

**Waitakere  
Seventh-day Adventist  
School**



**Principal Position  
Information Application  
Package**



24 July 2017

Dear Applicant,

Thank you for showing an interest in being applying for the position at the Waitakere Seventh-day Adventist School.

Enclosed is documentation that we trust will help you to understand the Special Character and culture of the school and enable you to make an informed decision in regards to applying for a job with us.

To make application please:

1. Complete the enclosed Application forms
2. Submit the Applications Forms with a current Curriculum Vitae

After you have submitted your Application you should receive a letter acknowledging that your Application has been received. The school will then take time to shortlist, then interview and then consider appointment as outlined in the enclosed documentation. During this process we will keep you informed by letter of the status of your application. Should you have any questions please do not hesitate to contact the current Principal and discuss these.

Once a decision for appointment has been made, where possible, C.V's will be returned to the unsuccessful Applicants. The person who is successful in gaining the position will have their CV returned on the commencement of employment.

Please feel free to request any further information you may require from the Principal, Mrs Belinda Ninah. All applications should be emailed to [sylvia\\_safia@hotmail.com](mailto:sylvia_safia@hotmail.com) before the close of applications on the date. If posting your application please mark the envelope "Application form".

Yours Sincerely,

Silvia Safia-Meaola  
Board Chairman  
Waitakere SDA School Board of Trustees

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# Guidelines for the Application process

Position Vacant: Principal Teacher

PRINCIPAL. Full Primary (Years 1-8). (Tagged position) We seek an inspirational principal who is passionate about growing our overall School. The successful applicant will be a forward-thinking leader with excellent communication skills, and an effective classroom teacher with experience across the primary and intermediate school spectrum.

A condition of appointment will be a willingness and ability to take part in religious instruction appropriate to the Special Seventh-day Adventist Character of the school. The appointee shall also accept and recognise the responsibility to maintain and preserve the Special Seventh-day Adventist Character of the school.

Position to commence Term 1, 2018.

Applications closes **NZST 5pm, Friday 4<sup>th</sup> August 2017**. Please email your C.V to the Board Chair at [sylvia\\_safia@hotmail.com](mailto:sylvia_safia@hotmail.com) to request an application pack.

Please send applications, marked **Confidential**, to:

**School Board Chair**  
**26 Corban Avenue**  
**Henderson AUCKLAND 0612**

Or,

**PO Box 20404**  
**Glen Eden AUCKLAND 0641**

*Any queries regarding the delivery of applications should be made to Silivia Safia.*

## Your application should consist of the following:

1. Complete the Application for Appointment form in its entirety, and please sign and date where indicated on the last page.
2. A curriculum vitae containing at least the following information:
  - a. Full employment history.
  - b. Education, qualifications and training relevant to this position
  - c. Specific skills, experience, strengths and abilities relevant to this position
  - d. Any further information that is relevant.
3. Your personal Assessment and please ensure you advise and provide forms to the three referees you have nominated and that you have authorised them to disclose information about you to the Board and/or its agents for the purpose of

- Only copies of qualification certificates should be attached. If you are successful in your application, originals will be requested as proof of qualification.
- All applicants will be contacted, and unsuccessful application documents will be returned and/or destroyed.
- A principal advisor will be assisting the Board in the recruitment process.
- The Board or its agent may also make inquiries to previous employers, or other persons, or institutions deemed necessary to satisfy the Board as to the suitability of the applicant for the position of Principal. This will only be done once the applicant has been notified.
- The Board reserves the right to not appoint any short listed candidates and to re-advertise.
- The Waitakere Seventh-day Adventist School Board of Trustees is an equal employment opportunities (EEO) employer.
- This application form and supporting documentation will be held in the strictest confidence by the Waitakere Seventh-day Adventist School Board of Trustees. You can access it in accordance with the provisions of the Privacy Act 1993.
- Please present electronic copy of your two of the following with your application form you need:
  - One primary form of identification, for example:
    - NZ or overseas passport
    - NZ full birth certificate that is issued on or after 1 Jan 1998 with a unique ID number
  - A secondary form of official identification, for example:
    - NZ drivers licence
    - Community Services Card
    - IRD number
  - One of the forms of identification must include a photo



## **Principal Appointment Timeframe**

**Application Closing Date:** 5:00pm on Monday 10th July 2017

**Short listing of Applicants / Contacting Referees / Checking Registration / VCA checks:** 11th - 18th July 2017

**Interviewing of applicants:** 13th to 20<sup>th</sup> August 2017

**Consultation with Proprietors (NZ SDA Schools Association):** 20 and 25<sup>th</sup> August 2017

**Notification of Successful Applicant:** 25<sup>th</sup> August 2017

**Notification of Unsuccessful Applicants:** 24<sup>th</sup> August 2017

**Community Informed of appointee:** Monday 28<sup>th</sup> August 2017



## **Waitakere Seventh-day Adventist School**

### **School Description**

Waitakere Seventh-day Adventist School is a State Integrated (MoE #4151), Full Primary School. It is situated at 26 Corban Avenue Henderson, West Auckland, on 2 hectares of land. The purpose built facilities include: 3 classrooms, a library, resource and storage rooms and administration offices. The grounds include sealed courts, an approved playground and open playing fields.

The Waitakere Seventh-day Adventist School was originally established 1945 on the Avondale Road, Avondale, but due to enrolment demands the school relocated to its current school site in 2000 a 6 acre property that will allow for future growth and development. The school integrated with the New Zealand government school system, yet still retaining its special character.

While governed by the Boards of Trustees, the school is owned by its Proprietors, the New Zealand Seventh-day Adventist Schools Association. This body, which owns all Seventh-day Adventist Schools within New Zealand, jointly shares responsibility with the Board of Trustees and the school's management for ensuring that the Special Character of the school is maintained.

The school staffing is currently 1.7, with a current roll of 32 with a maximum roll capacity of 50 students. The community we serve generates a Decile of 5.

### **Community Description**

The community of Waitakere Seventh-day Adventist School is not confined to geographical boundaries. Rather, it encompasses the community that it serves the Christian and Seventh-day Adventist Churches of this region.

The Seventh-day Adventist Church has churches throughout Auckland and affiliated groups in the city, who provide students and support the school. However, the school does not just serve the Seventh-day Adventist Church exclusively. Approximately 50% of the students are affiliated with a range of Christian churches and groups meeting in the city who are seeking a high quality wholistic education founded in Christian values.

The school community is very supportive of the school. We have an active and dynamic Board of Trustees who are keen to promote and develop the school. The PTA is also incredibly supportive of our school and continues to provide the school with many extra valuable resources.

New Zealand has become more ethnically diverse and the demographics of the school clearly reflect the rich cultures of our region. Recognising the value of all cultures the school provides a strong inclusive environment for students to belong to.

The community expects the school to provide a balanced education, in a wholistic manner consistent with the Seventh-day Adventist Christian World View.



## Waitakere Seventh-day Adventist School

### Statement of Special Character

The Waitakere Seventh-day Adventist School is a Seventh-day Adventist school established by the local community of the Seventh-day Adventist Church to serve the educational needs of its children and the mission of the Church. This mission includes the provision of educational opportunity to all who share its objectives. The school is a member of the system of schools operated by the Seventh-day Adventist Church in New Zealand.

The Special Character of the School is determined by the faith system made up of the Christian beliefs, values and lifestyle of the Seventh-day Adventist Church as determined from time to time by the General Conference of the Seventh-day Adventist Church through The New Zealand Seventh-day Adventist Schools Association Limited.

The purpose of the School is to support the home and the Church in the transmission of its faith system to the children and youth. The function of the School is to facilitate the development of a mature and understanding commitment to the beliefs and practices of the Church so that students will become responsible and caring Christians in the community.

The achievement of these goals is through a comprehensive and unified programme involving every aspect of the curriculum and predicated upon the Church's:

- Perception of God as Creator and sustainer of the Universe;
- Acceptance of Christ as our only means of salvation;
- Belief that the Holy Spirit draws men, women and children to a knowledge of God;
- Understanding that all truth finds its centre and unity in God;
- Reliance on scripture as the revealed Word of God;
- Commitment to a holistic development of the child - physical, intellectual, spiritual, emotional and social.

Our mission statement is "*Educating for eternity*"

Our Vision statement is Waitakere Seventh-Day Adventist School will produce individuals of noble character who will be empowered to contribute to this world as they prepare for eternity.



## Waitakere Seventh-day Adventist School

### Goals

Waitakere Seventh-day Adventist School, in consultation with its communities, undertakes to:

#### **Our Goals:**

### **C.A.R.E**

**Christ-like Attitude Respect Excellence**

- C. To exemplify **Christ-like** qualities in words, thoughts and actions.
- A. Adopting a positive **attitude** reflective of God's presence in their lives.
- R. **Respecting** God, others and the environment.
- E. Striving for **excellence** in all spheres of life.

#### **Our Values:**

### **G.R.O.W.T.H**

**Whanaungatanga**

- G** Godliness
- R** Rich Relationships
- O** Ownership of Learning
- W** Wisdom with Decision-making
- T** Transformational Attitude
- H** Helping Others

#### **Our Strategic Goals: 2016-2019**

1. To introduce a discipleship programme to fulfil our mission.
2. To accelerate learning in all areas of literacy and mathematics.
3. To meet the diverse learning needs of all akonga including our priority learners.
4. To increase our enrolment in the junior classroom to sustain school growth.
5. To create educationally powerful relationships with our community.

# **Waitakere Seventh-day Adventist School**



## **Person Specifications**



## Principal Person Specification

Essential attributes of the appointed person will include:

1. A commitment to upholding and actively promoting the School's Special Character. Furthermore, the principal will maintain and preserve the Special Seventh-day Adventist Character of the school.
2. Being a New Zealand registered teacher and have appropriate tertiary level qualifications.
3. Having recent successful management experience at a level which would be appropriate to the position.
4. Commitment to children's well-being and educational progress with enthusiasm for developmental learning programmes
5. An ability to work cooperatively with existing staff and able to demonstrate experience of developing successful team culture
6. Demonstrated ability to manage students and develop a positive and engaging tone to enhance learning
7. Demonstrated commitment to leading and ability to coach and mentor teaching staff, maintaining high professional standards with knowledge of current curriculum developments in education
8. An ability to relate warmly and with sensitivity to the diverse student, parent and staff communities of the school
9. Demonstrated ability to use Information and Communication Technologies skills, especially for administrative and teaching purposes
10. Being innovative and original in the development of school programmes, ensuring our children have a vibrant, purposeful place to learn.
11. Being able to demonstrate an openness to improve their own personal development.
12. Is a baptized member of the Seventh-day Adventist Church

**Waitakere  
Seventh-day Adventist School**



**Job Description**



## Waitakere Seventh-day Adventist School

### **JOB DESCRIPTION – Principal**

#### **RESPONSIBLE TO:**

Board of Trustees  
Proprietors (NZ SDA Schools Association)  
School Community

#### **DIRECTLY SUPERVISING:**

Children in Classroom  
Support Staff  
Teaching Staff

#### **PRIMARY OBJECTIVE:**

- To provide leadership for the school
- To maintain and preserve the special character of the school
- Oversee successful management of day to day operations of the school and
- Work with the Board of Trustees to provide effective Governance for the school.

#### **RESPONSIBLE FOR:**

- Providing spiritual leadership to the school and its community
- The overall professional leadership and management of the school, through the implementation of the Charter, policies and procedures, Annual plan and programmes.
- The direction, motivation, and supervision of all staff, including administrative and all other non-teaching staff.
- Gathering data for analysis and using the information gained to improve the delivery of the curriculum and outcomes for students
- Fostering positive relationships between the various sectors of the school community
- Managing finances and assets within Board guidelines
- Meeting statutory and reporting requirements
- Directing the day-to-day operations of the school, taking direction from the school's Charter and Strategic Plan, its policies, and the Board of Trustees.
- Being a Board member and at the same time act in the role of school manager providing information and guidance to the board and its committees.

#### **FUNCTIONAL LEADERSHIP ROLES**

The Principal will achieve these responsibilities through 6 functional leadership roles. These roles are:

##### **The Principal as Spiritual Leader**

In the role of spiritual leader the Principal will

- Lead teaching staff in the delivery of Seventh-day Adventist worldview in worship, Bible Study, Integrated curriculum learning and service initiatives
- Ensure that all programmes and curriculum delivery maximise the opportunity to share Jesus as Lord and Saviour with students
- Encourage commitment to God and Christian values as a way of life

##### **The Principal as Educational Leader**

In the role of educational leader, the Principal will:

- Lead teaching staff in curriculum development and evaluation which promotes a Seventh-day Adventist worldview,
- Addresses national and local goals and meets the needs of students.
- Ensure the effective implementation of the curriculum through monitoring the planning, delivery, and evaluation of educational programmes.

- Ensure that these programmes contribute to a coherent, balanced, equitable curriculum delivery that reflects school priorities.
- Ensure that programmes are adapted to the specific learning needs of individual students and will enlist the assistance of specialist agencies if necessary
- Assess, monitor, record and report Student progress in conjunction with the National Standards.

### **The Principal as Professional Leader**

As a professional leader, the Principal will:

- Assist in the employment of competent staff in all areas of the school, through the implementation of the school's personnel policies.
- Be responsible for ongoing staff appraisal, for the professional development of staff through approved training programmes, and for staff discipline as specified in the appropriate agreements and school policies.

### **The Principal as Administrator**

In the role of administrator, the Principal will:

- Oversee all aspects of school organisation,
- Undertake day to day financial management
- Supply such information as may be required by the Ministry of Education, Adventist Education Office and other educational and supporting agencies
- Document and monitor personnel, salary and leave information, and supply it to the appropriate agencies
- Ensure that all school rules and regulations are adhered to, and
- Undertake the routine supervision of the cleaning and grounds staff, to ensure that the school environment is clean and safe
- Oversee the running of the school property and infrastructure including the network and manage or outsource any maintenance and repairs that may be needed within budget.

### **The Principal as Communicator**

As a communicator the Principal will:

- Report regularly to the Board of Trustees on management issues and the attainment of strategic goals
- Interact with the Chairperson and other board members at all times over matters of mutual interest or concern
- Provide professional advice to the board, and will facilitate a harmonious working relationship between the board and the school staff
- Brief staff on all aspects of school governance and management to ensure that effective communication networks operate within the school
- Foster positive staff relationships, and to provide staff with the opportunity to participate in decision-making within the school
- Maintain a climate of trust and co-operation between the school and the community it serves.
- Encourage and facilitate parental and church involvement in the school
- Ensure parents are informed regularly on their children's learning and progress.
- Ensure that there is regular communication with the local and national church on the school its plans and its progress and achievements.

### **The Principal as Classroom Teacher**

In the role of a classroom teacher, the Principal will:

- Plan, deliver and evaluate a classroom programme appropriate to the age and needs of the students in the classroom
- Develop positive relationships with students in their class and ensure that learning takes place in a spiritually, emotionally and physically safe environment
- Provide learning experiences which are achievable while providing challenge, embrace where appropriate 21<sup>st</sup> Century learning and technology and stimulate thinking, personal responsibility, active participation and excellence in achievement
- Set high expectations for achievement and ensure reporting of achievement to parents is completed to meet reporting requirements against National Standards
- Recognise and identify specific student learning needs and liaise effectively with other professionals and paraprofessionals to meet the learning needs of all students.



## Professional Standards for Primary Principals

The Professional Standards set out in this schedule provide a baseline for assessing satisfactory performance within each area of practice. They form part of the principal's performance agreement, which will reflect the school / Board goals, the principal's job description and more specific objectives. Included in the development of the performance agreement will be the identification and development of appropriate indicators. The performance agreement must also include the New Zealand Teachers Council criteria for registration as a teacher.

Part 4 of the Primary Principals' Collective Agreement describes the responsibility of the employing board to develop the principal's performance agreement.

Areas of practice	Professional Standards
<p><b>SPECIAL CHARACTER</b></p> <p>To model Christian leadership. To promote the school's Special Character and education.</p>	<ul style="list-style-type: none"> <li>• Active member of the Seventh-day Adventist Church, by demonstrating a deep conviction, understanding and acceptance of the Gospel of Jesus Christ and this is evident in their Christian walk.</li> <li>• Active member of the Adventist School Principals Cluster.</li> <li>• There is evidence that the Principal gives priority to encouraging staff and students in the Christian life, in prayer and in Scripture.</li> <li>• The Principal demonstrates commitment to the mission statement of the School and actively promotes this in the school community and beyond.</li> <li>• The impact of the school's special character and vision statement is reflected in and revealed throughout the whole curriculum offered at Waitakere SDA School.</li> <li>• The Principal demonstrates the ability to lead and engage the staff in a commitment to educational excellence through a Biblical worldview context.</li> <li>• School development features a focus on the special character of the school.</li> <li>• The Principal is involved in school promotional activities to attract the enrolment of local and international students.</li> <li>• The Principal promotes professional development opportunities which foster growth and understanding in staff about the nature of teaching from a Biblical world view.</li> <li>• The Principal encourages and supports Christian educators in other schools.</li> <li>• Maintaining a positive working relationship with the local Seventh-day Adventist churches.</li> </ul>

Areas of practice	Professional Standards
<p><b>CULTURE</b> Provide professional leadership that focuses the school culture on enhancing learning and teaching.</p>	<ul style="list-style-type: none"> <li>• In conjunction with the Board, develop and implement a school vision and shared goals focused on enhanced engagement and achievement for all students.</li> <li>• Promote a culture whereby staff members take on appropriate leadership roles and work collaboratively to improve teaching and learning.</li> <li>• Model respect for others in interactions with adults and students</li> <li>• Promote the bicultural nature of New Zealand by ensuring that it is evident in the school culture.</li> <li>• Maintain a safe, learning-focused environment.</li> <li>• Promote an inclusive environment in which the diversity and prior experiences of students are acknowledged and respected.</li> <li>• Manage conflict and other challenging situations effectively and actively work to achieve solutions.</li> <li>• Demonstrate leadership through participating in professional learning.</li> </ul>
<p><b>PEDAGOGY</b> Create a learning environment in which there is an expectation that all students will experience success in learning.</p>	<ul style="list-style-type: none"> <li>• Promote, participate in and support ongoing professional learning linked to student progress.</li> <li>• Demonstrate leadership through engaging with staff and sharing knowledge about effective teaching and learning in the context of the New Zealand curriculum documents.</li> <li>• Ensure staff members engage in professional learning to establish and sustain effective teacher / learner relationships with all students, with a particular focus on Māori students.</li> <li>• Ensure that the review and design of school programmes is informed by school-based and other evidence.</li> <li>• Maintain a professional learning community within which staff members are provided with feedback and support on their professional practice.</li> <li>• Analyse and act upon school-wide evidence on student learning to maximise learning for all students with a particular focus on Māori and Pasifika students.</li> </ul>

Areas of practice	Professional Standards
<p><b>SYSTEMS</b> Develop and use management systems to support and enhance student learning.</p>	<ul style="list-style-type: none"> <li>• Exhibit leadership that results in the effective day-to-day operation of the school.</li> <li>• Operate within board policy and in accordance with legislative requirements.</li> <li>• Provide the Board with timely and accurate information and advice on student learning and school operation.</li> <li>• Effectively manage and administer finance, property and health and safety systems.</li> <li>• Effectively manage personnel with a focus on maximising the effectiveness of all staff members.</li> <li>• Use school / external evidence to inform planning for future action, monitor progress and manage change.</li> <li>• Prioritise resource allocation on the basis of the school's annual and strategic objectives.</li> </ul>
<p><b>PARTNERSHIPS and NETWORKS</b> Strengthen communication and relationships to enhance student learning.</p>	<ul style="list-style-type: none"> <li>• Work with the Board to facilitate strategic decision making.</li> <li>• Actively foster relationships with the school's community and local iwi.</li> <li>• Actively foster professional relationships with, and between colleagues, and with government agencies and others with expertise in the wider education community.</li> <li>• Interact regularly with parents and the school community on student progress and other school-related matters.</li> <li>• Actively foster relationships with other schools and participate in appropriate school networks.</li> </ul>

Note: Principals with teaching responsibilities will also need to meet the requirements of current (of the time) standards and/or criteria for teachers.



## Waitakere Seventh-day Adventist School

### JOB DESCRIPTION – Teacher

#### RESPONSIBLE TO:

Board of Trustees  
Proprietors (NZ SDA Schools Association)  
Parents

#### DIRECTLY SUPERVISING:

Children in Classroom  
Support Staff

#### PRIMARY OBJECTIVE:

Our school vision is broadly encapsulated in two aspects of the school; “educating” and “eternity”. Fully committed to educating and equipping students for this world and the new Kingdom of God after His second advent and for eternity.

#### SPECIAL CHARACTER OBJECTIVES:

1. To be faithful to the Seventh Day Adventist character of the school and work to develop a Christian community and action, both in the classroom and the school as a whole.
2. To demonstrate a willingness to be involved in activities which contribute positively to the life and Special Character of the school
3. Actively supports the values and principles outlined in the Statement of Understanding document.

#### EXPERIENCED TEACHER POSITION DESCRIPTION

Experienced Classroom Teachers are highly skilled practitioners and classroom managers. Their teaching methods are well developed and they employ an advanced range of strategies for motivating students and engaging them in learning. In environments where it is possible, they support and provide assistance to colleagues.

Dimension	Key Objectives	Performance Indicators
<b>Special Character</b>	<p><i>Demonstrate a willingness to be involved in activities which contribute positively to the life and Special Character of the school</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Supportive of those activities which reflect the school’s special character</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Appropriate Religious Education programme is taught</li> <li><input type="checkbox"/> Classroom environment and practices reflect Adventist Christian biblical principles and lifestyle</li> </ul>
<b>Professional Knowledge/ Curriculum</b>	<p><i>Demonstrates a significant depth of knowledge in the theory and practical application, where appropriate, of:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Curricula relevant to their teaching specialty</li> <li><input type="checkbox"/> Learning and assessment theory and developments</li> <li><input type="checkbox"/> The current issues and initiatives in education, including Special Character education</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Excellent curriculum delivery</li> <li><input type="checkbox"/> Exemplary integration of new ideas in teaching practice, discussion and examination of, reflection upon, and modification of teaching practice in light of new knowledge and current theory</li> <li><input type="checkbox"/> Up-to-date pedagogy, which underpins classroom practice and is a model for</li> </ul>

		colleagues
<b>Professional Development</b>	<p><i>Demonstrates a high level of commitment to:</i></p> <ul style="list-style-type: none"> <li>❑ Further developing their own knowledge and skills</li> <li>❑ Encouraging and assisting colleagues in professional development</li> <li>❑ Further developing understandings of the Treaty of Waitangi</li> </ul>	<ul style="list-style-type: none"> <li>❑ A pro-active role taken in professional development, staff and departmental meeting</li> <li>❑ Staff have the professional development they require to keep well up-to-date</li> </ul>
<b>Treaty of Waitangi</b>	<p><i>Demonstrates understanding of the Treaty of Waitangi and its principles.</i></p>	<ul style="list-style-type: none"> <li>❑ A sound understanding of the Treaty of Waitangi and its principles</li> </ul>
<b>Teaching Techniques</b>	<p>Demonstrates expertise and refined strategies in:</p> <ul style="list-style-type: none"> <li>❑ The development and practice of teaching programmes and resources, learning activities and assessment regimes</li> <li>❑ Highly effective teaching techniques</li> <li>❑ Evaluation, appraisal and reflection on their own and others' teaching practices, with positive outcomes</li> </ul>	<ul style="list-style-type: none"> <li>❑ Learning activities reflect "best practice" and are appropriate to students' age and ability levels, students know curriculum goals, student progress is recorded, teaching programmes are planned, developed and implemented</li> <li>❑ "Best practice" strategies for student learning devised, feedback provided, students are able to work effectively in a variety of modes</li> <li>❑ Teaching programmes are analytically reflected upon, evaluated and modified, and appropriate, "best practice" assessment procedures are implemented</li> </ul>
<b>Student Management</b>	<p><i>Demonstrates expertise and refined strategies in:</i></p> <ul style="list-style-type: none"> <li>❑ The development and maintenance of environments which enhance learning by recognising and catering for the learning needs of a diversity of students</li> <li>❑ Managing student behaviour effectively</li> </ul>	<ul style="list-style-type: none"> <li>❑ Student learning is central; all students experience a safe environment in which they are able to achieve success at the level of their personal best; mutual respect prevails</li> <li>❑ Exemplary support for the effective management of the school; exemplary classroom control</li> </ul>
<b>Motivation of Students</b>	<p><i>Demonstrates a high level of effectiveness in:</i></p> <ul style="list-style-type: none"> <li>❑ Encouraging positive school-wide engagement in learning</li> <li>❑ Fostering and practising cultures of learning and achievement</li> </ul>	<ul style="list-style-type: none"> <li>❑ A stimulating environment with all involved in its maintenance</li> <li>❑ A "best practice" culture of learning and achievement</li> </ul>
<b>Te Reo me ona Tikanga</b>	<ul style="list-style-type: none"> <li>❑ Develops Maori language knowledge appropriate to the learning area</li> <li>❑ Demonstrates an understanding of basic Maori protocols when opportunities arise</li> <li>❑ Pronounces and uses Maori names and words correctly</li> </ul>	<ul style="list-style-type: none"> <li>❑ Students have opportunities to experience appropriate Maori language</li> <li>❑ Where appropriate Maori protocols are used</li> <li>❑ Correct pronunciation and use of Maori language is modelled</li> <li>❑ Pro-active support for School events</li> </ul>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participates in Maori cultural events in the School, where appropriate</li> </ul>	
<b>Effective Communication</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Communicates clearly and effectively</li> <li><input type="checkbox"/> Provides appropriate feedback to students</li> <li><input type="checkbox"/> Communicates effectively with families, whanau and caregivers</li> <li><input type="checkbox"/> Shares information with colleagues</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Individual confidentiality respected, problems resolved within the school, students' positive attributes promoted</li> <li><input type="checkbox"/> Students receive clear, adequate feedback</li> <li><input type="checkbox"/> Parents/ caregivers/ whanau receive effective communication on student progress</li> <li><input type="checkbox"/> Colleagues receive appropriate information</li> </ul>
<b>Support for and Co-operation with Colleagues</b>	<p><i>Demonstrates a high level of commitment to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Encouraging and fostering effective working relationships with and between others</li> <li><input type="checkbox"/> Providing support and assistance to colleagues, where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Pro-active commitment to collegial relationships</li> <li><input type="checkbox"/> Pro-active commitment to collaboration and teamwork</li> </ul>
<b>Contribution to Wider School Activities</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Are demonstrating a willingness to be involved in activities which contribute positively to the life and Special Character of the school</li> <li><input type="checkbox"/> Contributes towards the effective functioning of the total School operation, including the School's relationship with parents and the wider community.</li> <li><input type="checkbox"/> Actively supports School-wide goals</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Actively supports the values and principles outlined in the Statement of Understanding</li> <li><input type="checkbox"/> School's ethos supported, a range of activities provided, visitors made welcome</li> <li><input type="checkbox"/> Personal/professional development pro-actively undertaken in accordance with the School's development initiatives</li> <li><input type="checkbox"/> Leadership and participation with the Chaplaincy Team</li> </ul>
<b>Particular Responsibilities</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participates in negotiated co-curricular activity</li> <li><input type="checkbox"/> Manages or co-ordinates delegated School activities in a given year</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A well-rounded education provided</li> <li><input type="checkbox"/> A well-run Adventist School maintained.</li> <li><input type="checkbox"/> Opportunity for staff to develop additional skills</li> </ul>