustain effective teacher and learner relationships with students</p> <p>Promote and support the gaining of worthwhile qualifications and successful transitions to tertiary education or employment for all students</p> <p>Ensure that the review and design of school programmes is informed by school-based and external evidence</p> <p>Promote and participate in a professional learning community within which staff members are encouraged to be reflective practitioners engaging with research, and feedback on their professional practice</p> <p>Ensure the use of best practices for assessment, and analyse and act upon evidence of student learning to maximise learning for all students</p> <p>Focus in particular on success in learning for Maori and Pasifika students, students with special education needs, and students at risk of not succeeding at school</p>	<p>PTC 2 Professional learning</p> <p>Use inquiry, collaborative problem solving and professional learning to improve the professional capability to impact on the learning and achievement of all learners.</p> <p>PTC 3 Professional relationships</p> <p>Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.</p> <p>PTC 4 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>PTC 5 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>PTC 6 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>	<p>Whanaungatanga - actively engages in respectful working relationships with Maori learners, parents and whanau, hapu, iwi and the Maori community</p> <p>Manaakitanga - demonstrates integrity, sincerity and respect towards Maori beliefs, language and culture</p> <p>TangataWhenuatanga - affirms Maori learners as Maori, provides contexts for learning where the identity, language and culture (Cultural locatedness) of Maori learners and their whanau is affirmed</p> <p>Ako - demonstrates integrity, sincerity and respect towards Maori beliefs, language and culture</p> <p>Wananga - participates with learners and communities in robust dialogue for the benefit of Maori learners' achievement</p>

Partnerships and Networks: Strengthen communication and relationships to enhance student learning

Professional Standards <i>Requirements of the Collective Agreement</i>	Practising Teacher Criteria <i>Requirements of the Education Council</i>	Tataiako <i>Lens through which to interpret the professional standards and PTC</i>
<p>Work with the Board to facilitate strategic decision making</p> <p>Actively foster positive relationships with the school's community and local iwi</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>Ensure regular interaction and consultation with parents and the school community (this includes hapu and iwi, where applicable) on student progress and achievement and other school-related matters</p> <p>Actively foster positive relationships with other schools and participate in appropriate school networks</p>	<p>PTC 1 Te Tiriti o Waitangi partnership Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.</p> <p>PTC 2 Professional learning Use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.</p> <p>PTC 3 Professional relationships Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.</p> <p>PTC 4 Learning-focused culture Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety</p> <p>PTC 5 Design for learning 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>PTC 6 Teaching Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.</p>	<p>Whanaungatanga - actively engages in respectful working relationships with Maori learners, parents and whanau, hapu, iwi and the Maori community</p> <p>Manaakitanga - demonstrates integrity, sincerity and respect towards Maori beliefs, language and culture</p> <p>Wananga - participates with learners and communities in robust dialogue for the benefit of Maori learners' achievement</p>