



Whaia te iti kahurangi
Together, we reach for the stars



*Passionate, Engaged,
Lifelong Learners*



Principal Application Pack 2024

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for the stars





INTRODUCTION

Thank you for expressing interest in the position of Principal | Tumuaki at Mākara Model School.

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

- Welcome letter from the Presiding Member
- School Profile
- Criteria for the appointment
- Instructions for completing the application
- Timeline for applicants
- Job Description
- Application form (a separate document)
- Referee report (a separate document)

Further information about Mākara Model School can be found on the school website: <https://www.mms.school.nz/>

The application for appointment is to be returned with your CV and covering letter by

1:00 pm 7th November 2024

- Email to: admin@educationgroup.co.nz (subject line: Mākara Model School Principal position) OR
- Deliver to: Tanya Prentice, Office Manager, 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 **1:00 pm 7 November 2024**

For any further queries please contact Tanya Prentice at the Education Group office (Ph: 09 953 0523) email admin@educationgroup.co.nz) or Julie Schumacher, the Appointment Advisor (Ph: 021 081 07226) email jschumacher@educationgroup.co.nz)

Once again, thank you for your interest in applying for this very exciting position.

Ngā mihi nui
Julie Schumacher
Director
The Education Group
Appointment Advisor to the Mākara Model School Board

14 October 2024

E ngā mana, e ngā reo, e ngā karanga maha, tēnā koutou katoa.

Thank you for your interest in the role of Principal (Tumuaki) at Mākara Model School.



Our school is a vibrant, close-knit community, nestled just 20 minutes from the Wellington CBD, surrounded by stunning natural landscapes that inspire much of what makes our school special.

We pride ourselves on fostering a learning environment where tamariki thrive academically, socially, and emotionally, supported by a committed team of kaiako and a strong partnership with our wider community.

We are seeking a dynamic, inclusive leader to guide Mākara Model School into its next chapter. Our ideal principal will inspire and motivate both kaiako and tamariki to reach their full potential, building on the successful culture, initiatives, and programmes we have developed over the years. You will play a crucial role in shaping our future, fostering academic excellence, and supporting the holistic development of every student in a way that aligns with our values of inclusivity, respect, and community engagement.

Our next principal will also share our passion for the environment. Mākara Model School takes great pride in its sustainability journey, which is deeply woven into our school's daily life. We envision a leader who is just as comfortable slipping on their gumboots to join the tamariki in planting trees, gardening, or feeding the eels in our nearby stream as they are leading schoolwide initiatives or classroom activities. This connection to the environment is central to who we are, and we are looking for someone who will embrace and enhance this aspect of our culture.

If you are a leader who values inclusivity, has a genuine commitment to student well-being, and is excited about working closely with our community and environment, we would love to hear from you.

We look forward to receiving your application and learning how you can contribute to the continued success of Mākara Model School.

Nāku noa
Ali Kirkpatrick
Presiding Member
Mākara Model School Board

SCHOOL PROFILE

Mākara Model School is privileged to be situated in the idyllic coastal, semi-rural paradise surrounded by native wild-life and flora, which have strong connections - Kaitiakitanga responsibilities are something the school values highly.

Mākara Model School has four classrooms (including a brand-new build and the original schoolhouse which was recently shifted onto the grounds and is now the junior classroom!). The grounds include a flying fox, sandpit, large bike track, playground, vegetable gardens, chicken coop, and a much-treasured swimming pool, superb for the hot summer days! Students are encouraged to climb



trees and make huts. They are sports mad, animal and environment lovers, and love working in the school gardens and digging amongst the bike track.

Staff are enthusiastic, passionate and dedicated to providing rich, meaningful learning experiences that will create those special memories and grow children into confident, capable young people.



With close community connections, learning is authentic, meaningful and fun! Staff and students take part in community activities such as assisting with tree planting, monitoring waterways, cleaning the beach, eradicating pests and working with the wider community to extend learning beyond school boundaries.

Local Curriculum

The Mākara Model School Local Curriculum is developed with a learner centred approach

- We want our school to be a place children look forward to arriving at, and once they are here, a place where they learn and thrive in a challenging but positive environment.
- Our learner centred curriculum recognises that each learner is unique and the design of learning programmes recognises that diversity, identity, culture and individual needs.
- Children that enjoy a learner centred approach to the curriculum are engaged and interested in their learning, gaining greater meaning, understanding and satisfaction from their schooling experience.
- Our learner centred curriculum reflects both the spirit and intent of the Refreshed New Zealand's national curriculum.



Staff and students learn, play and grow together. Classes often collaborate in a vast range of learning activities throughout each term. There is a strong belief in the concept of Tuakana Teina and Āko, where older students mentor younger pupils and learning is a shared two-way process.

Play based learning is an integral part of the local curriculum for younger students at Mākara Model School.

Younger students engage in structured play-based learning regularly based on the following:

- To build a bridge between preschool years and the early years at school – smooth transition
- For all children, particularly boys, to engage deeply and meaningfully with their learning environment
- For children to learn that the skills of literacy and numeracy are meaningful and useful parts of everyday life
- For children to have more authentic opportunities to learn social skills, conflict resolution, problem solving, decision making and independence.
- For children to enjoy school
- For children to have opportunities that reflect their own culture as well as to have exposure to new concepts and experiences
- To move away from pre-planned sequences of predetermined topics
- For children to have more authentic and frequent opportunities to have their learning personalised and to build skills of personal reflection, intention and evaluation early in school life.

School Values: Te Ara o Mākara

Manaakitanga

As this value is about lifting others up and being responsible, the tuna was chosen to represent this value, as it represents guardianship and respect, along with the pikorua shape (connection to others) and the colour purple (colour of bravery, compassion and royalty)



Aroha

The value of love and kindness is represented by the heart. The koru represents peace, with 4 koru for the 4 classes to show the tuakana teina relationships that the students have at our kura. The colour pink is the colour of love and kindness.



Kaitiakitanga

Our school is an enviroschool, and looking after the environment is a big part of who we are. The 4 classes are named after 4 native birds, which can all be found in the area, and were combined to represent our kaitiakitanga value. Green is the colour of nature and growth.



Ako

The whale tail is a symbol of intelligence and the marama pattern along the tail symbolises the moon and the cycle of growth, which ties into our cycle of inquiry that our learning contexts follow. It embraces Tuakana Teina as a way of learning, where we are all learners, we are all on a journey together, and help make each other stronger. Blue is the colour of intelligence, confidence and responsibility.



Rangitiratanga

The value of leadership is represented by a two-headed manaia, or guardian, working together in an infinity loop, to show how leadership is about working together, not alone. Leadership is about listening to others, making a stand for what is right, and making others feel empowered, respected and valued. Red symbolises courage and determination.



Auaha (Yellow)

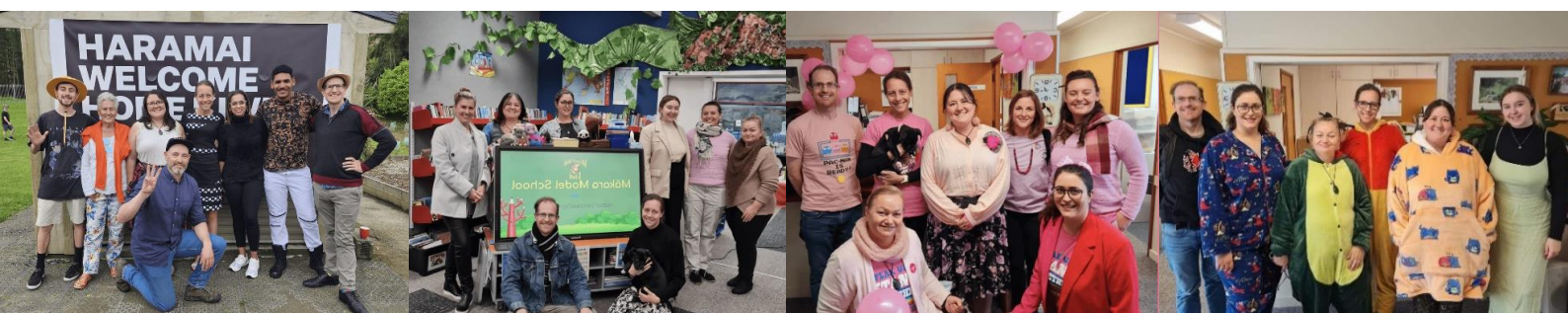
This value is about creativity, including all aspects of the arts and also problem solving and creative thinking. The poi represent our creative side, and they twist together to form a fountain, which is a symbol of creativity. Yellow represents creativity and intellect.



Home and School Partnerships in Learning

At Mākara Model School, we hold a deep appreciation for the active involvement and support of our whānau in every facet of their child's education.

We welcome and encourage whānau engagement in various ways, whether it's through volunteering in the classroom, assisting with activities around the school grounds, chaperoning trips and camps, or lending a hand during events. We especially value the support we receive in our fundraising efforts, as it plays a crucial role in enhancing the educational experience we provide.



CRITERIA FOR THE APPOINTMENT



Mākara Model School Board, in consultation with our staff and community, and with reference to the [New Zealand Principal Eligibility Criteria](#), has set the following appointment criteria for our Tumuaki | Principal.

We aspire to appoint a principal who:

POU TANGATA - LEADER of PEOPLE

- Demonstrates effective leadership and the ability to **coach and mentor** staff and students through **quality Professional Learning and Development**
- Is an **effective listener** and **communicator** with all stakeholders
- Can **build strong relationships** with staff, students and whānau and have a **presence in our local rural community**.
- Understands the need to **connect** before making changes (whanaungatanga)
- Is **visible and present** around the community, the school and in classrooms
- Creates an **inclusive environment** for all learners and supports those with diverse needs

POU TIKANGA MĀORI

- Is proactive in **building relationships** with **iwi/mana whenua**
- **Gives effect to Te Tiriti o Waitangi** in the context of our local environment and curriculum
- Is **culturally responsive** and can lead the **strengthening of tikanga and te reo Māori** in the school.

POU AKO – LEADER OF LEARNING

- Proven successful **primary school leadership experience**.
- Is **passionate about our students** and **their learning both in and out of the classroom**
- Has an **in-depth understanding of the New Zealand Curriculum** and a **commitment to evidence-based pedagogy** that supports learning and achievement in the modern world
- Is an **experienced and capable strategic thinker** who holds a **clear vision for teaching and learning** and **leads strategically and cohesively** through to execution
- Understands the **small rural community school** and the **uniqueness** this brings to our **learning, school values and kaitiakitanga**.
- Sets and maintains **high expectations** and commits to academic progress, achievement, and **equity of outcomes** for all ākonga

POU MAHI – LEADER OF OPERATIONS

- Can effectively manage limited resources to maximize outcomes while Honouring the deep sense of **emotional attachment and commitment** from **school community** which is integral in smaller schools
- Has some experience in school **finance including budgeting**, personnel, **health and safety**, and some property development understanding.

Personal Attributes and Qualities

- An excellent listener and communicator
- A sense of fun and enjoyment
- Approachable and kind
- Relational
- Open Door Policy



INFORMATION FOR APPLICANTS

Thank you for applying for the position of Principal of Mākara Model School.

Please ensure you have a copy of the job description, the appointment criteria and have read all material provided, before completing the separate application form.

1. Please fully complete the application 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 the 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. All applicants will be required to give consent to a Police Vet (if required).
7.
 - 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 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 Children's 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.

8. Application forms and CVs of unsuccessful 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 it in accordance with the provisions of the Privacy Act 2020.
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 Ltd and the Board. 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 and The Education Group Ltd.
11. We encourage you to visit the school. **Visits can be arranged with the School.** Please contact the school office 04 476 9522 or Cara Wills principal@mms.school.nz to organise a suitable time.

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

1. Your current Practising Teacher Certificate
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 birth certificate, bank statement or IRD number

RECRUITMENT PROCESS TIMELINE

<i>Education Gazette Advertisement</i>	Monday 14 October 2024
<i>Closing date for Applications</i>	1:00 pm Thursday 7 November 2024
<i>Closing date for Referee Reports</i>	1:00 pm Thursday 7 November 2024
<i>Shortlisting completed by</i>	Sunday 10 November 2024
<i>Visits to shortlisted candidates' schools if confirmed</i>	Week of 11-15 th November 2024
<i>Interviews with an applicant's presentation</i>	Sunday 17 November 2024
<i>Appointment commences</i>	Term 1, 2025

We need to receive:

- Letter of introduction
- Completed Application for Appointment Form
- Current Curriculum Vitae
- Reports from **three** referees (applicant to organise)

Completed applications to be received by 1:00 pm Thursday 7 November 2024

Email to: Tanya Prentice admin@educationgroup.co.nz

Subject line: Mākara Model Principal Appointment

Or deliver to: The Education Group Ltd, Level 1, 24 Manukau Road, Epsom, Auckland

If you have any queries, please contact: Tanya Prentice, the Office Manager for The Education Group on admin@educationgroup.co.nz or 09 953 0523 OR Julie Schumacher, the Appointment Advisor on jschumacher@educationgroup.co.nz or 021 081 07226.

PRINCIPAL'S JOB DESCRIPTION 2025

JOB TITLE: Principal, Mākara Model School

RESPONSIBLE TO: As the Principal you will report and be accountable to the Mākara Model School Board of Trustees (as your employer) through the Presiding Member of the Board.

DELEGATIONS: The principal is responsible for the successful management and professional leadership of the school by taking direction from the Board, the school strategic plan and Board's policies and delegations.

The principal agrees to:

- work collaboratively with the Board, Staff, Parents and Community in the spirit of the Mākara Model School Strategic Plan, Policies, Vision and Values, to provide the most effective child-centred educational environment for all children and staff,

WORKING RELATIONSHIPS: The principal ensures the well-being, safety and educational achievements of the pupils, works supportively with the Board and members of staff, fosters and maintains positive relationships with the parents and the community, and promotes the interests and profile of the school when dealing with external agencies.

As Principal you will develop and maintain functional relationships with education agencies, such as the Ministry of Education, Education Review Office and NZSTA. You will also be an active and participating member of Te Kāhui Ako o Te Whanganui-a-Tara and other relevant educational groups or communities of learning.

DIRECT REPORTS: Teaching Staff, Office Manager, Teacher Aids, Maintenance and Ground staff

PRIMARY OBJECTIVES

The principal is responsible for professional leadership, the day-to-day management of the school, compliance with legal requirements, the implementation of the Board's policies and plans, the direction and supervision of all staff, and the educational achievement and general well-being and safety of our students.

Pedagogy

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

Systems

Develop and use management systems to support and enhance student learning

Partnerships and Networks

Strengthen communication and relationships to enhance student learning

KEY RESPONSIBILITIES

The Principal, as the leader of learning, assists teachers to set goals and develop teaching programmes. The Principal:

- Demonstrates and promotes high expectations of student engagement, wellbeing, and achievement.
- Ensures that goals are set, and programmes are developed in line with the Refreshed Curriculum Plan, NZ Curriculum Framework and progressions, National Curriculum Statements and the school's strategic plan, policies and plans.
- Oversees the planning, implementation and evaluation of teaching programmes in line with the national education guidelines, the national administration guidelines, the national curriculum, the school's curriculum and the strategic plan and policies.
- Creates a vision
 - that focuses on raising student achievement and wider well-being using the best methods and tools available and
 - promotes the use of culture, arts, technology, environment, outdoors and fun in learning.
- Uses a range of evaluation, inquiry and knowledge building activities to develop, implement, monitor and modify strategies for improvement.
- Ensures learning programmes have appropriate sequences and coherent progressions over the class and year levels, as stated in the refreshed curriculum.
- Manages the identification of students' individual learning needs and facilitates the provision of quality programmes to meet those needs, enlisting the assistance of specialist agencies if necessary.
- Provides a safe and positive learning environment for all students and monitors their welfare and conduct.
- Ensures teaching and learning environments are inclusive, culturally responsive and uphold the school values.
- Oversees the monitoring, recording and reporting of student progress and achievements to parents and the Board.
- Shows progressive educational practice by keeping up to date with curriculum and administrative developments.
- Provides a curriculum which will engage, excite and motivate all students.
- Understands the latest Ka Hikitia Māori Education Strategy and how to translate this into the learning environment.
- Sets and maintains appropriate standards for conduct and behaviour of tamariki by consistently reinforcing and role modelling Te ara o Mākara and leading and championing the Positive Behaviour for Learning Programme.
- Ensures that the school is culturally responsive in all areas, practices the tikanga and kawa of Te Atiawa, who are our manawhenua, and continues to build relationships with Taranaki whānui.

Management

Has overall responsibility for staff performance and development. The principal will:

- In conjunction with the Board, ensure the school is appropriately staffed maintaining the vision of low student – teacher ratios where possible.
- Allocate and delegate duties and responsibilities to all staff, conduct performance appraisals and report to the Board as required.
- Foster a culture of trust and cooperation amongst all staff working together as a team.
- Strengthen a collaborative, professional culture and develop expertise through sharing and creating new knowledge.
- Delegate responsibility and build diversity into the management team, building the capability and capacity of all staff and their own leadership.
- Ensure the performance appraisal system is effectively used to identify and address ongoing improvement of the quality of teaching and goals are specifically linked to school strategic aims.
- Provide effective guidance and motivational leadership to all staff, maintaining high standards within the school environment and teaching programmes.
- Support staff and develop their skills through guidance, supervision, appraisal and the promotion of professional development programmes and effective coaching and mentoring programmes.
- Give staff the opportunity to express their ideas and views through good consultative practices and working together as an inclusive and diverse team.
- Assist the Board to achieve its good employer obligations.
- Actively and effectively manage day to day risks and issues at the school and regularly report notable risks and issues to the Board.

Commitment to Te Tiriti o Waitangi

The commitment to honouring the principles of Te Tiriti o Waitangi in all decision making. Partnership. Protection. Participation. The principal will:

- Embrace and enhance the school's relationship with mana whenua.
- Show a willingness to lead and support the cultural initiatives within our community.
- Have proven ability/strategies to work collaboratively with Māori learners and their whānau as per the principles of the Te Tiriti o Waitangi.

Finance and Administration

Is responsible for the efficient day-to-day management of the school's finances. The principal will:

- Assist the Board in developing sound financial plans and budgets which reflect the current and future needs of the school.
- Administer and monitor the school's funds according to approved annual budget and financial policies, and report to the Board as required.

- Advise the Board on policy development, budgeting, planning and resources.
- Assist the Board in meeting its annual audit and reporting requirements.
- Work to meet the aspirations to maintain current student numbers, retain the four permanent teaching staff.

Supervision of Property and Resources

With full support from the Board, the Principal is responsible for ensuring the school environment and school property are safe and secure. The principal will:

- Ensure the school is kept safe and clean.
- Provide for the acquisition, management and upkeep of the school's equipment and resources.
- Provide advice to the Board on the maintenance, development and enhancement of school property and facilities.

Promotion of Good Communication and Relationships

The principal will, alongside the Board, maintain confidence, cooperation and goodwill between the school and its community. The principal will:

- Foster good working relationships with the Board, staff, students, parents, members of the school community and agencies, such as the Ministry of Education.
- Maintain and develop effective communication between the school, parents and the community.
- Promote parent participation in school events and their children's learning journey to further enhance community partnership.
- Be sensitive to parent and community concerns and address them effectively and promptly.
- Keep parents and the community well informed of the school's activities, programmes and achievements.
- Give parents and caregivers the opportunity to express their ideas and views through good consultative practices and feedback on their child's learning journey and progress.
- Sustain, strengthen and grow existing relationships with Māori whānau.
- Promote a warm, open and welcoming environment for staff, pupils, parents and community by working in partnership, acting as a visible and positive role model and having the same expectations for all staff.
- Promote the school within the wider community, taking every opportunity to portray the school in a positive light and foster links with early childhood education providers and their families.

Information and Advice to the Board

Provides professional and administrative advice and information to the Board and contributes to its effective operation. The principal will:

- Provide effective executive advice to the Board to help ensure it meets all of its statutory and other obligations, seeking external advice when necessary to ensure full compliance.
- Supply information to the Board and highlight issues on all matters relevant to the Board's responsibilities.
- Report to the Board on school-wide curriculum achievements.
- Support the Board in its aim of establishing good working relationships between the school and the community.
- Assist the Board with policy development, policy assurances, and the ongoing review of its policies and plans.
- Implement Board decisions and liaise with the Presiding Member and other Board members at all times over matters of mutual interest or concern.

SIGNATURES:

(Principal)

(Board Presiding Member)

Date: