

Collingwood Area School

Connecting to others, our environment and the future

Tumuaki / Principal Recruitment Pack



Our students would like to welcome you to our school
Please click [HERE](#)



Collingwood Area School

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Pack Introduction

Thank you for your interest in the Tumuaki/ Principal position at Collingwood Area School. This Recruitment Pack will provide you with information about the school, the area, and the Tumuaki/ Principal role. It will also outline how to apply for the position.

This document includes the following information and materials:

Principal Position Advertisement
Recruitment Timeline
Letter from Presiding Member
Letter from Retiring Principal
Our School and Community
Community Consultation
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 our kura, please contact the Presiding Member Brendan Richards on (027) 242 5121 or at brendan.richards@collingwood.school.nz

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, a Curriculum Vitae, and a Covering Letter speaking to your competencies as outlined in the Advertisement and recruitment pack.

Please email the completed application to:

Terri Johnstone
terri@c4change.co.nz
027 248 2733

Applications close on Friday 25th of April at 5pm





Collingwood Area School

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Tumuaki/ Principal Position Advertisement

Principal - Collingwood Area School - Te Kura o Aorere

Collingwood Area School is located in Mohua, Golden Bay, one of New Zealand's most stunning rural and natural environments. It is situated on the northwest coast of the South Island, on the doorstep of Onetahua - Farewell Spit, between the scenic Abel Tasman and Kahurangi National Parks. This broad catchment area contributes to a rich tapestry of lifestyles, including farming, aquaculture, small business, professionals, and artistic and creative whānau. Here, students and educators alike breathe in the beauty of the landscape, creating a unique atmosphere for learning and growth.

Our state-of-the-art school caters to students from years 1-13, offering a broad and diverse curriculum supported by specialist teachers on site. We recognise the benefits of being a year 1-13 school, where students experience a strong sense of belonging and identity throughout their educational journey. This continuity fosters deep connections between students, staff, whānau, and the wider community. The cultural narrative and purākau are intertwined with the history of Onetahua Marae and supported by Manawhenua ki Mohua (MKM), Ngāti Rārua, Te Ātiawa and Ngāti Tama.

We honour the unique nature of our area by integrating the local lifestyle and tourism opportunities into our curriculum. Our outstanding Education Outside the Classroom program provides students with unforgettable, hands-on learning experiences. We offer a wide range of NCEA subjects taught by specialist teachers onsite and supplemented by external providers.

We are seeking an enthusiastic and visionary leader who:

- Connects to others, our environment, and the future: our kura is the heartbeat of our community and our community is the heartbeat of our kura.
- Lives and breathes our values of manaakitanga, ako and kaitiakitanga: someone who embodies the spirit of our school and community.
- Recognises the special characteristics of an Area School: fostering a sense of belonging and continuity for our students
- Has a deep understanding of teaching and learning, and the New Zealand curriculum: ensuring seamless integration and excellence in teaching.
- Is a future-focused leader: committed to innovative, localised curriculum development that brings out the best in all.





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- Understands the role of a rural Tumuaki/ Principal: appreciating the aspirations of our parents and the unique challenges and opportunities of leading in an isolated rural setting.
- Fosters meaningful relationships with Manawhenua ki Mohua and parents: ensuring the school is a hub of community engagement.
- Works within a distributed leadership model: empowering and growing leaders within the school.
- Opens doors for our students/tamariki: ensuring they have choices and harnesses opportunities that prepare them for a successful future.

If you have any questions or would like to arrange a visit to the school, please contact Brendan Richards at brendan.richards@collingwood.school.nz or on 027 242 5121.

Applications close on Friday 25th of April at 5pm





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Timeline

Wednesday 19th of March - Tuesday 25th of March

Consultation with Students/Staff/Parents/Whānau/Wider Community



Monday 31st of March

Applications Open



Saturday 12th April - Sunday 27th of April (School Holidays)

If you would like to arrange a visit to our Kura, please contact Brendan Richards, the Presiding Member, on 027 242 5121 or at brendan.richards@collingwood.school.nz



Friday 25th of April

Applications Close at 5pm



Week of the 28th of April

Shortlisting and Reference Checking



Saturday May 10th

Interview Date





Letter from Presiding Member - Brendan Richards

Kia ora,

Nāu te rourou, nāku te rourou, ka ora ai te iwi
With your food basket and my food basket the people will thrive

On behalf of the Board of Trustees (BOT), I would like to thank you for expressing your interest in applying for the Tumuaki/ Principal position of Collingwood Area School – Te Kura o Aorere.

Collingwood Area School (CAS) is located in Golden Bay, on the North West Coast of the South Island, having two National parks on its doorstep. Our stunning natural landscape gives allowance to many outdoor activities which enriches our lives and provide great learning and wellbeing opportunities.

Our vacancy has come about due to our principal of 5 years, Hugh Gully, having retired at the end of 2024. We currently have an acting Tumuaki/ Principal in the role for six months while we undertake this appointment. Our Kura is in a very strong position. CAS has a stable roll (approx.150) and caters for students from year 1 to 13. Our students have a deep sense of belonging during their educational journey at CAS. We have a dedicated staffing team, a strong financial position, brand new teaching and administration buildings, and passionate and engaged ākonga that bring great joy to our daily lives. We believe that this Tumuaki/ Principal role is a very attractive proposition because of this and encourage any prospective applicant to reach out to me about the role.

CAS has a very supportive whānau and community. I would go as far to say that our kura is the heartbeat within our community. This connection with our community is very special. As the whakatauki above states, everyone has strengths and through collaboration our ākonga, kaimahi, and hapori all thrive. Rich, unique learning opportunities outside the classroom are also afforded to our students due to our natural environment and willing community. It is important that the successful applicant continues to foster and grow these strong connections.

Our Kura has recently refreshed its Vision and the Values. Connection was the overarching theme throughout all our consultation.

Our vision "*Connecting to others, our environment, and the future*" gives us direction and purpose in everything we do.





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Our values of *Manaakitanga*, *Ako* and *Kaitiakitanga* outline how we do things and how we treat each other at Collingwood Area School (CAS).

The BOT is genuinely excited as we move into the future with a strong understanding of where we're heading (vision) and how we will get there (values). It is so important that the Tumuaki/ Principal lives, breathes and role models these values also.

Our Kura is grateful to have a close relationship with Manawhenua Ki Mohua (MKM), involving three iwi in Ngāti Rārua, Ngāti Tama and Te Atiawa. Our MKM board representative engages regularly with MKM ensuring our Kura effectively fulfills its duty in giving effect to Te Tiriti o Waitangi.

As presiding member, I lead a stable and effective BOT who all love our Kura. We understand our governance role and what is required to achieve the best learning and wellbeing outcomes that our tamariki deserve. We realise that employing a new Tumuaki/ Principal is the most important decision we will make and are committed to ensuring that there is a smooth transition for the new Tumuaki/ Principal.

We are looking for a progressive and enthusiastic leader who has great communication skills and is willing to embody the spirit of our school and community. We want a leader who can make courageous decisions when needed and has the ability to create a culture where people feel valued and have a sense of belonging. Preparedness, coordination, being hard working and having strategic oversight are also key attributes we are seeking.

I look forward to receiving your application. If you have any questions or would like to arrange a time to visit the school, please contact me on (027) 242 5121. All enquiries and applications will be treated with the utmost of confidentiality.

Ngā mihi nui,

Brendan Richards
Presiding Member
Collingwood Area School Board





Letter from Retiring Tumuaki/Principal - Hugh Gully

Hugh Gully, Collingwood Area School former Tumuaki/ Principal of five years retired at the end of 2024.

Kia ora,

It has been an absolute pleasure and honour to be the Tumuaki of Collingwood Area School over the last five years. 2024 was my 25th in Principalship, having led Mapua Primary School and Nelson Intermediate Schools previously.

I was drawn to Collingwood Area School first and foremost for the lifestyle afforded living here. As a keen outdoor enthusiast I often found out in the bay fishing and kayaking, and exploring the various excursions into the hills on foot or on my Mountain Bike. Within an hour we can be in Abel Tasman National Park (Totaranui) or Kahurangi National Park (various entry points).

Lifestyle aside, Collingwood Area School is a haven amongst some of the demands of other schools in this challenging world.

Ākonga

Many schools boast a “whānau culture” and at Collingwood this is genuine. The students are extremely compliant with only very minor digressions. Our students are very grounded, friendly and authentic. We have had 4 stand downs in 5 years . The school roll is stable and future NE enrolments positive.

Staff

In 2025 we are looking at a settled staff with only minor changes from 2024. Our Kura are fortunate to have Melissa Dixon as the acting Tumuaki/ Principal during the recruitment process. The Staff represent a range of experience, and a very healthy culture is evident. We continue to receive strong fields of candidates for advertised positions. The relief teacher pool is very small but we are managing to cover staff illness and absence.

New Building

Our newly completed Teaching and Learning block and Administration Area is simply stunning. The classrooms achieve exactly what we aimed to do in terms of connectivity, flexibility, privacy and flow. The outlook from the teaching block to the Whakamārama Range is a sight to behold.





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Board of Trustees

Our BOT continues to be a very effective and easy to work with group who are thoroughly committed to ongoing school improvement. The Presiding Member and Deputy are highly invested and respectful members. Our meetings are well organised and a safe environment for everyone.

Community

I describe our community whānau as very grounded. Many live some distance from the school and look forward to attending community days onsite such as Athletics, Swimming and Matariki. I believe that we have the support of the vast majority.

Manawhenua ki Mohua

We enjoy a close relationship with our 3 local iwi Ngāti Tama, Te Ātiawa and in particular Ngāti Rārua who are our kaitiaki. Manawhenua guided us through in terms of our buildings and representations.

Kāhui Ako ki Mohua

Our group consists of Te Waka Kura o Mohua, Tākaka Primary, Central Takaka and Motupipi Schools. The Kāhui have regular face to face and online meetings and an annual Staff Only Day that has seen us venture to Onetahua Farewell Spit and Waikoropupu Springs. This group is very collegial.

Suffice to say Collingwood Area School is very well positioned for 2025 and beyond. We are simply not exposed to some of the demands and challenges that others are currently facing around student behaviour. Principalship of Collingwood is providing an opportunity to continue to grow and develop our newly formed values and vision, while living in a magnificent part of our country.

I am happy to speak with any applicants, please reach out to me at hcjggully@xtra.co.nz / 027 392 2669.

Mā te wā,

Hugh Gully
Ex Principal





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Our School and Community

THE SCHOOL AND CURRICULUM



Collingwood Area School - Te Kura o Aorere boasts a rich history, having been established around 1858. It became a District High School in 1937 before transitioning to an Area School in 1978. Over the years, the school has grown significantly, with many smaller schools from the surrounding area, such as Ferntown, Puponga, Pākawau, Mangarakau, and Rockville, contributing to its development and expansion. This collective heritage along with the close relationship with Manawhenua ki Mohua (MKM) has shaped Collingwood Area School into the vibrant educational institution it is today.

Manawhenua ki Mohua, comprising of the three iwi—Ngāti Tama, Te Ātiawa, and Ngāti Rārua—works closely with Te Kura o Aorere. The cultural narrative and purākau are deeply connected with the history of Onetahua Marae, and enrich both the physical and learning environments of our kura. A recent significant rebuild, with MKM planning the cultural narrative, has resulted in modern classrooms designed to support flexible learning environments which align with the school's renewed Vision and Values of Manaakitanga, Ako and Kaitiakitanga. This rebuild, along with the MKM curriculum and our commitment to learning in our local environment, are beginning to shape all activities and interactions within our kura.

Students in Years 1 to 13 attend Collingwood Area School and we strive to provide an inclusive, authentic education of personalised learning to support each student to reach their potential. We recognise the benefits of being a year 1-13 school, where students experience both a strong sense of belonging and identity throughout their educational journey, and the richness of tuakana-teina relationships. Because of our small numbers, our senior students, in particular, have extensive opportunities for leadership development both within and beyond the school. School leavers transition to a wide range of tertiary providers, apprenticeships and local employment.





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We harness the unique nature of our area by integrating the local lifestyle, MKM cultural narrative and purākau, tourism, and natural opportunities into our curriculum. Our outstanding Education Outside the Classroom (EOTC) program, including an extensive camp programme, provides students with unforgettable, hands-on learning experiences. We offer a wide range of NCEA subjects taught by specialist teachers onsite and supplemented by external providers.

The school is part of a supportive Kāhui Ako and has connections with the other Top of the South Area Schools that are very much a part of our extracurricular learning. Area Schools meet for an annual tournament and later in the year come together to participate at a National Area School's Tournament.

Please follow this [link](#) for a virtual tour of the school

THE TUMUAKI/ PRINCIPAL'S HOUSE



A number of school properties are available for use by staff, including a Tumuaki/ Principal's house which is available at a reduced rent to the successful applicant. The house is situated on Beach Road, within walking distance to the beach and is a healthy distance from the school.





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OUR PEOPLE

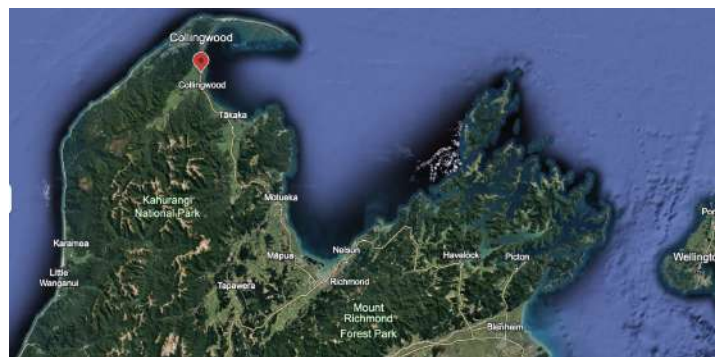
The students at Collingwood Area School come from a diverse and expansive community, with families residing in areas such as Te Hapu on the West Coast, Pākawau, Parapara, Onekaka, Rockville, Bainham, and a small number travelling daily from the township of Tākaka. This broad catchment area contributes to a rich tapestry of backgrounds, including farming, professional, small business owners, and artistic and creative whānau. The varied backgrounds of the students enhance the school's community, bringing together a unique blend of experiences and perspectives that enrich the learning environment.

Ākonga at our Kura are well known for being friendly, well-rounded students who are welcoming, practical, and have a love of the outdoors. They enjoy and make the most of relating to fellow students from age 5 to 18 years.

We have a dedicated team of teachers committed to providing up-to-date teaching and learning practices and offering a wide range of learning opportunities. Our fantastic support staff work diligently to assist students in their educational journeys, ensuring a holistic and supportive learning environment. The staff get on well together, fostering a positive and collaborative working environment.

Whānau actively engage with the school, participating in trips, fundraising, and attending whole school events, demonstrating strong support and involvement. MKM, local businesses and groups, such as Rural Women, provide wider community support, enhancing the school's resources and opportunities. Local individuals also generously share their time, expertise and knowledge.

OUR PLACE



Collingwood is a small rural town located in the Tasman region at the top of New Zealand's South Island. Positioned northwest of Nelson and approximately 130 kilometres away, this quaint town is renowned for its breath-taking scenery, friendly locals and numerous tourist attractions.





Collingwood Area School

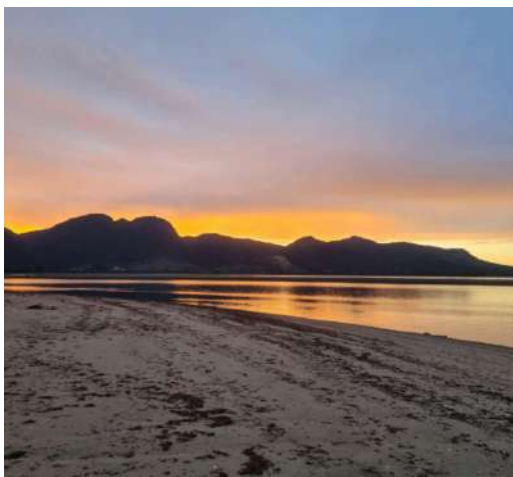
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Collingwood serves as a gateway to some of the region's most stunning natural wonders. Visitors can explore the extensive sand dunes of Onetahua - Farewell Spit, enjoy the dramatic landscapes of Wharariki Beach, or embark on the famed Heaphy Track in Kahurangi National Park, one of New Zealand's Great Walks. The town is also in close proximity to the spectacular Abel Tasman National Park, offering even more opportunities for outdoor adventure.



Collingwood has a variety of outdoor activities to offer such as fishing, whitebaiting, kayaking, caving, hunting, horse riding, rock climbing, diving and tramping. Organised sport is very popular within Mohua with many teams competing both locally and in Nelson competitions. The area boasts numerous beaches and swimming holes, perfect for cooling off during the summer months.

Golden Bay - Mohua offers a wide variety of eateries. In Collingwood and the surrounding area there are several eateries (such as the iconic Courthouse Café) that provide delicious coffee, homemade pastries, takeaways and lunch and evening meals. Tākaka also boasts a diverse array of dining options.





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Collingwood and the beautiful surrounding Tasman region provide a vibrant and active lifestyle, blending a wealth of outdoor activities with diverse dining options. Whether you're seeking adventure or relaxation, this area offers something for everyone, making it an ideal place to live, visit, or explore.





Parent/ Whānau Consultation

The parent/whānau community of Collingwood Area School have outlined what sets their school apart, and what they see as the key skills, personal attributes, experience, and community 'fit' needed to lead their school.

Our Point of Difference

- Collingwood Area School has a strong feeling of community and strong ties to the local area and environment.
- Teachers are dedicated, caring, and committed to students.
- Small class sizes allow for personalised attention, and strong connections between students and teachers, supporting high achievement levels.
- The emphasis on outdoor education, field trips, and connection to the local environment provides unique learning experiences beyond the classroom.
- We produce exceptionally kind and well-rounded children. Others in the community comment on how polite and respectful our students are.
- We have excellent facilities, including new buildings, well-equipped technology rooms, and a great library.
- The Tuakana-Teina (peer support) model creates a supportive and nurturing relationship between students.

Our Educational Aspirations

- For children to be academically challenged and well-prepared for future opportunities.
- Broad learning experiences that go beyond the school's rural setting, including exposure to the arts, science, and music.
- The school maintains a safe, fun, and supportive educational environment where children can thrive.
- Cultivating a well-rounded, child-centric approach to learning that fosters resilience, happiness, and personal growth.
- The school promotes cultural inclusivity, with children developing their te ao Māori to become comfortable using it in day-to-day life.
- The school focusses on building strong foundational skills, problem-solving abilities, and readiness for life beyond school.
- Children are empowered to develop leadership skills and independence throughout their school experience.





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Our Future

“If an article were to be written about your school in 5 years’ time, what achievements, contributions and direction would you like to read about?”

- The school is recognised for fostering high academic achievement, leading to future success.
- The school continues to strengthen ties and engagement with whānau, the local iwi, and the wider Collingwood community.
- The school focuses on developing confident, articulate, considerate leaders who go on to do great things in the community.
- There is further incorporation of te ao Māori and bicultural practices into the curriculum, helping students develop cultural sensitivity and awareness.
- Modern teaching practices are adopted, with new technologies being integrated into the curriculum.

Principal Qualities

Parents/whānau identified the following qualities for their new Principal:

Skills

- Strong leadership, excellent communication skills, and the ability to engage effectively with students, parents, staff, and the community.
- Excellent people management skills, including conflict resolution, collaborative communication, and team-building.
- Financial management, administration, budgeting, and funding skills.
- The ability to strategize effectively and solve problems.

Personal Qualities

- Diligent, resilient, disciplined and calm under pressure.
- Personable, approachable, warm, kind, and empathetic.
- Actively involved in the school community and connects with students.
- Has a strong sense of equity and fairness, and is committed to an inclusive environment and Te Tiriti o Waitangi obligations.
- Is willing to bring fresh and innovative perspectives.
- Has a genuine love for the kura and sees an exciting future.

Philosophy, Knowledge and Experience

- Proven experience in teaching and leadership roles, with a history of success in similar school environments and deliverance of strong academic results.
- Experience working in both primary and secondary settings, with an appreciation for the differences across age groups.
- Has a deep understanding of the New Zealand curriculum across all year levels and is up-to-date with pedagogical best practice.
- Experience in rural small towns with an understanding of what it takes to lead a school in a close-knit community.





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Staff Consultation

The staff of Collingwood Area School have outlined what sets their school apart, and what a successful Principal in their school looks like.

Our Point of Difference

- The remote, rural location provides to a safe, secure, and peaceful environment where children can grow up freely and enjoy their childhood.
- The beautiful natural environment offers outdoor opportunities, where students develop a deep connection to the natural environment.
- Students are frequently recognised by the community for their good manners, respectful attitudes, and kindness.
- The vast age range (5-18 years old), creates a strong sense of Tuakana-Teina (mentorship) between older and younger students.
- The school's small size, along with its smaller class sizes, allows for personalised learning, individual attention, and tailored educational plans.
- The long-term educational pathway from the first to the last year of school allows for students to develop deep, lifelong friendships.

Our Educational Aspirations

- The school prioritises academic excellence, where students are supported to achieve highly, graduate with UE, and succeed in further studies.
- Students are taught the value of a complete secondary education, and there is a strong focus on retaining students through to Year 13.
- The school provides equal opportunities for all students to have access to quality education, providing similar educational opportunities as urban areas.
- Focus on personal growth, self-awareness, resilience, social responsibility, kindness, confidence, and pursuing personal goals and passions.
- A broader and more varied curriculum is established, offering a wide range of subjects, including Performing Arts, Social Sciences, and Digital Technologies, to cater to diverse student interests and strengths.
- A holistic educational plan that celebrates Māori culture and history is implemented, fostering a sense of pride in students about Collingwood's heritage.

Our Future

"If an article were to be written about your school in 5 years' time, what achievements, contributions and direction would you like to read about?"

- The school is recognised for consistently high academic standards, with a significant number of students achieving NCEA 1, 2, and 3, and UE.





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- There is increased focus on cultural competence with stronger partnerships and connections with the local iwi, and a strong Te Reo Māori program.
- A wide range of academic and extracurricular options, including in the arts, sports, and cultural activities (e.g. Rockquest and Stage Challenge).
- The school is recognised as being a supportive environment for students, staff, and whānau, with a positive school culture that prioritises wellbeing.

Principal Qualities

Staff identified the following as qualities they would like to see in the new Principal.

Skills

- Clear and transparent communication skills with all stakeholders.
- Strong interpersonal skills, effectively resolving conflicts and building positive relationships across the whole school community.
- Proficient administrative skills, time management, delegation, problem-solving and decision making abilities.
- Ability to lead in a collaborative manner to unite and inspire staff.

Personal Qualities

- Is confident and self-assured, while consultative and flexible.
- Inclusive, compassionate, empathetic, honest and fair.
- A great sense of humour and fun, and naturally connects with students.
- Passionate about the school, committed to its success, and deeply invested in a positive culture for both staff and students.
- Works in a high trust model, maintains professional boundaries and respects the autonomy of staff while providing support and guidance.

Educational Philosophy

- Prioritises student-centred learning, focusing on the needs, interests, and abilities to engage students and support their education.
- Incorporates diverse cultural perspectives into curriculum and practice.
- Understands the importance of te reo Māori, tikanga, te ao Māori, and Te Tiriti o Waitangi principles.
- Supports a wide and varied curriculum, ensuring that students have access to a broad range of subjects and learning opportunities.
- Is committed to the school for the long term.

Knowledge and Experience

- Proven experience in primary and secondary educational leadership roles.
- Comprehensive understanding of the needs of primary and secondary students and teachers, with experience teaching in these environments.
- Strong knowledge of the NZ curriculum, including NCEA and current pedagogy to support student achievement and curriculum development.
- Understands the unique challenges of rural schools, such as resourcing, student retention, and community engagement.





Collingwood Community Consultation

The wider community of Collingwood have outlined what sets their local area and Collingwood Area School apart, and what they see as the key skills, personal attributes, experience, and community 'fit' needed to lead their school.

Our Point of Difference

- The school is deeply connected to the local community where relationships and shared values play a crucial role in education. There is a strong sense of whanaungatanga, and students feel they truly belong to the area.
- The community is known for its manaakitanga and care, where a culture of respect and kindness is prioritised.
- The school's picturesque setting provides students with unique outdoor learning opportunities, conducive to both academic and personal growth.
- Collingwood Area School has become a central hub for the entire Tasman district, enabling a diverse student population and enriching the school's community with varied backgrounds and experiences.
- The school is well-equipped with modern facilities and the latest technology, providing students with access to high quality educational resources.
- The school embraces te ao Māori and demonstrates collective kindness, integrating it into its curriculum and daily practices.

Our Educational Aspirations

- For students to excel in both core subjects and extra-curricular activities, receiving a well-rounded education.
- For student to complete school with a strong academic record, giving them options for tertiary education or further skills training and ensuring they are prepared for their future careers.
- Children are instilled with strong personal values, including kindness, respect, and empathy, and they understand the importance of these traits in their interactions.
- Students have the chance to engage in activities that reflect their personal interests, hobbies, and passions.
- The school helps students gain insights into local career opportunities, and understand how their education can contribute to the regional economy.





Collingwood Area School

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Principal Qualities

The Collingwood community identified the following as qualities they would like to see in the new Principal of Collingwood Area School:

Skills

- Excellent interpersonal skills and ability to bring people together, building relationships, fostering collaboration, and creating a positive school culture.
- Strong communication skills, effectively connecting the school community and the wider Collingwood area.
- Ability to develop and lead strategic plans.
- Is well organised and able to delegate effectively.
- Financial management and budgeting skills, able to secure funding.
- Strong public speaking and stakeholder engagement skills.
- An excellent negotiator, listener, problem-solver, and is skilled in conflict-resolution.

Personal Qualities

- Strong morals and personal values, acting with honesty, humility, and integrity.
- Is passionate about education and driven to advance the school's mission and vision.
- Friendly, personable, and easily approachable to build strong relationships with students, staff, and the community.
- Prioritises student wellbeing and happiness, creating an environment where they feel supported and empowered.
- Is committed to actively involve the school with the Collingwood community and vice versa.

Philosophy, Knowledge and Experience

- A broad background in various educational settings, ensuring they understand the diverse needs of students across age groups.
- Previous experience in both teaching and educational leadership roles.
- Knowledge of the local community and its unique characteristics, as well as the challenges of teaching in rural settings.
- A thorough understanding of New Zealand's education system with the ability to set and achieve strategic objectives.
- Knowledgeable of tikanga Māori and committed to uphold Te Tiriti principles, ensuring cultural respect and integration.





Tumuaki/Principal Position Description

PURPOSE

The Tumuaki-Principal is the kaitiaki of those things the Collingwood Area School/ Te Kura o Aorere community believes are important. The Tumuaki-Principal ensures the school is empowering and safe for everyone. They have a strategic overview of the school. 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 ākongā.
- Gives priority to ensuring the wellbeing and professional learning of staff
- Builds and grows positive relationships with ākongā, staff, whānau, Manawhenua ki Mohua, Kāhui Ako ki Mohua and the community.
- Promotes the interests and image of the school within the community and wider partnerships.
- Works supportively 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, Manawhenua ki Mohua and community.

Personnel Management

The Tumuaki-Principal will be responsible for staff performance 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 and between ākonga, whānau, staff, Manawhenua ki Mohua, the Board, and the wider community.
- Be visible in the school and wider community.
- Work closely with student leaders to support their leadership of the student body.
- 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, and 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.





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Connecting to others, our environment and the future

POU AKO – LEADER OF VISION FOR LEARNING

A leader who implements the vision of Manawhenua ki Mohua, the Board and the community for learning within the school.

The Tumuaki-Principal will:

- Oversee the planning, implementation, and evaluation of teaching programmes in line with the NELP, the national curriculum, and Collingwood Area School's strategic plan and policies.
- Continue to grow and develop the rich localised curriculum
- Harness the unique opportunities for tuakana-teina relationships in an Area school.
- 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 staff and role modelling professionalism to ākonga, whānau, and staff.
- Provide a safe and positive learning environment, both within and beyond the school, for ākonga, promoting, developing, and monitoring ākonga welfare and wellbeing.
- Demonstrate progressive educational practice by keeping up to date with curriculum and administrative developments.
- 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 Manawhenua ki Mohua, consulting them through agreed processes about all significant school-wide developments.
- Follow and uphold Manawhenua ki Mohua 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 Manawhenua ki Mohua tikanga and te reo.
- Provide rich opportunities for Māori ākonga, and all ākonga including the local Manawhenua ki Mohua Curriculum, and the celebration of Mātariki.





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- Work to ensure practices that enhance learning and wellbeing of Māori ākonga are prioritised such as, for example, de-streaming and culturally responsive and relational pedagogy.

POU MAHI – LEADER OF OPERATIONS

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:

- Provide effective executive advice to the Board to help ensure it meets its statutory and legal obligations.
- Ensure thorough reporting to the Board on their areas of responsibility, including highlighting potential issues or risk to the Board.





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- Inform the Board of the school's participation in Ministry initiatives and educational opportunities.
- Assist the Board in its development of strategic and financial plans, and in policy development and review.
- 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, and 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.
- Actively pursuing their own development through their Professional Growth Cycle.
- Participating in professional learning networks.

The Tumuaki-Principal will show commitment to:

- Building trusting relationships with Manawhenua ki Mohua.
- Sharing power with ākongā, whānau, Manawhenua ki Mohua and the wider community. This includes listening to and respecting them and incorporating their views.
- Enhancing the special relationship between the school and the community
- 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.
- A commitment to building or further developing knowledge of NCEA

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.





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- 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, Manawhenua ki Mohua 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 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.





TUMUAKI-PRINCIPAL PROFESSIONAL STANDARDS

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

Culture

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

- With the board, develop and then implement a school vision with shared goals and values focused on enhanced engagement and achievement for all students, seamlessly across all year groups.
- 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 identity, language and culture 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.
- 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 develop and sustain effective teaching and learning relationships with all students.
- Promote and support the gaining of worthwhile qualifications and successful transitions to tertiary education or employment for all students.
- Ensure that the review and design of school programmes is informed by school-based and external evidence.





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- Promote and participate in a professional learning community within which staff members are encouraged to be reflective practitioners engaging with research, and feedback on their professional practice.
- Ensure the use of best practices for assessment, and analyse and act upon evidence of 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.

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 student's learning.

- Work with the board to facilitate strategic decision making.
- Actively foster positive 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.
- Ensure regular interaction and consultation with parents and the school community (this includes hapu and iwi, where applicable) on student progress and achievement and other school-related matters.
- Actively foster positive relationships with other schools and participate in appropriate school networks.





Collingwood Area School

Connecting to others, our environment and the future

Application Form

Please complete this application form and email together with your Curriculum Vitae and Covering Letter to:

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

Applications close on Friday the 25th of April 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 |
|------------------------|----------------------------------|--------|
| | | |
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| | | |

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 |
|------------------|-----------------|--------|
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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

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

Referee D

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

Referee E

| | |
|----------------------------|--|
| 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 Collingwood Area 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 Collingwood Area School to be used for the purpose of evaluating my qualifications, experience and suitability for employment as Principal of Collingwood Area 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 Collingwood Area 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: