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The following section is the work of a small group of NZEI Te Riu Roa principal members to support the specific needs of principals | tumuaki of rural schools based on their experience within this part of the sector.

Principalship in a rural school

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1. The nature of principalship in a rural school

Rural schools have many distinctive features, all of which influence and impact the role of the rural school principal.

- First and foremost, it is essential to understand that the rural school serves as a hub for the local community and is viewed by that community as a community asset.
- For a principal coming into a rural school, the extent to which you are able to form effective and positive community relationships will make or break your success as the school's principal. Many principals new to isolated communities take time to develop effective relationships with their community. They report that finding the right balance between being a member of the community and being the principal of the school is tricky.
- The school and its staff are viewed as important components of the rural community. Principals may be expected to be involved in local activities and to join local clubs. Caution should, however, be exercised to avoid jumping in too far and too fast before you have a sense of what makes the community tick. The key point is that the separation between you as an individual and your school's community is likely to be far less distinct than you may have experienced in an urban school environment.
- Ensure that, before forming any judgments, you take the time to understand the circumstances in which the children live and to gauge the expectations of parents and the levels of home support to which the children have access.
- Generally, rural parents take great interest in the affairs of the school. Consequently, transport is usually available when needed, parent-teacher meetings are well attended, fundraising events are well patronised, working bees are successful and volunteers for most tasks are readily available. However, this also means that there can be a risk of interference in professional matters and school management.
- Multi-level teaching is the norm in a rural school. Because the children generally know each other well and often have similar backgrounds, this can be both a positive and a challenge. The children will generally be more inclined to learn collaboratively but matters external to the school can also have a more direct impact on inter-student relationships. Chapter 8 provides detailed information about teaching in a multi-level class.
- **ICT support.** While the Ministry and other providers make support available for schools via the internet, there may be problems with limited or unreliable broadband connections.
- **Professional development** While principals in remote schools have opportunities to attend professional development courses, the cost of attending these courses is magnified by the travel time and cost involved. Having little or no access to relievers is often an issue. Principals in these schools often feel guilty about taking time away from the school to attend professional development. However, it is important that principals stay up to date with teaching, learning, and leadership. Connecting with colleagues, engaging in professional learning, and having professional networks enhances your professional capacity.
- **Critical friend** In a small, isolated school there is limited opportunity to bounce ideas around, to think out loud and gain critical feedback. Relatively small issues can remain unsolved and escalate into something that is perceived as a major issue. Having ready access to a critical friend and/or a mentor principal is something all rural school principals should take steps to ensure they have in place.

- The principal of a rural school performs multiple roles (as well as being toilet unblocker; bus driver; graffiti remover; etc):
 - School administrator
 - Classroom teacher
 - Professional leader
 - Day to day operations manager
 - Member of the local community

Each of these roles must be balanced against the other so that none is put at risk. For most principals coming into a rural school, the role of school administrator will be the one with which they are least familiar. However, it is also essential – a well-administered school is more likely to become an effective unit in which parents, students and staff all have full confidence.

2. Relationship with the School Board

In small, remote schools, the board can often be composed of virtually the entire parent community. Board members may have little experience in the role of being a trustee and there may be a shortage of representation on the board of people with diverse professional experience. Principals need to provide guidance for trustees on their role and may need to give detailed guidance and advice on their decision-making. There should be a clear expectation that all newly elected board members attend the board training provided by Te Whakarōputanga Kaitiaki Kura o Aotearoa New Zealand School Boards Association (NZSBA). It is wise for the principal to attend these alongside Board members.

Establishing a very distinct understanding of the differences between governance and management should be a priority task in the early days of your rural school principalship. [NZSBA](#) can be contacted to provide personalised support for the Board.

Having a positive, professional and constructive relationship with the presiding member of the board is particularly critical to your opportunity to succeed in this role. That relationship should be based on mutual respect and having shared goals for the school, despite the fact that you may come from very different life experience backgrounds. In situations where there is a breakdown in the relationship between the principal and presiding member, it often results in the principal feeling that her/his position has become untenable. NZEI Te Riu Roa members can contact their [Principal Support Officer](#) (PSO) on 0508 Principal to talk through their concerns.

It is essential that the school's community perceives that the board and the principal have a shared view of the goals and direction of the school. One oppositional or "rogue" board member in a small rural school can have a far more direct impact on the school and your principalship than is generally the case in an urban setting. Again, this is where your working relationship with your presiding member is so important. You can encourage him/her to seek advice and support from NZSBA in these circumstances.

3. Relationship with the Local Community

Gaining the trust and confidence of your local community is essential to the effectiveness of the school and your success as principal. To achieve this the following points should be noted:

- Ensure that you are visible and engaged in your school's community by:
 - Attending and participating in school and district events
 - Connecting with local iwi and hapu
 - Demonstrating your pride in their school
 - Avoiding close associations with one group or faction within the local community to the exclusion of others
- Keep the school and grounds tidy and well presented
- Know your community - i.e.
 - Its special characteristics
 - Its group dynamics
 - Its diverse composition
 - Where people meet
- Communicate effectively and regularly with the community to:
 - Ensure the community knows what is going on in the school and what is planned
 - Keep parents informed and involved
 - Encourage direct lines of communication
 - Consult with any groups directly involved with the school
 - Ensure you have the ability to immediately contact parents/caregivers for such events as injuries/illnesses, snow days, lockdowns or changes to bus runs
 - Ensure you have communicated the boundaries you have put in place around such issues as social media, bullying and site access

Note: To achieve an effective communication flow with your community, you should ask them what form of communication works best. Do not assume access to online communication or that written materials will work equally well for all.

- Be an effective professional leader
 - Make wise and carefully thought through educational decisions for each student and communicate these to parents with tact and timeliness
 - Set up an environment in which parents/caregivers feel that all staff care about their children
 - Ensure you are competent across all areas of the curriculum and demonstrate this to parents and caregivers
 - Be prepared to engage and respect the knowledge of external professional support to cover such areas as kapa haka, music and art
 - Be proactive in resolving issues at the lowest level and at the earliest stages

4. Relationship with other agencies and organisations

Principalship in a rural school can feel like a very isolating experience. However, it is important to be aware of the external agencies and organisations that are available to help you in your role. It is recommended that you have each of these organisations on “speed dial” so that you can readily contact them when needed.

- **NZEI Te Riu Roa:** NZEI Te Riu Roa is the union for primary and area school principals. It also covers primary and area school teachers and school support staff (other than caretakers and cleaners who are covered by the *E tu* union).

NZEI Te Riu Roa employs a team of Principal Support officers (PSOs) who work exclusively with principals. The union also operates a Principals Helpline (0508 624 774) exclusively for the use of principal members.

NZEI Te Riu Roa provides both professional and industrial support and advice to principal members. However, it should be noted that when a principal is acting in an employer capacity, for example in disciplining or dismissing a staff member, the principal should contact NZSBA for support and representation.

- **Te Whakarōputanga Kaitiaki Kura o Aotearoa – New Zealand School Boards Association (NZSBA):** NZSBA are funded by the government to provide governance and employment support to boards of trustees. Principals are strongly encouraged to seek support from NZSBA in dealing with any industrial matters involving staff. The [NZSBA website](#) has many useful resources targeted at boards of trustees as employers and governors of schools.

NZSBA are also contracted centrally to provide initial training for all newly elected board of trustee members.

- **Ministry of Education (MOE):** The MOE operates out of regional offices throughout the country. For the most part, your dealings will be through your local MOE office rather than with the central organisation.

Te Mahau is the part of the MOE that provides services and support for schools. It is made up of the Regional Offices, Te Poutāhū (Curriculum Centre) and Te Pae Aronui (Operations and Integration).

You are likely to have regular contact with a number of sections of your local office of the MOE. This will include your designated MOE property person, your MOE Senior Advisor and MOE Learning Support.

- **Education Payroll:** Go to Ed Pay (edpay.govt.nz) for all matters to do with the payment of school staff, including yourself. Your presiding member is required to authorise instructions regarding the principal’s pay.
- **RTL B Cluster Manager:** The RTL B service is coordinated locally through the cluster manager for your district. The cluster manager will be employed by and based at the school which the MOE has designated as the fundholder school for your area.

- **New Zealand Principals Federation (NZPF):** a national professional organisation for principals and a key professional stakeholder.
- **New Zealand Rural Schools Leadership Association www.nzrasla.ac.nz:** An association of rural principals from across New Zealand with a passion for rural education whose aim is to network, support, and provide professional learning for rural principals.
- **Teacher Development Aotearoa <https://www.tda.org.nz>:** Receives funding from the MOE to support associations that you can link up with for professional learning in specific curriculum areas.
- **Te Aho o Te Kura Pounamu (Te Kura):** Te Kura (formerly the Correspondence School) is New Zealand's largest state school. Over time its student body has expanded from rural children living too remotely to attend school to serving the needs of students who may have been excluded from school and supporting education for students whose whānau have, for whatever reason, opted for their children not to attend a local school.
- **Rural Education Reference Group (RERG):** A collaboration of organisations with an interest in rural education in Aotearoa.
- **REAP Aotearoa (Rural Educational Activities Programme):** There are 13 REAP offices throughout New Zealand. You can find out about the locations and services on offer at www.reapaotearoa.nz. If you have a REAP in your part of the country, they can provide useful support services for your school.

5. Emergency Contacts and Procedures

Emergency Contacts: As a rural school principal one of the realities you will face is that if and when an emergency occurs it will be down to you to deal with it. In a larger school you will have full-time administration staff and caretakers, assistant and deputy principals to whom you can delegate the handling of unexpected events. In a small rural school there is often just you. From day one it is recommended that you have an emergency contact list at your fingertips (ensure it is regularly reviewed and updated as required) with the name and contact details for your local:

- Doctor
- Police station
- Fire and emergency
- Plumber
- Electrician
- Bus company
- People in your school community with specific professional skills on whom you can call in an emergency such as a nurse or builder.
- Immediate neighbours

Emergency Procedures: In conjunction with your board, you must have a policy and procedure around what steps will be taken in the event of:

- Weather events like flooding or snow which require either the school to be closed early or for the day
- Fire
- Security lockdowns - all staff, all students and all parents and caregivers must be aware of the procedure that will be put in place if the school is put into a lockdown for security reasons
- Fire drills are to be carried out each term while drills for Earthquake and Lockdown should be timetabled at least annually.
- Having insufficient staff on any given day to be able to open and operate the school safely
- Water or power supply compromised
- Serious injury to any student or staff member

Any school closures should be notified to your local Ministry of Education office.

Health and Safety: In a small and often isolated school, you must be aware of your own and your staff members' personal security.

You should establish and adhere to clear guidelines about not working alone, especially after dark. It is also recommended that you seek board approval to provide all practical security measures such as the installation of security lighting, panic buttons and ensuring that there is a phone available in every workspace.

In conjunction with your board, establish clear policies around access to the school, especially for any after-hours access to school property such as swimming pools and halls. The Covid pandemic has also highlighted the need for all schools to have available measures to restrict parent/caregiver access, as appropriate, to school property during normal school operating hours.

6. Operational Matters

As a principal, you have the responsibility to oversee management matters that cover the day-to-day operation of the school relating to property, employment, health & safety, finance and resourcing.

It is important before you commence your new role, that you meet with the current principal and/or administrative staff to be made aware of the processes and procedures for administration, financial management, staffing and property management.

6.1 Education Sector Login (ESL)

As a teacher, you will have had some access to parts of the ESL such as e-asTTle. Once you are a principal, this login gives you additional access to a range of tools to support the operations of your school. Firstly, you will need to be set up as an administrator so that you can access all portals required. Speak to the current office administrator about setting this up. You will find details pertaining to your Property Plans, Attendance, and the Secure Data Portal for downloading & uploading funding, staffing notices and strategic planning documents.

6.2 Finance and Payroll

Understanding and operating finance and payroll well are critical functions.

It is important that you are aware of the school's policies and procedures for financial management. The aspects to become familiar with are: the operational funding notice for the year, budget, financial statements (including end of previous year financial report from the auditor), processes for invoicing, receipts, and creditors. Knowing your school's accountant and auditor is essential.

[Ed Pay](#) is the portal you use for all payroll matters. You will need a login. The office administrator will need to set you with this authorisation. One of the best ways to upskill yourself is to sign up for the webinars and online support. You are responsible for inputting the information accurately. Each pay period (pp) you will receive a SUE (Staffing Usage & Expenditure) Report which you need to check every fortnight to ensure accuracy, and so that you can track over or underuse of staffing entitlement. This needs to be signed off by the Board each fortnight.

6.3 Property

As a rural school principal, managing property is a unique part of your role. This is because it is based on your context and not being on town supply, not having a full-time caretaker, relying on volunteer property support, and reduced access to trades people. Often you find yourself needing to attend to day-to-day property issues that arise. Keeping up to date with current and changing legislation is important.

6.3.1 Effluent systems

Effluent treatment systems process all wastewater for your school and are not connected to a town system. The school is responsible for its day-to-day management. You need to be familiar with the nature of the system. For example: location of the transfer station(s), pump station(s), effluent field, wastewater treatment pipes. etc. Diagrams and maps should be available within school records to illustrate these things. You need to know who your local electrician and plumber are. They will be familiar with the system. Your school should have on record the most recent Council Consent documentation and effluent field council ruling. Understanding the rules and regulations around operating the system is beneficial. If it is a relatively new system, there will be an alarm to alert you to issues as they arise, such as a blockage. The school should have health & safety processes in place for deciding whether or not the school is to be closed or remain open when issues arise. This is a decision you make with your presiding member. There will be a maintenance schedule for cleaning of filters, UV filters, etc. It is essential to know where everything is located for when you want to undertake building or property projects to ensure the system is not disturbed.

6.3.2 Water tanks and pumps

Like the effluent system, many rural schools have their own water source. You need to familiarise yourself with the system, i.e. bore or water tank. There should be a maintenance schedule with the preferred contractor. The school should have procedures in place should there be issues with water supply, i.e. bottled water, list of contacts for bringing in tanker water supply. The water tank will also have a filtration system and may use UV filters which need a maintenance schedule.

6.3.3 Water testing

Monthly water testing is a legal health & safety requirement if you have your own water supply e.g. a school bore or water tanks. Depending on your location, the school could have a testing kit that they use and deliver samples themselves to the testing laboratory OR your school will be serviced by an approved contractor to do the monthly testing. It is essential to keep these records and be familiar with the results. Results need to be recorded online through Argest. The Ministry Water Services Team can provide details on water quality compliance requirements.

6.3.4 Swimming pools

These are often a significant feature of a rural community, enjoyed by all during the season. There are rules and regulations about use of this facility which you need to familiarise yourself with (pool water testing, fencing, storage of chemicals, pool cover, heating system, filtration system). It is ideal to have a maintenance schedule which includes painting, servicing equipment, and preparing for each season. Pool training is essential for the pool operator (often the principal in a small school). Clear procedures for community use out of school hours are essential. These should be agreed and approved by the Board. Users should also sign this agreement agreeing to the conditions and responsibilities for use.

6.3.5 Power

Power supply is relied upon to keep all essential services functioning (including water and wastewater). As a rural school leader you can expect power cuts, planned or unplanned. You need to have backup plans in place to keep the school open if the main power source is disrupted. This could include a school generator, or an agreement with the power supplier for a backup generator. Any decisions to close the school must be made in agreement with the presiding member.

6.3.6 Buildings Warrant of Fitness and Fire Safety

There are Building Maintenance Compliance Checks which need to be carried out as per the schedule and reported to [ARGEST](#). Requirements have differing check expectations i.e. weekly, monthly, termly, 6 monthly, or annually. Fire drills are mandatory each term and part of this reporting schedule. If there is a fire or natural disaster emergency, rural schools need to factor in their distance and isolation from urban hubs in their planning.

6.3.7 Lockdown procedures

Lockdown plans must be in place and again, due to distance from an urban hub, such plans need to be very well known by all employees, students, and some key wider community members, such as the presiding member and residents who live near the school.

6.4 Transport and Logistics

6.4.1 School buses - Direct Resourcing (DR) or through MoE

Your school will either receive DR funding or be provided bus services by the MoE. Your school has a TEZ (Transport Entitlement Zone) which determines where your bus runs go and

who they can service. Ask your regional Ministry office for this map if you cannot locate it. If you have DR funding, your school manages the system and directly pays the bus service provider. If you are Ministry funded, the Ministry contracts the provider directly. In smaller, remote schools, the principal could find themselves also driving the bus(es), requiring the appropriate licence.

A Certificate of Knowledge is required to be attained (generally the principal and one other board member) for schools with MoE funded buses. This is an open book exam and once obtained, is kept as current. Rural communities can hold strong views about the bus services so it is very important to communicate clearly the processes and procedures that ensure the smooth running of the services. Within the first few weeks of your appointment, it is worth getting on the school bus with your students and seeing where the bus run does drop offs and pickups. Familiarity with the route is essential for when you are dealing with matters as they arise.

6.4.2 Transport to tech classes etc

If you are in a full primary rural school, your Year 7&8 students could attend technology at a nearby school with technology facilities. The children are transported by bus to and from these facilities, and this service is provided by the Ministry of Education (providing you meet the threshold number of Year 7 & 8 students).

6.4.4 School vehicles

Some rural schools have a school vehicle which can be used to collect and drop off children daily, transport to/from trips, sporting events, etc. It is important to ensure there are clear procedures and policies in place for the legal use, maintenance, and safety of this vehicle.

6.5 Zoning

You need to know if you have an official Enrolment Zone. If you do, you must follow the Ministry Guidelines for out of zone placements. Please note, an enrolment zone is different to your transport entitlement zone (TEZ).

7. School Resourcing

Staffing

Information about staffing can be found here [Entitlement staffing – Education in New Zealand](#)

Isolation Funding and Allowances

Some rural schools and staff meet the criteria for Isolation Funding and/or allowances, refer below.

For employees:

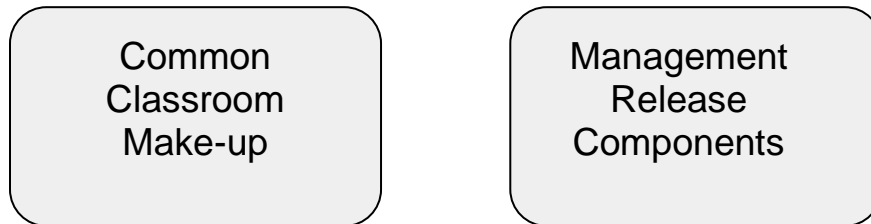
<https://www.education.govt.nz/school/people-and-employment/pay-leave-and-personal-development/isolation-allowance/>

For schools:

8. Teaching Principals (T.P.)

Teaching Principals are in the unique position of wearing two hats. Their Principal hat and their teacher hat. Below are some examples of how this might look in your school context.

Having a full understanding of the two major components of small school makeup will help immensely.



When deciding what works best in your context, you will need to consider the following factors:

- Having a half day (0.5) release can be complex so consider propping up to the full day
- What is best for student learning?
- Does this work with your Principal Release Teacher?
- Will this make the release position more attractive for possible applicants?
- Financial Position of School

Management Component

The table below gives options that have been tried and tested by experienced Teaching Principals (TP).

Release Component	Option One	Option Two	Option Three
0.3 Release = 1.5 days per week	Released 1.5 days a week	Released 1 day one week and two days alternate weeks	Or - Ask Board to fund 0.1 so that the release job is for two days per week (to attract applicants)
0.4 = 2 days per week	TP teaches Mon-Tues	TP teaches Tues-Wed	TP teaches Thurs-Fri
0.5 = 2.5 days per week	Released 2.5 days per week	Released 2 days one week and 3 days alternate weeks	Board to fund extra 0.1 = 0.6, released 3 days

0.6 = 3 days per week	TP teaches on Mon-Wed	TP teaches on Tues-Thurs	TP teaches on Wed-Fri
0.7 = 3.5 days per week	TP teaches Mon - Thurs 9am - 12noon*	TP teaches Tues - Fri 12pm-3pm	Board to fund extra 0.1 = 0.8, 4 days
0.7 = 3.5 days per week	Released 3.5 days per week	Released 3 days one week and 4 days alternate week	Board to fund extra 0.1 = 0.8, released 4 days per week
OR	TP teaches 3 mornings per week 9am-12pm	TP teachers 3 afternoons per week 12-3pm	
0.8 = 4 days per week	TP chooses 1 day per week for teaching that works for them and their release teacher		

*** Teachers are paid on a 5 hour day. That means 0.5 = 2.5 hours but the school day is 9am – 3pm which is 6 hours. The day would be split into 3 hours for each teacher, i.e. Teacher 1 would teach 9am - 12noon, Teacher 2 would teach 12noon - 3pm.**

Common Classroom Make-ups

FTTE (Full time teaching equivalent)	No. of Classrooms	Year Group Options
Sole-Charge - 1	1 classroom	Years 0 - 8
Two Teacher - 2	2 classrooms	Year 1 - 3, Year 4 - 8
Three Teacher - 3	3 classrooms	Year 0-2, Year 3-5, Year 6-8
Four Teacher - 4	4 Classroom	Year 0-1, Year 2-3, Year 4-5, Year 6-8 OR Year 0-1, Year 2-3, Year 4-6, Year 7-8

***Classroom makeup will need to be flexible and based on cohort numbers.**

Composite classes/multi-level teaching can be a tension and difficult for rural communities to understand. It is important to explain the reasoning for any changes beforehand and provide opportunities for parents to ask questions, seek reassurances, etc.

Multi-level teaching

Multi-level teaching is a complex role. Whilst it poses many challenges, it can also provide wonderful opportunities for the students in these classes. Tuakana Teina has become a strong culture within these classrooms. Students are able to work at their level, regardless of their year group or age. Younger students benefit from hearing the next step of their learning journey by listening into what other students are doing. There are many opportunities for peer teaching/learning buddies to effectively give value to the learning programme. Tuakana Teina is a great example of the advantages of mixed ability teaching.

How you organise your timetable and teaching programmes can directly affect how successful teaching and learning will be.

It is imperative that you have adequate support in multi-level classrooms with other adult support. The most successful way to do this is with a teacher aide. A full-time teacher aide in a sole charge classroom is a must and Boards have the responsibility of ensuring that their principal is safe at all times. Utilising this support wisely will lead to a calm and productive atmosphere.

You will need to become familiar with the learning progressions for students in Year 0 - 8 and be able to cater and plan for a wide range of learning styles, needs and experiences. You will often have many groups etc for core curriculum areas. Integrated units are good for an inclusive whole school approach, being flexible in being able to cater for all levels/learning needs within it.

Planning

Sole charge - Years 1 - 8 in one classroom

Classroom Timetable

If grouping students, it is important that groups are not fixed or enduring. There is a large body of evidence that fixed ability grouping and streaming practices limit the opportunities, aspirations, expectations and subsequently learning outcomes of learners allocated to middle and lower ability groups. Prior achievement does not necessarily predict future gains, so it is important that students' learning is not limited by grouping practices.

Knowing when activities can be taken as a whole class makes teaching multi-level so much easier. Often it is just a matter of modifying the activity to allow access for the different ages or levels. This can be as simple as giving older students a time handicap to answer questions in a maths warm-up. Rich collaborative tasks for mixed ability groups works well in multi-level classrooms.

There are also great opportunities in a multi-level classroom for student leaders to practice their leadership skills and have a chance to shine. For example, senior students setting up fitness games or teaching younger students specific skills.

When splitting the class between the teacher and teacher aide, it is important to remember to mix up who takes which students each day e.g. some days the teacher will take the juniors for oral language and on other days, the teacher aide. All students need time with the teacher.

Teacher aides need to be given explicit instructions and support to deliver learning programmes. Using RTLB to train teacher aides can be very helpful.

Example timetables may look something like this:

Time	Teacher Task	Teacher Aide
<p>Learning Block 1 Tikanga - whole class Oral language Hauora time- whole class Literacy - word study, structured literacy Writing</p>	<p>Oral language - Teacher takes middle and senior students</p> <p>Word study/Structured Literacy- Split the students into appropriate levels. Some may be with the teacher and the others working on independent tasks.</p>	<p>Oral language- TA would take juniors. This could be a mixture of circle news time and other oral language activities.</p> <p>Word study/Structured Literacy- Teacher aide to work with a group or groups if on a rotation.</p>
<p>Learning Block 2 Maths - 60 mins Reading- 40 mins</p>	<p>Maths warm-up Depending on the topic this can be done with whole class or split with TA.</p> <p>Reading - middles and seniors can be whole class using Sheena Cameron Reading Book activities</p> <p>Teacher will need to ensure that they listen to each student read at least two times per week. The same group or students shouldn't be with the TA everyday.</p> <p>To help get through groups, it can be useful to listen to a few students before school. This takes the pressure off during reading time.</p>	<p>Maths - TA may take juniors for a range of warm up activities e.g. skip counting in 10's</p> <p>Many TA's feel more confident taking juniors. Know the content knowledge capabilities of your TA and place them accordingly.</p> <p>Reading - teacher aide could either rove around the middle/seniors, take groups using journals etc or take juniors with readers</p>

<p>Learning Block 3 Daily Silent Reading/Buddy Reading Read to Me Teacher/s - teacher reads to class Handwriting Topic Sport</p>	<p>Read to me teacher- teacher reads chapter book to middle & seniors</p> <p>Handwriting - this is a good opportunity to teach written Te Reo Māori skills</p> <p>Topic & Sports- can do mixed ability groupings or whole class</p>	<p>Read to me teacher - TA can read picture book to the juniors</p> <p>Topic & Sports- TA supports the whole class</p>
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Time	Teacher task	Teacher Aide task
<p>Learning Block 1 Fitness Roll Oral language Mathematics Reflection</p>	<p>Leading fitness activity Circle Time Mathematics rotations</p>	<p>Teacher aide listening to junior news Roving and helping as needed Hands on learning tasks with junior students</p>
<p>Learning Block 2 Literacy Handwriting Reading rotations Writing Spelling Homework</p>	<p>Modelling letter formation and writing focus WALT Managing group rotations of reading to/with and by then reading related follow up activities Spelling e.g Liz Kane's The Code Set up homework for the week/Reading logs etc. Reflection</p>	<p>Roving and helping as needed Junior individual formation of letters Reinforcing teacher messages with students.</p>
<p>Learning Block 3 Roll SSR Inquiry learning PE Music/ Art etc Te Reo Duties</p>	<p>Teaching of other curriculum areas.</p> <p>Reflection</p>	<p>Roving and helping as needed</p>

	Housekeeping	
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	-Register -Sharing -Te Reo Māori	Register & messages Morning chat Daily simple language practice
Learning Block 1 Reading and writing can be integrated in the literacy block or delivered separately within this time. Rotations can include spelling, wordwork activities. There is a digital component in both reading and writing.	Literacy - Oral Language - Reading - Writing - Handwriting	Junior oral language programme Instructional reading sessions Instructional writing sessions The number of student groups and the level of learners will determine the number of sessions seen by the teacher in a week
Learning Block 2	-PE/Fitness -Mathematics	Whole class, groups Structured maths programme in groups Begin maths with whole class warm up at the beginning and warm down at the end of session
Learning Block 3	Inquiry -Music -Arts -Science -Social Science -Digital Technology -Health & Physical Education -Te Ara Whakamana -Pause-Breathe-Smile Reflection	Co-constructed and organised with students in a range of ways, that meets student learning styles, passions, prior knowledge and experiences as well as the schools localised curriculum goals and whanau aspirations. There could also be school, cluster, Kāhui Ako and district wide events to consider and prepare for E.g. District cross country, kapahaka festival, cluster ICT Day, school swimming sports, pet day, prizegiving, district arts/film festivals etc.

Localised curriculum

Your community will often have experts in different fields that you may be able to tap into to support the learning at school. This is a great way to involve the community. Use the latest documentation on localised

curriculum to inform the direction of your inquiry learning. Your Board and staff will be a good resource to enlighten you on the community. What makes your school and community special?

Resources that work for multi-level teaching

E.g. IXL for maths and literacy , Duolingo for Languages, Studyladder, Hapara dashboard, Epic, iUgo is a digital planning platform, Skool Loop (a free communication tool for schools), Google Classroom, VLN Education, Te Puna Reo, National Library access to online books and e-learning (free to small/rural schools).

9. Role of an Acting or Relieving Principal in a Rural School

While taking on the principal's role in an acting or relieving capacity is an important delegation, it is essential to remember that this is a temporary role. Acting or relieving principals have a professional and collegial responsibility to the principal in whose position they are acting or relieving to maintain consistency of both practice and organisation. Acting or relieving principals should not attempt to make radical changes to the school's administration and organisation during their temporary tenure in this role.

As an acting or relieving principal, you would be expected to:

- As a first step, meet with staff to ensure they understand your role, responsibilities and expectations;
- As a priority, establish a positive and mutually respectful working relationship with the presiding member;
- Establish a positive relationship with the board while ensuring that both you and your board have a clear and agreed understanding of the delineation between management and governance;
- Ensure that you are familiar with the school's financial operations and records and take responsibility for maintaining these in accordance with board direction and Ministry expectations;
- Ensure that the school continues to operate smoothly and efficiently;
- Avoid making rash judgments or comments about the school's staff or community;
- Be familiar with the school's emergency management procedures and emergency contacts;
- Be familiar with any school contracts for externally provided services such as cleaning and grounds keeping;
- Have a contact list for all professional support people from who you may seek support – e.g. Ministry property personnel, education payroll, RTLB cluster manager, Kāhui Ako lead principal;
- Be familiar with school bus arrangements;
- Be familiar with manual/technical training requirements, in particular where travel is involved;
- Have an understanding, shared with your staff, of school lunch arrangements and wet day routines;
- Attend to the maintenance of materials, equipment and school facilities;
- Attend to school correspondence promptly;
- Establish a positive relationship with parents and caregivers and ensure they are aware of your policy around access to school grounds and meetings with yourself or with staff;

- Have an understanding of Ministry and education payroll expectations around furnishing reports, checking SUE reports and so on;
- Other than in emergency situations, avoid making any budgetary commitments that require funding beyond that agreed with the permanent principal; and
- Meet the individual needs of the school's students in a considered, positive and appropriate manner