

Montessori 6-12 Partnership School Kura Hourua

TRILINGUAL PRIMARY MONTESSORI EDUCATION IN ENGLISH, TE REO MĀORI & ESPAÑOL

Section 3 - PURPOSE AND GOALS

Question 1a)

Mission

Montessori 6-12 provides all families with a culturally inclusive Trilingual Montessori environment that encourages all children to be responsible for their learning and competent in Speaking, Reading, Spelling, Writing and Maths in English, Te Reo Māori and Spanish.

Vision

Over the six year cycle we help the children of Montessori 6-12 to become intrinsically motivated, self directed, trilingual learners, confident in themselves and their strengths, culturally aware and respectful of others and competent in their curriculum knowledge locally, nationally and internationally.

Student engagement is the crux of Montessori because the method empowers the learner to choose their work and through that process (metacognition) they become self directed. During the uninterrupted three hour work cycle each morning the learner also decides how long they will invest in that particular work which allows them to be intrinsically motivated, immersed in their learning, to develop concentration and to manage their time. Learning becomes more like a smorgasbord as opposed to a set menu. Learning becomes more enjoyable because learners have control over their learning. As the Montessori teacher I am still responsible for the overall progress and conference with individuals weekly to ensure a "balanced diet". However, through my experiences I know it does not need to be a daily intake of everything and in fact children learn more, faster when they binge on certain subjects. eg once they learn how to add they want to keep adding, bigger numbers, testing their friends and moving onto multiplication. Likewise, a child who may have struggled to read and keep up in a state class can spend most of their time reading if this is their greatest need, and they can work at their own pace in other curriculum areas so they actually get enough time to complete what they start. The mixed age range also allows for tuakana/teina relationships to occur naturally which acts as a form of reciprocal learning and peer tutoring. Every child in every class the world over knows who is the best reader, speller, writer etc the main difference in a Montessori class is that children have the freedom to talk to each other, learn from each and teach each other and in the process consolidate their learning much faster. It creates cooperative classrooms opposed to competitive ones. Whilst children can be independent they also learn interdependence.

Student achievement is greater in Montessori schools which is why the USA government keep funding and creating more Montessori Charter Schools eg Monticello Montessori and keep expanding existing Montessori Charter Schools eg. Island Montessori School. Please take the time to read the book *Montessori Madness* by Trevor Eissler or if time is short visit his website www.montessorimadness.com and watch his two YOUTUBE clips about the benefits of Montessori for children opposed to conventional options. They have been designed by 321.Draw.com and provide an easy to watch overview ensuring you understand how Montessori 6-12 will enable student engagement and achievement levels to excel, reducing the need for me to reinvent the wheel and write out pages of pedagogy, which will keep this application well under the requested 100 page limit.

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WHY AM I PROPOSING TO OPEN THIS SCHOOL?

I believe in and have seen the benefits for children of Montessori education. Having worked in Māori Immersion, Bilingual and Transition classrooms, as well as in private, state and area schools in both rural and urban settings over the last twenty years, I know that the two times when I created Montessori classes I had the most impact on student engagement and achievement. Children were happier, progressed faster, I had the higher levels of parent interaction and participation and it was a joy to teach.

In my undergraduate years I specialised in Māori Research and Māori Education, was politically active in Aotearoa Trainees in Education locally and nationally and was excited by the language revitalisation initiatives offered by Kohanga Reo and Kura Kaupapa Māori. I specifically chose to move to Rotorua from Christchurch to work and learn at Te Kura o Whakarewarewa which offered a 6 month bilingual reception class and then either mainstream or immersion. I went there because they looked at the whole picture - in Year 7 & 8 their transition programme ensured when children left the school for high school they were competent in both languages, unlike many other kura that produce amazing results in Te Reo and achieve NCEA early but who fail in other areas and are not setting children up for success. At that time the school was run by Pererika Twist who was also national president of Te Akatea, for Māori Principals. It was a great foundation for me. I started a Spanish Lunch Club and found that those children from immersion picked up Spanish quickly whilst those from the mainstream class were much slower and overall had less self esteem and confidence. It was back then in 1997 I learnt that it was crucial for all Māori to learn their language, as that gives them mana in themselves as people individually and collectively. I also believed back then in the importance of learning an international language to give children international currency for our ever increasingly globalised world. However, it wasn't until 2005 that the government caught up and then as a teaching principal I created a rural cluster when capability funding was available to prepare for the goal of every NZ child having second language learning compulsory from Year 7. Sadly that policy is yet to eventuate, but my proposal for this trilingual partnership school is based on the same rationale behind those policies as documented in the NZ Spanish Curriculum.

So I am proposing Montessori 6-12 as a passionate teacher and teaching principal. I am also dedicated to this proposal as a mother and ECE founder. Back in 2007 when I was pregnant, our ante-natal teacher asked us what one gift would we like to pass on to our child, not something we bought for them but something we gave them. I was teaching introductory Spanish and Te Reo Māori at Taikura Rudolf Steiner at the time and decided providing a trilingual environment for my child to grow up and learn would be my gift. This led me to create Manaakitanga Montessori as a trilingual Puna Kohungahunga back in 2008. In 2009 I cashed in my superannuation and spent the next eighteen months training and completed my AMI 3-6 Montessori Theory Audit. In the first half of 2010 primary teachers were not recognised in ECE for funding purposes so I enrolled and completed my graduate Early Childhood Diploma. In 2011 I opened Montessori 3-6 as the first trilingual Montessori centre in New Zealand and later this year will use it as action-research for my Masters. I started investigating options for Montessori 6-12 in October last year, firstly to see if Wa Ora Montessori in Wellington would satellite us as an integrated class. However, they had just bought the factory across the road and are committed to creating and growing their adolescent programme in the next five years. I want Montessori 6-12 to be free for families so this partnership schools opportunity is the perfect vehicle for that and opening in 2014 is perfect timing for our founding children. I am a very driven person and 100% committed to making things happen. I know Montessori 6-12 will improve student engagement and achievement for individuals and the target groups and would commit to our data being used for longitudinal research to prove it.

*Kia u ki te pai kia harikoa te ako
Cling to that which is good, happy learning*

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QUESTION 1b)

Schools Performance Goals - Achievement and Measurement

Whilst many principals are against national standards and many in Māori education have said their kura are about more than literacy and numeracy and parents need to go to schools see whanaungatanga in action, I still feel we need to get back to the basics of children expressing themselves well orally, being confident readers, competent at spelling and writing as well as being able to add, subtract, multiply and divide. This back to basics philosophy will be the basis of our three hour morning work cycles and individual weekly conferencing at Montessori 6-12, in addition to which children will have the opportunities and fluent speakers to be able to also attain these achievements in Te Reo Māori and Español.

Our school is not for those families who aspire to have or already have a total immersion Māori home environment. There are numerous kohanga and kura options for those families already on the kaupapa. This is about providing a user-friendly, safe and sometimes first opportunity for all families regardless of ethnicity or socio economic status who want their children to be introduced to Te Reo, therefore our benchmarks for Te Reo will be based on an emerging programme of 31-50%. At this time we would use the Nga Kete Korero series for assessing progress made by children reading aloud in Te Reo. We would use the MOE standards, guidelines and templates for reporting based on the documents Te Whakamahere Kura and Ngā Whanaketanga Rumaki Māori from our start and report in March 2018 after our founding children have had three years of schooling with us.

Our expectations for English will be that by Year 8 children are achieving or exceeding in Reading at their chronological age. We do not expect to see linear progress each year as children tend to vary in their abilities but each tend to have an explosion into reading by age 8 or 9. The PM Benchmark kit for reading comprehension will be used for children learning to read in the 6-9 stage and the PROBE kit for those in 9-12. The Probe kit breaks down fiction and non-fiction and is very comprehensive with the variety of questions. All children will be able to request running records when they feel their reading has significantly improved, however to ensure adequate monitoring of progress and identifying needs all children will be tested in the last week of every term regardless. These results will then feed into three way conferences with families at the start of each term to ensure we are all fully informed and can set goals and provide support accordingly. Whole school data for reading will be graphed each term by the teaching principal to share with staff, families the wider communities, MOE and ERO.

National standards for writing will be our guide for writing and maths and all students will have "I can" sheets to track their own progress, next steps and learning goals.

Spanish goals will be created in conjunction with the appointed staff but our focus in the first three years will be on basic greetings, introductions and vocabulary building of at least 1000 words. "I can" sheets based around the learning outcomes of the original Spanish curriculum will be used in 2014 in our foundation year. Children will also have access to language labs and online tools such as those provided to second language learners at university.

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Question 1c)

KEY ADVANTAGES - MEETING AND EXCEEDING OUTCOMES

1. MONTESSORI IS A TRIED AND TESTED METHOD THAT HAS AN INTERNATIONAL REPUTATION OF HIGH LEVELS OF EDUCATIONAL OUTCOMES.

Montessori education is a method of education that has grown internationally for over 100 years since starting in Italy in 1907. Sadly, because of the expensive specific training and materials it has tended to be available in private or international schools or fee paying classes of Special Character in state schools and early childhood services, therefore it tends to be accessed by those in higher socio economic brackets who can afford the fees. Thankfully Partnership Schools Kura Hourua will be a vehicle to make Montessori available to all just as Charter schools are now doing in increasing numbers in the States. You can google and read the Wall Street Journal article from April 5th, 2011 entitled Montessori Mafia to get a global perspective. Montessori works in any language in any country when trained teachers implement the philosophy and understand the purpose of each of the sequential materials. Montessori philosophy and materials will help us to attain high academic learning outcomes with our children as outlined in 1b.

2. EXPERIENCED, COMMITTED AND VISIONARY SCHOOL LEADERSHIP

Unlike some of the proposals being submitted, I am not an iwi organisation or connected to a big business with huge funds. I am proactive in creating new options for parents in trilingual Montessori education and have made that available to interested families for free in ECE for those families that fit into the three target groups. I do this because I believe these children and their families need it the most which is why Montessori 3-6 is purposely located between two Decile 1 schools. Most profit making Montessori ECE centres choose areas with Decile 8 & 9 schools such as the Kidicorp centre in Taradale or Jenz Montessori in Clive. Those children then feed into the fee paying Montessori primary class at Port Ahuriri School. None of our graduates have fed into that class because it is not an economic option for their families. Creating Montessori 6-12 as a partnership school will eliminate that barrier and provide the next step for our children to continue to excel and develop their competence in English, Te Reo Māori and Español and open the doors to other interested families. I have a personal vision of making Montessori available for free in Aotearoa, not a choice only available to those that can afford it.

3. PROVIDES A STARTING PLACE FOR THOSE THAT ARE NOT YET READY OR WANTING TOTAL IMMERSION MĀORI BUT NOT WANTING MAINSTREAM EITHER AND PROVIDES NEW PATHWAYS FOR THOSE WERE PREVIOUSLY CLOSED TO THE VALUE OF TRILINGUALISM.

There is a significant chunk of the Napier population who are of Māori descent but have no ties to a marae, a hapu or an iwi. They have never had the opportunity to learn their language and now they want it for their children but are to whakama to go to Kohanga or Kura as it feels to them like they would be jumping from primary school straight to university without having gone to secondary school. These are the families Montessori 6-12 will target. Some of our Montessori 3-6 parents have started to learn Te Reo for themselves and are attending the Wananga o Aotearoa classes which is amazing. We even have one story of a Pakeha dad who would not let his partner enrol their daughter at kohanga but agreed for her to come to us. He now goes off on Mondays and Thursdays to learn Te reo and is loving it, so as a small service with a roll of 30 we are already having a positive effect on language revitalisation within our community. I would like to grow this opportunity to 50 families for Montessori 6-12.

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4. PROPOSED CENTRAL LOCATION MEETS A GROWING NEED IN THE AREA FOR ADDITIONAL PRIMARY EDUCATION

The three closest primary schools to the proposed 65 Thackery Street site for Montessori 6-12 have all had enrolment zones implemented in recent years to stop overcrowding. Many of the older homes on the hill, fringe CBD and Napier South are run down rentals which is all people on low incomes can afford. The Commissioner for Children raised this concern at a Public Meeting on Wednesday 10th April stating that the rental Act has not been updated since 1947 and therefore properties can be damp with poor heating contributing to poor health for children. As a result of these factors three traditional mainstream schools have also had changing demographics. [REDACTED] states on their website they only started their Kapa Haka group three years ago. [REDACTED] offers Montessori in English but there is a \$1000 enrolment fee and \$50 per week fee there after which cuts out 90% of my families participating at Montessori 3-6. [REDACTED] has started a developmental Early childhood based new entrant programme to cope with the high number of children enrolling and not being "School Ready". Some families have raised concerns recently that the schools may not even have spaces for siblings to attend. Therefore our proposed location would ease the pressure on these three schools and offer families a culturally inclusive option. Please see the public notice attached.

5. MANAAKITANGA MONTESSORI & MONTESSORI 3-6 ALREADY HAVE A FOLLOWING MADE UP OF FAMILIES WHO FIT INTO THE THREE TARGET GROUPS OF LOW SOCIOECONOMIC, MĀORI AND THE PACIFIC ISLANDS

The foundations have already been laid for participation in Montessori 6-12 over the last six years with our trilingual playgroup and ECE service. We are not huge, we believe small is good. It creates closer relationships and community building. However, the site does have a adjoining second half which has [REDACTED] What this does mean is there is the possibility [REDACTED] we could have the opportunity to grow our roll to 100 places or create a Montessori 12-18 programme for adolescents. The benefit of this for our new school and our learning outcomes is that we already have parent-buy in from current and past associations. Many of the original Manaakitanga Montessori members are now enrolling their second child at Montessori 3-6, likewise many mums whose children have left Montessori 3-6 and gone on to primary school have said that if the time comes and I create Montessori 6-12 that they would be back, some even offering to create a Trust etc. Schools work best for families when there are high levels of trust, and ongoing and informed communication. These intangible elements will contribute to high learning outcomes for children attending Montessori 6-12.

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Section 4

EDUCATIONAL PLAN

PART A - PROPOSED STUDENT POPULATION AND EDUCATIONAL NEED

Section 4, Question 1

Upon opening on February 1st 2014 we will have a founding class of twenty five children aged between 6-9 at Years 2,3,4 and 5. These 25 children will have applied in Term 3, 2013 and had family interviews, goal setting and individual transition visits during Term 4 so they are ready for the start of the year. Our founding class will have the first term to become established. Over the course of the six months from Term 2 we will grow the roll to our maximum of 50 with a minimum of at least 10 children in each Year level. Founding places will also be allocated on gender with at least twenty boys and twenty girls. We will stagger the intake of new children and will adhere to our policy of only one new child per week. Therefore, by the end of November we would be operating with our full roll. If oversubscribed in our establishment intake of 50 places, applicants will be selected by the CEO/Sponsor to ensure we met our contracted target groups based on income and ethnicity. Oversubscription in subsequent years would be by ballot with priority entrance given to siblings, former students and children of Montessori 6-12 employees, prior to a public ballot for remaining places.

However, if there are delays with government legislation, contracts and funding Montessori 6-12 would need six months from the time funding is received to establish the teaching team, indoor and outdoor environments, policies, procedures, enrolment of families and transition of children, possibly longer if the tenancy agreement for the proposed venue @ 65 Thackery Street expires and is not extended from 2014 places will only be available if a child moves away or chooses to leave the school before completing the cycle. A minimum of ten places will become available from 2019, and annually thereafter, once our founding Year 5 children have completed four years with us and start secondary school.

QUESTION 2A

The intended geographic location of the school is related to the target student population by way of the surrounding rental market. With the 2012 changes to access to State Houses, Maraenui which has the highest population of Māori and Pacifica families has a declining population. The Tu Tangata community action group documented 60 vacant State Houses in December 2012 as a result of these changes and at the meeting I attended in March this year that had doubled to 125 vacant state houses. This has had a significant impact on the two local kindergartens and the two local schools. These families have moved into rental accommodation, often joining with other families to meet market rentals. Those without transport have as a result enrolled their children at Napier Central, Port Ahuriri and Nelson Park Schools. Last year Nelson Park school had 4 new entrant classes operating as a result of these changing demographics and the 2007 baby boom. 2008 had even higher births therefore Montessori 6-12 would help ease this influx not seen since the 1972 baby boom. At the Commissioner for Children presentation recently he shared that 200 births each year at the Napier hospital are to girls 17 years or younger, therefore creating a new generation of children living in poverty. He stated that in 1986 there was 11% poverty in NZ and now it has risen to 25%. Young mums make up a large proportion of the rental market therefore our central location is perfectly placed for the next six years to offer trilingual Montessori education improving educational learning outcomes for children and high levels of parent participation, engagement and education for families.

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SECTION 4, QUESTION 2b

The current provision by the three surrounding schools does not offer any form of bilingual or trilingual learning. Improved educational outcomes for our children are based on the fact a culturally inclusive learning environment acknowledging Te Reo Māori gives children pride in themselves and their people.

Language is at the heart of any culture, and therefore will be a significant part of Montessori 6-12.

These higher decile surrounding schools have traditionally served predominantly Pakeha rolls and therefore they have not seen Te Reo as a high priority for their community. However, when schools make their environments culturally inclusive they see that translate into improved learning outcomes. No bilingual Montessori primary schools currently exist in New Zealand, but a charter school in the states is one example. Overseas examples such as the bilingual Latin American Montessori school (LAMB) PCS which was awarded the Tier 1 High Performing DC Charter School award in 2012 is evidence this pathway is successful. Many international schools around the world also base their education around Montessori materials and methodology because results occur for all children regardless of their ethnicity and background. I believe this is partially accredited to children having time, as part of their uninterrupted, daily three work cycle and teachers having the freedom to work with individuals and small groups based on their needs opposed to a focus on whole class curriculum coverage. The Montessori materials provide the sequential, hands on curriculum opposed to it coming verbally as teacher directed information as discussed by Trevor Eissler in his YOUTUBE presentation "What is Montessori Education?". There is also a new trilingual Montessori Charter School starting in Arizona. Further information can be viewed online www.azfamily.com/news/New-trilingual.

We will also work with our Pacifica families to create resources in their first language, and host bi-annual noho marae style immersion weekends for them and our staff to build partnerships and relationships honouring their culture and needs. It may be that they also ask for bilingual options to improve their English and use their understanding of our Montessori materials. Depending on the make-up of our establishment roll Samoan or Tongan language assistants could be an additional element of our school if enrolments, quarterly catch ups, annual surveys and learning outcomes indicate the need.

Some families from South America also come with English needs, so we may create similar bi-annual noho marae style immersion weekends along the lines of the Pacifica weekends.

Our proposed venue used to be a gym, therefore already has 6 showers which would cater for this type weekend noho marae style learning. An oven and dishwasher will also be installed to allow for catering.

Our Discovery Journeys each term, and our three way catch ups provide 8 additional opportunities for families to engage and truly feel connected to their child's learning. Teacher time allocated to these activities is time well spent, an investment in improved learning outcomes. These are not social events or performances these have educational progress as the purpose.

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Section 4 Educational Plan Question 2c

The educational needs of the children we target will likely be numerous. The barriers that exist between them and educational achievement tend to be factors not just relating to education, but also health and poverty. Often due to no fault of their own, they do not have the basic fundamental needs many New Zealanders take for granted.

More than likely they have had no or limited access to Early Childhood Education. The government recognises this issue and has begun programmes to help increase participation. In 1995 Te Puni Kokiri prepared a paper about Māori participation in ECE and Strategies to Overcome them. Current research shows that participation in quality ECE is an indicator of higher educational outcomes at secondary school. Children with little or no participation in ECE tend to have limited oral language which then delays their reading and writing development. Montessori 6-12 will replicate some of the practical life, sensorial, early literacy and numeracy Montessori curriculum materials found @ Montessori 3-6 to help transition our youngest children and give them a solid foundation.

Some children will live in crowded, damp homes and therefore may suffer from skin infections and respiratory conditions. According to the Commissioner for Children these health conditions tend to go untreated longer for children in the primary age bracket because the current free health care stops at Early Childhood Age therefore many low income, Māori and Pacifica families. Our CEO would partner with our local DHB and local iwi organisations to help ensure all of our children, their siblings and extended family are all treated to ensure the health of the child improves and they have the necessary medications to stop or reduce re-infections and have close relationships with our Public Health Nurse.

Question 2d

We intend to attract these families through local letterbox drops which has worked effectively for Montessori 3-6 as most of our families do not buy newspapers or have the internet. One third of our current families are Māori, with a further third of single parent families on low incomes. We would also advertise in the last two issues of He Ngakau Hou for 2013 which is a free community paper that is delivered to 17,000 Napier homes. We would also promote our new school in the two mainstream community newspapers The Napier Mail and the Courier through articles and on the radio via free community notices including the Māori radio station Kahungunu. Provision has been made for these costs in our establishment budget but not in our ongoing annual budgets as oversubscription is likely and word of mouth will become our best form of future advertising. Likewise with limited positions becoming available and preference given to siblings, meeting our full capacity is unlikely to be an issue.

Montessori 3-6 has been full since 2012 after only opening in 2011. April 2013 is fully booked for morning and full day places with no openings until May 2014 for new families so we have extended our license to create afternoon places to meet demand.

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EDUCATIONAL PLAN

PART B

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CURRICULUM

Question 3a

Our Curriculum will be based on our purchases of Montessori materials similar to those from pages 35 to 245 in the Nienhuis Montessori, The Global Standard book enclosed. However, we will source our materials from a New Zealand Company at a fraction of the cost. eg a Nienhuis puzzle map costs over \$1000 from the European supplier and \$89 from China. The purpose of using this book is it outlines each curriculum area and the corresponding materials giving a comprehensive breakdown of curriculum coverage.

However, Montessori education aligns with the key competencies in the NZ Curriculum and our three hour work cycle enables children to take initiative, build connections and be challenged by designing their day, taking action and conferencing each week developing future goals. The self audit framework and ICC indicators published 28 January 2013 will be used to document and monitor progress.

Montessori education also parallels with the Art Costa HABITS OF MIND which are imbedded in the Montessori method and have been for over 100 years. They do however, provide a great framework for children, peers, teachers and families to use as a guide for assessment of areas of strength and needs.

QUESTION 3b

The teaching team will establish "I can" sheets before we begin marketing and advertising our new school. They will show the sequential nature of the materials in each curriculum area, however they are not based on year levels. Our mixed age schooling removes barriers of Year Levels and allows children to extend their knowledge as far as they choose. Traditional testing methods will be used to ensure academic progress comparable to their chronological age such as running records, Schonell testing for spelling and the four maths operations. Nga kete Korero will be used to monitor progress of reading in Te Reo.

Montessori also parallels with the Māori Education Model of tuakana/teina where a form of peer tutoring takes place. If any child in a Montessori environment has consolidated their learning with a particular piece of Montessori equipment they are invited to teach it to others. This increases their self esteem and self confidence and creates a community of cooperative learners, not necessarily based on age but ability and strengths.

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EDUCATIONAL PLAN

PART B CURRICULUM

QUESTION 4

The rationale for choosing the Montessori curriculum is that it provides the best form of accelerated learning I have observed in my twenty years of education. Children are naturally empowered to learn and not be confined to desks, listening to a teacher and working from books, the blackboard or the smartboard which is teacher directed learning to child directed. The materials provide a comprehensive range of "hands on" learning based on the principle of not giving something to the head until it is first given to the hand. These concrete materials give children visual and tactile learning experiences which then allow them to "see abstract concepts" in their heads and not need the materials, they become independent of it. It meets a range of learning styles. The three hour work cycle allows children to develop the HABITS of Mind which fit with the Competencies in the NZ Curriculum which we will also monitor.

The Montessori way of working allows teachers to focus on the actual needs of individuals so they are able to commit more time to identified gaps opposed to investing their time on planning and curriculum coverage. The sequential nature of the Montessori curriculum saves time with planning as the "I can" sheets are dated and document introductions, re-visiting, working independently, consolidating and teaching others and form the intended plan of work being covered during the 6-9 and 9-12 cycle.

The rationale for having an emerging language programme in Te Reo is because it is an official language of New Zealand and all New Zealand will benefit from being able to speak it. It is integral to meeting the needs of families of Māori descent as research has shown it affirms identity and strengthens self esteem. This in turn leads to being more open to learning opportunities when feelings of respect and trust are already established. Furthermore, language learning helps strengthen the first language and makes acquisition of a third international language faster. Whilst New Zealand tends to be monolingual, global children in other parts of the world have three or four languages under their belts. If we are to move towards more global citizens language learning is one area we need to give more focus to. Being trilingual with Spanish as our chosen third language is a start in this direction. There are over 350 million speakers of Spanish in the world with it being an official language in 22 countries making it the third most spoken language in the world.

QUESTION 5

TRANSITIONS

Our children and their families will be supported by our CEO to "shop around" from the secondary options available so they become aware of what choices are available, what feels like the best fit and what are the long term goals of each individual. It is expected that this work will be carried out with our adolescents over the last four terms with us so that they and their families start making very carefully considered, conscious choices about secondary education and which pathways will provide the best investment of their time. Our CEO will also establish working relationships with the leadership and management teams of surrounding secondary providers so that they have the opportunity to see and understand the type of learning we have been providing at Montessori 6-12.

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EDUCATIONAL PLAN

PART C - LEARNING ENVIRONMENT AND TEACHING

QUESTION 6A

Opposed to teachers planning whole class curriculum lessons or units they will have lists of children and Montessori materials beside each name. The traditional planning book is replaced with a A4 diary that is a shared document that s/he can write in and that children can request lessons or help in. During the 3 hour work cycle teachers will roam around the room, directing children when necessary and working 1:1 or in small groups introducing materials, testing and monitoring and spending Fridays conferencing with children, some weekly and some fortnightly.

QUESTION 6B

The Montessori method provides freedom for teachers and children alike to spend as much time as needed on areas of need not restrict them both to 45 minute chunks of curriculum coverage. As a result of this reallocation of time within a traditional school day knowledge, skills and proficiency can be more easily achieved resulting in students being able to perform them at high levels. eg for a boy who loves maths but can't read the whole of the three hour work cycle can be devoted to meet his needs; likewise a fluent reader who struggles to add and should be working on multiplication can go back to basics and invest her time in Maths and work with Montessori materials to meet her needs at her own pace for as many days or months as she needs to achieve success.

QUESTION 6C

Montessori principles, philosophy, materials and methodology will help produce the anticipated educational outcomes and school goals with the help of dedicated qualified and experienced teachers, fluent language assistants, parents and volunteers.

QUESTION 7

Our proposed learning environment provides considerable space for 50 children. Our main learning area is double almost triple the size of a standard classroom and as an open plan space allows for children aged 6-12 to mix and mingle with all of the Montessori materials regardless of their learning ability. They will not be sent into a younger class if they are behind in Maths or Reading which they may experience in other schools or into a room for Reading Recovery. It does however have the advantage of five other rooms off to the left which will be used as 1) Language Lab 2) Wet Art Area 3) Snack Area 4) Practical Life and Sensorial Room 5) Physical Goals/Kapa Haka/Drama etc (old group fitness room with elevated stage). Therefore, it does offer numerous extras and spaces for children once they have proven their ability to work independently with less direct supervision. The fourth room with practical life and sensorial activities would be supervised at all times by a language assistant, parent or volunteer as it would house the two curriculum areas usually found in a Montessori 3-6 environment. However, given our target group may have had limited ECE experiences this area will help them develop their independence, concentration, work habits and provide rich oral language experiences. This room will also double for introducing basic language concepts and vocabulary in Te Reo and Spanish. Our Montessori environment will be filled with equipment to touch, explore, play and discover. Each material has its own purpose and over time children will be introduced to each and every piece in their six years with us.

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TRILINGUAL PRIMARY MONTESSORI EDUCATION IN ENGLISH, TE REO MĀORI & ESPAÑOL

QUESTION 8

Families with children with Special Needs tend to flock to Montessori environments because of the success children with special needs have because it allows them to work at their own pace, based on their interests in more of a co-operative community. At Montessori 3-6 we have had hospital referrals from families with children who have autism and another who had an oppositional defiance disorder. The child with Autism was able to follow his giftedness with Maths and go into learning thousands, whilst developing his literacy skills which he had previously avoided. The hands on learning environment supported his tactile sense and the teacher focus was on building awareness of others, oral language and friendships.

Likewise families from low socio economic backgrounds tend to have less toys and books for their children, therefore the Montessori materials provide rich hands on opportunities for learning.

All of the materials can be used in English, Te Reo or Spanish which makes the environment user friendly for our language assistants as well.

QUESTION 9

Our CEO and teaching team will be responsible for self review and will use the ERO's approach to reviews document which outlines comprehensive indicators a continuum on Page 14 that we would follow. Obviously as a newly established school we will be at an early stage of self review in 2014/5 and be still developing it in 2016 with examples of spontaneous and planned self review. Our aim by 2017/8 would be to have highly effective and well developed self review which we use to base our decisions on that will have covered all aspects of our operation.

PART D - STUDENT PROGRESS AND ACHIEVEMENT

QUESTION 10 - ONLY APPLICABLE TO SECONDARY APPLICATIONS

QUESTION 11A

READING - the final week of each term will be used for Running Records and school wide data collected and analysed and used by the teaching team to target those children not yet achieving at their age.

SPELLING & MATHS - Schonell testing will be used to provide age level indicators

TE REO - Nga kete korero will be used to track progress in reading through the various levels.

QUESTION 11B

When children are not yet achieving at their chronological age, four way parent, teacher, child interviews will take place with the presence of the CEO and shorter term goals will be developed, monitored and reported back on in 10 week blocks to help aid progress and accelerate learning. They will also be teamed up with peers who can support them. Children who are achieving will still have three way interviews to keep extending their learning, strengths and interests. These children will also be invited to assist those in areas where they struggle.

Montessori 6-12 Partnership School Kura Hourua

TRILINGUAL PRIMARY MONTESSORI EDUCATION IN ENGLISH, TE REO MĀORI & ESPAÑOL

EDUCATIONAL PLAN - SUPPORT FOR LEARNING

PART A - PARENT / FAMILY / WHĀNAU / COMMUNITY INVOLVEMENT

QUESTION 1A

Montessori 6-12 will promote high levels of attendance by working with health and housing agencies to ensure poor health is not a barrier to attending school. All absences will need written explanations, and when a child falls below 90% attendance in any given week, term or year teachers will notify the CEO and a whānau hui will be called to help put an action plan in place to increase attendance. If lack of transport or raincoats, gumboots umbrellas, and warm clothing are an issue then the CEO will work with WINZ to apply for special benefits and assistance to meet these needs. The school may implement initiatives such as a walking school bus which have had good results on attendance in some Early Childhood Services and low decile Primary schools. We may talk to families with vehicles to help provide transport for those without over the colder, winter months when attendance is most affected. Tangihanga is perceived by the school as part of NZ culture and ongoing learning and does not get counted in the 10% absence, likewise church based functions for Pacific Island families are not counted in the 10% absence records either. Instead these culturally significant events are used and integrated into written language and made into books for others to share and learn from.

QUESTION 1B

Hosting Discovery Journeys on weekends each term is an informal ways families get to see and hear what their child is currently interested in, which Montessori materials they are using, how they work and what they learn. Each child creates their own invitation selecting three things each time and they take on the role as teacher of members of their family when they visit. This concept was adopted from a rural Montessori school in Brisbane, Australia as an initiative to increase family awareness and participation because most children came by bus. Over the last 13 years I have used it in Rotorua at Montessori@Malfroy, at Nova New Brighton in Christchurch, in a rural state school and at Montessori 3-6. It is a great way of empowering children and bringing parents into the classroom as it is non-threatening and teachers are available just to chat.

Three or four way parent/teacher/child/CEO interviews/catch ups will take place every term and will be more formal with 20 minutes allocated to discussing results, needs, goals and future monitoring. As children become familiar with these they will take an active roll and by Year 6,7 and 8 be expected to be presenting their work to their families, graphing their own progress and being competent giving results in fractions and percentages against age expectations, National Standards or other forms of assessments.

Home Visits are another concept that we will introduce in our second year of operation as an annual event with teachers visiting up to six students per term.

QUESTION 1C

Montessori 6-12 will also provide families with four parent education evenings per year based on Practical Life, Literacy, Numeracy and Culture. If attendance at these events does not reach 75% we may look at hosting them on weekends and providing childcare if evenings do not work for our families who may not be able to afford babysitting or may have transport or safety issues attending at night.

*Kia u ki te pai kia harikoa te ako
Cling to that which is good, happy learning*

Montessori 6-12 Partnership School Kura Hourua

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QUESTION 1D

Montessori 6-12 will have an annual Celebration Day on the last day of school every year. Whilst Montessori is based on intrinsic principles and not rewards this celebration will recognise every student and those with 100% attendance. This concept is based on my work at Te Kura o te Whakarewarewa back in 1997-2000. It also aligns with the school whakatauki which I have also adopted for Montessori 6-12 to guide the children and team with their work.

Kia u ki te pai kia harikoa te ako - Cling to that which is good, happy learning.

Unlike most end of year assemblies it will not be a restricted focus on who is the best at reading or maths. Each teacher will acknowledge the strengths of each child whether they be linguistic, cultural, academic, social, emotional, physical or HABITS OF MIND. These certificates will be framed so that achievement can be celebrated at home just as people frame their university degrees as a sign of perseverance and academic milestones.

Those with 100% attendance will be given a small trophy with their name engraved and the year and their Year Level. These will act as a symbol of commitment by the child and their families and acknowledging the priority they have placed on Education.

Montessori 6-12 teachers will also award each member of the team for the personal contribution they have made and for their strengths. The CEO will also read and share a summary report of yearly progress and achievements against our targets, this will be framed along the passage way each year as a sign of success towards the purpose of our school and the children we serve.

SPORTS EVENTS tend to draw families of Māori and Pacifica descent therefore we will work with organisations such as SPORT HB and DHB initiatives such as ACTIVE FAMILIES to help create these types of opportunities and link them to term summaries of learning and progress.

Montessori 6-12 Partnership School Kura Hourua

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PART B - COMMUNITY PARTICIPATION

QUESTION 2

Our CEO will have the role of building these key relationships with various government and community agencies which is why the Sponsor differentiates the role from that of a teaching principal who would primarily be expected to be based within the school 90% of the time. Establishing networks takes time and it is envisaged that up to 50% of the time in the first year will be spent linking with government income, health, housing agencies and services and possibly NGOs for budgeting, gambling, probation and corrections if needs are identified to ensure families are supported and take advantage of opportunities such as Whanau Ora and initiatives by Te Puni Kokiri, Te Taura Whiri, Māori Womens Welfare League etc.

Given the short time frame between March 6th 2013 when this was advertised online via GETs and applications closing April 16th and the uncertainty of Partnership Schools given legislation is yet to be passed iwi based relationships are yet to be explored, however Ngati Kahungunu Inc will be approached in due course regardless of the outcomes of this proposal. The first focus been on finding a suitable vacant building in Napier with carparking and grassed grounds that meets council requirements to operate as a primary school for resource consent that falls within the property allocation for funding for a school of 50 and needs little in the way of building alterations.

However, should the evaluation panel decide that my application has merit, and can see the benefits of Montessori education, and the evidence of results in the US but feels that Napier does not have the greatest need opposed to Flaxmere then there is a property at 65 Kirkwood Road, Flaxmere that has just under one acre of land that could be used, however, more time would need to be allocated to undertake costings. The building is not fit to be used at this time as it has damaged walls, plumbing and is not connected to town water or sewerage.

Alternatively, if the evaluation team have resourcing then needs are identifiable in both places and I am open to creating two new partnership schools as a Sponsor and conducting further due diligence on the Kirkwood Road property and community consultation in the surrounding Flaxmere neighbourhood.

QUESTION 3

No commitments or partnerships have been made at this early stage with other individuals, organisations or community groups that would enrich the learning experiences for our children. However, opportunities for connecting with role models from secondary schools such as Hukarere, St Josephs, William Colenso and Te Aute for support with Kapa Haka, young business enterprise etc are future possibilities.

Montessori 6-12 Partnership School Kura Hourua

TRILINGUAL PRIMARY MONTESSORI EDUCATION IN ENGLISH, TE REO MĀORI & ESPAÑOL

PART C - SCHOOL ORGANISATION AND CULTURE

QUESTION 4

Montessori 6-12 will be organised around Montessori principles and this will support student learning by allowing time for children to concentrate on their areas of need the most. Every child will have a daily three hour work cycle that will help them become self directed learners over time. Teachers and language assistants will present new Montessori materials throughout each day. Weekly or fortnightly conferences with teachers and language assistants will ensure completion and progress of work, assessments and monitoring, self reflection, goal setting and self review which empowers the learner and aids independence. Friday afternoons will be dedicated to housekeeping, class meetings followed by games.

QUESTION 5

Montessori 6-12 will operate for children from February 1st until the 10th December each year, closing for two term breaks of two weeks each like other NZ Primary Schools. Teachers and language assistants will participate in a five day Teacher Only week in the last week of January every year before the school opens and a five day Teacher Only week after the school closes. The school will not close the school for Teacher Only Days during the term.

Children will be expected to arrive at school by 8.45am each day and be ready to start learning from 9am. There are no bells @ Montessori 6-12 and children will be allowed to eat their morning tea whenever they are hungry at the allocated table during the three hour work cycle. Teachers will gather children together from 12 noon for lunch and then children are free to play inside or outside. One teacher and one language assistant will be rostered on for lunch duty each day for the whole hour, whilst the other teacher and language assistant may take a break, however they are not permitted to leave the school site as four staff members must remain on site at all times for health and safety purposes. Afternoons will be a two hour block from 1-3pm and will offer children opportunities to work on individual or group projects based on their interests and may include cultural offerings such as Kapa Haka, weaving or physical development opportunities such as yoga or sport depending on parent and community volunteers. Teachers and language assistants may also offer to share their strengths and interests on certain afternoons, however, there will always be one qualified teacher in the classroom for those children wishing to continue with their individual plans and continue working with the Montessori materials.

Teachers and language assistants working at Montessori 3-6 will also have a two hour weekly team meeting on Wednesday afternoons. The first hour will be dedicated to professional development and the second hour to discussions based on the learning taking place and identified needs of children. Teachers and language assistants will use this time to book in three or four way interviews each term with every family. Discovery Journeys will take place over a two hour time frame one weekend per term. The Wednesday meeting will be waived that week to take into account time spent at school on the weekend.

Weekend noho marae style events will take place prior to the beginning of the term two and three after two week breaks to ensure teachers have had holidays. They will help grow parent partnerships and set the focus for the new term.

Teachers are expected as part of their employment to attend the annual Montessori Conference run by MANZ which occurs in the April term breaks. Teachers and language assistants are also expected to attend the Kura Reo by Te Tauira Whiri held in Napier in the second week of January each year.

Montessori 6-12 Partnership School Kura Hourua

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PART D - SAFE LEARNING ENVIRONMENT

QUESTIONS 6 & 7

Montessori 6-12 will not tolerate any unsafe behaviour from children, parents or anyone involved in the school. Policies and procedures will be developed once the teaching team is established and copies will be provided in information packs and discussed and signed as part of the enrolment process with children and their families.

PART E - PROFESSIONAL DEVELOPMENT FOR TEACHERS, ADMINISTRATORS AND OTHER SCHOOL STAFF

QUESTION 8A

The school sponsor and CEO will provide the leadership for the school and the foundations for the Montessori programme. AMI training or refreshers will be provided to teachers or language assistants after at least two years of service and with the intention that the school has at least one paid staff member undertaking AMI training to uphold the quality of the Montessori programme and make provision for maternity leave, sabbatical leave, succession planning etc. Language assistants may also be supported to undertake state training to allow them to become fully qualified and registered teachers.

QUESTION 8B

Whilst it is unlikely we would employ new graduates during our establishment phase, mentoring to ensure that full registration occurs with either Te Hapai O or the standard criteria would be the responsibility of the CEO, who may choose to appoint an external mentor if funds allow for it in any given year. The non-contact time given to teachers and new graduates under the NZEI union contracts would not apply at Montessori 6-12, however both teachers would be given a [REDACTED] salary acknowledging the additional Montessori training and the extra evening and weekend work involved.

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

QUESTION 8C

After 13 years involvement in Montessori training AMI offer the most thorough training programmes throughout the world. AMI was established by Maria Montessori herself to protect her work as she believed preparation of the teacher was paramount and that training needed to be face to face with the materials not via correspondence. AMI trainers have to have completed a year long course as a student, then have taught for at least five years, then completed two further year long courses as an assistant with assignments before qualifying as a certified Trainer, so you know you are getting lecturers well versed in the Montessori Method and the Materials. Ensuring at least one of our team is in training with AMI will ensure our school has someone always reviewing what we do, questioning what we do and why we do it that way which in turn will lead to better teaching practices which in turn leads to improved learning outcomes for our children.

Montessori 6-12 Partnership School Kura Hourua

TRILINGUAL PRIMARY MONTESSORI EDUCATION IN ENGLISH, TE REO MĀORI & ESPAÑOL

BUSINESS PLAN

PART A - GOVERNANCE, MANAGEMENT AND ADMINISTRATION

QUESTION 1a

Governance would remain the sole responsibility of the Sponsor/CEO just like it is with Private Providers of ECE services. Montessori 6-12 would not have a Board of Trustees operating. Whilst the intent of Tomorrows Schools and the creation of Boards of Trustees have worked well, there are many instances where they have not as documented in ERO reports and by the numbers of commissioners appointed by MOE across NZ and across all decile levels to sort out issues. Principals have had to invest huge amounts of time upskilling parents who are often already time poor, and get diverse parents working together to help create strategic direction and accountability for the school. This has taken them away from the task of improving learning outcomes for children and working more closely with their teachers, therefore BOT's are not seen as an effective investment of time, finances and resources by the sponsor.

QUESTION 1b

The day to day management of the teaching and learning is left to the two teachers responsible who have contributed to the development of the school policies and procedures that they work within. Management of the teachers, language assistants, administration, parent and/or community volunteers are the responsibility of the CEO.

QUESTION 1c

The CEO is responsible for all enrolments and documentation. A part time administrative assistant will be employed to compile monthly bills, PAYE, GST and income and expenses against budgets of between 5-10 hours per week, ideally 1-2 hours per day from 8.30am to 9.30am or 10.30am to help with morning calls and arrival of children and their parents.

QUESTION 1d

The administration work will be reviewed by the CEO who is responsible for all cheques and internet payments. [REDACTED] who operates an external accounts and taxation business locally will be contracted to provide advice and guidance and reporting for MOE purposes. He has already provided these services to Montessori 3-6 over 2011, 2012 and 2013.

s 9(2)(a) OIA

QUESTION 2

The sponsor is a local Napier business, trading as Montessori 3-6, a registered company. The CEO of Montessori 6-12 will have full leadership responsibilities and be accountable for meeting the final agreed learning outcomes for the target group with the MOE.

Montessori 6-12 Partnership School Kura Hourua

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BUSINESS PLAN - PART A GOVERNANCE, MANAGEMENT AND ADMINISTRATION

QUESTION 3

Teachers and language assistants will co-create all policies and procedures that govern the school with the CEO and will review them spontaneously when needed or as per a planned cycle of review. All of our policies and procedures will be displayed on classroom wall so that children become familiar with them and are able to challenge or add to them during our weekly class meetings. Parents are welcome to contribute to them at any time however any changes will rest with the teaching team and CEO, as they need to work for all staff who are the glue that hold the school together.

PART B

PLANNING AND ESTABLISHMENT TIMELINES

MAY - Any requests for additional information from MOE, final agreement signed

JUNE - Establishment funding and 50% operations and staffing funding received

**Recruitment of teaching team begins*

**Fire Report Commissioned*

**June 30th deposit paid to landlord*

JULY - Tenancy begins, building and resource consents lodged with the council

**Plumbing begins, toilets & dishwasher installed*

**Oven installed*

**Furniture and shelving ordered*

**Montessori materials purchased*

**IEAs completed, signed with Gary Taylor, Employment Specialist*

AUGUST - External Team Building & Individual Profiling

**Code of Compliance completed*

**Team Development of Policies and Procedures*

**Indoor and Outdoor Learning Environments Created*

SEPTEMBER - Newspaper Articles, advertising, letterbox drops

**Enrolments open, family visits and interviews*

**Enrolments close, families notified and invited to make 3 transition visit dates for full days during October and November. December host successful families event. Open 1.2.2014*

Montessori 6-12 Partnership School Kura Hourua

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PART C - FINANCE

QUESTION 5

Montessori 6-12 will ensure funds are available throughout the year by setting aside weekly fixed costs such as wages and rent into a high interest earning account and drip feeding a set amount into the working account each week.

s 9(2)(a) OIA

Monthly summaries of income and expenses against budgets will also be compiled by [REDACTED] and shared with the management team comprising of the CEO and the two full time teachers to help monitor spending and provide transparency within the teaching team. These summaries will be discussed during staff meetings and will allow teachers to alter budgets and re-prioritise needs based on their children attending. It will help set strategic priorities and be based purely on government funding.

QUESTION 6

Microsoft Excel spreadsheets attached to this document provide the basic allocation of perceived costs for the first three years of operation.

QUESTION 7A + B

No additional funding other than that provided by the Crown will be used by Montessori 6-12. This proposal is based 100% on the funding streams outlined in the Partnership School appendix.

QUESTION 8A

To ensure transparency, numerous controls will be put in place. The part time administrative assistant is responsible for compiling and presenting all bills to the CEO for payment and for monthly filing of PAYE and GST. Cheques are to be signed by two members of staff at all times, the CEO and either of the two teachers, however the CEO can alter internet bank payments independently. The external control over this is that bank statements, monthly actuals against projected budgets will be presented by [REDACTED] each month to the management team allowing for tracking of expenditure and ensuring it is limited to within the maximums allocated.

QUESTION 8B

s 9(2)(a) OIA

Provision has been made in our annual budgets for auditing and [REDACTED] will recommend an annual auditor just as he does for the Montessori 3-6 which has a slightly less annual operating turnover than the Montessori 6-12 school will have.

QUESTION 8C

Provision has been made on estimations, however until the final legislation for is implemented actual costs for types, levels and liabilities will not be finalised.

Montessori 6-12 Partnership School Kura Hourua

TRILINGUAL PRIMARY MONTESSORI EDUCATION IN ENGLISH, TE REO MĀORI & ESPAÑOL

PART D - FACILITIES

QUESTION 9A

Montessori 6-12 would be housed at 65 Thackery Street, Napier in a rented commercial building, that previously operated as a gym for Women.

QUESTION 9B

The sponsor has also asked about the additional grassed vacant land adjoining the building and the current landlord has agreed to lease it to us for a further [REDACTED] gross [REDACTED] lease. The standard commercial tenancy agreement with clauses relating to this Partnership Schools and timeframes are attached to the appendix of this application and forms the basis of due diligence completed as part of this business plan. S 9(2)(b)(ii) OIA

QUESTION C

This site offers a very large open plan space for 50 children and their teachers which allows for the Montessori materials to all be easily accessed and displayed on shelving around the walls. Being classified as fringe commercial allows it to be used as a school which is a permitted activity on the Napier City Council District Plan. It also exceeds the parking and loading zone requirements for a primary school. It needs to have two toilets added, as well as installation of a dishwasher and oven. These alterations and upgrades have been estimated in the establishment costs. It already has 13 heat pumps so heating in winter and cooling in summer is well and truly covered. It already has an alarm system as well. A fire report will be commissioned prior to building consent application to ensure Health & Safety requirements of the building code are met.

QUESTION D

Should there be significant delays in legislation, final agreements or funding the proposed tenancy agreement will become void after June 30th, however the proposal for a Montessori 6-12 school remains valid for up to 180 days beyond April 16th therefore, if necessary other buildings or sites may be investigated to ensure this school goes ahead. Resource consent exists for Montessori 3-6 to operate as Montessori 6-12 should the need arise and alternative arrangements for Montessori 3-6 could be made.

QUESTION E

The old Pirimai School site could act as temporary land for a portable building if nothing else was available, however it would not be ideal for our target market in town, as it has a high number of retirees in the suburb. It has no buildings anymore but did act as a site for Te Ara Hou for many years whilst they had a new school built.

QUESTION F

Financing plans are within the property levels and establishment costs cover the alterations which are outlined in the EXCEL Spreadsheets.

Montessori 6-12 Partnership School Kura Hourua

TRILINGUAL PRIMARY MONTESSORI EDUCATION IN ENGLISH, TE REO MĀORI & ESPAÑOL

QUESTION 10

s 9(2)(a) OIA

The administrative assistant will be responsible for updating the asset register and informing [REDACTED] of any significant purchases to be added for financial and insurance purposes. Monthly fire checks by Almak would contribute to the annual Building Warrant of Fitness. Maintenance, cleaning and gardening/lawns contracts are budgeted for and weekly Health & Safety checks would be carried out by a qualified teacher.

PART E - SCHOOL MARKETING AND ENROLMENT OUTREACH TO THE COMMUNITY

QUESTION 11A

Montessori 6-12 will be publicised through letter box drops and articles in the free community newspapers and paid advertisements in He Ngakau Hou. We will also utilise the free community notices on mainstream and Māori radio stations.

QUESTION 11B

Montessori 6-12 will have interviews with parents/family/whānau as part of the enrolment process and set clear expectations around levels of participation and the reasons behind how it will help their child/ren succeed.

QUESTION 11C

Montessori 6-12 will develop community relationships with agencies such as SPORT HB to help improve and expand engagement with our parents/family/whānau.

QUESTION 11D - N/A

Montessori 6-12 Partnership School Kura Hourua

TRILINGUAL PRIMARY MONTESSORI EDUCATION IN ENGLISH, TE REO MĀORI & ESPAÑOL

FUTURE EXPANSION AND IMPROVEMENTS

QUESTION 12

At this time our focus is purely on developing Montessori 6-12 for 50 children and achieving our goals with improved educational achievement for children from low socio economic circumstances, Māori and Pacifica families. However, when discussing, formulating and negotiating the tenancy for the proposed school I did ask about the length of tenancy for the other half of the building.

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

Therefore, there could be the opportunity to expand our school to a roll of 100, perhaps separating into two spaces the original being for our 6-9 programme and the new side for 9-12. There is also the possibility in 2020 of developing an adolescent programme based on the worked currently being done at Wa Ora Montessori in Wellington, however this is not deemed as a priority for the Sponsor and would have to be parent driven and the concept lays outside of training and experience.

PART F - OTHER = N/A

Montessori 6-12 Partnership School Kura Hourua

TRILINGUAL PRIMARY MONTESSORI EDUCATION IN ENGLISH, TE REO MĀORI & ESPAÑOL

OPERATIONS PLAN

STUDENT POLICIES AND PROCEDURES

PART A - TIMELINE FOR REGISTERING AND ENROLLING

QUESTION 1

SEPTEMBER 2013 - Newspaper Articles, advertising, letterbox drops

Upon opening on February 1st 2014 we will have a founding class of twenty five children aged between 6-9 at Years 2,3,4 and 5. These 25 children will have applied in Term 3, 2013 and had family interviews, goal setting and individual transition visits during Term 4 so they are ready for the start of the year. Our founding class will have the first term to become established. Over the course of the six months from Term 2 we will grow the roll to our maximum of 50 with a minimum of at least 10 children in each Year level. Founding places will also be allocated on gender with at least twenty boys and twenty girls. We will stagger the intake of new children and will adhere to our policy of only one new child per week. Therefore, by the end of November 2014 we would be operating with our full roll. If oversubscribed in our establishment intake of 25 places, our further 25 applicants will be selected by the CEO/Sponsor to ensure we met our contracted target groups based on income and ethnicity with gender and Year Levels also being met. Oversubscription in subsequent years would be by ballot with priority entrance given to siblings, former students and children of Montessori 6-12 employees, prior to a public ballot for remaining places.

However, if there are delays with government legislation, contracts and funding Montessori 6-12 would need six months from the time funding is received to establish the teaching team, indoor and outdoor environments, policies, procedures, enrolment of families and transition of children, possibly longer if the tenancy agreement for the proposed venue @ 65 Thackery Street expires and is not extended from 2014 places will only be available if a child moves away or chooses to leave the school before completing the cycle. A minimum of ten places will become available from 2019, and annually thereafter, once our founding Year 5 children have completed four years with us and start secondary school.

SUMMARY OF TIMELINE

**Enrolments open, family visits and interviews at a date set by the management team.*

**Enrolments close after at least 21 days of opening, families notified and once places are accepted in writing families will be invited to make 3 transition visit dates for full days during October and November. December host successful families event.*

**Open 1.2.2014*

Montessori 6-12 Partnership School Kura Hourua

TRILINGUAL PRIMARY MONTESSORI EDUCATION IN ENGLISH, TE REO MĀORI & ESPAÑOL

PART B - POLICIES AND PROCEDURES FOR WITHDRAWAL, SUSPENSION AND EXCLUSION OF STUDENTS

Withdrawal - the Sponsor is fully aware of the usual high turnover of enrolments with families falling into the targeted demographic. Some schools have between 50-90% of their roll turn over within an academic year, however recent NZ studies have also shown that when there are higher levels of engagement with these families, the turnover decreases. Renting families tend to be more transient than home owners, therefore it is expected that there will be some level of withdrawal, but statistics will be kept and hopefully these numbers will drop over time as the school establishes itself as making a significant difference to the attainment levels of children and becomes the school of choice for these families with long waiting lists as is the case with Montessori 3-6.

Suspension and Exclusion of children will be a last resort and policies and procedures around our practices for these two steps will be formulated with the teaching team once appointed as they need to ensure they provide clear boundaries, processes etc that meet legal requirements whilst ensuring all children, staff and volunteers are 100% safe, with no threatening behaviour tolerated either. Policies will extend to parents being removed from the premises by police if they do not adhere to and respect our Code of Conduct e.g no gang patches, smokefree, drugfree, alcohol free environment etc.

Furthermore, we will have set procedures and training for staff to follow in the event a child disclosing information of illegal activity occurring outside of school.

PART C - GRIEVANCE PROCESS

Clarification of Responses by the MOE have stated via GETS that policy development can occur at a later stage and this section would be completed by the management team upon their employment.


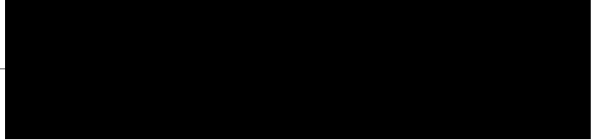
Montessori 6-12 Partnership School Kura Hourua

TRILINGUAL PRIMARY MONTESSORI EDUCATION IN ENGLISH, TE REO MĀORI & ESPAÑOL

SECTION 6.2 PERSONNEL

PART A - KEY LEADERSHIP ROLES

QUESTION 1

| | |
|--|---|
| Montessori 6-12 CEO | Vicky Lumsden - B.Ed; Primary Diploma; Graduate Diploma ECE; AMI 3-6 Theory Audit; Te Aupikitanga |
| Montessori 6-9 Classroom Teacher s 9(2)(a) OIA | Position will be advertised nationally online and in the NZ Education Gazette and online via the Montessori MANZ website.  |
| Montessori 6 - 12 Bilingual Classroom Teacher s 9(2)(a) OIA | Position will be advertised nationally online and in the NZ Education Gazette and online via the Montessori MANZ website.  |

PART B - QUALIFICATIONS OF SCHOOL STAFF - QUESTIONS 3 & 4

We will operate with at least 50% of teaching employees registered teachers or holders of LATs. This will allow us to possibly employ other qualified teachers who may be fluent in Spanish and qualified in their own country but not yet ready to apply to have their qualifications from their home country recognised due to their limited English skills. It also allows us to appoint language assistants who may have fluency and teaching experience but no formal teaching qualifications. This 50% window will allow us to meet our trilingual focus which in turn will lead to improved literacy outcomes.

Furthermore, many highly skilled and experienced Montessori teachers hold internationally recognised Montessori qualifications that are not enough in NZ to count as a fully qualified teacher so our 50% window also allow us the opportunity to employ Montessori teachers, especially for cases of fixed term contracts to cover maternity leave or study leave. All unregistered teaching staff would be police vetted and the employment policies of Montessori 3-6 would be used as a guide until the new teaching team create their own school policies and procedures for Montessori 6-12.

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PART C - STAFFING PLAN

Montessori 6-12 will be based on 25 children per teacher, however two language assistants will also be employed during term time therefore the adult to child ratio would be 1:12.5.

As an emerging Level 3 Te Reo School one of our teaching positions will always be tagged as a bilingual teacher, however the language component will be met by a fluent Māori language assistant so the teacher could be bilingual with Spanish/English instead. We may in the future have teacher exchanges with Spanish speaking Montessori schools working in bilingual or trilingual charter schools in the USA.

Therefore, our teaching team will consist of two teachers and two language assistants. The CEO may choose to teach from time to time depending on the needs of children, the needs of employees, the achievement levels of the school overall and the training, coaching and mentoring required by teachers and language assistants.

PART D - EMPLOYMENT POLICIES

The Sponsor for Montessori 6-12 to operate as a Partnership School Kura Hourua is the business Montessori 3-6, trading as a registered company. Montessori 3-6 is also a licensed service provider with the MOE of early childhood services and as such has had to create policies to become probationary licensed and then review all policies within twelve months to attain full licensing status. Montessori 3-6 governance policies relating to employment will be used to establish staffing until the new Montessori 6-12 team create primary school policies. They are attached to the Appendix. In addition to these policies all Montessori 6-12 employees will be invited to join a KIWISAVER SCHEME of their choice.

PART E - VOLUNTEERS AND CONTRACTORS

QUESTION 7A

Montessori 6-12 will invite parents and the wider community to share their time, skills and experience with our children and may also contract WINZ clients for short term projects and assistance.

Roles may include supervising children on public library visits, teaching them cooking, reading to or being read to, resource making, supporting individual with their goals, cultural practices, supervising physical goals, running games and team sports etc.

QUESTION 7B & C

Organisation of volunteers and contractors will be the sole responsibility of the CEO and written agreements will be signed as part of that organisation. Priority will be given to roles that directly enhance the schools vision, mission and agreed learning outcomes, second priority will be to cultural experiences and practices and third priority will be to extra curricular activities.

Identification, vetting, training and ongoing monitoring will be the sole responsibility of the CEO.

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PART F

PERFORMANCE MANAGEMENT AND APPRAISAL

QUESTION 8

Montessori 6-12 will adopt a 360 degree approach to assessing teaching practices that will comprise of written feedback, discussion and goal setting with 5 stakeholder groups each accounting for 60%

60% Self Appraisal against job description and NZ Registered Teacher Criteria (Teachers and Language Assistants)

60% Peer Appraisal - peer to change annually based on random draw by CEO but to exclude any previous peer to ensure all members have the opportunity to contribute to the appraisal of all staff.

60% Parent Appraisal - parent to be drawn randomly each year for each team member by CEO but to exclude any previous parent to ensure fairness and that over a 6 year cycle staff will have a new parent that has never assessed another staff member.

60% Survey of all children will be conducted by the CEO and feedback summarised in written form to help guide their teaching.

60% CEO appraisal

60% Volunteer/WINZ Contractor - this will be drawn randomly by the CEO each year

Teachers and Language Assistants will be provided with this written feedback and within 14 days have a meeting to discuss documentation and help formulate individual goals for the following 12 twelve months.

Each teacher and learning assistant will be expected to create six goals, one for each 60% stakeholder to improve their performance. All goals will be self directed and must include indicators and timeframes and budgets if applicable.

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LEGISLATIVE AND HEALTH & SAFETY

PART A - HEALTH & SAFETY QUESTIONS 1 & 2

Montessori 6-12 will conduct and document weekly Health & Safety Checks of property each week based on current BEST PRACTICE TOOLS. Reporting systems for incidents and/or maintenance will be developed in conjunction with appointed staff but be the responsibility of the CEO.

To ensure the safety of students and staff at all times the building will have monthly fire checks and the 13 heat pumps will be serviced annually. The two teachers and two language assistants will all have current first aid certificates that will be maintained at the expense of the school. Reporting of incidents/accidents will be completed by these four people and duplicate copies reviewed as deemed necessary by the staff or CEO but at least twice per annum. During lunchtimes two staff will be rostered on and two will have breaks, however they will need to remain on site as per their Individual Employment Agreements to ensure we had adequate adults on site in case of an emergency situation. Our suspension and exclusion policies and procedures will also ensure that not just physical safety is covered but also emotional safety.

PART B - RECORDS AND INFORMATION MANAGEMENT

QUESTIONS 3A & 3B

Montessori 6-12 will file all of our current enrolment information in the office so that it is readily available for all staff to view as needed. Withdrawals, suspensions and expulsions will be filed and kept in the upstairs office of the CEO in storage.

Traditional attendance rolls will be kept by the two classroom teachers twice daily at the start of the school day and again after lunch. Should a child's attendance fall below 90% in a two week period then the CEO will be informed. Tangihanga and church based events are excluded from this 90% ratio.

Achievement information for individuals will be kept by the child themselves in their "I Can" Books and by their teachers and used each week to monitor progress during conferencing and to help set next steps and goals. These will also be used by the children during 3 or 4 way interviews and at Discovery Journeys on weekends to share with parents/family/whānau.

Class overviews of individuals will be kept by classroom teachers and language assistants either in hard copy or electronically. Printed copies must be of progress and results will be provided by the teacher to the CEO each term.

The CEO is responsible for feeding back school wide progress to all stakeholder groups based on the information provided by teachers and language assistants.

Maintenance of School records to provide any information required by the government will be the sole responsibility of the CEO. A student management system may be implemented if deemed necessary by either party.

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SECTION 7

ACCEPTANCE OF DRAFT AGREEMENT

The sponsor has read the complete 69 page application pack and accepts the agreement terms and principles. Further independent legal advice would be sort from [REDACTED] (lawyer) before entering into the final agreed terms, principles, conditions, and funding.

s 9(2)(a) OIA

SECTION 8

ASSUMPTIONS, RISKS AND CAVEATS

| Reference | Type (A/R/C) | Subject | Comment |
|--------------------------------|--------------|---------------------|--|
| 1. Financial Excel Spreadsheet | Assumption | Income | The 2013 budget includes the establishment amount plus 50% of the other funding streams. It is assumed this funding is available to pay property, operation and staffing costs during the intended six month start-up phase. |
| 2. Page 24 | Risk | Projected enrolment | If the 50 places were not full by the end of 2014, Montessori 6-12 may be required to repay a portion of per student funding leaving it operating in a deficit. |

SECTION 9 - APPLICANT DECLARATION

Completed and Attached

SECTION 10 - APPLICATION CHECKLIST

Completed and Attached

SUPPORTING DOCUMENTATION

*Tenancy Agreement and Floor Plan with proposed curriculum areas *Excel Spreadsheets

*Montessori Materials & Curriculum Book *Montessori Madness Book