

Property Plan

In 2012 the Tairāwhiti Services Academy began extensive work scoping building development to support housing the growing numbers within the Academy. A multi room purpose designed educational building has been planned and designed to meet the strategic planning around expansion while maintaining its direct locational link with Gisborne Girls' High School. This also takes into account that the MOE is unable to provide specialist property for the Academy and that the Gisborne Girls' growing roll has also exhausted current property capacity. These plans are available on request and have been presented to potential stakeholder partners at the end of 2012.

Support Research Paper Scoping Academy Growth Strategies – Rayner Jakke- Tairāwhiti Services Academy Director (Retired NZDF SAS)

Prepared in November 2012 for the Eastland Community Trust – Potential Partnership Schools Supporter.

Building the Academy Capacity

Mapping a higher education pathway for Academy staff
Over the last twelve years the New Zealand Secondary Schools have embraced the Military skills concept in schools through the implementation of Services Academies. The inter-relationship with the Ministry of Education, New Zealand Defence Force and Secondary Schools has made this a successful campaign in addressing alternative teaching methods. The supply and demand of the Academy model has doubled in the last 4 years to a staggering 28 Academies Nationwide. The focus of the Government's response to the success is to 'quickly get Academies in schools. The ripple effect of this is the reactive approach by schools to seek suitable candidates to be employed as Directors or Assistants. The majority of Directors have acquired a vast amount of 'top of trade' transferable military skills, knowledge and experience such as personnel management, corporate leadership and innovative thinking. Unfortunately though, collaboration is required from NZDF → Universities → Host Secondary Schools to cross credit to Bachelor Degree as this does not exist at present. Directors and Assistants qualified at Bachelor level will pave the way to attend a 1 year post graduate diploma or teaching specializing in Math and English. The qualification will add an element of flexibility in supporting the delivery of core subjects in the Academy programme.

The Partnership Schools model may provide an alternative path to established and promote this as an effective circular career path where students enter the military and on exit have the opportunity to enter the academies model as instructors and teachers returning to their home districts as capacity builders.

Strengthening Te Tairāwhiti Services Academy

Expanding resources to cater for Academy regional growth.

Te Tairāwhiti Services Academy has observed a 10 – 15% student yearly increase since 2010. Interest continues to be positive from the 27 local secondary schools around our region. It is anticipated that the Academy roll could peak between 50 – 100 students within 3 years. The current Government funding allocated to the Academy is not consistent with growth and makes it non sustainable. Adequate operational facilities and human resources critical to the operation need to be increased to cater for the greater community demand

The need to build capacity in these areas to meet the high demand of the service is addressed in this paper.

Research

Primary research for this paper is through a mixture of quantitative and qualitative data, knowledge of the Academy Industry, dialogue between NZDF, Ministry of Education and Service Academy Directors. The Principal along with Gisborne Girls' High School, has provided professional guidance in this area. Research is ongoing.

BUILDING THE ACADEMY CAPACITY

The ability to fulfill the Academy mission has a direct link with overall student performance in critical educational areas and the commitment to strengthen the Academy sector as a professional entity of its host school. Enhancing the academic skills of Academy staff gives the Academy sector wider flexibility in discharging its responsibilities to contracted deliverables. In doing so, it is anticipated that the return on investment in the education sector will increase significantly. A framework for addressing this is demonstrated below.

NEW ZEALAND DEFENCE FORCE

The commitment of the NZDF to a Bachelor degree (level 7) recognition programme which captures knowledge, skills and experience of those soldiers that have served for a lengthy period of time and have indicated an interest in the Services Academy Industry will provide a credible start towards civilian integration. This concept has been underway since 1994 in the United States and has reportedly a very high success rate. The 'Troops to Teachers' programme highlights the following:

The military members who have become teachers have established a good reputation for the program with school administrators and principals. The TTT headquarters office recently sent out a survey to 1,000 principals regarding the teachers who have come from the program. "We received more than 800 replies from the survey. Of those, 17 percent received an average for performance, and more than 75 percent ranked

above average and higher," said Gantz. "School systems are finding former military members to be very valuable assets. They bring leadership skills, a concern for their students (similar to their troops) and a lot of experience to the classroom." Schools are also seeing a higher retention rate from former military members than teachers who just finished college. <http://usmilitary.about.com>

A soldier's skill base in the area of leadership, personnel management and genuine desire to always do better is surprisingly undervalued in relation to the civilian sector. A soldier performs these skills under many years of tried and tested formulae, and provides leadership under austere conditions usually in stressful life threatening situations whether it is on operations or training. In stark contrast to teaching, a potential teacher may study for 3 years then be eligible to work in the education sector. Where is the link here? An equivalent value on knowledge, skill and experience for NZDF personnel should be recognized in an equitable manner which makes transition to the civilian sector a meaningful experience with the correct educational tools to be able to add value to potential employers and the wider community.

Collaborating with a University Institute to craft recognition of NZDF skill sets increases the opportunity for a holistic approach towards professional development. NZDF personnel also bring with them the added skill of providing assistance to increase organisation efficiency. The Harvard Business review on Military Skills leads to Organisational success writes the following:

What value does the military have for an organization? War, class, combat honed, and extensive skill sets in strategic planning, war gaming (competitor-on-competitor role play), competitive intelligence, leader development, rigorous standard enforcement, and innovation in execution are only a few of the cutting edge managerial skill sets that the military brings. Additionally, military veteran-to-CEO success stories such as Ken Hicks (Foot Locker), Bob McDonald (P&G), John Meyer (Academy), and Dave Grange (P&P) all credit military ethical foundations, decision making skills, practical leadership, and teamwork, and the focus of life-or-death situations that quickly developed them into decisive leaders focused on excellence, execution, and best-in-class performance.

The military has a wide range of skill sets and proficiencies that business needs. Posted on Harvard Business Review: October 18, 2010 12:10

UNIVERSITY

The Academic relationship between NZDF and University can be seen as a sustainable path to providing quality teachers to a 'niche market' in the education sector. Waikato University has a historical link to the Academy target group by fostering and bringing to fruition the Te Kotahitanga concepts into the secondary school governance system. The Academies thrive on the daily challenges. It would then be a strategic move to associate NZDF – Waikato University in the cross crediting process for awarding Bachelor Degree qualification. Why? Because ex military personnel fall under a similar kaupapa of requiring guidance to ensure smooth transition. A one year post graduate diploma in teaching is then readily available to pursue. Specializing in Math and English provides a greater range of Academy programme flexibility in being able to deliver these subjects suitable to Academy timings.

HOST SCHOOL

Providing a clear professional development pathway for potential Directors of Services Academies gives a short to medium term educational direction. Host Schools in support of the one year post graduate diploma in teaching are reaching for teacher sustainability and can be seen as investing in the longevity of Academies not only for themselves but for the future.

COMMUNITY

Research conducted by Carol J. De Vita and Cory Fleming, Building Capacity in Nonprofit Organisations highlights the relationship with 'strong Nonprofit Organisations' builds strong communities'. We also view this inter-relationship in which a 'strong Academy builds strong communities'.

Academy students are very noticeable in the public eye by the way they hold themselves and interact with their peer groups from other Secondary Schools. Anecdotal evidence in the *Academy Review Feb 2010 – Jun 2011* Report for ERO visit conveys positive philosophical comments about students before and after the Academy experience. Overall, the community is judged by its development of young people. With the Ministry of Education youth guarantee initiative well underway, it can only enhance communities.

RECRUITING

New Zealand Defence Force recruiting is one of the primary stakeholders of the Services Academy Institute. Receiving quality candidates for the recruitment process is what the Academy can deliver through its model.

MINISTRY OF EDUCATION

Supporting the higher education needs of Academy Staff and recognizing the valuable contribution towards society they make each year. Accepting that each Academy grows at its own pace and is dependent on community and hosting school support. This may remove the need for Academy staff to remain on LAT and therefore provide a more professional and sustainable driver for hosting schools.

TEACHERS COUNCIL

A professional leadership approach facilitated by the New Zealand Teachers Council - Hosting Secondary School in order to advise best option to streamline the Director's pathway will be of priority. Supporting and or reviewing the Initial Teacher Education and Graduating Teacher Standards will have an impact on the teacher graduate diploma.

STRENGTHENING TE TAIRAWHITI SERVICES ACADEMY

Our regional Services Academy has been operating for the last three years. In order to make reasonable decisions on the effectiveness of the Academy requires a three year continuation of activity. We feel the data collected so far is solid evidence that the programme is providing quality choices for a range of students from the majority of schools within our region. Therefore, we are confident of progressing with our planned evaluation and growth.

Strengthening Te Tairāwhiti Services Academy is about adding towards a strategic direction and cementing its purpose for existence. We have identified what we do well, why we do well and how we can do it better.

Successful strategy execution

Why is the Tairāwhiti Services Academy model so successful? One of the main reasons is that our critical activities and capabilities have been identified and further developed or nurtured to ensure efficient delivery to students and stakeholders.

Environment

The integration of the New Zealand Defence Force courses into the Academy programme, in particular the Life Skill Induction course continue to set a high standard of basic life skills for students to use as a benchmark. We continue with the Military routine throughout the year in a positive learning and teaching environment. Our Academy embraces Tikanga Māori and maintains a philosophy of Manaakitanga, Whanaungatanga and Kotahitanga. Student achievement is our main effort where demonstrating and maintaining standards, modeling integrity, being firm but fair and providing ongoing support formulates an effective model.

"One of the principles of War fighting is to win the hearts and minds of the people, for us it's about winning the hearts and minds of the students before any progress can be made"

Access to a full academic programme that is focused on 'success for all' exists through the school within a school concept and entry to classes that support goals and career aspirations is a critical function of this model utilizing the expertise of 21st century mainstream school teaching and learning within a wider framework of military ethos and values.

People

People are our biggest asset, having the right people in the right job is vital to the success of the Academy. The Academy prides itself on staff commitment and passion for the job. Experience in this area comes not from a teaching background but from a background in personnel management at the highest level in the New Zealand Defence Force. The Academy is facilitated by two staff members with a third due to join the team in 2013. The advantages of this are that it provides the ability to manage 'risks' more effectively for both student and staff (potential burn out). Sharing of job responsibilities are obvious benefits which enhance programme flexibility.

Funding

The contracted funding is leveled at \$90,000. This amount is far short of meeting staff and programme development. Although, at face value we have done more with less, our programme has taken a fair share of GHS operational funding. This is not sustainable.

Securing academic sponsorship through personal contacts has resulted in a credible relationship with Vertical Horizons Group. The administration and support systems required to deliver, assess and moderate the National Certificate in Business Management (13) is provided by the Company. An assistant tutor is also offered by the Company to co-lead with the Academy Director in delivering the Certificate. This relationship has added significant academic and leadership value to the Academy programme and if it were to be purchased at market rates it would cost approximately \$42,500.00.

Programme innovation

- *Setting the academic bar high.* In co-construction with students, we set and maintain high achievable academic goals. Our continued pursuit of individual excellence ensures students remain focused and complete their chosen goals.
- *NZDF career as a vehicle for academic success.* Entry into the services provides an academic base to increase individual learning. In order to meet NZDF requirements, academic goals need to be raised
- *Transferring NZDF experiences to tangible NZQA Unit standards.* This is all about leveraging off NZDF courses and converting and aligning these experiences into NQF Unit Standards.
- *Subject choice available to all students.* The majority of subjects at GHS are available to all students. Subjects at GHS are also available.
- *Delivering holiday programmes.* Academy students are enrolled on the National Certificate in Business Management Level 3. The programme is delivered during 1st term school holidays with catch ups in the 2nd and 3rd term. An integrated programme for GHS Prefects and Academy students is run in the 3rd term holidays. Timetabling the programme during School holidays allows students to focus on core subjects during school hours.
- *Setting clear expectations.* Having an Academy identity and uniform contributes towards a 'feel good' approach. The uniform is worn with pride where students gain a sense of belonging and identity. Student behavior and expectations are aligned with the "code of conduct" within the Induction booklet. We are proud to be able to enforce these protocols in a manner that is aligned with normal service recruitment standards. This approach has a meaningful application which gives students a better understanding of Military life style. An earlier than normal start of 8.10am prepares students for the day. A 7am start for Tuesday and Friday ensures students participate in team physical training.
- *Senior School Leadership assistance.* Academy staff capability has extended to assisting the leadership development of GHS prefects.

- *Multi-level teaching approach.* Students attend multi-level Maths and English classes along with personalized programmes to create a full academic opportunities.
- *Complete all round packages.* The integration of all facets of the programme is the key to success.

Exceeding contracted outcomes

We have exceeded all deliverables of the contracted agreement thus far.

Our Results to Date - Roll call from January 2010 to December 2012 stands at 75 students. Below is a summary of statistics to date.

Table 1 January – December 2010 (19 Students)

Qualification	Student number	Pass %
Passed NCEA Level 1	2/2	100
Passed NCEA Level 2	10/18	100
Passed NCEA Level 3	1/7	100
Passed University Entrance	5/5	100
Passed National Certificate in Business Management Level 3 (with leadership strands)	11/16	69
Passed NZDF recruitment process	7/7	100
Serving in the NZDF (or within 2 Months)	5/7	71
Employed, in further education or training	17/19	89

Table 2 January – December 2011 (28 Students)

Qualification	Student number	Pass %
Passed NCEA Level 1	4/4	100
Passed NCEA Level 2	8/8	100
Passed NCEA Level 3	11/11	100
Passed University Entrance	5/5	100
Passed National Certificate in Business Management Level 3 (with leadership strands)	17/21	81
Passed NZDF recruitment process	9/10	90
Serving in the NZDF (or within 2 Months)	6/9	67
Employed, in further education or training	26/28	93

Table 3 January – July 2012 (29 Students)

Qualification	Student number	Pass %
Passed NCEA Level 1	21/22	100
Passed NCEA Level 2	17/17	100
Passed NCEA Level 3	15/15	100
Passed University Entrance	9/9	100
Passed National Certificate in Business Management Level 3 (with leadership strands)	16/23	69
Passed NZDF recruitment process	9/9	100
Serving in the NZDF (or within 2 Months)	9/9	100
Employed, in further education or training	26/29	89

Achievement Statistics Summary 2010 – 2012:

- **NCEA L1:** Eight students assessed. Eight students passed
- **NCEA L2:** Twenty five students assessed. Twenty five students passed
- **NCEA L3:** Twenty eight students assessed. Twenty eight students passed
- **UE:** Twenty one students assessed. Twenty one students passed – (2012 to be confirmed).

National Certificate in Business Management Level 3 (Tertiary level Programme)

Sixty students have commenced the National Certificate in Business Management L3. Forty four have been assessed as competent and been credited with the full qualification. Sixteen students have gained partial credit toward this qualification and supported their NCEA achievement.

New Zealand Defence Force Exams:

Twenty five students have been tested for NZDF recruitment exams. Twenty five students have passed. Three were not selected by NZDF National Selection Board

New Zealand Defence Force Serving: Nineteen students are currently serving in the NZDF, three are awaiting entry.

Employed in further education or training: Seventy five students enrolled on the programme. Sixty nine are in employment or further training.

Academy 2015 - Looking beyond our strategic plan

We are an Institute that delivers a foundation of life skill values such as respect, honesty, integrity and is able to transform under achievers to high achievers in a very short academic period. We are striving for a professional and vibrant unit that first and foremost displays commitment towards self-respect. We are gearing towards a *values orientated* hub based at Gisborne Girls' High School providing a network that accepts students from all schools in the Tairāwhiti region. Setting standards by integrating old values into current teaching practice.

A School within a School

From our humble beginnings, it has always been our intention to maximize the Academy opportunity to all Schools within our region on a National and International scale (boarding options available). This is well documented in

the *Tairāwhiti Services Academy stakeholder document 2010*. The concept of a *School within a School* is probably the best way to visualize this.

Our historical evidence has shown that students are genuinely attracted to an Academy which demonstrates boundaries and are able to learn in a safe and interesting environment. Academy students mostly find it difficult to fit in segments of mainstream teaching environment and genuinely want to make a really good go of their senior years. Students gravitate towards continued *positive re enforcement* to stimulate the desire to learn and a robust *tracking system* to ensure they remain within their chosen career path ways.

The old cliché of 'the ambulance at the top of the cliff' rather than the bottom, runs very true here. Our ambulance is at the top! Why is the Academy different to a Private Training Establishment? Firstly, students (16/17 year olds) who are in PTE programme have most likely left mainstream school due to various disengagement reasons. Students relocating into a PTE environment are merged into an adult institute. Some students find this an easy option and refrain from projecting themselves and slide into internal 'course hopping' in their own comfort zone, therefore not challenging themselves fully.

The Academy on the other hand, has clear expectations and, under the umbrella and protocols of its host school, is able to remove unwanted behaviour and promote the desire to learn and provide challenging experiences. Another notable difference is that funding is attributed directly in support of the Academy curriculum and is openly transparent in the School system. The funds are applied directly to curriculum development. There are monumental benefits of students remaining connected in a school system opposed to other governance structures. In saying this though, it is always going to be effective people that make an effective programme.

Staffing

Increasing Academy Staff from 2 to 5 will cater for anticipated roll call growth.

Resource acquisition through alternate funding source

Current funding from MOE does not allow for resource expansion. The Academy must rely on alternate financial sources to increase value of the programme, significantly around physical infrastructure, property and staff salaries. Memorandums of understanding already exist with our linked Tertiary provider, the NZDF.

Junior school early intervention

Academy Staff add a holistic value towards the wider school objectives in maintaining challenging students in learning. A focused motivational programme has been designed and will be implemented under a volunteer scheme for junior school students. We view this as connecting students to positive role models in order to meet school curriculum goals. By adding this innovation to the Academy programme we create a layered learning environment of senior – junior trust.

Preparing for 2015 University Entrance subjects

The Academy will need to adjust its model slightly to cater for the changing requirements of University Entrance subjects and Unit standards versus Achievement standards.

Increasing National Certificates and Gateway paths

The National Certificate in Business Management level 3 is currently being delivered to Academy students. This Certificate is achievable for 70% of students. It is our intent to make available a qualification for those students that require an alternate teaching style and still be able to meet NCEA Level 2 or 3 requirements. The National Certificate in Outdoor Recreation level 3 will be investigated as a suitable programme which may meet student requirements and remain in line with the Academy model. It must be noted that both National Certificates are on top of selected subjects.

Further pathways of trade's type careers will be identified and facilitated as meaningful career goals for students. More research on this is required. 'Horses for courses' attitude need to be applied here as the Academy student profile does not fit in mainstream thinking. SUSTAINABLE DEVELOPMENT

Sustainable Development -Managing the process of change

For far too long, the Academies have been unfavorably portrayed by media as "boot camps for naughty kids". The perception is of dysfunctional kids with learning disabilities are somewhat short sighted and very unbalanced. The reality is that students these days require a range of teaching ability to connect with their various learning styles. These fall short of mainstream delivery methods.

We intend to change the perception and manage the process by virtue of establishing a teaching culture and environment that is conducive to this clientele. The long term goals of empowering students through more meaningful knowledge, increasing community buy in and participation. Fostering social cohesion by means of whānau involvement and enhancing cultural identity. Setting a national standard will ensure we meet our regional goals but still maintaining a strategic focus.

Currently, short term predictability of Government funding makes it difficult to plan effectively for the long term in areas of resources, staffing and curriculum development. Our intent is to diversify our strategies to incorporate outreach for alternate funding streams. We have set our vision, implemented our plans and achieved our goals. Through sometimes critical actions we have achieved monumental results.

The inter-relationship between stakeholders

As our Academy whakatauki states, *E hāra taku toa, He takī tahi he toa takī tini. "My success should not be bestowed onto me alone, as it was not individual success. But success of a collective".* From a macro perspective we place a high value on our relationship with critical stakeholders such as Ministry of Education, New Zealand Defence Force, Vertical Horizonz Group and Secondary Schools within New Zealand. The micro environment which we find ourselves immersed in is where we find the most rewarding and challenging. Our most critical and vulnerable stakeholders are our students, parents and community leadership.

SUMMARY

Services Academies Nationwide cater for a niche market of the education sector. The GAP between excellent learners and under achievers is slowly but surely being addressed through these alternative engagement methods. Sustainability of this initiative involves building capacity and refining in the way key stakeholders provide their individual service.

The Tairāwhiti Services Academy, in its short operational time frame has accomplished phase 1 of its set business goal. The provision of a robust Academy model to equip students with the correct academic tools has started to attract a higher demand for the service. In order to meet the demand request we need to strengthen our resources and provide a purpose built facility with correct staffing ratio.

Attachments

Appendix 1: Tairāwhiti Service Academy resource requirements. Watts and Hughs Construction estimate and plan.

References

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