

## Aotearoa New Zealand Principal Eligibility Criteria (ANZPEC) – Board Assessment Tool (2023)

This tool is to help the school or kura's Board assess a candidate's eligibility against the Aotearoa New Zealand Principal Eligibility Criteria (ANZPEC).

These eligibility criteria apply to people applying to be principals of state or state-integrated schools or kura in Aotearoa New Zealand not affiliated with Ngā Kura ā Iwi (NKāi) or Te Rūnanga Nui o Ngā Kura Kaupapa Māori (TRN). The boards of these schools and kura must make sure anyone they appoint as a principal meets these criteria. The eligibility criteria are a requirement of the Education and Training Act 2020 (s617)<sup>1</sup>. The criteria can be found at

### Principals and teachers – Education in New Zealand – Principal eligibility criteria

Boards can also add additional criteria to suit their context in consultation with their community.

Candidate's name: \_\_\_\_\_

School name: \_\_\_\_\_

Criteria	Met / Not met (all must be met)
Applicant must hold either a current:  » Tiwhikete Whakaakoranga Tūturu   Full Practising Certificate (Category One) » Tiwhikete Whakaakoranga Pūmau   Full Practising Certificate (Category Two)	Met / Not met

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<sup>1</sup> Education and Training Act 2020 No 38 (as at 24 August 2023), Public Act 617

<b>1. Pou Tāngata -Leader of people: A leader who brings together and works with a wide range of people, including staff, students, whānau and community.</b>	<b>Met / Not met</b> (all must be met)
<p>Your relevant experience, can you tell us:</p> <ol style="list-style-type: none"> <li>1. how you have actively supported children and adults to reach their potential</li> <li>2. about coaching, mentoring or training others</li> <li>3. about supporting staff, peer or student well-being. Include supporting people to be safe, feel, seen &amp; respected &amp; able to be themselves.</li> <li>4. how you have lead by example to show integrity and credibility</li> <li>5. about your participation in professional learning networks</li> </ol>	<ol style="list-style-type: none"> <li>1. Met / Not met</li> <li>2. Met / Not met</li> <li>3. Met / Not met</li> <li>4. Met / Not met</li> <li>5. Met / Not met</li> </ol>
<p>Showing commitment, can you give examples of:</p> <ol style="list-style-type: none"> <li>6. building trusting relationships with mana whenua and iwi</li> <li>7. sharing power with students, whānau and the wider community. Include listening to &amp; respecting them &amp; incorporating their views.</li> <li>8. supporting cultural diversity and inclusion of all into school life. Include upholding the rights of students, whānau &amp; communities from diverse ethnicities, religions, &amp; gender &amp; sexual identities</li> <li>9. being anti-racist and developing a culture free from discrimination and bullying</li> <li>10. initiating and managing change</li> </ol>	<ol style="list-style-type: none"> <li>6. Met / Not met</li> <li>7. Met / Not met</li> <li>8. Met / Not met</li> <li>9. Met / Not met</li> <li>10. Met / Not met</li> </ol>
<p>Comments:</p>	

<b>2. 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.</b>	<b>Met / Not met</b> (all must be met)
<p>Your relevant experience, can you tell us of:</p> <ul style="list-style-type: none"> <li>11. recent in-depth knowledge and practice in teaching and learning processes</li> <li>12. recent in-depth knowledge of curricula and how to assess students' performance against them</li> <li>13. creating effective learning environments for students who need support, have a disability or learn in different ways to their peers</li> <li>14. challenging established education approaches in response to new evidence or learning</li> </ul>	<ul style="list-style-type: none"> <li>11. Met / Not met</li> <li>12. Met / Not met</li> <li>13. Met / Not met</li> <li>14. Met / Not met</li> </ul>
<p>Showing commitment, can you give examples of:</p> <ul style="list-style-type: none"> <li>15. incorporating mātauranga Māori in learning</li> <li>16. achieving equitable outcomes for all students</li> <li>17. upholding student rights, as set out in NZ law</li> <li>18. enabling Māori ākonga to achieve as Māori</li> <li>19. furthering your own professional development as a leader of staff and student learning</li> </ul>	<ul style="list-style-type: none"> <li>15. Met / Not met</li> <li>16. Met / Not met</li> <li>17. Met / Not met</li> <li>18. Met / Not met</li> <li>19. Met / Not met</li> </ul>
<p>Comments:</p>	

<b>3. Pou Tikanga Māori – A leader brings Te Tiriti o Waitangi to life in the school, as the founding document of a bicultural Aotearoa NZ</b>	<b>Met / Not met</b> (all must be met)
<p>Your relevant experience, can you tell us:</p> <p><b>20.</b> about improving your own te reo and tikanga Māori skills, and encouraging others to do the same</p> <p><b>21.</b> about respecting and integrating kaupapa Māori and tikanga Māori in a school</p>	<p><b>20.</b> Met / Not met</p> <p><b>21.</b> Met / Not met</p>
<p>Showing commitment, can you give examples of:</p> <p><b>22.</b> developing relationships with whānau, iwi and wider Māori community &amp; involving them in the school's vision &amp; the learning of their tamariki/mokopuna</p> <p><b>23.</b> working with whānau to implement plans, policies and curricula that support the use of te reo in the school</p> <p><b>24.</b> prioritising biculturalism through resourcing and funding</p> <p><b>25.</b> creating a culturally safe environment for ākonga to grow and develop as Māori</p> <p><b>26.</b> understanding the impact of colonisation on education in Aotearoa</p>	<p><b>22.</b> Met /Not met</p> <p><b>23.</b> Met /Not met</p> <p><b>24.</b> Met /Not met</p> <p><b>25.</b> Met /Not met</p> <p><b>26.</b> Met /Not met</p>
<p>Comments:</p>	

4. Pou Mahi – Leader of Operations: A leader who uses systems to effectively manage the school and meet legislative requirements	Met / Not met (all must be met)
<p>Your relevant experience, can you tell us about:</p> <p>27. managing resources, budgets or property (in some capacity)</p> <p>28. applying the legislation, policies and procedures needed in running an organisation</p> <p>29. balancing operational requirements with other aspects of leadership especially under pressure</p>	<p>27. Met /Not met</p> <p>28. Met /Not met</p> <p>29. Met /Not met</p>
<p>Showing commitment, can you give examples of..</p> <p>30. maintaining a clear division of roles and responsibilities between the principal and the school board</p> <p>31. using best human resource practice to recruit, encourage and grow talented staff</p> <p>32. aligning available resources with the school's vision, and strategic and annual objectives</p>	<p>30. Met /Not met</p> <p>31. Met /Not met</p> <p>32. Met /Not met</p>

Comments:

#### Declaration

I affirm that the Board of Trustees of \_\_\_\_\_ (school name) agrees that the candidate meets all the mandatory criteria for being eligible to be appointed as a principal.

☐ Yes ☐ No

Signed: \_\_\_\_\_

Name: \_\_\_\_\_

Presiding member or delegated authority: \_\_\_\_\_

Date: \_\_\_\_\_