

**Request for Referee’s Report for the position of:**

**Principal:**

**Mākara Model School**

**Confidential to the Board Glen Taylor School and**

**Julie Schumacher of The Education Group Ltd**

**This page is to be completed by the applicant**

Dear (name of Referee)

I am an applicant for the position of Principal at Mākara Model School, and I have named you as a confidential referee. Please forward the completed referee’s report to:

**Tanya Prentice**

**Office Manager, The Education Group Ltd**

**admin@educationgroup.co.nz** *(preferred)*

**Subject line: Mākara Model School Principal Appointment**

Referee reports must be received by **1:00pm Thursday 7 November 2024**

Yours sincerely

Applicant



**Referee’s Report**

**(Confidential to the Mākara Model School Board
and Julie Schumacher of The Education Group)**

**For: (Candidate to complete)**

|  |  |
| --- | --- |
| Name of Applicant: |  |
| Name of Referee:  |  |
| Phone (work): |  |
| Phone (Mobile): |  |
| Email: |  |
| Are you prepared to be contacted by telephone or email to follow up on the information contained in this report if necessary?  |  Yes No  |

**Following are the skills, capabilities, and dispositions we are looking for:**

**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 someproperty development understanding.

**Personal Attributes and Qualities**

* An excellent listener and communicator
* A sense of fun and enjoyment
* Approachable and kind
* Relational
* Open Door Policy
1. **What is your relationship to the applicant? How long have you known them? What opportunities have you had recently to see them at work?**
2. **What are the main reasons that they will stand out as being an excellent candidate for this Principal position?**

*Please assess the applicant’s performance for each of the following selected performance indicators by placing a X in the appropriate column.  Any additional comments you have would be appreciated.*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Professional Skills and Attributes** | Outstanding | Highly competent | Competent | Competent but with some concerns | Not Competent | Outstanding |
| ability to **coach and mentor** staff through **quality professional learning and development** |  |  |  |  |  |  |
| an **effective listener** and **communicator** with all stakeholders |  |  |  |  |  |  |
| **Can build strong relationships with staff,** students and whanau 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 |  |  |  |  |  |  |
| 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 |  |  |  |  |  |  |
| 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 |  |  |  |  |  |  |
| 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 someproperty development understanding.  |  |  |  |  |  |  |

1. **What are his/her weaknesses or areas needing development?**
2. **If you were in our position, would you appoint them as Principal without reservation? Please supply the reasons for your response.**
3. **Any other comments that will help this Board consider this applicant?**

Please return directly to Julie Schumacher

Email (preferably): admin@educationgroup.co.nz

Subject line: Mākara Model School Principal position

OR

Deliver to: c/- Tanya Prentice, Office Manager, The Education Group Ltd, Level 2, 24 Manukau Road, Epsom

**By: 1:00pm Thursday 7 November 2024**

Many thanks for taking the time to complete this report.