

# Mountainview High School

Tumuaki Principal

## Candidate Briefing Information

February 2026



# The Role

## Tumuaki Principal

- Strategic and visionary educational leadership
- Leading a strong whānau-based culture, supporting inclusivity and diversity
- Based in Timaru

### **About our School:**

Mountainview High School is a state co-educational secondary school located in Timaru, providing education for students from Years 9 to 13 with a roll of approximately 500 students. Mountainview serves South Canterbury as an exciting and progressive high school that pursues personal excellence in all that that it does.

The school campus is beautiful, with views over the hills, ocean and distant mountains and the school layout provides a stunning working and learning environment for all students and staff. With a whānau system giving every student a sense of belonging and incorporating tūrangawaewae, the schools ākonga thrive in the whānau environment. Every student's hauora is supported so they can be successful in their secondary education. A strong performing arts and creative programme are a key strength of the school.

### **About the Role:**

With a mission to engage and inspire every student to strive for individual excellence by providing diverse opportunities within a well resourced, challenging, supportive and caring environment the Board are seeking a Tumuaki Principal who is:

- An experienced educational leader with demonstrated senior leadership in a secondary school context.
- A strategic planner, leading with a future-focused, solutions-driven approach.
- A genuinely inclusive and culturally competent leader who embraces diversity, honours tikanga and cultural identity, is liberal, non-judgmental, and aligned with MVHS's inclusive, student-centred values.
- Warm, approachable, and people-focused, easy to talk to, connects genuinely with students, staff and whānau and builds strong relationships across the school and the community.
- Fair, firm and consistent, setting clear boundaries and maintaining a safe, respectful environment.
- Empowering, motivating with effective delegation and coaching skills, to support students and grow staff capability.
- Visible and actively involved in school and community life, approachable, present in classrooms, at events, in the community and acting as a proud ambassador for MVHS.

Our new Tumuaki Principal will have:

- Research-informed change leadership skills with a collaborative approach, bringing people along while maintaining stability.
- Strong relationship building skills with clear and consistent communication - communicates openly and honestly, listens well, shares thinking, and ensures everyone feels informed and included.
- Proven expertise in teaching, learning, and pastoral care, with deep pedagogical strength, understanding of diverse learning needs, literacy/numeracy expertise, and strong pastoral leadership.
- Positive energy, humour and genuine enthusiasm bringing warmth, optimism, and pride, creating a positive, engaging, uplifting school culture.
- Financial, operational and property management aptitude and experience.
- Sound judgement, operating with integrity, professionalism, discretion and resilience.



## About Mountainview High School

Mountainview High School is a state co-educational secondary school located in Timaru, providing education for students from Years 9 to 13 with a roll of approximately 500 students. It began in 1901 as Timaru Technical School, steadily expanding and broadening into engineering, arts, sciences, and vocational training. Over the decades, it evolved through several phases—Technical College (1918), Technical High School (1934), and Timaru College (1967), then as Mountainview High School in 1984.

Today Mountainview continues to serve South Canterbury as an exciting, thriving and progressive high school that pursues personal excellence in all that it does.

The school campus is beautiful, with views over the hills, ocean and distant mountains and the school layout provides a stunning working and learning environment, for all students and staff. Set in 11 hectares of park like grounds with beautiful gardens, it is the envy of many schools in New Zealand.

Please click the image below to view the Principal's message.



## **What Makes Mountainview High School Distinctive (from recent School and Community Consultation)**

### **A deeply inclusive school where everyone can be themselves**

Inclusivity - acceptance of diversity, SAGA, LGBTQ+, cultural diversity, freedom of expression (hair, jewellery, identity), and an overall sense that “everyone belongs.”

### **A strong and distinctive Whānau culture**

The vertical Whānau/ako system is consistently described as the heart of the school — it creates belonging, community, cross-year relationships, pastoral strength, whānau-first values, and a family-like environment.

### **Outstanding Performing Arts reputation and opportunities**

Performing Arts (productions, music, drama, digital/creative arts) is a major strength that defines the school and is widely celebrated by staff, students, and the community.

### **A caring, relational, and student-centred staff culture**

Warm, friendly, approachable teachers; strong pastoral care; supportive relationships; and a sense of being known and valued.

### **A wide range of opportunities — academic, cultural, arts, sports, clubs**

Students value the large selection of subjects, personalised learning pathways (including foundation courses), extracurricular options, trips, EOTC, sports, and leadership roles.

### **A beautiful school environment and facilities**

The school’s physical environment — grounds, gardens, views, whareniui, Whare Ako — is consistently called “beautiful,” “special,” and an important part of the school’s identity.

### **Strong sense of belonging, community, and school spirit**

Students feel connected, supported, and proud to be part of the school. The community link to South Canterbury are strong, as is support for school events, celebrations, and cultural activities.

### **Wellbeing and pastoral care are strong and valued**

High-quality support systems for student wellbeing, strong pastoral staff, attention to high-needs learners, peer support, and a people-centred approach all stand out.

### **Freedom, individuality, and student voice are respected**

Students appreciate autonomy, the ability to express themselves, space to focus on learning, a non-strict culture, and a school that adapts to individual interests and needs.

### **Positive school size and culture create personal connections**

The medium size of the school allows for close relationships, students being known by name, manageable class sizes, and a personal, relaxed atmosphere that larger schools cannot easily provide.



## Mission Statement

To engage and inspire every student to strive for individual excellence by providing diverse opportunities within a well-resourced, challenging, supportive and caring environment.

## Vision

Our vision is to create learning opportunities that empower students so that they can thrive within and beyond our whānau environment. We believe that every student deserves a rich and engaging educational experience. We also understand that every student is an individual, complete with their own individual needs, wants, ambitions, passions, and desires.

This foundational belief guides us to create innovative learning experiences that cater for every student, regardless of ability, so that they can achieve at their own personal level of excellence. We understand that intelligence is contextual and shares a deep connection with passion, so our role is to help our students discover and nurture those passions throughout their time with us.

How do we achieve this:

- By creating engaging and inspiring learning opportunities each and every day.
- By teaching students how to think as opposed to what to think.
- By helping every student discover how they are intelligent.
- By treating every member of our community as a member of our whānau.

## Principles

We believe that quality pedagogical practices are the biggest driver of student achievement in the classroom, and that these practices are most effective when a whānau culture that values opportunity and progress, over punishment, is prevalent. We also believe that we can contribute to the future success of our students by building strong connections with local and national organisations that create meaningful pathways into further study and employment.

## Our Mountie School Values

**TE AWA**

WHANAUNGATANGA

KAITIAKITANGA

RANGATIRATANGA

PŪKENGATANGA

MANAAKITANGA

During 2020 an extended period of consultation occurred with our community, whānau, students and staff. It was decided that the school would introduce a new set of values for the start of 2021. The new values encompass:

**Te Awa**  
Braided rivers are quite rare and Aotearoa has a number of them. Rivers flow from the mountains to the sea and our values flow, from our kura to our community. Each braid represents a different value, separate but weaving between each other as they make their way to the sea.

### Whanaungatanga

**Whanaungatanga** means relationships, kinship, a sense of family connection, building trust and long lasting bonds. It is a relationship through shared experiences and working together which provides people with a sense of belonging. It develops as a result of kinship rights and obligations, which also serve to strengthen each member of the kin group. It also extends to others to whom one develops a close familial, friendship or reciprocal relationship. Through developing Whanaungatanga, young people are nurtured in the community, so they can contribute strongly in society. It is fundamental to tuakana teina, which is reciprocal or shared learning.

### Kaitiakitanga

**Kaitiakitanga** means guardianship and protection. It is a way of managing the environment, based on the Māori world view. Kaitiaki is a guardian. This can be a person or a group that cares for an area such as a lake or forest. Kaitiakitanga is about caring for the environment and also taking care of others, through guardianship. It is also about self care and taking care of oneself.

### Rangatiratanga

**Rangatiratanga** means chieftainship, the right to exercise authority, chiefly autonomy and authority, leadership of a social group, sovereignty, self determination and self management. Rangatiratanga is about being determined, open minded, reflective and committed. It can be demonstrated by the tuakana (seniors) leading by example to the teina (juniors), through role modelling the expected behaviours of the kura (school).

### Pūkengatanga

**Pūkengatanga** is about striving for the pursuit of excellence in everything that we do. It is about giving value to all backgrounds, prior experiences and skills. Pūkengatanga is about being open to learning, being prepared and dedicated to achieving goals and objectives.

### Manaakitanga

**Manaakitanga** means hospitality, kindness, generosity and support. It is the process of showing respect and caring for others. Hospitality is a value that if done well can have a long lasting effect. It is also the natural etiquette of care and compassion and for treating others as you would like them to treat you.



## MVHS Strategic Annual plan 2025 – 2028

Mountainview's strategy is centred on three pillars:

- **Inspire Excellence** – delivering world-class teaching and learning, supported by SOLO Taxonomy and high-impact coaching.
- **Nurture Relationships** – strengthening wellbeing, whānau connections, communication, PB4L practice, and culturally responsive learning.
- **Connect Futures** – building pathways with employers, tertiary providers, and community partners, supported by a culturally responsive Graduate Profile.

Click [here](#) for the full Strategic Annual Plan

### Wellbeing – Whānau System

The Whānau system is the foundation of pastoral care at Mountainview High School and we are very proud of it. It gives every learner a sense of belonging and embodies tūranagawaewae.

At the beginning of Year 9, students are placed into a whānau (Hiwi, Moana or Whenua) to create a feeling of extended family with both staff and students belonging to a whānau. To encourage fostering strong links with staff and students, the school aims for Year 9 and 10 students to also be taught by staff that belong to their whānau, deepening the relationships and further developing a sense of community.

There is a great deal of friendly rivalry between the whānau within the school, competing across a range of sporting, academic and cultural activities, but pulling together and looking out for each other when needed.

## Whare Ako

Whare Ako provides specialist educational support for individually-funded students. Through the collaboration for success model and a philosophy of mahi-tahi we work alongside students and their families to develop a meaningful individualised education programme that caters for their specific requirements within the New Zealand Curriculum.

Whare Ako also works alongside leadership, teaching and support staff to meet the needs of students identified with additional needs. We support individualised planning for students with complex or additional educational requirements outside of Whare Ako, that may also include collaboration with both the health or social sectors to engage a specialist service. We are the key contact for students accessing or applying for specialist support from out of school providers such as Ministry of Education Learning Support or Resource Teachers of Learning and Behaviour. We provide opportunities for staff to engage with specialist professional development and resources to ensure the best outcomes for all identified learners. Whare Ako also manages the application for NCEA Special Assessment Conditions and allocation of conditions for verified students.

Whare Ako currently has a roll of 25 students and supported by 2.5FTE teachers & 12 teacher aides.

## International Students

This is a growing sector of our school and students come to Mountainview High School from all over the world as part of their overseas experience.

We work to provide students in home stays with caring families that create a supportive and caring environment, helping students to settle into the New Zealand way of life.





## Māori Dimensions and Cultural Diversity

At Mountainview High School we value Te Tiriti o Waitangi and strive to uphold our treaty obligations by creating a culturally equitable and inclusive learning environment for our Māori learners. Our guiding principles for ensuring our Māori students feel culturally centred and experience success are based on Ka Hikitia with strong guiding influences from our Māori school leader and local Iwi:

**Excellent Outcomes | Belonging | Strengths-based | Productive Partnerships | Te Tiriti o Waitangi**

### Culture

Our Culture and Performing Arts are very much alive and our programmes allow students to build confidence and a huge range of skills by participating in our Musical Production, Mahi Toi (Music, Drama & Art), Māori Performing Arts and Te Reo Māori Programmes.

### Sports

Our holistic approach to education is founded on nurturing a healthy mind and a healthy body with student actively encouraged and support to participate in as many sporting opportunities as possible.





For further information on the school visit:

[Virtual Tour](#)

[ERO report for Mountainview High School.](#)

[School Prospectus](#)





# Living in Timaru

## An Easy, Laid-Back Lifestyle

From sandy beaches through to native bush and mountain tops, the Timaru District is the perfect place to explore. Timaru offers an easy-going, relaxed lifestyle where daily living feels manageable and enjoyable. Commutes are typically just 5–10 minutes, reducing stress and giving residents more time for family, leisure, and community involvement. With accessible city amenities and a scenic natural backdrop, Timaru provides a balanced lifestyle that appeals to families, professionals, and newcomers alike.

Housing in the Timaru District is notably more affordable than in many other New Zealand centres. With average house values around \$532,342 (June 2024), owning a home is far more achievable for first-home buyers and families looking to establish themselves. This affordability contributes significantly to the area’s strong quality of life and is a major drawcard for those relocating from larger urban centres.

The community is warm and welcoming, home to more than 70 cultural and ethnic groups, which gives newcomers a strong sense of belonging and support.

Locals enjoy great sports and recreation opportunities, easy access to the outdoors, and a relaxed pace of life that appeals to people at all stages. The district also offers reliable public and private healthcare services, adding to the excellent quality of life in Timaru.

Source: Venture Timaru

To find out more about the what Timaru region has to offer we recommend you visit these links:

[Venture Timaru](#)

Watch this video [About Timaru](#)

[www.southcanterbury.org.nz](http://www.southcanterbury.org.nz)

[Geraldine.NZ](#)

[Timaru District Council](#)

[Waitaki District Council](#)

[We love Timaru](#)

## Great location

Central South Island

CHRISTCHURCH

**2 hrs**

AORAKI MT COOK

**2.5 hrs**

QUEENSTOWN  
/WANAKA

**3.5-4 hrs**



80% OF SOUTH ISLAND POPULATION  
WITHIN 2.5 HOURS DRIVE

# Position Description

## Tumuaki / Principal

### Position details

**Position title:** Tumuaki / Principal

**Type:** Permanent, Full-time

**Reports to:** Presiding Member, Mountainview High School Board (the Board)

**Direct reports:** Senior Leadership Team (Deputy/Assistant Principals and other senior leaders as determined)

**Location:** Mountainview High School, Timaru

**Professional requirements:** Current NZ Teaching Council practising certificate; meets all safety checking requirements and professional standards.

### Purpose of the role

The Tumuaki / Principal provides strategic, educational and operational leadership to ensure Mountainview High School achieves its vision and strategic goals. The Tumuaki/Principal leads a high-performing, inclusive learning community that lifts student engagement, achievement and wellbeing, strengthens culturally responsive practice, and upholds all statutory and regulatory obligations.

The Tumuaki/Principal works in partnership with the Board to:

- shape and deliver the school's strategic direction and annual plan
- ensure effective stewardship of people, resources, property and finances
- maintain the trust and confidence of students, staff, whānau and community.
- The Tumuaki/Principal is the Board's chief executive for the day-to-day management of the school, acting within Board policy and delegated authority, and giving effect to Te Tiriti o Waitangi obligations across governance and practice.

### Delegations and authority

The Tumuaki/Principal:

- holds responsibility for the day-to-day leadership and management of the school, subject to Board policy, the school charter/strategic plan, and relevant legislation
- may sub-delegate responsibilities to members of the Senior Leadership Team and other leaders, while retaining overall accountability
- provides professional advice to the Board to enable informed decision-making and effective governance.

## **Key relationships**

### **Internal**

- Board members
- Senior Leadership Team
- teaching and support staff
- students and student leadership groups

### **External**

- whānau and wider community
- mana whenua / iwi partners and local community organisations
- Ministry of Education and associated agencies
- Education Review Office (ERO)
- NZ School Boards Association (NZSTA)
- Neighbouring schools (where applicable)
- professional associations and unions
- property and professional service providers.

## **Key responsibilities and performance indicators**

### **1. Governance support and statutory compliance**

#### **Responsibilities**

- Provide high-quality professional advice and information to the Board.
- Ensure compliance with all legislative, regulatory, and policy requirements.
- Lead development and delivery of the strategic plan, annual plan and reporting.
- Maintain effective risk management, internal controls, and assurance processes.

#### **Performance indicators**

- Board decisions are well-informed through timely, accurate reporting and advice.
- Policies and procedures are current, implemented, and reviewed on schedule.
- Compliance obligations are met and evidenced; risks are identified and managed.
- Strategic and annual goals are translated into clear plans, actions and measures.

## **2. Student achievement, progress, inclusion and wellbeing**

### **Responsibilities**

- Build a school culture where students are known, safe, challenged and supported.
- Lead an evidence-informed approach to lifting achievement and reducing disparity.
- Ensure inclusive pathways, personalised learning and strong transitions.
- Strengthen attendance, engagement, behaviour and wellbeing systems.
- Partner with whānau and community to support student success.

### **Performance indicators**

- Achievement and progress improve over time, including for priority learners.
- Student voice, belonging and wellbeing indicators strengthen.
- Effective interventions are in place and monitored for impact.
- Attendance and engagement show sustained improvement.
- Whānau partnerships are purposeful and visible.

## **3. Educational and professional leadership**

### **Responsibilities**

- Articulate and enact a compelling, future-focused vision for learning.
- Lead curriculum and assessment that is coherent, inclusive and high quality.
- Embed culturally responsive and relational practice, including te reo Māori and tikanga Māori.
- Use data, inquiry and evaluation to drive improvement.
- Develop leadership capability across the school.

### **Performance indicators**

- Teaching and learning quality improves and is consistently evaluated.
- Professional learning is strategic, aligned, and improves outcomes for students.
- School-wide expectations for quality practice are clear and enacted.
- Internal evaluation leads to measurable improvement, not just activity.
- The school demonstrates strong bicultural leadership and practice.

## **4. People leadership and workforce management**

### **Responsibilities**

- Recruit, induct, develop and retain high-quality staff.
- Set clear expectations, role clarity and accountability for performance.
- Lead a culture of care, professionalism, learning and high trust.
- Ensure safe, equitable, and effective HR practice, including wellbeing supports.
- Manage employment processes and complex staff matters appropriately and fairly.

### **Performance indicators**

- Staff feel supported, developed and accountable; workplace culture strengthens.
- Appraisal and professional growth cycles are robust, timely and improvement-focused.
- Staffing and timetabling support learner needs and strategic priorities.
- Employment matters are managed with integrity, due process and documentation.
- Health and safety obligations are met and actively led.

## **5. Relationships, community and reputation**

### **Responsibilities**

- Build strong, mana-enhancing relationships with whānau, iwi and community partners.
- Communicate clearly and proactively, especially through change or challenge.
- Represent the school with professionalism and integrity.
- Ensure effective engagement with external agencies and networks.

### **Performance indicators**

- Community confidence is strengthened through transparent communication and engagement.
- Partnerships are purposeful and support learning, wellbeing and opportunities for students.
- The school's culture and reputation reflect its values and aspirations.
- The school is well connected locally and within the wider education community.

## **6. Financial, property and asset stewardship**

### **Responsibilities**

- Lead sound financial planning, budgeting, monitoring and reporting.
- Ensure effective use of resourcing to advance learner outcomes and strategic goals.
- Oversee property strategy, maintenance, and project delivery in partnership with the Board.

- Ensure strong systems for procurement, asset management, ICT and risk controls.

**Performance indicators**

- Budgets are realistic, aligned to priorities, and actively monitored.
- Resources are used efficiently and equitably for student impact.
- Property and asset plans are current; projects are well managed.
- ICT and operational systems are reliable, secure, and support teaching and learning.

# Tumuaki Principal - Person Specification

A Tumuaki Principal who is:

- An experienced educational leader with demonstrated senior leadership in a secondary school context.
- A strategic planner, leading with a future-focused, solutions-driven approach.
- A genuinely inclusive and culturally competent leader who embraces diversity, honours tikanga and cultural identity, is liberal, non-judgmental, culturally competent, and aligned with MVHS's inclusive, student-centred values.
- Warm, approachable, and people-focused, easy to talk to, connects genuinely with students, staff and whānau and builds strong relationships across the school and the community.
- Fair, firm and consistent, setting clear boundaries and maintaining a safe, respectful environment.
- Empowering, motivating with effective delegation and coaching skills, to support students and grow staff capability.
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Our Tumuaki Principal will have:

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- Proven expertise in teaching, learning, and pastoral care, with deep pedagogical strength, understanding of diverse learning needs, literacy/numeracy expertise, and strong pastoral leadership.
- Positive energy, humour and genuine enthusiasm bringing warmth, optimism, and pride, creating a positive, engaging, uplifting school culture.
- Financial, operational and property management aptitude and experience.
- Sound judgement, operating with integrity, professionalism, discretion and resilience.

# Sheffield Contacts



## **Andrea Bankier** - Senior Consultant



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Andrea assists clients to create productive and sustainable work environments and deliver strategies that achieve organisational, business and individual outcomes. As an experienced organisational development consultant and human resource project manager, Andrea's learning and development expertise has allowed her to work with multidisciplinary teams, to build workforce capability across a range of sectors.

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## **Emma Gifford** - Search Consultant



**Ph** +64 3 374 9355, **Email** [emma.gifford@sheffield.co.nz](mailto:emma.gifford@sheffield.co.nz)

Emma has a strong analytical and research background, with over 20 years' experience in professional services and consultancy firms. She combines an interest in what makes businesses work well with a genuine interest in candidate care and enjoys working in an environment with a strong team focus that delivers quality outcomes for our clients.

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## **Nicola Young** - Project Coordinator

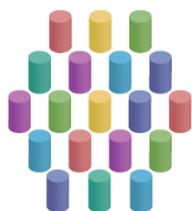


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As Project Coordinator, Nicola guides candidates through every step of the recruitment process, ensuring a positive experience. With a keen eye for detail and a passion for connecting talent with opportunity, Nicola streamlines communication, coordinates interviews, and provides timely updates. Dedicated to excellence, Nicola ensures each candidate feels valued and informed, making the recruitment journey seamless and rewarding.

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# Our Process



## Search and Advertising

During this period a Sheffield consultant may contact you to discuss your application, explore your motivation for applying and assess your suitability and fit with the key competencies of the role. All applications received will be acknowledged via email.



## Candidate Review

Sheffield will provide a formal report of all applications received with summarised candidates' information from CVs and cover letters, to the client for their consideration. All candidates will be advised of the status of their application within a week of the advertised closing date.



## Consultant/Longlist Interviews

The lead consultant will interview those candidates selected for progression either face to face or via video meeting depending on location. The format will be a behavioural-based interview where you will be asked to provide examples from your career in relation to key competencies of the role. This will also be a chance to discuss motivations for applying and general career background, as well as to answer any queries you may have about the role.



## Recommendations for Shortlist

From the initial longlist interviews, Sheffield make recommendations for shortlist to the client. We also provide a formal report to our client including summary points from your longlist interview. Those candidates not selected for further progression will also be advised at this stage.



## Client/Shortlist Interviews

If you are progressing to the shortlist/client interview stage, you will be contacted and arrangements will be made for a suitable time for interview. We ask for your flexibility to make this work as easily for the client as possible.



## Due Diligence and Decision

If you are the successful candidate this will involve reference checking and probity of education, employment and police records as well as online searches. Sheffield will support you with any due diligence required on your part. Unsuccessful candidates will also be informed at this stage and feedback will be provided.

# How to Apply

Candidates can apply, in strict confidence, online at [www.sheffield.co.nz](http://www.sheffield.co.nz).

To apply by email, please attach your cover letter and CV in PDF format where ever possible and send to [cvchc@sheffield.co.nz](mailto:cvchc@sheffield.co.nz) quoting 9139aa.

Applications close on 22 March 2026. Emails will be electronically acknowledged, and further correspondence may be by email. For more information please phone Andrea Bankier on +64 27 447 8102.

Sheffield has prepared a Candidate Handbook which provides you with valuable information and suggestions for your job search. To read through the handbook please visit: [Candidate Handbook](#)

## Working with Sheffield

**You can expect that Sheffield will:**

- Act with utmost integrity, honesty & with complete confidentiality
- Treat you with respect & comply with all relevant laws & policies
- Maintain a high level of communication throughout a recruitment process
- Demonstrate the highest levels of individual skills & knowledge

**In return, we would like to expect that you will:**

- Be up front and completely honest with us
- Prepare thoroughly for all interviews
- Treat your consultant as the potential employer with the same courtesy and respect they show you
- Work closely with your consultant

*The information contained in this document is a reflection of the essential elements of the position and company history as represented to Sheffield by Mountainview High School and is not intended as a formal position description. It will be subject to further elaboration or clarification at a later stage in the selection process and Sheffield accepts no liability for any representations made in good faith.*

**Trusted advisors** in  
sourcing, selecting and  
shaping leaders for  
over 60 years

**sheffield**   
Sheffield South Island

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