

AOTEAROA NEW ZEALAND PRINCIPAL ELIGIBILITY CRITERIA

These eligibility criteria apply to people applying to be principals of state or state-integrated schools in Aotearoa New Zealand.

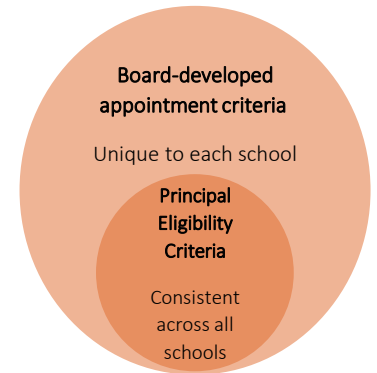
The school boards of these schools must make sure anyone they appoint as principal meets these criteria.

The eligibility criteria are a requirement of the Education and Training Act 2020 (s617). The **purpose** of the principal eligibility criteria is to:

- make sure all people appointed as principals have certain skills, competencies, knowledge and expertise
- help people who want to be principals understand what experience and commitment they need for the role
- give school boards confidence they are appointing someone who can do the job
- highlight the importance of the principal role within schools.

School boards will typically also have other appointment criteria they expect the principal to meet. These are the additional skills, knowledge and experiences the board believes the principal of their particular school should have. These additional appointment criteria are developed by the board in consultation with the school Community (Education and Training Act 202, s618).

Everyone appointed as a principal must hold either a current Tiwhikete Whakaakoranga Tūturu | Full Practising Certificate (Category One) or a current Tiwhikete Whakaakoranga Pūmau | Full Practising Certificate (Category Two). This shows they meet the standards required for the teaching profession and adhere to the Code of Professional Responsibility.



How to use the eligibility criteria

The eligibility criteria have four pou. To be successful, applicants **must meet all the requirements set out in all four pou**. All pou are equally important and support each other.

At the **top of each pou is a description** of the main competencies for that pou.

Each pou then has **specific experience criteria** that applicants must meet.

Each pou also has **commitment criteria** where applicants must show how they are committed to certain important concepts or actions.

In applying the criteria, boards should keep in mind that not everyone has the same opportunities or pathways to apply for their first principal post, and that some skills can be learned on the job.

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A school principal/tumuaki is the kaitiaki (guardian) of those things the school community believes are important. The principal ensures the school is empowering and safe for everyone. They know they are responsible for passing on a well-looked-after, sustainable school to the principal after them. They are willing to 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.

POU TĀNGATA LEADER OF PEOPLE

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

Applicant has experience in:

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

Applicant shows commitment to:

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

POU AKO LEADER OF VISION FOR LEARNING

A leader who implements the vision of mana whenua, the board and the community for learning within the school.

Applicant has:

- 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.

Applicant has 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.

Applicant shows commitment to:

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

POU TIKANGA MĀORI

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

Applicant has 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.

Applicant shows commitment to:

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

POU MAHI LEADER OF OPERATIONS

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

Applicant has 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.

Applicant shows commitment to:

- Maintaining a clear division of roles and responsibilities between the 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.