The Ministry of Education Registration of Nomination

In response to the call for Nominations from Principals Associations

By:

The Ministry of Education Canterbury

For:

Establishing a panel to review and evaluate proposals from schools/kura/Communities of Learning for centrally-funded PLD

Date of this Nomination: [insert date of this document]

1. About the Respondent

My profile

Full name:

Physical address:

Contact Number:

Email Address:

Current Leadership Position

Principals Association that has supported this nomination :

2. Response to requirements

Please complete the following template, demonstrating the relevant experience, knowledge and understanding you possess against the criteria for selection. Some ideas have been included as examples but these are not intended to be exhaustive

Educational Background

[insert your answer here]
- Educational settings (e.g. ECE, primary, secondary, area, kura kaupapa, kura- ā-iwi, tertiary etc.)
- Current role: teacher, principal, BoT member, whānau member, ERO etc.
- Cultural responsiveness in an educational environment
- The role of leadership in implementing PLD support

Availability

[insert your answer here]
- Able to complete the evaluation of proposals sent and attend meetings as required

Appreciation of local contexts

[insert your answer here]
- The local area (e.g. CoL, schools/kura, pressures, challenges, achievements, iwi affiliations, kawa, tikanga, socio-economic, social and cultural make-up)

Systems, policies and processes

Tick each area that you consider to be your area of strength
- NAG reporting
- National Standards
- BPS targets
- Ngā Whanaketanga Rūmaki Māori
- NCEA
- **C**harters **& A**nnual plans
- PLD,
- Curriculum Statements
- Leadership
- Management

Knowledge and understanding of inquiry

[insert your answer here]
- The nature and value of inquiry (learner centred, use of a range of data to inform actions, applying strategies for improvement, evaluating planning and progress to reset targets etc.)
- The value of identifying and responding to underpinning causes of achievement issues