

180 Degrees Trust

Question 1: Partnerships - Your Application lists some organisations that you would look to partner with if you were successfully awarded a contract to operate a partnership school. How will these partnerships assist with delivery of the proposed educational achievements?

As an organisation we already value the benefits that partnering can offer in the delivery of education. There are increased efficiencies, greater access to expertise, and improved innovations all leading to an enhanced reputation and ultimately more effective delivery. We have already established successful partnerships with some of the following organisations and in addition have identified some prospective partner organisations that complement our activities. We intend to partner with the following organisations in order to stimulate and inspire our students to achieve appropriate qualifications and skills. These liaisons will sometimes be in the form of direct support for academic achievement and at other times support which will motivate and empower.

Proposed Partnerships		
180 Mentoring	Agribusiness Ltd	Work experience
180 Life Coaching	Shearpac	Adventure Specialities
Farming Experiences	Tait Communications	180 Board of Trustee Members
RFETS	Weft Knitting Ltd	Health Professionals

180 Mentoring

Staff currently employed in the 180 High Country Camps and Mentoring division (HCCH) are available when required. They are skilled at guiding and mentoring young people into productive time and engagement in the classroom.

180 Life Coaching

Both HCCM staff and experienced business and relationship mentors are already used at 180 as Life Coaches. Their specialty service is to “buddy up” with a YP to motivate and guide them into making better decisions and choices for everyday life. The idea is to transpose this enthusiasm to the learning environment, making real connections between learning and life. We particularly want to demonstrate to youth the relevance of the curriculum/syllabus to their vocational choices in the future.

Farming Experiences

We have through our extensive contacts in the Canterbury region a large number of opportunities to provide on-site work experience in the primary industries. We value any activity or experience which improves educational achievements for our students. We have found that experience on farms, be they intensive or high country, can provide a boost in confidence, responsibility and trustworthiness.

Farming, as the primary industry of New Zealand, provides a large proportion of the country's Gross Domestic Product. It is an area that continues to experience growth and the challenges with farming in the current economic and technical environment provide a wealth of opportunities for our young people to gain skills, experience and qualifications. The farmers that we have already worked with in the past (refer to our RFETS programme both below and in our original application) typically accept a young person at face value and treat them as an equal. This exerts a subtle incentive on the students to retain that trust by working diligently. As evidenced by the letters of support we have from Lake Taylor Station owners [REDACTED] and Glenthorne Station owner [REDACTED] they are available and willing to share their expertise with our students. [REDACTED] the Glenthorne based laconic horse trek operator who strongly supports the endeavours of 180, is always there for our young people. He is a great role model as someone who is hardy, talented and professional in that things must be done correctly, with no compromises and our young people accept his style and advice. We are also privileged to have the goodwill of [REDACTED] owner

of the 35,000 acre Glenthorne Station which is two hours from Christchurch. Not only have we free access to the station itself but also to the backpacker accommodation. His letter of support expresses his enthusiasm for our programmes.

For those students who feel that a vocation on the land is an avenue they would like to explore, we will partner with our farmers to provide the training and experience in all facets of primary production ranging from dairy farming through to horticulture. It is the aim of the 180 Trustees to ultimately acquire a permanent school facility in the high country.

Residential Farm Employment Training Scheme (RFETS)

180's RFETS is now a successful dairy worker training programme supported financially by the Canterbury Community Trust. This opens the door for our students to have preference when joining the course and be the recipients of a formal Dairy Farm Worker's qualification, complete with NCEA credits. We have in excess of ten dairy farmers who take our YP on work experience. From time to time a YP is also offered employment by a dairy farmer.

Agribusiness Ltd

Agribusiness is an ITO with whom we have partnered before. Their staff are very aware of the challenges that our typical young people experience in life and are patient and understanding as they work to encourage our them to attain the maximum meaningful NCEA credits in rural subjects. We will establish an on-going annual arrangement whereby their tutors deliver appropriate instruction and training programmes to meet the needs of our students.

Shearpac

s 9(2)(a) OIA

Shearpac is a rural business specialising in the shearing of Alpacas. The principal [REDACTED] is a supporter of the work 180 does and has had many of our YP on paid work experience with him. [REDACTED] rewards those YP who show an aptitude for this work by offering them employment on a permanent basis. This has involved travel throughout New Zealand providing valuable opportunities for those suitable young people. His team now also travels to the US and the UK shearing Alpacas and through this partnership we are considering a scholarship programme with him. His professional approach and quiet demeanour is well received by our young people.

Tait Communications

s 9(2)(a) OIA

Our contact is [REDACTED] who has been the Managing Director of Tait's European division for the past six years. In this role he designed and managed strategy, marketing, technology and organisational projects for high-tech companies and investment organisations. Tait is a major funding of the University of Canterbury and "education" is a major part of the organisation's philosophy. Tait awaits news of our success or otherwise regarding our Partnership School application before it commits its resources.

The way in which we see a partnership with Tait Communications operating in the future would include Scholarships, financial support, access to technologies (mobile and satellite beacons) and NCEA credits in communications.

Weft Knitting Ltd

Weft Knitting Ltd is an organisation we have specifically identified as a partner in our Application to operate a partnership school. Weft has an ethos of assisting those who struggle with everyday life and giving back to the community. We have to date had some successful placements of young people into paid employment in their clothing manufacturing business.. These placements have been successful because of the mutual trust and personal relationships we have established..

Work Experience

We also have other supportive business contacts we are able to call upon to offer work experience opportunities. We currently employ a dedicated Youth Resource Worker whose primary role it is to marry employment opportunities to suitable young people. With this service we offer on-going support to both the young person and the employer to best ensure a positive experience for both parties.

We anticipate this resource having a place in our partnership school. In particular with the infrastructure rebuild of Christchurch underway there will be opportunities to partner with building and construction industries who share our vision for promoting and supporting young people.

Adventure Specialities

Adventure Specialties (AS) is a charitable trust with a strong Christchurch branch providing outdoor instruction to young people across a range of education strata. When we need that extra expertise for instance in Rock Climbing or Rafting and Kayaking then AS who are Outdoors Mark Safety Audit accredited tick all the boxes. We are able to build strong learning pathways resulting in NCEA credits and other educational achievement milestones.

180 Board of Trustee Members

We are fortunate to have enthusiastic hands on trustees who take interest in our students and their process. In addition to providing business mentoring, they have enabled young people the opportunities to gain work experience, attend mock job interviews and are always on hand to celebrate their successes.

We will include these and other opportunities in the non-classroom based learning activities.

Health Professionals

Nurse Maude School Based Nursing Service

We currently work with the Nurse Maude School Based Nursing Service who provide access to youth focused health services in alternative education facilities in Christchurch. Their team of Registered Nurses are skilled in youth health and development. The nurses provide universal health, disability and youth development checks which includes the HEADSSS assessment, screening of hearing, vision, chronic illnesses and symptoms of illness for all students attending alternative education facilities. The nurses provide proactive services such as promotional health campaigns and individual health services.

Continuing this relationship or any alternative dedicated health resource is a vital component in how we intend to run a partnership school.

Aukati KaiPaipa - Smoking Cessation

Since late last year we have been working with a smoking cessation programme Aukati Kaipapa that combines counselling with Nicotine Replacement Therapy (patches, gum and/or lozenges). Each week their practitioner visits our premises and talks with young people who would like to either stop smoking or reduce their level of intake about how they are going. Using a breathalyser that measures the level of carbon monoxide in the lungs of participants, they can assess whether a young person is actually reducing their intake with an ultimate goal to quit altogether. Recent results have been very encouraging and we would look to continue this partnership into the future.

Question 2: *If you propose to use some proportion of unregistered teachers, what is your compelling rationale for this?*

We understand that with the introduction of partnership schools, as required in the Education Amendment Bill, sponsors have the ability to negotiate and agree in the contract the proportion of registered teachers. We have tentatively indicated in our proposal a ratio of 50% registered or Limited Authority to Teach (LAT) teachers, which we have set as our **minimum** ratio. Our rationale for this is to allow us to employ appropriately experienced (but not necessarily qualified) personnel to deliver the wide range of skills we believe are complimentary to the curriculum. By having a minimum of 1 to 2 qualified teachers we will ensure there is still subject strength, high teaching quality and the opportunities to attract staff from a wide

range of backgrounds. In the past we have had very qualified teachers work with our young people, but they have not always been successful in inspiring and motivating these students to learn. Acknowledging the challenges that working with **priority students** entails, a major component of achieving success is the quality of the relationship between the educator and student. The government's own research has stated that "quality teaching is the in-school factor that makes the biggest difference to student's achievement".

We understand that our curriculum needs to reflect the vision, principles, values and key competencies of the New Zealand Curriculum. We intend to create a niche school that can be well regarded both nationally and internationally and allows fair access to all students. We currently have staff trained and qualified in a wide range of vocations including outdoor leadership, mountain safety, health & safety, horticulture, agriculture, business studies, art, botany, physical education etc. Where any areas of specialist expertise are needed and outside of the qualifications and knowledge of staff, we will partner with those suitably qualified. An example of this is evidenced in the Residential Farm Employment Training Scheme (RFETS) that we designed and delivered in Jan 2012 where we partnered with Agribusiness, an Accredited Driving Instructor, First Aid trainers and qualified Dairy Farm Managers to deliver a maximum of 65 NCEA credits per student.

We will require police vetting of all perspective employees and through a staff selection panel will be reference checking any shortlisted applicant. As part of our employment process we will assess individual skills, experience, and characteristics to determine suitability. We will give weighting to the ability any candidate has in engaging with and inspiring young people. We will use behavioural interview techniques to determine responses to situations and will employ all staff on an initial trial period. We will ensure all staff have access to appropriate supervision, have an Individual Development Plan that is reviewed annually and have regular performance appraisals with the Director.

Question 3: *What would a typical teaching and learning programme look like for your students? (i.e. what would a typical week's timetable look like for a student?). Please provide indicative timetables for two separate year groups from your proposed cohort.*

The group will be divided into two which are flexible and based on supporting different learning styles. For the purposes of this paper they are group A and B. For the 2014 year, the timetables below have been drawn up with 20 – 50 students in mind. With more students we envisage a need to revise these schedules.

A Those YP who are better able to follow instructions and behave more appropriately

B Those who are less able to follow instructions or behave appropriately, or have more complex issues to address; such as anger management/ drug and alcohol issues etc.

The latter group will therefore engage with a weekly routine that best suits their learning styles. They will also learn coping styles about the more complex issues noted above.

Please note we have not specified a distinction between year groups as we know that learning is not a linear process. Therefore a young person who is capable of achieving credits higher than his year level will be supported to do so.

KEY

Chosen subjects such as English/ Te Reo Maori/ Maths/ History and other important life skill lessons.	Non Class-room based learning. For Example – Work experience/ building skills for employment/ Outdoor Education and attaining School Level Targets outside the classroom.
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Typical Weekly Timetable – Group A

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast

	Discussion Newspaper	Discussion, story or Quote	Discussion Goal for the day	Discussion Review of Wednesday	Discussion Question of the day
9.30 – 10.30	Chosen subjects.	Chosen subjects.	All Day Trip: Licences - First Aid/ Outdoor Credits etc.	Plan Lunch Life Skills	Chosen subjects.
	Break	Break		Break	Break
10:45-11.45	Chosen subjects.	Chosen subjects.		Chosen subjects Some YP Prepare Lunch	Team sports/ activity
12:00-1.00					
1.00 – 3.00	Activities Outside the Classroom	Activities Outside the Classroom		Community Project	Chosen subjects.

Typical Weekly Timetable – Group B

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	Breakfast Discussion Newspaper	Breakfast Discussion, story or Quote	Breakfast Discussion Goal for the day	Breakfast Discussion Review of Wednesday	Breakfast Discussion Question of the day
9.30 – 10.30	Activities/ challenge/ mindfulness	Activities/ Challenge/ mindfulness	All Day Trip: Licences - First Aid/ Outdoor Credits etc.	Plan Lunch Life Skills	Activities/ Challenge/ mindfulness
	Break	Break		Break	Break
Chosen subjects.	Chosen subjects.	Chosen subjects.		Chosen subjects.	Community Project
12:00-1.00	Lunch Afternoon Prep	Lunch Afternoon Prep		Lunch Afternoon Prep	Lunch Afternoon Prep
1.00 – 2.00	Chosen subjects.	Chosen subjects.		Chosen subjects.	Chosen subjects.
2.00 – 4.00	Activities Outside the Classroom	Activities Outside the Classroom		Activities Outside the Classroom	Team sports/ Activities Outside the Classroom

The rationale for Group A finishing at 3pm and Group B at 4pm is that Group A are more likely to have afterschool employment or work experience.

Question 4 *How will your teaching and learning programme support priority learners – please provide evidence.*

The pedagogical approach will increase engagement and motivation for learning by identifying particular talents, strengths and interests of the priority learners who are not reaching their educational potential.

We recognise our priority learners as Māori; Pasifika; YP from a low socio-economic background; and YP with special education needs. As a result of this we design our programme that acknowledges the cultural values and beliefs particularly of Māori and Pasifika and meets the needs of all priority learners.

An example of this acknowledgement towards Māori and Pasifika is with the use of Te Reo and Polynesian language in the classroom. We will recognise each language as a valuable part of the classroom environment and as an extension of that a legitimate part of New Zealand culture. Cultural inclusive pedagogies such as this create a sense of validity and value for our Māori and Pasifika students.

Māori and Pasifika YP and families differ from many Pakeha families as they function in a larger group and community. Where Pakeha usually have the immediate family in their day to day lives, Māori and Pasifika YP tend to have immediate family as well as relatives and extended family. We intend to use the assistance of a Kaumatua when dealing with our Māori students especially in regards to our IEP meetings, Health focuses and issues where a Maori perspective will need to be clarified. This collaboration will ensure we are not only catering for our Māori students but that we are being culturally sensitive in certain conditions.

New Zealand land and settlements are rich in Māori history. The outdoor camps and activities will expose our YP to the both Māori and Pakeha history according to each area. The YP will also be exposed to the cultural myths and legend of the land. This is another method we will use to show the significance of Māori culture in New Zealand.

Furthermore, if a particular YP has whanau responsibilities such as picking up younger siblings from school, helping out at home, our programme will have flexibility in order for this to happen.

The programme supports these learners and is evident through a survey completed with current students in the 180 AE School who enjoy the Group A table as above. In this survey the YP were asked what they would change in their daily structure in the school - Comments from them were as follows; "I wouldn't have it any other way"; "Yeah na there's nothing I would change"; "Maybe some more activities before school and doing correspondence on some afternoons...". This group of YP also are typically Māori, Pasifika, YP from a low socio-economic background and YP with special education needs.

Quote from 15 year old female from low socio-economic background and has special educational needs in the 180 AE school -

YP "For the first time in my life, I would rather be at course than at home"

Mentor "Why is that?"

YP "I dunno.... I just do.... I like it here, I suppose" - 15 May 2013.

Young people who cannot access Alternative Education and/or Mainstream Education, but who are in our 180 mentoring programme, continually remind our staff that they wish to access our facilities.

Question 5: *What you believe to be the value you are going to add to the existing school network?*

A current social issue Christchurch faces is a large amount of YP who are spending each day on the street or at bus depots. Previously referred as 'the lost tribe', these YP are typically the governments priority learners. The value will be filling the gap for this group where they will have a positive connection with a service that they want to be a part of and have a place to go that supports their needs and interests.

There is enough evidence provided in the following table to indicate the numbers 180 Degrees Trust currently work with who are the priority learners alone. We know there are many more who 180 Degrees Trust does not work with and are not positively engaging in any programme.

24 Clients with 180 Degrees Trust as at 4th April 2013 Summary:

YP Status	YP engaging in Mentoring only	Priority group available now
YP under 16 yrs at school	6	

YP under 16 yrs not at school	8	8
YP over 16 yrs at school	1	1
YP over 16 yrs not at school but wishing to be at school	6	6
YP over 16 yrs not wanting to to be at school	2	
Total	24	15

This table demonstrates how 15 of the 24 YP 180 mentors are currently working with are examples of the 'lost tribe' and are priority learners.

We believe the value that our partnership school will provide will ensure these young people that have previously fallen through the gaps will now be supported and empowered to reach their full potential.