

16 APR 2013

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## 1 APPLICANT PROFILE

<b>1. Contact person for this Application</b>				
Contact person:	Thomas Pietkiewicz			
Position:	Education Pioneer in New Zealand and the United Kingdom			
Phone number:	[REDACTED] s 9(2)(a) OIA			
Mobile number:	[REDACTED]			
Email address:	[REDACTED]			
Fax number:	N/A			
Is the contact person authorised to negotiate?	Yes	Yes	No	

<b>2. Applicant's organisational profile</b>				
Full legal name:	BroSir.com			
Trading name: (if different)	N/A			
Name of parent organisation:	N/A			
Physical address:	[REDACTED] s 9(2)(a) OIA			
Postal address:	[REDACTED]			
Company website:	<a href="http://www.BroSir.com">www.BroSir.com</a>			
Location of head office:	Hamilton			
Type of entity (legal status):	Sole Trader			
Company registration #:	N/A			
Country of residence:	New Zealand			
GST registration number:	N/A			

<b>3. Overview of Applicant's organisation</b>	
Type of organisation:	Education Pioneering focusing on Radically Efficient Learning Environments
Year established:	2012
History:	A sole education pioneer who is passionate about delivering radically efficient learning environments to the New Zealand Government, and society.
Summary of experience relevant to this RFA:	Business Analyst and Secondary School Trained Teacher
Total number of staff in	1

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NZ:	
Number of locations in NZ:	1
Overseas locations:	N/A

#### 4. Current business commitments & proposed key personnel

Business commitments:	Research into radically efficient learning environments.
Other Contracts with government	N/A

#### 5. Probity

List any pending claims against the organisation:	N/A
List any court judgements or other decisions that have been made against the organisation in the last 6 years:	N/A

#### 6. Disclosure of proposed partners

Disclosure:	N/A
Collaborative Partner / Sub-contractor #1	
Partner / Sub-contractor name:	
Address:	
Specialisation:	
Describe the deliverables the Partner / sub-contractor will be responsible for:	
Collaborative Partner / Sub-contractor #2	
Partner / Sub-contractor name:	
Address:	
Specialisation:	
Describe the deliverables the Partner / sub-contractor will be responsible for:	

**7. Financial information**

Current financial status:	N/A			
Gross revenue:	N/A			
Gross profit:	N/A			
Last audited financial accounts:	N/A			
Copy of latest audited accounts attached?	Yes		No	x
Copy of latest annual report attached?	Yes		No	x
Is organisation in dispute with any trade union?	Yes		No	x

**8. Quality standards**

Certificates held:	N/A
Quality assurance systems:	N/A
Internal audit:	N/A
Contract management:	N/A
Monitoring & evaluation:	N/A
Reporting:	N/A
Financial management:	N/A
Risk management:	N/A
Records management:	N/A
Staff training:	N/A
Codes of conduct	N/A

**9. Occupational Health & Safety (OHS)****Health & Safety Management:**

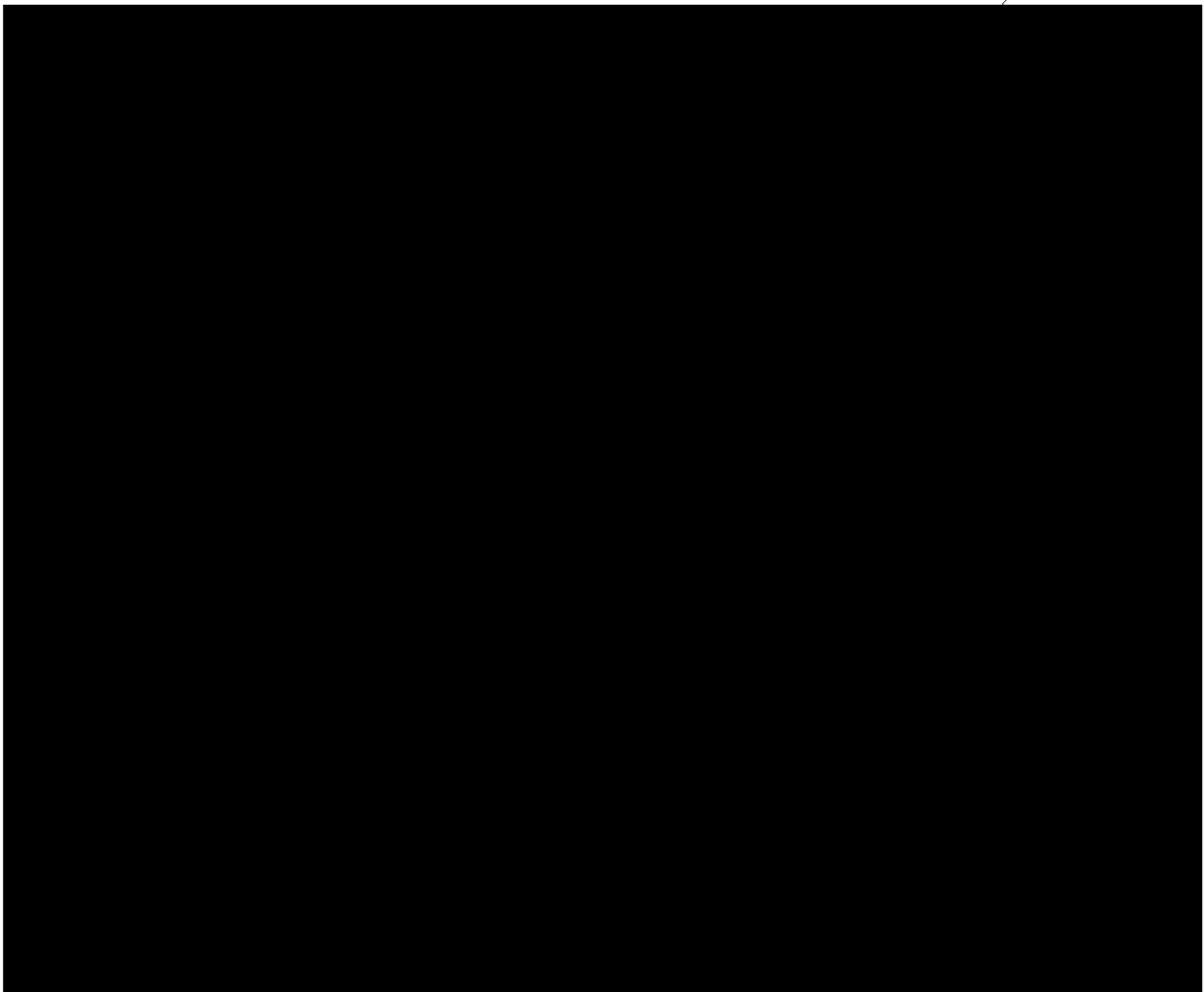
Do you have a written health & safety policy?	Yes	x	No	
Do you have an employee participation scheme for dealing with health & safety issues?	Yes	x	No	
Is formal health and safety training given to employees?	Yes	x	No	
<b>Records:</b> Which of the following safety records do you maintain?				
- Accident Register (as required by Health & Safety Act)?	Yes	x	No	
- Hazard Register?	Yes	x	No	
- Hazard information?	Yes	x	No	
<b>History:</b> Have you received health and safety award/s?	Yes		No	x

If yes provide details:				
Have you had health and safety related notice/warning/fine/prosecution?	Yes		No	x
If yes provide details:				
<b>Health &amp; safety procedures:</b>				
Do you have an emergency procedures plan?	Yes	x	No	
Are formal hazard assessments carried out and recorded?	Yes	x	No	
Is there always an investigation into any accident that results in harm, or could have resulted in harm?	Yes		No	x
Are vehicles and equipment regularly inspected, tested, examined and maintained?	Yes	x	No	

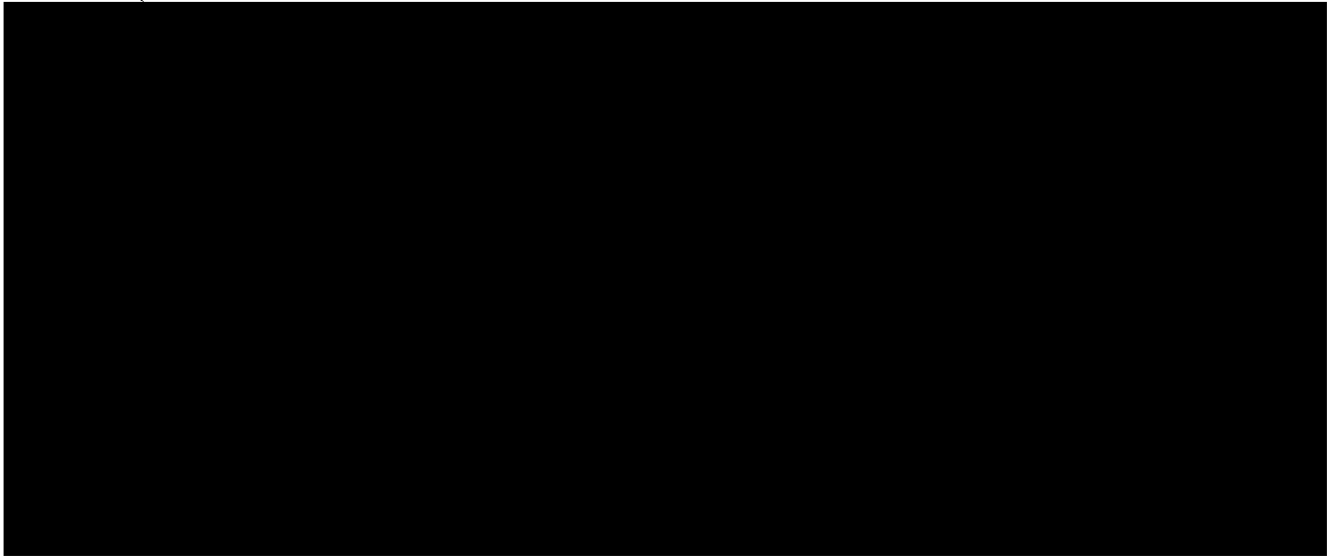
#### 10. Referees

Please supply the details of three referees who have relevance to your Application to operate a PSKH. Include a summary of the nature of the relationship they have held with you and when. Please do not provide the Ministry of Education or any of its employees as referees.

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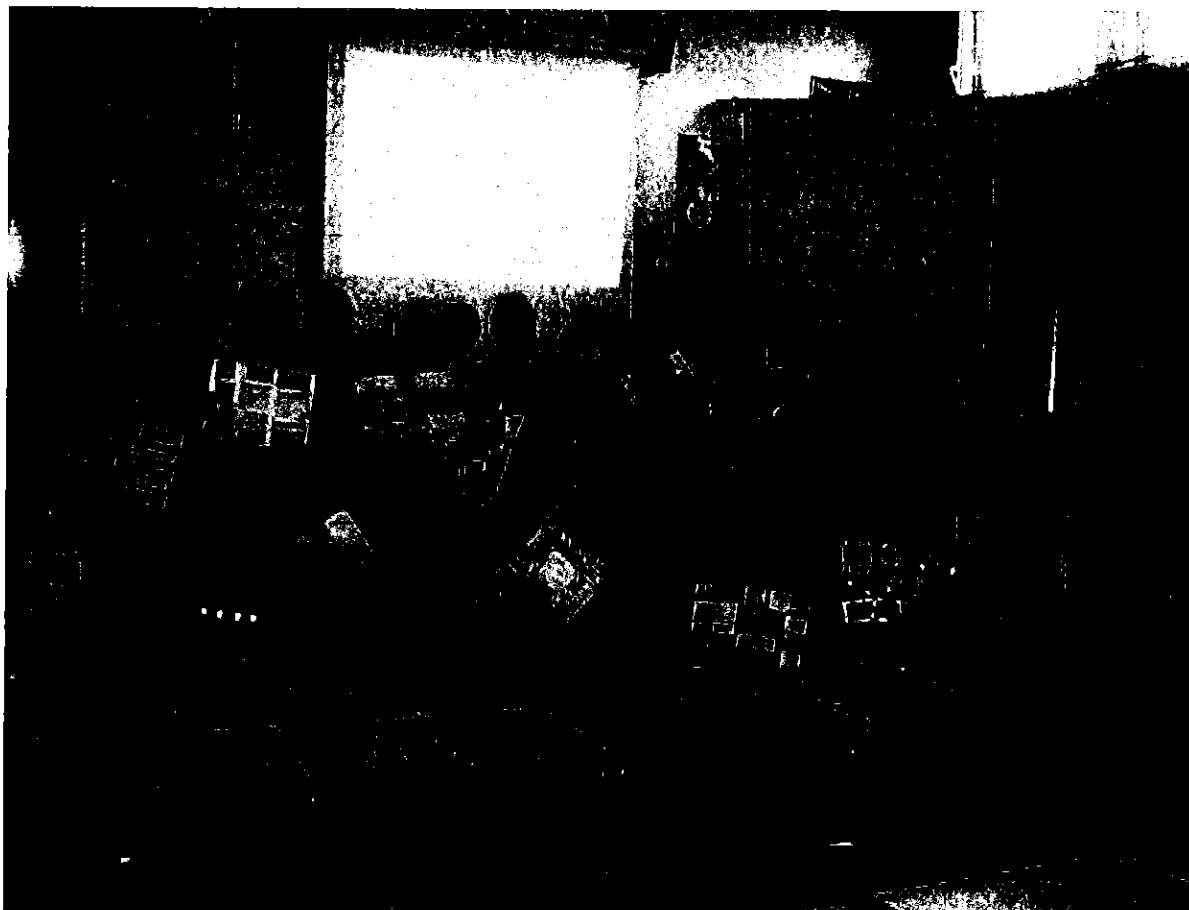
## 1 Applicant Declaration

Declaration		
Topic	Requirement	Applicant's declaration
<b>RFA response:</b>	The Applicant has prepared this application independently to operate a PSKH.	<b>agree</b>
<b>RFA terms:</b>	The Applicant has read and fully understands this RFA, and the RFA terms in Part Three of this RFA, and agrees to be bound by them.	<b>agree</b>
<b>Collection of further information:</b>	The Applicant authorises the evaluators to: <ul style="list-style-type: none"> <li>a. collect any information about the Applicant, from any relevant third party, including a referee, or previous or existing client</li> <li>b. to use such information in the evaluation of the Applicant's Application.</li> </ul>	<b>agree</b>
<b>Objectives and Requirements:</b>	The Applicant has read and fully understands the nature and extent of what is required by the Ministry and the Minister as described in part one and two of this RFA.  The Applicant has the necessary capacity and capability to fully meet or exceed the deliverables in the operation of a PSKH and will be available to operate their PSKH throughout the proposed contract period.	<b>agree</b>
<b>Contract terms and conditions:</b>	The Applicant has read and fully understands and accepts the Agreement terms and conditions as stated in our proposed conditions of contract or has completed the table of proposed contract derogations in the form set out in paragraph 7 of this Part Two of the RFA. If successful, the Applicant agrees to sign a contract based on these terms and conditions.	<b>agree</b>
<b>Conflict of interest:</b>	The Applicant warrants that it has no actual, potential or perceived conflict of interest in submitting this Application, or entering into a contract to operate a PSKH. Where a conflict of interest arises during the RFA process the Applicant will report it immediately to the Contact Person.	<b>agree</b>
<b>Ethics:</b>	The Applicant warrants that in submitting this Application it has not: <ul style="list-style-type: none"> <li>a. entered into any improper, illegal, collusive or anti-competitive arrangements with any competitor</li> <li>b. directly or indirectly, approached any representative of the Minister, Ministry or the Board to lobby or solicit information in relation to the RFA (except where allowed for during the Clarification period).</li> <li>c. has not attempted to influence, or provide any</li> </ul>	<b>agree</b>

	form of personal inducement, reward or benefit to any representative of the Minister, Ministry or the Board.	
<b>Offer validity period:</b>	The Applicant confirms that this Application remains open for acceptance for a period of 180 days from the Closing Date.	
<b>Applicant interview</b>	The Applicant acknowledges that if requested, the Applicant will be available to attend an interview in Wellington at a location to be determined by the Board over a one week period, with time slots given on a first-in first-served basis.	<b>agree</b>
<b>Declaration:</b>	<p>The Applicant declares that in preparing this Application it:</p> <ul style="list-style-type: none"> <li>a. has provided complete and accurate information in all parts of the Application, in all material respects</li> <li>b. has secured all appropriate authorisations to submit this Application and is not aware of any impediments to its ability to enter into a formal contract to deliver the outcomes.</li> </ul> <p>The Applicant understands that should it be successful in being awarded a contract with the Minister then the falsification of information, supplying misleading information or the suppression of material information in relation to this RFA will be grounds for termination of the contract.</p>	<b>agree</b>
<p><b>DECLARATION</b></p> <p><b>This Application has been approved, and is signed by, a representative of the Applicant who has the authority to do so. This representative is named below.</b></p> <p><b>This representative declares that the particulars provided above and in the attached Application documents are accurate, true and correct.</b></p>		
<b>Signature:</b>	 s 9(2)(a) OIA	
<b>Full name:</b>	Thomas John Pietkiewicz	
<b>Title / position:</b>	New Zealand Education Pioneer	
<b>Date:</b>	15.04.2013	

## **Adamas High School**

"Education is the most powerful weapon which you can use to change the world."  
– Nelson Mandela.



### **Adamas High School**

#### **3 - Purpose and Goals**

Adamas [meaning unconquerable, and invincible from the Ancient Greece era], is an innovative educational model which plans to be New Zealand's solution to a radically efficient learning environment and led by education pioneer Thomas Pietkiewicz, who has also been a successful entrepreneur, and is a secondary school trained teacher. Through successful consultation with the Ministry of Education, the school will be desirably located in a community that contains the strongest need based on geographical statistical analysis, as well as any other community that denies students the opportunity to advance themselves or where the Ministry sees fit. Adamas will strive to bring together High School and post-secondary education in one place (which will also be virtual), seeking to create a seamless transition for students wishing to enter the workforce, apprenticeship, college, or university. The additional focus on building community, will result in differentiation of our instruction and utilize the help of intervention specialists.

Adamas High School's distinctive purpose is to be a 'School Without Failure' and an 'Educational Academic Advancement Facility', which will strongly emphasise the following programmes linked with the dominant cultural initiative known as 'Connecting Generations':



- Learning Futures Program
- Springboard Program
- Dual Enrolment Options
- Transactional Analysis Theory
- Distributive Leadership Model
- On-line Course Offering Programs
- Raise the Rigor Program
- Working With Families Program
- Flexible Scheduling
- Educational Options Program
- Power to the Student Program
- Whānau Group
- Tutor Program
- Pedagogue Program
- Post Secondary Educational Options
- Enviromentors Program

The distinctive purpose will support student achievement through the following innovations:

#### **Progress Managers**

Instead of traditional 'Deans', their key responsibility is to monitor the learning of individual students and to intervene as necessary.

#### **Non-teaching Guidance Managers**

Their key responsibility is to facilitate students' personal development.

#### **Vertical Tutoring**

This will have the aim of developing opportunities for all forms of mentoring as well as enhancing responsibility and leadership skills.

#### **Recruitment**

It is important to recruit extremely like-minded teachers, non-teachers, and community members to work together innovatively and passionately to start Adamas High School, believing and embracing the 'School Without Failure' attitude.

#### **Innovation Group**

This group will harness and focus new ideas from across the school, work on new initiatives, and find new ways of engaging learners.

#### **University Collaborations**

There will be expert University personnel who will be involved as visiting lecturers, and students and teachers will be able to undertake university studies in relevant areas. Adamas will cooperate with university staff for cutting edge research-inspired curriculum development, weekly cocurricular activities, and to give students access to university enhancement subjects.

#### **ICT**

Ideally students will have an individual electronic device which is used as a chief learning tool. It is important for Adamas to be 'ICT-rich' but not 'ICT-dominant'.

### **Working With Families**

Adamas High School understands it is widely recognised that involving parents in their children's education is crucial – there is a strong association between family involvement and student achievement. Adamas High School will engage families by inviting them to regular events where their children present their work, ensure they have a say in how the school is run, and what is taught, and co-create the curriculum with caregiver(s)/parent(s).

During the last 30 minutes of the school day, Adamas will provide space for parents to learn alongside their children, it understands that caregiver(s)/parent(s) also form vital support networks with one another, often taking their knowledge into the wider community. Given the social issues that often plague society, especially in the Maori and Pacific community, Adamas will need to work in partnership with other services that enable parents to access information and support. A social networking platform will be developed alongside the school IT system, which will be invaluable in fostering the school community, especially for parents who struggle to find time to be involved in school activities. Facebook is a useful tool for displaying students' work, and will give caregiver(s)/parent(s) a window into the classroom and act as a prompt for discussions around classroom topics at home. The aim of the school IT portal is to create a constant dialogue between caregiver(s)/parent(s), teachers and students, keeping caregiver(s)/parent(s) informed and engaged at all times and bridging the gap between school and home. Strengthening relationships between schools, caregiver(s)/parent(s) and the community enhances student engagement, behaviour and achievement, improves outcomes for families and builds social capital in communities. Schools that are embracing this approach have become shared spaces with resources that the community has access to and ownership of – making the school into an institution with genuine reach and impact beyond its walls.

### **Staff**

There will be extensive professional learning, staff development, and staff management, in conjunction with 'Invitation Education'. All teachers and administrators will be given prestige, decent pay, and a healthy level of responsibility. Teaching activities are de-privatised, as the staff engage collaboratively in their professional practice and learning. Teachers will be supported to gain their Masters degrees over a period of time. Invitation Education is a program that emphasises teaching practices based on respect, trust, optimism and intentionality.

### **Enviromentors Program.**

The program takes full advantage of the communities and the natural setting in which it is located, helping its learners make a deep connection to place and to recognize the importance of place as a context for learning. Adamas will host students from other parts of the country with Adamas students acting as 'enviromentors', creating a surge of empowerment and community pride.

### **Connecting Generations**

This will foster inter-dependent, intergenerational learning and a deep appreciation for other generations. It will entail a database and system which allows young people and older members of the community to connect for focused cognitive apprenticeship opportunities, as well as more general learning from each other.

### **Social Media Broadcasting Station**

Students will tweet what they have been doing during the day to family and relatives.

### **Student Contract**

Our goal is for 100% of all students to pass 100% of all classes. Students are expected to complete all assignments to their highest level.

### **Parent Contract**

Parents will be encouraged to be involved in school and sign an agreement at the beginning of each year, in which they agree to support the learning opportunities at school.

### **Tutor Program**

The program will have a number of aims including to: (a) promote strong student-teacher relationships; (b) create a comfortable social environment; (c) forge partnerships with parents, who are included as collaborators in their child's learning; (d) personalise learning pathways, according to student learning needs and curriculum choices; and, (e) support students to develop the skills and dispositions required to become resilient lifelong learners. (f) tutor assistance with the completion of learning tasks; (g) the returning of all assessments via tutors; (h) tutor support and advocacy; and (i) the construction of Personal Learning Plans (PLPs), including regular reflections on learning.

### **Chief Executive Officer Who is an Education Pioneer**

The CEO will demonstrate a strong understanding of the competency of the staff, be a role model, and acknowledges Adamas's success will not be determined by a sprint, but by a marathon. The CEO must be very willing to work collaboratively with the staff in implementing the school policies.

### **Springboard Program**

A student who has failed their Junior Education Certificate or NCEA in his/her year level, will be given an additional year of education to understand and overcome their earlier failures at school, in learning or in their personal lives, and to find the best way to move on, i.e. to return to the school system or to enter vocational training or the world of work.

### **Transactional Analysis Theory**

A student experiences and manifests their personality through a mixture of behaviours. An empowerment program will be designed to train teachers to consciously realign in the transaction [communication between teacher and student] through focusing on an adult to adult stimulus, this will result in a greater chance of developing a positive response with the student involved. An example: "I would like to bring you back to focus on the summary points of the work we have been completing. As you reach a convenient point at which to stop, please redirect your attention to me."

### **Pedagogue Program**

This will facilitate the traditional role of "teacher", long established as the centre of agency within the classroom, to be replaced by the new professionalism of the "pedagogue", the adult who skilfully creates the conditions for learning through mentoring, coaching, provoking, scrutinizing and co-constructing the learning experience with the student.

### **Raise the Rigor Program**

This will result in meeting the needs of all students regardless of how diverse the needs and interests of each individual student might be. Research shows that more than 50% of a teacher's questions in one lesson are lower level questions.

### **Flexible Scheduling**

Early Bird Classes, b. Extended Day Classes, c. Evening Classes, d. Saturday Classes, e. Summer Classes and f. Non-Traditional School Year Classes.

### **Educational Options Program**

Students will be given the opportunity to travel, start internships, and gain summer employment.

### **Academic Advancement Opportunities**

**Dual Enrolment Options.** This allows students to take advantage of earning High School and University credit and points at the same time by taking University level classes at Adamas.

**Post-Secondary Education Options.** This allows students to attend local Universities physically or via the Internet, earning both High School credits and University points.

### **Science and Business 'Zones'**

These will be tailored towards discussion, research, and experimentation. Teachers clearly expect students to be active learners and to work as scientists and/or entrepreneurs. The strong belief that science and business should be based on scientific and entrepreneurial enquiry is a key factor in the success of teaching.

### **Learning Futures Program**

A strong belief in Adamas's ability is to find and share best practice in learning. Adamas will constantly build its capacity to innovate to provide the best outcomes for all its students and intends to document and share the processes involved.

### **Whānau Group**

This group will contain 8-10 mixed age students and is led by a teacher or staff. Different kinds of group activities are held once a month on Monday evenings. Group 'mates' can discuss the kind of activities they want to do with their friends and teacher, for example, playing rugby, going to the beach, gathering at a restaurant, etc. In the groups, students get mutual support from each other.

### **Distributive Leadership Model**

Leadership is about "liberating cleverness". Mobilizing leadership at all levels in the organisation not just relying on leadership from the top. There is increasing evidence to support a strong relationship between distributed patterns of leadership and improved student outcomes. It will necessitate the creation of time, space and opportunity for groups to meet, plan and reflect. This will offer new opportunities to lead, by generating broad based leadership and by providing the creative spaces for dialogue and discussion within the network.

### **3.1 – Objective**

### **3.3 – Response**

#### **Section 3 Question 1**

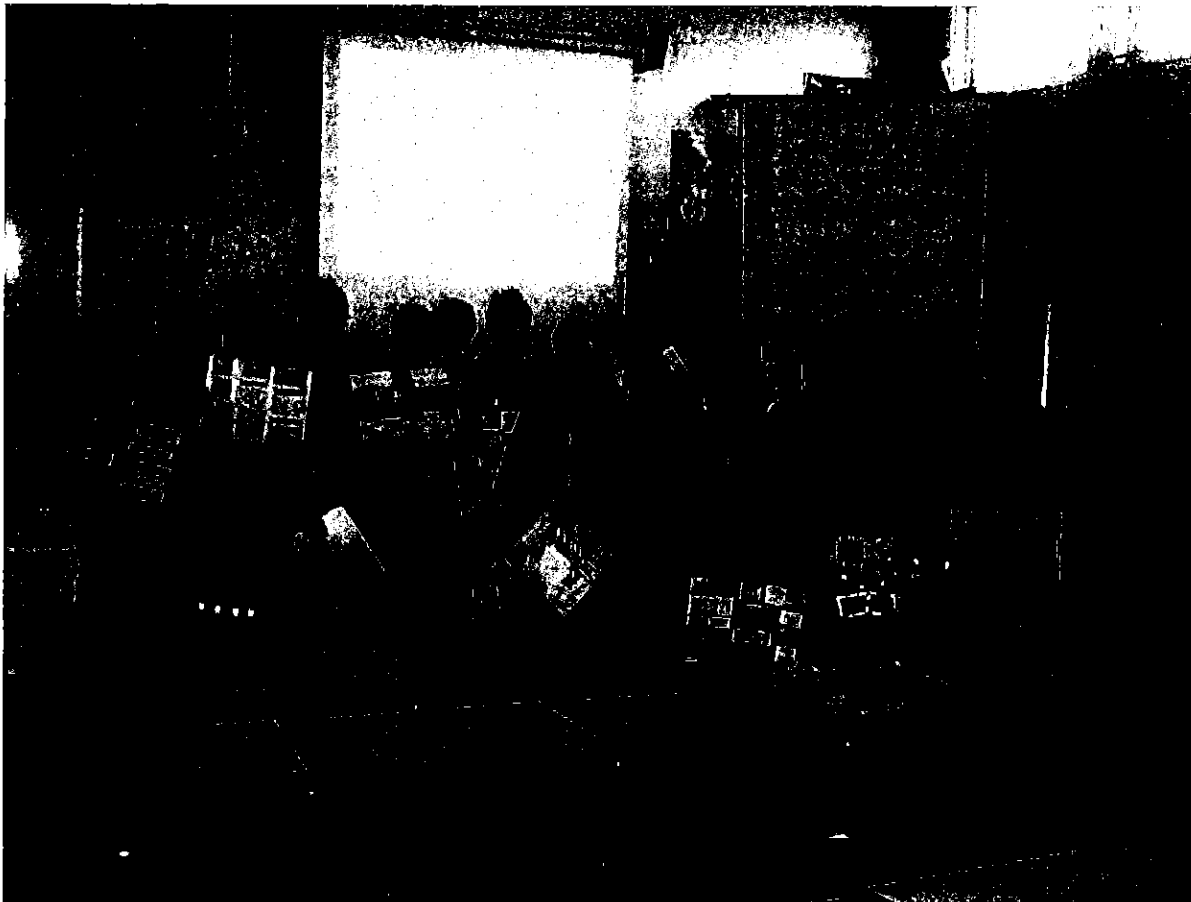
We are fortunate to be living in a time where paradigms have shifted and the culture has changed in an exciting way to allow students to learn and progress at a manner that best suits the needs and interest of the learners. The mission of Adamas High School is to cultivate students through providing them with a quality and dynamic learning environment that enhances students' multi-faceted abilities with a view to achieving all round development, adopting innovative teaching and cooperative learning approaches so that students can reach their full potential and promoting self-learning experiences and practice to develop skills essential for students' lifelong learning. The key to Adamas High School's success involves creating the mechanisms to connect learners and to stimulate learning.

The vision for Adamas High School is for all teachers and administrators to be actively involved by encouraging every student to be lifelong learners and participate in the program. Academic Advancement will be a culture change, an opportunity to make personal decisions and have the opportunity to participate in more challenging classes. Students will only be limited by the choices they make and the work ethic and desire they display in gaining the best possible education.

The vision for the students is for them to take a more challenging High School academic course load and to be better prepared to compete in the 21st century by being University and/or workplace ready. I foresee all students having the autonomy to plan an individualized school plan that meets their individual needs and serves as a launch pad for their life goals. Students will be able to evaluate, access, plan, set goals and create multi-year, individualized plans designed to assist them in reaching their full potential.

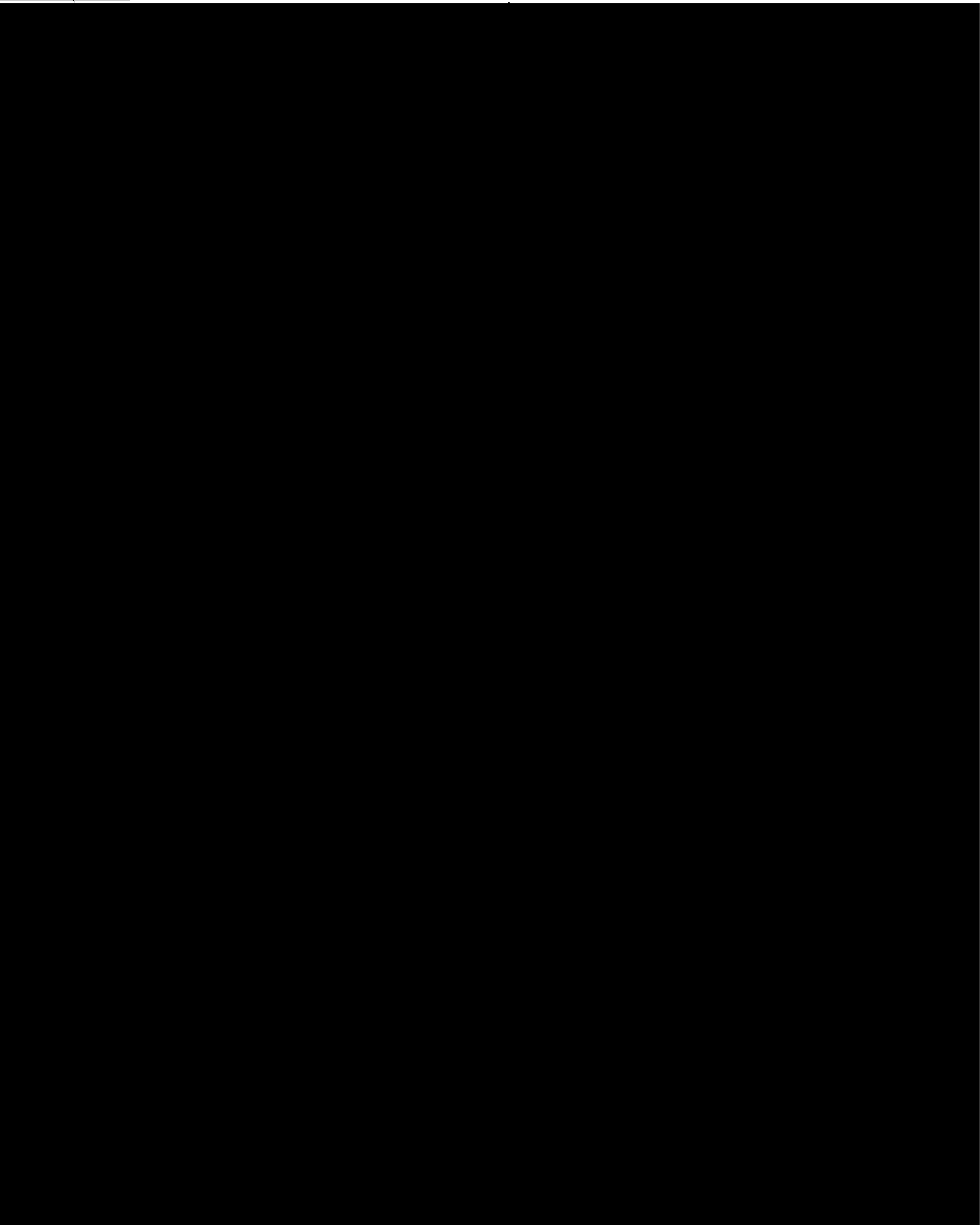
I am proposing to open this school because I believe that New Zealand's education system does not give consistent opportunities to students to advance themselves, and I firmly believe that a student's postcode, ethnic background and family income shouldn't dictate whether he or she will go to or complete University. I believe closer partnerships with higher education institutions are key opportunities for continued progress and learning. As a country, we need to address the significant decline in student interest and achievement in NCEA and higher education, and I believe the schooling model of Adamas High School addresses the broader educational and learning challenges for the twenty-first century.

I hope the following photos emphasise to you the power of my education philosophy which inspires my 'education pioneer' journey.



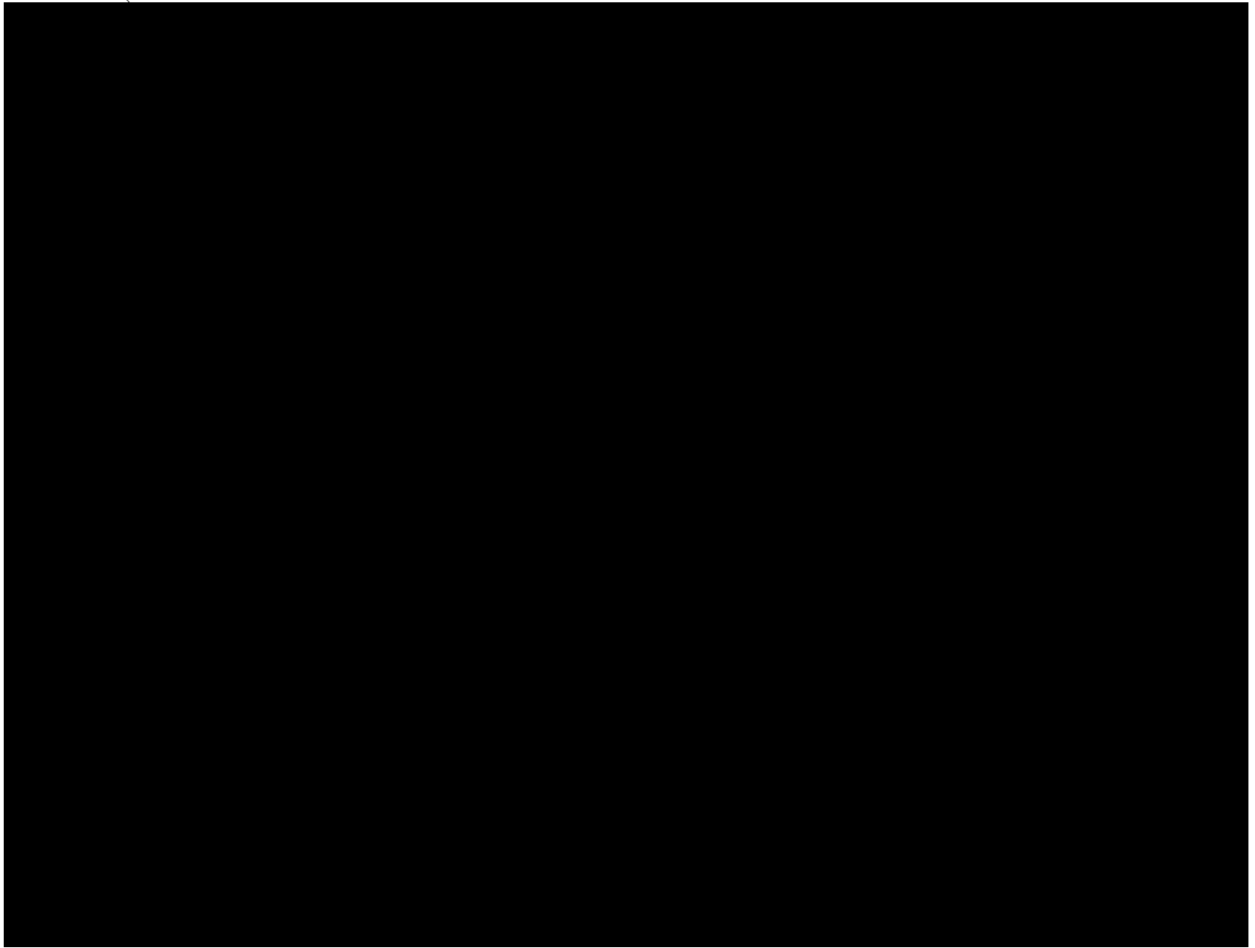
**Thomas Pietkiewicz teaching the Virgin Galactic unit at Hamilton Boys' High School**

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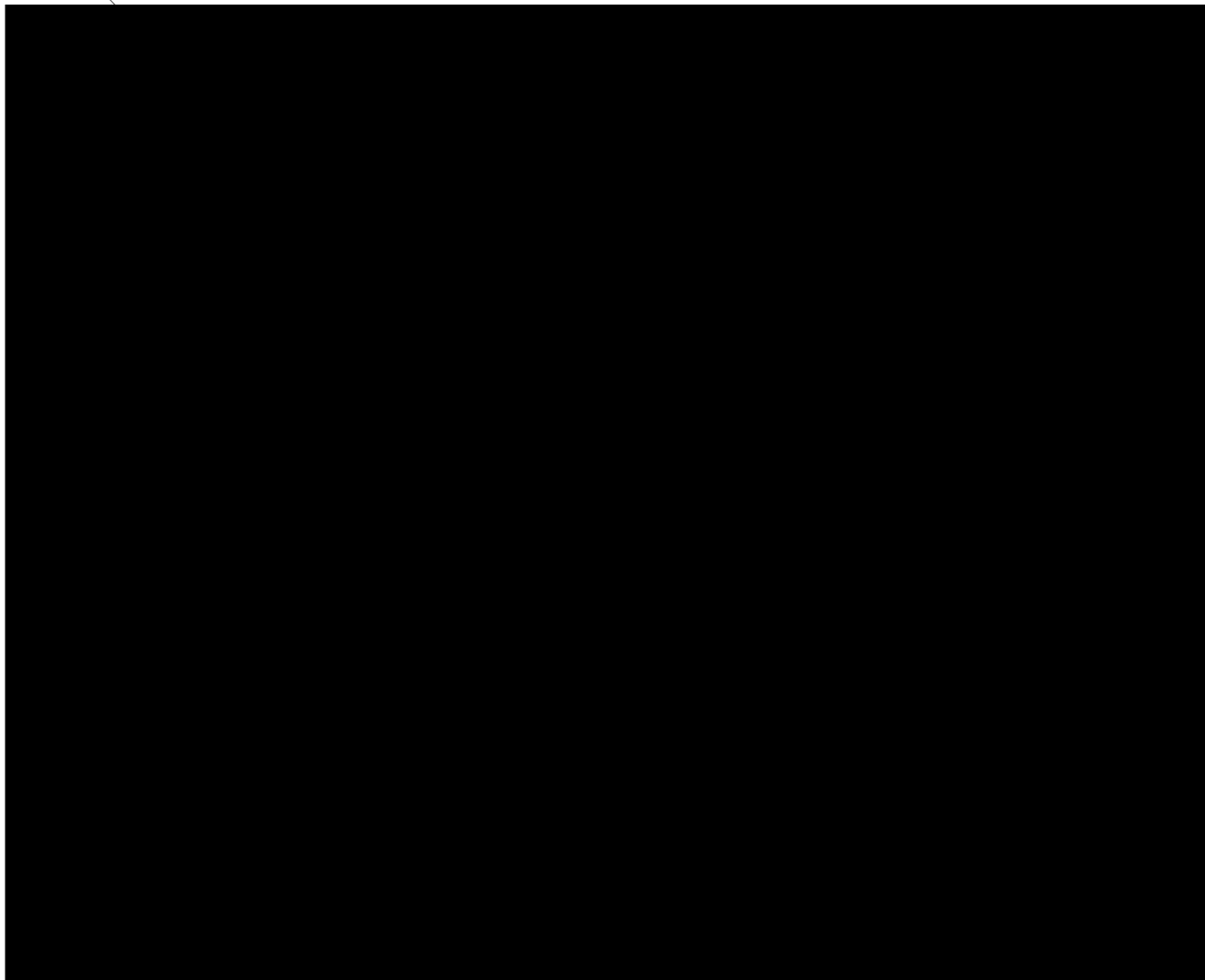
**Thomas Pietkiewicz standing up for Fairfield College with other students**

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**Thomas Pietkiewicz receiving a thank-you card from Year 9 students at Fairfield College**

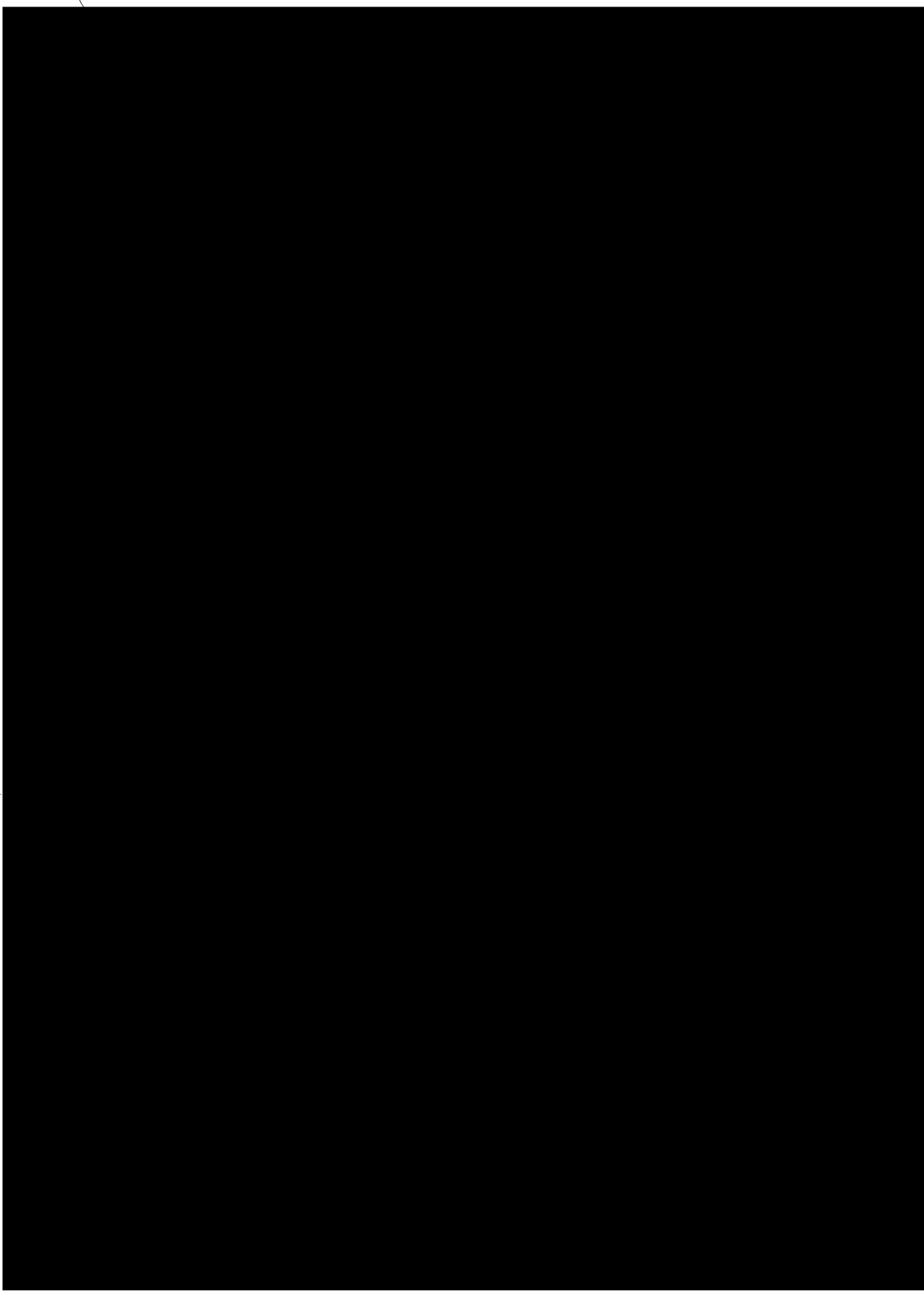
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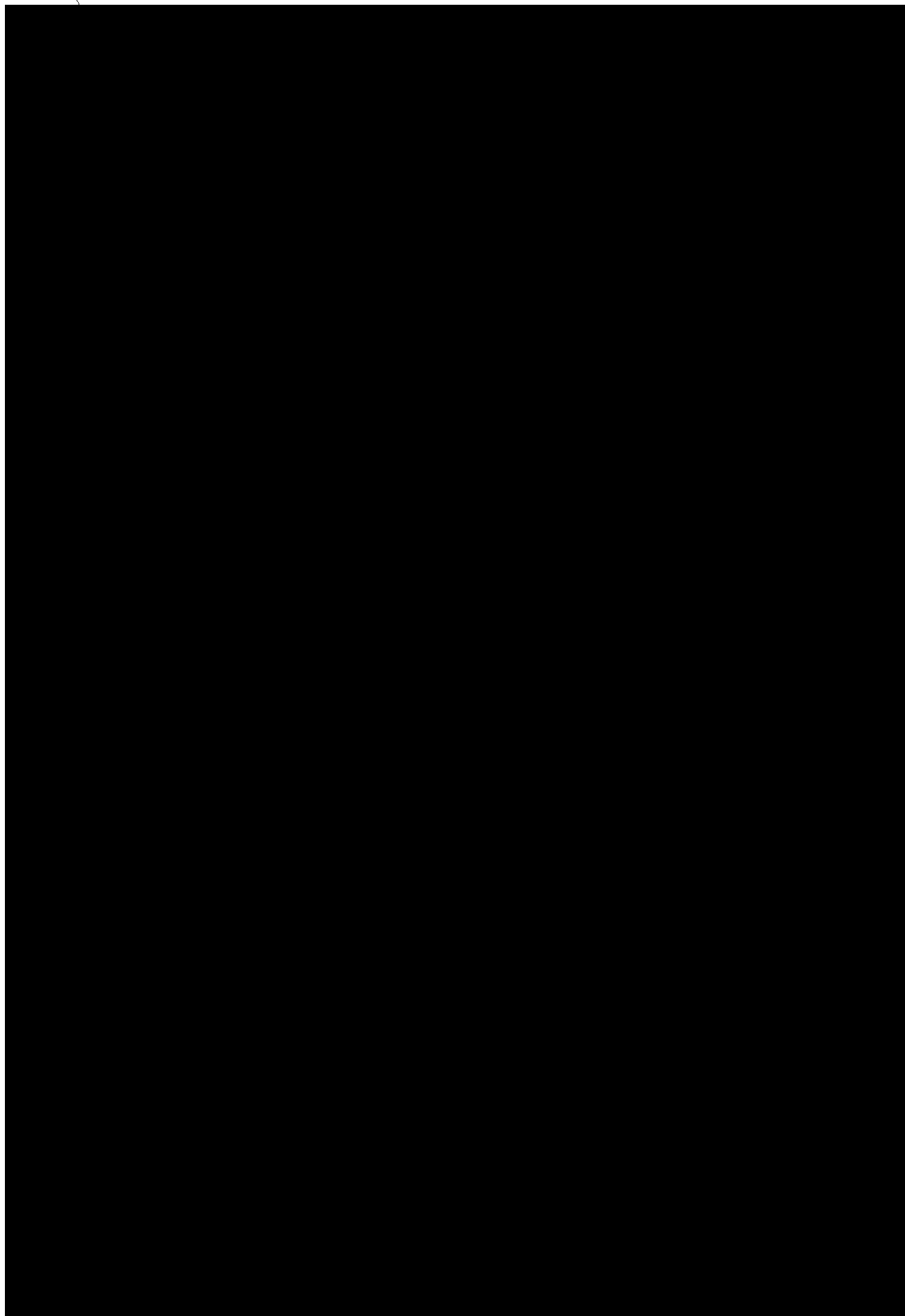


Thomas Pietkiewicz Receiving 'Top Coach Award' at Hamilton Boys' High School



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### **Section 3 Question 2**

#### **Student Engagement 95%**

Student engagement will be independently assessed by allocated Progress Managers on a weekly basis through the Adamas's IT system, and random inspections. Teachers will have the option to send Progress Managers individual comments on each student's engagement levels in class through the IT system, preventing issues from escalating.

Students will submit their lesson reflection and feedback at the end of each lesson through their electronic devices. They will be provided with multi-choice questions in regards to the lesson, a blank comment box, as well as higher order thinking questions, which will increase the quality of the feedback. This feedback will be inspected by the Progress Manager daily, and a weekly report will need to be prepared for the CEO that summarises the feedback of the students. Parent(s)/caregiver(s) will have the option of providing feedback through weekly surveys, which will be inspected by the Progress Manager and CEO on Monday morning.

#### **Student Progression 95%**

Teachers will independently create assessment criteria to measure the progress of each student within a reasonable timeframe as evidenced in Finland. Assessment criteria could range from questionnaires within a lesson that is updated to the school IT system and accessible by caregiver(s)/parent(s), if there is consistently low scores, an alert is sent to the Progress Manager, Tutor, and Principal. It is my firm belief that teachers within each class will know the best way to assess the students that they form positive relationships with. If a teacher is identified as having difficulty with this assessment style, the Principal will provide support.

Students will be accountable to their Tutor and Progress Manager for their progress in the individual learning programs they have created. Students will also report to the Guidance Manager they have been assigned to every month. The Guidance Manager and Progress Manager will then have to report to the Principal who will discuss these reports with the CEO. Students underperforming will have meetings scheduled with family members, and cultural representatives if allowed by the family, intervention specialists, and the CEO, to ensure that no student is left to fail. If necessary, the student will be enrolled into the early bird classes, extended day classes, evening classes, Saturday classes, summer classes or non-traditional school year classes. This will be tied into the contractual agreement negotiated between Adamas High School and each student and parent before they are enrolled into the school. I believe this will set clear and consistent guidelines for all stakeholders in an effort for the entire community to understand that this is a school without failure.

#### **Student Achievement 100%**

Teachers, Progress Managers, and Guidance Managers will routinely work with students to assess each student's current position with their individual learning program. Students underperforming will have meetings scheduled with family members, and cultural representatives if allowed by the family, intervention specialists, and the CEO, to ensure that no student is left to fail. If necessary, the student will be enrolled into the early bird classes, extended day classes, evening classes, Saturday classes, summer classes or non-traditional school year classes. This will be tied into the contractual agreement negotiated between Adamas High School and each student and parent before they are enrolled into the school. I believe this will set clear and consistent guidelines for all stakeholders in an effort for the entire community to understand that this is a school without failure.

#### **Stand Downs per Year (1) and Classroom Behaviour Issues to be Under 10%**

The CEO will work in collaboration with teachers to identify problematic behaviours in the classroom on a weekly basis. The CEO will make his / her office available during set hours per week to allow any faculty member to voice their concern regarding a particular student. In addition, teachers will be able to input details of problematic behaviour on the school Internet portal, which will immediately send an email to the CEO and Principal. It will be a priority that either of these two authority figures action the teachers input within one to two working days, depending on the severity. The importance here is to

ensure that classroom behaviour issues are minimised to allow a positive and safe learning environment, and that faculty members feel confident that when an issue is raised, it is dealt with in a reasonable timeframe.

**Percentage of Students Who Leave the School and Enrol With a Provider of Higher Education or Vocational Training or Who Secure Sustained Employment - 95%**

Due to the distinct purpose of Adamas High School, students will be expected and supported to enrol into higher education, vocational training or gain secure sustained employment. It is expected that a healthy portion of students will already be enrolled in some form of higher education program before they finish school. Students who attempt to leave Adamas will be required to fill out a leaving form. The form will provide an option for students to indicate what their intention is once they leave school. If there is a trend developing in regards to students leaving which the CEO believes could be avoided within the parameters of the school, then the CEO will collaborate with all staff members to formulate and implement an action plan.

The remaining 5% is to account for students that may wish to travel overseas, start their own business, or another factor that I have not accounted for.

**Students at School During Required Timetable Hours - 98%**

Due to the nature of the school environment, and the passionate staff members, students should naturally be willing and able to attend school. It has to be understood that factors such as adolescence, internal factors [within the school], and external factors [family and personal amongst other contributing factors], will result in deviations in attendance. Adamas High School will have a sophisticated IT system that will facilitate the attendance of students. Students will be prescribed trendy attendance bracelets that will need to be scanned when entering the school. Upon scanning the bracelet, the teachers computer screen will be populated with present students. The system will require the teacher to confirm that the students on the computer match the students in the learning environment. Once the teacher has selected the confirmation button, the school IT system is updated. Any students who are not present will be pre-populated onto a list that is sent to the attendance register staff member, and an automatic SMS message will be sent to the confirmed parent(s)/caregiver(s) on each student's account. If a student is absent for two consecutive days without an explained absence, an alert will be sent to the school intervention specialist, who will make all reasonable attempt to locate the student and family members to engage in a positive conversation which will provide insight into the absences. The intervention specialist will then report to the CEO and Guidance Manager any information that is relevant to the child, and the Guidance Manager will then determine if the students teachers need to be informed of the information.

**Special Needs Satisfaction - 100%**

The staff working with the special needs students of the school will be in the prime position to understand the students and parent(s)/caregiver(s) needs. Every month they will collaborate with the Progress Manager, Guidance Manager, Principal, and CEO and compile a survey that will be sent to the special needs students parent(s)/caregiver(s). The survey results will be compiled by the intervention specialists, and then reported back to the special needs staff. The Principal will then summarise the results back to the entire staff, and use his/her expertise to identify strengths, weaknesses, opportunities and threats, and develop and implement an action plan to address these areas which will be reflected upon in the next month.

**Special Needs Progression - 95%**

Teachers will independently create assessment criteria to measure the progress of each student within a reasonable timeframe as evidenced in Finland. Students will be accountable to their Tutor and Progress Manager for their progress in the individual learning programs they have created. Students will also report to the Guidance Manager they have been assigned to every month. The Guidance Manager and Progress Manager will then have to report to the Principal who will discuss these reports with the CEO.

### **ICT Proficiency - 100%**

Adamas High School will collaborate with local Universities and employers, as well as industry 'giants' such as Google, Apple and Yahoo in regards to the IT skills that students need to be globally competent. The collaboration will also focus on emerging career choices due to the rapidly changing dynamics of the 21st century. The CEO of Adamas High School will then collaborate with the Principal and IT staff, to make necessary modifications to the computer science curriculum. Where necessary, University personnel will be deployed into learning environments to support teachers, and foster deeper understanding amongst students. The CEO will provide opportunities for the IT staff to complete short courses at the University to ensure that they have the right technical competence to be effective pedagogues in the computer science curriculum. Teachers will independently create assessment criteria to measure the progress of each student within continual reasonable timeframes as evidenced in Finland, and within the parameters of the New Zealand Curriculum. Students will be accountable to their Tutor and Progress Manager for their progress in the individual learning programs they have created. The Progress Manager will then have to report to the Principal who will discuss these reports with the CEO.

### **Student Well-being - Subjective**

An important component of Adamas High School will be to ensure that each student's well-being is routinely evaluated. The Guidance Manager will hold key responsibility of this area. Each student will be required to complete a personal well-being survey to the school on a fortnightly basis. The questions will be co-constructed with local doctors, Guidance Managers, University health experts, parents/caregivers, community officials, teachers, and students. Student-well being is imperative for Adamas High School to succeed. If a student is not in a continuous state of positive well-being their chances of success and achievement diminish significantly. The Guidance Managers, and Principal, will evaluate all questionnaires, and take appropriate measures according to professional standards and advice, to ensure that each student's well-being is maximised for the benefit of all stakeholders.

### **Personal Development – Subjective**

Personal development will be subjective for each student. It will be embedded in the role of the Guidance Manager to construct an assessment that they believe will be a reasonable evaluation of a student's personal development. Whether that is confidence to speak to others, improving self-esteem, involvement in extracurricular activities, leadership, time management, organisation skills, goal setting, or realising one's potential [plus many other variables]. This will be an extremely difficult task for a Guidance Manager to undertake, but essential to the success of a student. It is expected that the Guidance Manager will conduct this task on a continual basis, regularly meeting with all students, not just those with major issues. Every student needs to develop personally in order to reach their potential. The Guidance Manager will regularly seek assistance from other members of staff [especially intervention specialists], and report on a monthly basis to the Principal and CEO about the overall personal development of students. It is important to note that advancing a student's academic possibilities is just as important as dealing with a student's psychological problems. Each student is individually important as the next student. No student will be left behind or categorised as a '5% student' [statistically speaking, Principals I have worked with have advocated there will always be a % of students who will not succeed]. Adamas High School is a school with no failure.

### **Professional Development Advancement - 100%**

All staff members will co-construct a questionnaire on a monthly basis tailored to evaluating the professional development advancements. Key areas to focus on will be guided by the CEO, and explore factors such as: cultivating a professional learning environment, staff engaging collaboratively in their professional practice and learning, undertaking of papers at local Universities or through virtual avenues, attitudes to professional learning, innovation workshop, distributive leadership model, IT infrastructure, recognition, and any other factors that any member of staff wishes to raise. The report will be compiled by the CEO and Principal, and presented back to the staff, students and families, to ensure clear transparency of the organisation. The CEO and Principal will create action plans if necessary, and routinely feedback to the Ministry regarding the professional development

advancements.

### **Family Satisfaction - 95%**

Adamas High School understands it is widely recognised that involving parents in their children's education is crucial – there is a strong association between family involvement and student achievement. Adamas High School will co-construct a questionnaire with families and all members of staff on a monthly basis. The survey results will be compiled by the Principal and reported to the staff, students and Ministry. The Principal and CEO will be equally responsible for ensuring that family satisfaction levels are maintained throughout the year and devise and implement strategic action plans in the case of any deviations from the 95% goal.

### **Community Satisfaction - 95%**

Adamas High School will co-construct a questionnaire with community representatives and all members of staff on a monthly basis. The survey results will be compiled by the Principal and reported to the staff, students and Ministry. The Principal and CEO will be equally responsible for ensuring that community satisfaction levels are maintained throughout the year and devise and implement strategic action plans in the case of any deviations from the 95% goal.

### **Understanding of Cultural Identity**

Adamas High School will ensure that every student understands their cultural identity. I see this as a huge area of a student's life that is not significantly appreciated in New Zealand secondary school students today. A large portion of Maori students I have taught in the past did not understand their full ancestral heritage, nor did they understand the activities of their Tribe. Through the 'Connecting Generations' program, Adamas High School will construct a database which allows young people and older members of their Tribe to connect for focused cognitive understanding of their tribal history. Students will be required to integrate their cultural understanding into their personalised learning plan, and present their understanding of their 'cultural identity' once a year in a cultural awareness ceremony. Teachers and Guidance Managers will consistently evaluate whether or not a student has embedded cultural understanding into their personalised learning plan. If they believe that there are inadequacies, the student will be required to rectify their plan within two school days, otherwise the parent(s)/caregiver(s) of the students will be invited to the school, and collaboration session with all interested stakeholders will take place, to ensure the student is set on a clear path to understand their culture.

### **Section 3 Question 3**

The key advantages of Adamas's High School application is that it is built on an extensive research campaign comprising of months of NCEA results analysis, and innovative education exploration and analysis. A large part of the research focused on the OECD and its quest to discover innovative learning environments from around the world as well as the Innovation Unit established in the United Kingdom. Conclusively I have discovered that for the future of New Zealand education to elevate itself to reach Government objectives, it truly needs to implement radically efficient learning environments.

I understand the nature of traditional New Zealand state schools which contain a large number of frustrated front line staff. A large number of teachers lack the leadership to be driven into the exciting world of 21<sup>st</sup> century education. I am a qualified secondary school teacher, and I am a successful New Zealand entrepreneur, having sold my first business at the age of 17 on Trade Me for more than my teacher [at the time] of Economics yearly wage. I understand the cultural requirements of Maori students, having successfully inspired many Fairfield College students during my internship there when it was being heavily criticised by New Zealand media. My associate teacher commented at the time, "You are able to relate and connect with the students without losing your authority...students

were completely hooked and you found the best way to connect with these types of students...reminding students of your expectations of their behaviour...excellent connection about the importance of doing well in school and also finding a passion in life". During my teaching experience at Hamilton Boy's High School I was commended by the Deputy Principal who stated: 'You have taken this role so much further than you were asked and have given the boys some wonderful memories that will last a lifetime', as well as a family member who wrote in a card: 'You have been an excellent role model. You have had a very positive impact on him as he matures into a fine young man (we hope)'. During my last teaching post at Kerikeri High School I successfully taught and mentored a Young Enterprise Company to 2<sup>nd</sup> place in the Young Enterprise Scheme regional competition, and upon my farewell, I was presented with a pounamu by a local Maori representative. I have also taken the innovative approach of creating an NCEA Business Studies Teachers Facebook Page [<https://www.facebook.com/groups/nceabusinessteachers/>] which currently has 48 teachers from across the country, and I have been featured in a teacher magazine for my innovative approaches to Facebook Groups in education.

I firmly believe that for any Partnership School to survive it is going to need an exceptional CEO. Through my understanding of business and education, and the recruitment of likeminded people who will make Adamas High School a success, I firmly believe that as CEO, I will deliver and exceed all Government objectives bestowed on to the school. I will dedicate my soul, my time, my energy, and all I have to ensure that this school is an innovative education model that the Government can be proud of. All I require is that my voice be heard, my ideas to be implemented, and the right people to deliver success. I guarantee that if you simply provide me with the opportunity to create Adamas High School you will not be disappointed. I strongly believe that the best way to predict the future of education in New Zealand, is to create it. Let's create the radically efficient learning environments that New Zealand students deserve.

#### **4 - Educational Plan**

##### **4.1 - Education Process**

###### **4.1.1 – Objective**

The Educational Plan is the heart of your application. It must show how each element serves to reflect the school's purpose and allows performance goals to be met.

The plan must describe the structure of your school and the experience that students will have there. It must also show how the school intends to evaluate the performance of both individual learners and the school as a whole.

Your target student population must be clearly identified and plans for engaging with the Government's priority groups and parents, family/whānau and community are clearly identified and achievable.

The school's learning environment and teaching practices will be designed to match the educational needs of the proposed student population and lead to success for the Government's priority groups. The school self review processes should be linked to, and reflective of, best practice and ensure ongoing development and improvement.

Reviewers will expect that the proposed approach to monitoring student progress and achievement will align with the school's stated purpose and goals.

###### **4.1.2 – Answers**

#### **Section 4 Question 1**

### **Profile of the Student Population Expected at Adamas High School**

It is expected that there will be a spread of Year Levels at Adamas High School due to the distribution of population around the expected school area, as well as the marketing strategy to recruit students. Due to the education attainment of Maori and Pacific students, there will be a greater number of Year 9 and 10 students, compared to Year 11, 12, and 13 who could have potentially been victims of the system already.

I expect there will be a larger percentage of Maori students compared to Pacific, and a lower level of New Zealand European students due to societal norms. I expect there to be a near 50/50 ratio of male to female students, and I expect the roll numbers to be low in the first year of school operation. Once Adamas has implemented effective media strategies, established partnerships, and maximised its communication channels, roll numbers are expected to significantly increase in Years 2 onwards.

### **Section 4 Question 2A**

#### **Relationship between the Student Population to be Served and the Intended Geographic Location of Adamas High School**

This will be determined by consultation with the Ministry of Education as I was unable to find detailed results of areas in need of Adams High School. However, I strongly believe that given the time available, in relationship to the time the school will be built, this will provided plenty of opportunity for staff involved with Adamas High School to develop a positive relationship with the student population, and develop an awareness of the geographic location.

### **Section 4 Part A Question 2B**

#### **How Adamas High School will be able to provide improve improved outcomes for Māori, Pasifika, students with special education needs and students from low socio-economic backgrounds when compared with current provision in the area served by the school**

The answer to this question will have to be approached with an open mind by the Ministry. There are a number of factors why these targeted students are not achieving in the current areas, and this will be determined by primary research of the community where these students reside. I can only hypothesise in this answer because I admittedly do not have the resources yet to conduct such an analysis, but there are crucial elements of a school that results in its failure to educate students. The dominant reasons are a lack of leadership, severe lack of professional development, low demand of students academically, polluted communication channels, and front line staff who allow students to fail. Education institutions are not rocket science, there are clear reasons for their demise, and I guarantee you that I will be able to prepare a report within a couple of weeks as to why a school is failing in a certain area. I have been a teacher in one of New Zealand's most scrutinized schools [Fairfield College], and two of New Zealand's most prestigious schools [Kerikeri High School and Hamilton Boys' High School], and through my experience in market analysis and teaching, there are clear trends and outliers associated with improved outcomes.

Clearly you have read Adamas's distinctive purpose and the number of programs and preventive internal controls it intends to put in place. I hope that you can trust what I have presented on this document to make a conclusive decision that Adamas will do everything in its willpower to ensure that it becomes a school without failure.

### **Section 4 Part A Question 2C**

#### **Describe the educational needs of students the school intends to enrol and identify the barriers that exist between them and educational achievement**



The educational needs of students Adamas High School intends to enrol is evident from the extensive research I have undertaken. The needs of each student are different, no matter where they are geographically placed, ethnic background, or family income. One student may need to be assigned a professional coach to reach his/her aspiration of becoming a sports superstar, one student may need positive encouragement everyday because they are being abused at home, one student may need a computer as his/her main learning device because that is how the student loves to learn, and one student may need the teacher to guide him/her throughout the day as he/she has difficulty organising himself/herself.

It is clear that assessing the needs of every student is going to be one of the largest barriers to Adamas High School. Every student will need to undergo extensive testing to ascertain their existing reading and writing levels, and psychological assessments to ascertain their well-being. From there, students will need to undergo an ideal learning environment test to determine the best way that student likes to learn [what has worked well in the past, and how they would like to learn in the future], as well as a test to understand how the student perceives Adama's ability to link the student with their academic and personal development [after understanding the programs that Adama's offers]. Once the tests have been compiled by the passionate approach of all staff members, students will then have to construct personalised learning plans collaboratively with their teachers, guidance managers, progress managers, tutors and family. All of this will take a considerable amount of time and effort by all stakeholders; however the improved outcomes will be an incredible sight to witness. Barriers will arise through the surveys completed by all stakeholders, and it will be the task of key personnel such as the CEO and Principal to implement preventive internal controls to ensure that barriers are removed, and the organisation is allowed to thrive.

Above all, Adamas High School understands that if it creates a learning environment of autonomy, mastery, and purpose, then it will remove all barriers to the success of the organisation and its stakeholders.

## **Section 4 Part A Question 2D**

### **How I Propose To Attract These Students**

Students will be attracted through marketing strategies that invoke the target market (community, families, and students) to take action and enrol into Adamas High School. Adamas, through their partnership with local Universities and marketing businesses, will seek expert assistance from the Universities marketing students, professors, and local marketing experts, to put together a specific plan and timeline for marketing Adamas.

The distinctive purpose and educational goals of Adamas [which I believe will be extremely enticing] will be clearly communicated to a variety of target populations, using well-written and well-designed publicity materials, inclusive of [these could be improved upon after consultation with Adama's partnerships]:

- Brochures
- Website
- Newspaper and Magazine Advertisements
- Press Releases for News Publications
- Notices Placed in Public Areas
- Postcards
- TV and Radio Service Ads
- Social Media Channels [YouTube, Facebook, Twitter, Pinterest, LinkedIn]

Marketing strategies will be inclusive of:

- Public meetings held in centrally located sites [town hall / library as examples] where the community can learn more about Adamas High School.
- Postcards mailed to target households with dates of open days and registration for the school in an attempt to saturate the market in a non-intrusive way.
- Notify local newspapers, television and radio stations of meeting dates.
- Create brochures with tear-off cards that can be mailed in for additional information
- Place ads in all news publications serving targeted areas
- Place ads in local parenting magazines
- Contact TV and radio stations to place public service ads
- Write press releases about Adamas High School
- Sponsor booths at local events, such as concerts, markets and fairs
- Call the managers of local malls to set up an information and registration booth on the weekends
- Identify new parents who can serve as promoters of Adamas High School; they may also be the first members of a strong parent organization
- Target neighbourhoods where under-performing, overcrowded schools are located
- Set up a telephone bank. Hire a few people (or enlist volunteers) to make phone calls for three hours a day to publicize the school. The best time being between 5:30 and 8:30 PM, daily, and from 11:00 to 2:00 on Saturday. Offer new parents volunteer hours for making calls.
- Make appointments at local churches to speak about Adamas High School (bring brochures)
- Network with the Principal of the nearest primary school(s) and intermediate school(s) that may serve as a feeder school to Adamas.
- Have parents and employees give out brochures at local supermarkets and libraries.
- Post notices in local preschools [parents may have older children].
- Post notices and brochures at local apartment buildings, fast food outlets, grocery stores, fast food restaurants, banks, gas stations, restaurants, community centres, Boys' and Girls' Clubs, real estate agencies, paediatricians' offices, churches, convenience stores, colleges and universities, technical colleges, housing development offices, hospitals, day care centres, community recreation centres, local markets, local businesses, pet stores, book stores, centres for the arts, furniture outlets, pharmaceutical stores, large chain stores, gas stations, and Work and Income.
- Ask local businesses to contribute door prizes for public viewing days.
- Set up a separate telephone extension with a message that provides all critical information to parents interested in registering their child.
- Include all critical information on registration and school policies on the website.
- Articulating Adamas's philosophy and programs.
- Provide tours of Adamas High School.
- Family nights.
- Network with local politicians.

### **Essentials to the Marketing Campaign Which Are Often Overlooked**

The Principal and CEO will conduct a rigorous process consisting of the following:

- Is the grass neatly cut and trimmed on the school's property? Does everything have a fresh coat of paint, inside and out? Are there flowers? Are the sidewalks clean? Are the grounds free of litter?
- Is there adequate, friendly signage pointing the direction to the office for first time visitors?
- Is there ample visitor parking, clearly marked and close to the building?
- Are the trash cans clean and not overflowing with trash?
- Ensure visitors are greeted as honourable guests.

- Professional training of staff members to receive visitors.
- Professional training of teachers when visitors are escorted to their classroom.

Measurement of the above marketing campaign will be the key to the effectiveness. This will be a four-step process inclusive of: collection, analysis, creativity and evaluation. The collection step will involve Adamas High School collecting every piece of data it can, as often as it can, this will be inclusive of family data, communication data, and catchment area data. The analysis step will involve the process of aggregating and disaggregating the data and studying it to identify patterns or trends. The creativity step will involve the process of reducing the luck factor in advertising so that Adamas can target the use of its limited resources effectively. During this process Adamas will decide what kind of advertising to do, how to do it, where to do it and when to do it. It will occur in the context of the data that has been collected and analyzed for patterns and trends. The CEO will layout the advertising strategy for the entire year so that the look of pieces can be coordinated or linked. The evaluation step will ask whether the specific ad or campaign achieved the intended outcome. Adamas High School must tell people about its intentions. That requires a well designed marketing plan in order to effectively use what will undoubtedly be limited school resources. This requires the disciplines of reading, thinking, recording and analyzing data.

## **Section 4 Part B – Curriculum**

### **Section 4 Part B Question 3A**

Adamas High School will use the New Zealand Curriculum and develop a computer science and video gaming subject option with local Universities, and industry professionals. In accordance with Adamas's Dual Enrolment Option Program, and Post-Secondary Education Option Program, students may also be enrolled in University papers, or vocational training.

### **Section 4 Part B Question 3B**

#### **How the New Zealand Curriculum will be Delivered at Each Year Level**

When a student starts each year level, they will create an individualised learning program with their Progress Manager, Tutor, Teachers, Guidance Manager, and family relative to their expected NCEA level, and elements of the Dual Enrolment Program and Post-Secondary Education Option Program. Due to the scientific evidence of students learning at different speeds and in different styles, there will be students who are at different stages of the curriculum. A rigorous process will need to be enforced by all stakeholders to ensure that the student's learning program is aligned with the New Zealand Curriculum and provides sufficient room for progression, achievement, and engagement. Students individual learning programs will have to compromise elements of collaboration with their classmates, and their cultural identity. This overall process will be one of the hardest challenges of Adamas High School, and will ideally see many Adamas students making significant progress in University papers during their NCEA Level 2 and NCEA Level 3 years.

### **Section 4 Part B Question 4**

#### **Rationale of the Chosen Curriculum**

The New Zealand Curriculum has been chosen because it is familiar to New Zealand teachers, and community members. It is also well regarded within the education sector, and if implemented correctly, allows students the freedom to apply themselves in an inquiry based approach, and will provide Adamas with greater flexibility in constructing courses tailored to individual students. I envisage that students will ideally select individual Achievement Standards rather than have to choose a 'subject', and the best teachers will be selected to support students with those Achievement Standards.

## **Distinctive Instructional Methods**

Paradigms have shifted and the culture has changed in an exciting way to allow students to learn and progress at a manner that best suits the needs and interest of the learners. Students are only limited by the choices they make and the work ethic and desire they display in gaining the best possible education.

In the beginning all students will have the autonomy to plan an individualized school plan, with the support of key stakeholders that meets their individual needs and serves as a launch pad for their life goals. At the beginning of each day, a 'playlist' will be generated for each student [through sophisticated computer software], which is tailored to their individual needs. Elements of the playlist will include individual learning environments [individual students working on their own], group learning environments [students collaborating with each other], community learning environments [groups of students collaborating with the community], and passion learning environments [individuals or groups of students gaining a deeper understanding of their passions]. It is expected that the knowledge and personnel required for these learning environments will be already available on Adamas High School's IT portal, and the students should have a strong understanding of how to find the information required using the Internet as a medium. It is important to note that not all learning environments will require the student to be in a 'classroom', but different 'learning environments' which could consist of flexible learning spaces within Adamas High School, visiting lecturers from University experts, exploration and inquiry into areas of the community [museum, library, beach etc], Universities [Dual Enrolment and Post-Education Programs], the natural environment [Environmentors program], businesses, and even at home [the playlist will also trigger online courses, and processes that the students need to complete via accessing the IT portal].

Teachers, who understand that they are now 'pedagogues' [the adult who skilfully creates the conditions for learning through mentoring, coaching, provoking, scrutinizing and co-constructing the learning experience with the student], will act as mere facilitators of the learning, and individually make the best assessment as to where there needs are suited within the relative learning environments that their students are located.

The goal of Adamas High School is to digitise the entire curriculum, and maintain the crucial elements of the 'pedagogue' [mentoring and coaching].

### **Section 4 Part C Question 6B**

#### **How These Methods Will Provide Students with Knowledge, Proficiency and Skills Needed to Perform at High Levels**

Adamas High School will ensure that all elements of the curriculum will be embedded into each students learning environment. This will be made possible through rigorous preventive internal controls, inclusive of students creating individualised learning plans which will be supported by their Progress Manager, Tutor, Teachers, Guidance Manager, and family relative to their expected NCEA level, and elements of the Dual Enrolment Program and Post-Secondary Education Option Program.

### **Section 4 Part C Question 6C**

#### **How These Methods Will Help Produce the Educational Outcomes Anticipated in the School's Goals**

These methods provoke a radically efficient range of learning environments. Due to the autonomous nature of the students daily activities, teachers shifting their roles to pedagogues, the partnership with

Providing computer science, specifically computer coding, as a subject, is logical due to the importance of technology in the 21<sup>st</sup> century. Currently a demanding subject is not in place, and through Adamas's partnership with local Universities, students will be encouraged to take computer science as an option, combining NCEA mathematics credits, and University points, which is linked to Adamas's distinctive purpose. A video that has gone viral on YouTube features a large number of CEOs inclusive of Mark Zuckerberg, the creator of Facebook, who regularly stipulates that schools are not doing enough to teach students computer coding [<http://youtu.be/PilfCTPveos>]. Video gaming is one of the fastest growing industries in the world, and is worth an estimated \$65 billion, and is universal largely due to the rapid growth of mobile phone adoption, and low barriers to entry. Video gaming is also an emerging education phenomenon with gamification being an educational topic heavily researched. New Zealand game developers have also had recent success, featuring in the top 10 list of Apple's iOS market with six different games. Adamas High School plans to partner with these gaming companies and the industry as a whole to develop an innovative and engaging subject that will result in higher levels of engagement and unparalleled potential for earnings given the vast export markets.

#### **How It Will Meet the Needs of the Proposed Student Population, Whilst Having an Ambitious Approach to Meeting those Needs**

It will meet the needs through the passion, belief, trust, expectation, relationships, and optimism that all stakeholders involved in Adamas High School strive for. As previously stated, students will create an individualised learning program with their Progress Manager, Tutor, Teachers, Guidance Manager, and family relative to their expected NCEA level, and elements of the Dual Enrolment Program and Post-Secondary Education Option Program. A reminder: Adamas High School's distinctive purpose is to be a 'School Without Failure' and an 'Educational Academic Advancement Facility', and this is supported through all of its programs discussed at the beginning of this plan.

#### **Clear Plans for Transition between Phases of Education and Employment**

Students will have individual learning plans that will guide them through phases of education. They will be supported by their Progress Manager, Tutor, Teachers, Guidance Manager, and family relative to their expected NCEA level, and elements of the Dual Enrolment Program and Post-Secondary Education Option Program.

In regards to phases of employment, teachers will be given options to advance their skills and qualifications through Masters and Doctoral Degrees through Universities that Adamas has partnered with [this will be a voluntary choice by staff, or in accordance with a clause in their contract they choose to activate which entitles them to attend University]. Teachers will understand that professional learning is regarded as being the most important work priority. Their professional learning is the fundamental driver for the development of creative and innovative practice, as well as quality learning outcomes for students. This could be a significant departure from their experiences in other schools, but it is expected that the staff will actively engage with this priority. Through my research "many staff have expressed the need to build their skills and challenge their learners to full fill their potential". Other options will be open to staff inclusive of part-time work hours whilst they study towards their Masters / Doctorates part time, and job sharing. This will be a continuing area of innovative improvement for Adamas High School, as the CEO will understand that the front line staff is the key to Adamas's success.

#### **Section 4 Part C Learning Environment and Teaching**

##### **Section 4 Part C Question 6 - Proposed Instructional Methods**

##### **Section 4 Part C Question 6A**

It is important to note that during the course of Finland's education reforms, teachers have demanded more autonomy and responsibility for curriculum and student assessment. In Adamas High School, teachers will play a key role in assessing students. Assessment will be given a high priority towards individualised education and creativity as an important part of how the school operates. The progress of each student in school will be judged more against his or her individual progress and abilities rather than against statistical indicators. Student NCEA assessment will be embedded in the teaching and learning process and used to improve both teachers' and students' work throughout the academic year. Adamas High School will expect its teachers to design and conduct appropriate curriculum-based assessment to document student progress, classroom assessment, and comply with school-based evaluation. I believe this is an important part of a teacher's education and professional development. Adamas High School will accept the highest amount of responsibility for academic performance.

#### **Section 4 Part D Question 11A**

##### **How student progress and achievement will be measured, tracked and reported**

##### **Student Progression 95%**

Teachers will independently create assessment criteria to measure the progress of each student within a reasonable timeframe as evidenced in Finland. Assessment criteria could range from questionnaires within a lesson that is updated to the school IT system and accessible by caregiver(s)/parent(s), if there is consistently low scores, an alert is sent to the Progress Manager, Tutor, and Principal. It is my firm belief that teachers within each class will know the best way to assess the students that they form positive relationships with. If a teacher is identified as having difficulty with this assessment style, the Principal will provide support.

Students will be accountable to their Tutor and Progress Manager for their progress in the individual learning programs they have created. Students will also report to the Guidance Manager they have been assigned to every month. The Guidance Manager and Progress Manager will then have to report to the Principal who will discuss these reports with the CEO. Students underperforming will have meetings scheduled with family members, and cultural representatives if allowed by the family, intervention specialists, and the CEO, to ensure that no student is left to fail. If necessary, the student will be enrolled into the early bird classes, extended day classes, evening classes, Saturday classes, summer classes or non-traditional school year classes. This will be tied into the contractual agreement negotiated between Adamas High School and each student and parent before they are enrolled into the school. I believe this will set clear and consistent guidelines for all stakeholders in an effort for the entire community to understand that this is a school without failure.

##### **Student Achievement 100%**

Teachers, Progress Managers, and Guidance Managers will routinely work with students to assess each student's current position with their individual learning program. Students underperforming will have meetings scheduled with family members, and cultural representatives if allowed by the family, intervention specialists, and the CEO, to ensure that no student is left to fail. If necessary, the student will be enrolled into the early bird classes, extended day classes, evening classes, Saturday classes, summer classes or non-traditional school year classes. This will be tied into the contractual agreement negotiated between Adamas High School and each student and parent before they are enrolled into the school. I believe this will set clear and consistent guidelines for all stakeholders in an effort for the entire community to understand that this is a school without failure.

#### **Section 4 Part D Question 11B**

##### **How assessments and/or aromatawai will be used to tailor instruction to student needs and improve student outcomes**

Universities, and Adamas's IT system, the only limit the quest for mastery is the students own work ethic. Accompanied by the strong sense of purpose in all elements of the students learning environments, there is a strong sense of belief that the educational outcomes will not only be reached in accordance with the schools goals, but exceeded.

#### **Section 4 Part C Question 7**

##### **How it will support the engagement and achievement of Māori, Pasifika, students with special education needs and students from low socio-economic backgrounds**

This will be made possible by the autonomy given to all students, the option to master their chosen subjects, and the purpose embedded into every element of the learning environments. By allowing students to create their own individualised learning plans which will be supported by their Progress Manager, Tutor, Teachers, Guidance Manager, and family relative to their expected NCEA level, and elements of the Dual Enrolment Program and Post-Secondary Education Option Program, research has proven that students will achieve at higher levels of education outcomes and engagement levels will increase. The CEO and Principal will also routinely inspect surveys from all stakeholders, carry out random inspections, implement preventative internal controls and create timely, reliable, relevant and measurable action plans to ensure that engagement and achievement are in line with Adamas's distinctive purpose of being a 'school without failure'.

#### **Section 4 Part C Question 8**

##### **How Adamas's Learning Environment, Teaching and Curriculum will address the specific needs and barriers identified above**

Through the individualised learning plans designed by the students which will be supported by their Progress Manager, Tutor, Teachers, Guidance Manager, and family relative to their expected NCEA level, and elements of the Dual Enrolment Program and Post-Secondary Education Option Program, experienced stakeholders such as the Progress Manager, Tutor and Teachers will be able to focus and find a solution to support the specific needs of each student and minimise barriers where reasonably possible. This will be embedded in the job description of each of these experienced stakeholders.

#### **Section 4 Part C Question 9**

##### **Adamas's High School's Planned Review Processes**

Please see Section 3 Question 2.

#### **Section 4 Part D Student Progress and Achievement**

##### **Section 4 Part D Question 10**

##### **Qualifications Offered**

NCEA Levels 1, 2 and 3

Students will be eligible to enrol into University papers in accordance with the Dual Enrolment Option Program and Post-Secondary Educational Option Program

##### **Section 4 Part D Question 11**

##### **Tests, Measures and Other Assessments Proposed**

Teachers will independently create assessment criteria to measure the progress of each student within a reasonable timeframe as evidenced in Finland. Assessment criteria could range from questionnaires within a lesson that is updated to the school IT system and accessible by caregiver(s)/parent(s), if there is consistently low scores, an alert is sent to the Progress Manager, Tutor, and Principal. It is my firm belief that teachers within each class will know the best way to assess the students that they form positive relationships with. If a teacher is identified as having difficulty with this assessment style, the Principal will provide support.

Students will be accountable to their Tutor and Progress Manager for their progress in the individual learning programs they have created. Students will also report to the Guidance Manager they have been assigned to every month. The Guidance Manager and Progress Manager will then have to report to the Principal who will discuss these reports with the CEO. Students underperforming will have meetings scheduled with family members, and cultural representatives if allowed by the family, intervention specialists, and the CEO, to ensure that no student is left to fail. If necessary, the student will be enrolled into the early bird classes, extended day classes, evening classes, Saturday classes, summer classes or non-traditional school year classes. This will be tied into the contractual agreement negotiated between Adamas High School and each student and parent before they are enrolled into the school. I believe this will set clear and consistent guidelines for all stakeholders in an effort for the entire community to understand that this is a school without failure.

## **Section 4.2 Support For Learning**

### **Section 4.2 Part A Parent / Family / Whānau / Community Involvement**

#### **Section 4.2 Part A Question 1A**

#### **How Adamas High School Will Work With Students, Parents, Families / Whānau and Community to Promote High Attendance Levels, School-Wide**

Adamas High School understands it is widely recognised that involving parents in their children's education is crucial – there is a strong association between family involvement and student achievement. Adamas High School will engage families by inviting them to regular events where their children present their work, ensure they have a say in how the school is run, and what is taught, and co-create the curriculum with caregiver(s)/parent(s).

During the last 30 minutes of the school day, Adamas will provide space for parents to learn alongside their children, it understands that caregiver(s)/parent(s) also form vital support networks with one another, often taking their knowledge into the wider community. Given the social issues that often plague society, especially in the Maori and Pacific community, Adamas will need to work in partnership with other services that enable parents to access information and support. A social networking platform will be developed alongside the school IT system, which will be invaluable in fostering the school community, especially for parents who struggle to find time to be involved in school activities. Facebook is a useful tool for displaying students' work, and will give caregiver(s)/parent(s) a window into the classroom and act as a prompt for discussions around classroom topics at home. The aim of the school IT portal is to create a constant dialogue between caregiver(s)/parent(s), teachers and students, keeping caregiver(s)/parent(s) informed and engaged at all times and bridging the gap between school and home. Strengthening relationships between schools, caregiver(s)/parent(s) and the community enhances student engagement, behaviour and achievement, improves outcomes for families and builds social capital in communities. Schools that are embracing this approach have become shared spaces with resources that the community has access to and ownership of – making the school into an institution with genuine reach and impact beyond its walls.

Due to the nature of the school environment, and the passionate staff members, students should naturally be willing and able to attend school. It has to be understood that factors such as



adolescence, internal factors [within the school], and external factors [family and personal amongst other contributing factors], will result in deviations in attendance. Adamas High School will have a sophisticated IT system that will facilitate the attendance of students. Students will be prescribed trendy attendance bracelets that will need to be scanned when entering the school. Upon scanning the bracelet, the teachers computer screen will be populated with present students. The system will require the teacher to confirm that the students on the computer match the students in the learning environment. Once the teacher has selected the confirmation button, the school IT system is updated. Any students who are not present will be pre-populated onto a list that is sent to the attendance register staff member, and an automatic SMS message will be sent to the confirmed parent(s)/caregiver(s) on each student's account. If a student is absent for two consecutive days without an explained absence, an alert will be sent to the school intervention specialist, who will make all reasonable attempt to locate the student and family members to engage in a positive conversation which will provide insight into the absences. The intervention specialist will then report to the CEO and Guidance Manager any information that is relevant to the child, and the Guidance Manager will then determine if the students teachers need to be informed of the information.

#### **Section 4.2 Part A Question 1B**

##### **How Adamas High School Will Develop Family-School Partnerships That Focus on Strengthening Support for Learning, Improving Communication, and Encouraging Parent / Family / Whānau Involvement In School Operations**

See Section 4.2 Part A Question 1A answer.

It is important for Adamas High School to form positive partnerships with caregiver(s) and parent(s), and to apply creative solutions to enhance its capacity to engage all stakeholders. The school will routinely review the number of parents that respond to communication from the school and use that data to inform future communication processes. Adamas will need to acknowledge all cultures within the school, which could result in erection of flags, and sign posts in the language pertaining to those cultures. Appropriate formal meeting and written communication methods will be followed at all times.

All staff at Adamas High School will be encouraged to embrace informal contacts. This could be inclusive of meet and greet barbeques, drop-in time, parent and staff morning or afternoon teas, parent workshops led by staff, Local Maori and Pacific Education Consultative Group (MPECG) meeting. The MPECG could be a community based non-government organisation. The school could refer parents to their local MPECG by providing information such as the local president's name and contact details. Local sporting events. School Carnivals, concerts and theme days. Education Week activities. Special weeks and days such as Maori Language Week, Children Week, Multicultural Week, Refugee Awareness Week, National Tree Planting Day and Clean Up New Zealand Day, as well as community cultural festivals.

#### **Section 4.2 Part A Question 1C**

##### **How Adamas High School Will Work With Parents / Families / Whānau and Community So They Have The Information and Training They Need To Better Support and Become More Involved in the Learning Process**

See Section 4.2 Part A Question 1A answer.

Adamas High School will ensure that it maximises the communication they send home to parents by following these strategies which can be altered through the feedback it receives from stakeholders:

- Communication is sent via a reliable route.

- Link caregiver(s)/parent(s) with other organisations that have the capacity to provide support.
- Inform caregiver(s)/parent(s) about special programs that operate within the school, e.g. The Dual Enrolment Option Program.

#### **Section 4.2 Part A Question 1D**

##### **How Adamas High School Will Communicate To Parents / Families / Whānau and Community Informing on the School's Yearly Progress and Achievements**

Caregiver(s)/Parent(s) willingness and ability to positively engage in the education of their child can be impacted on by the communication strategies employed by Adamas High School. Good communication strategies have the power to inform and engage parents on matters related to the school. It can increase connectedness and confidence levels.

It is important for Adamas High School to understand that according to its education research, a vast number of students are not recognised in a school's yearly progress and achievements. Upon enrolling each student to the school, the Enrolment Officer will ask each parent or caregiver to indicate their top three preferred communication channels. Parents / Families / Whānau and the Community will be invited to monthly Celebration of Learning assemblies where each student [individually, in pairs, or in groups] will showcase something that they are learning in their respective learning environments. Teachers will be expected to of compiled a video ready to show at the assembly that showcases the depth of learning that has been undertaken in the respective learning environments. This will be combined with achievement milestones of an individual, pair and/or group, whole class celebrations, and a strong emphasis on cultural identity. The assemblies will be largely in control of the students, and they will be given the autonomy to express how they believe their achievements should be represented, inclusive of yearly progress. For internal control purposes, a representative body of students will meet with the CEO and Principal on a fortnightly basis to discuss the school's best approach to communicating yearly progress and achievements. Evidence from stakeholder surveys will also add value to existing communication strategies.

#### **Section 4.2 Part B Community Participation**

##### **Section 4.2 Part B Question 2**

##### **A Description of the Relationship Adamas High School Intends to Build with Community Agencies and Organisations That Serve Students Who Attend the School**

Adamas High School believes closer partnerships with higher education institutions, and strategic community agencies such as the local police station, are key opportunities for continued progress and learning. The key to Adamas High School's success with the community will be the appointment of respected 'School-Community Connectors' whose job description emphasises them to find and build relationships with a wide range of neighbourhood 'assets' (residents, voluntary associations, local institutions, businesses), and then to connect them to Adamas and its assets (teachers, students, space, equipment). Through my research I have discovered that a lot of existing schools have detached themselves from the 'neighbourhood school' philosophy. It is important for Adamas High School's success to become a 'neighbourhood school' in the eyes of the community: "a place in which every community institution has a stake; a place where students and parents know teachers and administrators as active parts of a larger community; a place where students know they are safe and where their actions are monitored not only by the staff but by the neighbours." Adamas High School wants to be that school down the block – commonly referred to as "our school" filled with – "our kids".

- Conversations are had with parents about the best approach when communication routes appear unsuccessful.
- Copies of materials distributed at school are sent home for students who are absent.
- Archives of previous communications are available for parents if necessary.
- Material is made available for a parent who lives apart from the child if allowed.
- Copies of distributed materials are made available on the school website or school notice board if appropriate.
- Communication is colour coded to alert parents e.g. all parent notices are always printed on a particular colour.
- The school produces reader friendly materials that are concise, preferably on a single page and well designed.
- The school offers multi-lingual or multicultural materials and resources – websites, print production, multimedia and translators.
- Strategies are developed and implemented for parents who experience difficulties with literacy. This can include meetings and information provided electronically.
- The use of text messages as reminders or requests.

The Adamas High School website will increasingly become the first point of contact for caregiver(s)/parent(s) and the broader school community. The school will capitalise on the immediacy of this method of communication and its ability to be dynamic and interactive. Caregiver(s)/Parents can access information on the site at a pace that suits them. The website will follow these strategies which can be adjusted at any time according to stakeholder feedback:

- Promote key messages to parents and carers about the school and its aims.
- Provide a school calendar with key events such as assessment periods,
- Parents and Citizens' meeting times, parent-teacher interviews.
- Promote home based materials and websites. Due to work commitments many caregiver(s)/parent(s) would prefer to access material from home rather than attend workshops.
- Provide interactive workshops using programs such as Blackboard and Facebook Groups for caregiver(s)/parent(s.)
- Provide products and resources that the caregiver(s)/parent(s) may work through on their own or with their child.
- Have an area for caregiver(s)/parent(s) on the site with specific information about how they are able to support their child.
- Provide information about Adamas High School for non-reading caregiver(s)/parent(s).
- Link caregiver(s)/parent(s) to existing resources and publications.

I have to emphasise the 'School-Community Connectors' expertise as the key to developing relationships with community agencies and organisations and building upon the culture of Adamas High School. A detailed overview of their position is below:

#### School Administration

- Connector serves as community liaison for Principal.
- Connector raises Principal's awareness of community based learning opportunities for students and teachers.
- Connector provides direct support to Principal on sensitive community issues that directly affect students (i.e. safety, neighbourliness, and mutual respect).

#### Teachers

- Connector supports lessons plans of teachers by uncovering local experiential opportunities for students.
- Teachers have reported community involvement in the school has positively supported classroom management.

#### Students

- Students interact with community leaders and residents through school events (i.e. honor roll breakfasts, internships).
- Positive perceptions of school are increased when community residents and organizations participate in school culture and in the school life of students that live in the community.
- High school students report feeling empowered to make positive decisions that benefit others.

Through my research I have found the following characteristics of successful 'School-Community Connectors'. "The ability to **listen for possibilities**; the ability to **see where the connections are**; the talent to **make these connections**; and the **trust of the community**."

#### Section 4.2 Part B Question 3

##### **A Discussion of Any Commitments that the School has made for Partnerships or other Relationships with Community Organisations or Individuals that would Enrich the Learning Opportunities for Students Attending Adamas High School**

Currently Adamas High School has not made any commitments due to not being able to determine the geographical location that needs its services targeted to. However, I endeavour to enter these discussions in partnership with the Ministry if this application is successful.

#### Section 4.2 Part C School Organisation and Culture

##### **Section 4.2 Part C Question 4**

##### **A Description of the Principles of how the Adamas High School will be Organised and how this will Support Student Learning**

It is important for Adamas High School to focus on key issues that facilitate understanding of how a systemic approach to individualised and technology-based school innovations can contribute to quality education for all while promoting radically efficient learning environments. Adamas's strategies seek to invest in what works, which is underlined by the following principle, putting student learning first.

It will be essential for Adamas to recruit the most talented of educators, and offer flexible assignments and staffing patterns. Alternative staffing practices will create new opportunities for both entry level and master teachers. Non-registered teacher assignments create new job categories for entry level teaching employees who work under the direct supervision of a master teacher. This structure also extends the classroom reach of the master teacher across multiple classrooms and to a greater number of students. Other alternative staffing practices include those that make greater use of dual enrolment, online, and blended learning opportunities. These alternatives create new and more cost-effective staffing patterns; for example, community University staff could deliver instruction via dual enrolment or online learning programs, at a low price point to Adamas.

There will be a focus on flexible grouping. Through my research I have identified that "teacher groups [can] work collaboratively to determine which students need what type of instruction and who will teach them, based on their learning needs. Collaborative planning, data-driven decision making, and inclusion, are underlying strategies utilized to support this approach". This will be firmly embedded in Adamas. It is important to understand that the current school year, week, and day are organized according to outmoded, inefficient, and unproductive principles. It will be important for Adamas to "modernize the school and teacher year so that teacher job expectations are similar to those of other professions, and expanding the school year, week, and day to meet a wider range of student needs and interests. Action in this area will also enable teachers to work under new professional expectations that permit more time for team work and preparation, and will extend student contact time through shared services with agencies outside of the school system to create greater flexibility in the teacher work day."

Adamas firmly wants to transition "away from seat time, in favour of a structure that creates flexibility, allows students to progress as they demonstrate mastery of academic content, regardless of time, place, or pace of learning. This type of learning leads to better student engagement because the content is relevant to each student and tailored to their unique needs. It also leads to better student outcomes because the pace of learning is customized to each student."

In the beginning of the academic year all students will have the autonomy to plan an individualized school plan, with the support of key stakeholders that meets their individual needs and serves as a launch pad for their life goals. At the beginning of each day, a 'playlist' will be generated for each student [through sophisticated computer software], which is tailored to their individual needs. Elements of the playlist will include individual learning environments [individual students working on their own], group learning environments [students collaborating with each other], community learning environments [groups of students collaborating with the community], and passion learning environments [individuals or groups of students gaining a deeper understanding of their passions]. It is expected that the knowledge and personnel required for these learning environments will be already available on Adamas High School's IT portal, and the students should have a strong understanding of how to find the information required using the Internet as a medium. It is important to note that not all learning environments will require the student to be in a 'classroom', but different 'learning environments' which could consist of flexible learning spaces within Adamas High School, visiting lecturers from University experts, exploration and inquiry into areas of the community [museum, library, beach etc], Universities [Dual Enrolment and Post-Education Programs], the natural environment [Environmentors program], businesses, and even at home [the playlist will also trigger online courses, and processes that the students need to complete via accessing the IT portal].

Teachers, who understand that they are now 'pedagogues' [the adult who skilfully creates the conditions for learning through mentoring, coaching, provoking, scrutinizing and co-constructing the learning experience with the student], will act as mere facilitators of the learning, and individually make the best assessment as to where there needs are suited within the relative learning

environments that their students are located. The goal of Adamas High School is to digitise the entire curriculum, and maintain the crucial elements of the 'pedagogue' [mentoring and coaching].

To further reinforce the advantages of the above organisation of Adamas High School, I present you with research from the USA Department of Education:

"By enabling students to master skills at their own pace, competency-based learning systems help to save both time and money. Depending on the strategy pursued, competency-based systems also create multiple pathways to graduation, make better use of technology, support new staffing patterns that utilize teacher skills and interests differently, take advantage of learning opportunities outside of school hours and walls, and help identify opportunities to target interventions to meet the specific learning needs of students. Each of these presents an opportunity to achieve greater efficiency and increase productivity."

## **Section 4.2 Part C Question 5**

**A Description in Sufficient Detail of Adamas High School's Proposed School Calendar, the Daily Hours of Operation, the Number of Timetables, and the way the School Day and Year will be Organised for Instruction, Assessment and/or Aromatawai, Independent Study, Professional Development, Parent-Teacher Conferences and Extra or Co-curricular Activities**

### **School Calendar**

In order for Adamas High School to deliver its distinctive purpose and instructional delivery it needs to be open on all days of the calendar year [minus public holidays]. This will provide opportunities for every student to gain maximum value from Adama's programs. To cater for this unusual calendar, the CEO and Principal will need to collaborate together to structure employee contracts in a way that ensures there is an efficient and effective roster in place. I strongly believe this reflects the 'real world' in terms of the radical change that is occurring, and the principle of 'a business never sleeps'.

### **Daily Hours**

The daily hours of operation will be between 9am and 5pm to reflect the normal working day. This will provide more time in the morning for families to spend with their children, and minimise the issues of having to leave work early to collect children, or issues arising from children being left at home by themselves. Students will be encouraged in their contracts at the beginning of the year to attend early bird classes, evening classes, Saturday classes, non-traditional day classes and summer classes, which are all in line with Adamas's distinctive purpose.

### **Number of Timetables**

Students will not be 'timetabled', instead students will create their own individualised learning plans which will be supported by their Progress Manager, Tutor, Teachers, Guidance Manager, and family relative to their expected NCEA level, and elements of the Dual Enrolment Program and Post-Secondary Education Option Program.

### **Organisation of the School Day, Instruction and Independent Study**

At the beginning of each day, a 'playlist' will be generated for each student [through sophisticated computer software], which is tailored to their individual needs. Elements of the playlist will include individual learning environments [individual students working on their own], group learning environments [students collaborating with each other], community learning environments [groups of students collaborating with the community], and passion learning environments [individuals or groups of students gaining a deeper understanding of their passions]. It is expected that the knowledge and

personnel required for these learning environments will be already available on Adamas High School's IT portal, and the students should have a strong understanding of how to find the information required using the Internet as a medium. It is important to note that not all learning environments will require the student to be in a 'classroom', but different 'learning environments' which could consist of flexible learning spaces within Adamas High School, visiting lecturers from University experts, exploration and inquiry into areas of the community [museum, library, beach etc], Universities [Dual Enrolment and Post-Education Programs], the natural environment [Environmentors program], businesses, and even at home [the playlist will also trigger online courses, and processes that the students need to complete via accessing the IT portal].

### **Organisation of the School Year**

The school year will be continuously evolving through the changing needs of students and stakeholder surveys. It is important for Adamas to adapt to any changes in its internal and external environment to ensure that each student is fully prepared for the 21<sup>st</sup> century, and does not fail.

### **Assessment**

It is important to note that during the course of Finland's education reforms, teachers have demanded more autonomy and responsibility for curriculum and student assessment. In Adamas High School, teachers will play a key role in assessing students. Assessment will be given a high priority towards individualised education and creativity as an important part of how the school operates. The progress of each student in school will be judged more against his or her individual progress and abilities rather than against statistical indicators. Student NCEA assessment will be embedded in the teaching and learning process and used to improve both teachers' and students' work throughout the academic year. Adamas High School will expect its teachers to design and conduct appropriate curriculum-based assessment to document student progress, classroom assessment, and comply with school-based evaluation. I believe this is an important part of a teacher's education and professional development. Adamas High School will accept the highest amount of responsibility for academic performance.

### **Professional Development**

All staff members will co-construct a questionnaire on a monthly basis tailored to evaluating the professional development advancements. Key areas to focus on will be guided by the CEO, and explore factors such as: cultivating a professional learning environment, staff engaging collaboratively in their professional practice and learning, undertaking of papers at local Universities or through virtual avenues, attitudes to professional learning, innovation workshop, distributive leadership model, IT infrastructure, recognition, and any other factors that any member of staff wishes to raise. The report will be compiled by the CEO and Principal, and presented back to the staff, students and families, to ensure clear transparency of the organisation. The CEO and Principal will create action plans if necessary, and routinely feedback to the Ministry regarding the professional development advancements.

There will be extensive professional learning, staff development, and staff management, in conjunction with 'Invitation Education'. All teachers and administrators will be given prestige, decent pay, and a healthy level of responsibility. Teaching activities are de-privatised, and all staff collaboratively engage in their professional practice and learning. Teachers will be supported to gain their Masters degrees over a period of time. Invitation Education is a program that emphasises teaching practices based on respect, trust, optimism and intentionality.

### **Parent Teacher Conferences**

Parent-teacher conferences will be an important component of ongoing home-school communication and family involvement in Adamas High School. They will be held once a term, and it is expected that teachers, the CEO and the Principal have an 'open door policy' at all times during the school year. The Principal's and CEO's leadership will ensure that these conferences achieve their maximum potential. According to Harvard University, before the term conferences, the Principal and CEO should:

- Send the message. Communicate the importance of conferences to the whole school. As a form of family involvement, parent- teacher conferences can be an important instructional improvement strategy.
- Share guidelines. Let both families and teachers know about goals and logistics of parent-teacher conferences. Include information about the availability of child care, transportation, and/or translation services, as well as alternate scheduling options.
- Publicize. Disseminate information about parent-teacher conferences in the broader community to help overall attendance.
- Provide professional development. Work with teachers to provide information about best practices in conducting effective parent-teacher conferences.
- Make student data accessible. Help families access data about their child's attendance and performance electronically and through other formats. Let families know that this information is meant to support student learning and growth.
- Create a welcoming school environment. Ensure that families feel welcomed into your school by considering the following: displaying student work throughout the building, allocating space where parents can wait comfortably for conferences to begin, having school information in multiple languages and translators available for conferences, and providing transportation and/or child care support during conferences.
- Make student data accessible. Help families access data about their child's attendance and performance electronically and through other formats. Let families know that this information is meant to support student learning and growth.
- Create a welcoming school environment. Ensure that families feel welcomed into your school by considering the following: displaying student work throughout the building, allocating space where parents can wait comfortably for conferences to begin, having school information in multiple languages and translators available for conferences, and providing transportation and/or child care support during conferences.

During the conferences, the Principal and the CEO will:

- Be available. Ask teachers if they need support or additional information to help them conduct conferences. Enlist experienced teachers to check in with newer faculty if you cannot do so individually. Help teachers demystify student data. Offer guidance to parents about ways to build on a child's strengths and overcome learning or behavioural challenges.
- Be visible. Walk through the school building and introduce yourself to parents. Communicate your school's appreciation for families who have taken the time to attend conferences.
- Provide information. Use parent-teacher conferences as an entry point for additional family involvement. Share information with parents (through flyers, conversations, etc.) about the roles they can play in the school-from volunteering to decision making. Also make available



your school's visitation policy, so that families know when and how they can visit the school at other times.

After the conferences, the Principal and the CEO will:

- Get feedback from teachers and parents. There are many ways you can get feedback about what did and did not work well during parent-teacher conferences. Surveys and focus groups are helpful to assess both teacher and parent experiences leading up to and during the conferences, but informal feedback can be just as important. Use this information to continuously improve the planning, professional development, and implementation of parent-teacher conferences.
- Take leadership on family involvement. Ensure that ongoing home-school communication continues by encouraging teachers to reach out to families to discuss their child's progress. Provide meaningful opportunities for families to get involved that are well publicized and responsive to the needs and interests of families in your school community.

Teachers will be surprised to know that home-school communication predicts positive outcomes for students and for schools (Harvard University). Before parent-teacher conferences it is expected that teachers will:

- Send invitations. Disseminate information about conferences to families through flyers, notes, phone calls, and community meetings. Include information about the timing and goals of the conferences, as well as alternative scheduling options in your invitations.
- Review student work. Be prepared to go over student data, assignments, and assessments during the conferences. Think of what more you would like to learn about your students from their parents.
- Prepare thoughts and materials. Create an agenda or list of key issues you want to discuss about each student's progress and growth. Also consider creating a portfolio of student work to walk through with families during the conferences.
- Send reminders. The week before the conferences, send home a reminder for when and where the conferences will be held. You may also want to include an outline of your agenda to prepare parents for the conferences.
- Create a welcoming environment. Make your classroom comfortable for families by displaying student work, arranging seating in circles (with adult chairs, if possible), and making a private space for the conferences.

During the parent-teacher conference it is expected that teachers will:

- Discuss progress and growth. Starting with the positive, let families know about their child's ability level in different subjects and in relationship to his or her peers. Help families understand student data to demonstrate progress against learning goals and to identify areas that need to be addressed.
- Use examples. Walk parents through the assignments and assessments that are particularly demonstrative of the student's progress and abilities.
- Ask questions and listen actively. Solicit family input into student strengths and needs, learning styles, and nonschool learning opportunities. Ask parents about their hopes and dreams for their child.

- Share ideas for supporting learning. Provide suggestions for activities and strategies families can use at home to help their child learn and grow.
- Seek solutions collaboratively. Avoid judgments about what "they" should do and instead emphasize how "we" can work together to resolve any problems.
- Make an action plan. Spend the last few minutes discussing how you and the family will support the student. Be specific about the kinds of things you will do, for how long you will do them, and how you will check in with one another about progress.
- Establish lines of communication. Describe how you will communicate with families (i.e., through notes home, phone calls, email etc.) and they can contact you. Schedule a way to follow up on your conference in the next few months.

After the parent-teacher conference it is expected that teachers will:

- Follow up with families. If practical, contact parents (either by phone or in a note) who attended the conference and thank them for doing so. Ask if they have further questions or concerns and send home materials that can help them support learning at home. Contact parents who did not attend, as well, and offer alternative ways to communicate about their child.
- Communicate regularly. Communicate on an ongoing basis with families, with positive news as well as updates on student progress and challenges. Also let families know about other opportunities for them to be involved.
- Connect in-class activities. Create responsive instructional practices based on what you learned about family cultures, home learning environments, and student strengths and needs.

### **Extra and Co-Curricular Activities**

Adamas High School will create provisions for extra and co-curricular activities with a particular emphasis on sport and computer science and accordance with the outcomes of creating individualised learning plans. Through stakeholder surveys, all stakeholders of the organisation will be able to have their say in what extra activities they would like available at Adamas. It is important to embrace the desire of Adamas to be the 'neighbourhood school', 'our school', which is shaped by 'us'.

## **Section 4.2 Part D Safe Learning Environment**

### **Section 4.2 Part D Question 6**

#### **A Description of the Adamas High School's Philosophy and Methodology Regarding Student Behaviour, Discipline and Participation in School Activities**

At the start of the 2014 academic year there will be a consultation period with staff, parents, students and community members to create school behaviour and discipline policies, which will also gain valuable insights in regards to perceptions of participation in school activities. The inclusion of a student Guidance Manager will be paramount at all times during any incidents as they arise as well as intervention specialists. It is important for Adamas to co-construct preventive, detective and corrective internal controls if the school is to minimise student behaviour and discipline. Adamas believes that the biggest barrier to developing student behaviour and discipline policies that will work are exclusion of student voice, community voice and consultation processes with all stakeholders. Through implementation of Transactional Analysis Theory, and student voice at the centre of any decision

making, the "our school" philosophy will shine. Students will not feel they are being "talked down" to by "adults".

Activities will have to be carefully branded and marketed to ensure that they are not seen as "dumb" and "boring" but rather "enriching" to each students life. This will require innovative marketing strategies by the Guidance Manager and Participation in School Activities Committee who will innovatively encourage all students to develop further personally through the essence of school enriching activities students undertake. The philosophy of school activities will be for students to remove the 'fear of failure', develop confidence and self-esteem, and enrich their positive qualities. Adamas firmly believes that working with whanau will be essential to the success of the above philosophies. Adamas will strive on a daily basis to raise awareness of attendance, progression and achievement targets, educating parents on the impact on learning that lost sessions have [which is strongly correlated with behaviour and discipline issues]. Its IT system will be automatically sync with every caregiver(s)/parent(s) smart phone, and email account. When Adamas staff update records in the IT system relating to behaviour and discipline, an alert will be sent to the parent if the staff member professionally believes the caregiver(s)/parent(s) will benefit from receiving such information and the safety of the student is not compromised. It will be important for the staff member to allow an opportunity for the parent(s)/caregiver(s) to feel welcome to the school to discuss the concerns raised, or for the intervention specialists to actively collaborate and solve issues with whanau

Behaviour, discipline and activity participation will be firmly engrained in each students individualised learning plan. A reward system needs to be implemented. Adamas's goal is to develop a positive behaviour and discipline policy that underpins everything the school does. I envisage that it will be fully supported by IT systems, a rewards / sanctions scheme and each students individualised learning plans. Expectations will be clear and on display throughout the school. The expectation is for all stakeholders of the learning community to use the language of the policy. Guidance Managers will constantly innovate their practices through collaborative discussions with Adamas's Innovative Workshops and local links to Universities which should ideally have or access to experts in behaviour and discipline policy. They will carry with them at all times the firm belief that they are improving the behaviour of every learning through targeted and personalised interventions. To further assist in the Behaviour and Discipline Policy everyone in Adamas will be expected to follow these recommendations when the policy is reviewed on a monthly basis:

- 1) Is there a consistent approach to behaviour management.
- 2) Is the school leadership strong enough to follow through on the policies.
- 3) What classroom management strategies are creating successful results [tapping into tacit knowledge of the staff].
- 4) How can the rewards and sanctions be improved?
- 5) How is the pupil support system working?
- 6) What discussions have taken place between caregiver(s)/whanau(s) and other agencies, and how could these be improved?
- 7) How effective is pupil transition being managed?
- 8) How is Adamas High School and its facilities supporting positive behaviour and reducing discipline proceedings?

#### **Section 4.2 Part D Question 7**

**A Description of Adamas High School's Strategy, Policy and Procedures that will Ensure the School is a Safe, Orderly, and Drug-Free Environment where both Teachers and Students Can Feel Secure and Where Effective Learning Can Take Place (In Line With The Provisions Under the Education Act and any Other Applicable Acts)**

Adamas High School will take full advantage of the New Zealand Ministry of Education's Action Guide 1: Creating a Healthy and Safety Framework for Students and the relevant toolkits. I believe this is the best approach to ensure Adamas is safe, orderly, drug-free, secure and effective learning can take place. The Innovation Workshop may, from time to time, provide recommendations to improve the Health and Safety Policy, but this will only be adjusted through effective consultation with the Ministry.

**Section 4.2 Part E – Professional Development for Teachers, Administrators and other School Staff**

**Section 4.2 Part E Question 8**

**Proposed Professional Development Plans for Teachers, Administrators and Other School Staff**

It is vitally important for the CEO of Adamas High School to leader and support innovative professional development and professional learning. Through my research I have discovered that this "lies as much in how we think about and approach professional development as in the opportunities experienced." I believe innovation in the way Adamas evaluates and gains evidence of the impact of professional development and professional learning is crucial to bring a necessary change in Adamas's approach. All Adamas staff will embrace innovative professional development and learning by using their imagination and initiative to harness and develop the expertise of their colleagues and willingly change and adapt systems to allow innovation to flourish.

The Innovation Workshop will routinely evaluate the following statements to ensure they align with Adamas's distinctive purpose, mission statement, vision, goals and objectives:

- How we describe professional development.
- How we design and lead professional development strategically

The language that Adamas High School uses to describe professional development will contain the way the school thinks about the history and values of the school and stakeholder community and thus envisage the more than a simple question of semantics. It will be vitally important for Adamas to recognise existing skills of staff, encourage passivity and remove top-down processes. Adamas firmly believes it can radically shift the culture and experiences of professional development activity if it explores how traditional professional development is perceived by staff and whether they reflect or even shape their experience. Traditional top-down professional development will be replaced with two-way processes which encourage involvement and active participation. The language will shift from coordinator to leadership of professional development to reflect the strategic nature of the role. Leadership of professional development will be held by a senior leader who is a member of the school's leadership team and supported by a team of other leaders with professional development responsibilities. Remember 'professional development' encompasses teachers and all other staff members. Adamas High School will firmly understand that all staff play a key role in supporting students, and will approach their responsibilities with a professional attitude that should attract the highest level of support and development. I will strive to provide the involvement, ownership and experience of all the staff in Adamas. The CEO will consider:

- Working with staff to explore perceptions of the language around professional development.

- Agreeing with the shared language that is best in the context of Adamas and which will support innovations in practice.

The CEO, Principal and other leaders with professional development responsibilities will embrace the professional learning opportunities using the follow guidelines for staff involved:

- Staff have ownership of these opportunities.
- Staff are engaged with a variety of professional learning opportunities.
- Staff are offered time for reflection and feedback.
- Staff learn in collaboration with each other.

These opportunities will bring the added benefit of harnessing the tacit knowledge within staff and therefore the organisation. Tacit or unspoken knowledge is seen in the habitual practices that educators use every day and refers to all these things that we know how to do but do not always articulate: an example is the way experienced teachers can quiet a classroom without speaking. Most of the learning that colleagues need to improve their practice is contained within the organisation already and a key way to improve the quality of professional learning is for colleagues to learn from and with each other. Adamas professional development leaders will need to strike a balance between organising opportunities for staff to learn, what proportion of embedding such learning as improved practice evaluating the impact of new practice, and supporting other staff to benefit from this new practice.

The professional development stage will then focus on building positive engagement in professional learning. "It's not the training, it's the follow up". (Thomas Grusky). Professional development leaders will need to convert what staff have learned into improved, developed and sustained practice. Sustained improvement rather than a quick fix for one lesson will lead to improved learning for pupils. This will be a complex process that will take time and ideally have the following stages:

- Reflecting on what has been learned
- Trying out new learning in the classroom, taking risks
- Embedding what works so it is habitual
- Evaluating impact of new practice on pupil's learning

This will allow Adamas to improve the processes and systems that would allow its staff to innovate and flourish. Adamas High School will undergo four stage to innovate professional development:

#### 1) Socialization

- Tacit knowledge, sharing what we know in an informal way.

#### 2) Externalisation

- Reflecting on articulating learning, examining it, sharing with others in a formal way so it becomes explicit.

#### 3) Internalisation

- Taking newly acquired explicit knowledge and combining it with a systematic approach to transporting this knowledge to all parts of the organisation where it can improve practice.

#### 4) Internalisation

- Explicit, improved knowledge, new part of individuals own knowledge base, makes it possible to use it habitually, embedded practice becomes organisation knowledge, has an impact on the learners.

Achieving impact will be the most crucial way to innovate on leading professional development. Adamas understands the fundamental purpose of professional learning and development is to make a difference to the practice of staff and to improve the quality of learning for pupils. Once the quality of professional learning has improved and staff have converted such learning into powerful development and improvement, the key question is how Adamas can know the difference professional development and professional development has made in ways in which it has brought about improvement.

#### Professional Development at Adamas High School

Socialization	Discussion at staff rooms, meetings and corridors
Externalisation	Discussing practice, reflecting, and making changes in team meetings  Focused workshops  Peer lesson / work observations and feedback
Combination	Action research, through partnership with University experts in education  Using internal expertise
Internalisation	Learning community ethos  Impact evaluation – quantitative and qualitative

Adamas's goal is to develop radically different ways to evaluate impact. The CEO and Principal will have a rigorous approach to ensure professional learning will improve the organisation and demonstrate impact on pupil learning. The CEO, Principal and Professional Development Leaders will develop a clear and unarguable means of tracking the direct impact of professional development on each student's achievements. They will work back from where the gaps are for the students, paying particular attention to how they manage operational change and how and where key support staff look in house and outside. They will be able to clearly track each intervention and what impact it has made on student progress. I would like to acknowledge the London Centre for Leadership in Learning in helping me express these innovations for leadership in learning.

#### Section 4.2 Part E Question 8A

#### How Thomas Pietkiewicz and the Management Team Will Be Involved in the Design and Identification of Such Opportunities

I believe this is addressed in **Section 4.2 Part E Question 8.**

## **Section 4.2 Part E Answer 8B**

### **Support and Mentoring for any Staff that are Not Registered Teachers**

I believe this is addressed in **Section 4.2 Part E Question 8**.

## **Section 4.2 Part E Answer 8C**

### **How This Will Enable the School to Meet the Needs of Priority Students**

I believe this is addressed in **Section 4.2 Part E Question 8**.

## **Section 5 Business Plan**

### **Section 5.2 Part A – Governance, Management, and Administration**

#### **The Proposed Structures and Design Rationale Covering the Following**

##### **Section 5.2 Part A Question 1A**

###### **Governance**

A change in governance can be associated with a substantial change in practice which is linked with Adamas High School's unique and distinctive purpose. Adamas High School will adopt a hybrid style of governance which will look like a minimal degree of institutionalisation. It will be important to balance the voices of school governance to affect motivation and capacity for innovation. Different voices may have different priorities for innovation and may motivate different response from those responsible for innovation. Every stakeholder within Adamas should have the opportunity to exert influence through voice as a capacity for innovation so far as they are associated with the provision for finance. Devolution of responsibility should also be more effective in inducing innovation when economies of scale, knowledge generalizability and the predictability of costs and benefits of innovation are weak.

It will be crucial to balance the voice between Adamas's leaders, Government and teachers, and introduce the voice of the community. Understandably, hierarchical governance [as evident in many New Zealand secondary schools] will be particularly weak in achieving innovation since the preservation of power within the hierarchy is a defining characteristic of such forms of governance. Where knowledge is widely generalizable across schools, teachers and classes, there are likely to be large economies of scale which make it more efficient to centralise the generation of innovation.

Under the hybrid system of governance, governors of the school [namely the CEO and Managers], will be free to decide whether or not to undertake contract activities, averse to risk in relation to its contract activities, which it undertakes only if they are consistent with Adamas's distinctive purpose, and contain the risk of an adverse impact on school performance by recruiting extra staff on temporary contracts. Adamas will be able to form partnerships with strategic and local organisations to ensure synergy between research, teaching and student care.

Adamas will develop effective practices regarding the structure and operational strategies of Adamas High School's governance team. Additional considerations will be made on a reasonable basis for advisory or 'friends of' boards. The hybrid style will allow Adamas to make decisions relative to the needs that have to be accomplished to maintain its distinctive purpose. The governance team will set meaningful goals for themselves (in addition to the goals of the leader and for the organisation). The CEO will be expected to inform the governance team of strategic imperatives and Adamas's strategic plan. The governance team can organise itself through six core responsibilities:

- Keeper of the Vision and Strategy

- Risk Management Oversight
- Leader Oversight & Development
- Provide Resources
- Remove Obstacles
- Governance Self-Management

The governance team will conduct their work through a mixture of direction-setting (such as approve annual report), oversight (such as evaluation of CEO), and support (introducing new partnerships to Adamas). Governance team activities will consist of activities that the governance team is uniquely qualified to complete, engaging for governance team members, high-impact for the organisation, and include all the legal and compliance obligations under the Education Act. It will then be critical for the governance team to organise the activities into action plans with expected timelines, delegated owners, and measurable outcomes. An example of a framework to organise the board could be:

- Objective – a single, high-level desired outcome.
- Goal – a specific, measurable, attainable, realistic and timely outcome.
- Milestone – a single action or result (report or vote).

The governance team [under strict accountability] will consider these effective practices to help it accomplish Adamas High School's goals:

- Compile goal and milestone timelines into an annual governance calendar and review governance calendar as part of every meeting agenda.
- Include committee reports in meeting agendas, with committee chairs reporting on progress against goals and milestones.
- At the end of each school year, revisit the goal-setting process and make adjustments to scope as necessary for the next year.
- Perform at least a brief governance self-assessment at the end of each school year and include questions about individual and committee contributions and performance against goals.
- Make a practice of tracking individual governance member participation then leverage your Governance Chair for follow-up with specific individuals who have been unable to follow through on commitments.

The governance team will be small enough to ensure:

- Meetings can be run efficiently and decisions made effectively.
- Individuals can be held accountable to commitments (no free riders).

The governance team will be large enough to ensure:

- Sufficient capacity to do the work of the governance team.
- Necessary diversity of skills, experiences and leveragable relationships.
- Quorum can be met on a regular basis.

The ideal governance team size will vary by the age, size and needs of the region and stakeholders of Adamas High Schools. The governance team will ideally be between nine and 15 members to ensure that there are no tied votes, and all stakeholders of the organisation are represented in the team [think beyond the CEO, Principal and Managers to University experts, community leaders, and business



leaders]. Adamas High School understands it is important to minimize potential conflicts of interest in the governance team composition. A conflict of interest could arise when any individual has a personal interest sufficient to influence the objective exercise of his or her governance duties. According to KIPP, "Parents, teachers and funder representatives have the highest potential for personal concerns interfering with the broader concerns of the whole board and organization, even though the personal concerns represent the best of intentions". As previously stated, Adamas will seek ways to ensure a collection of parent, caregiver, teacher and community voices are heard outside of governance team representation. When there is the potential for conflict of interest, Adamas will ensure governance team members recognize the potential and provide guidance for how to handle them (including what votes from which to recuse him/her). As much as possible, Adamas will seek to minimize governance team membership by individuals who cannot meet the basic expectations of board service. Excusing some but not all governance team members from basic expectations can disrupt the productivity of governance. However, it will be better for those individuals to contribute to committees or in other non-voting ways. Adamas High School will develop a conflict of interest policy.

The governance team composition, which is aligned closely to KIPP, will initially look like this, although this has the potential to change through stakeholder surveys and discussions within the governance team:

- Voting members
- Non-voting members (committee members)

An appropriate mix of:

- Skills and experience / functional expertise
- Leveragable relationships in key areas
- Strategizes / Advisors / Workers
- Demographics

Governance team composition could be impacted by:

- Education Act (i.e. requirement to include a parent or teacher on the board or to include only locally-based residents)
- Request for governance team position by a major partnership link

Adamas will seek governance team members who can fulfil an individual role in service to the collective team. Adamas will provide a time limit in which to maximize a governance team member's contribution. It will create a natural end point at which to counsel an underperforming member off the governance team. Effective term limits that Adamas will consider based on evidence are:

- Governance team members – Eligible for four renewed one year terms. Adamas will articulate the expectation of a governance team member serving for four years, while providing the opportunity for the governance team to reassess fit and the individual to recommit on an annual basis.
- Governance team officers – Eligible for two renewed two year terms.

Adamas will continue to include term limit discussion as part of on-governance-team process. It will include term limit discussion as part of on-governance-team process. It will carve out time at an

annual governance team retreat or meeting in early summer to officially renew governance member terms, asking each governance team member to recommit to individual expectations and the goals of the governance team for the upcoming year. Once a governance team member's term limit has expired, Adamas will seek ways to continue to involve the individual, such as advisory governance team service or emeritus status. Adamas will seek to stagger governance team member terms such that there is not a concentrated turnover of leadership and will proactively recruit new members to ensure seamless transition.

For the success of Adamas High School it is important to hold all voting governance team members to a core set of expectations which will enable the governance team to do its work effectively. Type of expectations according to research conduction of KIPP will most likely include:

Type	Adamas Governance Team Range	Adamas Governance Team Effective Practice
Time Commitment	Four – ten hours per month.	Six – eight hours per month.
Attendance and Preparation	75 – 100% of governance team meetings, study materials in advance.	85% of board meetings, study materials in advance.
Committee Service	Serve on one – two committees.	Actively serve on one committee.
Prioritization	Commit to Adamas's distinctive purpose as a 'School Of No Failure'	Reporting on instances where students have demonstrated 'School Of No Failure' in their academic progression.
School Engagement	None to Various	Attend 70% of major events; spend at least five days per engagement year visiting the school.
Financial Contribution	None to a Specific Dollar Amount	Make an annual donation in an amount that is personally meaningful.
Friendraising	None	Introduce at least five students to Adamas per year.

As effective practice, communicating these expectations should occur:

- Via a governance team member committed to excellence.
- As part of on-governance-team process.
- As part of team renewal process.
- As part of on-going governance team member performance and monitoring.

Adamas acknowledges that effective governance partnership requires strong relationships and role clarity between staff and the governance team. Adamas acknowledges that it will have to consider the following areas where a single-point of contact may be helpful:

Activity	Description	Typical Staff Examples
Manage Governance Team Logistics	Keep contact list of governance team members, book meeting rooms, send governance team meeting materials, manage governance team portal, etc.	<ul style="list-style-type: none"> <li>• Assistant to CEO.</li> <li>• Development Director</li> </ul>
Plan Governance Team Meetings	Work with governance team to plan annual calendar as well as meeting agendas	<ul style="list-style-type: none"> <li>• CEO</li> </ul>
Liaise with Executive Committee	Work with the Governance Team Chair and Officers of the Governance	<ul style="list-style-type: none"> <li>• CEO</li> </ul>
Liaise with Governance Committee	Work with the committee of the governance team that focuses on policies, governance membership, governance evaluations, etc	<ul style="list-style-type: none"> <li>• Chief Operating Officer</li> </ul>
Liaise with Finance and Audit Committee	Work with the committee of the governance team that reviews and evaluates budgets financial projections and annual audits	<ul style="list-style-type: none"> <li>• Chief Finance Officer</li> </ul>
Liaise with Development Officer	Work with the committee of the governance team that supports fundraising, community outreach and PR efforts	<ul style="list-style-type: none"> <li>• Development Director</li> </ul>

Adamas High School will be led by the CEO, and the Principal, through the above governance structure and design. It is important that the governance team understands the hybrid style required of them to ensure that the distinctive purpose of Adamas High School is fostered at all times.

## **Section 5.2 Part A Question 1B**

### **Management**

Progress Managers and Guidance Managers will join together to form a 'Progress Committee' and 'Guidance Committee'. When managed effectively, they will be an effective way to organize and advance the work of the governance team. According to KIPP, governance teams "must oversee and support a wide range of topics and activities in a short amount of time with limited resources. Utilizing a high function committee structure helps the team organize and delegate its work to individuals while maintaining a collective decision-making process."

The Progress and Guidance Committees will be Standard Committees [organize the on-going, core work of the governance team]. They will expand into Ad Hoc Committees when short-term projects of the governance team will require their expertise. Adamas will need to create a brief but accurate job description describing the purpose, role, staffing and limitations of every governance team committee. Adamas will need to select committee chairs that have enough time to devote to the work as well as facilitation and teambuilding skills to lead committee members. It is important to balance the needs of staff members within committees to ensure they don't run the risk of being burnt out. The committee members will make recommendations for full governance team consideration in order to facilitate decision-making.

Adamas High School, after consultation with all stakeholders, will consider implementing the following committees, which have proven very successful under the KIPP model:

### **Finance and Audit Committee**

This could consist of three to four members, and chaired by the Board Treasurer. Meetings could be held monthly, and monitor Adamas's financial records; reviews and oversees the creation of accurate, timely, and meaningful financial statements and board reports; reviews the annual budget and recommends it to the full governance team for approval; monitors budget implementation and financial procedures; monitors compliance with Ministry of Education reporting requirements; recommends the auditor for full governance team approval and reviews the audit; and helps the full governance team understand Adamas's finances.

### **Development Committee**

This could consist of three to five members, including non-voting members external to Adamas High School. Meetings will be held monthly, and the purpose of this committee could be:

- Helps develop and steer Adamas's strategic fundraising plan and keeps the governance team be informed about its status; develops policies, plans, procedures, and schedules for governance team involvement in fundraising; sets minimum guidelines for governance team member contributions and then solicits those contributions; plays a strong role in identifying, cultivating, and approaching major donors; familiarizes governance team members with fundraising techniques.
- Helps develop and implement community outreach plans; contributes to PR/Marketing efforts.

### **Governance and Nominating Committee**

This could consist of three to five members, and meet every other month. The purpose of this committee will be to develop job descriptions and expectations for the full governance team, committees and individual members; regularly assesses the governance team's hybrid style and composition and recommends ways to improve and fill gaps; develops and manages a new governance team identification, cultivation, recruitment and nomination process; develops and manages new governance team orientation process; ensures continuing education for all governance team members; oversees regular governance team self-assessment process.

Other possible committees Adamas High School will be investigating and possibly implementing through stakeholder collaboration are:

Topic	Sample Committees
Academic / Excellence	<ul style="list-style-type: none"> <li>• Academics Committee</li> </ul>

	<ul style="list-style-type: none"> <li>• Student Performance and Accountability Committee</li> <li>• Student Excellence Committee</li> </ul>
Grievance	<ul style="list-style-type: none"> <li>• Grievance Committee</li> </ul>
Real Estate	<ul style="list-style-type: none"> <li>• Facilities Search Committee</li> <li>• Construction Oversight Committee</li> <li>• Facilities Financing Task Force</li> </ul>
Strategy / Growth	<ul style="list-style-type: none"> <li>• Strategic Planning Committee</li> <li>• Growth Advisory Task Force</li> </ul>
Recruitment	<ul style="list-style-type: none"> <li>• School Leader Search Task Force</li> </ul>
Advocacy / Community Outreach	<ul style="list-style-type: none"> <li>• Advocacy Committee</li> <li>• Community Relations Committee</li> <li>• Whanau Support Committee</li> </ul>
Major Event / Capital Campaign	<ul style="list-style-type: none"> <li>• Annual Fundraiser Planning Task Force</li> <li>• Capital Campaign Support Committee</li> </ul>
Alumni Support	<ul style="list-style-type: none"> <li>• University Partnerships Committee</li> <li>• Dual Enrolment and Post-Secondary Options Committee</li> </ul>

Adamas understands that a topic only necessitates a committee when it requires a subset of the governance team, staff and outsiders to come together and make recommendations to the whole board.

## **Section 5.2 Part A Question 1C**

### **Administration**

Administrators will belong to an Administration Committee and utilise Adamas's hybrid style to guide their everyday decision making. They will have fortnightly meetings with the CEO to ensure that their needs are heard and the CEO has sufficient data to establish action plans. It is vital that the administration team work with the CEO and their committee to achieve the distinctive purpose of Adamas High School.

## **Section 5.2 Part A Question 1D**

### **Subcontract Arrangements**

includes an independent governing team composed of competent, mission-aligned individuals.

- 6) Securing a facility that meets the needs of Adamas that is also located in the school's target area is one of the toughest challenges Adamas will face. The development team will begin researching costs and potential school sites as early as possible.
- 7) Recruit students, and staff according to the policies, statements and marketing strategies mentioned in their relevant sections above.
- 8) Open Adamas High School.
- 9) Implement all other sections in this document to ensure that Adamas High School's distinctive purpose is maintained.

## **Section 5.2 Part C – Finance**

### **Section 5.2 Part C Question 6**

#### **Proposed Financial Plan Demonstrating How Adamas High School Will Ensure the Availability of Funds throughout the Year**

An excel sheet could not be produced due to Thomas Pietkiewicz not having a concrete understanding of expected student enrolments and the level of funding provided by the Ministry of Education. However, strategic partnerships formed upon successfully being awarded this contract will ensure that a financial plan is formulated immediately. However I have analysed the PDF 'A Cost Estimation Tool for Charter Schools', written by Cheryl D. Hayes and Eric Keller in October 2009 [both have a Ph.D. in their respective field]. My university degree has the title 'Business Analysis (Financial)', rest assured I do have the necessary ability to create a financial plan with strategic partners. My time in constructing this plan was severely limited.

Adamas High School will need to consider the following basic cost assumptions:

- The total student enrolment at full-scale operation and the pattern of enrolment growth after start-up;
- The anticipated student-teacher ratio in classrooms and other instructional programs;
- The space, facilities, and equipment requirements for school programs and activities.

When projecting student enrolment, it will be important for Adamas High School to estimate the number of students who will be served according to student characteristics that can affect costs. These are:

- Residence outside the local school zone / community / region —transportation costs are likely to be higher for students who live outside the boundaries of the school zone where Adamas could be located.
- Low-income status - students from low-income families may require instructional and other supports to attend Adamas and be successful, including subsidized meals and aid for uniforms, athletic equipment, or participation in after-school programs.
- Special needs - students with special needs (e.g., physical disabilities, learning disabilities, and limited English proficiency) may require specially trained teachers and staff, smaller classes, and special facilities or equipment that adds costs.

## **Section 5.2 Part A Question 2**

### **A Clear Description of the Relationships between Thomas Pietkiewicz and the School Leadership (Including Governance Body) and Proposed Strategies to Manage This**

Thomas Pietkiewicz intends to be the CEO of Adamas High School. Strategies to manage this relationship will be co-constructed with the stakeholders of Adamas High School, with a particular focus on the governance team, and student voice.

## **Section 5.2 Part A Question 3**

### **Nature and Extent of Teacher, Parent / Family and Student Input to Decisions that Affect the School**

The answer to this question can be found in **Section 5.2 Part A Question 1A**.

## **Section 5.2 Part B – Planning and Equipment**

## **Section 5.2 Part B Question 4**

### **Detailed Implementation and Establishment Plan Which Covers the Period from Gaining Approval to the End of the 2014 School Year**

Upon gaining approval Adamas High School will negotiate with the Ministry of Education in regards to the geographical location of the Partnership School. From there, Thomas Pietkiewicz, with expert assistance of strategic partnerships, will determine the educational viability, operational viability, and financial viability of Adamas High School. This will require extensive negotiations and diplomacy with the community that Adamas will operate in. Here is a timeline that will largely reflect the implementation and establishment of Adamas High School.

- 1) Understand the landscape of education and community in the chosen geographical area.
- 2) Understand the timeline. Due to the conditions of each community, the timeline will need to be adjusted to reflect this. It is expected that expert strategic partners will be able to provide assistance here.
- 3) Form a team. Starting Adamas High School will demand a wide range of support and expertise. An ideal founding team will consist of at least a few committed individuals with diverse skill sets. Adamas will consider including individuals on the founding team with expertise in various areas, such as education, business/finance, fundraising, community relations, marketing, facilities, technology, governance, human resources and law.
- 4) Engage the community. In order to best meet the needs of the community, the founding team will need to fully understand it. It is imperative that Adamas's founding team conducts in-depth research on the student population to be served and their educational needs. Actively networking with caregiver(s)/parent(s), community leaders, strategic partners, and local legislators will ensure Adamas is providing an academic choice that is representative of its population.
- 5) Setup methods of accountability. Adamas understands it will be held accountable to stricter standards as supposed to state secondary schools, including participation in NCEA, construction of reports and an independent audit, and oversight from a governing team. Adamas's academic and operational plans will include methods for monitoring student progress towards academic goals, sound financial internal controls, and a governing plan that

The CEO will need to look at other schools in the category and ask:

- How many students do they enrol?
- How many students did they enrol when they opened?
- What was the year-to-year rate of growth in their student population during the early years of operation?
- Do many schools in the community have waiting lists, indicating an unmet demand?
- Are state currently overcrowded?
- Are new housing developments opening that could result in an increase in school-age children?

The CEO when estimating student enrolment with strategic partners will need to undertake the following strategies:

- Conduct a market analysis.
- Use conservative estimates.
- Account for attrition.
- Effect teacher to student ratio. Adamas understands this to be a variable factor that will be taken into account in determining the most efficient way to organize and operate

Student-staff ratios will differ for students at different levels, for different parts of the curriculum, different types of instructional programs or for students with special needs. Projecting the student population and the numbers of teachers and non-teachers needed to work productively with students throughout the day is essential to accurately estimate total personnel costs. Adamas understands the number of specialized instructors and other staff to be hired requires specifying the types of instructional programs and other student supports and services that will be offered. Special education teachers, teachers with special content knowledge, librarians, counsellors, coaches, and nurses can be factored into Adamas's desired staff-student ratio, but these individuals are specialists. They may command higher salaries because of their specialized skills and knowledge, and these salary differentials will influence estimates of personnel costs.

Based on projected student enrolment, average class size for specific instructional programs and other student programs and services, and space for general administrative services, Adamas's CEO can generate sound estimates for space requirements using standard formulas for space needs. A quick method for calculating indoor space requirements is to use the following general formula:

Number of students  $\times$  70 – 100 square feet per student = total interior square footage

Adamas will also need to estimate requirements for administrative offices, specialized services (e.g., on-site health clinics), and exterior space needs. The CEO of Adamas High School will need to have detailed knowledge of the local real estate market and the costs of building or renovating facilities in their area. He/she will also need to categorise costs and it is expected that the CEO will thoughtfully decide how much to spend in each cost category, and these decisions should reflect Adamas's distinctive purpose, mission and priorities.

Adamas will need to account for the following:

- Hiring and retaining consultants, architects and space planners, and others with specialized expertise;
- Conducting market research and developing marketing and outreach materials;
- Recruiting and screening board members;
- Hiring and training staff and volunteers and performing reference and background checks; and
- Ensuring administrative support.

The CEO will also need to account for the following instructional services:

- Direct labour for teachers, aides, and substitutes, including fringe benefits and leave;



- Professional development and support for teachers;
- Classroom volunteers;
- Curricula and instructional materials, including textbooks, workbooks, and other supplies;
- Furnishings, including desks, chairs, bookcases, and blackboards; and
- Equipment, such as science lab equipment, audio-visual equipment, and computers.

With a clear concept of the types of instructional programs that will be provided and the specific requirements of each, the CEO will be able to develop sound estimates of the costs of running these programs. Special education services will most likely entail costs related to:

- Direct labour for special education teachers, aides, and substitutes, including fringe benefits and leave;
- Professional development and support for teachers;
- Special education volunteers;
- Special facilities and equipment to serve students with physical disabilities, learning disabilities, and other special needs;
- Curricula and instructional materials, including textbooks, workbooks, instructional materials, and other supplies; and
- Other contracted services for these students.

Adamas High School, as evidenced near the beginning of this document, plans to offer other instructional programs and services to help keep students safe, strengthen their academic achievement, develop and nurture their interests and talents, and afford them opportunities to form bonds with adults and older youth who are positive role models. Some of these programs are provided during the school day; others are offered during out-of-school time hours. Depending on their content and focus, these instructional programs and services entail costs for:

- Direct labour for teachers, coaches, aides, and substitutes, including fringe benefits and leave, who can provide athletic, arts and enrichment programs, summer school and after-school programs, community service programs, tutoring and other remedial education services, and English-as-a-Second Language and other instructional programs for students and parents;
- Professional development and support for teachers, coaches, aides, and volunteer;
- Program volunteers;
- Curricula and instructional materials, including textbooks, workbooks, and other supplies; and
- Specialized facilities and equipment, such as athletic uniforms and equipment, art equipment, computers, and
- Other instructional equipment.

Adamas's library program will encourage students to read, teach research skills, and help students learn to identify and locate information resources. Libraries can be very costly for new schools to start. Relevant costs include:

- Direct labour costs for a librarian and an aide, including fringe benefits and leave;
- Professional development for a librarian, library aides, and volunteers;
- Library volunteers;
- Books, periodicals, and subscriptions;
- Furnishings, including tables, chairs, bookshelves, and computer desks;
- Equipment, including audio-visual equipment, computers, printers, and scanners; and
- Software, research tools and resources, and supplies.

Adamas's student support programs and services aimed at helping students address fundamental issues that may affect their academic achievement and ability to stay in school. These include school-based health and mental health services, guidance counselling and vocational and career services. Costs associated with the provision of these types of student support programs and services include:

- Direct labour costs, including fringe benefits and leave, for a school nurse, guidance counsellor, and other staff with specialized skills to address student needs;
- Community volunteers;
- Facilities and furnishings for special programs (e.g., school-based health clinic and job placement and career services);
- Equipment, including health care equipment, computers, printers, and scanners; and
- Software and supplies.

Adamas High School will also be responsible for providing or contracting for administrative and management services, including governance, financial management, human resources management, payroll, grants and contracts management, and information systems management. Depending on how many of these administrative tasks are to be managed in-house or contracted out, the size and skill levels of administrative staff will vary. Generally, administrative staff members include a director, a business manager, and an administrative assistant. Administrative costs could include:

- Direct labour for all administrative staff, including fringe benefits and leave;
- Office furnishings and equipment, including computers, printers, telephones, copiers, and facsimile machines;
- Software and supplies;
- Governance team meeting expenses; and
- Website and other marketing/outreach tools and materials.

The CEO will actively searching for less costly and more reliable administrative systems that can be contracted out.

Adamas High School facilities will need to effectively house the academic and student support programs that it intends to provide. Facilities costs are a major budget item for most schools, including the development, purchase or renovation, and maintenance of buildings and grounds. Understanding the full scope and timing of facilities costs is critical to sound financial management. Facilities costs could include:

- The purchase, development, and renovation of school buildings and exterior space, including parking lots, playgrounds, and athletic fields;
- Rent or mortgage payments;
- Costs for utilities such as water, electricity, and gas;
- Facilities and equipment repair and replacement;
- Direct labour for custodial services, including fringe benefits and leave;
- Equipment and supplies.

To ensure transportation is not a barrier to equal access for all students residing within a reasonable distance of Adamas High School, many schools provide transportation services. Transportation options will depend on provisions in council bylaw and government law, the transportation capacity of local school region, and the availability of other transportation resources. They include:

- Adamas High School owns and operates school buses;
- Government provides school buses;
- Private contractors provide school buses;
- School or government provides smaller vehicles for isolated or disabled students;
- Public transit; and
- Parent carpooling.

#### **Question 5.2 Part C Question 7**

**Funding (additional to funding to be provided by the Crown) that is to be provided to the School**

Adams High School will actively seek the following 'value in-kind contributions':

- Facilities - Dedicated building or use of indoor and outdoor space;
- Goods and supplies – Consumable materials needed to operate instructional and no instructional programs and services; and
- Services—personnel services, including technical and volunteer services as well as items paid for on a fee-for-use basis.

**Question 5.2 Part C Question 7A**

**What Adamas High School Proposes This Funding Will Be Used To Provide**

The answer to this question is in **Question 5.2 Part C Question 7**

**Question 5.2 Part C Question 7B**

**What the Nature of the Relationship between the School and the Funder Will Be**

**Question 5.2 Part C Question 8A**

**The Proposed Financial Management and Internal Accounting Procedures for the School, Including Controls That Will Be Put in Place to Ensure Appropriate Fiscal Accountability**

**Question 5.2 Part C Question 8B**

**The Provisions for Conducting Annual Audits of the Financial Operations of the School**

**Question 5.2 Part C Question 8C**

**Types and Levels of Insurance That I Propose as Required to Operate Adamas High School**

**Section 5.2 Part D – Facilities**

**Section 5.2 Part D Answer 9A**

**Where I Propose Adamas High School Will be Located When it Opens**

**Section 5.2 Part D Answer 9B**

**Type of Property Arrangement and the Terms of the Tenancy**

**Section 5.2 Part D Answer 9D**

**My Present Options for the School Site, Including a Timetable for Identifying and Acquiring a Facility**

**Section 5.2 Part D Answer 9F**

**Financing Plans for Acquisition and Renovation of a Facility**

**Section 5.2 Part D Answer 10**

**Proposed Strategies for Asset Management and Maintenance of the Proposed Facility, Including Assurance Processes That Ensure Applicable Codes and Standards are Maintained for the Term of the Agreement**

**Section 5 Part E – Enrolment and School Marketing**

**Outreach to the Community**

**How Adamas High School and its Programs Will**

**Section 5 Part E Question 11A**

**Be Publicised Throughout the Community**

**Section 5 Part E Question 11B**

**Target Parents / Family / Whānau Who May Not Be Engaged in their Child's Learning**

**Section 5 Part E Question 11C**

**Identify and Develop Relationships with Community Organisations That Can Assist in Engagement with Parents / Family / Whānau**

**Future Expansion and Improvements**

**Section 5 Part E Question 12**

**Describe the Proposed Enrolment Targets for Each Age/Year Level for the First Five Years of Operation. If Targets Reflect an Increasing Enrolment Describe Plans for Expanding School Facilities, Attracting Additional Qualified Staff, and Acquiring Other Resources Needed to Serve a Larger Student Body**

**Section 5 Part F – Other**

**Section 5 Part F Question 13**

**All Non-Property Facilities That Will Be Provided by Adamas High School, and How They Will Be Included In Teaching and Learning Practices**

**Section 6 Operations Plan**

**Section 6.1 Student Policies and Procedures**

**Section 6.1 Part A – Timeline for Registering and Enrolling**

**The Enrolment Policy and Proposed Timeline for Registering and Enrolling Students for the 2014 School Year**

**Section 6.1 Part B - Policies and Procedures for Withdrawal, Suspension and Expulsion of Students**

**Suspension, expulsion and other disciplinary policies and procedures of Adamas High School, and the criteria for making decisions on such matters, demonstrating how this aligns with the terms of the Bill, Section 158U and the Ministry of Education's Stand-downs, Suspensions, Exclusions And Expulsions Guidelines**

**Section 6.1 Part C – Grievance Process**

**Process that Adamas High School will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school**

**Section 6.2 Personnel**

**Part A – Key Leadership Roles**

**Section 6.2 Part A Answer 1**

**Names and qualifications of persons that will hold key leadership roles in the school. Thomas Pietkiewicz CV (or position descriptions for positions which will need to be recruited) is in an appendix to this Application**

**Section 6.2 Part A Answer 2**

**Standards that will be used in hiring teachers, administrators, and other school staff and the professional backgrounds, depth of experience and personal qualities that you will seek in teachers and other school staff and how these qualities will help the school implement its vision and achieve the stated goal**

**Section 6.2 Part B – Qualifications of School Staff**

**Section 6.2 Part B Answer 3**

**The number or percentage of teaching positions that I propose must be filled by registered teachers or holders of a Limited Authority to Teach (LAT).**

**Section 6.2 Part B Answer 4**

**Employment process that will be used to achieve the desired quality of staff and controls I will apply to ensure that background checks, including Police vetting, are conducted on all school personnel, including volunteers and contractors, prior to the beginning of their employment or service**

**Section 6.2 Part C – Staffing Plan**

**Section 6.2 Part C Answer 5**

**Proposed staffing plan describing the anticipated number of staff members, their positions, and the optimal student: teacher ratio**

**Section 6.2 Part D – Employment Policies**

**Section 6.2 Part D Answer 6**

**Policies regarding salaries, contracts, hiring and dismissal, evaluation of staff, benefit plans, and other matters related to staffing. Attach applicable policies as an appendix to your application**

**Section 6.2 Part E – Volunteers and Contractors**

**Section 6.2 Part E Answer 7A**

**Possible Roles**

**Section 6.2 Part E Answer 7B**

**How volunteers and/or contractors will be organised to accomplish the school's mission and goals**

**Section 6.2 Part E Answers 7C**

**How they will be identified, vetted and trained**

**Section 6.2 Part F – Performance Management and Appraisal**

**Section 6.2 Part F Question 8**

**How your teaching practices will be assessed, including appraisal processes**

**Section 6.3 Legislative and Health and Safety**

**Section 6.3.2 Part A – Health and Safety**

**Section 6.3.2 Part A Question 1**

**How Adamas High School Proposes to Meet and Maintain the Required Health and Safety Standards**

**Section 6.3.2 Part A Question 2**

**Actions to ensure the safety of students and staff at all times**

**Section 6.3.2 Part B – Records and Information Management**

**Section 6.3.2 Part B Question 3**

**Proposed Systems for Recording Enrolment, Attendance and Achievement**

**Section 6.3.2 Part B Question 4**

**Proposed Systems for Maintaining School Records to Provide any Information Required by the Government**

