

ERO Readiness Review PSKH interim progress:

Te Kura Māori o Waatea

December 2014

Te Kura Māori o Waatea is an initiative of the Manukau Urban Māori Authority (MUMA). It is designed to provide Steiner influenced bilingual Māori education for students from Years 1 to 8.

The kura will operate on the grounds of MUMA's marae complex and will use existing marae facilities until planned new buildings are completed. The new buildings are expected to be ready for use by August or September 2015. An early childhood education centre that is being established concurrently will also operate out of marae facilities until its permanent buildings are completed.

To enable prudent management of growth, the kura has initially restricted enrolments to students classified as Years 1 to 4. Students aged 5 and 6 will continue their education in the early childhood centre. These students will transition to the kura in a cohort and may be close to 7 years old before they attend the school. The model is based on the model used in Steiner schools and has the possibility of allowing innovative ways to improve the transition between early childhood education and primary education. However it poses significant challenges for reporting on the achievement and progress of these youngest learners in relation to National Standards as specified in the PSKH contract.

The enrolment process had not been fully developed in early December, but there were already 26 firm expressions of interest. The guaranteed minimum roll for the school is 60 students.

The development of curriculum, planning, reporting and self review are progressing steadily. Some aspects of these documents have been sent through to MoE as required for their consideration. A School Management System (SMS) has been established and school leaders are assured that this will enable efficient management of student achievement and engagement data.

A tumuaki, curriculum director and academic director are developing the initial kura documentation. Two teachers have been appointed. The tumuaki is satisfied that they have appointed the right staff to lead the kura and develop the curriculum to implement the sponsor's vision.

The tumuaki is aware that high priority needs to be afforded to staff induction. The development of the curriculum and suitable ways to assess student progress and achievement against it are likely to be complex. Teachers will start work in early January to build to build shared understanding of the kura kaupapa and chosen curriculum model.

A performance management system is in the process of being developed. A draft budget has been submitted to MoE and teacher salaries have been determined. Staff are benefiting from the support of the governance facilitator.

Te Kura Māori o Waatea is making steady progress towards operating and managing a Partnership School/Kura Hourua and providing for students at the beginning of 2015.

Strengths

- The sponsor's vision is very clearly focused on an innovative model based on raising the achievement of learners who are at high risk of poor outcomes. Sponsors and appointed staff share evident commitment to implement the vision successfully.
- Engagement of the wider community in the enterprise means that there will be a number of adults with useful expertise who are committed to giving time to support the school develop in its first crucial months of operation.
- The kura is governed by a highly experienced board, the sponsor, with demonstrated strengths in management, education and business. This provides a useful infrastructure for the development of the kura.
- School leaders are planning appropriately to seek professional support in developing the curriculum and providing teacher induction.

Challenges ahead include:

- defining the relative roles and responsibilities of the kura and ECE in relation to students and the applicable licensing requirements and contractual obligations
- designing a curriculum that is consistent with the sponsor's vision and supporting teachers' capability to deliver it
- ensuring the appropriate assessment regimes are in place to enable teachers to provide valid and reliable reporting on student progress and achievement against the National Standards or Nga Whanaketanga
- considering what place digital learning has in the school's curriculum as they prepare learners for the 21st century
- implementing an enrolment policy that is open to all including learners with special needs.

The ERO Readiness Report for this school is due at the end of Term 1, 2015.

Ko te Tamaiti te Pūtake o te Kaupapa
The Child - the Heart of the Matter