



PAKURANGA
COLLEGE

PAKURANGA COLLEGE

Principal Appointment 2024



Application Pack 2024

Nau Mai Haere Mai, Talofa lava, Malo e lelei, Welcome!

Thank you for expressing an interest in the position of Tumuaki / Principal of Pakuranga College

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

- Welcome letter
- School profile
- Criteria for the appointment
- Information for applicants
- Recruitment process timeline
- Tumuaki / Principal's Role description
- [Strategic Plan](#)
- [Pakuranga College website](#)

The following separate documents accompany this application pack:

- Referee report template (a separate document)
- Application form (a separate document)

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 and Practising Certificate should be submitted by **1:00 pm Friday 10 May 2024**.

Email to: admin@educationgroup.co.nz (subject line: Pakuranga College Principal position)

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 Wednesday 8 May 2024**

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

Ngā mihi nui,

Rowan Johanson and Julie Shumacher
The Education Group Ltd



March 2024

On behalf of the Board, I am pleased to welcome potential applicants - thank you for showing an interest in the role of Tumuaki/Principal here at Pakuranga College.

Our previous Principal has served our community for almost 15 years, and we are now embarking on the exciting journey of finding a new leader for our kura.

Pakuranga College serves a diverse range of students and whānau. It is a multi-cultural school, and we are committed to providing a welcoming and inclusive environment for all our students. We have a flourishing International programme, as well as our Pegasus Unit and the Optimal Learning Centre which cater for students of diverse learning needs. Our new Principal will be a person who values and nurtures students of all abilities and backgrounds, creating an environment where all students feel they can experience success.

As Principal, you would be leading a highly committed and innovative team of teachers and support staff, who all work together in a learner focussed environment. The Board is committed to supporting our Kaiako in their Professional Development, and the well-being and growth of our teachers is something we value as a Board.

We are looking for a leader who embodies the values of Pakuranga College – someone who is innovative and is committed to the growth of our students and staff. We want our students to experience a full and rich life at our school, to be involved in co-curricular activities, to experience leadership opportunities, to seek academic success and to be an active part of the community.

We are looking for a leader who embodies these values, who leads by example and who truly understands servant leadership. We are seeking a professional who leads with integrity and mana, and who respects the mana of others. We are looking for a person who will be visible and approachable in our school and community. Our Principal will value every single one of our students, their whānau, their culture and where they are from.

We are excited about our journey ahead and working with a leader who is as passionate and as motivated about teaching and learning as we are.

If you have any questions, please do not hesitate to contact me through the Board email: bot@pakuranga.school.nz.

Ngā mihi

Nicola Troughear
Presiding Member
Pakuranga College Board

PAKURANGA COLLEGE

SCHOOL PROFILE



VITAL STATISTICS

Total Students: 2,200+
International Students: 70+
Ethnicities/cultures attending: 70+
Staff: 250+
Founding Date: 1960
Motto: Caelum Certe Patet (Reach for the Skies)

ACADEMIC STATISTICS

Subjects offered: 40+
NCEA: Levels 2 and 3 only
Post-school Pathways: 70% attend further education (2023 cohort)



FIND YOUR FIT

Whatever students are passionate about, they can find something that fits them at Pakuranga College – academia, arts, sports, student leadership, or cultural participation – there is no one way to succeed in our community. We work hard to engage students on their level whatever their niche, and if they aren't sure, well, the best way to know is to give it a go.

FIND YOUR VALUE

Our vision is: *To empower young people to be the best they can be; equipped and inspired to courageously shape tomorrow's world.*

Our guiding principles, which shape all aspects of the college, are:

- Inclusivity/Kotahitanga
- Integrity/Ngākau Pono
- Care/Manaakitanga
- Innovation/Auahatanga
- Partnership/Rangapū
- Excellence/Hiranga

FIND YOUR SPACE

It starts with supporting students and families. We believe that we see the best outcomes for students when parents engage with the college. With over 2,000 students forging relationships can be daunting, but our Whānau (Houses) are a safe space for all students and the first point of contact for families.

WHĀNAU

We have six Whānau, each headed by a Whānau Leader and Assistant Whānau Leader. Within each Whānau students belong to a Whānau Group (Tutor Class) with other students from Year 9-13. The vertical structure of our Whānau Groups gives students continuity as they progress through the college, with the same Whānau Group Teacher supporting them throughout, with dedicated Peer Support Leaders to help students find their way, answer questions, and show what it means to be a Pakuranga College student.

GUIDANCE

Student wellbeing is paramount to us and the team of counsellors and youth workers at our on-site guidance facility, Waiora House.

Talking with a counsellor at Pakuranga College is seen as a normal thing to do. Our counsellors have contact with approximately 650 students each year. Most students self-refer, but others are referred by school staff or parents. Our counsellors provide brief interventions, with a focus on tools and solutions that will allow students to self-manage issues moving forward.

All Year 9 students take part in a digital wellbeing survey. Those identified as needing additional support are invited to participate in Pū Whakarahi, our wellbeing programme run by the college youth workers.



PEGASUS LEARNING CENTRE

Our Pegasus Learning Centre is an integral part of the college, allowing our high-needs students to readily connect with mainstream students. We have three bespoke streams of support to fit the diverse needs of our students.

Pegasus: For students with learning disabilities, we offer a specialised education unit that goes beyond teaching the curriculum; imparting life skills, fostering independence, encouraging socialisation, and building confidence to help students reach their potential.

This area is staffed by a combination of teachers and teacher aides who are experienced and passionate about supporting students in their educational and social endeavours. We work closely with whānau and the community to ensure that students are respected, have a sense of belonging, and become responsible individuals.

Learning Support: We also support students who have gaps in their education or are working at a slower pace, to transition between year levels or from school successfully.

Holistic Support: For students achieving at or above the curriculum level, but who have other challenges like anxiety, trauma, behavioural issues, or sensory processing disorders the Pegasus

Learning Centre offers a calm and highly supportive environment where learning and wellbeing are intertwined.



FIND YOUR PASSION

Our many student-led councils are an important part of college life, organising engaging events that unite students, while also supporting causes that resonate with students. We have over 100 different groups, councils and teams that students can join, spanning sports, arts, and cultures.

We firmly believe that if students haven't joined a club or team, they are missing out on some of the richest experiences they can have at school, which is why we actively encourage everyone to get involved and add to the vibrancy of the college.

LEADERSHIP

Senior students have many opportunities to step into formal leadership roles, and to create their own. See a gap for a new cultural group or interest club – then found it and lead it! New groups and leadership opportunities are consistently supported by our fantastic staff, who commit time to assist groups as a teacher-in-charge and to mentor our aspiring young leaders.

The college also works to instil leadership skills through a leadership training programme for Junior students, which encourages them to think about their own leadership qualities and how to develop them.

FIND YOUR IDENTITY

The cultural diversity of our students is recognised and celebrated at Pakuranga College, with students encouraged to share their culture through language, music, and dance. The Cultural Council oversees our 15+ cultural groups (representing just some of our 70+ cultures), extending opportunities for them to share their cultural heritage with the wider student body. Our annual Cultural Night is hotly anticipated, with students spending several months creating stunning performances that showcase their culture.

Cultural appreciation is woven into the fabric of the college, with students organising multiple language week celebrations each year. We also offer parents a chance to engage with the college through a cultural lens, with our termly Talanoa Night for Pasifika aiga and Kōrero and Kai for Māori families, successfully run by our Māori and Pasifika student leaders.



FIND NEW HEIGHTS

We offer over 40 different subject options, making it easy for students to find courses that fit their strengths, passions, and career aspirations.

Our Year 12 and 13 courses allow students to gain NCEA qualifications at Level 2 and 3, with most Level 3 courses also providing a pathway to tertiary education. Students at the college consistently outperform the national average for NCEA, with the majority of students continuing on to university study.

Year 11 students study a curriculum tailored to provide a strong foundation for the rigours of NCEA in Year 12. Rather than sitting Level 1 exams in November, students spend an extra four weeks in the classroom.

We appreciate that not every student wishes to continue to university. Whatever their career plans, we have plenty of hands-on courses offering NCEA qualifications in Year 12 and 13, which can lead directly to employment or trades training.

In Year 9 and 10 the curriculum is designed to provide a solid foundation in core subject areas such as Maths, English, Science, Social Studies, and Physical Education; while also allowing students to explore Languages, The Arts, and Technology. Students have plenty of opportunity to sample areas of the curriculum that interest them, with a broader timetable allowing seven to eight subjects.

CAREERS

We know that there are lots of different pathways for students after school and our dedicated Careers Department supports students on all of them. We have helped our students secure invaluable trade placements, life-changing scholarships, and admissions to universities in New Zealand and abroad. Whatever career interests our students have, from barista to barrister, our Careers Department can guide them on the journey.

FIND YOUR FOCUS

We are focused on staff and professional development is important to us. We dedicate Friday mornings to staff learning, where we explore discursive and pedagogical practices that align with our ideals of relationship-based learning and teaching to the North-East.

We have space marked within the weekly timetable specifically for the growth and continued learning of our teachers, we don't expect them to do this on their own time. The reason we dedicate this time is to build more confident teachers with greater efficacy and agency.



All staff meet weekly in groups with a learning coach (appointed from our staff), focusing on a specific topic each term, for example, Relationships in Learning for Equitable Outcomes. Each fortnight staff will also meet their learning coach for a one-on-one session.

Staff feedback shows one-on-one sessions are invaluable. It's a time to discuss what is happening in class that isn't necessarily connected to the curriculum. Teachers can reflect on what is going well or what needs improving, with input from their learning coach, who has observed lessons.

We strive to create students who are life-long learners, and we want this for our staff as well, so we actively prioritise time to achieve this. The outcomes are absolutely worth the effort.

PAKURANGA COLLEGE

Criteria for Appointment

These appointment criteria for our new Principal have been formed by the Pakuranga College Board following consultation with the staff, students and whānau. These criteria are in addition to the [Aotearoa New Zealand Principal Eligibility Criteria](#).

The Pakuranga College Board is looking for:

An approachable leader for Pakuranga College and our community, who

1. Lives our values and respects our school's culture and history
2. Is approachable, visible and engaged, able to build strong connections with students, whānau and the wider community with warmth and empathy

An empowering leader of people, who

3. Is an effective communicator and an inspirational leader
4. Has a collaborative leadership approach and is able to build leadership in others
5. Thinks and plans strategically so that change is managed effectively and equitably

A leader of learning and student-centred success, who

6. Values and actively supports staff professional learning and development
7. Has current in-depth pedagogical knowledge and can lead learning
8. Ensures the effective teaching of our broad, rich curriculum that provides multiple opportunities to develop the skills and talents of our ākonga, both inside and outside of the classroom
9. Actively engages with the current educational trends in a way that is forward thinking and innovative

A leader of diversity, equity and tikanga Māori, who

10. Honours and gives effect to Te Tiriti o Waitangi through their practice in a way that maintains our inclusive culture (promotes Te Reo, tikanga and Te Ao Māori across the school)
11. Demonstrates a proven ability to promote the value of cultural diversity and strengthen culturally responsive practices
12. Celebrates diversity, supporting our diverse learners and whānau to feel part of our school and experience ongoing success

An experienced leader of operations, who

13. Can work collaborative and constructively with the Board, bringing a strong working knowledge of finance, personnel, property and health and safety in an educational context
14. Can look to the future and plan strategically with the Board and Senior Leadership Team to ensure our school continues to be at the forefront of education in Aotearoa, New Zealand

INFORMATION FOR APPLICANTS

Thank you for applying for the position of Tumuaki/Principal of Pakuranga College.

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

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.

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. CVs provided from non-successful applicants will not be returned unless a stamped self-addressed envelope is provided. Application forms and CVs from non-successful applicants will be held until the appointments process is completed and will then be destroyed.
8. You are required to request a **referee's reports from three referees**. The referee 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 the report. Referees' reports are to be emailed to admin@educationgroup.co.nz by **1:00 pm Wednesday 8 May 2024**. 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 Pakuranga College and The Education Group Ltd.

All applicants are encouraged to visit the school in operation. Please contact Candice-Lee Dennis (Principal's Executive Assistant) on +64 9 534 7159 712 or cdennis@pakuranga.school.nz to arrange a date and time for a tour of our kura.

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

The Pakuranga College Board has set the following timeline for the appointment of the Tumuaki / Principal. Every effort will be made to keep to the following schedule in determining the successful candidate.

Key Dates

Education Gazette Advertisement	Friday 5 April 2024
Advertisement up on The Education Group Website	Friday 5 April 2024
Candidates to visit the College by appointment	10 and 11 April 2024 1 to 7 May 2024
Closing date for referee reports	1:00 pm Wednesday 8 May 2024
Closing date for applications	1:00 pm Friday 10 May 2024
Shortlisting completed by	Tuesday 14 May 2024
Visit to shortlisted applicants' schools.	15 May 2024 to 23 May 2024
Interviews	Saturday 1 June 2024 8:30 am – 5:30 pm
Appointment made	By Monday 27 May 2024
Appointment commences	Start of Term 3, 2024 or as negotiated

The Board reserves the right to conduct a second interview if needed.

Checklist - We need to receive completed:

- Application form
- Letter to accompany Curriculum Vitae
- Curriculum Vitae – with copies of verified qualification certificates attached
- Reports from three referees (applicant to organise)

Completed applications to be received by 1:00 pm Friday 10 May 2024 and should be emailed to Tanya Prentice at admin@educationgroup.co.nz

If you have any queries, please contact Rowan Johanson on 022 080 1613 or at rowanjohanson@educationgroup.co.nz

JOB DESCRIPTION

JOB TITLE: Principal, Pakuranga College

RESPONSIBLE TO: Board of Pakuranga College

DIRECTLY RESPONSIBLE FOR:

This job description incorporates the Professional Standards from the Secondary School Principal Collective Agreement. Consistent with The Education Act 2020, the Board delegates to the Principal the day-to-day responsibilities of managing and operating the school that enables the success of its students and achievement of its strategic ambitions.

HOLDS EFFECTIVE RELATIONSHIPS WITH:

The Board, students, professionals and all support staff, parents, whānau, iwi, the local community, education and other outside agencies, local schools (Kāhui Ako), and local employers.

MEETS THE REQUIREMENTS OF:

The Professional Standards for Principals. (Details below)

- Culture:** Provide professional leadership that focuses the school culture on enhancing learning and teaching
- Pedagogy:** Create a learning environment in which there is an expectation that all students will experience joy and success in learning
- Systems:** Develop and effectively use management systems to support and enhance student learning
- Partnerships and Networks:** Strengthen communication and relationships to enhance student learning



PROFESSIONAL STANDARDS

Culture

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

PROFESSIONAL STANDARDS	KEY RESPONSIBILITIES
<ul style="list-style-type: none"> • With the Board, develop and then implement a school vision with shared goals and values focused on enhanced engagement and achievement (academically, socially and culturally) for all students • Promote a culture whereby staff members assume appropriate leadership roles and work collaboratively to improve teaching and learning • Model respect for others in interactions with adults and students • Promote the bicultural heritage 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, multicultural nature and prior experiences of students are acknowledged and respected • Manage conflict and other challenging situations effectively and actively work to achieve solutions • Demonstrate leadership in professional practice, through applying critical inquiry and problem solving 	<ul style="list-style-type: none"> • Ensure the Mission, Vision and Values of Pakuranga College are embedded in the school's culture and are exemplified and modelled by all adults in the school • Develop and implement shared vision and goals as reflected in the Charter • Ensure the Annual Plan and related student achievement targets are monitored and achieved so the school continues to raise achievement and ensures the wellbeing of students • Build distributed leadership networks that secure commitment and responsibility for continued and sustained improvement through all levels of the school • Foster harmony and unity across the school community • Build a strong sense of 'team' within and across the school staff • Lead and create opportunities to celebrate progress and success • Attract, develop and mentor a highly effective team of outstanding leaders and teachers • Understand the practical application and promotion of operating within the school Ka Hikitia and culturally sustainable practice in the school and the community

Pedagogy

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

PROFESSIONAL STANDARDS	KEY RESPONSIBILITIES
<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 Māori students• Ensure that the review and design of school programmes is informed by school-based and other evidence• Foster a professional learning community within which staff members are provided with feedback and support on their professional practice• Ensure the use of best practices for assessment, and analyse and act upon evidence on student learning to maximise learning for all students• Focus in particular on success in learning for Māori and Pasifika students, students with special education needs, and students at risk of not succeeding at school	<ul style="list-style-type: none">• Actively participate in the professional learning programme within the school and be recognized as 'leading learning' at Pakuranga College• Build a professional learning community that supports, challenges, and enquires into its own professional practice• Ensure teaching and learning is future-focused and that all students can consistently access a local curriculum of rich learning opportunities• Put in place responsive strategies to ensure our Māori students are learning in a culturally appropriate environment and their results continue to improve• Encourage innovative teacher practice linked to student's learning needs and outcomes• Ensure that at all levels of the school, from teaching and learning programmes through to the setting of school student achievement targets, are informed by ongoing self-review and evaluation processes and the effective use of student achievement data

Systems

Develop and use management systems to support and enhance student learning

PROFESSIONAL STANDARDS	KEY RESPONSIBILITIES
<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 the effectiveness of all staff members• Use school / external evidence to inform planning for future action, monitor progress and manage change• Align resource allocation with the school's annual and strategic objectives	<ul style="list-style-type: none">• Be strategic in taking the school forward, ensure strategic goals are converted into reality• Ensure the schools' administrative and financial systems are efficient and fit for purpose• Prioritise and resource selected areas targeted for improvement in line with the school's strategic plan• Use evidence to monitor progress and impact• Effectively lead and manage change• Keep the Board informed through reporting processes, be honest and transparent• Delegate the running of systems to appropriate school staff• Establish contingency strategies for when unforeseen circumstances arise• Act promptly and fairly when misconduct or underperformance is alleged or at issue

Partnerships and Networking

Strengthen communication and relationships to enhance student learning

PROFESSIONAL STANDARDS	KEY RESPONSIBILITIES
<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 and marae• Actively foster professional relationships with, and between colleagues, and with government agencies and others with expertise in the wider education community• Actively foster relationships with other schools and participate in appropriate school networks• Ensure regular interaction with parents and the school community on student progress and other school-related matters.	<ul style="list-style-type: none">• Be knowledgeable and strategic about wider trends and opportunities in education• Be the face of the school with external stakeholders• Demonstrate the interpersonal skills and attitudes to build strong relationships and partnerships with key stakeholder groups such as trustees, parents, whānau, mana whenua, the local community, local schools, local organizations and employers; encourage active community participation in the life of the school• Be enterprising and resourceful in developing informal or formal partnerships that promote learning opportunities for students• Effectively manage the conflicts and dilemmas that sometimes arise in school communities• Connect with peers in other schools to build effective professional learning communities