

including;

1. Te Aho o Te Kura Pounamu, providing curriculum support for our learners in the Ahikaa Accelerated Learning Centre
2. Te Wananga o Aotearoa, providing educational programmes for our whanau who have taiohi enrolled in the Ahikaa Learning Centre. Also providing pathways and support for our learners transitioning to tertiary education.
3. Whitireia Polytechnic, providing STAR courses for our learners in the Ahikaa Learning Centre. Also providing pathways and support for our learners transitioning to tertiary education.
4. WELTEC, Petone, providing STAR courses, including some pre-Trade training for our learners in the Ahikaa Learning Centre. Also providing pathways and support for our learners transitioning to tertiary education.
5. The Open Polytechnic in conjunction with Te Kura, providing Trade training courses for our learners. Also prepared to umbrella STAR courses for our learners in the Ahikaa Learning Centre. Providing pathways and support for our learners transitioning to tertiary education. Providing professional development programmes (eg. Certificate in Adult Teaching and Learning) for staff.
6. The Koru Institute; Award winning, iwi-founded PTE. Is NZQA accredited for Ahikaa and NFTE entrepreneurship L4 Certificate and L5 Diploma programmes, as well as a range of pertinent unit and achievement standards.
7. Taita College; we share taiohi and contact with whanau with Taita College. Taita has referred taiohi to us and support the work that we are doing. Ahikaa is offering professional development in entrepreneurship teaching and offering our entrepreneurship programmes to students in the College, as well as interested whanau.
8. Pomare Primary; we share a close working relationship - with mutual involvement with many of the same whanau/extended whanau. We have taught the entrepreneurship programmes at Pomare Primary School - both for local community/whanau, and as primary school holiday programmes.
9. National Network for Teaching Entrepreneurship (NFTE) - We are the NZ partner for NFTE international and we offer their curriculum adapted to the Aotearoa/NZ context. Founded in the Bronx in New York city in 1987 - NFTE has developed an innovative experiential teaching curriculum based on real-life business skills and incorporating a range of literacy and numeracy standards, as well as technology, communication, math, business (including marketing, sales and accounting) standards. NFTE operates in 14 nations and has won a number of international and national educational awards.

## OPERATIONS PLAN

### 1. Leadership and Governance

#### ENZ Governance Board:

Current Full-time Staff

S 9(2)(a) OIA

S 9(2)(a) OIA

Qualifications (brief)

Contractors & Advisors

S 9(2)(a) OIA

#### Additional Support Tutors

Please see timetable and tutor roles and responsibilities attached as Appendix One.

### 2. Staffing

Please see Appendix One for current staffing, roles and responsibilities for teaching and curriculum areas.



### 3. Proposed Enrolment

Complete the following table for the year levels your school intends to serve.

Year Level	Student Numbers					At Capacity
	2014	2015	2016	2017	2018	
1						
2						
3						
4						
5						
6						
7						
8						
9	5	5	10	10	15	20
10	5	5	10	15	15	20
11	15	20	20	20	20	20
12	15	20	20	20	20	20
13	10	10	10	15	20	20

#### Rationale

We seek to begin with relatively small numbers and build up slowly as we continue to fine-tune systems and processes. With high needs learners, we have found that significant time and resource is required - for the younger age groups particularly.

Ahikaa Accelerated Learning Centre has never sought publicity nor have we advertised for students. To date, all taiohi have come voluntarily of their own accord or been brought in by whanau members through community knowledge of our approach, initiatives and results. Most taiohi have tried mainstream schooling with little success; therefore they are often in the Year 10 & 11 or even Year 12 age brackets when they come in. We anticipate that this will continue to be the pattern for the first few years of operation. On completion of Year 12 or NCEA L2, taiohi often seek to pathway to Polytechnic or trade training/apprenticeships. We anticipate a healthy line of construction industry apprenticeship placements associated with our iwi partnerships and developments (for example; the five year Ryman's project in Petone). We also anticipate increasing numbers seeking to pursue further tertiary (including University level) study as the taiohi who began with us in Year 9 and 10 students reach Years 12 and 13, have raised their aspirations and capacities, and are embedded in their tuakana roles with younger taiohi.

#### Whanau involvement

The facility currently provides day, evening and weekend education programmes for whanau with taiohi attending the Ahikaa Accelerated Learning Centre. A number of taiohi, whanau and community members studying at tertiary level, also attend Ahikaa - both for support with their studies, and to

provide tuakana support, role modelling and small group mentoring for younger taiohi. It is intended that this commitment to 'whole of whanau learning' will continue as the Centre becomes a Partnership School.

#### 4. Proposed Facilities

What facilities will you need to accommodate your school at set-up and at full enrolment?

A building that meets compliance standards for fire, health and safety for schooling purposes

Describe how you intend securing these facilities.

We have possession of the former Waiwhetu Primary School building, and have restored this to meet fire, health and safety standards. This includes a computer suite, performing arts rooms, various teaching and breakout rooms, and kitchens (x2) and shared dining facilities, and shower. The building can accommodate up to 200 students; however would need an additional ablution block should this number be attending at the same time. We currently cater for over 200 participants in our various programmes; however we stagger attendance so that whanau and specialist education programmes often take place over evenings and weekends - with wananga and noho also held in community venues.

#### C. BUSINESS PLANNING

We already have strong financial management, with a part-time accountant on board and Ernst Young as auditors. We have demonstrated our effectiveness in fundraising and development over the past 6 years of our operations, and will continue to develop this through an Advisory Board and relationships with the public and private sector, including local businesses, Council and international networks

##### Partnerships

We currently partner with local iwi authorities; in particular the Wellington Tenth Trust and Port Nicholson Block Settlement Trust, and we utilise both mana whenua and taurahere marae in the region..

We have an international partnership with the Network for Teaching Entrepreneurship, based in New York and operating in 14 partner nations.

We have ongoing positive relationships with ErnstYoung, Petone Law Chambers and Hutt City Council.

We have established relationships with a number of local (and national) businesses whose owners contribute as speakers, panelists and judges in our entrepreneurship programmes

We have worked closely with low-income communities in the Hutt Valley - particularly Taita-Pomare, Pito-one (Petone) and Timberlea over a number of years, and our staff are well-known and highly regarded in these communities.

ENZ management staff sit on local boards, including the Positive Pomare Development Board, the Community Law Centre, the DHB's Maori Partnership Board, Port Nicholson Settlement Trust and PN Maori Reserve Lands Board. Our staff have served on local marae committees and Treaty negotiation teams as well as the Hutt DHB, Psychologists Board and Corrections Advisory Board.



## Appendix One

# Ahikaa Learning Centre Timetable

## Ahikaa

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
830am 930				Karakia, Mihi, Panui Wake up exercises, waiata, haka, tikanga			
1000am				Shared Reading			
1030am							
1100am	Technology G1 Te Reo G2	Technology G2 Te Reo G1	English G1 ENZ G2	English G2 ENZ G1 <b>BREAK</b>	<b>OPTIONS</b> Correspondence		Waka
1230							
130pm	Technology G1 Te Reo G2	Technology G2 Te Reo G1	English G1 ENZ G2	English G2 ENZ G1	LTI Unit Standards		Performing Arts
230pm -	Life Skills	Performing Arts	Life Skills	Performing Arts	STAR		
330pm	<b>STAFF HUI</b>						
330pm - 4pm				Karakia (between 3 - 330pm each day)			
4pm - 530pm		Pacifica Dance (all youth)	Performing Arts	Pacifica Dance (open for all youth)			
530pm - 630pm	Touch Rugby (time varies)		WAKA (6pm - 8pm)	Pacifica Dance (Staff & Parents)			

## Appendix One (part 2)

## Ahikaa learning options &amp; Programmes

Learning options	Staff Responsible	Support staff	External Support
1. Te Reo Programme	Matua Tahi Gatty	Koro Monty, Whaea Ngaire, Whaea Te Arani	Te Aho o Te Kura Pounamu
2. Ahikaa Entrepreneurship	Whaea Te Arani	Whaea Catherine, Whaea Sally, Talia & Charlizza	ENZ community teachers
3. Ahikaa Performing Arts Programme	Charlizza	Whaea Te Arani, Tane, Nicky & Talia	Te Wananga o Aotearoa, Whitireia Performance Centre
4. Technology	Koro Monty	Tane, Whaea Te Arani	Te Aho o Te Kura Pounamu
5. English	Charlizza	Matua Tahi, Whaea Te Arani, Tane & Whaea Sally	Te Aho o Te Kura Pounamu
6. Correspondence	Whaea Sally	Whaea Te Arani, Tane, Nikki, Talia & Charlizza	Te Aho o Te Kura Pounamu
7. Internships/STAR/Work based learning	Whaea Sally	Whaea Te Arani, Tane, Dollz, Talia & Charlizza	Whitireia Polytechnic, Weltec, local Businesses
8. Maurakau	Charlizza	Whaea Te Arani, Tane & Talia	Te Wananga o Aotearoa
9. Pacifica	Nikki King	Charlizza, Whaea Te Arani, Tane	Whitireia Performance Centre
10. Life Skills	Koro Monty	Whaea Te Arani, Tane, Nikki & Charlizza	Networks, Guest speakers from local organisations and businesses
11. Literacy	Matua Tahi/Charlizza	Whaea Te Arani, Tane, Talia & Charlizza	Te Aho o Te Kura Pounamu
12. Unit Standards	Whaea Sally	Whaea Te Arani, Tane, Talia & Charlizza	Te Aho o Te Kura Pounamu, NZQA
13. History	Whaea Catherine	Whaea Te Arani, Tane, Talia & Charlizza	Te Aho o Te Kura Pounamu, Taranaki Whānui



## Appendix Two

### Ahikaa<sup>TM</sup> Experiential Learning

One of the teaching methods available to business and leadership educators is experiential learning. This method is based on the idea that people learn best by doing. It is a hands-on approach to learning that involves active participation in the learning process. The Ahikaa Experiential Learning Model is a framework for designing and delivering experiential learning experiences. It is based on the idea that people learn best by doing, and it provides a structured approach to designing and delivering experiential learning experiences. The model is based on the idea that people learn best by doing, and it provides a structured approach to designing and delivering experiential learning experiences.

### The Ahikaa Experiential Teaching Model<sup>TM</sup>

The diagram illustrates the Ahikaa Experiential Teaching Model, which is structured into three main components that are interconnected and build upon each other:

- Personal Development:** This component focuses on individual growth and includes sub-sections for Personal Skills, Academic Skills, and Work Skills.
- Community Enhancement:** This component focuses on improving the community and includes sub-sections for Market Exploration, Enterprise Creation, and Prosperity Generation.
- Service to Others:** This component focuses on providing service to others and includes sub-sections for Personal Responsibility, Community Responsibility, and Service to Others.

## Ahikaa Entrepreneurship<sup>TM</sup>

Empowering communities through education

PERSONAL DEVELOPMENT			COMMUNITY ENHANCEMENT		
<b>Personal Skills</b>	<b>Academic Skills</b>	<b>Work Skills</b>	<b>Market Exploration</b>	<b>Enterprise Creation</b>	<b>Prosperity Generation</b>
<ul style="list-style-type: none"> <li>Self-knowledge</li> <li>Cultural competency</li> <li>Interpersonal skills</li> <li>Initiative</li> <li>Adaptability</li> <li>Intervention initiative</li> <li>Networking</li> <li>Willingness to learn</li> <li>Goal setting</li> </ul>	<ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> <li>Maths</li> <li>Economics</li> <li>Accounting</li> <li>Technology</li> <li>Communication</li> <li>Critical thinking</li> <li>Problem solving</li> <li>Research skills</li> </ul>	<ul style="list-style-type: none"> <li>Self appraisal</li> <li>Creativity</li> <li>Networking</li> <li>Planning</li> <li>Organization</li> <li>Problem solving</li> <li>Decision making</li> <li>Research skills</li> <li>Business plan development</li> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>Opportunity recognition</li> <li>Invention</li> <li>Innovation</li> <li>Planning</li> <li>Marketing</li> <li>Finance</li> <li>Operations</li> <li>Risk management</li> </ul>	<ul style="list-style-type: none"> <li>Legal knowledge</li> <li>System knowledge</li> <li>Leadership</li> <li>Project planning</li> <li>Financial accountability</li> <li>Stress management</li> <li>Self-direction</li> <li>Teamwork</li> <li>Business modelling</li> <li>SWOT analyses</li> </ul>	<ul style="list-style-type: none"> <li>Social enterprise</li> <li>For-profit entrepreneurship</li> <li>Micro-enterprise</li> <li>Business development</li> <li>Intrapreneurship</li> <li>Franchising</li> <li>Individual, collaborative and collective enterprises</li> </ul>
PERSONAL RESPONSIBILITY			SERVICE TO OTHERS		