

13 May 2019

Regina Smuga
12A Acton Place,
Avondale, 0600
Auckland
Ph: 022 330 6647

Dear Janne,

It is with great enthusiasm that I write to submit my name for the position of Principal at St Mary's College, in Ponsonby. I have over 3 years' experience as a principal, 4 years' experience as a DP and DRS, over 4 years' experience in leadership roles in large schools of over 1,000 students. I also have more than 8 years' experience in classroom teaching. With the knowledge I have gained, I am confident that I possess the qualifications required for St Mary's College to provide a Catholic education that will develop 21st Century Woman of Mercy.

I am currently serving as Principal at St Joseph's Catholic School, Grey Lynn where I am acutely aware of the responsibilities involved in the leadership of a Catholic School. My position envelops all aspects of the day-to-day running of a school, but with my main objective ensuring that, each child grows in love and faith and can walk out of the school with their heads held high knowing that they walk towards their future hand in hand with Jesus.

As Principal, I aspire to a school culture and educational programme conducive to student learning and development. The values of social justice, compassion for others and the empowerment of young women are an integral part to the development of the students in our care. Parents and caregivers are an essential part of this learning and therefore clear and effective communication is crucial. I initiate and lead programmes to provide this clear, concise information both internally to professional staff and externally to students and parents. This communication also extends between the church and school and is a very important and vital part of the ethos of the school.

My greatest strengths include my strong belief in God, solid leadership and administrative skills with the ability to delegate, collaborative leadership and empowering others to develop their full potential, fostering strong working relationships with whanau and local communities, identification and planning programmes to meet the learning needs of students. I have a strong belief in continued learning not only for the children but also staff and for myself and, at the moment, am in the process of continuing my studies towards a Master's degree in Catholic Educational Leadership.

Please find attached my CV and application form.

Thank you for your time and consideration.



Kindest regards,

Regina Smuga

Curriculum Vitae - Regina Smuga

Contact Details:

Regina Smuga
12A Acton Place,
Avondale
Auckland 0600

Mobile: 022 330 6647
Email: rsmuga@gmail.com

Education:

2018 Graduate Certificate in Leadership and Catholic Culture Australian Catholic University – present study
2008 B.Ed Majoring in Mathematics The University of Auckland
1998 Diploma of Teaching Auckland College of Education

Work History:

| School | Role | Dates |
|---|--|-------------------------------------|
| St Joseph's School Grey Lynn Years 1-8 | Principal | May 2016 - present |
| St Therese School Three Kings, Years 1 - 8 | Deputy Principal Director of Religious Studies | 2014 – April 2016 Also 2007-2008 |
| Nibras International School Dubai KG – Grade 12 | Director of Faculty of Science/Maths/ICT/PE HOD Maths Contract 6 months | 2014 |
| London Schools | HOD Maths Teacher relief | 2013-2014 |
| RIPSKO College of Education Kazakhstan | Teacher Trainer Contract | 2012 |
| Gems Education Abu Dhabi Grades 10-12 | Management Advisor Teacher Advisor | 2009 - 2012 |
| The Winchester School Dubai, Grades KG – 12 | Maths Teacher 6 month contract | 2009 |
| St Kentigern College Pakuranga, Years 7 – 13 | HOD Year 8 Maths | 2005-2006 |
| Baradene College Remuera, Years 7-13 | Year 8 Dean Head of Organisation for years 7 & 8 | 2000-2004 |
| St Peters College Epsom, Years 7-13 | Relieving Year 7 teacher | 1999 |

St Joseph's School, Grey Lynn, Auckland - 2016 – present
Principal

| Key Accountabilities | Outcomes |
|--|---|
| Management | <ul style="list-style-type: none"> • Day to day management of the school • |
| Introduced initiatives Curriculum | <ul style="list-style-type: none"> • Introduced new mathematics programme PR1ME results at the end of 2017 - 87% at and above • Introduced a 2-year curriculum plan with the staff • Introduced new planning format • Introduced new diversity register for each child, this helps in tracking and planning |
| Acceleration | <ul style="list-style-type: none"> • Consolidated moderation systems across whole school • Specialist teaching groups school wide • Acceleration classes for top students for all levels • |
| Leadership | <ul style="list-style-type: none"> • PD organised for all curriculum areas • PD organised for appraisal system on Office 365 • Led open dialogs in all areas which has resulted in staff becoming comfortable in discussions • Established an open climate resulting in staff becoming more open and enquiring and sharing in decision making |
| New Initiatives | <ul style="list-style-type: none"> • Introduced online report writing through 'Edge' • Initiated Student Led Learning Conversations • Introduced student 'Taonga' (Student written portfolio's) • La Petite Ecole (French kindergarten) uses a classroom 4 morning per week. Our year 1 class interacts with them – Tuakana Teina • An English language school uses a classroom 4 afternoons per week • Global Chinese worked every Tuesday with After School Care running a Chinese programme • Medical students volunteered in our Specialist afternoon teaching Barber shop, dance, writing • Unitec design students worked with our senior class redesigning the school • Unitec marketing students worked with our senior class in marketing our school • St Peter's and St Mary's students ran a 4 week Pasifika programme • McAuley High school ran a 4-week Science Whiz Kids programme • 4 St Paul's boys come in every week to work with 4 of our year 1 students • Westhaven Rotary, Countdown and Bunning work with our children in their garden to table project • Updated school website • Initiated student voice on school website |
| Charism | <ul style="list-style-type: none"> • Ensuring the charism of the school runs true • Reintroducing the training of new altar servers • Embedded Tuakana-teina with our senior and junior class • Introduced Saints to each house |

St Therese School, Three Kings, Auckland - 2007-2008, and 2014 – 2016
Deputy Principal
Director of Religious Studies

| Key Accountabilities | Outcomes |
|--|--|
| Management of day to day activities | <ul style="list-style-type: none"> • School ran smoothly • All staff greeted, made aware of daily changes and resources supplied |
| Delivery of Curriculum | <ul style="list-style-type: none"> • Upgraded planning to ensure curriculum coverage resulting in teachers' greater |

| | |
|----------------------------------|---|
| | <p>understanding of delivery.</p> <ul style="list-style-type: none"> • Due to better analysis of assessment data there was a substantial improvement in National Standard levels, increased by 20% over 2-3 years • Moderation in school wide assessments resulted in improvement across all levels • Acting Principal when Principal is away • PD organised where necessary in all subjects as Mathematics, Art, English and Science • As an SLT team we produced a new marketing brochure advertising our school and it is still in use • Established an open climate resulting in staff becoming more open and enquiring and sharing in decision making • Initiated processes and management systems for Year 8 students preparing them for colleges in the next year |
| Leadership | |
| HOD Maths | <ul style="list-style-type: none"> • Introduced Maths extension programs as well as after school classes for extra help resulting in improvement of understanding in students. This school programme, Navigators, has been successfully running now for a number of years • Because I have taught Maths in years 9-11 I am able to ensure the easy transition from year 8 level into year 9 level • I introduced NCEA style of marking so both students and parents know how they are marking in colleges. This has helped in transition as the students are more familiar with the system • I planned all units according to NCEA levels to ensure students are ready for year 9 |
| Dir. of Religious Studies | <ul style="list-style-type: none"> • Constant updates of new resources are made available to all staff • Introduced training for Altar servers with the Parish priest, Father Arul • Constantly working with staff to ensure that the charism of the school is realised • Successfully introducing the new online RE programme – Faith Alive and helping out staff who are unsure and resulted in staff becoming more confident in using the websites |

Nibras International School, Dubai, UAE - 6 month contract 2014

Senior Leadership Team (SLT) and

Director of the Science Faculty

| Key Accountabilities | Outcomes |
|-----------------------------|---|
| Management | <ul style="list-style-type: none"> • The school introduced the American Common Core Standards (CCS) and the Colorado curriculum in 2013 so I implemented regular checks on CCS in all planning across the school, also introducing a new planning format which was used for the inspection and widely accepted • I introduced an easier format of the School Improvement Plan and the Strategic plan for the directors which they still use • Successfully ran PD for all staff for the new Science NGSS programme • Worked in collaboration with the DP to analyse student data for reporting, successfully showing up to 15% improvement in at risk students |
| Management | <ul style="list-style-type: none"> • Successfully introduced the idea of Faculties in the school and set up the Science Faculty for the whole school • Successfully trained 3 younger teachers to lead their curriculum areas • Introduced weekly meeting for separate departments with minutes recorded • Made the 5 minute walk through a common occurrence in all classes • I had an open door policy where I was able to discuss and help all new teachers, which staff both experienced and new, called on my expertise • Under my direction new Action Plans for the Science Departments were implemented • Contrary to local ideas I consistently made myself available to the parents and greeted them before and after school. This was extremely effective and welcomed by the parents |
| Curriculum | <ul style="list-style-type: none"> • Introduced the American New Generation Science Standards to work seamlessly throughout the whole school |

| | |
|--------------------------------|--|
| | <ul style="list-style-type: none"> I wrote a curriculum map for all Science subjects to show the teachers how the curriculum should be covered by all classes. They are still in use Gardner's theories and Blooms Taxonomy were forefront for the 21st Century Thinking Skills so embedding them was stress-free as I had done that in NZ Implemented new processes to ensure the coverage of hours for senior students to complete their diplomas. We, SLT, introduced a three year programme where students could gather allotted hours over different courses. Due to the new course allocations student were able to target their focus areas and succeed in their chosen paths |
| Management | <ul style="list-style-type: none"> Timetabled a Maths meeting time across the senior school Because of the openness to engage the department as one entity they became more open to change and positive reinforcement |
| Curriculum | <ul style="list-style-type: none"> New Action Plans for the Maths were implemented under my direction Collating all Maths planning for the senior school showed the teachers how their teaching fitted into the 'Big Picture' Developed a Maths guide for diploma students |
| RIPSKO, Kazakhstan | |
| Teacher Training | |
| Curriculum and Pedagogy | <ul style="list-style-type: none"> Successfully delivered a Cambridge programme specifically designed for the reform in Kazakhstan teaching new Learning approaches and different pedagogical practices, critical thinking, introduced the use of ICT as a teaching tool, working with gifted and talented children. All these aspects were enthusiastically accepted by the teachers and they all went back to their schools enthusiastic with new pedagogical skills. |

GEMS Education, Dubai - 2009-2012

Management Advisor

Teacher Advisor

Key Accountabilities

Outcomes

Management with the Principal

- In advising and mentoring the Principal and Senior Management team on all issues related to overall school management the workforce management guidelines from the Abu Dhabi Education Council (ADEC) were effectively achieved.
- Community relations were strengthened and shown in an increase in parent attendance from 9 to 70+ over 2 years
- Developed the collecting, processing and analysing of assessment data systems that teachers were using effectively to improve student learning
- Applied new appraisal and performance management practices that the Principal is still using
- Delivering PD programmes every week on topics suggested by staff. Full staff attendance was noted
- Sustainability was noted when the school took over the recording and storing information on school progress for monitor visits
- Prepared the school successfully for monitoring visits achieving a high level passing standard
- Developed safe and focused learning environments throughout the school by constant physical investigations of classrooms

GEMS Staff

- To ensure sustainability PD was provided for teachers who were then able to run their own PD successfully
- Upgraded the frequency and accuracy of reporting which was evident as all staff successfully passed the monitors visits and all the key deliverables in the Abu Dhabi Educational Council (ADEC) contract were met

Management

- Advised teachers of Western teaching strategies with a successful outcome especially noted with the existing HOD using kinetic activities to explain forces.
- Worked with the Vice Principal and Principal in setting up a sustainable computerized timetable coping with the mobilization of classes
- Facilitated in organising and running a Mathematical conference for Abu Dhabi Emirate with teachers asking me for in class demonstrations
- Due to my success in my Maths department I was asked to moderate the

| | | |
|-------------------|--|--|
| Curriculum | Continuing Assessment for the Abu Dhabi Education Council. | |
| | • | The curriculum was being taught in English in every class as I noted through my many 5 minute walkthroughs |
| | • | Explained the terminology to teachers and seeing them use the same in the classroom |
| | • | Bought new resources and demonstrated to teachers how they could be used in the classroom and then seeing them used constantly |
| | • | Set up a display class and timetabled all teachers to go through and observe lessons. A comment was made, 'They are all so engaged!' |
| | • | Teachers were beginning to take their students outside for practical lessons |
| | • | Teachers were more open to being observed |

St Therese School, Auckland - 2007-2008 (see above)

St Kentigern College, Auckland - 2005-2006
HOD Year 8 Maths

| <i>Key Accountabilities</i> | | <i>Outcomes</i> |
|----------------------------------|---|---|
| Management and Curriculum | • | Ensured that all teachers were teaching equivalent lessons at the same time by organising a folder for each strand and all teachers were using this |
| | • | Constantly being asked to do demonstration lessons for new teachers |
| | • | Organised Maths week and MATHEX |
| | • | Meetings were regular and minutes were noted and every week a different staff member lead the meeting |

Baradene College, Auckland - 2000-2004
Year 8 Dean
Head of Organisation for years 7 & 8

| <i>Key Accountabilities</i> | | <i>Outcomes</i> |
|----------------------------------|---|--|
| Management | • | Opened more channels for parent/teacher discussions by having an open door policy. |
| | • | Ensured all students were given every opportunity to excel by analysing data to identify both gifted and talented students as well as the ones needing extra help. |
| Management and Curriculum | • | Co-ordinated the covering of the curriculum of Year 7 & 8 |
| | • | I taught in years 9-11 so was able to ensure the easy transition from year 8 into year 9 because I knew the content of all levels |
| | • | Introduced NCEA style of marking to help with transition |

Supplementary Information

I am a member of the Westhaven Rotary as well a in the Parish council for St Joseph's Parish. I am a Eucharistic Minister for Our Lady of Lourdes Parish in Glenn Eden and a Minister of the Word in St Joseph's Parish, Grey Lynn.

I was the founder and director for 3 years of the cultural Polish School that met every Monday night from 5 – 7 o'clock. In this school there were 40 children attending and three teachers. The aim of this school was firstly to teach the Polish language and then to teach as many aspects of our culture that we could. This included dance, songs, theatre, poems, history, and geography.

Dance. I taught Polish dancing to Polish children that attended the Polish School, (over the past 25 years). They performed whenever there was any anniversary or cultural occasion at the Polish Club House. I also danced with a professional dance company, (Korobushka International Dance Company) for 5 years as well as teaching dance.

In the year 2000, I was involved in the millennium celebrations in the Auckland Isthmus of the birth of Christ. I was voted in as the president of the entertainment committee. This entailed organising as many different catholic cultures

(final total of 15) in the Auckland Isthmus to be involved in a 4-hour programme. This was in conjunction with Bishop Leamy and Bishop Dunn, both from the Auckland Diocese.

I still enjoy dance and regularly attend different dance classes including Salsa, Bachata, Latin, Ceroc, and am involved with Yoga and fitness classes.

Philosophy:

Teaching is an extremely valuable profession. We have in our schools, the adults of the future. We need to be able to offer them an opportunity to an education that will equip them for their future lives and to become life-long learners. This is a great responsibility and I take this very seriously. I believe that every child should be given the opportunity to develop their potential and make them understand that there are no limits to what they can accomplish.

I deem pedagogy in the classroom as being extremely important and theorists have proven that a variety of strategies works the best. To develop a love of learning in our students through providing them with a holistic education is to empower them with skills they will use for the rest of their lives.

The joy of seeing an expression of understanding on a child's face, to me, is an unsurpassable experience. My aim is to see many of those expressions during my career in education.

Referees:

Ms Valerie Vui
Board Chair, St Joseph's School
1 Wexford Rd
Grey Lynn
Ph 021 391 701
Email: valeriejvui@gmail.com

Mrs Brenda Mauger
School Development
Ahead Associates Limited
Ph 021 781 574
Email: brendamauger@aheadassociates.co.nz

Mr Owen Alexander
Evaluation Associates
Level 3, 19 Morgan Street,
Newmarket
Auckland 1023
Ph 021 313 309
Email: o.alexander@evaluate.co.nz

Thank you for your time.

To contact me, please phone 022 330 6647, email rsmuga@gmail.com, Skype – rsmuga

APPLICATION FOR APPOINTMENT

**TO: CHAIRPERSON, BOARD OF TRUSTEES (Envelopes should be endorsed
"Confidential Application")**

POSITION APPLIED FOR:

PERSONAL DETAILS:

| | | |
|---------------------------|-----------------------------|-----------------------|
| Name: Regina Smuga | Home Phone: | 022 330 6647 |
| Address: 12 A Acton Place | Work Phone: | 09 376 5456 |
| Avondale, Auckland | Mobile Phone: | 022 330 6647 |
| | Fax: | |
| Citizenship: British | Email: | rsmuga@gmail.com |
| Registration No: | Practising Cert. No: 214799 | Expiry Date: 24-08-21 |

PRESENT EMPLOYMENT:

| | | |
|---|-----------------------------|-------------|
| Name of Present Employer: St Joseph's Catholic School | Work Phone: | 09 376 5456 |
| Address: 456 Great North Rd | | |
| Gey Lynn | | |
| Position Held: Principal | Date Commenced: 2 May, 2016 | |

REFEREES:

| | | |
|--|---------------|------------------------------------|
| Name: Brenda Mauger | Home Phone: | |
| Address: 13b Eltham Road | Work Phone: | 021 781 574 |
| Kohimarama | Mobile Phone: | 021 781 574 |
| | Fax: | |
| Relationship to Applicant: Ex employer | Email: | brendamauger@aheadassociates.co.nz |
| Name: Valerie Vui | Home Phone: | |
| Address: St Joseph's School, 456 Great North Rd, Grey Lynn | Work Phone: | |
| | Mobile Phone: | 021 391 701 |
| | Fax: | |
| Relationship to Applicant: Board Chair | Email: | valeriejvui@gmail.com |
| Name: Owen Alexander | Home Phone: | |
| Address: Evaluation Associates, Auckland | Work Phone: | |
| | Mobile Phone: | 021 313 309 |

Fax:

Relationship to Applicant: Leadership Advisor

Email:

o.alexander@evaluate.co.nz

TERTIARY EDUCATION QUALIFICATIONS:

| Institution Attended | Year | Qualifications Attained | Date Awarded |
|--------------------------------|------|---|---------------|
| The University of Auckland | 1998 | B.Ed Majoring in Mathematics | 2008 |
| Auckland College of Education | 1998 | Diploma of Teaching | 1998 |
| Australian Catholic University | 2018 | Graduate Certificate in Leadership and Catholic Culture | Current Study |
| | | | |
| | | | |

TEACHING SERVICE (list all schools and positions) :

| Position | Class Level | Salary Scale | School | Date From | Date To |
|--|-------------|--------------|---|------------------|-----------------|
| Principal | | | St Joseph's School Grey Lynn Years 1-8 | May 2016 | Present |
| Deputy Principal Director of Religious Studies | | | St Therese School Three Kings, Years 1 - 8 | 2014 2007 | 04/2016 2008 |
| Director of Faculty of Science/Maths/ICT/PE HOD Maths Contract 6 months | | | Nibras International School Dubai KG – Grade 12 | 2014 | 2014 |
| HOD Maths Teacher relief Teacher Trainer Contract | | | London Schools RIPSKO College of Education Kazakhstan | 2013 2012 | 2014 |
| Management Advisor Teacher Advisor | | | Gems Education Abu Dhabi Grades 10-12 | 2009 | 2012 |
| Maths Teacher 6 month contract | | | The Winchester School Dubai, Grades KG – 12 | 2009 | |
| HOD Year 8 Maths | | | St Kentigern College, Pakuranga, Years 7 – 13 | 2005 | 2006 |
| Year 8 Dean Head of Organisation years 7 & 8 | | | Baradene College Remuera, Years 7-13 | 2000 | 2004 |

PROFESSIONAL MEMBERSHIPS

Please give details below:

Westhaven Rotary

St Joseph's Parish Council

Inner City Principals Association

Auckland Catholic Principals Association

NZ Primary Principals Association

Inner City Catholic Kahui Ako

☐☐**OTHER INFORMATION**

Have you had any injury or medical condition which the tasks of this job may aggravate or contribute to? If yes, please give details below:

Yes ☐ No ☒

Do you have any matters relating to yourself currently or previously before the Teachers Council? Do you have a current New Zealand drivers licence? (YES) (NO)

Yes ☒ No ☐

I give permission for St Mary's College Board of Trustees or Ahead Associates Limited on its behalf to check my record with the NZ Police. (YES)

PRIVACY ACT 1993 (To be signed by the Applicant)

This Application is submitted with the understanding that any further information given is for the use of the employer and their authorised representatives who may at any time have access to this information.

Furthermore members of the Board of Trustees (or their agents) may make enquiries of my present or past employers or colleagues or any other person who may assist in establishing my suitability for the position of Principal at this school. My express consent will be sought before any person I have not specifically nominated is contacted

APPLICANT'S SIGNATURE:

DATE:

R.M. Smuag

13-05-2019

DECLARATION:

HAVE YOU EVER BEEN CONVICTED OF AN OFFENCE AGAINST THE LAW? (apart from minor traffic offences) Received police diversion for an offence, have charges pending or know of any reason why you should not be employed to work in a school environment?

Yes ☐ No ☒

If YES, please provide date and details of offence(s) on a separate sheet. Please note that you may be asked to provide a copy of the relevant court records available from the registrar of the court concerned.

I certify that I am registered (or provisionally registered) as a New Zealand teacher. I solemnly and sincerely declare that to the best of my knowledge and belief the information given in this application and in my C.V. is correct.

APPLICANT'S SIGNATURE:

DATE:

R.M. Smuag

13-05-2019

S464 FORM

Education Act 1989, Section 464
(Previously – Private Schools Conditional Integration act 1975, Section 65)

APPLICATION FOR A POSITION RELATED TO SPECIAL CHARACTER IN A CATHOLIC SCHOOL

A. POSITION BEING APPLIED FOR

| |
|---------------------------|
| Position: Principal |
| School: St Mary's College |
| Address: |

B. PERSONAL

| |
|--|
| First Names: Regina Maria |
| Surname: Smuga |
| Address: 12A Acton Place, Avondale, Auckland |
| Religion: Roman Catholic |
| Telephone Number Day: Evening: 022 330 6647 |
| e-mail: rsmuga@gmail.com |

C. PARISH

1.0 Are you a member of a Catholic parish community? Yes ☒ No ☐

If yes, name and address of parish: Our Lady of Lourdes, 7 Glendale Road, Glen Eden

2.0 Are you involved in parish ministry? (eg. Youth Ministry, Ministry of Word, Eucharist, Hospitality, Service, Liturgy) Yes ☒ No ☐

If yes, name of Ministry or Service: Special Minister of the Eucharist in Our Lady of Lourdes, Glen Eden.

Minister of the Word in St Joseph's Catholic Parish, Grey Lynn.

D. QUALIFICATIONS OR COURSES IN RELIGIOUS EDUCATION AND/OR THEOLOGY (See Notes)

| Qualification/Course Attended (Include your Certification for Teachers in Catholic Schools if applicable) | Institution and Year |
|--|--|
| Graduate Certificate in Leadership and Catholic Culture | 2018, ACU, Presently enrolled |
| Walk by Faith | 2016-2018 The Catholic Institute of Aotearoa New Zealand. Presently enrolled |
| Having Life to the Full | 2018, The Catholic Institute of Aotearoa New Zealand |
| Leadership Level in Religious Education | 2015, The Catholic Institute of Aotearoa New Zealand |
| RE101: Introduction to Religious Education | 2015, The Catholic Institute of Aotearoa New Zealand |

Duplicate and attach relevant CV material or certificates etc as appropriate.

3.0 If you are a beginning teacher, were you associated with a Catholic school as part of your practice teaching professional training? Yes ☐ No ☐

If yes, name and address of school(s):

E. PREVIOUS TEACHING EXPERIENCE RELATED TO THE SPECIAL CHARACTER OF A CATHOLIC SCHOOL

| Position | School | Year Level | From | To |
|---|--|------------|-------------------|--------------------|
| Principal | St Joseph's Catholic School, Grey Lynn | 1-8 | 2016 | Present |
| Deputy Principal & DRS | St Therese School Three Kings | 1-8 | 2014 Also 2007 | April 2016 2018 |
| Year 8 Dean Head of Organisation for yrs 7 & 8 | Baradene College Remuera, | 7-13 | 2000 | 2004 |
| Relieving Yr 7 teacher | St Peters College Epsom, | 7-13 | 1999 | 1999 |
| | | | | |

F. OTHER QUALIFICATIONS & EXPERIENCE RELEVANT TO THE SPECIAL CHARACTER OF A CATHOLIC SCHOOL (See Notes)

| |
|---|
| Graduate Certificate in Leadership and Catholic Culture |
| Walk by Faith |
| |

G. CATHOLIC CHARACTER REFEREES Please provide three referees. At least one referee must be a priest, ethnic chaplain or lay pastoral leader who is familiar with your religious practice. (See note on referees.)

| | | | | |
|---|---------|--|------------|---------------|
| 1 | Name | Rev Paul Helsham OFM Cap | Phone: Day | 8186325 |
| | Address | Our Lady of Lourdes 7 Glendale Road, Glen Eden | Night | |
| | | | Cell | |
| | Email | paulhelsham@gmail.com | | |
| 2 | Name | Father Iosefo | Phone: Day | 376 4318 |
| | Address | St Joseph's Catholic Church, 454 Great North Road, Grey Lynn | Night | |
| | | | Cell | 021 026 02570 |
| | Email | iosefot@gmail.com | | |
| 3 | Name | Catherine Amos Middle school DRS | Phone: Day | 524 7119 |
| | Address | 1J Griffin Ave, Epsom | Night | |
| | | | Cell | 027 660 9224 |
| | Email | camos@st-peters.school.nz | | |

I acknowledge and accept that the information I have supplied will be used by the Proprietor (Board of Trustees in secondary schools) in terms of Education Act 1989, Section 464 to assess my **acceptability** for the position as defined in the Act, and also by the Board of Trustees to determine my **suitability** for the position as defined in the Act. I have read the information in this document that explains acceptability.

Signed:

Date:

R.M. Smag.

13-05-2019.

SELF ASSESSMENT

Please complete the following self-assessment. Please limit your responses to the space provided. Bullet points are acceptable.

Personal Statement

Summarise your reason for being a strong candidate for the position of Principal of St Mary's College School.

- I have worked in Secondary schools for most of my teaching career not only in the classroom but also in Management
- I am innovative and a visionary
- I strongly believe that we need to prepare our girls for the future in every way possible
- I hold strong to all catholic values and believe in a wholesome education for everyone
- I will ensure that special character is integrated into the curriculum and not just a Sunday lesson but a part of everyday living
- I am a good listener
- I lead by example and am always striving for excellence

Curriculum Delivery & Pedagogy

Describe an initiative that you have set up for an innovative approach to curriculum delivery, and how this initiative impacted on the teaching and learning process. How was the effectiveness of this initiative measured?

Mathematics

- In 2017 we introduced a new Mathematics programme, PR1ME Mathematics. A Singapore based mathematics programme.
- Teaching and learning is different from the numeracy programme and involves not only the teacher and student but the parents have been able to help their children more at home
- All teachers have more confidence in teaching PR1ME than numeracy
- The success of the programme is well documented internationally

Effectiveness:

- At the end of the first year statistics showed our students 20% higher in Curriculum levels than 2016
- The students were noticeably more engaged in their mathematics classes
- Parents commented on the success they had at home with their children

Professional Leadership

How do you currently enact the role of 'Professional Leader of Learning' and how do you demonstrate being a learner?

- I keep up with professional reading therefore making sure that new ideas are explored if they are of benefit to teachers and students
- I listen to all ideas and collectively assess their significance to teaching and learning
- I am currently studying towards my Masters in Catholic Educational Leadership with ACU
- I am currently in the Walk by Faith programme in connection with the Parish of St Joseph's, Grey Lynn.
- I actively look for new innovative ideas not only in New Zealand but from all around the world
- I make sure I attend all appropriate PLD offered in the school and out of school
- I encourage all my staff to attend any PLD appropriate to their levels and interests

Modern Learning Environment

Discuss how current educational trends/theories will help prepare or students to be 21st Century Woman of Mercy

According to Microsoft, BBC, Target Jobs and others, prospective employers are looking for people with these skills:

- Verbal communication
- Team work
- Analysing and investigating – problem solvers
- Initiative/self-motivation
- Flexibility and Adaptability
- Technical literacy
- Leadership

Statistics on current educational trends has shown that through the new modern learning environments there are more opportunities for student learning, and higher student achievement. It strengthens opportunities for students to make choices about and take ownership of their learning. It employs student agency and offers teachers the ability to respond to students' needs with greater flexibility and spontaneity.

We are preparing these young women to becoming leaders in our society with skills that will enhance any team or business that they will be working in. So, to have them engaged in their own learning, will help them become confident empowered young women.

Referee's Report

(Confidential to Ahead Associates Limited
and St Mary's Board of Trustees)

For: (Candidate to complete

Regina Smuga _____

Referees Name: Valerie Vui _____

Address: St Joseph's School _____

Home Phone: _____

Mobile Phone: 021 391 701 _____

Work Phone: _____

Email: valeriejvui@gmail.com _____

1. What is your relationship to the applicant? How long have you known them? What opportunities have you had recently to see them at work?

Regina is a friend and colleague. I have known her for 3 years now through the school as i have a 7yo son there, and through the Board of Trustees as i have been a Proprietor's Representative since 2017. I therefore have had plenty of opportunities to see Regina in her capacity as Principal through my experiences as a parent and as a trustee.

2. What are the main reasons that they will stand out as being an excellent candidate for this Principal position?

(i) Regina is a passionate and visible advocate for the children and families of St Josephs School, Grey Lynn. She brings out the best in her teaching staff, school and parish community, who also promotes the wellbeing of all. (ii) Regina is a visionary leader who has led, and can lead the school into the future. She does this through developing and leading future-focussed learning. She understands the process of change and is an effective change agent. (iii) Regina is culturally responsive. She understands and values our students and community's cultural diversity. She has developed and promoted awareness of te Mana o Aotearoa and fosters improved cultural understanding consistent with Te Tiriti o Waitangi.

3. What is their Achilles' heel? weaknesses? Or, areas needing development?

Regina is always working to grow in all areas professionally and personally.

4. Any other comments that will help this BOT consider this applicant?

Any school would be fortunate to have Regina as their principal. St Joseph's Grey Lynn has benefitted immensely, grown and achieved so much while she has been at the helm. If successful in this application she will be dearly missed, however I respect and appreciate her need as a new principal for continued professional growth.

Referee's Report

(Confidential to Ahead Associates Limited
and St Mary's Board of Trustees)

For: (Candidate to complete

Regina Smuga

Referees Name: Owen Alexander

Address: Evaluation Associates

Home Phone: _____

Mobile Phone: 021 313 309

Work Phone: _____

Email: o.alexander@evaluate.co.nz

1. What is your relationship to the applicant? How long have you known them? What opportunities have you had recently to see them at work?

I have worked alongside Regina for nearly two years now in the leadership space developing her skills as a Beginning Principal. It has been a privilege to work on the many dimensions of leadership that have included;

- Establishing goals and targets
- Ensuring an orderly and supportive environment
- Designing, evaluating and coordinating the curriculum
- Leading the professional learning
- Using internal evaluation and inquiry
- Building relational trust and collaboration

2.What are the main reasons that they will stand out as being an excellent candidate for this Principal position?

Regina has demonstrated a high level of commitment at St Josephs School ensuring that students are provided with a high-quality education. She works tirelessly alongside her staff to provide learning opportunities that are equal to schools that have larger student numbers despite limitations of size. She has established networks within the community for professional and funding support.

By nature she is very collaborative and does not expect anything from staff that she would not do herself. Staff have enjoyed having input into discussions that impact on learning and their roles as teachers.

Regina views initiatives for improvement, from the learners perspective. The use of inquiry across the school has seen improvements for most students. She recently introduced a new appraisal system that is more robust and reflective in practice. Using data to plan specific learning engagements has become part of the school culture.

Very positive by nature she finds the time to know students individually and a strong culture has developed based on respect and caring. Her encouragement and willingness to find solutions to any issue has developed as she has gained confidence as a leader of a school. She seeks innovation where it will work for the benefit of students and their achievement.

Continuing her study in Leadership and Management has not only provided a good role model for her staff but she can critique changes and trends in education that might work in her school context. This has been obvious to me in her strategic thinking and forward planning.

Regina is passionate about Catholic Education and understands what is important for parents choosing a special character school. Her links with the community, her empathetic and caring nature, and commitment are dispositions that have stood out for me in my work in her school.

3.What is their Achilles' heel? weaknesses? Or, areas needing development?

As a beginning principal in a small school means that the principal can not be 'everything to everybody' Over the time I worked with her I saw her developing strategies to work out what was important and what could wait or indeed was not so important. Prioritising and time management is an area that I am sure she has improved and will need to continue to be worked on.

4. Any other comments that will help this BOT consider this applicant

Regina is a third -year principal and still is learning the craft of leadership. She has a lot to contribute to education and is always willing to learn. I have no doubt that she will continue to build on her skills and take the knowledge gained in her current role and use it to enhance the focus on quality education at St Marys.