

He Puna Marama Trust

Question 1

If the maximum roll is set for a lower roll than you have applied for, would you still wish to proceed with your application? What are the implications of a reduced roll?

Yes we would.

300

Before submitting our application we completed three (3) roll scenarios. After considerable debate amongst ourselves we submitted an application with a potential future roll of 300. We decided that having a roll of 300 met a number of our own ideal criteria:

1. Sufficient numbers to create a diverse 'school community'.
2. Sufficient students to build a presence in the region and have an affect on Maori achievement levels
3. A large enough student population to stand out in the 'crowd of schools'.
4. A large enough student population to ensure we have students represented at all years, especially at the Tuakana (senior) level.
5. Sufficient numbers to allow for a larger budget which allows for more staff and resources

	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	Yr13+	TOTAL
1 st Year			20	15	15	15	5	70
2 nd Year			40	20	20	15	5	100
3 rd Year			50	40	20	20	20	150
4 th Year		30	50	40	40	20	20	200
5 th Year	40	40	30	40	40	40	20	250
6 th Year	30	40	30	30	40	40	40	300

200

Our second scenario was for a maximum roll of 200. We would expect this to be achieved in a shorter time period as well. Having a maximum roll of 200 would reduce our diversity and our overall affect in the region but will not affect our student spread. It will have an affect on the level of resourcing which means that we would have to reconsider our staffing levels across the Kura Hourua. There was support for 200 in our group as the 'educators' argued for the idea of 'quality teaching to fewer numbers'.

YEAR LEVEL	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	Yr13+	TOTAL
1 st Year			10	10	10	15	5	50
2 nd Year			40	20	20	15	5	100
3 rd Year			50	40	20	20	20	150

4 th Year	10	20	50	40	40	20	20	200
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150

Our third scenario was for a maximum roll of 150. There was considerable support for a smaller Kura Hourua to enable smaller classes and higher quality interaction. The trade-off of course is resourcing and thus teachers/staffing levels. We have met with Tai Wananga in the past and heard their argument for 150 as a maximum. We know it is do-able but we still worry about level of resourcing and the trade-offs. We also discussed the real concern of small schools having sufficient numbers to command a presence that will enable our students and Kura to be taken seriously. Ultimately, the Kura's ongoing relevance to whanau will lie in whether whanau perceive that the Kura will make a difference in the life of their child. The Whangarei community have a perception that smaller schools have less to offer. I know that there are scenarios in the Ministry of Education for schools with 100 students but there must be considerable pressure to find resources to maintain the educational integrity of the school. We don't want to set up to fail or be distracted by anything but focussing on the student/s. 150 would probably be the tipping point between being relevant and sustainable.

We would consider a Kura with a maximum roll of 100 if the Ministry considered it as a start, with the intent to review the model after 3 years say.

Question 2

Proposed Partners - Please confirm how you intend to manage the proposed partner pool to deliver on the educational outcomes that you (if successful) have proposed?

What do you propose should one of the partners/subcontractors not meet the contracted academic outcomes that your trust would be bound to?

The Trust's plan is to continue working with the three main secondary schools in Whangarei, Kamo High, Tikipunga High and Whangarei Boy's High; and the local Poytechnic, NorthTec. There may be other relationships with Wananga, PTEs and Universities but in the main the high schools and NorthTec will be our key partners. This form of 'mixed-mode' educational delivery or 'shared-student' delivery will only be offered to Tuakana (senior students). We have trialled this approach in the last few years with Academy students and certainly see the potential in it with our Kura Hourua.

We decided on this approach for a number of reasons:

1. We don't want to end up like many smaller schools or Kura Kaupapa Maori spending considerable time and resources attempting to recruit staff in specialised areas when down the road are several large schools with a full contingent of specialists.
2. There are opportunities that these schools have access to that are not offered to smaller schools. We want to access these for our students. I.e: sport codes, scholarships, co-curricular activities.
3. We recognise that each school have strengths, teachers and subjects that are considered some of the best in the region if not the country, we would like to take advantage of that. It makes so much sense to utilise the strengths and knowledge of some of the larger schools, for example:

Institute	Strengths	Weaknesses	Comments
Whangarei Boy's High (WBHS)	Academic school Strong science faculty Strong in technology	Large school Maori boys don't do well in Years 9,10,11	Our relationship with WBHS is very good. It is a well resourced and well lead school, known in the region for

	<p>Strong community</p> <p>Well resourced and Well connected</p> <p>Rugby Golf</p> <p>23 Leadership Academy boys attend WBHS</p>	<p>The culture of the school sometimes conflicts with our ideal Maori cultural environment</p> <p>2012 NCEA L1 results – 44% Maori boys pass rate</p>	<p>its academic achievement.</p> <p>WBHS is likely to be our lead partner in terms of education. It is only 2kms from our base, an easy walking/riding distance.</p> <p>WBHS is also the best overall provider</p>
Tikipunga High (THS)	<p>80% Maori students</p> <p>Admirable Principal</p> <p>Trades Academy</p> <p>Strong Maori focus</p> <p>Volleyball Basketball</p> <p>15 Leadership Academy boys attend THS</p>	<p>Middle management tier concerns</p> <p>Low socio economic catchment area</p> <p>Ongoing behavioural problems</p> <p>2012 NCEA L1 results – 32% Maori boys pass rate</p>	<p>Our relationship with THS is good</p> <p>We have some concerns around the culture of the school and the inability for the rhetoric to filter down to the teachers and classrooms</p> <p>It provides a good, start for young Maori students to start out their secondary schooling but it struggles to provide a solid programme at the senior levels.</p> <p>Has some outstanding teachers and sports opportunities</p>
Kamo High (KHS)	<p>Strong Arts department</p> <p>Strong Performing Arts department</p> <p>A range of top sports teams</p>	<p>Considerable trouble at the school in recent years resulting in a LSM being appointed</p>	<p>We have an MOU with KHS but after the flight of many of our Cadets from KHS our involvement has waned.</p>

	<p>A new Principal may turn KHS around</p> <p>1 Leadership Academy boy attends KHS</p>	<p>A series of suicides caused major angst amongst whanau</p> <p>2012 NCEA L1 results – 36% Maori boys pass rate</p>	<p>KHS still has one of the best Arts and Performing arts departments in the region</p> <p>Once Maori students make it to year 12 they tend to do ok</p>
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Confirm how you intend to manage the proposed partner pool to deliver on the educational outcomes that you (if successful) have proposed?

It is our intent to meet with the Principals of all three highs schools (if successful) as soon as possible to work through the possible operational scenarios and lock down a new MOU. We have discussed the possibility of working this way with both Whangarei Boy's High and Tikipunga High but would want to lock down the details sooner rather than later. We have found the High schools to be most accommodating and professional in our working relationship. We have direct access to the Principals but mainly work through the Deans to ensure that each student is well supported and in a class that suits their abilities. For our side we need to make sure that our boys attend, are prepped, complete their homework and are aiming to achieve.

Tikipunga High is moving towards having a 3 period day which would suit logistics, while Whangarei Boys have just introduced a specific literacy/numeracy programme that runs parallel to their normal programme. This indicates that the schools are able and willing to provide innovative timetabling.

Once the Kura Hourua has a clear idea who the Tuakana (senior students) are likely to be, they will complete Individual Education plans (IEP), and then Kura staff will meet with each school to discuss. The IEP will determine which partner school the student will attend. Kura staff, students and Deans will then put a timetable together for the following year. From our experience, that process will go through many iterations and probably won't be settled until Term 1 as each school settles its own enrolments. The ideal would be a specific work stream for Kura Hourua students, if numbers warrant.

In the mean time the Kura Hourua will be working their timetable out for Tuakana students to align with partner school/s timetable. It is our expectation that most Tuakana student will only attend partner schools for 2-3 subjects as English, Maths, Maori and the specialisation will be provided by the Kura Hourua. As our days range from 8am to 8pm there is sizeable time available each week to meet their full educational commitment.

In terms of NorthTec, there is some flexibility. We could develop specific workstreams or if numbers don't warrant, students can attend blocks of training or specific classes that work toward national certificates and even diplomas.

What do you propose should one of the partners/subcontractors not meet the contracted academic outcomes that your trust would be bound to?

We have identified specific teachers or faculties for a good reason, these are the faculties and teachers that consistently have students achieving. We have experienced maverick teachers (rare) and have managed this through the Deans. We have found that often it is our student that needs reminding and support. It is our role to ensure that students attend, are ready, motivated and responding.

If the school isn't meeting agreed outcomes, our first port of call is with the student and the whanau to check that the programme suits or is what they expected. Then we would work through the Deans to locate any unnecessary obstacles. This could involve moving the student to another class or course. This we have done on a number of occasions with Leadership Academy cadets. In the unlikely event that a school just doesn't deliver we have a number of options:

- Changing the students course/programme
- Moving the student to another school for their subject or programme
- Enrolling on correspondence
- Bring the subject/student in-house (resources depending)
- Take an alternative subject in-house

Should a school just decide it's all too hard and complicated we would work through the Principal to identify shortcomings and look for possible solutions. If that doesn't work we still have the above options.

Ultimately it is our role is to ensure that everyone has a clear appreciation of the learning needs of each student and a clear understanding of their education plan. We need to be sure that we place students in partner school or with teachers where they will cope and flourish. We need to stay on top of the relationship between the student and the partner school to ensure it remains healthy and workable. We must track their progress and credits closely so that any slippage is picked up quickly and solutions found. This responsibility will sit primarily with their Whanau Teacher or possibly with the Tuakana mentor.

Question 3

Please confirm how you intend to manage the attendance and meet any transport challenges of your students at the partner schools you have nominated to deliver particular components of the academic curriculum.

In terms of attendance it is clearly up to us and our programme to create a culture where students are motivated to attend and pursue education. As described in the body of the application this will be achieved by having a environment that validates who they are, practices that empowers, faces and language that are familiar and values that endorse our world view, in other words creating a Kura Hourua environment where 'Culture Counts'.

Similarly, it is important to put the student at the centre and wrap systems around them so that they may achieve. Lack of attendance or irregular attendance is a symptom of non-engagement. In whanau with multiple challenges we have found this to be common. We would need to address the needs of the whanau and the student before we can advance. At the same time, we expect whanau to support their child in the Kura Hourua, so some courageous conversations will need to occur. A student will not be placed at a partner school until they can show that they have both the desire and skills to cope in the school environment. We have no desire to put students in situations where they cannot manage.

In relation to transport we have budgeted for vans and the Trust have a number of vehicles available to move students around. We will work with the partner schools to minimise logistical movements and lock groups of students into similar timetables.

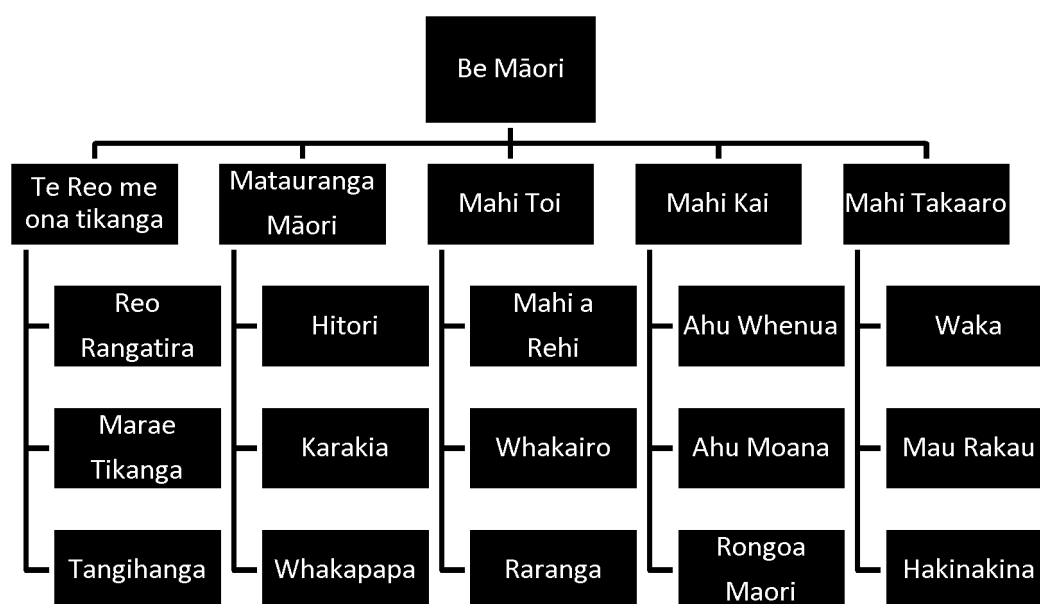
Question 4

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

Firstly, we acknowledge that when it comes to imparting knowledge from the NZ Curriculum or Te Marautanga, building student profiles, conducting a range of assessments and then using that data to inform decisions; trained teachers are absolutely vital. All the core subject areas (ie: English, pangarau, putaiiao) will have trained registered teachers leading.

However, in order to achieve its goals, the Kura Hourua expects to employ or contract a number of staff who will be unregistered teachers.

Our rationale stems back to the basis of the Kura Hourua a 'Ngapuhi-centric idea viewed as one of the critical building blocks for the rejuvenation of Ngapuhi iwi'. We expect that some of the knowledge and skills required to build Maori or more specifically Ngapuhi competence, may not be found in trained teachers. As the Be Maori Pou demonstrates there are a host of knowledge areas that aren't currently part of a school curriculum but are part of Maturanga Maori. This is likely to be the area where we will employ experts (part time, one-off) who may not be registered teachers:



Similarly, there will be areas in the Be Rangatira pou that require expertise that isn't considered standard education ie: social justice, de-colonisation, character building, and conflict resolution. It is unlikely that we will locate registered teachers with this sort of knowledge but there are individuals who are well known and respected deliverers of this content.

Our expectation is that the Kaiwhakahaere (Dean) of each of the three pou (Be Maori, Be Educated, Be Rangatira) will be registered teachers as will the Kaiwhakaako (Teachers) in the Be Educated pou. Where possible, staff will be registered teachers. Based on the budget submitted in the original application, the proportion is likely to be 5 registered teachers to every 2 unregistered.

Question 5

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

Please see attached 'mock-up' programme. Both are standard programmes but will be altered and tailored to meet the needs of the student and the Kura Hourua.

Question 6

How will your teaching and learning programme support priority learners (please provide evidence)?

There are three primary approaches that we will utilise at the Kura Hourua to underwrite the teaching and learning programme. The approaches are supported by latest research and evidence. At the Trust's Leadership Academy there are 40 students all can be classed as priority learners i.e. Maori, Pasifika and/or low socio-economic, special education needs (ADHD). We have learnt to develop teaching and learning systems that meet their needs. We will take this experience with us into the Kura Hourua.

1. Provision of Individual Learning Plans for every student keeping the focus on student centred learning (*ERO, Evaluation at a Glance: Priority Learners in NZ Schools, August 2012*):

One of the key strategy for the Kura Hourua is the development of Individual Education Plans (IEP) for all students through:

- **Hui Whakapiki** - goal setting hui with students and whanau at the start of the year to set long/short term goals and understand students' strengths, interests and needs. Meetings with whanau to discuss this further and then meeting again mid-year to review the individual learning plan and progress. The hui whakapiki will be held in conjunction with regular academic progress reporting hui with whanau as a platform for the *Teacher and Learning Inquiry Cycle* described in *The New Zealand Curriculum*. The outcome of the hui whakapiki will drive the strategies and interventions for students as well as the professional development of teachers to deliver to student needs. This is something the Trust is currently doing successfully with students of the Leadership Academy in conjunction with 5 of the local high schools.
- **Feedback** – students will be kept informed about their progress on achieving their learning goals through online and paper based diaries, course outlines and NCEA tracking sheets. Teachers will ensure students understand where they are in relation to the expected level of achievement and ensure they are clear on how they can improve. This is something the Trust currently does successfully at the Leadership Academy in conjunction with our 5 Partner High Schools.
- **Deliberate Programme for Engaging Whanau in the learning of their Tamariki** - through the provision of a designated whanau space manned by a staff member at certain times of the school day. Updated individual learning plans will be made available to whanau online and the staff member onsite will help whanau understand the assessments that their child is undertaking both one on one and through whanau workshops. The Mutukaroa programme run by Sylvia Park School in Auckland provides us with some promising results on the impact of this type of engagement on Maori and Pasifika students (<http://partnerships.ruia.educationalleaders.govt.nz/Case-studies/Sylvia-Park-School>). The focus will be on engaging whanau to be confident partners in the learning of their child.

2. Innovative Implementation of The New Zealand Curriculum :

ERO's national evaluation reports identify the need to develop and manage our curricula in a way that is responsive to our students. Teachers and leaders are encouraged to "*understand the permissive nature and intent of The New Zealand Curriculum*". Implementation will ensure inclusion of all principles of the curriculum – *High Expectations, Treaty of Waitangi, Cultural Diversity, Inclusion, Learning to Learn, Community Engagement, Coherence and Future Focus*.

When designing a programme plan our Kaiwhakaako will utilise several approaches that may best meet the needs of the priority learner <http://seniorsecondary.tki.org.nz/> . These include:

Planning for differentiated approaches –

- ask students what approaches to learning work best for them; use their feedback
- investigate common contexts that students at different levels can explore in quite different ways
- investigate allowing different students to be assessed in different ways or against different achievement standards

- allow students to choose a context from a short list of possible contexts, in discussion with the teacher
- make assessment for qualifications accessible to a wider range of students.

Connections as the starting point -

- utilise a range of texts that have similar settings, ideas, or characters
- connect with what students have learned in previous years
- allow teachers and students to co-construct programme content
- connect with students' real lives – their cultures, interests, experiences.

This is covered in our application Part C – Learning environment and teaching, questions 7 & 8, our Kura Hourua will support engagement and achievement through:

- *A learning environment that affirms their culture* – currently the Leadership Academy delivers Maturanga Maori through day to day practice of waiata/haka/karakia/Mihimihi and twice weekly Te Ataarangi Reo classes
- *Pedagogical leadership that focuses on what and how learners learn* – at the Academy, all students are tested to find their learning style and this is transferred to their individual learning plans
- *Distributed leadership where everyone takes responsibility for the learning* – strong relationships exist with our current whanau and students of the Academy. Hui are held regularly with whanau to re-affirm goals set by students.
- *A constructivist approach that encourages inquiry learning supported by Learning Management Systems* – Over the three and a half years the Academy has been operating, there has been a strong lean towards technology to support student learning at the current schools they attend. Homework Wiki websites have been set up for all schools as well as online individualised numeracy and literacy workbooks for students.
- *A flexible learning day to allow for greater involvement and less rush* – currently students at the Academy attend training and Te Ataarangi classes in the morning before school and then have more training and supervised prep after school. A flexible learning day would allow them to gain credits for the significant extra-curricular workload they currently maintain and still allow time in the day for quality curriculum delivery and rest. This connects them to their real lives, culture and interests, making learning more relevant.
- *Three education pou that are integrated across all areas providing depth and authenticity. Be Maori, Be Rangatira, Be Educated* – these are currently delivered via the Academy programme. Bishop, Berryman, Tiakiwai & Richardson (2003) emphasise the importance of Maori students' culture being at the centre of interactions in the classroom so that learner "are able to make meaning of new information and ideas by building on their own prior cultural experiences and understanding."
- *A learning environment that has a dedicated programme for the emerging adolescent.*
- *A learning environment that has a developed pastoral care system that considers the learner within a Maori framework* - MacFarlane (2007) reiterates this further: "One's own culture and language reflects personal identity and self worth."
- *A learning environment that doesn't look like a traditional school* – ERO (August 2012) "considerable work needs to happen before primary and secondary teachers and leaders understand the permissive nature and intent of The New Zealand Curriculum and implement responsive curricula in their schools."

3. Regular Assessment and Planning:

Assessments across all subjects will be carried out utilising the various methods outlined in our application Part D – Student progress and achievement, question 11.

- ERO has identified that schools have many issues in relation to knowing about the progress and achievement of priority learners. Assessment information has not been utilised well, nor implemented in a way that is useful for promoting achievement. He Puna Marama Trust, through the Academy, currently runs 2 numeracy and literacy testing cycles per year to support the learning of students. Individualised online numeracy and literacy workbooks are designed for students to lift achievement in the areas required. Testing results show significant improvement across the board for both senior and junior students of the Academy from year to year. The schedule in our application clearly outlines a comprehensive assessment and Aromatawai for Teaching and Learning Process.
- The report *Promoting Success for Maori Students: Schools' Progress*, ERO identified that the majority of schools were not analysing and utilising data achievement data to improve Maori student achievement. This is also noted for special education needs and Pasifika students. Further, it is noted that there is a failure of many school leaders to ensure boards are adequately informed about priority students' outcomes and therefore involve them in the decision making required to resource initiatives to improve learning of those students.
He Puna Marama Trust has a strong board of governance that is intimately involved in all facets of decision making around the strategic direction of the Mokopuna Early Childhood Centres and the Leadership Academy of A Company. A comprehensive reporting system to the board is in place and the Chair and CEO meet daily to discuss any outstanding issues that may arise. Other board members are in touch on a weekly basis between board meetings to keep abreast of operations.

From our own experience we can attest to these approaches working well with the Cadets in the Leadership Academy. In 2007, 81 % of Maori boys in Whangarei failed NCEA Level 1. At the 3 main highs schools none have been able to achieve 50% pass rate in 2012.

At the Leadership Academy we have a 100% pass rate for Level 1 and 90% pass rate for Level 2 (or its equivalent).

The academy utilised the strategies mentioned above to set the learning framework in place for every single Cadet:

- We were very clear about where each Cadet was at
- Assessing to ensure we had a clear profile of each Cadet
- They all have individual education plans with learning goals set by the Cadet
- Their whanau are involved with setting their learning goals and monitoring their progress
- We all had high expectations
- Everyone took responsibility for all the Cadets learning
- A flexible learning day but with fixed expectations
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Question 5

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

Year 12

This is a standard programme for a Tuakana (senior) who might have a heavy academic programme and still wants to do specialist passion. A student with a less demanding academic programme may opt for more Specialist passions or just more time to spend on less subjects. English and maths are compulsory through to Level 2.

	+7am	8	9	10	11	12	1	2	3	4	5	6	7	8pm+
Mon	OPTIONAL HIGH INTENSITY FITNESS PROGRAMME	OPTIONAL PARAKUIHI (BREAKFAST) WITH ACADEMY	TE REO MAORI WANANGA	Core NCEA Subjects: English, Maths, Te Reo Maori Kura Hourua					Afternoon Break & rest	Specialist passion: Music & production		OPTIONAL DINNER WITH ACADEMY	EVENING PREP TIME (Held in the main room at their workstation) (start time may vary)	
Tue				Support NCEA Subjects: Physics, Chemistry, Biology Whangarei Boy's High (1.5hrs each 0.5 for lunch)					Break & Rest & Rugby training					
Wed				Core NCEA Subjects: English, Maths, Te Reo Maori Kura Hourua					Afternoon Break & rest	Specialist passion: Music & production				
Thu				Support NCEA Subjects: Physics, Chemistry, Biology Whangarei Boy's High (1.5hrs each 0.5 for lunch)					Break & Rest & Rugby Training					
Fri				Specialist passion: Whakairo With tohunga whakairo										

Year 7/8

This is a standard programme for a Teina (Junior). It is more generic than a Tuakana programme but has the building blocks to allow the Teina to experience different options. There is an emphasis on things Maori for Teina to build up their competence in Te Ao Maori.

