Te Anau School

Thank you for your interest in the Principal position at Te Kura o Te Anau, Te Anau School. This Recruitment Pack will provide you with information about the school, the area, and the Principal role, and will outline how to apply for the position.

This document includes the following information and materials:

Principal Advertisement
Recruitment Timeline
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Letter from Outgoing Principal
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Principal Position Description
Application Form

Terri Johnstone from Catalyst for Change Ltd. has been engaged by the Board of Trustees to facilitate this recruitment process, working collaboratively with the Board to ensure we get the right person for the role.

If you would like to arrange a visit to look around the school, please contact the Board Presiding Member, Kris on (027) 551 7000 or Casey (021) 0226 9892.

To apply for this role, please read through the recruitment pack and submit your completed application to the email address below. Your email should include a completed Application Form, CV, and a Covering Letter speaking to your competencies as outlined in the Advertisement and Pack.

To learn more about our school, what we seek in a Principal, and to apply for this position, please visit: www.teanau.school.nz

Please direct any enquiries, and send completed applications to:
Terri Johnstone, Recruitment Manager
terri@c4change.co.nz // +64272482733

Applications close on Friday the 21st of February at 5pm

CATALYST FOR CHANGE

Recruitment Timeline

20th January 2025
Recruitment Pack Online + Applications Open

Week of 27th of January 2025
Consultation with Students/Staff/Parents/Whānau/Board

Friday 21st of February 2025
Applications Close at 5pm

Week of 24th of February 2025
First Shortlisting
Reference Checking

Week of 3rd of March 2025
Final Shortlisting

8th of March 2025
Interview Date

CATALYST FOR CHANGE

Te Anau School
181 Milford
Te Anau 9600
Phone: 03 2497131
E-mail: admin@teanau.school.nz
Website: www.teanau.school.nz

Kia Ora,

Ehara tāku toa i te toa takitahi engari, he toa takitini - It is not through the strength of one but of many, that we will succeed.

Thank you for taking the time in expressing an interest in the Principal position at Te Anau School.

Established in 1937, Te Anau school is a special place, nestled in the heart of Te Anau, with 3000 permanent residents, surrounded by the natural beauty of Fiordland and Lake Te Anau. Our school embraces this connection with the surrounding environment where ākonga can explore to provide unique learning opportunities.

As a school we place great value on the strong relationships within our community and are gifted with continued support from whānau, volunteers, and businesses, helping us create an inclusive and supportive environment where ākonga can thrive.

Our school operates with a clear focus on our values, 'Climbing our way to the TOP'.

- Together - Kaokao
- Optimism – Ngākau rorotu
- Pride – Whakahī

The ideal Principal will be someone who genuinely connects with ākonga, teachers and whānau. They must be able to foster and maintain relationships that strengthen the bond between our school and wider community. Additionally, we seek a leader who will not only support but also respect our dedicated and valued staff, embracing the school's values and culture.

We look forward to welcoming a new Principal in 2025 who will continue building on the strong foundation we have created for our ākonga.

If you have any further questions or would like to arrange a time to visit the school, please contact me on 0275517000.

Nga mihi,

Kris Dale
Presiding Member

Te Anau School
181 Milford
Te Anau 9600
Phone: 03 2497131
E-mail: admin@teanau.school.nz
Website: www.teanau.school.nz

Tēnā koe,

After 16 years at Te Kura o Te Anau, Te Anau School, including nine and a half as Principal, new adventures await.

Congratulations on applying for what I consider to be one of the best jobs in the country. Te Kura o Te Anau, Te Anau School is a school in an amazing location, amongst a highly supportive community with children that are a pleasure to be around.

With this amazing location we have a strong focus on EOTC. Our ākonga are used to being out and about, whether it be on our lake, cycle and walking trails, or school camps. Hands-on local learning is natural.

I have always had positive Board members supporting me in my role and the current Board is reflective of this. Being in such a wonderful location has always meant that we have had a stable staff. The current staff are a dedicated bunch of professionals with good skill sets. We are held in high regard in the community and have positive relationships with businesses, clubs and Runaka.

We have embedded our TOP Values within our school. Together, Optimism and Pride are part of what we do and are supported by our vision of 'Climbing our way to the TOP'.

Over the past decade and a bit, Te Kura o Te Anau has had steady growth, growing from an end of year roll in 2012 of 196 to a closing roll of 323 in 2024. With this we have had new classroom builds and are currently about to have a new hall and classroom built. All the funding and planning will be in place by the time you start.

The town itself, although slightly isolated, is well serviced and has plenty to do. Being on the edge of Fiordland National Park means that there are adventure opportunities around every corner. On top of this there are many sports, arts and service clubs that help make this place the awesome town that it is.

While the time is right for me to move on, I know that Te Kura o Te Anau, Te Anau School is a fantastic place to be Tumuaki. You will find a school and community that is keen to learn and enjoy life. The successful applicant of this appointment will have fulfillment, fun and satisfaction. Good luck with your application.

Ngā mihi nui,

Grant Excell
Outgoing Principal

School Description

Nestled within the peaceful Lakeside township of Te Anau is Te Anau School, a contributing 0-6 U5 school with a roll of 300-320. The school sits within a 2.2 hectare tree lined site on Milford Road. While the school has a purpose built playground and swimming pool, the children at Te Anau often gravitate to playing in the hedge. Here there are no boundaries to creativity and the resilience of country kids is palpable.

The student school community is made up of 70% European, 10% Maori and 20% from other backgrounds. They are supported by a dedicated team of 16 teachers who operate in two teams. The Junior School comprises of seven classrooms (years 0 to 3) with the Senior School comprising of six classrooms (years 4 to 6). The structure of the school supports a walking DP, together with seven Teacher Aids and dedicated office staff and caretaker. The school is also supported by an active Board that put student achievement and wellbeing at the core of strategic decision making.

Community is interconnected in Te Anau, with links to Fiordland College and Mararoa School. The school also has strong connections with manu whenua, namely Ōraka Aparima Runaka in Riverton. Like many rural schools in remote areas, the PTA forms a solid backbone, be it fundraising, barbecues or attendance at sporting events. A testament of this community spirit can be seen in the planning and fundraising of a new hall. This joint venture between the local community and the Ministry of Education is due to be built in 2025, together with a new classroom.

In relation to teaching and learning, pedagogy is both effective and relevant. Learning takes place within traditional classrooms, yet in many ways Te Anau is a school without walls. The Curriculum is balanced with hands-on learning, including programmes that tap into the unique physical environment of Fiordland National Park, such as Kids Restore Keplar, where students learn about fauna and flora and check stoat traps. Better Start Literacy and the numericon maths program are also embedded throughout the school.

The students who learn and play at Te Anau School are indeed very fortunate, and those who walk through the school gates at the end of Year 6 are well-rounded individuals who indeed have aspirations ‘to climb to the top’.

Tumuaki/Principal Position Description

PURPOSE

The Tumuaki-Principal is the kaitiaki of those things the Te Anau School community believes are important. The Tumuaki-Principal ensures the school is empowering and safe for everyone. They think deeply about how their leadership, background, assumptions and privileges affect others. They are a learner, keen to examine new evidence and emerging ideas. They are also willing to ask for advice and support.
The Tumuaki-Principal is responsible for the day to day management of the school. In managing these areas of responsibility, the Tumuaki-Principal has complete discretion, but will be guided by the Board, its strategic plan and policies, the National Education Learning Priorities (NELP) and the New Zealand Curriculum.

ACCOUNTABILITY

The Tumuaki-Principal is accountable to the Board, through their Presiding Member.

WORKING RELATIONSHIPS

The Tumuaki-Principal:

- Gives priority to ensuring the wellbeing and educational achievements of the school's ākonga.
- Gives priority to ensuring the wellbeing and professional learning of staff.
- Builds and grows positive relationships with whānau, and the community.
- Promotes the interests and image of Te Anau School within the community and wider partnerships.
- Works collaboratively as a member of the Board.

LEADERSHIP POU

POU TĀNGATA – LEADER OF PEOPLE

A leader who brings together and works with a wide range of people, including staff, students, whānau and community.

Personnel Management

The Tumuaki-Principal will be responsible for staff performance, growth, and development.

The Tumuaki-Principal will:

- Provide guidance and motivational leadership to all staff.
- In conjunction with the Board, ensure the school is appropriately staffed.
- Allocate duties to staff, playing to the strengths of the team.
- In consultation with staff, identify development needs and professional development areas of interest to coordinate and evaluate staff professional learning programmes. This includes implementing an annual professional growth system for teachers.
- Make recommendations to the Teaching Council of Aotearoa New Zealand regarding certification of teachers.
- Ensure appropriate reporting to the Board around personnel management, assisting the Board in its good employer obligations.

Relationships and Communications

The Tumuaki-Principal will assist the Board to achieve a climate of trust and cooperation between the school and its community.

The Tumuaki-Principal will:

- Foster good working relationships with the ākonga, whānau, staff, the Board, and the wider community.
- Keep whānau and the community well informed of the school's activities, programmes and achievement, exploring and actioning opportunities to involve the wider community in the life of the school.
- Establish and prioritise systems and practices for effective two-way communication between the school, whānau and the community.
- Generate opportunities for whānau to share their ideas and opinions through robust consultation.
- Address any whānau or community concerns effectively, efficiently, and with compassion.
- Promote the school positively within the wider community.

POU AKO – LEADER OF VISION FOR LEARNING

A leader who implements the vision of Ngā Mātāpuna o Ngā Pakihi, the Board and the community for learning within the school.

The Tumuaki-Principal will:

- Demonstrate progressive educational practice by keeping up to date with pedagogy, curriculum, and administrative developments.
- Oversee the planning, implementation, and evaluation of teaching programmes in line with the NELPs, the national curriculum, and the Te Anau School strategic plan and policies.
- Establish and support high expectations for ākonga achievement, with systems in place to identify ākonga' individual learning needs and provide quality programmes to meet needs.
- Assume the role of an effective educational facilitator through providing teaching assistance to kaiako and role modelling professionalism to ākonga, whānau and kaiako.
- Provide a safe and positive learning environment for ākonga, promoting, developing, and monitoring ākonga welfare and wellbeing.
- Provide regular, accurate and effective reporting to the Board on student achievement and progress, and other areas of teaching and learning.

POU TIKANGA MĀORI

A leader who brings Te Tiriti o Waitangi to life in the school, as the founding document of a bicultural Aotearoa New Zealand.

The Tumuaki-Principal will:

- Prioritise relationships with iwi, consulting them through agreed processes about all significant developments within the school
- Follow and uphold iwi tikanga.
- Ensure every ākonga Māori and their whānau are supported with the necessary resources, learning programmes and environment for success.
- Actively promote and support the learning and use of Te Reo Māori by ākonga and staff, both verbal and written.
- Ensure the school buildings and environment reflect iwi tikanga and reo.
- Provide rich opportunities for Māori ākonga, and all ākonga including, for example, Kapa Haka, and the celebration of Mātariki.
- Work to ensure practices that enhance learning and wellbeing of Māori ākonga are prioritised for example, de-streaming and culturally responsive pedagogy.

POU MAHI – LEADER OF OPERATION

A leader who uses systems to effectively manage the school and meet legislative requirements.

Financial and Administrative Duties

The Tumuaki-Principal will be responsible for management of the school's finances in accordance with Board policy.

The Tumuaki-Principal will:

- Assist the Board and staff to develop sound financial plans and budgets which reflect the current and future needs of the school.
- Administer and monitor the school's funds according to the approved annual budget and financial policies.
- Supervise the school's administrative systems so that they operate efficiently and accurately.
- Ensure appropriate reporting to the Board around policy development, budgeting, planning and resources, assisting the Board to meet its annual audit and reporting requirements.

Property and Resources

With the full support of the Board, the Tumuaki-Principal will ensure a safe and secure school environment.

The Tumuaki-Principal will:

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

Contribution and Support to the Board

The Tumuaki-Principal will provide professional and administrative advice and information to the Board and contribute to the effective operation of the Board.

The Tumuaki-Principal will:

- Assist the Board in its development of strategic and financial plans, and in policy development and review.
- Inform the Board of the school's participation in Ministry initiatives and educational opportunities.
- Ensure thorough reporting to the Board on their areas of responsibility, including highlighting potential issues or risk to the Board.
- Provide effective executive advice to the Board to help ensure it meets its statutory and legal obligations.
- Support and implement Board initiatives.

TUMUAKI-PRINCIPAL PERSON SPECIFICATION

POU TĀNGATA

The Tumuaki-Principal will have experience in:

- Actively supporting students and staff to reach their potential.
- Coaching, mentoring or training others.
- Supporting staff, peer or student wellbeing. This includes supporting people to be safe, feel seen and respected, and able to be themselves.
- Leading by example to show integrity and credibility.
- Participating in professional learning networks.

The Tumuaki-Principal will show commitment to:

- Building trusting relationships with iwi.
- Sharing power with ākonga, whānau and the wider community. This includes listening to and respecting them and incorporating their views.
- Supporting cultural diversity and inclusion of all into school life. This includes upholding the rights of students, whānau and communities from diverse ethnicities, religions, and gender and sexual identities.
- Being anti-racist and developing a culture that is free from discrimination and bullying.
- Initiating and managing change.

POU AKO

The Tumuaki-Principal will have:

- A full Practising Certificate (category one or two).
- Recent in-depth knowledge of teaching and learning processes.
- Recent in-depth knowledge of curricula, and how to assess students' performance against them.

The Tumuaki-Principal will have experience in:

- Creating effective learning environments for students who need support, have a disability, or learn in different ways to their peers.
- Challenging established education approaches in response to new evidence or learning.

The Tumuaki-Principal will show commitment to:

- Incorporating mātauranga Māori in learning.
- Achieving equitable outcomes for all students.
- Upholding student rights, as set out in NZ law.
- Enabling Māori ākonga to achieve as Māori.
- Furthering their professional development as a leader of staff and student learning.

POU TIKANGA MĀORI

The Tumuaki-Principal will have experience in:

- Improving their own te reo and tikanga Māori skills and encouraging others to do the same.
- Respecting and integrating kaupapa Māori and tikanga Māori in a school.

The Tumuaki-Principal will show commitment to:

- Developing relationships with whānau, iwi and the wider Māori community, and involving them in the school's vision and the learning of their tamariki/mokopuna.
- Working with whānau to implement plans, policies and curricula that support use of te reo Māori in the school.
- Prioritising biculturalism through resourcing and funding.
- Creating a culturally safe environment for ākonga to grow and develop as Māori.
- Understanding the impact of colonisation on education in Aotearoa.

POU MAHI

The Tumuaki-Principal will have experience in:

- Managing Resources, budgets, or property (in some capacity).
- Applying the legislation, policies and procedures needed to run an organisation.
- Balancing operational requirements with other aspects of leadership, especially under pressure.

The Tumuaki-Principal will show commitment to:

- Maintaining a clear division of roles and responsibilities between the Tumuaki-Principal and the school board.
- Using best human resource practice to recruit, encourage and grow talented staff.
- Aligning available resources with the school's vision, and strategic and annual objectives.

PROFESSIONAL STANDARDS FOR PRIMARY PRINCIPALS

The Key Tasks outlined above have been developed to assist in meeting the Professional Standards for Primary Principals, as outlined below:

Culture

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

- In conjunction with the board, develop and implement a school vision and shared goals focused on enhanced engagement and achievement for all students.
- Promote a culture whereby staff members take on appropriate leadership roles and work collaboratively to improve teaching and learning.
- Model respect for others in interactions with adults and students
- Promote the bicultural nature 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 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.

Pedagogy

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

- 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.
- Ensure that the review and design of school programmes is informed by school- based and other evidence.
- Maintain a professional learning community within which staff members are provided with feedback and support on their professional practice.
- Analyse and act upon school-wide evidence on student learning to maximise learning for all students.

Systems

Develop and use management systems to support and enhance student learning.

- 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.
- Prioritise resource allocation on the basis of the school's annual and strategic objectives.

Partnership and Networking

Strengthen communication and relationships to enhance students learning.

- Work with the board to facilitate strategic decision making.
- Actively foster relationships with the school's community and local iwi.
- Actively foster professional relationships with, and between colleagues, and with government agencies and others with expertise in the wider education community.
- Interact regularly with parents and the school community on student progress and other school-related matters.
- Actively foster relationships with other schools and participate in appropriate school networks.

Application Form

Please fill in the application form and send your resume to:

Terri Johnstone
Catalyst for Change
terri@c4change.co.nz

Applications close on Friday the 21st of February at 5pm.

Personal Details	
Surname:	Forename/s:
Address:	
Home Phone:	Mobile:
Preferred email:	
Are you legally entitled to work in New Zealand? Yes / No	
Do you currently hold a valid NZ driver's licence? Yes/No	If yes, please specify the class of licence: Class: _____

Education and Qualifications (Past and Current)		
Registration Number:		Expiry Date:
Practising Certificate Number:		MoE Employee #:
Degree/Diploma/Certificate	Name and Location of Institution	Year/s
Please attach copies of official transcripts		

Relevant Professional Development		
Development Undertaken	Name and Location of Institution	Year/s

CATALYST FOR CHANGE
THE WHOLE IS GREATER THAN THE SUM OF THE PARTS

Current Employment
Position/s Held:
School/Institution:
Location:
Period of Employment:
Current Teacher Classification/Salary Step:

Employment History		
Name of Employer	Position/s Held	Year/s

Professional Associations
Advise the professional associations you belong to and your role in them:

Criminal Conviction History

Have you ever been convicted of any criminal offence (other than minor traffic offences)?

Yes / No

Are you currently awaiting the hearing of any charges?

Yes / No

Have you been, or are you currently under investigation from any authority such as the Teachers Council, Health and Disability Authority, Privacy Commission etc?

Yes / No

The Vulnerable Children Act 2014 prohibits people with specific serious convictions, such as child abuse, sexual offending and/or violence convictions, from being employed as a core worker. Core workers are people who are regularly in charge of or work alone with children, in jobs paid or funded by state sector agencies. However, people with these convictions may apply for an exemption.

If you have answered yes to any the above questions and wish to continue your application, please enclose a certified copy of the entry in the Criminal Record Book relating to the conviction(s), obtained from the Registrar of the Court concerned. This should be accompanied by a copy of the sentencing notes relating to your VCA specified offence, as well as any additional comments you wish to make regarding the offence. Give full details.

Note: The school may seek a police clearance from all short-listed applicants or preferred applicants, prior to confirmation of appointment.

Medical/Health

Do you have any injury, illness or condition that may affect your ability to effectively carry out the duties and responsibilities of the position?

Yes / No

If you have answered 'yes' above, please specify:

Referee Information

Please provide referee information below. At least three of your referees must be known to you in a work-related capacity. Up to three referees may be contacted prior to short listing.

Please note that the Appointment Committee may wish to contact other people who are not on this list – please see the disclaimer.

Referee A	
Name:	
Phone:	
Position Held:	
Organisation:	
Relationship to Applicant:	

Referee B	
Name:	
Phone:	
Position Held:	
Organisation:	
Relationship to Applicant:	

Referee C	
Name:	
Phone:	
Position Held:	
Organisation:	
Relationship to Applicant:	

Referee D	
Name:	
Phone:	
Position Held:	
Organisation:	
Relationship to Applicant:	

Referee E	
Name:	
Phone:	
Position Held:	
Organisation:	
Relationship to Applicant:	

Declaration and Authorisation

1. I declare that the information supplied by me is given voluntarily and is true, accurate and complete in all respects. I acknowledge that I will not hold Te Anau School responsible for any omission or mis-statements that I have made in the information provided.

2. I understand that all information provided about me to you, including my application form, resume, references and any assessments will be held by e Anau School to be used for the purpose of evaluating my qualifications, experience and suitability for employment as Principal of Te Anau School

3. I understand that if I withhold relevant information or supply false or misleading information about myself, my application may not be further considered. I also understand that my employment may be terminated if, after investigation, my employer discovers that any information which I have provided is false or misleading.

4. I understand that I am entitled to have access to relevant information retained by Te Anau School (except for any exemption provided under the Privacy Act 1993 such as evaluative material) and to request correction of the information and/or request that there be attached to the information a statement relating to the fact that I have requested a correction.

5. I consent to the Presiding Member and/or Appointment Committee personnel making such enquiries with such organisations including but not limited to inquiries with all former employers, Teacher Registration Board, and such other bodies or organisations which might hold information relevant to my employment, my suitability to manage and any other information that my prospective employer deems necessary to obtain.

Signature: Date: