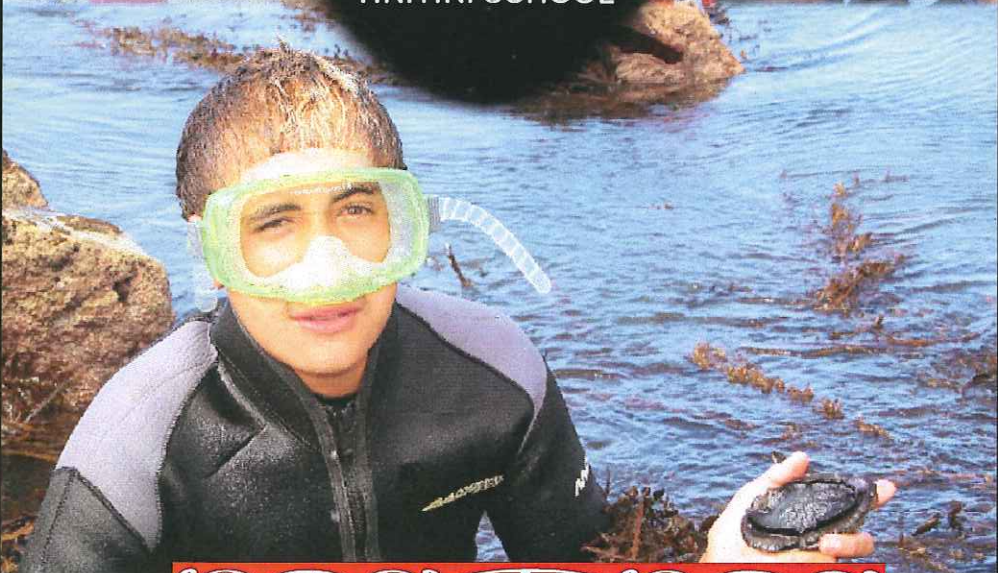


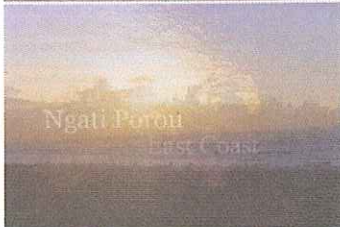


APPLICATION PACK  
FOR



TEACHING PRINCIPAL  
TIKITIKI SCHOOL





# TIKITIKI SCHOOL

***“Our Children will be Confident and Competent Local and Global Citizens”***

Ko Hikurangi te maunga  
Ko Waiapu te awa  
Ko Horouta te waka  
Ko Rahui te marae  
Ko Ngati Porou te iwi

Tikitiki School, also known as Pae-O-Te-Riri, caters for Years 0-8 students. A strong feature of the school is the sense of family and Whanaungatanga that students and staff display. Opened in 1887 the school takes pride in its cultural and historical heritage. Originally an area school, for Primary and Secondary students it boasted a roll of 300.

Today sees the roll at 48 and is currently a U2 school (becoming a U1 school in 2008). We are made up of three classes, Years 0-3, Years 4-6, and Years 7-8. Although our numbers are small, we still continue to have great presence in rugby, netball, Taekwondo, basketball and swimming and for the second year in a row we have been named the Best Junior ICT School on the East Coast.

Tikitiki School also has onsite a Playcentre. Thinking of our future we ensure that we cater for the next generation. The Playcentre runs three times a week and we have a transition programme where preschool students transition easily into our classrooms.

The township itself, Tikitiki is situated on the East Coast of the North Island, approximately 2 hours North of Gisborne and 3 hours East from Opotiki, via East Cape. Tikitiki is a small coastal settlement, predominantly Maori. It is close to beaches and bushlands offering limitless choices of outdoor lifestyles for individuals and/or families. The coastal climates have the locals enjoying beautiful summers and mild winters.

# LATEST ERO REPORT

30 May 2006

## To the Parents and community of Tikitiki School

These are the findings of the Education Review Office's latest report on **Tikitiki School**.

Tikitiki School, also known as Pae-O-Te-Riri School, caters for Years 1 - 8 students. A strong feature of the school is the sense of family and whanaungatanga that students and staff display. Students demonstrate knowledge and appreciation of their culture. In recent times four principals have led the school. This has affected the continuity in staff development and school direction. Although some community members experience discomfort with these changes, ERO is confident that the new principal has the necessary skills to provide effective school leadership and guidance in the best interests of students.

This report indicates that since the time of the last review some progress in assessment practices is evident. However, recognising the usefulness of assessment and using information to plan and deliver relevant programmes for students is not consistent practice schoolwide. Some teachers require more professional development for confidence in teaching numeracy. Overall, the inclusion of students in the learning process, through high quality assessment practices, requires further development.

This report evaluates the achievement in reading as the school specific priority. Topics evaluated in all schools are careers education, student underachievement and the collection and use of assessment information. How well the board meets legislative requirements, and aspects of student health and safety, were also investigated.

Currently, student achievement levels and progress across the curriculum are not clear. Teachers are in the early stages of using assessment tools to establish baseline data against which they can clearly identify reading achievement and progress. The principal and board have used the information collected and analysed to-date to resource at risk groups of students in reading.

Students are highly engaged with, and enjoy, learning. Relationships between students and with teachers are positive. Many staff and parents collaboratively provide extra activities and opportunities for students to expand their horizons. Students achieve well in a variety of activities that complement their classroom programmes.

The principal provides positive, knowledgeable curriculum professional leadership that focuses on learning, including the use of assessment data to improve teaching. She leads by example in developing the use of current, acknowledged practice in planning, delivery and assessment. Children benefit from the student-centred approach in school management. She acknowledges the importance of enhancing home-school partnerships with parents, through greater transparency of practices, as a critical next step for staff and trustees.

Trustees are keen and committed to providing students with high quality education. Relevant training to fulfil their roles has been undertaken. The board responds positively to feedback on charter development. Trustees face challenges in staffing, managing three school houses, and other aspects of governance. This report recommends that trustees seek advice and training to strengthen aspects of school governance.

### *Future Action*

ERO is confident that the board of trustees can manage the school in the interests of the students and the Crown and bring about the improvements outlined in this report. ERO will review the school again as part of the regular review cycle.

## GENERAL INFORMATION RELATING TO THE APPOINTMENT PROCESS

The following information explains specific issues relating to the appointment process.

### **1. Appointment Criteria & Person Specification:**

Both will be used as the basis for measuring each applicant and for the appointment decision. Other factors may also be used from the supplied documentation to assist the Board in making its decision.

The Appointment Criteria are for the most part based on the 'Professional Standards' for Principals, which are as follows:

- Professional Leadership
- Strategic Management
- Staff Management
- Relationship Management
- Financial and Asset Management
- Statutory and Reporting Requirements

The Professional Qualifications information will be noted from the documentation supplied.

Personal Attributes will be noted from the responses from referees, references supplied and will be measured against the Person Specification attached in this pack.

### **2. EEO:**

Tikitiki School has a current EEO policy and programme.

### **3. Interviews:**

If you are shortlisted for an interview for this position the following will apply:

You will be asked to commence the interview with a brief outline of your Education employment history, after which you will follow with your presentation.

You will be asked to make a presentation of 8 – 10 minutes near the commencement of the interview which will focus on the following theme:

“What can you offer to make a difference in the lives of our children and community?”

**5. Whanau Support:**

If you are selected for an interview, you will be entitled to whanau support at the interview. If this is to be the case then you are asked to make personal contact with the Board at least 48 hours before the interview, so any necessary arrangements can be made.

**6. Tikitiki School**

Teaching Principal U1. We are seeking a professional leader to work alongside a team of dedicated staff and BOT. If you are an experienced classroom practitioner with strengths in literacy and numeracy, have a willingness to work closely with the community, enjoy beautiful beaches, fishing, diving, hiking and hunting, then Tikitiki School is the answer for you. Position readvertised.

Application details:

Applications close 4pm Friday 9th November. Application packs can be requested from the school on 06 864 3816, [tikitiki@tiki.school.nz](mailto:tikitiki@tiki.school.nz) or can be downloaded from our website [tiki.school.nz](http://tiki.school.nz)

## IDEAL PERSON SPECIFICATION

### POSITION

*Principal of Tikitiki School, Tikitiki*

### QUALIFICATIONS

*Have completed a teacher education course in New Zealand (or recognised overseas equivalent) and has a full teacher registration and a current practising certificate. Must be able to demonstrate a reasonable level of competence in each of the Essential Learning Areas of the National Curriculum.*

### REQUIRED EXPERIENCE

*Is a successful experienced classroom teacher and recent experience in leadership in the Primary Sector .*

### CORE COMPETENCIES:

*Applicants should be able to show the following:*

- *Have high expectations of self, staff, and children*
- *Proven Curriculum knowledge and teaching abilities*
- *Have empathy with Maori culture, school agencies, and the community*
- *Have the ability to lead learning and work co-operatively with the staff.*
- *Communicate effectively to staff, BOT, community, Outside Agencies, and the children*
- *Manage the financial affairs of the school*
- *Be willing to take lead in the full life of the school*

### ADVANTAGES

- *The ability to maintain the school's position as a leader in ICT development*
- *The ability to manage the school's learning support programmes to meet the needs of the children at Tikitiki School*
- *Have an empathy for Maori Tikanga/Kawa*
- *Have worked with ENROL/eMinerva*

**JOB DESCRIPTION FOR PRINCIPAL**  
**(For appointment purposes only)**

**JOB TITLE:**

*Teaching Principal  
Tikitiki School*

**RESPONSIBLE TO:**

*Tikitiki School Board of Trustees*

**DIRECTLY SUPRERVISING:**

*Staff and pupils*

**FUNCTIONAL RELATIONSHIPS WITH:**

*Board of Trustees  
School Staff  
Parents/Caregivers  
Community Agencies  
Educational Agencies  
Ministry of Education*

**PRIMARY OBJECTIVE**

- *The efficient and effective management of the school*

**KEY RESPONSIBILITIES AND PERFORMANCE OBJECTIVES**

- *To develop a unified and positive staff*
- *To participate in and work closely with the Board of Trustees, in the achievement of policies for the school and its community*
- *To implement and conform to the National Education Guidelines and the National Administration Guidelines*
- *To maintain and review a clear framework in regards to job descriptions, job specifications, and staff appraisals and the development of a Professional Development Plan*
- *To provide leadership in administration*
- *To maintain with the on-going assistance of staff, the setting and attainment of standards in achievement and behaviour*
- *To maintain and review school programmes that are appropriate to the needs of the children and meet the requirements of the National Educational Guidelines*
- *To co-operate positively with official agencies that work with the school*
- *To be responsible for the school environment*
- *To develop a positive public relations programme*

## TIMELINE FOR THE APPOINTMENT OF A NEW PRINCIPAL

**The Tikitiki School Board of Trustees intends to follow the following timeline in making the appointment of Principal for Tikitiki school**

<b>TASK</b>	<b>DEADLINE</b>	<b>OUTCOME</b>
Analyse job description/ person specification (up to date)	3 <sup>rd</sup> September	An up to date job description and person specification.
Appoint an appointment secretary	3 <sup>rd</sup> September	To do photocopying, typing, travel arrangements, reimbursement claims
Compile Information Pack/ Application Pack	15th October	Ready for any applicants
Advertisement Education Gazette	Volume 86 Issue 18 4pm, 12th October	Published 22nd October
Applications Close	4pm Friday 9th November	BOT to view CVs
Short listing based on selection criteria and reports	Wednesday 14th November	Successful Applicants contacted CV's returned to unsuccessful applicants
BOT prepare for interview, prepare questions for applicants, re-read applications	Wednesday 14th	Questions are ready for the interview Criteria for selection set
Contact Referees (Use the Polycom so all members can hear)	Wednesday 14th	Secretary to take notes
Interview	Saturday 1st December	All Board Members have interview sheet
Recommend preferred applicant with reasons	Saturday 1st December	Use the selection sheet. Applicant chosen based on selection process
Board Decision on applicants	Saturday 1st December	Successful applicant chosen as new Principal
Successful Applicant advise Board of their Decision	Monday 3rd December	Decision made by the applicant whether they have accepted the position or not.
Contact all applicants	Monday 3rd December	All applicants made aware of choice.
Letters sent to all applicants who were interviewed	Tuesday 4th December	
Return documents as requested	Tuesday 4th December	