



10 Chadbury Street, Christchurch 8083
Telephone (03) 383 0833
www.parkview.school.nz

Information for Deputy Principal (Curriculum)

Tēnā koe

Thank you for your interest in the position of **Deputy Principal (Curriculum) - 0.6 Permanent Position (2.5 Units)** at Parkview Pārua School.

The following information is included:

- Appointment timeline
- Information about our kura and community
- Job specifications and description
- Application Information

Parkview Pārua School is guided by four core values that shape our culture, interactions, and approach to learning. These values are the foundation of everything we do and reflect our beliefs about education and community.

Manaakitanga (Belonging)

Manaakitanga represents the sense of belonging and care that we foster within our school community. We strive to create an environment where all students, staff, and whānau feel valued, respected, and included. We ensure that everyone at Parkview Pārua School has a place where

they feel safe, welcomed, and encouraged to thrive.

Whanaungatanga (Relationships) - At the heart of our school is Whanaungatanga—building strong, meaningful relationships. We recognise the importance of positive connections between students, teachers, families, and the wider community. By fostering trust, respect, and collaboration, we create a supportive learning environment where everyone works together to achieve success.

Ako (Learning) - Ako represents our commitment to lifelong learning for both students and teachers. We believe that learning is a shared journey, where staff and students learn from and with each other. At Parkview Pārua School, we encourage curiosity, critical thinking, and a love for learning, empowering our students to reach their full potential.

Mahi Tahi (Collaboration) - Mahi Tahi highlights the power of teamwork and cooperation. We believe that working together strengthens our school community and enhances learning experiences and opportunities. Through collaboration, students develop key skills such as communication, problem-solving, and resilience. We encourage teamwork in all aspects of school life, valuing unity and shared achievement.

Person Specifications

These are the qualities and capabilities we are seeking in a successful applicant:

The successful candidate will have these key skills:

- Proven leadership experience
- Sound curriculum knowledge, particularly in literacy and mathematics
- Sound assessment and reporting knowledge
- Registered teacher with recognised qualifications
- A collaborative and approachable teaching style that contributes to a positive, supportive team culture
- A commitment to the wellbeing of every child, building strong, learning-focused relationships with tamariki, whānau and colleagues so that every learner feels a sense of belonging
- An understanding of cultural diversity, including Te Tiriti o Waitangi, and culturally responsive, inclusive teaching practice
- A passion for high-quality teaching and learning for every learner, including the ability to respond effectively to diverse learning needs and neurodiverse learners
- Knowledge of evidence-based teaching practices and innovative pedagogy, promoting student agency, creativity and active learning
- Sound curriculum knowledge, particularly in literacy and mathematics
- Excellent verbal and written communication skills, and a commitment to genuine partnerships with parents, whānau and community, including supporting smooth transitions into, through and beyond our school
- A commitment to positive behaviour support and pastoral care

- A commitment to our school values, reflective practice and ongoing professional growth

Please email your application to kent.mcdonald@parkview.school.nz by 12pm, Wednesday 28th October, 2026

Kent McDonald

Tumuaki | Principal

Timeline:

- Applications close - 12pm, 28th October, 2026
- Short-listing - 28th October, 2026
- Short-listed applicants notified - 28th October, 2026
- Interviews - 4th November, 2026
- Offer likely to be made to the successful applicant - 5th November, 2026
- Position commences 26 January, 2027

Profile of Parkview Pārua School and Community:

Parkview Pārua School is a U5, co-educational, state, full-primary school. The roll is stable with approximately 400 students currently enrolled. Most students live within the school's enrolment zone. Our kura is culturally diverse comprising 30% Māori, 60% New Zealand European/Pākehā, 4% Pasifika, 2% Asian and other nationalities. The school is staffed by 16/17 full-time teaching equivalents, a senior and middle leadership team, permanent part-time teachers, learning assistants, including administration staff. We have a very supportive Board of Trustees.

Parkview Pārua School is located on the eastern side of Christchurch's, with the vast majority of our Year 8 leavers attending Shirley Boys' and Avonside Girls' for their secondary education. We have excellent facilities and large field spaces. We are passionate about structured Literacy and this is a core part of our learning programmes. We actively support and promote digital learning that enhances our localised curriculum and progress student learning. We provide 1:1 Chromebooks from Year 5-8, along with Chromebooks and iPads from Years 0-4.

We provide numerous cultural opportunities including kapahaka rōpu and Pasifika groups, allowing opportunities to perform at school and through external events. The school values PE and the Arts, providing additional opportunities for inter-school competition and events such as Show Quest.

Deputy Principal (Curriculum) - Job Description

Parkview Pārua School

Position Title and Job Description: Deputy Principal (Curriculum)

Reports To: Principal

Functional Relationships: Principal, Senior Leadership Team, Staff, Board of Trustees, Students, Whānau, Wider School Community, External Agencies (e.g., Ministry of Education - Curriculum).

Purpose of the Role

As Deputy Principal (Curriculum, Implementation & Data) at Parkview Pārua School, this leader assists the Principal in the day-to-day management of the school and undertakes delegated administrative tasks. The core focus of this role is to drive educational achievement through curriculum design, implementation, and data-driven decision-making. The Deputy Principal ensures staff understand and model modern pedagogy, the science of learning, and best teaching practices to improve learning outcomes for all students. This involves creating the conditions for effective teaching, leading whole-school curriculum review cycles, and using data analysis to measure pedagogical impact. This leader is instrumental in developing the school as a learning community and contributing significantly to school-wide administration and change management.

Key Responsibilities and Expected Outcomes

1. Curriculum Leadership & Culture

To foster a culture that values and drives high-quality curriculum implementation.

Curriculum Leadership and Culture	Expected outcomes
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Promote and implement the school's vision, 'To provide a warm and friendly learning community and culture where our values underpin all that we do,' ensuring this vision underpins all curriculum initiatives.	Staff and students demonstrate a shared understanding and commitment to the school's vision and values, reflected in all teaching and learning practices.
Integrate Te Tiriti o Waitangi principles by actively protecting and preserving Te Reo Māori and connecting with the culture of the community and whānau core values, ensuring these are reflected in curriculum content and delivery.	Curriculum practices are culturally responsive, leading to increased student engagement and belonging, particularly for Māori students.
Ensure that curriculum practices are inclusive and highly responsive to the needs of all students, promoting an environment where diverse student experiences are used to enrich curriculum design	A whole-school culture where curriculum expectations and high aspirations for academic success are universally understood and championed.
Lead and model the school's policies and procedures related to curriculum delivery, assessment, and pedagogical practice.	High-quality curriculum implementation is consistent across all teaching teams and classrooms.

2. Pedagogy, Implementation & Professional Development

To lead the development of teacher knowledge and actions that promote optimal learning across the school.

Pedagogy, Implementation and Professional Development	Expected outcomes
Model high-impact pedagogical practices based on the science of learning, with a strong emphasis on Universal Design for Learning (UDL) principles in curriculum design.	Teachers consistently apply evidence-based strategies, resulting in improved student engagement and learning outcomes across all curriculum areas.

Lead the planning, development, and review of the school curriculum across all year levels, ensuring coherence, clear progression, and alignment with the New Zealand Curriculum via Hero.	• A cohesive, relevant, and high-quality school curriculum that effectively meets the needs of all learners.
Design and lead targeted professional development focusing on curriculum implementation fidelity and high-impact instructional delivery strategies.	• Teachers demonstrate increased capability in curriculum differentiation and high-impact instructional practices.
Explore, promote, and model the use of digital learning tools to enhance connection, sharing, and learning within the curriculum framework.	• Effective integration of digital tools that support the delivery of a modern, relevant curriculum.

3. School-Wide Administration and Data Analysis

To design and maintain systems that support effective curriculum delivery and school management.

School-Wide Administration and Data Analysis	Expected outcomes
Lead academic tracking of students through Hero assessment, evidence collection, and robust data analysis, focusing on identifying learning trends and measuring the impact of curriculum programmes.	• Robust and timely data collection informs targeted curriculum adjustments, strategic resource allocation, and accurate reporting of student progress.
Oversee and manage key general and strategic school administration processes, including resource budgeting (specifically for curriculum), staff appointments, and whole-school timetabling to support instructional goals.	• Efficient administrative processes that directly and effectively support the delivery of a high-quality curriculum.

Design and manage systems and conditions in which staff can function effectively in curriculum delivery, including managing shared resources and collaborative planning structures.	Curriculum systems are clearly understood, well-resourced, and utilised efficiently by all staff.
Contribute to change management by clearly communicating new curriculum requirements and negotiating support from staff and leadership.	Collaborative, solutions-based approach to problem-solving, establishing clear communication across all stakeholders.

4. Partnerships and Networks

To actively participate in internal and external networks to advance curriculum expertise.

School-Wide Administration and Data Analysis	Expected outcomes
Work positively and collaboratively with the Principal and Senior Leadership Team to ensure curriculum initiatives are integrated into the school's overall strategic direction.	Strong alignment between the school's strategic plan and curriculum implementation priorities.
Engage in ongoing learning through professional networks and PLD groups focused on curriculum, pedagogy, and assessment.	The school is recognised as a leader in curriculum innovation and pedagogical best practice within its community and professional networks.
Foster strong relationships with whānau, and caregivers in order to establish shared expectations for students' curriculum learning journeys.	Strong, collaborative partnerships with whānau that enhance overall learning engagement and achievement.