



TE UHO o te NIKAU PRIMARY SCHOOL



Principal Application Pack 2024

INTRODUCTION TO THE APPLICATION PACK



Thank you for expressing interest in the position of Principal | Tumuaki at Te Uho o te Nikau Primary 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 Te Uho O Te Nikau Primary School can be found on the school website: <https://www.tenikau.school.nz/>

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

1:00 pm 3rd May 2024

- Email to: admin@educationgroup.co.nz (subject line: Te Uho o te Nikau Primary 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 3rd May 2024**

For any further queries please contact Tanya Prentice at the Education Group office (Ph: 09 920 2173) email admin@educationgroup.co.nz) or Julie Schumacher, the Appointment Advisor (Ph: 021 081 07226) email julieschumacher@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 Te Uho o te Nikau Primary School Board

March 2024

Tēnā koe,

“Kia hiwa rā! Kia hiwa rā! Kia hiwa rā kī tēnei tuku! Kia hiwa rā kī tērā tuku!

*Kei apurua kōe kī te toto, Whakapuru tonu, whakapuru tonu! Tihei mauri ora!
Be alert! Be aware! Vigilance is critical! Cover every contingency!*

Lest you fall to calamity, And total darkness! The destiny of multitudes is yours!”

Te Uho o te Nikau Primary School Board would like to thank you for expressing an interest in applying for the Principal position here. We are in the process of searching for a new Principal and Leader for our amazing school.

Our Principal, Melissa Bland, our foundation principal, opened our school with 12 students in February 2019 to a flourishing roll now of over 486 students in 2024. Melissa is stepping into an international principal role in Switzerland. Melissa built an excellent foundation with her dynamic vision and leadership. We now have a great opportunity as a community to choose another leader who can add their legacy to Te Uho o te Nikau Primary School.

Te Uho o te Nikau Primary School is in the Eastern Flat Bush area of Manukau City, Auckland. Our school is located in the Ngāi Tai ki Tamaki iwi, who gifted us our school's name with whom we have a great working relationship with. Our school has a diverse range of cultures, and we are proud to celebrate all of them. We embrace the unique diversity in our school and strive to make our students proud of their identity.

Te Uho o te Nikau Primary School is a growing, thriving primary school that has not reached its full growth potential. We have a roll of over 486 students and 27 teachers, ably assisted by 11 support staff. A highly engaged and dedicated staff will support our new Principal well. The new Principal will work alongside a motivated and collaborative board.

Our successful applicant will be able to continue developing new initiatives that will ensure a strong culture of teaching and learning. Who will be visible, warm and a team player, leveraging the skills and expertise of a highly competent teaching and support staff.

The applicant we seek will be one who can work collaboratively, empower and enable outstanding leadership around them, have vital strategic planning and finance skills, and be a strong communicator with an enthusiastic and empathetic approach. The successful Principal will continue to consolidate and build on the positive relationships established within our community and surrounding iwi.

In addition to the contents of this pack, we encourage you to explore the school website for more insight <https://www.tenikau.school.nz> or even have a look at our community Facebook page.

The board of Te Uho o te Nikau School is committed to open and honest communication, and we understand our role in supporting our Principal and staff in a governance role. We look forward to building an effective relationship with our new Principal.

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

Nga mihi nui

Rikki Solomon

Board Chair

Te Uho o te Nikau Primary School



SCHOOL PROFILE



Introduction

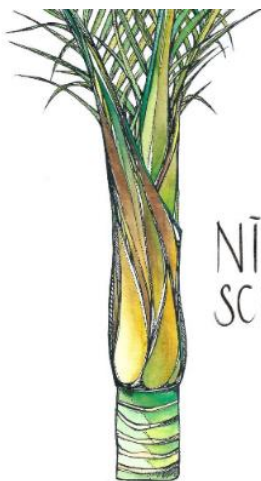
Welcome to Te Uho o te Nikau Primary School - The Heart of the Nikau. We are a school that thrives on strong, positive relationships – with our Tamariki, with our staff and with our warm, supportive families.

Te Uho o te Nikau Primary School – “The Heart of the Nikau”, opened in 2019 and caters for students in years 1 to 6. Our school roll is currently 486 and continues to grow alongside the continuous development in the area. The school serves a culturally diverse and rapidly growing community in Flatbush. Te Uho o te Nikau also hosts a satellite unit for Mount Richmond School.



Our Name:

Thoughts of a cultural concept for the bridges connecting the carpark to the school, a Nikau design plan was offered by the local iwi Ngai Tai ki Tamaki. This then fed the narrative from which our name grew.



NIKAU
SCHOOL

Uho means the heart, pith of a tree, umbilical cord, core.

Nikau - we refer to the tree that once stood plentiful in the landscape now gone, struggling to survive in the growth and expansion of Auckland.

Initial thoughts lead to the purpose of the tree, its structure Nikau, providing nourishment and shelter for the once many birds. The analogy being the berries are the teachings and the manu (birds) are our tamariki.

Whakatauki:

Ko te manu e kai ana i te miro nona te ngahere

Ko te manu e kai ana i te matauranga nona te ao

The bird that partakes of the miro berry reigns in the forest.

The bird that partakes in the power of knowledge has access to the world.



Prior to the school's establishment, there has been an on-going and genuine commitment to give effect to Te Tiriti O Waitangi and a strong partnership with Ngai Tai Ki Tamaki. Local history has influenced the school's unique name, establishment, and environment.

Kaupapa Māori is very well integrated into the school's day to day operations. Children are familiar with the use of te reo Māori, celebrations such as Matariki and the Mihi Whakatau held for new children and their whanau. The history of the local whenua is known, valued, and spoken about.

Our Vision:

To Challenge every learner to explore the world together

Our Values:



Nourish



Grow



Thrive

Our values were developed and defined throughout our establishment year. Our values guide our curriculum design, pedagogy and all our interactions at Te Uho o te Nikau Primary School.

Our school values underpin all we do - learning, positive behaviour for learning, Hauora curriculum, rewards system for tamariki, community engagement and shaping our hui with whanau. Inclusive and respectful relationships are a feature of the school.



Our School Community:

We have a very diverse community, made up of many different cultural groups. A large number of our families have migrant backgrounds. We have a large group of English Language Learners with first languages largely being Asian in origin. There are over 35 languages spoken by our school community.

The school places special emphasis on cultural inclusion, celebrating a huge range of cultural events that reflect our community and what is important to them. Inclusion is paramount and the school prioritises building on the diverse range of cultural and learning experiences that children bring with them. Our children describe our school as a safe and happy place to be.



Our Graduate Profile:

Our Graduate profile communicates our shared understanding of what a *future- orientated learner* looks like. It describes the skills, knowledge, and attitudes that our students will need to develop in order to participate in life beyond school. As our community has grown, our graduate profile has grown as well. We have aligned our values and beliefs around learner dispositions. Under each school value we co-wrote three goals and three indicators for success. Our learner dispositions are :

Trust Growth Membership Ownership Security

We currently collect real time evidence for these skills, knowledge and attitudes on HERO. We have called these Graduate Profile learning posts. We are currently designing a name for this profile – something that captures the light and potential we see in each of our students.

Please see our website for further information: www.tenikau.school.nz

An introduction to our Kura: <https://www.youtube.com/watch?v=NSzT6qT6V2Q>

Our School Facebook Page: <https://www.facebook.com/TeUhooteNikau?mibextid=ZbWKwL>



CRITERIA FOR THE APPOINTMENT



Te Uho o te Nikau Primary 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:

Personal Attributes and Qualities

- Is approachable and kind
- Is an excellent listener and communicator
- Has a sense of fun and enjoyment
- Displays strength in establishing relationships
- Is visionary and innovative in their leadership thinking

POU TĀNGATA – Leader of People

- Able to connect and build strong relationships with staff, students, and families in the Te Uho O Te Nikau community
- Is Inclusive, culturally responsive, and skilled at engaging, consulting, and collaborating with our active and diverse community ensuring they flourish
- Is an effective listener and communicator with all stakeholders
- Understands the need to connect before making changes (whanaungatanga)

POU AKO – Leader of Learning

- Has proven successful primary school leadership experience.
- Displays in depth knowledge of current teaching and learning practices including assessment for and of learning.
- Is passionate about our students and their learning both in and out of the classroom
- Is visible and present around the school and in classrooms
- Sets and maintain high expectations and commits to improved academic progress and achievement, and equity of outcomes for all our ākonga
- Creates an inclusive environment for all learners and supports those with diverse needs
- Has an in-depth understanding of the New Zealand Curriculum – teaching and learning and assessment

POU TIKANGA MĀORI

- Values te Ao Māori and knows how to give meaningful effect to Te Tiriti O Waitangi in all aspects of the life of the school.
- Displays a commitment to integrating kaupapa Māori and tikanga Māori into the everyday life of our kura

POU MAHI – Leader of Operations

- Experienced in managing resources, budgets and property, Health and Safety requirements.
- Able to apply legislation, policies and procedures needed to run our kura.
- Is an experienced and capable strategic thinker who holds a clear vision for future focused learning and teaching and leads strategically and cohesively through to execution

**PARTNER
IN FOCUS**



INFORMATION FOR APPLICANTS



Thank you for applying for the position of Principal of Te Uho o te Nikau Primary 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. Please contact **Julian** at the school: julian@tenikau.school.nz or phone: **09 557 5503** to organise a suitable time. School visits will be available on either 8 April, 22 April or 1 May.

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	27 March 2024
Closing date for applications	1:00pm 3 May 2024
Closing date for Referee Reports	1:00pm 3 May 2024
Shortlisting completed by	11 May 2024
Interviews with an applicant's presentation <i>There may be a two-stage interview process</i>	18 May 2024
Appointment commences	22 July 2024

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 3 May 2024

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

Subject line: Te Uho o te Nikau Primary 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 at admin@educationgroup.co.nz or 09 953 0523 OR Julie Schumacher, the Appointment Advisor at julieschumacher@educationgroup.co.nz or 021 081 07226

Trust



Growth



Membership



Ownership



Security



PRINCIPAL'S JOB DESCRIPTION 2024



ROLE TITLE:	Principal
RESPONSIBLE TO:	Board of Trustees
DIRECTLY RESPONSIBLE FOR:	The students and school staff (teachers, support, ancillary, property staff)
PRIMARY OBJECTIVES:	<p>Culture: Provide professional leadership that creates a school culture of continual improvement which enhancing learning and teaching</p> <p>Pedagogy: Ensure a learning environment in which there is an expectation that all students will experience success in learning</p> <p>Systems: Develop and use management systems to support and enhance student learning</p> <p>Partnership and networks: Strengthen communication and relationships to enhance student learning</p>
PRIMARY FUNCTIONS:	<p>Act as the Board's chief advisor on policy and strategic issues</p> <p>Implement the school's charter and policy objectives</p> <p>Ensure delivery of a balanced curriculum in line with the National Curriculum Framework and to maintain programmes of assessment and reporting of student progress</p> <p>Develop and maintain effective relationships and communications within the school and its community and appropriate agencies</p> <p>Manage the schools finance and administrative systems, staff, and resources effectively and efficiently</p>
RESPONSIBLE FOR:	The effective operation of the school, as per the job description and the Primary Principal's Professional Standards

AREAS OF AUTHORITY:

The Board acknowledges that the Principal has the control of school day to day management, subject to policy guidelines, delegated authority policy, and accurate scheduled reports on progress against controlling documents:

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

PRINCIPAL PROFESSIONAL STANDARDS AT TE UHO O TE NIKAU PRIMARY

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

Professional Standards	Indicators
<p>In conjunction with the Board, develop and implement a school vision and shared goals focused on enhanced engagement and achievement for all students</p>	<ul style="list-style-type: none"> • 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 • Demonstrates the ability to drive an idea from inception to completion engaging the community, staff, and students in achieving the vision • Takes the time to understand and value Te Uho O Te Nikau Primary School and demonstrates understanding of what makes the school unique • Works with the Board to develop an inspirational strategic plan ensuring it reflects identified needs and changing circumstances
<p>Promote a culture whereby staff members take on appropriate leadership roles and work collaboratively to improve teaching and learning</p>	<ul style="list-style-type: none"> • Shows the ability to inspire and develop all staff and promote a team approach to decisions that affect teaching and learning • Values and enables the potential of students to contribute and lead in our school and the broader community • Shows an openness and willingness to engage with new and different ideas in balance with the unique culture of the school • A strong partnership is evident between students, teachers, and parents in achieving improved learning outcomes for students • Appropriately delegates responsibilities to staff
<p>Model respect for other in interactions with adults and students</p>	<ul style="list-style-type: none"> • Is fair and professional with an ability to bring out the best in people • Acts as a role model and sets clear expectations for others • Ensures all staff model constructive relationships with students, with each other and with other adults

Professional Standards	Indicators
Promote the bicultural nature of New Zealand by ensuring that it is evident in the school culture	<ul style="list-style-type: none"> • Demonstrates a willingness to build on the unique philosophy and culture of the school • Ensures Tikanga Māori and Te Reo are incorporated into the day-to-day life of the school and into classroom programs
Maintain a safe, learning focused environment	<ul style="list-style-type: none"> • Ensures a safe physical environment • Ensures the class environments are conducive to teaching and learning • Maintains an awareness of staff workloads, challenges, and stress • Ensures all staff feel comfortable in identifying successes, issues or concerns with themselves or a member of the senior leadership team
Promote an inclusive environment in which the diversity and prior experiences of students are acknowledged and respected	<ul style="list-style-type: none"> • Shows a passion for all students as learners including students with special education needs, the gifted and talented, and students with different cultural backgrounds • Proactively builds positive, fun, friendly and professional relationships with students • Provides opportunities for individual success and excellence • Enhances the multicultural dimensions of the school.
Manage conflict and other challenging situations effectively and actively work to achieve solutions	<ul style="list-style-type: none"> • Identifies issues in a timely and consistent manner and promptly undertakes appropriate actions • Negotiates and facilitates to achieve a solution and/or a mutually acceptable resolution wherever possible • Encourages staff and the community to share concerns before they become big issues • Maintains a 'no surprises' approach with the Board
Demonstrate leadership through participating in professional learning	<ul style="list-style-type: none"> • Actively seeks professional development that supports personal leadership growth • Understands own strengths and weaknesses to inform professional development • Integrate professional learning and development into the leadership role

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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Is a strong, confident, committed, and passionate leader with an honest and clear communication style • Always demonstrates professionalism • Implements best practice systems for leadership and management • Ensures quality day to day management systems for a highly effective school operation
Operate within board policy and in accordance with legislative requirements	<ul style="list-style-type: none"> • Adheres to current legislation and deadlines are met • Understands and operates within Board policy
Provide the Board with timely and accurate information and advice on student learning and school operation	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Highly effective management systems are in place for finance, property and for health and safety • Ensures school buildings and facilities meet all Health & Safety regulations
Effectively manage personnel with a focus on maximizing the effectiveness of all staff members	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> Proactively builds positive, respectful, and professional relationships with the Board Plays a proactive role on the Board as the educational leader Supports the Board to focus on future thinking, strategic planning
Actively foster relationships with the school's community and local iwi	<ul style="list-style-type: none"> Proactively builds positive, respectful, friendly, and professional relationships with students and parents/whānau 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Passionately and confidently represents the school in the local community and with prospective parents/whānau Is seen to be a 'visible' principal by the school community Keeps parents/whānau well informed about student achievement and school related matters 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	<ul style="list-style-type: none"> Passionately and confidently represents the school in our Kāhui Ako, and with other schools Attends a variety of relevant principal and community networking opportunities and meetings

SIGNATURES:

(Principal)

(Board Presiding Member)

Date: