



Tumuaki | Principal Application Pack 2025



INTRODUCTION TO THE APPLICATION PACK



Thank you for expressing interest in the position of Principal | Tumuaki at Marcellin College.

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 Marcellin College can be found on the school website.

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

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

9:00 am, Thursday 5 February 2026

- Email to: admin@educationgroup.co.nz (subject line: Marcellin College Principal | Tumuaki position) OR
- Deliver to: Tanya Prentice, Office Manager, The Education Group Ltd, Level 2, 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 **9:00 am, Thursday 5 February 2026**

For any further queries please contact Tanya Prentice at the 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)

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

Rowan Johanson
Director, The Education Group
Appointment Advisor to the Marcellin College Board

WELCOME FROM THE MARCELLIN COLLEGE BOARD

Kia ora,

On behalf of the Board of Trustees, we thank you for your interest in applying for the position of Principal | Tumuaki at Marcellin College, a Catholic co-educational Year 7 – 13 school in central Auckland. This is an exciting opportunity to join a vibrant school and continue to grow empowered learners contributing to our communities.

Our board is committed to our Catholic Champagnat Marist Special Character, creating an environment that fosters high standards of achievement by providing our ākonga with quality learning experiences through a rich and engaging curriculum that meets the current and future needs of our young leaders.

We value our diverse and multi-cultural community predominantly from the Pacific. Through our charism and daily practice we are intentional in recognising and honouring Te Tiriti o Waitangi through our words, actions and conduct.

We have extensive facilities including a gymnasium, sports fields and surfaces, a performing arts centre, and purpose designed classrooms. Our new Principal | Tumuaki will work alongside the board to ensure that the infrastructure enables the school to move forward with facilities that support the delivery of future-focused curriculum.

The Board, Senior Leadership Team and staff, in partnership with the school community, are consistently seeking the Best for the school. The Principal | Tumuaki will lead and strengthen a capable team into the future with a clear vision, direction, and determination. A future that will ensure the personal and academic success of all ākonga, growing into the fullness of the people they were created to be.

We welcome applicants to visit our school and see our kura in action. Please contact the Board Secretary, Lavinia Pone on (09) 625 6509 to arrange a suitable time.

We encourage you to explore the school website <https://www.marcellin.school.nz/>

Thank you again for your interest in this position, and we look forward to receiving your application.

Sincerely,



Bernadette Tovio
Presiding Member
Marcellin College Board





*Maungakiekie te maunga
Ko Manukau te moana
Ko Mahelino te Kura
Nā nga tungane Marist te Timatanga o te Kura*

VISION

Transform lives through faith, knowledge and education founded on Marist traditions.

The Marcellin College Board is focused on seeking and providing the best for all ākonga through the provision of high-quality education founded on Marcellin College's Catholic Character in the Champagnat Marist Tradition. As a catholic school, Marcellin College is committed to providing an inclusive education¹ that supports all learning abilities.

Marcellin College, founded in 1958, is a community of a rich and diverse ethnicities and cultures. Not only do ākonga of at least 26 different nationalities attend the College, the ākonga also come from a wide catchment area which stretches Central, South and West of Auckland. As a Marist school, in the charism of St Marcellin Champagnat, our Catholic Character is of utmost importance. The pillars of a Marist education are lived and encouraged through our five (5) pillars:

- Wairua o te whānau / Family spirit: Shown through our whānau and dean system
- Ngāwari / Simplicity: Being straightforward, transparent and honest in all we do
- Ki te huarahi o Maria / In the way of Mary: caring for each other as Mary, "our good mother", would do
- Aroaro / Presence: Being available to others without expecting anything in return
- Aroha ki te mahi / Love of work: Being responsible

The commitment to this is evidenced in the strong cocurricular activities of the school. The family spirit and blending of cultures in our school are strongly represented in our Mass and Liturgy with Māori, Tongan, Samoan and Filipino ākonga leading offertory processions as well as identifying hymns and worship. There are wide and varied opportunities for ākonga to engage and connect in wider academic, cultural, sporting and other aspects of life and growth and it is a priority to provide for all ākonga to explore their passions and talents.

At Marcellin, we seek the best in high quality Marist Catholic education for all Catholics whose parents choose to send their sons and daughters to the College. We have a strong commitment to providing a wide curriculum which best suits the needs and aspirations of our ākonga and which maximise our facilities.

Our primary commitment is to foster a strong teacher/ākonga relationship based on mutual trust and respect which leads ākonga to seek continual engagement in their learning. Personal excellence is the goal for all our ākonga, and our Principal | Tumuaki, Senior Leadership Team and staff are there to guide them to that destination. A strong family spirit underpins life at our College which assists in creating a healthy learning environment where all are given ample opportunity to fulfil their God-given talents.

¹ Refer to the New Zealand Curriculum, the New Zealand Disability Strategy, and the United Nations Convention on the Rights of Disabled People.

CRITERIA FOR THE APPOINTMENT



The Principal | Tumuaiki will be appointed on the following criteria:

A Committed Leader of Charism and Catholic Character who

- demonstrates the ability to lead, promote and support a school's Champagnat Marist charism, Catholic traditions, and values.

A Strong Leader of People who

- is a strategic thinker capable of setting a clear direction for the school.
- is an excellent communicator with ability to unite all stakeholders to drive the school vision forward.
- operates in a collaborative and collegial manner with staff, students and whānau and can build trusting relationships.
- will be highly visible, approachable and engaged in the school and wider community.
- is decisive and has the ability to make hard calls and manage difficult situations.

A Knowledgeable Leader of Learning and Student-Centred Success who

- has experience delivering academic excellence and is committed to raising the achievement of all ākonga.
- possesses current, in-depth pedagogical and curriculum knowledge.
- has the proven ability to lead targeted and effective professional development for staff.
- is a reflective practitioner who consistently seeks and acts on feedback.

A Passionate Leader of Equity and Tikanga Māori who

- understands and honours Te Tiriti o Waitangi, values cultural diversity and will maintain our inclusive culture, promoting te reo and tikanga across the College.
- demonstrates the ability to lead and champion a diverse, multi-cultural school.
- is committed to inclusion, with strategies to support neuro-divergent ākonga and those with diverse learning needs.

A Proven Leader of Operations who

- demonstrates the ability to lead and improve school systems to support high staff and ākonga performance.
- has relevant operational experience and capability, particularly in the management of finance and personnel.



INFORMATION FOR APPLICANTS



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. **Complete** the application in FULL. Read through it first and then answer all questions. Sign and date where indicated.
2. **Attach** your 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. **Attach** copies of relevant qualification certificates. If successful, you will be required to provide the originals as proof of qualification(s) to be verified.
4. If you are selected for an 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/or answer all questions truthfully may result in any offer of employment being withdrawn or appointment being terminated if any information is found to be false at a later date.
6. All applicants will be required to give consent to a Police Vet (if required).
 - 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 then 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 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. To arrange a suitable time, contact the Board Secretary, Lavinia Pone on (09) 625 6509 (ext 705).

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



Education Gazette Advertisement	Monday 1 st December 2025
Candidates visiting Marcellin College	Please make an appointment by contacting the Board Secretary, Lavinia Pone on (09) 625 6509 (ext 705)
Closing date for applications	9:00 am Thursday 5 th February 2026
Closing date for Referee Reports	9:00 am Thursday 5 th February 2026
Shortlisting Completed	Tuesday 10 th February 2026
Visits to Shortlisted Candidates' School	By appointment
Interviews with an applicant's presentation <i>The Board reserves the right for second interviews to be conducted if needed</i>	Saturday 21 st February 2026 Saturday 28 th February 2026
Appointment commences	Term 2, 2026

We need to receive:

1. Letter of introduction
2. Completed Application for Appointment Form
3. Current Curriculum Vitae
4. Reports from **three** referees (applicant to organise)

Completed applications to be received by: 9:00am, Thursday 5 February 2026

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

Subject line: Marcellin College Principal | Tumuaki Appointment

Or deliver to: The Education Group Ltd, Level 2, 24 Manukau Road, Epsom, Auckland

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

Again, we welcome applicants to visit our school and to connect with our staff and students. To arrange a suitable time, please contact the Board Secretary, Lavinia Pone on (09) 625 6509 (Ext 705)

CLAUSE 47, SCHEDULE 6, EDUCATION ACT 2020

It is the policy of the New Zealand Catholic Bishops Conference (October 2011) that the person holding a Schedule 6, Clause 47 principal position “must be a baptised Catholic, active in a Catholic parish or Catholic Eucharistic community, and who is an authentic witness and role model for Catholic ākonga”. Only a committed Catholic can fulfil the requirement to be willing and able to take part in religious instruction appropriate to the special character of the school.

Staff members in Special character (CI 47) positions are not appointed simply to teach Religious Education, although this is the specialist task of some teachers holding these positions. They are appointed to contribute to the religious instruction of the ākonga. The term ‘religious instruction’ in the Education and Training Act was chosen with care. It continues to be useful because it implies far more than Religious Education – it includes the school’s Catholic Character, all of which is designed to contribute to the religious instruction of the ākonga. (See Clarifications for Catholic Schools Factsheet for more information.)

Special character (CI 47) positions provide the legal safeguard, ensuring that the school can employ a sufficient number of Catholic teachers who understand and live by the special character so that the school is truly a Catholic community. Teachers create this community by everything they say and do. The principal and DRS need the support of other Catholic teachers in order to sustain the Catholic community of the school.

For the more senior Special character (CI 47) tagged positions, especially that of principal, appointees are expected to be involved in their parish and have carried out some role within the Church community. The principal takes up an important religious and pastoral responsibility in the Catholic community. The person appointed must therefore be a fully committed and active Catholic, committed to Catholic religious practices and to leadership of Catholic education.

Important information about the form you will fill in for the minimum requirements of acceptability for a CI 47 position

It is important to fill out this form as clearly and thoroughly as possible, even if that means repeating material included elsewhere in your application, because this form and the information it contains is used to determine **acceptability**. In the case of a primary school appointment this form is the only information the Proprietor has available in order to determine acceptability.

Section D: **Qualifications in Religious Education**. Please include your **Certification*** details (if relevant), and any degrees or diplomas in Religious Education, or related subjects; the institution that granted these, and the year of graduation. Include qualifications in Catechetical Studies, Theology, Christian Family Life Education, any relevant pre-service and in-service courses you are currently undertaking or have completed. Even if the position does not include teaching religious Education you may have details to record.

Section F: **Other Qualifications and Experience**. You may include any in-service courses relating to Religious Education and/or courses for personal development, such as scripture

studies, which were not covered in Section D. You may also include your involvement in parish or Church groups or other organisations. Please add any other qualifications, training or experience you consider relevant to Catholic Character.

CI47 referees may be asked to attest to the qualities and/or qualifications recorded in this form. At least one such referee must be your parish priest (or parish pastoral leader) or a priest recently known to you who can judge whether you fit the criteria for a teacher in a tagged position. It is prudent to obtain agreement from your referees before nominating them.

***Certification for Teachers in Catholic Schools:** Certification (formerly accreditation) is the means by which teachers are recognised for their professional preparation in taking faith-leadership roles in the Catholic school. Diocesan Catholic education offices can explain the course work and levels of certification available to teachers.

N.Z.C.E.O.
May 2020



PRINCIPAL | TUMUAKI JOB DESCRIPTION 2026



JOB TITLE: Principal | Tumuaki

RESPONSIBLE TO: Marcellin College Board

DIRECTLY RESPONSIBLE FOR: The ākonga and school staff (senior management, teachers, support staff and property staff)

PRIMARY OBJECTIVES:

- **Charism Leadership and Catholic Character:** Provide, maintain and strengthen the special character of the school
- **Strategic Leadership and Culture:** Provide professional leadership that focuses the school culture on enhancing learning and teaching
- **Education Leadership and Pedagogy:** Create a learning environment in which there is an expectation that all ākonga will experience success in learning
- **Organisational and Systems Leadership:** Develop and use management systems to support and enhance ākonga learning
- **Key Relationship Development and Management Leader:** Strengthen key networks and relationships to enhance ākonga learning
- **Communicator Leader:** Strong communicator and advocate of the school and its ākonga

RESPONSIBLE FOR:

The effective operation of the school, as per the job description, MOE compliance and legal requirements

COMMITTED TO:

The Catholic education of the ākonga and the charism of Saint Marcellin Champagnat, characterised by:

- Family Spirit
- Simplicity
- In the way of Mary
- Presence
- Love of Work

EFFECTIVE RELATIONSHIPS WITH:

The College Board, Proprietors' Board, Catholic stakeholders, Marist educational networks, ākonga, staff, parents, community, education agencies, local schools, and contractors



SPECIFIC REQUIREMENTS:

The Principal | Tumuaki assumes the major leadership role in the school and because of this undertakes important religious, pastoral and professional responsibilities in the Catholic community. The person appointed must therefore be a fully committed and practising Catholic, committed to Catholic religious' practices and to the furtherance of Catholic education.

A willingness and ability to take part in religious instruction appropriate to a Catholic school is a condition of appointment.

The Principal | Tumuaki shall:

- abide by all relevant requirements of the school's Integration Agreement and the Annual Plan and Strategic Plan.
- accept and recognise the primary day to day responsibility of developing, maintaining and preserving the special character of the school.
- be responsible to the Board of Trustees for ensuring that the school provides a structured and systematic course in Religious Education in accordance with the programmes published by the National Centre for Religious Studies and approved by the New Zealand Catholic Bishops Conference and by the Bishop of the diocese be responsible to the Board of Trustees for developing in the school a community of faith through daily prayer, the sacraments and especially the celebration of the Mass. The Principal | Tumuaki is expected to take an active leadership role in liturgies and prayer involving the whole school.
- plan, in consultation with the Board of Trustees, to enhance the school's special character, and construct appropriate initiatives to achieve the desired outcomes.
- ensure that all school staff, teaching and non-teaching, recognise that the school is a Catholic school and that their behaviour is such as to enhance the ethos of the school.

QUALIFICATIONS

The successful applicant will:

- hold a recognised postgraduate qualification at a Master level or equivalent.



- hold a current New Zealand Teacher Registration
- be a practicing Catholic active in her/his Parish and Parish Community
- meet all the requirements of a suitable candidate as per Schedule 6, Clause 47 of the Education and Training Act 2020
- have Principal | Tumuaki or Deputy Principal experience in a Catholic secondary school setting
- have Principal | Tumuaki or Deputy Principal experience in a diverse multicultural school community, Māori and Pacific being an advantage

PRINCIPAL | TUMUAKI PROFESSIONAL STANDARDS AT MARCELLIN COLLEGE



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

Professional Standards	Indicators
In conjunction with the Board, develop and implement a school vision and shared goals focused on enhanced engagement and achievement for all students	<input type="checkbox"/> Demonstrates the ability to take a strategic view of the school, including its strengths and weaknesses, to plan and lead the school's on-going development to achieve excellent outcomes in children's learning <input type="checkbox"/> Demonstrates the ability to drive an idea from inception to completion engaging the community, staff, and students in achieving the vision <input type="checkbox"/> Takes the time to understand and value Marcellin College and demonstrates understanding of what makes the school unique <input type="checkbox"/> Works with the Board to develop an inspirational strategic plan ensuring it reflects identified needs and changing circumstances
Promote a culture whereby staff members take on appropriate leadership roles and work collaboratively to improve teaching and learning	<input type="checkbox"/> Shows the ability to inspire and develop all staff and promote a team approach to decisions that affect teaching and learning <input type="checkbox"/> Values and enables the potential of students to contribute and lead in our school and the broader community <input type="checkbox"/> Shows an openness and willingness to engage with new and different ideas in balance with the unique culture of the school <input type="checkbox"/> A strong partnership is evident between students, teachers, and parents in achieving improved learning outcomes for students <input type="checkbox"/> Appropriately delegates responsibilities to staff

Professional Standards	Indicators
Model respect for other in interactions with adults and students	<p>Is fair and professional with an ability to bring out the best in people</p> <p>Acts as a role model and sets clear expectations for others</p> <p>Ensures all staff model constructive relationships with students, with each other and with other adults</p>
Promote the bicultural nature of New Zealand by ensuring that it is evident in the school culture	<p>Demonstrates a willingness to build on the unique philosophy and culture of the school</p> <p>Ensures Tikanga Māori and Te Reo are incorporated into the day-to-day life of the school and into classroom programs</p>
Maintain a safe, learning focused environment	<p>Ensures a safe physical environment</p> <p>Ensures the class environments are conducive to teaching and learning</p> <p>Maintains an awareness of staff workloads, challenges, and stress</p> <p>Ensures all staff feel comfortable in identifying successes, issues or concerns with themselves or a member of the senior leadership team</p>
Promote an inclusive environment in which the diversity and prior experiences of students are acknowledged and respected	<p>Shows a passion for all students as learners including students with special education needs, the gifted and talented, and students with different cultural backgrounds</p> <p>Proactively builds positive, fun, friendly and professional relationships with students</p> <p>Provides opportunities for individual success and excellence</p> <p>Enhances the multicultural dimensions of the school.</p>
Manage conflict and other challenging situations effectively and actively work to achieve solutions	<p>Identifies issues in a timely and consistent manner and promptly undertakes appropriate actions</p> <p>Negotiates and facilitates to achieve a solution and/or a mutually acceptable resolution wherever possible</p> <p>Encourages staff and the community to share concerns before they become big issues</p> <p>Maintains a 'no surprises' approach with the Board</p>
Demonstrate leadership through participating in professional learning	<p>Actively seeks professional development that supports personal leadership growth</p> <p>Understands own strengths and weaknesses to inform professional development</p> <p>Integrate professional learning and development into the leadership role</p>

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

Professional Standards	Indicators
Promote, participate in and support ongoing professional learning linked to student progress	Keeps abreast of current thinking and research via professional reading, professional learning groups, and personal learning Drives innovative learning practices within the school
Demonstrate leadership through engaging with staff and sharing knowledge about effective teaching and learning in the context of the New Zealand curriculum documents	Demonstrates the ability to lead learning, with a clear focus on excellent outcomes for students, through effective, up to date and evidence-based teaching and learning principles and pedagogy Ensures all staff are actively involved in professional learning and development, with goals based on effective teaching and learning practices, leading to improved learning outcomes for students
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	Demonstrates the skills and experience to mentor and guide others by actively participating and interacting with students Demonstrates the ability to ensure effective relationships with Māori and Pacific students
Ensure that the review and design of school programmes is informed by school-based and other evidence.	Ensures decisions are data and evidence driven Links professional learning and development is to student achievement Reviews and considers innovative practices for inclusion in school programmes
Maintain a professional learning community within which staff members are provided with feedback and support on their professional practice.	Demonstrates the skills and experience to mentor and guide others by actively participating and interacting with staff Ensures staff are provided with individual feedback, coaching, encouragement, and support Supports and oversees staff as they observe and mentor each other regarding best practice in teaching and learning
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.	Shows a passion for education, and demonstrates a thorough understanding of teaching and learning for diverse students Has a clear focus in classrooms, teams, and professional discussions on ongoing student achievement improvement

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

Professional Standards	Indicators
Exhibit leadership that results in the effective day-to-day operation of the school	<p>Is a strong, confident, committed, and passionate leader with an honest and clear communication style</p> <p>Always demonstrates professionalism</p> <p>Implements best practice systems for leadership and management</p> <p>Ensures quality day to day management systems for a highly effective school operation</p>
Operate within board policy and in accordance with legislative requirements	<p>Adheres to current legislation and deadlines are met</p> <p>Understands and operates within Board policy</p>
Provide the Board with timely and accurate information and advice on student learning and school operation	The Board is informed of all areas of the school's operation and student learning
Effectively manage and administer finance, property and health and safety systems	<p>Highly effective management systems are in place for finance, property and for health and safety</p> <p>Ensures school buildings and facilities meet all Health & Safety regulations</p>
Effectively manage personnel with a focus on maximizing the effectiveness of all staff members	Performance management systems are in place that ensure a highly effective and motivated staff
Use school/external evidence to inform planning for future action monitor progress and manage change	Is proactive in identifying, monitoring, and informing Board and staff of future changes, then instigates and coordinates agreed and/or required actions
Prioritise resource allocation on the basis of the school's annual and strategic objectives	The school budget is based on charter goals and the annual and strategic plans

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

Professional Standards	Indicators
Work with the Board to facilitate strategic decision making	<input type="checkbox"/> Proactively builds positive, respectful, and professional relationships with the Board <input type="checkbox"/> Plays a proactive role on the Board as the educational leader <input type="checkbox"/> Supports the Board to focus on future thinking, strategic planning
Actively foster relationships with the school's community and local iwi	<input type="checkbox"/> Proactively builds positive, respectful, friendly, and professional relationships with students and parents/whānau <input type="checkbox"/> Positively builds trust between home and school to positively influence student learning and engagement
Actively foster professional relationships, with, and between colleagues, and with government agencies and others with expertise in the wider education community	<input type="checkbox"/> Passionately and confidently represents the school with other educators and government agencies
Interact regularly with parents and the school community on student progress and other school-related matters	<input type="checkbox"/> Passionately and confidently represents the school in the local community and with prospective parents/whānau <input type="checkbox"/> Is seen to be a 'visible' principal by the school community <input type="checkbox"/> Keeps parents/whānau well informed about student achievement and school related matters <input type="checkbox"/> Demonstrates an approachable, caring, fun, and respectful demeanour which encourages interaction with children and parents/whānau
Actively foster relationships with other schools and participate in appropriate school networks	<input type="checkbox"/> Passionately and confidently represents the school in our Kāhui Ako, and with other schools <input type="checkbox"/> Attends a variety of relevant principal and community networking opportunities and meetings

