Te Aratika Academy

Application Form 2027

Pou Ārahi appointment

Applications close 5:00 pm Friday 18 December 2026

Appointment commences Term 2 2027 or earlier by agreement

Providing a Positive Platform for our Developing Tāngata of Valour - to be life ready and career ready

Nau mai, haere mai, welcome!

Thank you for expressing an interest in the position of Pou Arahi at Te Aratika Academy.

The following documents are included in this application pack:

- Welcome letter
- Academy profile
- Recruitment process timeline
- Pou Arahi role description
- Application form

Please ensure your application reflects the criteria for appointment outlined in this application pack and that all documents required are enclosed. Completed applications, including a copy of your CV and evidence of your current Teacher Registration and Practising Certificate should be submitted by 5:00 pm Friday 18 December 2026.

Email to wayne.macgillivray@tearatika.school.nz
Subject line: Te Aratika Academy Pou Ārahi position

For any queries, please contact Wayne MacGillivray wayne.macgillivray@tearatika.school.nz

Ngā mihi.

Wayne MacGillivray
Kaitohutohu
Te Aratika Academy

29 October 2026

Ko te whakapono, ko te tumanako me te aroha- Ui mai koe ki ahau he aha te mea nui o te ao, Maku e ki atu, he tangata, he tangata, he tangata!

Faith, hope and love- ask me, 'What is the greatest thing in the world?' I will reply, 'It is people, it is people, it is people!"

Thank you for your interest in the role of Pou Ārahi at Te Aratika Academy. We look forward to welcoming passionate pou from Term 1, 2027 to support our taiohi to be confident, competent and culturally connected, ready to take their place in the wider world.

Te Aratika Academy is a designated character state secondary school. Our kaupapa provides:

TAA offers a unique proposition providing a platform for change for taiohi, their whānau, and their communities to find their path and journey to success. We do this using kaupapa Māori pedagogical approaches to deliver mātauranga Māori in an English medium context. We embed toitūtanga (sustainability) using a wayfinding framework as the founding principle for the education of our taiohi, the operation of the kura, and the connection with our communities, hapu and iwi.

Our unique entities within the Te Aratika Group are woven through our education programme with a strong emphasis on our outcomes of local education with a global reach for further education, employment or entrepreneurship.

Our vocational pathway is strengthened through access to industries that support our innovative use of AI and enhanced reality tools, builds relational capability, and supports sustainable outcomes for individuals and the community.

We are seeking pou ārahi who embody Te Aratika Academy's values and model excellence in their practice to strengthen academic, social and employment outcomes for tauira Māori. This is an opportunity to work collaboratively within our kaupapa, creating a positive platform for change and supporting one person, one family, one community at a time to find their path and journey to success.

We look forward to receiving your application and the opportunity to learn more about you and share more about our Academy and our broader vision.

Ngā mihi.

Ronnie Rochel

Chair- Te Aratika Academy

Academy Profile

‘Te Tūāpapa o te Panoni- building a platform for change’

Ā Mātou Moemoeā- Our Vision
To create a positive platform for change that is globally recognised, firmly supports and encourages one person, one family, one community at a time to find their path and journey to success.

Te Aratika Academy is a designated character state secondary school. We provide a mātauranga Māori experiential programme using kaupapa Māori pedagogical approaches, with a strong vocational focus.

Te Aratika Academy is part of the Te Aratika Group, supporting an education journey from ‘Cradle to Career’ alongside the following entities:

- Te Aratika High School (Charter School)
- Te Aratika Creative (Performing Arts)
- Te Aratika Industry Training (Vocational and Tertiary)
- Te Aratika Infrastructure (Industry and employment)

Ā Mātou Whāinga- Our Goals
•*To meet the unique cultural, academic, physical, social and emotional needs of Māori and Pacific youth;*
•*To collaborate with iwi, hapū, industry partners, school, and tertiary institutions;*
•*To provide innovative, educational experiences and vocational pathways with a focus on further education and employment opportunities.*

Ko wai mātou- who are we?
Our Te Aratika graduate- the Developing Tāngata of Valour (DToV)- is a young person who has a positive sense of well-being, is confident, competent, and culturally connected, ready to take their place in the wider world. This kaupapa builds on the sacrifices of those who have gone before us- the Pioneer Battalion, the 28th Māori Battalion, and the women who supported them from these shores.

Our taiohi may have complex needs and face challenges that affect their learning and longer-term outcomes. Our kaupapa and relational approach support their wellbeing, engagement and academic progress.

Te Ara Tika is a life-long journey- many of our alumni have returned to our Academy as pou whenua (learning coaches) to support the kaupapa and share their unique skills and talents.

Recruitment Process Timeline

The proposed timeline for appointment of Pou Ārahi at Te Aratika Academy is set out below. Appointments commence in Term 1, 2027.

Key Dates

Position advertised online. Application pack available	23 November 2026
Applications close	18 December 2026 at 5pm
Shortlisting and shortlisted candidates notified	w/o 11 January 2027
Interviews	Week of 18 January 2027
Further checks completed	Week of 25 January 2027
Offers to successful applicants	Week of 25 January 2027
Appointment commences	Term 2 2027or earlier by negotiation

Checklist - We need to receive completed:

- Application form
- Letter to accompany Curriculum Vitae.
- Curriculum Vitae – with copies of verified qualification certificates attached
- Copies of driver's licence or passport

Completed applications to be received by 5:00 pm 18 December 2026 and should be emailed to Wayne MacGillivray wayne.macgillivray@tearatika.school.nz

Position Description: Pou Arahi

Employment Status:	Permanent- full-time
Reports to:	Tumuaki
Functional Relationships:	Operations Manager, Senior Management, Support Staff, Whānau and Taiohi.

Purpose of the position

The role of the **Pou Arahi** is to provide a highly developed collaborative teaching and learning environment within a Māori socio-cultural model for the learners. As well, Pou Arahi support, mentor and provide collegial assistance to Pou Whenua.

The development of the planning, cross-curricular integration, assessment, design and moderation in support of the Academy's marautanga ā-kura.

This position description may be reviewed and updated as the requirements of the Academy change.

Staff Member Name:

Staff Member Signature:

Date:

Pou Arahi will be New Zealand Registered and Certified Teachers and be expected to demonstrate a range of knowledge experience and attributes, such as:

Education Qualifications	NZ trained and certified teacher Evidence of ongoing and appropriate Professional Development
Knowledge and Experience	Demonstrated commitment to He Whakaputanga me Te Tiriti o Waitangi. Experience in the integration of Te Ao Māori and Mātauranga Māori within the curriculum for the year levels taught. A firm understanding of, and commitment to, Tātaiako cultural competencies, and the importance of Māori learners achieving education success as Māori. The ability to build and maintain respectful working relationships with Māori learners, their parents, whānau, hapū, iwi and communities which enable Māori to participate in important decisions about their children's learning. A sound theoretical and practical knowledge of the theory and practical application of learning, curriculum, and assessment. Teaching experience relevant to the year levels and curriculum areas taught. Effective leadership in collaborating with other teachers to improve teaching practice. A capacity to manage and resolve issues that may involve students, parents and/or staff.

	Competence and confidence in using Information Technology as part of learning and administration. Effective written and oral communication skills appropriate for a range of audiences (students, colleagues, parents). Time management and administrative skills and an ability to uphold deadlines.
Personal Professional Qualities	Demonstrate practical commitment and support of the Academy's character and model our values. Loyalty and ability to provide collegial support to the Tumuaki and staff. Have the trust, respect and confidence of staff and be seen as approachable and as someone who can hold 'difficult conversations' if the situation demands it. Ability to work as part of the team to motivate colleagues to provide a stimulating positive and rewarding school environment. Demonstrate inspiration and innovation in working to resolve problems. An open, warm and caring manner with empathy in dealing with a diverse range of taiohi and adults. Demonstrate a commitment to on-going professional learning.

Key Objectives and Performance Indicators

2. TEACHING AND LEARNING

Te Tiriti o Waitangi partnership:
Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand. Consciously acknowledging Manaakitanga Tangata Whenuatanga. Kotahitanga in this partnership.

Learning-focused culture
Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety through Mātauranga Maori lense – in pursuit of Mātauranga Maori. *Tangata Whenuatanga Manaakitanga Wānanga*.

Teaching
Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace including the Developing Tāngata of Valour culture. Wānanga *Tangata Whenuatanga Ako.*

Design for learning
Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures. *Tangata Whenuatanga Ako*

Classroom Responsibilities
To provide, as practicable, learning opportunities for every taiohi relative to their needs, abilities and stages of development establishing effective relationships with taiohi based on mutual respect, as practicable, recognising the individuality of each student, ensuring an effective and challenging learning environment and ensuring the classroom is an attractive and welcoming place.

Excellence in Teaching
Staff at Te Aratika Academy are expected to always display excellence in teaching.

Excellence in teaching is defined as the ability to:
- Plan for differentiated delivery
- Provide good and constructive feedback
- Integrate literacy and numeracy across curriculum
- Be IT literate and able to integrate this into the teaching / learning process
- Be willing to update and up-skill as required
- Teach social and cooperative skills
- Teach self-management skills
- Use a wide variety of appropriate assessment techniques
- Use assessment to encourage learning and development
- Adapt teaching style and content to the learner's profile of learning
- Scaffold learning using modelling, demonstrating, multiple examples, extensive practice and review

Key Tasks

Consistently demonstrate the Tātaiako Cultural Competencies for Teachers of Māori Learners.

Respond positively and effectively to the diverse language and cultural experiences of Māori and Pacific adolescent students and their varied strengths, interests, aspirations and needs.

Provide a learning environment that is physically, socially, culturally and emotionally safe, inclusive and supportive.
Comply with relevant regulatory and statutory requirements.

Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori.

Use teacher inquiry to inform and develop an increasing repertoire of teaching strategies, learning activities, technologies and assessment for learning activities and modify these in response to student needs.

Teach in ways that ensure all learners make sufficient progress and monitor the extent and pace of learning, focusing on equity for all.

Grow students' digital fluency through developing modern future focused teaching programmes.

To prepare lesson plans, develop and manage classroom resources, teach subjects according to curriculum goals and objectives set by syllabuses and Academy policy, marking and evaluating taiohi' work, recording results and completing reports and profiles on student achievement as per Academy policy.

Gather, analyse and use appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning and to identify additional supports or adaptations that may be required.

Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners.

Initiate, plan and manage programmes which meet national requirements, are consistent with the school's charter and strategic planning, and which reflect the school's commitment to effective teaching and learning.

Demonstrate a classroom/teaching environment which reflects a culturally responsive pedagogy.

PROFESSIONAL RESPONSIBILITY

Objective: Professional Relationships
Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner. *Whanaungatanga Wānanga Ako*

Key Tasks

Establish and maintain positive, ethical, respectful and productive professional relationships with students, staff, parents/caregivers, as well as agencies, groups and individuals within the community.

Work collaboratively within the wider educational, collegial and cultural life of the school, participating in meetings, co-curricular activities, pastoral care and activities outside of school.

Keep whānau informed by maintaining records of achievement, academic performance, health and well-being, attendance and information relevant to the ILP. To be available on occasions to meet with whanau, caregivers, guardians to discuss the progress and development of the taiohi in the teacher's care as the Academy requests.

Communicate clear and accurate assessment for learning and achievement information in line with school requirements.

Be actively involved in the unique character of Te Aratika Academy, the extracurricular activity and the work-ready approach of this school.

PROFESSIONAL/PERSONAL DEVELOPMENT

Objective: Professional learning
Use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the learning and achievement of all learners. *Ako Wānanga*

Key Tasks

Actively commit to ongoing professional growth through engaging in professional development and embracing new learning, critically self-reviewing professional practice and identifying any areas for improvement.

Actively contribute to the professional learning community within and beyond the school.

Value and respond positively to professional feedback from colleagues.

Use the school appraisal and attestation processes positively to grow your own professional capability.

TAA Application form

Important Notes for Applicants

Thank you for applying for a position with our kura. Please ensure you have a copy of the position description and key objectives and performance indicators before completing this application.

1. Please fully complete this form personally. First, read it through, then answer all questions and make sure you sign and date where indicated on the last page.
2. Attach a curriculum vitae (CV) containing any additional information, if necessary.
3. Copies only of qualification certificates should be attached. If successful in your application you will be required to provide the originals as proof of qualifications.
4. If you are selected for an interview you may bring whānau/support people at your own expense. Please advise if this is your intention.
5. Failure to complete this application and answer all questions truthfully may result in any offer of employment being withdrawn or appointment being terminated, if any information is later found to be false.
6. All applicants will be required to give consent to a Police vet.
7. a) Applicants may not be employed as a children's worker if they have been convicted of a specified offence listed in Schedule 2 of the Vulnerable Children Act 2014, unless they obtain an exemption. The Criminal Records (Clean Slate) Act 2004 will not apply to these specified offences and these offences will be included in your Police vetting results.

   b) The Clean Slate Act provides certain convictions do not have to be disclosed providing:
   - you have not committed any offence within 7 consecutive years of being sentenced for the offence
   - you did not serve a custodial sentence[1] at any time
   - the offence was neither a specified offence under the Clean Slate Act 2004 nor a specified offence under the Vulnerable Children Act 2014
   - you have paid any fines or costs

   Please note that you are not obliged to disclose convictions if you meet the above conditions but can do so if you wish. If you are uncertain as to whether you are eligible contact the Ministry of Justice.
8. Shortlisted applicants being interviewed will need to provide originals of both a primary identity document (e.g. passport) and a secondary identity document (e.g. New Zealand driver licence). A list of acceptable primary and secondary documents is available in the last sections of the Children's (Requirements for Safety Checks of Children's Workers) Regulations 2015.
9. This application form and supporting documents will be held by the board. For the successful candidate, this document will be held on their personal file, otherwise the information provided will be securely destroyed after 30 days. You may access it in accordance with the provisions of the Privacy Act 2020.

[1]**Custodial sentence** means a sentence of imprisonment and includes corrective training, preventive detention, a sentence of imprisonment served by home detention, borstal training, detention centre training and any other sentence that requires the full-time detention of an individual. **Non-custodial sentence** includes, but is not limited to, a community-based sentence, a sentence of home detention, a sentence of a fine or reparation, a suspended sentence of imprisonment, and a specified order.

APPLICATION FOR EMPLOYMENT

Position applied for	Vacancy/Reference Number
Pou Arahi	

Tick one

Mr ☐	Mrs ☐	Ms ☐	Miss ☐

Or other preferred title:

Surname/Family name	First names (in full)

Birth name (if applicable)

Are you known by any other name(s)? (if yes please provide below) Yes ☐ No ☐

Full postal address

Email address

Contact telephone numbers

Personal / Mobile:	Business:

Identity Verification, Criminal Record and Right to Work

Please tick the appropriate boxes:

Immigration information

Are you a New Zealand citizen? Yes ☐ No ☐

If not, do you have resident status, or Yes ☐ No ☐

A current work permit Yes ☐ No ☐

Have you ever had a criminal conviction? Yes ☐ No ☐

If "Yes" please detail:

Click here to enter text.

(A board may not employ or engage a children's worker who has been convicted of an offence specified in Schedule 2 of the Vulnerable Children Act 2014. The Clean Slate Act does not apply to schedule 2 offences.)

Have you ever received a police diversion for an offence?
Yes ☐ No ☐
If "Yes", please detail:
Click here to enter text.

Have you ever been discharged without conviction for an offence?
Yes ☐ No ☐
If "Yes", please detail:
Click here to enter text.

Do you have a current New Zealand driver's licence?
Yes ☐ No ☐

Have you ever been convicted of a driving offence which resulted in temporary or permanent loss of licence, or imprisonment?
Yes ☐ No ☐
If "Yes", please detail:
Click here to enter text.

Are you awaiting sentencing or do you have charges pending?
Yes ☐ No ☐
If "Yes", please state the nature of the conviction/cases pending:
Click here to enter text.

In addition to other information provided are there any other factors that we should know to assess your suitability for appointment and your ability to do the job?
Yes ☐ No ☐
If "Yes", please detail:
Click here to enter text.

Have you ever been the subject of any concerns involving child safety?
Yes ☐ No ☐
If "Yes", please detail:
Click here to enter text.

Have you had any injury or medical condition caused by gradual process, disease or infection, such as occupational overuse syndrome which the tasks of this position may aggravate or contribute to?
Yes ☐ No ☐
If "Yes", please detail:
Click here to enter text.

Are there any other health conditions which could impact your ability to perform the position applied for?
Yes ☐ No ☐
If "Yes", please detail:
Click here to enter text.

For teaching/principal positions:
Do you hold a current practising certificate or LAT from the Education Council of Aotearoa New Zealand?
Yes ☐ No ☐
Please enter your registration number: _____
Please enter expiry date: _____

Educational Qualifications

	Name	Location	Number of years completed	Highest Qualification Gained
Secondary School				
University				
Other				
Other				
Other				

Employment History

Please list your work experience for the last five years beginning with your most recent position. Please explain any gaps in employment. If you were self-employed, give details. Attach additional sheets if necessary***.***

Period worked (please specify the start and end dates) **Start date**		**End date**	**Employer's name (or reason for gap in employment)**	**Position held**	**Reason for leaving**
	to				
	to				

Referees

Please provide the names of three people who could act as referees for you. One of these should be your current or most recent employer. Please indicate which referee is your current/previous employer in the table below. If you have included written references from people other than those recorded below, please note that we may contact the writers of these references.

Name	Organisation	Position/ Relationship	Landline (preferred)	Mobile

Authority to approach other referees

I authorise the Board, or nominated representative, to approach persons other than the referees whose names I have supplied, to gather information related to my suitability for appointment to the position.	Yes ☐	No ☐
I authorise the Board, or nominated representative, permission to access any information held by the Education Council of Aotearoa New Zealand (EDUCANZ) or any other educational organisation, including information regarding matters under investigation, to gather information related to my suitability for appointment to the position.	Yes ☐	No ☐

Key Criteria

The position you have applied for requires specific knowledge, skills, attributes and personal characteristics. These key criteria are stated in the position description and/or person specification. Please outline below how you meet each of these attributes and abilities. Even if you are attaching a CV, please fill this out in full. The contact person cited in the advertisement can assist with any questions.

Criteria (knowledge, skills, attributes, personal characteristics)	**Past roles in which you have demonstrated the criteria**	**What did you do which demonstrated this**	**Key achievements**
Commitment to upholding He Whakaputanga and Te Tiriti o Waitangi			
Whakawhanaungatanga as a conscious focus of how I work			
Commitment to and support of a kura's special character			
Relevant and wide curriculum knowledge and experience			
Effective assessment design and practice			
Effective administrative and organisational skills, including communication and time management			

Declaration

I certify that to the best of my knowledge;

- The information I have supplied in this application is true and correct.
- I confirm in terms of the Privacy Act 2020 that I have authorised access to referees.
- I know of no reason why I would not be suitable to work with children/young people.
- I understand that if I have supplied incorrect or misleading information, or have omitted any important information, I may be disqualified from appointment, or if appointed, may be liable to be dismissed.
- I consent to the school seeking verbal or written information on a confidential basis about me from representatives of my former employers and/or referees, and authorise the information sought to be released to the Board of Trustees and the Appointments Committee of Te Aratika Academy, for the purpose of ascertaining my suitability for the position for which I am applying. I understand that the information received by the school is supplied in confidence as evaluative material and will not be disclosed to me.
- I authorise the Board of Trustees of Te Aratika Academy and its Appointments Committee to make any reasonable enquiries concerning my background to assist in assessing my suitability for the position for which I am applying.
- I declare that to the best of my knowledge and belief the information provided in this application, and in any curriculum vitae enclosed, is accurate. I understand that if any false or misleading information is given or any material fact is suppressed or deliberately omitted, I will not be employed, or if I am employed, my employment will be terminated. I also understand that any false information given in relation to my health history with regard to gradual process, disease or infection can result in my loss of entitlement for any compensation from ACC or the school's workplace insurer.

Applicant Full Name:

Signature _____ Date

Note: If completing this electronically a hard copy (signed) must be provided.