

TE WAKA HOURUA

Western Bay of Plenty

3. PURPOSE AND GOALS

a.) Excellence in Maori medium education provision that extends on kura kaupapa Maori schooling for students of the Western Bay of Plenty¹ is the key purpose of Te Waka Hourua. It is responsive to the education needs of students exiting kura kaupapa Maori wanting a quality educational experience that is reflective of the Maori Worldview, privileges Maori values and practices, nurtures positive Identity and personal confidence while preparing students for Life. It is a type education that embraces the principles of *mana Maori motuhake*, *tino rangatiratanga* and *kaitiakitanga* enshrined in the Treaty of Waitangi.

Te Waka Hourua is a positive education intervention² to the appalling Maori education statistics³ and places high expectations on students to achieve in a learning environment that has a focus on the trades and technical literacy⁴. It partners with a range of employer-stakeholders representing the trades, industry, Maori agricultural and horticultural sectors which have indicated their support to compliment student learning by exposing them to new experiences and knowledge. Student's whanau have interests in and, or are beneficiaries of local Maori land trusts engaged in horticulture and agriculture, as well as being recipients of educational grants from the same.

These educational aspirations are captured in the metaphor '*mai Hawaiki ki Hawaiki*' representing an never ending journey into the unknown. A waka hourua is a double-hulled sailing vessel that in former times transported tupuna to Aotearoa. Te Waka Hourua is a vehicle that will enable students to embark on a journey of discovery.

b.) Te Whanau a Kura comprising of parents, care-givers, teachers and students gives '*a sense of ownership and control of what is learned, how it is learned and when it is learned*'. The Whanau has an expectation of students to be the best they can be; and students can expect support from the same in achieving their learning goals. All are part of a dynamic learning culture bounded by traditional values of *whanaungatanga* (family and relationships), *manaakitanga* (sharing), *arohatanga* (compassion), *wairuatanga* (spirituality), *whakaiti* (humility) and *whai matauranga* (pursuit of learning) which collectively underpin Te Waka Hourua. The key underlying theme here is tolerance and respect – respect for oneself, respect for others and respect for their views and opinions

¹ For the purposes of this application the Western Bay of Plenty refers to Waitao, Te Tahuna o Rangataua, Papamoa, Whaaro, Te Puke and Maketu.

² Prof Graham Hingangaroa Smith (1997)

³ One out of two Maori boy's and one out of three Maori leave school without a qualification – Nga Kaikokiri Matauranga, Agenda for Change: An Overview (2012).

c.) The school is a Whanau and about whanau development where all members are learners and educators. All are encouraged to participate and contribute positively to the educational development of tamariki mokopuna with the overall affect of transforming themselves, whanau attitudes and the whanau generally. The school necessarily revitalizes te reo Maori as a living language and compliments other local social and economic initiatives of the district. Most significant of these is social housing provision. There are several papakainga housing developments in progress within the district catering for young families whose children will attend Te Waka Hourua. There are eight local Maori trusts engaged in kiwifruit production the primary export market being Japan and Nga Matapuna Oranga, being a regional Maori Public Health Organization will provide 'wrap around' health and social services. In short, Te Waka Hourua is not an isolated stand-alone initiative, but is integral and compliments a holistic approach to Maori development inclusive of te reo Maori revitalization, job creation, affordable housing and whanau health care being key to transforming our Nga Potiki Maori communities.

Finally, the establishment of a school provides an exciting opportunity to introduce into the teaching program knowledge accumulated over the past decade as a result of the Nga Potiki Treaty of Waitangi Claim. The enhancement of cultural capital is a key underlying theme of the school.

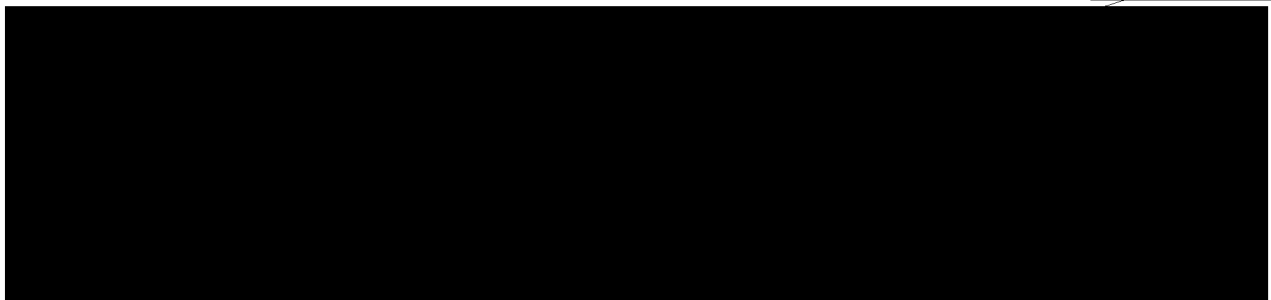
Establishment Board

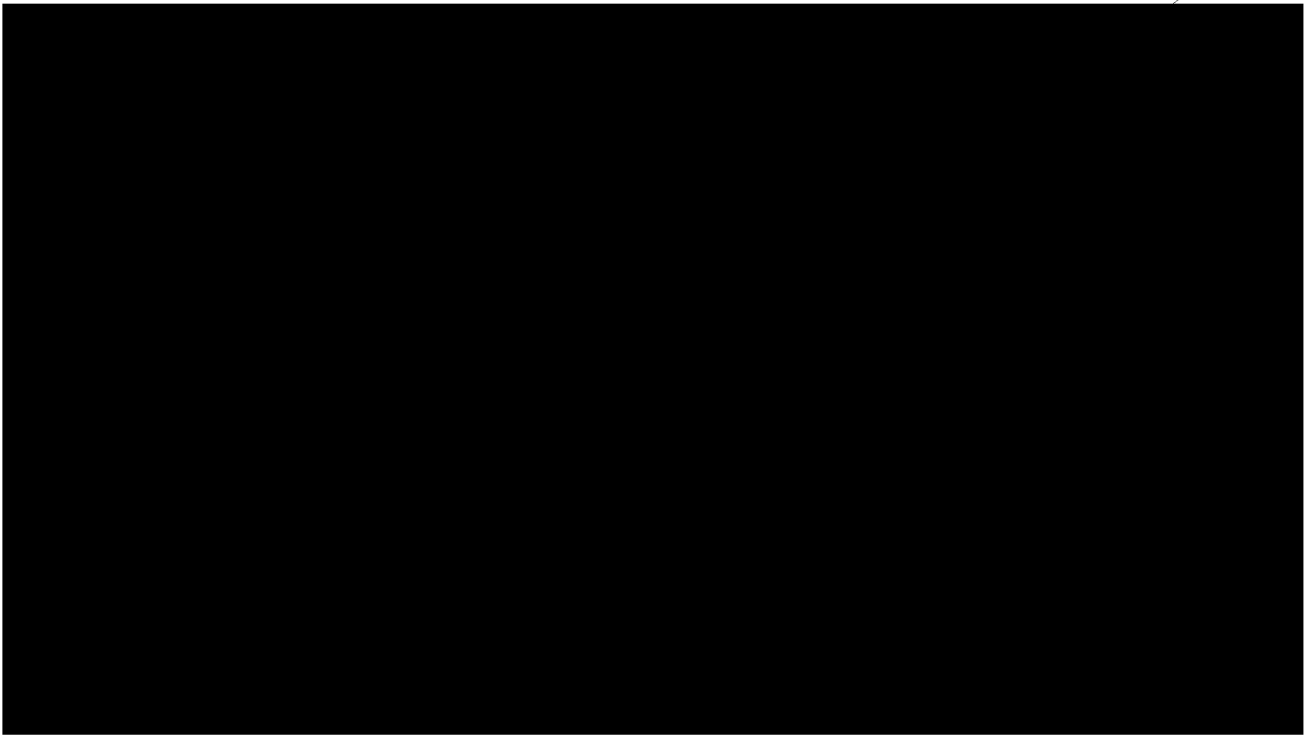
The Establishment Board comprises of four people who whakapapa to Tauranga Iwi and Te Arawa iwi. They bring together a mix of skills and range of experiences, as well as professional networks, which assures the success of the proposed school. The Establishment Board has governance oversight of both Te Waka Hourua and Te Awanui Institute.

Whereas the former is rural based with a focus on Maori medium (immersion) education, the latter is based in the Tauranga Central Business District with a focus in bilingual education. The same Board will initially appoint a Lead Teacher (and later the Principal and Deputy Principal) who will be charged with the day-to-day operations of both Te Waka Hourua and Te Awanui Institute.

Membership of the Establishment Board as are follows;

s 9(2)(a) OIA





All four Establishment Board members are passionate about raising Maori educational achievement and the revitalization of te reo Maori and Whanau development. All recognize Partnership Schools | Te Kura Hourua as an opportunity to make a difference. And all are committed to a vision of establishing a Centre of Excellence in Maori Education.

e.) Key Advantages of This Application

The following ensures that educational outcomes are met and or are exceeded;

- Establishment Board has local knowledge and the appropriate expertise relevant to the application.
- Establishment Board is committed to Maori educational achievement predicated on Whanau and views Te Kura Hourua | Partnership Schools as a way to create a culture that *'transforms schooling from an obligatory activity' to 'schooling as a sought after opportunity'*.⁵
- The proposed school is values driven – the same values as that of the whanau and marae.
- Establishment Board is committed to innovation and is keen to encourage a culture of innovation in all aspects of the proposed school.

- The proposal intends to start small and build a school around 20 x Year 9 foundation students commencing in February 2014. This will enable the development of a school culture that is unique to Te Waka Hourua. Further intakes of 20 x Year 9 students will be accepted in successive years as the foundation students steadily progress towards Year 13.
- The eventual appointment of an exceptional Principal and Deputy Principal who will realize the vision of the Establishment Board | Whanau of Te Waka Hourua.
- Extensive social and professional networks that will link the school to the Western Bay of Plenty Maori business community and tertiary sector.
- An eventual relationship with Papamoa College and Te Puke College.

Objectives

1.0 There is a school culture of success and achievement.

1.1 Performance measurements:-

1.2 By 2018: -

- 100% of all students will be fluent in te reo Maori
- 85% of students will have achieved NCEA Level 2 or equivalent by 2017
- All Year 11 students will have studied te reo Rangatira and te reo Maori
- The proportion of Year 11 students achieving literacy and numeracy criteria for NCEA Level 1 are equal to if not better than their non-Maori English medium counterparts
- There is 95% student retention rate
- 100% acceptance of those students who apply for a modern apprenticeship
- 100% acceptance of students who apply for entry into tertiary education
- 100% of students have successfully completed all of the following:-

- NZ Surf Lifesaving Certificate
- First Aid in Schools Certificate | Workplace Certificate
- International Driver's Licence in computing
- New Zealand Driver's Licence & defensive driving course
- New Zealand Defence Force Training (non combat skills)
- New Zealand Mountain Safety Course (bushcraft | firearm safety)
- New Zealand Coast Guard safe boating programs for youth

2.0 Enterprise and Innovation are an integral part of the learning culture

Performance Indicators

By 2018:

- Te Marautanga o Aotearoa and possibly selected components of the New Zealand Curriculum from Year 9-13 will be delivered to a high standard;
- 100% of students have successfully completed at least three placements or internships with a employer-stakeholder, and or have experienced short spells of study at a PTE, wananga, polytechnic and or a university;
- 100% of the students can converse in Japanese being a key language of the local Maori export trade and being of immense significance to the local Maori economy.

4.0 EDUCATION PLAN

4.1 Education Focus

Part A - Proposed student population and educational need

1. The school caters for boy's and girls who reside in the Western Bay of Plenty inclusive of Papamoa, Waitao, Whaaro, Rangataua, Maketu and Te Puke exiting kura kaupapa Maori wanting to extend their te reo Maori skills to a broader range of curriculum subject areas at Year 9-13. A maximum of 20 students starting at Year 9 will be accepted subject to completing an enrolment form and an interview.

There are three Maori medium education providers (Years 1 to 8) located in the general area namely; Te Kura Kaupapa Maori o Otepou (Waitao), Te Kura Kokiri (Whaaro) and Te Kura Kaupapa o Te Matai (Waitangi). All are potential 'feeders' to the proposed Te Kura Hourua o Mataariki in the absence of opportunities to extend their Maori medium education from Year 9-13.

2.a.) The proposed school is located in Papamoa and accessible to public transport, library facilities, sports grounds, heated, swimming pool, Lifeguard HQ, as well as cultural landscapes and seascapes. This is a temporary arrangement until more permanent facilities can be identified. Mini buses will uplift and deliver students from Waitangi and Maketu.

b.) Children with special needs will be identified at the enrolment interview. It is mandatory for whanau attend the interview with the student, and thereby become a partner in the student's education. Both the school, whanau and student will devise a Customized Learning Pathway Agreement catering for the special needs of the student.

All of the three potential 'feeders' serve communities recorded as Decile 2-3 testifying to high social and economic disadvantage. The school is responsive to the particular learning needs of students and will provide breakfast and lunch, uniform, books, iPad device and transport to and from home. Local Maori land trusts, corporates and philanthropic organizations will be approached to assist in meeting some of those costs.

c.) Educational Needs of Students

These are identified as follows;

- Te reo Maori
- Literacy and numeracy

- Mathematics
- Science
- Financial literacy
- Music and musical literacy
- English (written expression and verbal)
- Technology
- Water skills and safety

Challenges and barriers to learning that the proposed student population may face;

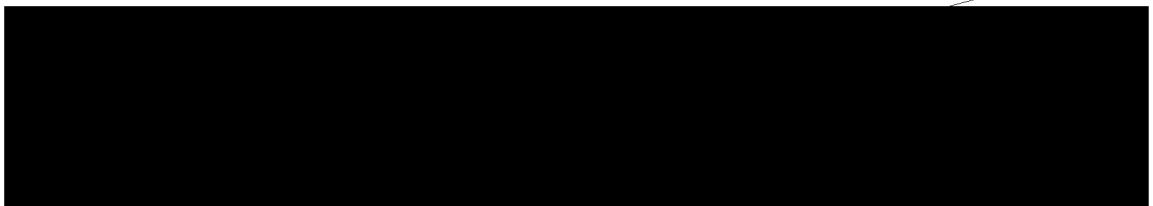
- Low expectations derived from parents own school experiences, home environment and or wider community;
- Lack of role models who succeed at school and continue to further their education or training leading to skilled employment or self-employment;
- Many students are from low decile often rural | semi rural based marae communities where many parents often struggle financially;
- Students may come from single parent families, or where a parent may have a partner who is not the students biological parent, or whose care givers are grandparents or other members of the whanau;
- Students may live in over crowded accommodation that limits opportunity to complete homework or study;
- Inadequate primary level education;
- Poor self-esteem or other personal issues;
- Distance as students are likely to live in small isolated communities
- Competing interests from gangs, anti-social peers, as well as social and cultural priorities or needs of whanau.

d.) In order to attract these students the following strategies will be employed:

- Whanau, student and teachers work together to provide for a customized learning pathway for each student which empowers the role of parents in the education of their children;
- Customized learning pathways for each student is inclusive of non academic learning opportunities and recognizes their unique potential;
- To get parents excited about education and the potential of their children to exceed in their studies;
- Recognition of inherent skills, talents and providing opportunities for students to undertake a journey of learning whereby these can find full expression – In short create a sense of self-belief amongst students;
- Provision of education services that are responsive to students and student learning needs;
- Presentation of continual challenges (small and large) to overcome and achieve whether it be in sport, culture or knowledge skills is the hallmark of the school – In short, normalizing success and building a culture of success.
- Provide for a campus type learning environment as a centre of Maori educational excellence reflective of Te Ao Maori in the 21st Century;
- The eventual appointment of the principal and deputy principal who are best fitted for the roles in terms of qualifications, experience and are committed to the vision of Te Waka Hourua and Te Awanui Institute. Likewise, the teaching staff they appoint will be inspirational learning facilitators | mentors who are;
 - Able to inject future readiness into exchanges with learners;
 - Well prepared to engage with a culturally diverse New Zealand;
 - Focused on best outcomes for learners;

- Able to establish relationships with students, families, and colleagues;
 - Learners as well as teachers;
 - Keen to tap into the potential of each learner.
- Maori learning strategies such as *tuakana teina* that places responsibility on older students to look after younger learners and *whanaungatanga* that promotes positive relationships is an integral part of the school culture.

s 9(2)(b)(ii) OIA



- Students and their whanau are enrolled with Nga Matapuna Oranga regional Maori Public Health Organization (PHO) provides free 'wrap around' health and social services, as well as learning placement opportunities.
- Students will be provided with a uniform, books and a iPad devices.
- The school enjoys a relationship with the Hawaiian Charter Schools Network and all of the benefits that maybe flow from that relationship including staff | student cultural exchanges and Online learning – The possibility of international exchanges and Online engagement with native Hawaiian learners and educators resonates with parents, staff and students alike.

Part B – Curriculum

The school is responsive to the learning needs of Maori immersion learners who have completed their primary level learning at kura kaupapa Maori. The program extends on their learning with respect to te reo Maori as a medium for intellectual and social development.

a.) Te Marauranga o Aotearoa as the core of the school's program possibly supplemented by specific aspects of the New Zealand Curriculum gives teaching staff, parents, whanau and students alike a sense of comfort that the learning opportunities being provided has credibility and integrity. This means the delivery of a tried and tested curriculum and assessment

practices removing any doubts the same may harbour of their children being experimented on.

b.) Te Marauranga o Aotearoa and possibly selected aspects of the New Zealand Curriculum will be delivered in each of the Years 9-13. Teachers are employed to deliver pangarau, korero and other subjects. The school adds value to the curriculum by providing opportunities to apply learning to 'real world' experiences and bringing those experiences back to the classroom.

4. The student population is already familiar with Te Marauranga o Aotearoa from their previous kura kaupapa Maori experience (and possibly specific aspects of the New Zealand Curriculum) enables the school to benchmark student achievement against local, regional and national standards. This contributes to the on-going improvement of teaching practice, curriculum delivery, refinement of the blending of core and non-core learning elements into the curriculum, resourcing and any other aspect of student learning.

- As a composite school there will be a mix of students from different Years sharing the same learning space and work.

5. Transition Plans from Education to Employment

The progression from school to employment is gradual and begins at Year 10 by with 'tasters' i.e. group visits to a variety of workplaces identified by students and teaching staff. Students will be required to discuss their experiences and undertake group research around what they have experienced. In Year 11, students will undertake more in-depth visits to selected workplaces with specific questions in mind around understanding the business itself and its purpose, organizational structure, size, number of workers, health and safety etc. This will help shape their views as to what type of job or job sector they wish to pursue, as well as the skills and any other requirements necessary to secure that job. In Year 12 and 13 students will arrange for anything between 3-5 days in a business or NGO to experience what it is like to work in a job.

With the help of teachers and a careers advisor (to be appointed in 2017) the student will be encouraged to meet those requirements which could mean vocational | tertiary education in order to gain entry into the desired position.

Part C – Learning Environment and Teaching

6. Proposed Instructional Methods, including as a minimum

a.) The following methods of learning are an integral part of curriculum delivery:

- **Tuakana Teina** – senior students mentoring younger students;
- **Aroha ki te tangata** (a respect for people)- allowing people to define their own space and to meet on their own terms;
- **He kanohi kitea** – face to face teaching;
- **Titiro, whakarongo... korero** - the importance of looking and listening so that you develop understandings and find a place from which to speak;
- **Manaaki ki te tangata** - taking a collaborative approach to research, research training, and reciprocity;
- **Kia tupato** - being politically astute, culturally safe and reflexive about our insider/outsider status;
- **Kaua e takahia te mana o te tangata** means “Do not trample the mana of the people”. This is about sounding out ideas with people, about disseminating research findings, and about community feedback that keeps people informed about the research process and the findings;
- **Wananga | marae noho** – short intensive learning experiences which incorporates an overnight stay at a marae;
- **Project based learning** – a holistic approach to learning that draws on the unique skills of each member of the team;
- **Whakanoho** – learning placement or secondment e.g. industry and or work place experience deemed safe by the school; and
- **Hopara** – exploration of new experiences and ‘hands on’ learning.

b. & c.) Collectively, these methods of learning represent a coherent educational delivery strategy consistent with Te Marautanga o Aotearoa, as well as the vision and goals of the school. Moreover they resonate with Maori students who have completed their formative education in the kura kaupapa Maori sector, while nurturing their intellect and boosting personal confidence within an affirming cultural context. Cultural values and practices are continually reinforced as 'taken for granted' success factors upon which students are expected to achieve and exceed i.e. working together as a whanau, sharing and supporting each other as a whanau, succeeding together as a whanau, and overcoming barriers as a whanau.

7. School Learning Environment

The school takes the view that curriculum determines the learning environment to ensure the goals and curriculum are achieved. This ensures that cultural values and practices are reflected throughout the learning space both interior and externally. The learning space becomes an extension of the marae and whanau. The learning space becomes a special place by virtue of the regular morning karakia | whakamoemiti to start the school day as well as at its conclusion. Students are surrounded by ancestral landscapes, works of art, symbolism, books and music celebrating Maori success.

8. Moreover, the school also takes the view that every student has special needs, which will be identified at the enrolment interview conducted by the school with the whanau present. All parties will consent to work collaboratively to raise student achievement by way of mainly, but not only a Customized Learning Pathway Agreement. This agreement will contain the student's learning goals for the year and will be monitored throughout the year by teachers, parents and the student.

9. Self-Review Process

Periodic internal reviews of school performance are crucial to on-going improvement and the maintenance of desired high standards. This task is undertaken by the principal, teaching staff and parents, and the outcomes and recommendations will be communicated widely. The internal self-review process is an integral part of the school's Quality Assurance policy (yet to be developed) and compliments and external independent review process.

Part D Student progress and achievement

10. The National Certificate of Educational Achievement (NCEA) Levels 1-3 is the national senior secondary qualification offered as from Year 11-13. This means the school can develop learning programs to suit student needs and then assess their achievement against national standards. Students are able to achieve NCEA at three levels by way of a wide range of courses and subjects both within and outside of the traditional school curriculum. For most students the three levels of NCEA correspond to the final three years of schooling.

In order to attain an NCEA a student must achieve 80 credits on the National Qualifications Framework, 60 at the level of the certificate and 20 others.

11 a.) With respect to the National Certificate of Educational Achievement (NCEA) Levels 1-3, a range of methods will be deployed to measure student progress although the main focus is school-based assessment particularly with respect to literacy and numeracy, which compliments 'real world' related knowledge and skills for the job market and a culturally based assessment to measure an array of cultural competencies;⁶

b.) Assessments |aromatawai inform teachers of areas of improvement relating to their practice thereby contributing to a culture of on-going improvement within the school. Non-formal academic assessments that highlight cultural competencies will also be employed underpinned by the following:

a.) Goal One – to live as Māori⁷

That learning and education “should be consistent with the goal of enabling Māori to live as Māori”, including being able to access te ao Māori (the Māori world) – its language, culture, marae, and resources. To the extent that the purpose of education is to prepare people for participation in society, preparation of Māori for participation in Māori society is an educational goal that imposes certain responsibilities upon the education system.

b.) Goal two – to actively participate as citizens of the world

That education is also about “preparing people to actively participate as citizens of the world” and acknowledges that Māori children will live in a variety of situations and should be able to move from one to another with relative ease.

c.) Goal three – to enjoy good health and a high standard of living

That education is associated with well-being and inevitably contributes to health and a decent standard of living.

⁶ Prof Mason Durie, Secondary Futures, Massey University 2006

⁷ Ibid

4.2 SUPPORT FOR LEARNING

Part A – Parent | Whanau | Community Involvement

a.) Over the first week of the academic year students and their whanau will be required to attend an induction evening where the principal will explain the values, mission and culture, of the school, as well as its workings and roles of staff. The principal will explain that in enrolling students at the school there is an obligation on part of parents and whanau to work with the school in raising student achievement and ensuring student attendance.

b.) To implement this partnership between school, parents, a series of Whanau a Kura will be held during the academic year to formulate the school's strategic plan and monitor objectives and milestones with a clear focus on student achievement.

c.) To strengthen the school | parent | whanau partnership training will be provided to up-skill parents and whanau to enable them to participate in the good governance of the school. Central to this process is an understanding of the governance versus management roles and responsibilities.

d.) A sound communications strategy will enable the school whanau to kept abreast with developments.

Part B – Community Participation

2. The close relationship with community agencies and organisations is a key point of difference from orthodox secondary providers. These relationships represent multiple learning opportunities to compliment the curriculum, as well as opportunities to apply formal learning to a real world context. The relationship with community agencies and organisations broadens student learning by exposing them to a variety of experiences associated with business and or community services. At another level relationships with community agencies provide benefits in terms of gym memberships, access to council facilities e.g. library, swimming pool etc. and health services as enrolled patients with the local PHO.

3. Informal approaches have been made to Nga Matapuna Oranga PHO to explore a partnership to provide 'wrap around' health services for students and whanau. Similarly, discussions have been held with the chairman and CEO of Mangatawa Papamoa Blocks Incorporation and the CEO of Te Awanui Huka Pak Ltd. The former is a large Maori owned kiwifruit and cattle rearing production unit, and the latter being part of Seeka Ltd, is a kiwifruit packing and export house. Students of the school are likely to be beneficiaries of Mangatawa Papamoa Blocks Incorporation and Te Awanui Huka Pak.

Part C – School Organization and Culture

4. The organization of the school differs in that it operates out of rented accommodation and eventually from multiple sites. The rigid timetabling is replaced with a flexible program of learning where a mix of class based learning, self-directed learning under supervision, small group learning, projects, 'hands on' learning, as well as research are encouraged.

5. Each day starts at 9.00 am with karakia whakamoemiti, followed by a hui a kura whereby teaching staff will brief all present on teaching activities planned for that day. On certain days the afternoon will be set aside for less formal learning which maybe off-site. All off-site learning is monitored by teaching staff. Wananga and noho marae are a feature of the school exposing students to intense learning sessions that can truncate a week's long learning into two days and an evening. At a time deemed appropriate by teaching staff, students will be given Online exercises they can access from home in their own time.

School Calendar – is aligned to that of the Ministry of Education including school start dates, holidays, public holidays and end of school dates, assessments, professional development and conferences. This enables the school to benchmark itself against accepted national standards.

Part D – Safe Learning Environment

6. The values, purpose and goals of the school guides how issues around student behavior, discipline and participation in school activities will be addressed. The underlying metaphor here is tolerance and respect – respect for one's self, respect for others and respect for other people's views and opinions. This means zero tolerance to intimidation and violence in any shape or form, and includes the use of violent language (swear words, expletives).

The policies and procedures concerning issues around behavior and discipline will be formulated based on best practice relevant to secondary school education provision. They are policies and procedures formulated and approved by the Whanau (i.e. teaching staff, parents, kaumatua and care-givers) aligned to Ministry of Education guidelines.

7. There is a culture of student accountability to the Whanau (teaching staff, parents, kaumatua and care-givers); a values driven school culture; tuakana-teina approach where an older student takes responsibility for younger's one's; the positive role modeling, learning environment accompanied by high expectations of each student and the student body as a whole; small manageable classes, excellent teacher student relationships; together with a robust health education program around personal wellness centered on kaupapa Maori health (*tapa wha* – the four aspects of a Maori-being

namely *taha hinengaro*, *taha tinana*, *taha wairua* and *taha whanau*), together with quality bullying, drug and alcohol education program and policy, are presented as the most effective means of ensuring a violence free, drug and alcohol free and a safe learning environment for students and the Whanau alike. All of these factors contribute to a culture of success and inclusiveness within the school.

The school will formulate policies and procedures relating to the same consistent with current legislation.

Part E – Professional development for teachers, administrators and other school staff

8 a.) Professional development is a staff entitlement for the purpose of improving professional knowledge and skills for the purpose of delivering a better educational service to students and enhancing student achievement. It is incumbent upon the Sponsors, Establishment Board and management team to provide for professional development opportunities appropriate to vision, mission, goals and objectives of the school.

A professional development policy accompanied by appropriate resourcing will be formulated and adopted by the school as part of the school's Quality Assurance program as provided for teacher's employment contracts.

b.) Professional development entitlement applies to LAT and non-registered teachers engaged on teaching contracts of no less than 12 months. Moreover, LAT and non registered teachers will be supervised by a registered teacher where appropriate, who will mentor and provide professional support to the same.

c.) This ensures that priority students (i.e. all of them) are exposed to the best learning possible and a mix of learning delivery styles e.g. kaumatua who have a preference to teach wananga style in te reo Maori at a marae, Japanese language teacher, automotive mechanic or kiwifruit orchardist who could benefit from training | mentoring on how to structure their teaching more effectively.

5.0 BUSINESS PLAN

Part A - Governance, Management and Administration

a.) Governance of Te Awanui Institute and Te Waka Houora is provided by a single Board of Trustees, committed to maintaining a strong and effective governance framework that adheres to best practice. In Year 2014 this role will be the responsibility of an Establishment Board.

The Board of Trustees is appointed at a hui of the school whanau (Whanau a Kura consisting of parents and care-givers). The Board is accountable for the school's performance, emphasizes strategic leadership, sets the vision for the school and ensures compliance with legal and policy requirements and;

- provides for governance policies and is responsible for producing delegations to the principal;
- together with the Principal form the management team with the role of each documented and clearly understood. The Principal reports to the Board of Trustees;
- The Board is proactive rather than reactive in its operations and decision-making and does not involve itself in the administrative details of the day to day running of the school. The ongoing improvement of student progress and achievement is its prime focus.

b.) Management

- The Whanau a Kura through the Board of Trustees delegates all authority and accountability for the day-to-day operational organization of the school to the Principal who must ensure compliance with both the board's policy and New Zealand law;
- Except to the extent that any enactment or the general law of New Zealand provides otherwise, the Board has complete discretion to control the management of the school as it thinks fit.
- The Principal has educational oversight of both Te Awanui Institute and Te Waka Hourua that includes appointment and management of staff.
- A Business Manager is responsible for all non educational matters at Te Awanui Institute and Te Waka Hourua that includes the production and monitoring of budgets, financial controls

and reporting, compliance, quality assurance, and monitoring of performance contracts with stakeholders.

c.) Administration

- Administration is the responsibility of the Office Manager who reports to and works closely with the Principal;

d.) Sub-contract Arrangements

- Notwithstanding the appointment of LAT, contractors will be appointed at the discretion of the Principal to deliver | supply specific services from time to time in accordance with the mission, strategic plan and as per Student Learning Pathways contract.

2. Relationship with Sponsor organisations

The role of a Sponsor organization(s) is limited to supporting the school which can be by way of donations of cash or kind, leveraging off relationships with the business and or wider community, introductions, provision of learning placements | work experience opportunities and possibly jobs for school leavers.

3. Teacher | Parent | Family and Student Input in decision making

Te Whanau a Kura comprising of principal, teachers, parents, family and students are part of a dynamic learning community where major decisions affecting the school will be considered is on the basis of consensus. A key benefit of this collaborative approach is that it provides a sense of whanaungatanga and ownership to an educational enterprise committed to student achievement and provides for varying opinions and ideas to that enterprise.

Part B – Planning and Establishment

4. Draft Implementation & Establishment Plan: Mid 2013-2014

Month	Activity
June	<ul style="list-style-type: none"> Establishment Board advertises, interviews and appoints Lead teacher Lead teacher reviews Implementation & Establishment Plan Contract staff payroll services signed off
July	<ul style="list-style-type: none"> Lead teacher opens dialogue with MOE & NZQA re: Te Marautanga o Aotearoa & NZ Curriculum Lead teacherl compiles 2014 school calendar
August	<ul style="list-style-type: none"> Short term teaching accommodation & facilities are identified & considered Financial budgets & forecasts for 2014 are reviewed with CA.
October	<ul style="list-style-type: none"> Vacancies for Lead teacher, teaching staff & office manager advertised, applicants interviewed & appointments made for 2014 Establishment Board to decide on school Logo & student uniform
November	<ul style="list-style-type: none"> Lead teacher visits kura kaupapa Maori & bilingual schools identified as potential 'feeders' to promote and enroll students. Lease on teaching accommodation is signed off Induction of new staff into vision, mission & objectives of both schools by Lead teacher & Establishment Board
December	<ul style="list-style-type: none"> Sponsorship sought for minibus & iPad type devices Contract for provision of healthy morning & mid day meals signed off
January	<ul style="list-style-type: none"> 'Fit out' of teaching spaces & administration is completed i.e. ultra-fast Broadband, telephones, photocopier, electronic whiteboards, furniture & acquisition of teaching resources Term 1: Starts 27 January
February	<ul style="list-style-type: none"> Enrolment & Induction of students & their whanau – fitting out of uniforms, issue of stationary, iPad devices & briefing on school expectations School opens for business wananga to compile strategic plan & school calendar Students & their whanau complete learning pathways contracts with school
March	<ul style="list-style-type: none"> Whanau and Lead teacher wananga to draft school policies and processes Lead teacher contracts qualified swimming coach provide for a structured program
April	<ul style="list-style-type: none"> Business plan developed aligned to strategic plan Term 1: Ends 17 April
May	<ul style="list-style-type: none"> Term 2: Starts 5 May
June	<ul style="list-style-type: none"> Lead teacher & Whanau meet to consider future mid-long term accommodation needs & location of school based on long term projections Whanau & Lead teacher meet to review student learning achievement
July	<ul style="list-style-type: none"> Term 2: Ends 4 July Term 3: Starts 21 July Whanau & Lead teacher review progress of previous 6 months
August	<ul style="list-style-type: none"> Planning for 2015 student intake & delivery of Year 9 curriculum
September	<ul style="list-style-type: none"> Term 3: Ends 26 September

October	<ul style="list-style-type: none"> • Advertisement for teaching staff to deliver student Year 9 curriculum • Term 4: Starts 13 October
November	<ul style="list-style-type: none"> • Lead Teacher to visit local schools • New staff interviews and appointments • Induction of new staff
December	<ul style="list-style-type: none"> • Whanau & teachers review student learning pathways contracts to monitor educational achievement • Term 4: Ends 16 December

Part C – Finance

5. Financial planning is the responsibility of the Establishment Board with advice from the principal and CA. The Establishment Board will compile a budget forecast for 2014 based on bulk sum payment(s) from Crown as per conditions | achieved milestones contained in the contract.

6. Forecast for 3 years – see attached Microsoft Excel workbook

7. Additional Crown Funding

s 9(2)(b)(ii) OIA		
Description	Quantity	Estimated Cost
Mini bus	1	
Ipad Tablet devices	25	
Teaching resources (text, video etc		Not known

b.) The prime funder is the Ministry of Education;

8 (a). Establishment Board accepts that all monies received from Crown is governed by the Public Finance Act 1989 and Education Act 1989, and as the guardian of those monies is publicly accountable for how they are controlled and spent. The Establishment Board monitors and controls all expenditure and ensures that annual accounts are prepared and audited as required by law.

More specifically, the Board:

- Ensures that all income and expenditure is budgeted to meet the school's stated purpose and goals
- Budgets and monitors targeted funding
- Prepares financial statements that meet the requirements of the Establishment Board, staff, whanau, auditors, and contract with the Crown
- Understands key financial information about of the school.

To achieve this, the Establishment Board:

- Ensures that a set of guidelines for monitoring expenditure is in place.
- Delegates the responsibility for effective day-to-day management of the school finances, in accordance with policy and guidelines, to the principal, who further delegate financial administration responsibilities and duties
- Will establish a finance sub-committee to monitor the schools finances.

(b.) Establishment Board will engage [REDACTED] to undertake annual audits of its financial affairs. s 9(2)(b)(ii) OIA

(c.) Insurance cover – public liability, contents and buildings subject to purchase.

Part D – Facilities

(a.) Papamoa

(b.) Temporary site on short tem lease.

(c.) Not Applicable

(d.) Possible options for school site are listed below:

Option	Site	Notes
Tahuwhakatiki marae & Pirihihi Whanau Trust	Welcome Bay Road, Tauranga – pepper corn rental of bare land and hire of high quality relocatable buildings	Community marae zone land provides for education activities for up to 50 people including teaching staff. Ref TCC City Plan, Chap16: B3 & B6. Rural and no public transport.
Papamoa – commercial rental property	Fashion Island	Close to public transport, retail & light industrial businesses for work experience. Good public transport.
Mangatawa Papamoa Blocks Incorporation	Truman Lane – pepper corn lease of bare land and hire of high quality relocatable buildings	Close to retail, commercial & light industrial business for work experience. Good public transport.

A decision on final option will be made subject to approval of the current application.

(e.) Not Applicable

(f.) Not Applicable

10. The use of temporary accommodation over 2014 will inform the Establishment Board regarding an optimum site for a school and facilities.

Part E – Environment and School marketing

(a.) Establishment Board and Lead teacher formulates a communications strategy that will include media releases through local papers, rural publications and industry newsletters.

A key element of any strategy will be visits by the Lead teacher | Principal to each of the three Maori medium education and bilingual providers of the area. The Lead teacher | Principal will brief teaching and administration staff, BOT and Whanau of each kura with view of forming a relationship that enables the seamless movement of Year 8 students to Te Waka Hourua in 2014.

(b.) At the time of enrolment the Lead teacher | Principal will interview each student and their parents together, where they will be briefed on the kauapa of Te Waka Hourua and what sets it apart from an orthodox education provider, partnership obligations of teaching staff, parents and external stakeholders. The key message is that the role of parents in the education of their children is no less important than the teaching staff.

On the first day of school, parents are required to accompany their children 'fitting out' in the school uniform, uplift stationary and tour of facilities before being inducted again. The key message again will be the role of parents in the education of their children that is no less important than the teaching staff. How they can do this and how teaching staff can support them in this role will be discussed and explained. The key point here is to empower parents and grandparents.

(c.) The Establishment Board and Principal will call the first of what will be quarterly Whanau a Kura comprising of parents, teaching staff and external providers and be chaired by a parent member. Whanau a Kura will be held at a time convenient to most of the parents in order they can attend. The Whanau a Kura serves to encourage engagement between parents and teaching staff with view of generating parental interest and participation in their children's education.

(d.) Not Applicable

Future expansion and improvements

2014 Enrolments – a maximum of 20 enrolments per annum will be accepted and for each year thereafter for the next 4 years.

Year Level	Student Numbers							
	2014	2015	2016	2017	2018	2019	2020	
1								
2								
3								
4								
5								
6								
7								
8								
9	20							20
10		20						40
11			20					60
12				20				80
13					20			100

Optimum class size = 20 students

Maximum Capacity = 100 students

Part F – Other

13.) Non Property Facilities

Description	Quantity	How these are included in Teaching & Learning Practices
Ultra Fast Broad Band		Connectivity to Online learning & digital literacy
iPad devices	20	Personal
Electronic whiteboard	2	Class
Projector & screen		Support teaching
Junior Range of gym machines	Set	Health

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6.0 OPERATIONS PLAN

Part A – Timetable for registering and enrolling

1.)

- Twenty (20) enrolments will be accepted for Year 9 in 2014.
- Students attending kura kaupapa Maori in the Western Bay of Plenty region will be given priority until the start of Term 4 (Monday 14 October 2013) to fill these spaces.
- Applications after this date including those outside of the Western Bay of Plenty region will be prioritized by date of receipt.
- Information packs and application forms are available from the Office Administrator by 1 September 2013.
- Completed application forms will be posted or delivered to the Office Administrator before 1 December 2013.
- All prospective students and their whanau will be invited to an interview on receipt of a completed application form.
- Prospective students may be required to undergo a te reo Maori proficiency test during the interview.
- At the interview the prospective student and her/his whanau will be advised of the their obligations to the Te Waka Hourua kaupapa and more particularly the commitment to student achievement.
- Prospective students and their whanau will be advised of whether their application has been successful or not at the conclusion of the interview.

Part B – Policies and procedures for withdrawal, suspension and expulsion of students

2. The school adheres to 'Guidelines for Principals and Boards of Trustees on Stand-downs, Suspensions, Exclusions and Expulsions: Part 1 Legal Options and Duties' published by the Ministry of Education.

More specifically;

- The Principal must be given two notice in writing of a student withdrawal from Te Waka Hourua.

- Refund conditions may apply in the event of a student withdrawal.
- Any outstanding monies to Te Waka Hourua will be settled prior to formal withdrawal.

Termination

- Te Waka Hourua reserves the right to terminate the enrolment of any in the event of gross misconduct and / or serious disobedience by a student.

Part C - Grievance procedures

There is a Grievance Policy predicated on the principle fairness enables students and their whanau to object to a governing board policy or decision, administrative procedure, or practice.

The policy is supported by the following procedures;

- The student and whanau will give notice in writing of a breach of the Grievance Policy;
- The Office Manager will acknowledge receipt of the notice and invite the student and whanau to a meeting to discuss the alleged breach;
- If the breach is resolved the matter will be signed off as such by both parties;
- If unresolved the matter will be forwarded to the Principal who will meet with the aggrieved student and whanau;
- If the breach is resolved the matter will be signed off as such and signed off by all parties; and
- If unresolved a hui will be called attended by the Principal, Whanau as well as the aggrieved student and whanau. The decision of the hui will be final.

6.2 PERSONNEL

PART A – Key Leadership Roles

1. Names and qualifications of people holding key leadership roles in the school. CV's & job description are appended.

Position	Qualifications	Experience	Appointment
Principal	Registered teacher	Management	To be advertised
Lead Teacher	Registered teacher	Maori medium secondary provision Te Marautaga o Aotearoa & staff management	Te be advertised
Office manager	Relevant qualification	Administration	To be advertised

2. All staff have qualifications and a depth of experience appropriate to the advertised position. All teaching staff must be able to deliver Te Marautanga o Aotearoa and the New Zealand Curriculum. The Office Manager will be bilingual. All new staff including LAT's and non registered teachers will be inducted into the unique culture of Te Waka Hourua and Te Awanui Institute as part of their professional development.

All staff are committed to Maori student achievement and professional integrity, are student focused, enjoy working with the community, are self-starters and innovative, are passionate about te reo Maori and te Ao Maori, willing to learn, critique and improve their teaching practice, and can work independently while being valued members of a team.

Part B – Qualifications of School Staff

3. Ratio of registered teachers to LAT 7:10

4. Employment Process

The school is guided by and adheres to Ministry of Education policy with respect to salaries, contracts, hiring and dismissal, evaluation of staff, benefit plans and other matters related to staffing. Where these maybe absent policies will be devised based on best practice.

Part C – Staffing Plan

2014 - Year 9. Student population 20

Position	Qualifications	Experience
Lead teacher – Te reo Maori (korero, panui & tuhituhi)	Degree Registered teacher	Maori medium Management
Teacher – maths pangarau	Degree Registered teacher	Maori medium
Office Administrator	Relevant qualification	Office management
Swimming coach water safety life saving	contractor	Coaching experience

2015 - Year 10. Student population 40

Position	Qualifications	Experience
Teacher - science	Degree Registered teacher	Maori medium
Japanese	LAT	Teaching Native speaker
Information Technology	LAT	Teaching IT & digital literacy
Health Education	LAT (visiting health professionals from Nga Matapuna Oranga)	Nursing Nutrition Biological sciences

2016 - Year 11. Student population 60

Position	Qualifications	Experience
Business manager	Degree	Business administration, marketing, finance
English	Degree Registered teacher	Teaching
Te Maori	LAT	Te reo me ona tikanga

2017-Year 12. Student population 80

Position	Qualifications	Experience
Teacher – visual Arts	Degree Registered teacher	Arts
Teacher – performing arts music	Degree Registered teacher	Kapa haka dance } movement
Careers advisor	Relevant degree	Careers knowledge of labour market
Water sports	Contractor	Professional coaching
Automotive servicing	Contractor	Industry
Horticulture Agriculture Building	Contractors (assorted instructors)	Industry

2018 - Year 13. Student population 100

Position	Qualifications	Experience
Principal	Degree Registered teacher	Management & administration
Office Receptionist	Relevant qualifications	Reception & administration
Information Technology	LAT	Digital literacy experience
Music	LAT (occasional visiting musicians)	Industry & performance

2018 – Maximum student capacity 100**Teaching staff to student ratio – Te Waka Hourua 7:100****Part D – Employment policies**

6. Staff are employed by way of Individual Employment Agreement, which for teaching staff the terms and conditions are similar to the Secondary Teachers Collective Agreement (STCA). Base salaries levels and allowances are aligned to STCA 16 January 2013-30 June 2015.

This policy enables us to:

- Develop and implement personnel and industrial policies within frameworks set by government as a base for school teaching staff
- Promoted a high level of staff performance
- Use resources more effectively
- Recognize the needs of students

The Whanau:

- Takes all reasonable steps to ensure that good and safe working conditions exist for employees, and responds to all reasonable requests made by employees;
- Complies with the school's Equal Opportunities policy (yet to be developed) and includes a summary of compliance in the annual report;
- Makes budget provision to support training and development programmes intended to enhance the abilities of individual teaching and other employees;

- Takes all other reasonable steps to ensure that it is a good and fair employer by responding to issues and concerns raised by all of its employees.

Part E - Volunteers and contractors

7. Volunteers and / or contractors:

- (a.) Will deliver a diverse range of specialist knowledge, skills or experiences that fall outside of the curriculum for a specified period such as;
- Ocean based water sports – swimming, waka ama | waka hourua | kayaking | surfing | surf ski
 - Swimming & pool based water sports – water polo, diving
 - NZ Surf Lifesaving Certificate
 - First Aid Certificates- For schools & workplace
 - International Driver's Licence in computing
 - New Zealand Driver's Licence & defensive driving course
 - New Zealand Defence Force Training (non combat)
 - New Zealand Mountain Firearm Safety Course
 - Maori Kiwifruit Production Units – orchard care
 - Te Awanui Huka Pak Limited – kiwifruit processing
 - Automotive servicing
 - Farming & land skills
- (b.) The Principal or his nominee will brief all volunteers and contractors as a group on the mission, goals and values of the school, as well as expectations, roles, professional and personal boundaries with respect to minors.
- (c.) The safety of students is paramount and requires police checks to be carried out by the Principal or his nominee. In most cases the volunteers | contractors will be known throughout the community and or be recommended by organizations, for example Te Awanui Huka Pak Limited.

Part F – Performance Management and Appraisal

Performance management enables staff to develop and utilize their skills, knowledge, training and talents in ways that maximize learning outcomes for students. With effective performance management, the Whanau can have confidence that staff are meeting the educational needs of students and the goals of our school.

The school has a policy for the appraisal of teacher performance to enable teachers to:

- Be assessed against the professional standards contained within the individual employment agreements (IEA's);
- Ensure that teaching and non teaching staff direct their energies toward Maori educational achievement;

Purpose:

- To provide for a sound performance management system that links the Purpose and Goals of the school with the performance of each staff member in a deliberate and systematic way.
- Performance appraisal is to be regarded as a positive process linked to professional development and improvement aimed at raising Maori educational achievement.

Performance management ensures that all staff:

- Receive clear direction on their expected performance
- Can set priorities for improvement and achievement consistent with direction set by the Whanau and principal
- Receive assistance and support to achieve their expected performance
- Receive feedback on their performance and recognition for their achievements
- Are assured of the confidentiality and privacy of the appraisal process.

Process:

- Establishment Board (through delegated authority) ensures that the appraisal process is conducted in accordance with best practice in consultation with the staff member concerned:
- The consultation process refers to the previous 12 months of employment
- The process includes self, peer and student reflection of performance linked to Purpose and Goals of the school, as well as objectives set at the beginning of the school year:
- A report is written by the appraiser in consultation with the staff member with view of identifying professional development needs and goal setting for the next year;
- The report and its contents are confidential to the school and the appraised.

6.3 - LEGISLATIVE AND HEALTH & SAFETY

Part A – Health & Safety

1. As a health promoting school there are detailed policies to ensure the safety, as far as is practicable, of students, teaching staff, contractors and visitors at all teaching sites, or wherever teaching or learning occurs;

There are health and safety policies that:

- provide a safe physical and emotional environment for students and staff;
- meet our legal requirements to ensure the safety of students, employees, and visitors;
- manage hazards;
- report accidents

The following enable the implementation of those policies:

- The school has a health and safety committee comprising of staff, Whanau and students;
- The school has internal staff procedures (yet to be developed) for health and safety issues, implemented by staff every day. These include:
 - Administering medication, communicable diseases, handling of blood;
 - Duty, road patrols, playground emergencies
 - Visitors to Te Waka Hourua
 - Crisis management
 - Evacuation
 - Absence reporting
- A hazard register is maintained, and any identified hazard is eliminated, or isolated, or minimised;
- An accident register is maintained, and informs the Department of Labour as soon as practicable when a serious harm accident occurs in any place controlled by the school;
- The school has procedures concerning emergency evacuation in case of natural disaster such as fire, tsunami and earthquake;
- Employees take all practicable steps to ensure their own safety and that of other people;
- The staff is kept informed of the results of health and safety monitoring and review, and consulted in the development and review of these procedures;

- The staff understands and implements all health and safety procedures, and is kept trained and supervised in their implementation;
- The school promotes healthy eating and nutrition.

Part B – Records and Information Management

3 (a.) & (b.) Public Records Act 2005, requires that records (including enrolment, attendance and achievement information) are to kept for certain periods of time as well as for archival purposes. A Records Retention/Disposal Schedule will be devised by the Office Administrator that will state what records can be discharged, destroyed or disposed of, and what must eventually be sent to Archives New Zealand. The Office Administrator will serve as the Records Officer and ensures teaching staff, whanau and stakeholders are made aware of their responsibilities.

APPENDICES

Draft Position Descriptions

Job Title: Tumuaki | Principal (Anticipated appointment in 2018)

Responsible To: Governance Board

Purpose Statement:

To work collaboratively with Te Whanau o Te Awanui Institute and other stakeholders to establish a Maori medium secondary provider in Tauranga CBD that caters for the education needs of students, as well as create the conditions to enhance Maori student achievement.

Key Accountabilities:

1. Staff Supervision

- Interview, appoint and induct new staff in accordance to best practice
- Supervise the day to day operation of staff ensuring that objectives are achieved, within timelines
- Provide prompt resolution of any concerns/inquiries and appropriate support to enable staff to excel in their roles
- Motivate staff, being sensitive to their individual needs, strengths and weaknesses
- Ensure staff have the information and tools required to complete their tasks in a quality and effective manner
- Identify weaknesses and prescribe training and remedial action to improve any discovered weakness
- Give regular informal feedback to staff, both on their performance and the current issues as they relate to the core team
- Complete performance reviews, salary reviews and development plans for all staff
- Develop and manage leave plans, ensuring no significant leave balances accrue
- Ensure all core team staff are aware of and comply with Health and Safety procedures
- Provide and full and prompt response to calls for assistance or identification of problems, with reference to safety issues, policy and related procedures.

2. Leadership

- Encourage staff to undertake professional development of staff to enhance their performance as teachers and employees
- Model appropriate professional behaviour and team participation for staff
- Cultivate a positive attitude toward work
- Raise the quality and productivity of communication with customers, both internal and external
- Develop a culture within Te Awanui Institute that embraces its values, vision and mission.

3. External Relations

- Establish professional relationships with local Maori medium providers, local parents and marae communities to market and promote Te Waka Hourua as the natural conduit for tamariki mokopuna exiting kura kaupapa Maori at Year 8. Form relationships with employers as potential placements for Year 11, 12 and 13 students.

PERSON SPECIFICATION – PRINCIPAL | TUMUAKI

Qualifications:

- A postgraduate tertiary qualification relevant to Maori education is desirable

Experience:

- Experience as a principal or deputy principal in Maori medium preferred
- Experience as a teacher

Attributes and Skills:

- Fluent speaker of te reo Maori essential
- Excellent relationship building skills
- Staff supervision with ability to recruit, train and motivate
- Good working knowledge of employment related legislation within NZ
- Good problem solving and analytical skills
- A high standard of personal integrity, discretion and tact, maintaining confidentiality
- Good negotiation skills
- Ability to handle pressure
- Aptitude for identifying opportunities for improving performance
- Good working knowledge of Word & Excel
- Excellent communicator (at all levels)
- Team player

Draft Job Description

Job Title: Lead Teacher | Kaiako (Appointment in 2014)

Responsible To: Governance Board until Principal is appointed

Specialisation: Te Reo Maori

Purpose Statement:

To work with the Establishment Board to put into place the foundation year of the school

Key Accountabilities:

- To deliver Te Marautanga o Aotearoa and where appropriate the New Zealand Curriculum to a high standard leading to 90% achievement in NCEA Qualifications.
- To appoint teaching and administration staff for 2014 in partnership with the Establishment Board.

Leadership

- Undertake planning for opening of school in early 2014
- Compile a calendar with Establishment Board
- Organise and mentor new teaching staff
- Arrange for teaching resources
- Monitor curriculum quality compliance
- Deliver the teaching program to Year 9

2. External Relations

Establish relationships with local Maori medium providers, parents and communities to market and promote Te Awanui as the natural conduit for students exiting kura kaupapa Maori and bilingual units at Year 8.

PERSON SPECIFICATION

Qualifications:

- A relevant tertiary qualification relevant to specialism minimum
- Teacher registration

Experience:

- Experience as a teacher in Maori medium
- Experience is delivering Te Marautanga o Aotearoa curriculum

Attributes and Skills:

- Fluent speaker of te reo Maori essential
- Excellent relationship building skills
- A high standard of personal integrity, discretion and tact, maintaining confidentiality
- Good negotiation skills
- Ability to handle pressure
- Aptitude for identifying opportunities for improving performance
- Good working knowledge of Word & Excel
- Excellent communicator (at all levels)
- Team player
- Capacity to work independently

Draft Job Title: **Teacher | Kaiako (2014)**

Responsible To: Lead Teacher until Principal is appointed

Specialisation: xxxxxxxxxxxxxx

Purpose Statement:

To deliver Te Marautanga o Aotearoa and where appropriate the New Zealand Curriculum to a high standard leading to 90% achievement in NCEA Qualifications.

Key Accountabilities:

- Establish a rapport with students
- Deliver aspects Te Marautanga o Aotearoa curriculum to Year 9 relevant to a particular subject area
- Monitor Customised Learning Pathways agreement for each student
- Monitor progress and assess learning of students
- Discuss with colleagues student progress and identify solutions to identified learning barriers
- Establish a relationship with parents | care-givers and share information that will help enhance the academic achievement of their child

PERSON SPECIFICATION

Qualifications:

- A relevant tertiary qualification relevant to specialism minimum
- Teacher registration

Experience:

- Experience as a teacher in Maori medium
- Experience is delivering Te Marautanga o Aotearoa curriculum

Attributes and Skills:

- Fluent speaker of te reo Maori essential
- Excellent relationship building skills
- A high standard of personal integrity, discretion and tact, maintaining confidentiality
- Good negotiation skills
- Ability to handle pressure
- Aptitude for identifying opportunities for improving performance
- Good working knowledge of Word & Excel
- Excellent communicator (at all levels)
- Team player
- Capacity to work independently

Draft Job Title: Office Manager (2014)

Responsible To: Governance Board until appointment of Principal

Purpose Statement: To establish an efficient administration to service and support the teaching staff at the school

Key Accountabilities:

Day to day operation of school office are carried out in a professional manner

- Information required for payroll deadlines are met
- Provide prompt resolution of any concerns/inquiries
- There is support to enable staff to excel in their roles
- Ensure staff have the information and tools required to complete their tasks in a quality and effective manner
- Develop and manage leave plans, ensuring no significant leave balances accrue
- Maintain student enrolment and exit records, student and staff records
- Model appropriate professional behaviour at all times
- Work as part of a team
- Cultivate a positive attitude toward work
- Raise the quality and productivity of communication with customers, both internal and external.

3. External Relations – maintain excellent relationships with all customers including students and whanau.

PERSON SPECIFICATION

Qualifications:

- Qualification relevant to position is desirable

Experience:

- Experience as an administrator

Attributes and Skills:

- Fluent speaker of te reo Maori preferred
- Excellent relationship building skills
- Good problem solving and analytical skills
- A high standard of personal integrity, discretion and tact, maintaining confidentiality
- Good negotiation skills
- Ability to handle pressure
- Aptitude for identifying opportunities for improving performance
- Good working knowledge of Word & Excel
- Excellent communicator (at all levels)
- Team player

Draft Job Title: **Business Manager**

Responsible To: Principal | Tumuaki

Purpose Statement:

To work collaboratively with Te Awanui Institute Whanau and other stakeholders to establish a manage the non-teaching aspects of the school and ensure its financial sustainability.

Key Accountabilities:

- To manage the financial affairs of the school
- To provide the Board and Principal with sound financial advice
- Provide a business plan for the 2014
- Monitor all school expenditure
- Provide feasibility studies | due diligence | risk assessments from time to time with respect to new projects or review current projects

PERSON SPECIFICATION

Qualifications:

- A tertiary qualification relevant to position is desirable

Experience:

- Experience as a business manager or similar | accountancy

Attributes and Skills:

- Excellent relationship building skills
- Good problem solving and analytical skills
- A high standard of personal integrity, discretion and tact, maintaining confidentiality
- Good negotiation skills
- Ability to handle pressure
- Aptitude for identifying opportunities for improving performance
- Good working knowledge of Word & Excel
- Excellent communicator (at all levels)
- Team player

