

Ora Trust

Tauranga Moana

Application

to operate a

Partnership School / Kura Hourua
opening in 2014

for



Tutapa mai kawa ko te kawa nui ko te kawa roa, ko te kawa
tapu ki a Io Matua nui, he kawa ora

Takina ki runga ki a Rangi e tu nei, takina ki raro ki a
Papa e takoto nei

Takina te kawa, ko te pu, ko te rito, ko te weu, ko te take, ko
te pukenga, ko te wananga, ko te taura ko te tauira

Tenei ra te awhi nuku, te awhi rangi, te awhi papa, te awhi
tukerekere

Takina te kawa, tuia te kawa, houa te kawa, he kawa ora,

He whakaputanga ki te whai ao ki te ao mara

Tina ki runga, tina ki raro, haumi e, hui e, taiki e

Te Tiriti o Waitangi

As an educational institution within Aotearoa, Kura Kete Ora is determined to be an organisation that both recognises and responds to the invitation to partnership and collaboration, called for under the Te Tiriti o Waitangi.

As the founding document of Aotearoa/New Zealand, we affirm that Te Tiriti draws us together as a nation, while affirming our rights and responsibilities as citizens and also in relation to one another.

In that regard we affirm:

1. That we recognise the rangatiratanga of Iwi Maori as stated in “Te Tiriti”, and that in this context, rangatiratanga refers to the right to and capacity for “self-determination”
2. That Kura Kete Ora in mindfulness of the preceding statement, will refrain from any activity that undermines this commitment.
3. Kura Kete Ora therefore expects that positive and mutually beneficial relationships with Iwi, hapu and whanau will be a natural and honourable part of its business and activity.
4. Further to this, we expect that the reconciliation of the descendants of the signatories to Te Tiriti, and the reaffirmation of the special relationship between Maori and Pakeha, gives rise to a context in which people from a diverse range of cultural and linguistic backgrounds might be more functionally included and celebrated.

With these statements in mind, Kura Kete Ora commits itself to a path of “Treaty Centeredness” where the principles and the spirit of the Treaty are continuously informing our relationships with Maori and non-Maori, staff, students, external partners and all those who may encounter our kura and wider whanau.

We as a learning organisation look forward positively to a time where Te Tiriti o Waitangi becomes a natural but integral part of our daily experience and philosophical backdrop, yet relationships, not just our words on paper, will be the measure of our success in this regard.

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APPLICANT PROFILE

a. Contact person for this Application				
Contact person:	[REDACTED] s 9(2)(a) OIA			
Position:	Chairperson			
Phone number:	[REDACTED]			
Mobile number:	[REDACTED]			
Email address:	[REDACTED]			
Fax number:	n/a			
Is the contact person authorised to negotiate?	Yes	√	No	

b. Applicant's organisational profile	
Full legal name:	Ora Charitable Trust
Trading name: (if different)	n/a
Name of parent organisation:	n/a
Physical address:	61a Pillans Point Road, Otumoetai, Tauranga
Postal address:	P O Box 14,276, Tauranga
Company website:	n/a
Location of head office:	Tauranga
Type of entity (legal status):	Charitable Trust
Company registration #:	n/a
Country of residence:	New Zealand
GST registration number:	Not currently registered – this will be done once the school has been approved

c. Overview of Applicant's organisation	
Type of organisation:	Advancement of education and health in young people
Year established:	2008
History:	To date, Ora Trust has not traded, this is the first project it will be involved in
Summary of experience relevant to this RFA:	The Ora Trust Board, the Kura Kete Ora Board, and the Advisory Board to the Kura Kete Ora Board, have a significant range of qualifications, experience and skills that are especially relevant to developing and running a Partnership School / Kura Hourua, including teaching and administration

Total number of staff in NZ:	Nil at this point in time, only volunteers
Number of locations in NZ:	1
Overseas locations:	n/a


d. Current business commitments & proposed key personnel

Business commitments:	Currently Ora Trust has no business commitments
Other Contracts with government	No current government contracts

e. Probity

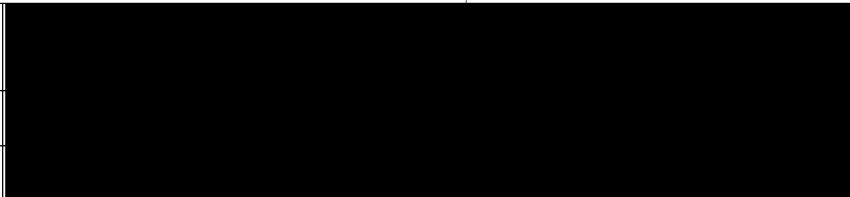
List any pending claims against the organisation:	Currently Ora Trust has no pending claims. The Trust has had no court judgements or other decisions that have been made against the organisation in the last six years
List any court judgements or other decisions that have been made against the organisation in the last 6 years:	n/a

f. Disclosure of proposed partners

Disclosure:	
Collaborative Partner / Sub-contractor #1	
Partner / Sub-contractor name:	Te Tuinga Whanau Support Services Trust
Address:	
Specialisation:	
Describe the deliverables the Partner / sub-contractor will be responsible for:	

g. Financial information

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

Current financial status:	
Gross revenue:	
Gross profit:	
Last audited financial accounts:	No audit is required by the Trust deed

Copy of latest audited accounts attached?		Nil, as has not traded		
Copy of latest annual report attached?		Nil, as has not traded		
Is organisation in dispute with any trade union?			No	

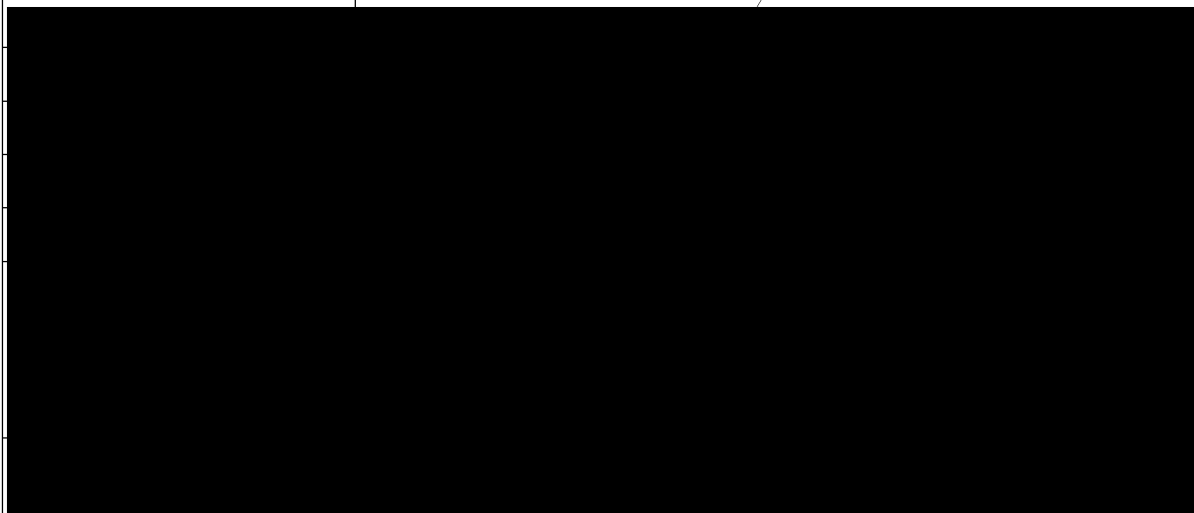
h. Quality standards		
Certificates held:	All staff employed by Kura Kete Ora will be expected to hold relevant qualifications as matching their role – see job descriptions in the Appendices	
Quality assurance systems:	All teaching modules will be required to have quality assurance procedures in place and these will be regularly monitored. See section 4.1.2.B.3 for examples of modules.	
Internal audit:	The Kura Kete Ora Board will ensure an internal audit is conducted on each area annually (if not more regularly) s 9(2)(a) OIA	
Contract management	All contracts will be reviewed by [REDACTED] (Ora Trust and Kura Kete Ora Board members) before sign-off and each contract will be reviewed regularly by these Board members, with information discussed at Board meetings, to ensure that conditions are fulfilled	
Monitoring & evaluation:	Kura Kete Ora Board will have an active role in monitoring the activities of the Kura Kete Ora Principal/Director, and Kura Kete Ora as staffed, run and managed, and will provide formal feedback to the Principal/Director about the extent to which the kura is meeting its mission statement and goals.	
Reporting:	Kura Kete Ora Principal/Director will be expected to regularly report on the KPI's required by the Board with a full report for each term.	
Financial management:	Xero accounting software will be utilised to record Trust transactions. A chartered accountant will oversee this process and review financial reports being presented to the Board. A procedures manual will be developed prior to the operation of Kura Kete Ora.	
Risk management:	A risk management sub-committee will be set up and ensure all tasks have a risk analysis prior to students engaging in a module	
Records management:	Most records will be recorded electronically with backup procedures in place, paper records will be locked	
Staff training:	Once staff are appointed they will be required to undertake professional development.	
Codes of conduct	This is to be further developed in association with Kura Kete Ora Board and the Principal/Director. Please see the safe learning and behavioural management guidelines in section 4.2.2.D.6 of this application as pertaining to creating a safe learning environment.	
Do you have a written health & safety policy?	Yes	See section 6.3.2.A. This is detailed but will be reviewed by the Principal/Director in association with the Board.

Do you have an employee participation scheme for dealing with health & safety issues?	No	See section 6.3.2.A. but to be developed once Kura Kete Ora is established
Is formal health and safety training given to employees?	Yes	Planned once employees are signed up
a.Accident Register (as required by Health & Safety Act)?	No	To be developed
b.Hazard Register?	No	To be developed
c.Hazard information?	No	To be developed
History: Have you received health and safety award/s?	No	
Have you had health and safety related notice/warning/fine/prosecution?	No	
Do you have an emergency procedures plan?	No	To be developed
Are formal hazard assessments carried out and recorded?	Yes	To be developed
Is there always an investigation into any accident that results in harm, or could have resulted in harm?	Yes	Will be part of health and safety policy
Are vehicles and equipment regularly inspected, tested, examined and maintained?	Yes	Will be part of vehicle/equipment maintenance and safety policy

Referees

s 9(2)(a) OIA

Referee #1



s 9(2)(a) OIA

REDACTED

3 PURPOSE AND GOALS

3.2.1.

Māori young people are named as one of the target groups by the Partnership Schools / Kura Hourua terms of reference. We believe that 'Ka Hikitia' clearly articulates that if the education experience is going to be relevant for Māori learners, then the education programmes for Māori young people must be founded on the key components of 'language, culture and identity'.

Kura Kete Ora is based on the Māori idea of 'to spring' from within one's 'kit', whether that be seeds to propagate, food for sustenance, support or knowledge and skills. On this basis, Kura Kete Ora will be formed on Kaupapa Māori Guiding Principles¹:

- a) **Whakapapa:** Identity, culture and knowing one's origins, and place in Creation. In Te Ao Maori this includes relationships to Papatuanuku, Ranginui and their many progeny.
- b) **Whakawhanaungatanga:** "Aroha mai, aroha atu (love received must be returned)". Collaboration, interdependence and reciprocity in relationships within the kura and immediate community; relationships with local tangata whenua, Tapuika, Ngāti Pūkenga and other iwi in the area with whom we engage, and working with industry to develop opportunities for interaction.
- c) **Te Reo Māori:** The historical wisdom of tangata whenua reaching through the Pacific and through the ages. It links and enhances one's appreciation of the universe in diverse ways. Te Reo is one of the official languages of Aotearoa New Zealand, and we all have a responsibility to see Te Reo Māori thrive. Inclusive in this would be an understanding of whakairo, tukutuku patterns and kowhaiwhai, as traditional representations of Maori thoughts and ideas.
- d) **Wairuatanga:** The Wairua – two waters of life – is the intangible spiritual dimension that captures the essential nature of all in Creation. A sensitivity to and discernment of nga wairua can be developed and explored within connectedness to whenua, whanau, community and God.
- e) **Manaakitanga:** Caring and contributing, sharing and being thoughtful and empathetic. A welcoming disposition to all manuhiri, and a culture of care within the kura.
- f) **Rangatiratanga:** One's individual and collective right to determine one's destiny. A place where all people can be themselves whether alone or in the corporate whole.

¹ When Te Kura Kete Ora is established, other guiding principles may be added once whānau and community are fully engaged .

- g) **Kaitiakitanga:** Humanity has an important responsibility for stewardship and guardianship of the environment. This occurs best when humankind has a direct relationship with the natural environment. When done responsibly, the environment will provide materially for humankind.
- h) **Pukengatanga:** Skills development made available to each member of the Kura Kete Ora and broader community, with opportunities to practice those skills already learned as well as to progress and to add more skills to their kete.

We believe that Te Kura Kete Ora will uniquely meet the needs of Māori, Pasifika and Pakeha young people who have not been achieving in mainstream education. New Zealand's participation in PIRLS and TIMSS studies (2010/2011) indicates that while many New Zealand school students are reaching international education standards, a proportion of students, predominately Māori and Pasifika young people, are not achieving at comparable levels.

In responding to the need to seek new ways of effectively supporting education for Māori, Pasifika, Pakeha, young people with specific learning needs, and those from low socio-economic areas, who are not achieving in light of national curriculum standards, we propose to develop a learning community for young people and their whanau. Kura Kete Ora will be physically located on a 50 ha farm ten minutes south of Te Puke that borders the junction of the Kaituna and Mangarewa rivers. This whenua-based Kura Kete Ora will be well positioned to offer unique learning experiences by way of eight inter-linking kinesthetic orientated learning domains:

- 1 Visual and Performing Arts
- 2 Engineering, Mechanics and Building Construction
- 3 Kaitiakitanga and Wairuatanga
- 4 Kai Whenua, Horticulture and Apiary Science
- 5 Horsemanship and Animal Training
- 6 Sheep and Cattle Farming, and Dairy Farming (dairy cows or dairy goats)
- 7 Sport and Hauora
- 8 Whanau Awhi, Manaakitanga and Tautoko

(see sections 4.1.2.A & B for conceptual map and further explanation of how Kura Kete Ora model relates to NZ Curriculum)

The teachers and specialist tutors design learning programmes for the young person(s) in which their engagement in the eight domains reflect key NZ Curriculum competencies (thinking, relating together, self-management, participating and contributing and relating to others), functional and enriched literacy in a manner which makes “use of the natural connections that exist between learning areas and that link learning areas to the values and key competencies” (NZCF, 2007, p. 18) For example:

- a) Descriptive or transactional writing about a horse-riding lesson or lamb docking for the first time
- b) Learning about the history of a local cultural/historical event/place and then creatively representing the learning through art/drama/weaving media
- c) Relating maths and statistics to the design and implementation of making an engine powered go-cart

As young people participate in their interest/talent and needs-based programmes, digital technologies will enable and enrich their learning process.

MISSION AND GOALS OF KURA KETE ORA

Generated from these principles:

The mission of Kura Kete Ora is to foster a creative community of learning and well-being where achievement, purpose, and values are developed in the context of strong and safe relationships with the land, animals, people and the spiritual, where “learning through doing” and “edu-tainment” are key. The Kura Kete Ora staff, students’ whanau and volunteers work collaboratively together for the purpose of encouraging the students potential, building their self-awareness, knowledge, wisdom and skills. The students are imaginatively mentored and given opportunities to mentor others, so as to journey into having a strong sense of belonging, contributing creatively and vocationally to community within Aotearoa New Zealand.

GOAL ONE:

Students will creatively learn, gain knowledge and achieve key competencies identified in the NZ Curriculum learning areas of: English, Arts, Health and Physical Education, Languages, Maths and Statistics, Technology, Science and Social Sciences

Measureable Outcomes:

- Student literacy and numeracy abilities will improve so that all students are capable of engaging in NCEA Level One
- 95% of students will achieve NCEA Level One
- 85% of students will achieve NCEA Level Two
- 5% of students will achieve NCEA Level Three

GOAL TWO:

Students will foster their talents and abilities, develop skills and experience a sense of mastery and achievement

Measureable Outcomes

- Students will acquire knowledge and practical skills in farming, environmental sustainability, horsemanship, engineering, mechanics, horticulture, performing and creative arts, sport and hauora, Manaakitanga and Kaitiakitanga
- 90% of students will gain one or more NZQA industry-based Levels 1 and 2 qualifications relevant to the KKO eight domains

GOAL THREE

Students will complete their education with a sense of vocational readiness

Measureable Outcomes

- All students will undertake regular career education and planning, develop a 'Student Employability Profile' and identify a clear vocational pathway which will prepare them to make informed career decisions and effectively prepare for the world of work
- 30% of students will be enrolled in further education or work-based training upon leaving school
- 60% of students will gain employment of choice
- 10% of students will engage in meaningful activities within their community, including returning to KKO as a volunteer
- Students will increase the ability to self manage their careers
- Competent and self-reliant students will be sought after by employers

GOAL FOUR

Students will experience a sense of connectedness and belonging in regard to relational identity, whenua and spirituality

Measureable Outcomes

- Each student will complete their Whakapapa and perform a class presentation which captures the values and relationships important to their whanau/family and culture
- Every student will complete a weekly 'Reflections Journal' related to meaningful connections with animals, whenua and people they have interacted with

GOAL FIVE:

To contribute to the welfare of others and engage in values-based learning

Measureable Outcomes

- Each student will complete a community-based project which enhances the well-being of people, environment or animals
- Each student will participate in preparing, cooking, presenting and hosting a meal for the Kura Kete Ora community of at least once a month throughout the school year
- All Years 12 and 13 students will mentor younger students in a 'domain' they have gained mastery in

KEY ADVANTAGES OF KURA KETE ORA

Kura Kete Ora's eight learning domains model will provide the operational and skills-development framework by which the learning community operates, enabling authentic learning contexts for young people's (and their whanau) engagement and achievement. It is anticipated that young people (and their whanau) will enjoy participating and learning skills in:

- Painting, drawing, sculpture, carving, weaving, music, dance, drama, kapa haka
- Using tools/machinery/motorbikes and farm equipment; building/fencing, making projects
- Bushcraft, food gathering, fishing, diving and watercraft, environment protection, forestry and watershed management
- Growing vegetables/fruit, pruning and weed control, and bee-keeping (apiary science)
- Riding, caring for and competing on horses, working with farm dogs and other animals

- Milking goats or cows, feeding out, working in stock yards, shearing shed, mustering, feeding animals
- Playing games and sport, developing recreational interests
- Cooking, home care/crafts, hospitality

(for a comprehensive list of all the potential learning activity opportunities that could be incorporated into the KKO curriculum, section 4.1.2.D.a)

Kura Kete Ora aims to provide a different education experience where the philosophy and practice is based on a papa kāinga – a village/community learning environment. Students from years 7 – 10 will rotate through a variety of learning modules within domain-focused groups, and year 11 – 13 students will have the opportunity to have learning modules within those domains they most enjoy and show aptitude for.

- The students will be closely supported of by a 1 – 7 ratio of staff to students in the first year of operation, extending to a 1 – 10 ration once full enrolment has been reached in 2016.
- Four registered qualified Teachers
- Four qualified and experienced Specialist Tutors (eg. Mechanical Engineering, Building Construction, Horticulture – for a fuller list see the Specialist Tutor job description in the appendices)
- One full-time qualified and experienced Counsellor / Social Worker
- One full-time qualified and experienced Careers Advisor
- Community Volunteers and Whanau.

Consistent with Sir Ken Robinson's (2010) critique of modern education, Kura Kete Ora will **not** seek to replicate a learning environment that is "modelled on the interests and image of industrialisation", where education is predominately standardised according to age criteria and self-serving attainment is privileged over bodily-kinaesthetic, inter-personal, naturalistic, existential and intra-personal learning styles (Smith, 2008). Kura Kete Ora will work to promote opportunities and encourage young people (and their whanau) to pursue their interests and talents across the range of the eight Kura Kete Ora learning domains, and in so doing be facilitated to reach NZ curriculum standards up to NCEA Level 2 (with some students undertaking NCEA Level 3) in English, the Arts, Physical Education, Te Reo Māori, other languages, Maths and Statistics, Social Sciences and Technology. By the third year of operation, Kura Kete Ora will also look to be certified to provide some industry based qualifications, including but not limited to: Māra Kai, Rongoā, Mahi Kai Moana / Awa / Ngahere / Whenua, Bush Skills, Dairy Knowledge, General Farm Skills, Animal and Plant Skills, Rural Machinery, Horticulture, Mechanical Engineering.

4. EDUCATIONAL PLAN

4.1 EDUCATIONAL FOCUS

4. 1. 2. 1.

Proposed Student Population and Educational Need

Kura Kete Ora proposes the student population will be young people aged 11-18 years, who have been educationally disadvantaged through a range of negative social, environmental and learning experiences. This programme will clearly include and respond to Māori, Pasifika, Pakeha and other ethnic minorities who are not achieving in education, learners from low socio-economic backgrounds and learners with specific learning needs.

It is anticipated that Kura Kete Ora's "learning through doing" (kinesthetic learning) and having fun or enjoying the learning (edu-tainment), will especially appeal and be helpful for males who are not achieving and not liking the more traditional 'learn in the classroom' type education. At Kura Kete Ora, students will learn in groups, be active and develop hands-on skills. And although Kura Kete Ora may cater especially well for disenfranchised male students, it is also anticipated that female students will similarly thrive with the manaakitanga emphasis of the KKO environment, and will have the opportunity to be enrolled if they meet the enrolment criteria.

Until enrolment processes are undertaken and students are selected on the basis of meeting the enrolment criteria, it is not possible to accurately predict the student demographic. Preliminary investigations suggest that approximately 75% of students will be male, and more than 60% of students will identify as Māori.

Forecasted Roll Numbers

	2014	2015	2016	2017	2018	2019	2020	2021	2022
Year 7	17	17	17	17	17	17	17	17	17
Year 8	17	17	17	17	17	17	17	17	17
Year 9	17	17	17	17	17	17	17	17	17
Year 10	15	17	17	17	17	17	17	17	17
Year 11		15	17	17	17	17	17	17	17
Year 12			15	15	15	15	15	15	15
Year 13				5	5	5	5	5	5
Total	66	83	100	105	105	105	105	105	105

The specified student population targeted by Kura Kete Ora, disadvantaged learners, will require a school culture which supports the engagement, collaboration and purpose of students in order to foster their success. The initial enrolments will comprise Years 7 to 10 students, who will continue their learning over subsequent years until Year 12 and 13. During this time, the school will accept new enrolments of Year 7 students (refer to table above). There may be exceptions to the enrolment of new students entering the school at later years, and these will be determined on a case by case basis.

We envisage it will take a minimum of twelve months for Kura Kete Ora to bolster its volunteer base and two to three years to form solid relationships with industry groups, ‘the future employers of many of the school’s students’. The school has budgeted for full staffing from 2014, even though the school will not be at full enrolment, thereby increasing the staff to student ratio from its objective at full enrolment of 1-10 to 1-7, so as to build a strong and positive manaakitanga culture. As the school grows, senior students act as mentors to younger students, volunteers and whānau are actively involved in the school curriculum, and work experience and service projects enable students to become involved within the local community. The planned growth in enrolments over the first five years of the school supports a rationale for realistic growth and development of the school and the associated curriculum. This will support Kura Kete Ora’s commitment to on-going evaluation, review and continuous improvement.

4. 1. 2. 2.

Further Detail

Anecdotal evidence from local schools and the Relationships Aotearoa Tauranga/Rotorua/Whakatane “Positive Pathways Programmes” suggest that Māori young people in particular, are not succeeding at middle and secondary school in the Eastern and Western BOP regions. The 2012 ERO report on Te Puke High School, noted that Māori students achieved below their non-Māori peers in NCEA Level 1, and whilst Māori students achieved comparably for NCEA Level 2 and Level 3, it is likely that this is because the most non-achieving Māori students did not return after NCEA Level 1. The 2011 ERO report on Whakatane High School stated that for NCEA Levels 1, 2 and 3, Māori students were achieving below their non-Māori peers. The 2011 ERO report on Trident High School, Whakatane was more positive in that NCEA data from 2007 to 2010 indicated that a high proportion of Māori students are achieving at levels above that of Māori students nationally, with Māori girls’ achievement being comparable with all students nationally. However, Māori boys’ achievement at Trident High School for the years 2007 to 2010 was recorded as being below the average. The 2011 ERO report on Tauranga Boys College stated that Years 9 and 10, and NCEA Level 1 data in 2010 highlighted Māori achievement as significantly below non-Māori students in the school, whereas NCEA Levels 2 and 3 achievement information showed Māori students who stayed at school made good progress and achieved similarly to their peers. The report noted that Tauranga Boys College recognised that retaining Māori students to Years 12 and 13 was an issue.

On the understanding that students, especially boys and a higher proportion of Māori boys, in the BOP are leaving school prematurely and are not succeeding, Kura Kete Ora will focus on those students who face a number of challenges, including:

- Low socio-economic circumstances
- Social and cultural isolation, disconnection and alienation
- Prior negative learning experiences within a traditional learning environment
- Trauma and abuse
- Lack of parental/whānau recognition and involvement
- Environmental and sensory deprivation
- Learning difficulties (general or specific)
- Behavioural issues
- Health problems, impairment or disability

It is expected that the relative small size of Kura Kete Ora (105 students at full enrolment) in comparison to much larger secondary schools in the BOP region, will enable the kura to engage well and retain students so they do not leave school prematurely with no qualifications. The eight domain model involves expert teachers and specialist tutors who will develop activity-based learning modules that engage, motivate and support students to achieve NCEA Levels 1, 2 and 3. Moreover, Kura Kete Ora staff will very intentionally involve community volunteers and whānau, aiming to create a village type atmosphere on the farm, where learning is very different for students because it is hands-on with experienced staff and others, and yet still relates the activity-based learning to developing the key competencies of the New Zealand Curriculum. All the skills learnt at Kura Kete Ora will match perfectly with those that are required by local industry, such as Comvita, kiwifruit packing houses, the dairy industry and a variety of other horticultural enterprises.

As students participate in the eight learning domains, working together in groups of approximately 15, with one teacher and a specialist tutor who together are responsible for coming to understand the collective and individual learning and social needs of their group, it is anticipated that the students will experience a sense of connectedness to:

- the task and skills they are learning
- each other
- the teacher and specialist tutor
- the environment they are working / learning in
- a sense of the spiritual
- their own abilities and potential

This holistic approach to education sits well with Māori models of health, such as Te Whare Tapa Wha (Durie, 2000).

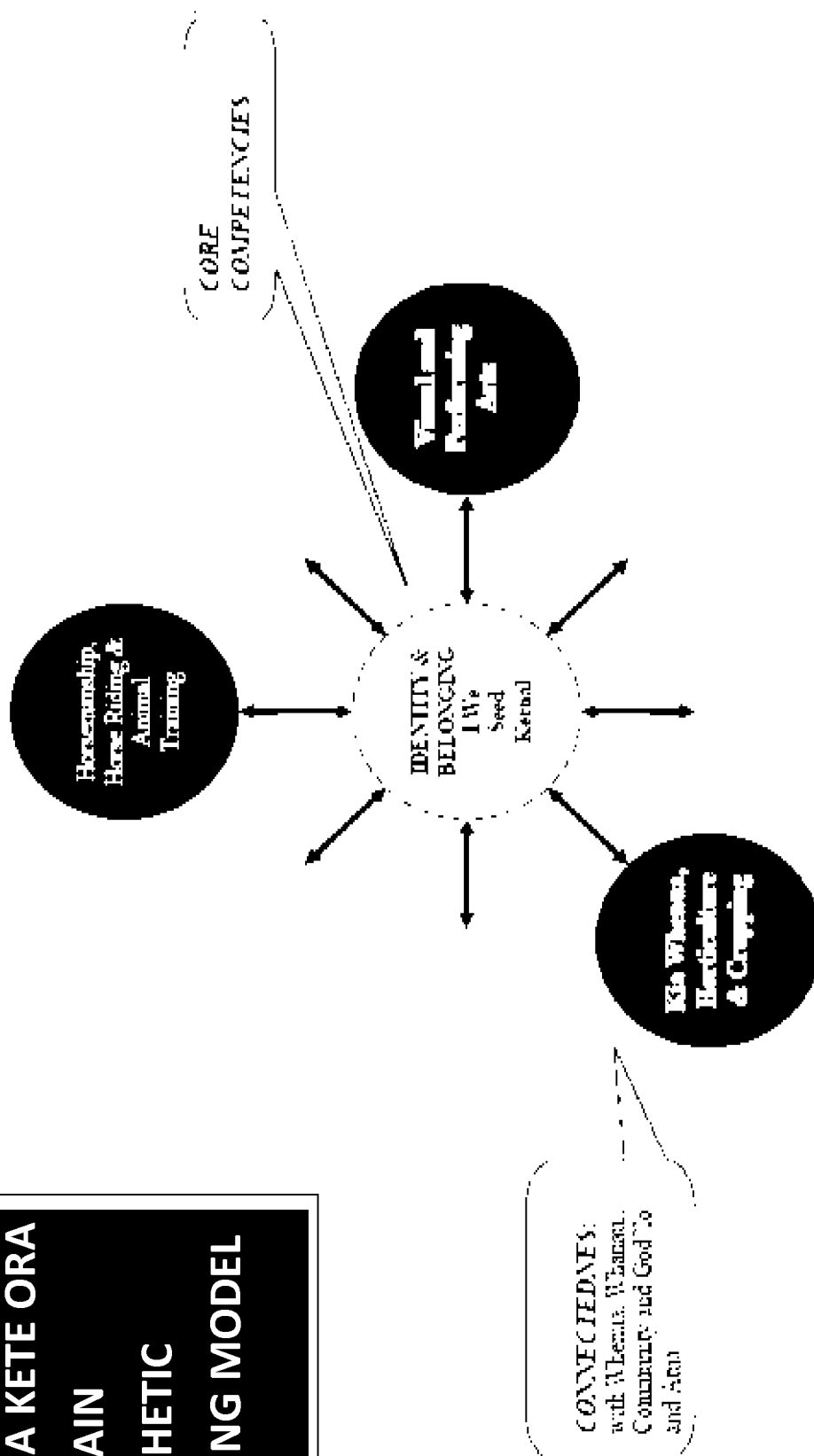
Moreover, Kura Kete Ora teachers and specialist tutors will demonstrate:

- Actions that are consistent with the manaakitanga, whakawhānau angatanga and wairuatanga ethos and culture of KKO
- Commitment to the value of having bi-lingual knowledge and competencies in English and Te Reo Māori
- A familiarity with and knowledge of Māori Kaupapa, Tikanga and Te Reo Māori, or undertake professional development so as to increase the ability to interact meaningfully with Te Ao Māori

A further connectedness for Kura Kete Ora students will be with Māori Kaupapa and Te Reo, affirming the value of Tangata Whenua in Aotearoa. Difference and diversity will be upheld as valuable, which provides the opportunity for Kura Kete Ora students to connect to their own sense of value, belonging and identity as relative to their own ethnic and cultural whakapapa. Te Tiriti O Waitangi becomes the means by which to meaningfully develop actions of respect, collaboration, understanding and partnership between Māori and Pakeha, and furthermore, to be the ground by which all people groups, including gender, develop understandings and respect for one another. The connectedness, therefore, aimed for at Kura Kete Ora, is that 'we all matter', and this is extremely reconciling, especially for those young people who have been marginalised and viewed as not succeeding.

The Kura Kete Ora eight domain model is about providing an environment that facilitates connectedness, develops New Zealand curriculum key competencies and restores a sense of identity and belonging. See the conceptual map on the following page, which visually depicts how identity/belonging, key competencies and connectedness will interface with each other for Kura Kete Ora students.

TE KURA KETE ORA
8 DOMAIN
KINESTHETIC
LEARNING MODEL



The key educational needs which will assist each student to fulfil their potential to become a successful learner, confident individual, responsible citizen and effective contributor comprise:

<p style="text-align: center;">Successful Learners</p> <p>have:</p> <ul style="list-style-type: none"> • <i>their identity, language & culture</i> • <i>enthusiasm and motivation for learning</i> • <i>determination to reach high standards of achievement</i> • <i>openness to new thinking and ideas</i> <p>are able to:</p> <ul style="list-style-type: none"> • <i>use literacy, communication and numeracy skills</i> • <i>use technology and learning</i> • <i>think creatively and independently</i> • <i>learn independently and as part of a group</i> • <i>make reasoned evaluations</i> • <i>link and apply different kinds of learning in new situations</i> 	<p style="text-align: center;">Confident Individuals</p> <p>have:</p> <ul style="list-style-type: none"> • <i>self-respect</i> • <i>a sense of physical, mental and emotional well-being</i> • <i>secure values and beliefs</i> • <i>ambition</i> <p>are able to:</p> <ul style="list-style-type: none"> • <i>relate well others and manage themselves</i> • <i>pursue a healthy and active lifestyle</i> • <i>be self-aware</i> • <i>develop and communicate their own beliefs and view of the world</i> • <i>live as independently as they can</i> • <i>assess risk and make informed decisions</i> • <i>achieve success in different areas of activity</i>
<p style="text-align: center;">Responsible Citizens</p> <p>have:</p> <ul style="list-style-type: none"> • <i>respect for others</i> • <i>commitment to participate responsibly in political, economic, social and cultural life</i> <p>are able to:</p> <ul style="list-style-type: none"> • <i>develop knowledge and understanding of the world and Aotearoa's place in it</i> • <i>understand different beliefs and cultures</i> • <i>make informed choices and decisions</i> • <i>evaluate environmental, scientific and technological issues</i> • <i>develop informed, ethical views of complex issues</i> 	<p style="text-align: center;">Effective Contributors</p> <p>have:</p> <ul style="list-style-type: none"> • <i>an enterprising attitude</i> • <i>resilience</i> • <i>self-reliance</i> <p>are able to:</p> <ul style="list-style-type: none"> • <i>communicate in different ways and in different settings</i> • <i>work in partnership and in teams</i> • <i>take the initiative and lead</i> • <i>apply critical thinking in new contexts</i> • <i>create and develop</i> • <i>solve problems</i>

Adapted from source: www.ltscotland.org.uk/curriculumforexcellence/index.asp in Vocational Learning within the Forestry Sector: Scotland Forestry Commission

Within the whenua-based setting of Kura Kete Ora, students' needs will be met through:

Relational Connectedness

The Kura Kete Ora emphasis on relational connectedness recognises that each learner comes to the learning environment with a combination of already established relational connections – past and present. Typically, the learner is viewed in isolation – a disconnected being, rather than one who celebrates a range of relational connections. For this reason, whānau and community involvement is essential to the success of meeting student needs. This can be described as a Kura Kete Ora and whānau /caregiver partnership realised together through engagement in the learning process. Whānau /caregivers are invited and encouraged to become part of the Kura Kete Ora community through:

- a) Supporting students' learning where they have an interest or knowledge/skills relative to one or more of Kura Kete Ora's eight domains, by working alongside Kura Kete Ora staff, contributing to the learning process for others: in the garden, kitchen, with the horses, in the workshop, in the shearing shed or dairy shed, with drama/dance/kapa haka, with sport, fishing and so forth
- b) Engaging in support offered by Kura Kete Ora:
 - Attending parenting programmes, support groups, time-specific education courses (e.g. computer courses)
 - Having whānau-focused support at Kura Kete Ora, but also being referred to other community services, such as Relationships Aotearoa and Te Tuinga Whānau Support Services Trust

Specifically, Kura Kete Ora is committed to:

the development and maintenance of a safe, welcoming, supportive and affirming learning environment, which acknowledges the multiple relational domains of life and living – e.g. affective, physical, cognitive, spiritual, ethical and moral – and values the potential contribution of participating within a learning community.

Acknowledgement of the importance of spiritual connections:

- Within a discussion of meeting learner needs, the spiritual domain is often ignored (for example, the only mention of spirituality in the NZCF is on p. 2 connected to Oliver Wendell Holmes' view of the spiral shell of the nautilus as a symbol of intellectual and spiritual growth., and on p. 48 with reference to the Tapa Wha well-being model where Taha Wairua refers to spiritual well-being. And yet, writers (e.g., Albert, 2002; Forsyth & Kung, 2007; Mayes, 2003; Noddings, 1992; Purpel, 1989; Webster, 2002;) would argue that meaning-making, self-identity, choices, decisions and motivation largely emerge from understanding and embracing one's spirituality. By developing this dimension,

personal well-being is enhanced and people can gain a more effective understanding of themselves and their world, elucidating what purposes are worthwhile for them to pursue. Specifically for our Māori learners, engagement with Te Ao Māori, Tikanga and Te Reo Māori are critical

- Recognition of the socialising worldview influences from cultural and faith commitments. Students will learn best when they are understood as connected beings. Kura Kete Ora will help learners understand and celebrate the relational connections which contribute to their uniqueness, but also to their sense of belonging and well-being. As Hargreaves notes, “We are all connected in chains of care, not only to friends and family around us, but also to other people whom we cannot see” (2006, p. 20)
- Culturally inclusive learning which engages with Te Ao Māori, Tikanga and Te Reo Māori
- Thoughtful engagement with New Zealand’s Judeo-Christian heritage and other religions/spiritualities, as relevant to the respective Kura Kete Ora student population

Curriculum Connectedness

Kura Kete Ora is committed to student learning within a strength-based, responsive curriculum which maintains authentic connections across learning areas, values, competency and dispositional development. Rather than squeezing the learner into a predetermined set of learning experiences the Kura Kete Ora learning community will participate in a curriculum which is accessible, strength-based, responsive to a diversity of learning needs, flexible, inclusive, culturally responsive and underpinned by support, mentoring and the encouragement of lifelong learning and the ability for all learners to pursue their learning potential to the fullest. This will involve meeting learner needs through:

- Personalised learning plans which address specific learning needs (especially those which are critical for learner engagement, literacy, numeracy, discernment/critical thinking and learning strategies). These learning plans will identify assistive devices as required, on-going coaching and individualised learning support
- Developing life and social skills, though working collaboratively in an integrated learning environment, within a whenua-based setting
- Creativity, innovation and the fostering of divergent thinking
- Targeted learning experiences which are informed by the NZCF curriculum learning area Achievement Objectives while maintaining Kura Kete Ora’s commitment to learning through doing, within the eight learning contexts

- Provision of appropriate support and learning strategies which enable students to work towards achieving NCEA Level 2 and 3 and to enter into vocational pathways supported by the Kura Kete Ora Programme and local industries
- Place-based education which is educationally and culturally beneficial to all students
- The establishment of partnerships with industry which will be developed to identify and assess the learning requirements for future employers and to generate hands-on work experience. The Kura Kete Ora whenua-based partnership school is clearly aligned with primary industries within Tauranga, such as horticulture and agriculture
- Learning which is linked to generic employability skills and /or further study
- Glocal awareness –(glocal = global + local) including place-based education which is recognised as educationally and culturally beneficial to all students

As Shaw (2003) has noted:

Twenty-first century curriculum has certain critical attributes. It is interdisciplinary, project-based, and research-driven. It is connected to the community – local, state, national and global. Sometimes students are collaborating with people around the world in various projects. The curriculum incorporates higher order thinking skills, multiple intelligences, technology and multimedia, the multiple literacies of the 21st century, and authentic assessments. Service learning is an important component. ([http://www.21stcenturyschools.com/What is 21st Century Education.htm](http://www.21stcenturyschools.com/What_is_21st_Century_Education.htm))

Pedagogical Connectedness

The Kura Kete Ora learning environment focuses on pedagogy which is learner and learning-centered and appropriate for 21st century education. For the targeted students, this means a strong commitment to 'learning through doing' and 'edu-tainment' which is personalised.

Specifically, Kura Kete Ora will meet learner needs through:

- Kaupapa Māori and Te Reo Māori underpinnings which are highly valued and utilised
- Personalised learning - one common theme in education for 21st Century is the ongoing need for more personalised learning. The OECD document, Learning for the 21st Century: Research, Innovation and Policy (2008, p. 4) notes that "one-size-fits-all" approaches to school knowledge and organisation are "ill-adapted to

individuals' needs and to the knowledge society at large". Personalisation of learning is not the same as individualisation of learning and should be understood as involving a more holistic, person-centered approach to learner development, which encourages ownership and responsibility for its outcomes

- Learning experiences which maximise the opportunity to both participate and contribute to healthy and sustainable community. This includes the development of key competencies identified in the NZ Curriculum document as well as dispositional learning (Barnett, 2007, 2009; Entwistle, 2010). For example, Barnett (2009, p. 433) argues that effective learning for the 21st century should focus on the dispositions involved in – a will to learn, a will to engage, a preparedness to listen, a preparedness to explore, and a determination to keep going forward
- Participatory, activity-based education, which includes learning experiences which support application of knowledge in practical experience which is meaningful and relevant to each individual student within and across the eight identified learning domains
- Resources which are adequate, appropriate and support effective learning and response to diversity, technology and best teaching and learning practice
- Authentic Assessment: One way in which Kura Kete Ora will meet learner needs is through a pedagogy which embraces assessment *of* learning, *for* learning and *as* learning (Earl, 2003). Wherever possible, assessment of learning will be situated within authentic learning experiences and, where appropriate and possible, result in 'treasures' which serve other communities/real-world audiences. An integral component to such an approach is development of the expertise and willingness to self-assess and contribute to others' learning through skilled peer assessment. As indicated within the NZCF, assessment "involves the focused and timely gathering, analysis, interpretation, and use of information that can provide evidence of student progress" (p. 39). One way Kura Kete Ora seeks to meet student needs is to help the student to be involved in and eventually 'own' this process. Related to this, feedback to students will seek to develop what Dweck (2006) refers to as a Growth Mindset, rather than the unhelpful Fixed Mindset (see Dweck 2007)
- Partnership between education and industries which supports the facilitation of employment accessibility e.g. work experience (voluntary or paid)

Kura Kete Ora's Conceptual Framework

Embedded in its philosophy and actions of practice, the Guiding Principles of whakapapa, whakawhānaungatanga, Te Reo Māori, Mannaakitanga, Rangitiratanga, Kaitiakitanga, Whakanui, Toi Te Mana, Nga Kawenga, Wairuatanga, and Ahu Kawatanga (Barlow, 1991; Gray, 1991) are central to all elements within Kura Kete Ora's education programme and its partnership school concept.

Kura Kete Ora values Te Reo Māori, and opportunities will be developed for all the Kura Kete Ora community to grow in the understanding and speaking of Te Reo Māori.

Accordingly, Kura Kete Ora's Education Programme's conceptual framework is shaped by:

- An holistic understanding of persons who learn best in authentic social settings, undertaking purposeful, meaningful activities
- It draws on a wide range of theorists and thinkers including: Bronfenbrenner's (1979, 2005) Ecological Systems Theory of Education, Penetito's (1993, 2009) Place-based Education, Gardner's Multiple Intelligence Theory, Bloom's Cognitive Taxonomy, Krathwohl's Affective taxonomy and Williams (1970, 1993) Taxonomy for Creative Thinking., Pestalozzi's (developed further by Hollinger's 'head, heart and hands', Freire's (1976, 1987, 2000) educational thinking and Dewey's focus on 'how to think' (1910/1997) and his work on learning from experience (1916, 1938).

The learning environment takes place within a whenua-based context, where young people will experience an outdoor working environment which introduces them to a variety of disciplines within the whenua-based sector. This will enable learners to develop the technical knowledge, skills and understanding of commonly and specifically used practical skills associated with a selection of whenua-based industries. Learners will also have the opportunity to develop a basic knowledge of a selection of these whenua-based industries and related job roles, which will assist them to prepare for more focused further learning opportunities, study and training for employment in whenua-based industries or vocational pathways of their choice.

Learning will foster kinesthetic, interpersonal and emotional/relational intelligences with an emphasis on "learning by doing" and having fun while learning; "edu-tainment". Co-operative and collaborative learning will create opportunities for students to work on and solve problems, reach goals and make decisions together. Activity-based learning will generate a sense of engagement, excitement and purpose, in comparison to didactic models of learning which often transmit information without providing relevant experiences for students to connect their learning. Key to this activity-based environment, is 'applied learning', which supports students to develop the knowledge, skills and experience necessary to enter vocational pathways of their choice.

Recognition of Multiple Intelligences (MI) within the Kura Kete Ora curriculum (refer page 16) is crucial to the Kura Kete Ora inclusive learning environment. MI emphasises the value of difference and diversity, unique qualities and characteristics of all learners, and the broad range of individual skills and abilities each young person has. Literacy, numeracy and cultural connection will link all elements of the Kura Kete Ora curriculum, creating a fluid learning environment, supported by a curriculum which is designed to generate divergent thinking, foster creativity and innovation, and stimulate the young person's interest in learning how to learn.

Should Kura Kete Ora be approved as a Partnership School / Kura Hourua, the parent/family/whānau /community involvement and the enrolment policy will be further developed and implemented from this application.

A prospectus and promotional material will need to be developed so as to inform potential students and their whānau, schools and services/agencies in the Bay Of Plenty about Kura Kete Ora: what the school/kura offers and its points of difference. Time is built into the implementation plan for the Principal/Director to market Kura Kete Ora to the community and its unique approach to education.

Some ideas that could be further developed and shaped:

- A new kura/school for young people, where the focus is on the world beyond the classroom – the garden, the awa/river, the workshop, developing mechanical skills, milking goats, using equipment, riding horses, kapa haka and other creative expressions using performing and visual arts
- A learning environment for young people who learn best in small interactive groups, who do best when they are able to contribute ideas
- A place where learning and assessment is relevant to the student's progress and affirms their progress
- A kura/school where a one-size-fits-all model is not applied, and every student has an individualised learning plan
- A papa kāinga/village atmosphere where lunch is provided and qualified professionals of 1 teacher to 7 students work to draw out the very best that young people have to offer, and teach them many skills that later become career pathways
- A kura/school that combines the very best of new digital technologies with the wisdom of the past
- Kura Kete Ora – a creative community of learning and well-being, where manaakitanga is the focus, enabling young people to achieve with school work and learn many practical skills at the same time
- Kura Kete Ora, a unique learning community for those young people with learning and behavioural challenges, where the story of failure is not viewed as the only story to be known and told
- Kura Kete Ora; a place where confidence grows
- Kura Kete Ora; a Ministry of Education approved Partnership School that offers education from years 7 – 13, including NCEA Levels 1-3.

4.1. 2. 3.

Curriculum

Te Kura Kete Ora curriculum, being situated on a farm and integrated with horticultural, gardening, dairying and sheep/cattle enterprises, is a learning opportunity that will enable young people to learn the key competencies, as defined in the New Zealand Curriculum, by the students being actively involved in the Kura Kete Ora eight learning domains.

The New Zealand Curriculum is underpinned by core values and principles, learning domains, key competencies and achievement standards. The principles of whakapapa, whānau ngatanga, kaitiakitanga, wiaruatanga, manaakitanga, Te Reo Māori, rangatiratanga and pukengatanga inform and create the expectations the Kura Kete Ora Board has for the culture and relational practice of Kura Kete Ora. It will be a Learning Community where innovation, inquiry, curiosity diversity, equity, participation, sustainability, integrity and excellence, as named as core values in the New Zealand Curriculum, are valued. Similarly, Te Tiriti O Waitangi, cultural diversity, inclusion, learning to learn, community engagement, coherence and a future focus – those principles named in the New Zealand Curriculum, are of importance and viewed as taonga by the Kura Kete Ora. As students engage in the eight domain learning activity, they will be developing wisdom and belonging, showing courage and sharing laughter. These values and principles are like the strong foundations and walls of a whare which enable students to enjoy and have expectations of succeeding.

Whaea te iti kahurangi

Ki te kuoho koe, me he maunga teitei

Pursue excellence – should you stumble

Let it be a lofty mountain

The philosophy behind the Kura Kete Ora Curriculum is that as students engage in the eight domain model, they explore, learn and develop the key competencies outlined in the New Zealand Curriculum. Equipped with these competencies, it is expected the Kura Kete Ora students will gain employment or continue in further education or work/industry-based training. As the following table illustrates, there is almost no limit to the range of activities per domain that can be facilitated as learning opportunities for students, which easily relate to the key competencies of the New Curriculum.

THE KKO 8 LEARNING DOMAINS	LEARNING THEMES RELATIVE TO EACH OF THE KKO 8 LEARNING DOMAINS	THE RANGE OF LEARNING OPPORTUNITIES STUDENTS CAN ENGAGE IN AT KKO	LEARNING ASSESSMENTS AND STANDARDS RELATIVE TO NZ CURRICULUM Levels 3 – 8	
Horseman -ship, Horse Riding, Animal Training	<ul style="list-style-type: none"> • C.A.R.D.S. • Horse Care • Animal Care • Learning to Ride • Horse Sports • Animal Training • Competition with Trained Animals • Te Reo Maori 	(some opportunities offered much more regularly and consistently than others)	The example below reflects a program could be designed for students to be assessed at Level 3 of the Curriculum using the KKO Domains (Yr7 & 8 Age Group)	
		<ul style="list-style-type: none"> • Developing C.A.R.D.S. when working with horses/animals (communication, awareness, respect, discipline, submission) • Understanding and effectively utilizing Reward / correction methods when working with horses and other animals • Grooming & care for horses / animals • Developing horsemanship • Learning about our emotions and behavior, and managing ourselves when working with horses and other large animals • Introduction to riding • Riding to trot & canter • Trekking • Showjumping & Western riding • Training farm dogs, working stock • Dog Trials competitions • Dog Agility Competitions • Learning and speaking Te Reo • Rugby, touch rugby, rugby league • Basketball, netball • Sailing, wakarama • Swimming & Rafting • Tramping • Confidence course • Developing leadership / rangatiratanga • Learning about body/mind, especially in regard to impacts of trauma/abuse, alcohol/drugs • Engagement in group support for trauma / abuse effects, A & D • Spirituality, karakia, worldviews • Te Whare Tapa Wha exploratons • Learning and speaking Te Reo 	<p>Curriculum Standards Level 3</p> <p>Health and Physical Education</p> <ul style="list-style-type: none"> • Relationships with other people (relationship focus) • Personal Health and Physical Development (Personal Growth & Development, Regular Physical Activity focus) <p>English</p> <ul style="list-style-type: none"> • Speaking, Writing Presenting (Language and Structure Features) • Listening Reading Viewing (Ideas Focus) <p>Curriculum Standards Level 3</p> <p>Health and Physical Education</p> <ul style="list-style-type: none"> • Ki O Rahi • Movement and Motorskills (Movement Skills & Positive Attitudes) • Smoking • Healthy Communities and Environments (Societal attitudes and values focus) <p>Maths</p> <ul style="list-style-type: none"> • Orienteering: Geometry and Measurement (Position and Orientation Focus) 	<p>Assessment</p> <p>Team horse trekking activities.</p> <p>Basic riding skills</p> <p>Reading Comic/Novel/Magazine Articles on Horses.</p> <p>Descriptive writing about first experience with horse (journaling, poetry)</p> <p>Assessment</p> <p>Ki O Rahi skills test formative and summative</p> <p>Group project on the effects of smoking and make an anti-smoking ad</p> <p>Development of Orienteering course over the Farm, as a group project.</p>
Sport & Hauora	<ul style="list-style-type: none"> • Team Sports • Individual Sports • Fitness & Recreation • Anatomy & Nutrition • Neurosciewnce & Drugs & Alcohol • Abuse/Trauma and PTSD • Wairuatanga & Te Whare Tapa Wha • Te Reo Maori 			

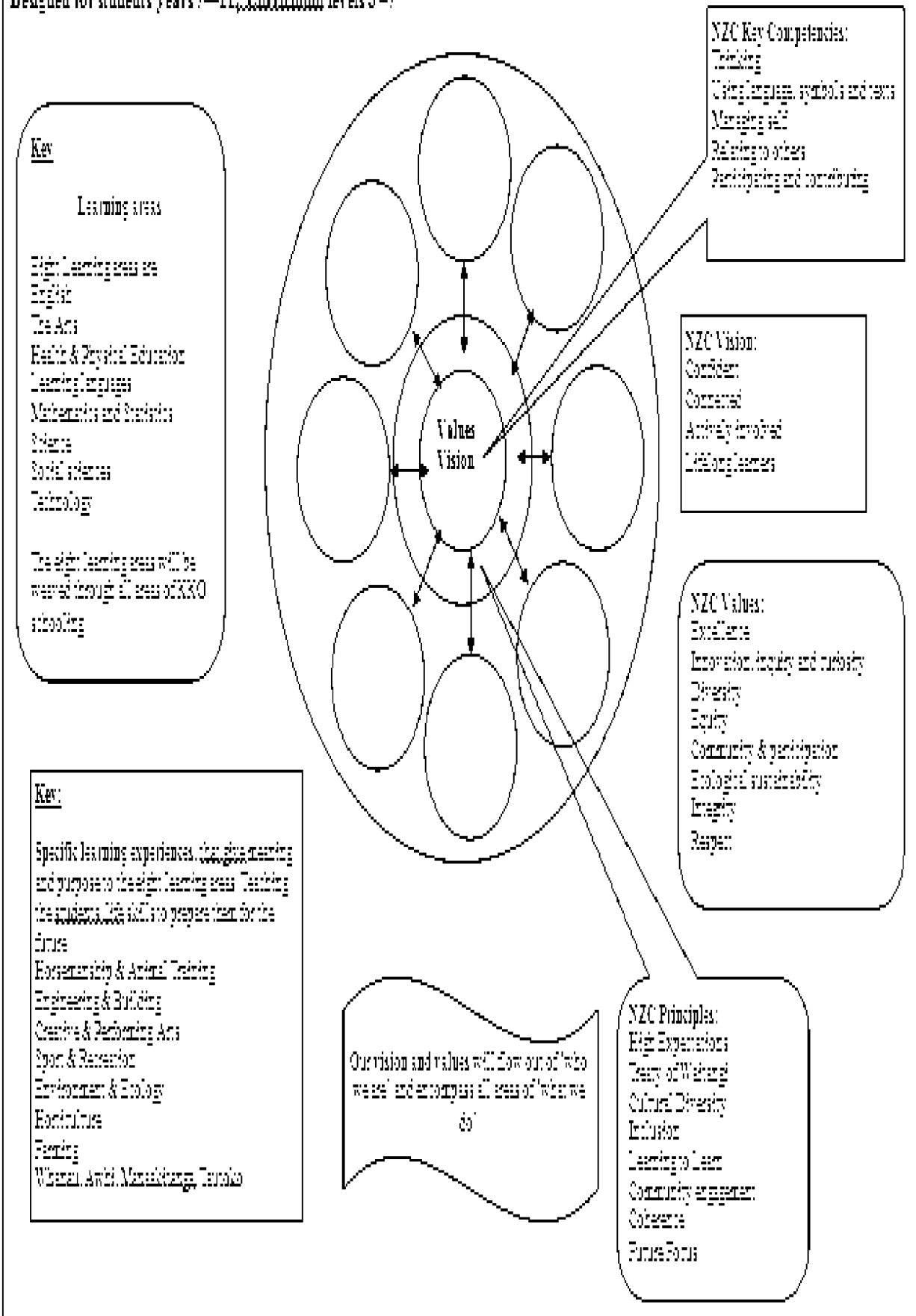
THE KKO 8 LEARNING DOMAINS	LEARNING THEMES RELATIVE TO EACH OF THE KKO 8 LEARNING DOMAINS	THE RANGE OF LEARNING OPPORTUNITIES STUDENTS CAN ENGAGE IN AT KKO (some opportunities offered much more regularly and consistently than others)	LEARNING ASSESSMENTS AND STANDARDS RELATIVE TO NZ CURRICULUM Levels 3 – 8 The example below reflects a program could be designed for students to be assessed at Level 3 of the Curriculum using the KKO Domains (Yr7 & 8 Age Group)	
Dairy Goats or Cows, Sheep & Cattle	<ul style="list-style-type: none"> Pasture / Feed Crop Management Stockmanship, Herd Management & Productivity Farming Skills, Using Technology and Equipment Budgeting & Financial Management Te Reo Maori 	<ul style="list-style-type: none"> Learning about pasture types and pasture management Using machinery and tractors to prepare soil for sowing grass and/or food crops Learning about and using a variety of farm equipment and vehicles Learning about and changing electric fence breaks Learning about engaging in milking shed, such as cleaning and using milking cups etc.. Learning about herd reproduction and artificial insemination Learning about yard and shearing shed skills with sheep, such as drenching, docking, crutching, shearing Learning about and doing budgeting and financial planning, and tax preparations Learning and speaking Te Reo 	Curriculum Standards Level 3	Assessment
			Science <ul style="list-style-type: none"> Living World (Ecology Focus) Planet, Earth and Beyond (Interacting Systems Focus) 	Group project on Farm animal (based on KKO) in which students create digital presentation evidence showing how animal is suited to habitat and response to natural and human environmental change. Graphing changes in animal growth and comparing to establish pattern and relationship Practical Measurement tests based around Farm practices and equipment.
Engineering, Mechanics & Building	<ul style="list-style-type: none"> Construction / Building Science Mechanics Engineering Electronics / Robotics Te Reo Maori 	<ul style="list-style-type: none"> building renovation work making gates / fences etc.. maintaining and repairing engines / mechanical work learning to weld learning to use hand and power tools making engine powered go-karts Making hinaki and other traps learning about electronics and switchboards Learning and speaking Te Reo 	Curriculum Standards Level 3	Assessment
			Maths <ul style="list-style-type: none"> Number and Algebra (Patterns and Relationship Focus) Milk Tanks and Herd Health: Geometry and Measurement (Measurement focus) 	Measuring and developing blue prints and resource lists for Hinaki project. Designing, Producing and Using a Hinaki to catch Tuna in the Kaituna river.
THE KKO 8 LEARNING DOMAINS	LEARNING THEMES RELATIVE TO EACH OF THE KKO 8 LEARNING DOMAINS	THE RANGE OF LEARNING OPPORTUNITIES STUDENTS CAN ENGAGE IN AT KKO	LEARNING ASSESSMENTS AND STANDARDS RELATIVE TO NZ CURRICULUM Levels 3 – 8 The example below reflects a program could be designed for students to be assessed	

DOMAINS		(some opportunities offered much more regularly and consistently than others)	at Level 3 of the Curriculum using the KKO Domains (Yr7 & 8 Age Group)	
Kaitiakitanga aWhakapapa & Whakawhan aungatanga	<ul style="list-style-type: none"> Ecology, Conservation & Protection Cultural Stories & Korero Purakau Te Reo Maori Whakapapa – Belonging & Identity Te Reo Maori 	<ul style="list-style-type: none"> Learning about the bush Learning about Rongoa Maori Learning about the ocean and rivers Fishing and trapping Hearing about and engaging in local Iwi legends / stories Tracing personal whakapapa Learning the art of storytelling Learning and speaking Te Reo Cultivating trusting and safe relationships Engaging positively in events and interactions within local industries, related to horticulture, apiaries, farming, manufacturing, businesses, tourism Learning and speaking Te Reo 	<p>Curriculum Standards Level 3</p> <p>Social Studies</p> <ul style="list-style-type: none"> Understand how cultural practices vary but reflect similar purposes: Creation Mythology Greece/Egypt/Indian/Maori Understand how the status of Maori as Tangata Whenua is significant for communities in New Zealand: Creation Myth mapping the naming of NZ <p>Learning Languages</p> <ul style="list-style-type: none"> Cultural Knowledge (Compare and contrast cultural practices) to Manage self and Participate and contribute in communities focus 	<p>Assessment</p> <p>Development of Creation myth murals or carvings (cross link to Technology and Visual Arts)</p> <p>Map skills and features testing knowledge of local area – could be included as part of newspaper front page assessment below.</p> <p>Interview local Kaumatua about significance of local place names and create a Newspaper front page.</p> <p>Research in groups then create and write a myth in Maori to be told to a group of Primary age children about the Kaituna River and the Tuna that live in it. (cross link to English (writing) and Performing Arts (present as play))</p>
Performing & Visual Arts	<ul style="list-style-type: none"> Kapa Haka Waiata, Dance, Drama, Music Carving, Sculpture. Weaving Digital Art, Drawing, Painting & Printing Te Reo Maori 	<ul style="list-style-type: none"> Learning and speaking Te Reo Learning musical instruments Engaging in and exploring appreciation for music and performance Learning about and developing skills in sound/lighting/stage technology Learning and engaging in Kapa Haka Learning and doing carving & sculpture Learning and doing weaving Learning about and doing digital art Film making Experimenting with photography Doing group murals Drawing and painting 	<p>Curriculum Standards Level 3</p> <p>The Arts Drama Visual Music Dance (Student would choose their focus)</p>	<p>Assessment</p> <p>Students would examine an aspect of Kapa Haka through the arts medium of their choice. (this could be done in groups of like minded students to create an overall Kapa Haka performance)</p> <p>Drama – Developing movements, expression, story for Kapa Haka performance</p> <p>Visual – Art project designing Kapa Haka costume</p> <p>Dance – Choreographing Kapa Haka sequence</p> <p>Music – Play instrument to accompany Kapa Haka performance or writing Waiata for Kapa Haka</p>
THE KKO 8 LEARNING DOMAINS	LEARNING THEMES RELATIVE TO EACH OF THE KKO 8	THE RANGE OF LEARNING OPPORTUNITIES STUDENTS CAN ENGAGE IN AT KKO	LEARNING ASSESSMENTS AND STANDARDS RELATIVE TO NZ CURRICULUM Levels 3 – 8 The example below reflects a program could be designed for students to be	

LEARNING DOMAINS		(some opportunities offered much more regularly and consistently than others)	assessed at Level 3 of the Curriculum using the KKO Domains (Yr7 & 8 Age Group)	
Whanau awhi, Manaakitanga, Tautoko	<ul style="list-style-type: none"> Food Preparation, Preserving & Cooking Hosting / Protocol & Whai Korero Food Gathering Self-sufficiency and sustainability Mentoring & Service / Care of Others Te Reo Maori 	<ul style="list-style-type: none"> Learning and speaking Te Reo Learning about and doing food preserving Learning about and doing food preparation Learning about and doing cooking Hangi preparation and cooking Learning about and providing hospitality Making natural products / not relying on processed foods Learning about and developing mentoring & practices of care for others Engaging in service projects in the community 	<p>Curriculum Standards Level 3</p> <p>Technology</p> <ul style="list-style-type: none"> Technological Practice Gathering food and preparing it for a morning tea <p>English</p> <ul style="list-style-type: none"> Speaking, Writing, Presenting (Purposes and audiences) <p>Or</p> <p>Science</p> <ul style="list-style-type: none"> Investigating in Science (Astronomical systems) – Relationship between traditional Maori and modern views of Astronomy 	<p>Assessment</p> <p>Students plan, brief, create and evaluate a morning tea for whanau (presentation of speeches could be done at this event linking into English component)</p> <p>Students write and present speech on aspect of Traditional Maori Food, Gathering and Cooking</p>
Kai Whenua, Horticulture & Apiary Science	<ul style="list-style-type: none"> Plant Physiology Disease & Pest Management Soils and Environmental Science Kai Maara Te Reo Maori Permaculture Beekeeping 	<ul style="list-style-type: none"> Learning and speaking Te Reo Learning about and planting, weeding, growing and harvesting vegetables Learning about organic and artificial methods of disease and pest control Learning about soils and fertility, composting and mulching Learning about different food crops, and irrigation, propagation etc... Learning and doing pruning, grafting Learning and doing crop harvesting Learning about and being involved in bee welfare and apiaries, collecting and processing of honey products 	<p>Curriculum Standards Level 3</p> <p>Science</p> <ul style="list-style-type: none"> Investigating in Science (Earth Systems focus) Earth Systems (explore and describe natural features and resources) <p>Social Science</p> <ul style="list-style-type: none"> Understand how people view and use places differently Understand how people make decisions about access to and use of resources <p>Assessment Or Maths</p> <ul style="list-style-type: none"> Statistical Literacy 	<p>Assessment</p> <p>Soil testing (could cross check to math's)</p> <p>Permaculture project</p> <p>Case study in perspectives on Kaituna River, with students creating a values continuum.</p> <p>Case study on the issue of kaimoana resources and the issue of customary rights (cross link to English writing and reading standards in research and writing editorial perspective on the issue)</p> <p>Graphing farm production levels e.g. Hive production.</p>

New Zealand Curriculum links to Conceptual map for Kura Kate Ora

Designed for students years 7–11, Curriculum levels 3–7



Understanding the range of activities available as learning opportunities within the eight domain model, it seemed important that students engage with each domain. A rotational model allows for students to be divided into four groups who rotate through two domains per day. The domains are paired, so as to enable students to experience a diversity of learning. The paired domains are matched according to those which have the most synergy with each other being placed together. Over a term, each group experiences ten days per paired domain, which becomes a designed module of learning.

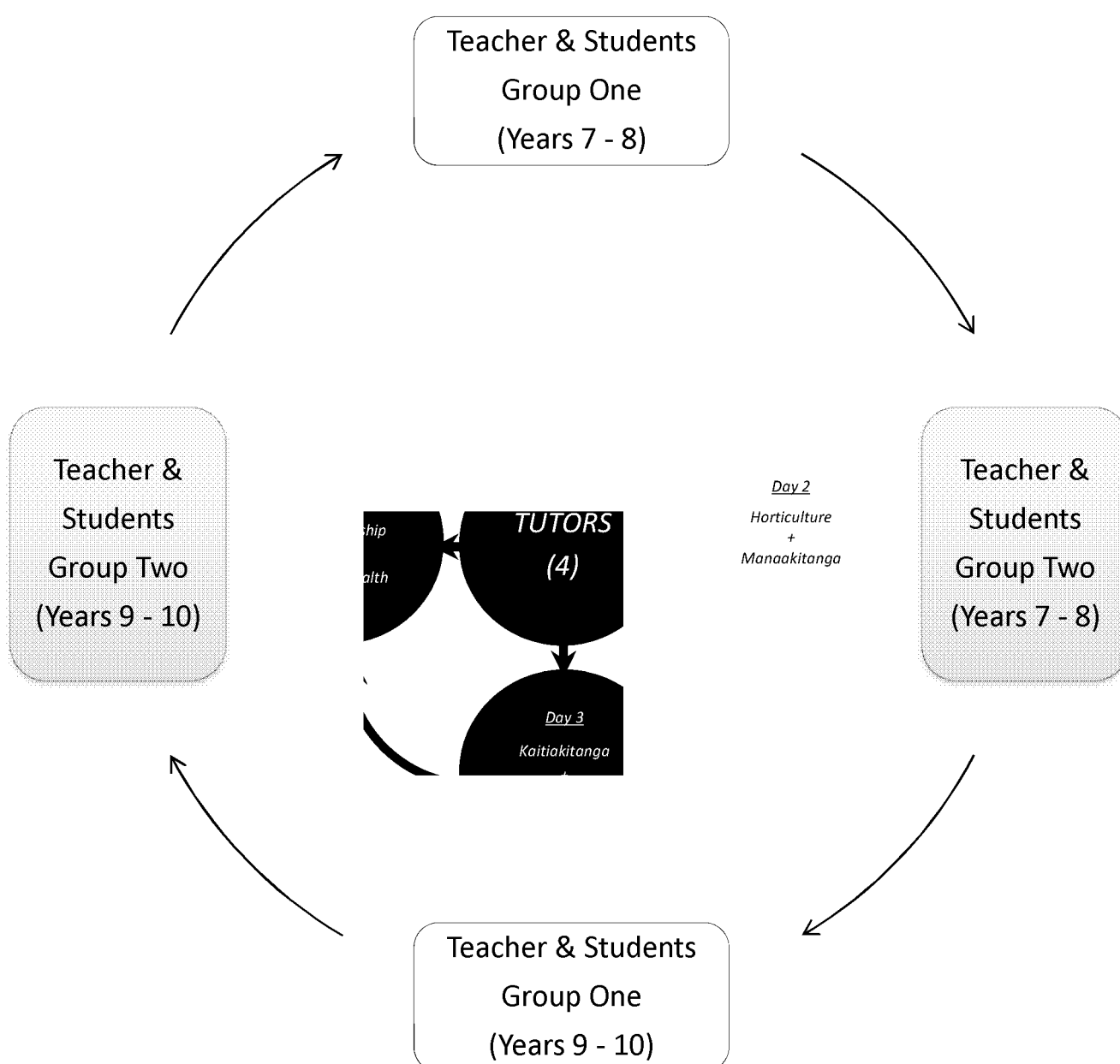
Mondays	Tuesdays	Wednesdays	Thursdays
Farming & Engineering/Mechanics <i>Chicken raising and chicken-coop building module</i>	Kaitiakitanga/ Wairuatanga & Visual/Performing Arts <i>Kaituna River and Eel Case Study</i>	Horsemanship & Sport/Hauora <i>Learning to ride and preparing for setting-up and participating in Western Riding Show</i>	Manaakitanga & Kai Whenua <i>Making pizza and wood fire oven for pizza</i>
Week 1	Week 1	Week 1	Week 1
Week 2	Week 2	Week 2	Week 2
Week 3	Week 3	Week 3	Week 3
Week 4	Week 4	Week 4	Week 4
Week 5	Week 5	Week 5	Week 5
Week 6	Week 6	Week 6	Week 6
Week 7	Week 7	Week 7	Week 7
Week 8	Week 8	Week 8	Week 8
Week 9	Week 9	Week 9	Week 9
Week 10	Week 10	Week 10	Week 10

The Junior School would use the rotational model. The students would be divided into four groups:

- ✚ Group A: Years 7-8 students
- ✚ Group B: Years 7-8 students
- ✚ Group C: Years 9-10 students
- ✚ Group D: Years 9-10 students

There would be 17 students in each group. One teacher would lead a particular group for the year, and would be responsible for knowing the students in the group, establishing their individual learning plans, planning assessment processes, and with the other teachers and specialist tutors, design modules over the year that will work well for the group. The specialist tutors will tend to be anchored to their primary domain of expertise.

Ten Week Rotational Plan (Monday to Thursday)



The four modules for one term, as designed prior to Kura Kete Ora becoming operational, are shown in the tables below, illustrating what activities would be undertaken by the students and how those activities would link to New Zealand achievement standards.

The Tuna/Eel Case Study		
Week of Rotation	Focus/Task	Link to NZ Curriculum & Assessment,
1	<p>History, and Current Challenges (provides context for study)</p> <p>Meaning of kaituna - food (kai) tuna (eel). Visiting local Kaumatua to hear stories about the river, the tuna, their journeys, the importance of the tuna as a food source and the innumerable battles fought to guard the important food sources. The tuna is a symbol of tribal prosperity and mana in the area. The local people are concerned about what is happening to the water (quality and possible building of dam on the water) and consequently on the health of the fish population. The long finned eel is described as threatened – although it is the most abundant fish species in the Kaituna River.</p> <p>On returning to KKO, students will discuss what they have heard and pose some questions to which they would like to find answers, or further information. Statistics about eel in the Kaituna River will also be introduced. This learning time will be used to develop an inquiry unit which is likely to involve the following sorts of foci and activities.</p>	<p>Formative Assessment – identification of what students know about eels, through an interactive quiz</p> <p>Social Sciences – cultural practices, how people make decisions about access to and use of resources, and how people remember and record the past.</p> <p>Skills:</p> <p>Questioning Thinking Inquiry Process</p>
2	<p>Using ipad minis, students research information about the life cycle of the eel - long fin (native, endemic), including the slow growth rate (visualise) and special features and adaptations (role of tubular nostrils, sensors on side, tastebuds on head, body slime, etc), measurement- estimation of 1 metre and number of eggs laid-one million (place value, power of ten (10¹ – 10⁶)).</p> <p>Students work in groups focusing on one specific feature and present to main group asking questions such as “How do you tell how old an eel is?”, “How do they move (ie up a 20m waterfall?)” etc.</p>	<p>Science- Living World, Ecology and Life Processes</p> <p>Draw/illustrate the structure of an eel</p> <p>Mathematics – measurement – length (from 1 millimetre at beginning of lifecycle to up to two metres long. Study Place Value, and measurement system, millimetres, centimetres, metres, kilometres; abbreviations, estimation. Compare length of eel with how far it migrates (5000 kms); rate of growth, and weight and life span (up to 100 years)</p>
3	<p>Morning: Continue study of the life cycle and inquire into migration; study maps to trace migration; how do leptocephalus (larvae) travel back to NZ? Learn about ocean currents and plan mural to capture life cycle in Kaituna River at one end, and migration to Pacific at other end.</p> <p>Afternoon: Hinaki – observing different types of eel brought in from the local Māori people. Note structure (circular, triangular, square), and discuss traditional/modern (steel, supple jack, harakeke, chicken mesh) materials, techniques and processes. Talk about technological design processes and outline requirements/expectations for students.</p>	<p>Science – Living Things, Life Processes, Features and Adaptations</p> <p>Science: Planet Earth and beyond, Interacting systems English: Oral language The Arts: Visual arts Social Science English: Taking notes Technology: Understanding materials, design The Arts: Pencil drawing, observation skills Technology: Nature of Technology, Technological Practice</p>

4	<p>Morning: Begin hinake design process – initially individually, then discuss and refine in pairs and then in groups until final design is agreed on. Students should be able to justify their choices.</p> <p>Afternoon: Continue inquiry project and work on mural. What changes occur for migration experience? (head shape, feeding habits, body shape). Why do these occur?</p>	<p>Technology</p> <p>Mathematics</p> <p>English: Research skills, record, communicate</p> <p>Science: Ecology, Adaptive changes</p>
5	<p>Morning: Make first hinake (working in small groups).</p> <p>Afternoon: test, trial and refine hinake strength and stability. Research bait and choose source bait for use next week.</p>	<p>Ipad minis to take photographs of stages to complete a report</p> <p>Descriptive language for appearance, smell</p>
6	<p>Morning: Role-Play then record: A day in the life of an adult eel (using story maker app); Habitat, Nocturnal, Hibernation</p> <p>Afternoon: set traps in Kaituna River (organise how to check traps in morning – given the rotational model); work on inquiry process and mural</p>	<p>The Arts: Drama</p> <p>English/ICT: Using web 2.0 tool storymaker</p> <p>Health and Physical Education: Risk management, keeping self safe</p>
7	<p>Record and report outcome from traps. Discuss reasons for the differences. Design and make refinements. Measurement</p> <p>Learning to skin eels. Trial cooking eels in different ways – particularly smoking. What might be good accompaniment? Possibly have some kuia to come and make rewana (traditional Māori bread); Continue inquiry process and mural</p>	<p>English: Oral language</p> <p>Measurement: Estimate length of eels caught, then check measurements, record and graph</p> <p>Thinking skills</p>
8	<p>Focus question: Why is the eel threatened – what does it need to survive? What does diadromous mean? When is the eel in the fresh water? The salt water? How do eels show stress? What can I do to help – ie building eel paths, discussion of ‘slippery issues’. Reset hinaki for next meal. Inquiry project and mural</p>	<p>Science</p> <p>Metaphors: Why are the Otumoetai rugby league team called ‘The Eels’?</p>
9	<p>Set up display of hinaki – some connected on to mural to give 3D effect.</p> <p>Prepare eel meal for whānau and invite kaumatua to lunch, reveal mural, give oral reports of highlights of inquiry study, supported by visual storyboard of inquiry. Community quiz – focus on new terminology, mathematics measurements etc.</p> <p>Hand in Inquiry Projects for summative marking – feedback to occur in oral conversation with teacher and student</p>	
10	<p>Visit to Environment BOP to hear of council plans for improving water quality. Ask questions resulting from Inquiry Process.</p> <p>Trip to Bill Kerr (Galatea) who has transferred an estimated 25 million eels around Bay of Plenty dams such as the Matahina on the Rangitaiki River. (see http://blog.greens.org.nz/2013/02/25/protecting-our-tuna-eels-tuna-legend-bill-kerr/)</p>	<p>Social Science</p> <p>Science</p> <p>Technology</p>

Week of Rotation	Focus/Task	Link to NZ Curriculum & Assessment
1	<p>Morning: Make Pizzas for lunch, using pre-made bases</p> <p>Afternoon: History of Pizzas around the world – geographical differences, working in pairs, study one (Chicago (different order, deep), Italian (Napalese), American stuffed crust etc. Make short oral presentation to others about what they found out.</p>	<p>Formative Assessment: What do students know about pizzas – their history, the varieties, the ingredients?</p> <p>Mathematics: Measuring weight and volume Key competencies Hygiene Social science Research skills:Using ipads/ print English: Reading/summarising/speaking</p>
2	Field Trip to Pizza Oven Maker (Mt Maunganui) and Pizza Maker using wood- fired oven (Mt Maunganui).	<p>Planning questions to ask before trip Using ipad minis to take photographs (gain permission first) Record notes on ipad mini (including MP3/4 recordings for use in portfolio), especially note materials, design and processes.</p>
3	Research online re making effective pizza oven, design, make, model etc	<p>Technology Practice and Nature of Technology (Level 3) Science: Physical world, heat, material world, chemistry and society</p>
4	Make Pizza Oven- Stage One: The foundation and crafting of the oven space, including time to work in garden with needful produce – tomatoes, basil etc	<p>Technology practice Relating to Others</p>
5	Make Pizza Oven-Stage Two: Crafting the oven space and building the structure	Technology Practice
6	<p>Finish Pizza Oven-Render and paint Make basic pizza sauce- tomatoes from garden, basil, garlic etc Bottle/freeze until needed (two weeks time) and learn about labelling ingredients</p>	<p>Technology practice Food technology</p> <p>Social Science</p>
7	<p>Dough making-yeast Recipes, sourcing ingredients, budgeting etc</p>	<p>Science: Living world, and material world - chemistry of dough making Mathematics English: Reading recipe</p>
8	<p>Make one pizza in morning and setting out to improve on it in the afternoon. Compare your pizza sauce with commercial sauce and your base with bought base Plan for next week – type of pizza to make, name of pizza, poster to 'market' pizza</p>	<p>English: Writing: Transactional writing- what they did, how they changed and why they changed Thinking: Working out criteria for comparison Take photos for portfolio The Arts – poster making</p>
9	Each student to make their own choice of pizza for lunch, have other students and a/some visitors 'blind test' pizzas and give feedback [Masterchef style] (could have 'bake off' of best pizza from each day on the Friday for whānau or community group); gain written feedback for portfolio.	
10	Finalise portfolio incl. reflective comment	Summative Assessment

Egg to Pullet (Part Two- later in year- would be from Pullet to Market)

Week of Rotation	Focus/Task	Link to NZ Curriculum & Assessment
1	<p>Overview of unit: What do we know about chickens, eggs, hens, poultry meat etc. Different types of poultry – those for egg production, those for meat production What type of poultry would you like to raise? Life Cycle: What is a fertilised egg? Source: (Trademe, local provider, order)</p> <p>Note: For much of this rotation students will work in groups of 5 with 10 chickens, assuming that some will be killed for meat later in year, hopefully leaving about 5 egg producers per group</p>	<p>Formative Assessment Discuss Summative Assessment – Using Evernote - Learning Story and record of experience. Include: Story of the lifecycle of my chickens, digital/visual timeline, maths graph, why I choose my breed. . . pros and cons with T chart for chicken food.</p> <p>Science: Living world-Life processes English: Vocabulary development</p>
2	<p>Portable Incubator design: (will need to be portable so student can take home safely overnight and weekends as eggs need to be turned regularly) What do eggs need to hatch? What do I need to be able to access eggs easily to turn them How can I make it from recycled materials? Drawing my model Make list of needed materials and source them</p>	<p>Science: Living World -why don't the eggs die during transit? Science: Physical world- electricity to heat Technology Mathematics: Estimating, measuring, volume, English: Communication</p>
3	<p>Build incubator Eggs arrive Make chart for turning eggs – on Evernote – set alarm</p>	<p>Technology: Materials Photograph and write sentences for learning story Key Competencies: Managing self</p>
4	<p>Torch test to see development Prepare graph to plot development; or excel spread-sheet to record development and graph</p>	<p>Photograph, write sentences for learning story , ICT Mathematics: Graphing</p>
5	<p>Design and make leg band for identification of chicken Torch test to see development – record changes Investigate layer mash Group Work: Design chicken house with two warming lights for group of five chickens</p>	<p>Technology The Arts: Design on band Photography English: Write sentences for learning story Science: Living world, physical world</p>
6	<p>Torch test to see development – record changes Build chicken house</p>	<p>Science Technology</p>
7	<p>Chickens hatch, description, weight, Feeding & water (prevent drowning), watch documentaries re care of hens - Debate free range vs caged vs battery hens</p>	<p>Photograph, write sentences for learning story</p>
8	<p>Graph growth rate – hypothesis for differences, track feather change, Differentiating males from females Field trip to Te Puke Hen Coop maker, Discuss needs for Roost/Home and run for 30 chickens. Design will need to be negotiated with another group</p>	
9	<p>Work on Chicken Roost/Home and run (other group will also help this)</p>	<p>Work on Summative assignment</p>
10	<p>Celebrating the learning – sharing learning stories, releasing chickens into Chicken roost.</p>	<p>Work on Summative assignment</p>

The senior students will have already developed a range of introductory skills for each domain, which means when they are ready they can be facilitated into mentoring younger students on occasions, as part of their learning plan objectives. They are also likely to have developed preferences for some domains more than others, and so in interest-focused groups they will be set modules that develop over consecutive days/weeks so as to enhance the scaffolded learning processes required for NCEA Levels 1, 2 and 3, and at the same time develop the repetitive focus required in the workforce, thereby developing increased capacity for work readiness. Sometimes the students will be undertaking activities on their own or in a group without moment-by-moment facilitated learning by a teacher or tutor, which facilitates independent learning; these times have been carefully staged by the teachers/tutors as is appropriate for their age and development. Overall, the teachers/tutors work closely with the senior students guiding them in their module learning activities and will balance this when the junior school is undertaking larger group activities. For the most part, the modules for senior students will be designed by staff with students, and then related to the New Zealand Curriculum, however, sometimes a module could be already available within the New Zealand Curriculum. For example, Construction and Mechanical Technologies, Level 2, Achievement Standard 91344, implement advanced procedures using resistant materials to make a specified produce with special features, resource title – Off road go-kart, 6 credits.

Two examples of modules for Year 11 – 13 students have also been designed, illustrating how the theme-based modules link to the New Zealand Curriculum, and where appropriate, Internal Assessment Resource documents, which include possible rubrics for assessment at different achievement levels.

Example One: Fishing and gathering kaimoana at the Kaituna River/Maketu Estuary: (Level Two)

The Kaituna River flows through the farm on which KKO is situated and flows to the sea at the coastal town of Maketu. Students completing this module can gain between 21 and 25 credits over the term, with many of the available credits also being eligible to be recognised for literacy credits.

Colours relate to NZ Curriculum Learning Area which provides context for learning (Green = Science; Pink = Social Sciences, Light Brown = Technology, Teal Blue = mixture including food technology, home economics, social science, technology, science

Order may change given weather, local tides, availability of kaumatua and moon cycle.

Week	Focus	NZ Curriculum Learning Area/Strand	Contributes to Achievement Standard	Learning Tasks
One	Types of ka moana Four 240 minutes of kātuna Awarua/Maretu	<u>Science Level 3/4</u> <u>Sustainable Science Level 3/4</u> Earthquaking and contributing to the natural environment understanding our world and humanity	Complete AS9113's Learn, explore, understand and adaptation of plants and animals to the world of the future (14 credits)	Discussion of Kātuna & kātuna Lead to a Ka Moana Estuary Kātuna Awarua Mouth study (video, discussion, reflection) Using <u>Biology 2.30 "In and out and round about..."</u> Using <u>Biology 2.34 Carry out a practical investigation in a biology context, with a generation</u>
Two		<u>Using World Social Ecology</u> Learn how living things are linked to the earth, atmosphere and the resulting environmental changes both natural and human induced		"Sustainability: Quota Customary Rights Visit from Kaumatua Guest from Fisheries officers your lines Impact of Rana
Three		<u>Social Science Level 4, and 'new' secondary subject Education for Sustainability</u> " Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people. " Understand how producers and consumers exchange their rights and meet their needs/wishes " Understand how people participate individually and collectively in response to community challenges English 2.8 Use information literacy skills to form developed conclusions(s)	Complete AS9081.3 Derive values and associated behaviours in relation to a sustainable future (3 credits) Work with AS9116 Use information literacy skills to form developed conclusions	
Four	Issues associated with fishing at Kātuna Awarua mouth (Māitumu)			
Five				
Six	Fishing	<u>Technology Level 4</u> <u>Technological Practice</u> Planning for practical, evidence gathering	Complete AS9134.4 Formulate plans and strategies to solve a problem	"Traditional 'Ka moana' fish catching fish 'Ka moana' fish

		Internal risk related findings	Conclusions/Recommendations	Findings/Recommendations
High	Medium	Internal Control The Internal Control System is not fully effective in ensuring the accuracy and reliability of financial reporting.		
		Internal Control The Internal Control System is not fully effective in ensuring the accuracy and reliability of financial reporting.		
High	Medium	Internal Control The Internal Control System is not fully effective in ensuring the accuracy and reliability of financial reporting.		
		Internal Control The Internal Control System is not fully effective in ensuring the accuracy and reliability of financial reporting.		
Overall Risk Assessment				
High	Medium	Internal Control The Internal Control System is not fully effective in ensuring the accuracy and reliability of financial reporting.		

Preserving Food

At times there will be excess produce from the garden, the orchard or the local area. Such a time is an excellent context in which to develop knowledge and skill with Food Preservation.

Whereas the previous example was multi-curriculum focused, this unit of work tends to be more singular-curriculum focused: Technology (Processing Technologies), including Home Economics, but also engaging with English/Literacy, Numeracy, ICT and in the case of AS91353 Science, Living world, decay. Students' individual learning plans could have many common components, but actually lead to a range of different assessment standards.

The example below is for Level 2, but a similar experience at Level 1 could occur concurrently to cater for differing abilities. For Level 1 use AS 91082: Implement basic procedures to process a specified product (4 credits), Using Assessment: Resource Well-preserved. AS91084 Demonstrate understanding of basic concepts used in preparation and packaging techniques for product storage (4 credits) and Assessment Resource An Abundance of Fruit and Vegetables, and AS 91083 Demonstrate understanding of basic concepts used in processing (4 credits), Using Assessment Resource Bread, changing the context to Tomato Sauce or similar.

Evidence for assessments will be via the development of a portfolio (something similar to an art portfolio) which captures their activity, their learning as well as a visual record of this journey with reflective comment.

Refer following page for example

Development from the following Learning Tasks could lead to successful gaining of AS91352 – but could also be part of a learning plan for other standards as described right hand below - depending on the student's preferred focus and goal setting with their teacher.

Buy and then examine a range of tomato products (tomato sauce, tomato relish, tomato paste, shipped, whole, tomato pasta sauce, tomato soup, sun-dried) and discuss how they may have been made (ie preparation, processing, storage) and tested during production.

Read labels to find ingredients and research their role in the product – ie emulsifier, colourings,

Debate labelling laws

Visit a food manufacturing operation to observe processes; also use web-sites, videos etc

Practice processing and testing – using a variety of types of tomatoes, processes, varying ingredients and preparation techniques. Make different amounts – ie 1 recipe, then 3 times the recipe. What differences are involved in managing preparation, processing, etc. Extrapolate how these might work/look like in a commercial setting. Capture your experience in visual timeline with reflective evaluative comment. Compare and contrast different resulting products. Record (visually) the process and best outcome and explain how and why it is best. Demonstrate understanding for this process in visual display.

Record your research into the use of waste materials and waste water resulting from processes– how might these be managed at KKO? (Make a proposal, a recommendation). How might they be managed commercially?

AS91352 Demonstrate

understanding of advance concepts used in processing. (Level 2, 4 credits)

Adapt Assessment resource, AS 91352

Know processing potatoes, to be *Know Processing Tomatoes* (from the garden)

Assessment foci – understanding of processing operations, specific tests used in processes, sequence of tasks, explain sequence visually, difference in processing and health and safety standards, between processing small amounts of tomatoes at KKO and commercially.

Key to this standard is the student's ability to demonstrate their understanding visually

Learning experiences could also contribute to:

AS 91353 Demonstrate understanding of advanced concepts used in preparation for product storage (Level 2, 4 credits)

AS91302 – Evaluate sustainable food related practices (Level 2, 5 credits)
Adapting Learning Resource Sustainable Living – Question would be: Would you recommend preserving tomatoes ?

AS91071 Implement basic procedures to produce a specified digital information outcome (Level 1, 4 credits) (ie make Information Brochure)

4.1. 2. 4.

Rationale for the chosen curriculum

The KKO curriculum, as demonstrated in the previous examples, enables students to have interesting, stimulating and novel experiences that are linked to the NZ curriculum, facilitating learning in accordance with NZ Curriculum achievement standards, and acquisition of skills that produce increased confidence and self-efficacy. The Kura Kete Ora curriculum is ambitious in that it steps outside of traditional learning models and intentionally seeks to demonstrate how the Kura Kete Ora eight domain model will make a difference for disadvantaged learners, enabling them to experience success. At Kura Kete Ora, success is no longer only measured by results in standardised tests but occurs through a wide range of learning opportunities within the eight domain model. For example, a thirteen year old boy who finds it hard to sit in a classroom and learn, may find that he loves building, fencing and any kind of construction work, and further, that he comes to realise he can use maths when building, and he is not 'dumb.' The impact of this discovery on him is that he looks forward to coming to the Kura Kete Ora school and his family report that he is happier at home, is having less angry outbursts, and is talking about wanting to be a builder. His mother is almost in tears as she tells this story to her whanau. It is Kura Kete Ora's hope and belief that this fictitious story will in fact become a reality for many young rangatahi in the BOP region.

4. 1. 2. 5.

Set out clear plans for transition between phases of education and (if relevant) employment

It is well recognised that students who learn strategies for planning and managing their learning and career pathways during and beyond schools, will develop skills they can apply throughout their lives (Ministry of Education, 2011).

There is a plethora of international research which supports the critical importance of integrating career education and guidance into the school curriculum and pastoral care as a whole-school approach, with the professional development and support of teachers underpinning this approach. International literature further suggests that effective career education and guidance in schools can:

- Help people make better decisions about tertiary study and employment
- Help more learners complete a qualification and make better transitions from education to the labour market
- Support equal opportunities and promote social inclusion (Careers Information, Advice, Guidance and Education (CIAGE) in Secondary Schools, 2012)

This is endorsed within CIAGE (2012), which described many schools as reporting whole school understanding of and commitment to career education and guidance, improved both students' engagement with learning and revitalised classroom teaching.

It is clear that successful outcomes for students are more likely to occur if the Kura Kete Ora (KKO) Board of Trustees establishes a vision for career education and guidance within the school charter and the associated annual goals. Career auditing and self-review will be central to this process, and the application of 'Career Benchmarks' is integral to this process. Career Benchmarks is a set of career/guidance benchmarks which are designed for schools to review and develop their career education and vocational pathway programme. Career Benchmarks, comprising the four dimensions: Student Career Management Competencies; Leadership; Programmes and Services; and Information Systems, would provide a structure and framework for KKO to assess and review the effectiveness of its Career Education Programme through self-review against the four dimensions.

Underpinning the Kura Kete Ora career education planning process will be the involvement of trustees, senior managers, Careers Advisor, teachers, parents/whānau, business industry, tertiary and private training providers and the community.

A discussion paper on The Review of Career, Information, Advice and Education (CIAGE) was undertaken by the government in 2012. Central to the review was a consideration of how CIAGE could best assist and empower young people to make well-informed future training and career choices, with a particular focus on young people interested in vocational, non-academic career pathways. Emphasis was placed on the need to:

1. Support students to make more effective transitions between secondary education, tertiary education and work, as part of moving towards successful adulthood. The government roll-out of the 'Youth Guarantee' Scheme, secondary-tertiary partnerships such as 'Trade Academies', the development of vocational pathways and the current review of industry training has been promoted by government as key strategies which support students to make more effective transitions between education and the world of work
2. Increase the number of New Zealanders with relevant qualifications, in particular, increasing the number achieving a minimum of NCEA Level 2 or an equivalent tertiary education. NCEA Level 2 as a gateway qualification would also allow students to progress to further education and training, which would lead to sustainable employment
3. Increase the achievement rates for Māori learners, Pasifika learners, learners with from low socio-economic backgrounds and learners with special education needs or disabilities. These students achieve NCEA Level 2 at lower rates than other groups and in turn, achieve at lower rates within tertiary education. Māori and Pasifika students are also less likely to leave school with the qualifications they would require to progress into higher education, training or employment.

Career education and guidance provides an ideal context for understanding and recognising the role and aspirations of Māori communities, in order for students to be supported towards making well-informed and effective transitions to their own lifelong learning pathways and work (Career Education and Guidance in New Zealand Schools, 2009)

(Careers Information, Advice, Guidance and Education (CIAGE) in Secondary Schools (July 2012)

The integration of career education and guidance into the curriculum will provide KKO with the flexibility to tailor a career education programme which is unique to the school learning environment and in turn, well placed to meet the diverse range of its students' needs.

In order to support schools to develop a career education and guidance programme, Career Education and Guidance in New Zealand Schools (2009) has established a series of career management competencies which provide a framework for schools to develop an effective career guidance programme. Each competency involves a set of understandings, skills and attitudes required to successfully manage life, learning and work. These career management competencies have a direct link with the New Zealand Curriculum and Te Marautanga Aotearoa and contribute towards students gaining the qualities, competencies and values central to both.

Kura Kete Ora is committed to equipping students with the skills, knowledge and experience which effectively support them to manage their learning, career pathways and opportunities throughout their lives. Addressing the identified key competencies in the NZ Curriculum within a career education framework, will ensure the content and context are real and meaningful to students. Students will be better prepared to make sense of information, experiences and ideas about career pathways and career development. A career education focus will also facilitate the integration of different learning areas across the KKO eight domains within the school-based curriculum. Career Education will enable Kura Kete Ora to provide a context which crosses traditional subject boundaries. For example, students could research career pathways through interviewing people in a range of occupations which reflect respective subjects they are studying. This would support them to develop oral language, media and IT skills and they can be set tasks which relate to workplace technology and health (Career Education and Guidance in New Zealand Schools, 2009).

The 'Te Whare Tapa Wha model' which underpins the Māori philosophy towards health and well-being, would be important for KKO to apply when approaching career management planning and associated career education strategies. Careers New Zealand (2012) advocates that to increase the likelihood of making successful transitions, career education and guidance needs to build on clients' knowledge of themselves and their potential for development. Developing self-awareness is central to creating balance and harmony in all aspects of life, including career development.

Career Planning Process Across All Phases of Education:

Planning for Kura Kete Ora (KKO) to support students transitioning between phases of education and employment is detailed below. Central to this plan is the development of a career education programme, which is tailored to meet the diverse range of individual student needs and is directly linked with career management competencies and key competencies embedded within the NZ Curriculum and across KKO's eight domains of learning. Each student, upon entering KKO, will be taken through a one on one vocational process, in which a learning pathway, associated goals and the development of an individualised career education plan take place. Integrated into this process is the implementation of government and local career-based initiatives designed to support KKO students, as appropriate across Years 7-13 into further study, industry and work-based training and employment. The following, details the key components of the career planning process:

- The involvement of the whole school; trustees, teachers, support staff, students, parents, caregivers and whānau, the community, business and industry, training organisations and tertiary providers is central to the KKO vocational pathways process
- Progression will occur across year levels from **Years 7-13**, to ensure students are prepared and ready to make decisions during key transition stages. This will recognise the age and stage of development of students at different levels of schooling, noting individual students may reach a level of independence earlier or later than may be expected
- Underpinning the career education process is the development of a 'Student Employability Profile', which each student will compile throughout their time at Kura Kete Ora. This comprehensive portfolio will begin from the student's entrance into KKO and will continue building on and reflecting the student's educational and vocational progress throughout their schooling life. The 'Profile' will provide a useful tool for students to reflect on their knowledge, values, interests, abilities, skill development, career planning and the use and value of these in order to make informed career decisions and effectively prepare for the world of work
- The career framework established by Career Education and Guidance in New Zealand Schools (2009), which links career management competencies and key competencies within the NZ Curriculum, will be integral to the KKO development of a career education programme for all students. The learning outcomes offered within this framework will provide a guide for career planning and associated assessment across all years, in particular, **Years 7-10** and as appropriate, for students in **Years 11-13**. Assessment for **Years 7-10**, related to achievement relevant to each student's individualised career education plan, will be developed against these outcomes. Senior students (**Years 11-13**) will work towards achieving NCEA Levels 1, 2 and 3 and will be assessed against Unit and Achievement Standards registered on the NZQA Framework

Government Vocational Initiatives:

Kura Kete Ora students, in particular senior students, will be assisted to interface with the following government vocational initiatives in order to plan and progress their vocational pathway:

- **Youth Guarantee** is a Government initiative designed to ensure all young people participate in education, skills training or other structured learning, relevant to their abilities and needs, until they reach the age of 18. The application of this initiative will provide a key framework for KKO students from **Years 10-13** to work towards achieving NCEA level 2 or equivalent
- **Vocational Pathways**, a new tool which provides a clear framework for vocational options, supports better programme design and careers advice, and improves the links between education and employment. This initiative is a product of a partnership between government agencies, the industry training sector, secondary and tertiary education representatives, and industry and employer representatives. There are five pathways which represent the five broad industry sectors of the economy (Primary Industries; Services Industries; Social and Community Services; Manufacturing and Technology; and Construction and Infrastructure). The initiative will allow students from **Years 10-13** new and innovative ways to structure and achieve NCEA Level 2 and will also provide KKO with a clear and consistent framework for foundation vocational education and training. The **Work and Study Maps** will outline possibilities beyond school: jobs, careers and study options, at all levels. **Recommended Assessment Standards** are provided, which recognise outcomes valued by the respective sectors and identify pathways which will assist KKO students to participate fully in the development of their own individual career education plan. This will also ensure they are better informed and able to make more effective choices to meet their goals and to plan how they could progress towards a range of qualifications, and employment recognised by industry
- **The Youth Guarantee Networks and Vocational Pathway Networks Initiatives**, bring together education providers, the community and employers to deliver new vocational learning opportunities for young people. KKO would integrate the use of these 'networks' to effectively support the career education programme and enable students to access the information they require to gain the foundation learning skills valued by tertiary education and employers in order to achieve NCEA Level 2 or equivalent. This process will also support students to plan for their future by accessing a wide range of learning opportunities that will better prepare them for higher learning or future employment
- **Trades Academies**, better known as 'Secondary-Tertiary Programmes', due to their being delivered in partnership between secondary schools and tertiary providers, provides trades and technology programmes to secondary students based on partnerships between schools, tertiary institutions, industry training organisations and employers. KKO students in **Years 11 - 13**, who are interested in a career in the trades or technology, would be assisted to access options to

study and develop clear pathways to obtain vocational qualifications which are relevant in the workplace

- **Work-Place Training and Apprenticeships** (Refer 'Local Networks')
- **CareersNZ :mana rupuara aotearoa**, the leading government provider of career information, advice, guidance, tools and resources for career practitioners and students, will be central to career education planning and implementation within the school
- Implementation of the '**Gateway Programme**' would support KKO students in **Years 11-13** to undertake workplace learning in a range of industries to achieve NCEA credits. Gateway would provide KKO students with the opportunity to acquire NCEA credits through structured workplace learning, ensuring they are supported to acquire a range of skills and knowledge, including job seeking skills, technical abilities, communication skills, course-related knowledge, time management skills, teamwork skills, and additional knowledge of how to identify career pathways. A Gateway Co-ordinator would provide coaching and mentoring in preparation for work placements, and identified employers would provide coaching and mentoring during work placements. A review undertaken by Te Puni Kōkiri in 2012 identified the 'Gateway Programme' as making a valuable contribution in the support of Māori youth transitions from secondary to tertiary education. The report endorsed effective Gateway Programmes for Māori as: engaging Māori youth; providing whānau with opportunities to support Māori youth; encouraging Māori youth access to Gateway, and whānau access to information and advice; and valuing Māori culture (Te Puni Kōkiri, 2012)
- **Secondary Tertiary Alignment Resource Programme (STAR)** would provide students with a smooth transition from school to further education or employment in particular, those students who are at risk of not achieving or find transition difficult. The KKO student target population would clearly benefit from this initiative and in turn, identification of the students' needs would assist with the tailoring of a unique programme which would best meet those needs

Local Networks:

Kura Kete Ora will develop and foster local networks in order to promote KKO as a preferred provider of informed, competent and self-reliant employees. In addition, these networks will support students to gain occupational awareness and identify opportunities which relate to further study, work/industry-based training and employment:

- **Networking** is central to the success of the KKO partnership school concept and philosophy, including the curriculum and career education programme. The building of relationships and networking strategies with local industries, businesses, training providers and tertiary providers, will enable students to learn directly from employers and providers about the skills, knowledge, key competencies, and attributes valued and desired by potential employers.

Opportunities for work experience or on the job training can also be provided, which may result in students being offered employment.

One example is a local organisation SEEKA, New Zealand's largest post-harvest and kiwifruit orcharding company (harvesting and packing approximately 25% of the national crop). Kura Kete Ora would network with SEEKA to explore opportunities for the company to visit KKO as Guest Speakers to provide students who may be interested in vocational pathways within the industry sector with occupational awareness related to the skills, competencies and qualities SEEKA value in their employees, and the associated career pathways and work-related opportunities relevant to the industry sector. Opportunities for students to engage in work experience with SEEKA would also be established, with the intention that some students could be successful in securing further training opportunities and employment. The benefits for SEEKA employers is the recognition of KKO students who are competent and self-reliant in the identification of the skills, competencies, qualities and experience required to work and progress their career within the kiwifruit/horticultural industry sector

- **Work-Place Training and Apprenticeships** available to KKO students would be identified through networking with local industry-based ITO's
- **Secondary-Tertiary (Sec – Ter) Network Meetings** run out of Bay of Plenty Polytechnic and represented by School Principals/Deputy Principals and Careers Advisors to build relationships, and discuss and plan secondary/tertiary alignment initiatives which occur within the region, will be attended by the KKO Careers Advisor
- It is imperative that KKO networks include He Ara Tika; a Māori Mentoring Initiative which is focused on building the self-esteem and cultural identity of Māori secondary school students. This community-based initiative, which has a community provider in Tauranga, aims to encourage Rangatahi Māori participation, retention and success in secondary school as well as developing further educational and career pathways
- **The Bay of Plenty Priority One INSTEP Programme (Industry & Schools Training & Enterprise Partnership)**, is an additional networking opportunity which will provide valuable links between businesses and local secondary schools. This initiative gives students, teachers, parents/whānau and principals a good understanding of business and how it relates to economic growth, encouraging students to achieve their goals through understanding the relevance of what they learn at KKO to a work environment. Embedded within the INSTEP Programme, is 'Western Bay @ Work', which comprises a month long programme of activities and events held in the Bay of Plenty to highlight career development opportunities to people such as students, new migrants, and those wishing to retrain up-skill or return to the workforce

Local Vocational Initiatives:

Kura Kete Ora will interface with the following local vocational initiatives in order to assist students to gain vocational information and experience further study or work/industry-based training opportunities and pathways related to employment:

- **The Youth Pathways Database**, will enable KKO to search learning opportunities and book their students directly on courses offered by regional tertiary providers and other secondary schools. The database, launched by the Western Bay of Plenty Youth Pathways Consortium in 2011 (nine local secondary schools), provides an online 'one stop shop' for secondary school students to access a comprehensive range of courses in their area of interest. The Youth Pathways tool will support Kura Kete Ora with its career planning process by supporting students who wish to make a seamless transition into tertiary study
- **The Student For a Day** initiative, co-ordinated by the Bay of Plenty Polytechnic (BOPP), will enable KKO senior students to attend the Polytech in order to experience a course of choice and in turn, make a more informed decision about what course she/he may wish to study
- **SmartPaths**, which is a further Bay Of Plenty Polytechnic model of partnership and alignment project with secondary schools, will provide KKO students with pathways into further study at the BOPP. SmartPath Programmes range from one-day, on-campus experiences to year-long partnership programmes, taught in secondary schools using Bay of Plenty Polytechnic resources and accreditation

Regional/Local Network Associations:

Kura Kete Ora is committed to employing a highly professional, qualified Careers Advisor who holds membership with appropriate professional organisations:

The KKO qualified Careers Advisor will become (or may already be) a member of:

- 1 The regional **Careers and Transition Education Association (Aotearoa) Ltd ("CATE")**. CATE, a key professional organisation for people working in careers and transition education, is committed to the goal of improving outcomes for young people, Māori and Pasifika learners, learners with special needs and learners from lower socio-economic backgrounds
- 2 The **Career Development Association of New Zealand (CDANZ)** represents members working in a diverse range of roles within the careers industry, through the promotion of professional standards and best practice in career development within New Zealand

4.1. 2. 6.

Learning Environment and Teaching

Integral to effective teaching, assessment design and practice is the relationship between the teacher and the student. It is widely understood that teachers have a significant effect on the learning climate and students' learning experience through their interactions with students. If students experience the positive value (extrinsic and intrinsic) of engaging in learning within a constructive learning environment, teachers can use this value to generate positive results. This is endorsed by Abbott (1999), who advocates "the test of successful education is not the amount of knowledge that a learner takes away from a school, but the appetite to know and the capacity to learn".

The Kura Kete Ora teaching, learning and assessment framework aligns theory and practice through the use of an activity learning schedule, which integrates Bloom's Taxonomy and Gardner's Multiple Intelligences. The focus is on nurturing learners' cognitive skills and connecting them with their preferred learning styles through engagement, depth and rigour. The programme is facilitated within a whenua-based environment, with connections to Marae and respective kaimoana environs, to ensure the learning is socially and culturally connected. Content related to Māori Te Reo and Tikanga, which reinforce the connectedness of learning to the immediate environment, are incorporated within the Kura Kete Ora programme. Subsequently, some assessments may require Te Reo, whilst others are optional in language choice. Assessment is viewed as learner-responsive, involving inclusive rather than exclusive activity, the purpose being to empower learners to become independent, responsible individuals, through active engagement in the learning and assessment process. Integral to this process is on-going involvement, support and encouragement from Teachers/Specialist Tutors/Kaiawhina teams, Volunteers, Learners, Whānau and Kaumatua. Teachers/Specialist Tutors/Kaiawhina assume a high level of responsibility for removing learning impediments, whilst learners take responsibility for becoming independent learners through active engagement in the learning and assessment process.

Young people at Kura Kete Ora will be facilitated and mentored to experience:

- Learning activities which nurture their thinking skills and cater for individual characteristics of intelligence and learning
- Developing confidence in the use of different thinking tools to grasp a variety of concepts
- Choosing the activities and tasks they would like to do in order to complete the work they are participating in
- Becoming engaged and make connections with their learning and in turn, develop lifelong learning skills

Multiple Intelligences, as developed by Gardner, is based on the understanding that people learn utilising different types of learning styles (Griggs et al., 2009). McFarlane (2011) advocates individual learning can vary across a range of human potentialities, stemming from bio-psychosocial and cultural factors which affect their skill sets and abilities.

MI can specifically cater to the diversity within learning environments and subsequently generate a more effective and realistic approach to address the uniqueness of learning needs. The implications for educators and students are significant in terms of the richness and flexibility MI brings to teaching and learning (McFarlane, 2011). Griggs et al. (2009, p.55) concur, adding that by teachers knowing which intelligences a student possesses, the student's learning is enhanced and the teaching is more effective.

As outlined by Smith (2008), Gardner's nine (9) Multiple Intelligences comprise:

1. Linguistic Intelligence
2. Logical Mathematical Intelligence
3. Musical Intelligence
4. Bodily-Kinesthetic Intelligence
5. Spatial Intelligence
6. Interpersonal Intelligence
7. Intrapersonal Intelligence
8. Naturalist Intelligence
9. Existential Intelligence

(Source: Smith, M.K. (2008), [www.infed.org,p1](http://www.infed.org/p1))

Armstrong (2011) describes MI as being extremely integral to the teaching-learning process in any environment, in that whatever we teach and learn can be connected to the different intelligences as seen in the figure below:

- Words (linguistic intelligence)
- Numbers or logic (logical-mathematical intelligence)
- Pictures (spatial intelligence)
- Music (music intelligence)
- Self-reflection (intrapersonal intelligence)
- Physical experience (bodily-kinesthetic intelligence)
- Social experience (interpersonal intelligence)
- Experience in the natural world (naturalist intelligence)

(Source: Armstrong, T. (2011), Multiple Intelligences)

Kura Kete Ora will seek to utilise those intelligences which are often not catered for in mainstream schooling, such as kinesthetic and naturalistic intelligences, but also integrate reading, maths and writing skill development within and related to 'learning through doing' and 'edu-tainment' activities. It will be the teachers and specialist tutors role and responsibility to find the keys to each student's learning, those which will unlock previous gates or barriers to learning, to invite the learner to be engaged in the learning process. As stated, integral to this is the belief that each learner is unique, and their uniqueness extends to learning style preferences, and multiple intelligences. By understanding learner's preferred ways of processing knowledge, teachers can shape learning and assessment experiences, as well as strengthen the student's ability to work in other intelligences. The question at the heart of Kura Kete Ora's approach to teaching is not, "Are you smart?" but rather, "How are you smart?" (Koch, 2007; Markova, 1992).

The instructional teaching methods utilised at Kura Kete Ora in order to capitalise on the range of student learning styles, and the interaction between activity orientation learning, such as horse-riding, and reflective learning, such as writing about horse-riding, will be:

- Direct whole-group instruction
- Indirect whole-group instruction
- Instruction incorporating various learning modalities
- Instructed adapted to multiple intelligences
- Teacher-directed small group instruction
- One-on-one teacher instruction
- Co-operative learning
- Peer tutoring
- Ipad Mini activities
- Educational and motivational field lessons
- Haptic, multi-sensory instruction such as raps, songs, chants, and dances
- Phonetic-based instruction
- Whole-language instruction
- Project-based learning
- Discovery learning

Assessment

In addition to teaching processes, effective assessment methods are key to learning and achievement occurring well for students, especially those students whose learning is impacted by auditory or visual processing difficulties and/or behavioural difficulties.

International and national research has indicated that assessment is at the heart of the student experience and constitutes a vital and integral component of the teaching and learning process (Alton-Lee, 2003; Mahuika & Bishop, 2011; Scouller, 1996). It acts as a signal to point students to what educators and institutes consider most important to learn (Boud, 1998). Currently, for many in New Zealand secondary education it appears that teaching equals assessment preparation and evidence collection, and learning equals assessment completion. Traditional methods of assessment have placed an emphasis on summative tasks for purposes of efficiency and the need to meet the demands of larger class sizes, a diverse range of students, rapid changes within technology and what is commonly perceived as the commodification of learning.

The Kura Kete Ora approach to assessment is different and reflects the three types of connectedness referred to earlier, working together – relational, pedagogical and curriculum in harmony. This means careful consideration of who assesses, how assessment occurs and the curriculum content which is the target of assessment.

Assessment – relational connectedness

Assessment that is culturally appropriate and inclusive benefits all students and honours the relationships which are important to the learner, the targeted learning and the learning community (Mahuika & Bishop, 2011). For Kura Kete Ora, knowing is viewed as an active, not an objective, process. For each student their experience in and of the world is not of an objective, distant nature but rather integral to their being. Interpreting the world is what human beings do as they seek to live with purpose and meaning. Consequently, individual experiences are not seen as objective snapshots of events, but rather as interpretations and constructions in the process of meaning making, a process holistically connected with who they are, and consequently assessment practices seek to honour these connections. In the Ako Aotearoa funded research undertaken by Hannah Hohapata focused on Integrated assessment for Māori youth learners, she reports of the positive influence for Māori (and we believe for all learners) when the assessment phase of the learning/teaching relationship occurred in an appropriate place and by an appropriate person. The examples she gives are of a student whose attempt at a karanga was assessed by her nanny who gave her feedback that led to further learning. In the Kura Kete Ora model, choices about who are involved in assessment and feedback can be made in consultation between learner and their teacher/specialist tutor. Similarly, the place to assess a karanga is not in a sterile classroom, but on the marae. The place to assess one's engagement in and through the eight domains is in the place of working and learning. One's understanding of horticulture can be assessed in the garden with the produce in front of one. One's understanding of working with horses can be assessed through observation and discussion as well as other more traditional methods. Hohapata reports that before any assessment occurred "we deliberately embedded integrated assessment by looking at the roles and

responsibilities, tasks and opportunities for capturing naturally occurring evidence” (2011, p. 15).

Currently, assessment practices in NZ secondary schools tends to be individualistic while learning theory continues to show the importance of social connectivity for learning (e.g., Siemen’s (2005) Connectivism Learning Theory). In order to meet this significant challenge, places of learning need to redefine the role of the teacher-learner relationship in the assessment process, in order to shift the balance of power and responsibility towards facilitating a student-centered approach to learning and assessment. Creating a collaborative teaching and learning environment where Kura Kete Ora young people are able to become self-regulating and take a more active role in the assessment process, will build the capacity for them to develop as independent learners who are adequately prepared for work and lifelong learning.

In their work with effective assessment for Māori , Mahuika & Bishop (2011) challenge educators to consider assessments which enable collaboration, but also iwi differences, noting that “a holistic approach to teaching and assessment features considerable potential for more culturally inclusive assessment measures” (p. 189). Integral to this process is on-going involvement, support and encouragement from Teachers/Specialist Tutors/Kaiawhina teams, Volunteers, Learners, Whānau and Kaumatua. Teachers/Specialist Tutors/Kaiawhina assume a high level of responsibility for removing learning impediments, whilst learners take responsibility for becoming independent learners through active engagement in the learning and assessment process.

Assessment – Personal Connection

Norsworthy’s (2008) research indicated that from a student perspective, assessment tasks most likely to contribute to ongoing learning and development required students to process information through a personal filter and sense of fit. In other words, assessment tasks which were influential were deemed to be “personal to me” (Kava²). This is not the same as saying that one’s knowledge is so personal and situationally specific that it cannot be defined or held to account (Furlong, 2000; Schön, 1983). According to Kava, such assessment tasks get “me to dig deep into personal values, looking at character, something I have struggled with” (FQ). This same sense of personal connectedness can be illustrated when Lily who identified a high level of self-awareness in assessment tasks which “make you think carefully about how you are forming your ideas and what is informing your attitudes/involvement”. It appeared that students seek personal connection and seek to understand their own reasons for accepting ideas or developing levels of skill. We believe that this sense of connectedness is at the heart of the reciprocal processes of learning and teaching and needs to be at the heart of assessment design. We reject the western scientific view of knowledge indicative of an objectivist epistemology and agree with Palmer, who holds such a view as “morally deforming” because “it sets students at arm’s length from the

² Participants chose their own pseudonym

world they are studying; they end up with a head full of knowledge but without any sense of personal responsibility for what they know, no sense of connectedness to the world that their knowledge reveals to them” (1999, p. 2).

Designing assessments which honour this personal connection can counter the typical deficit discourse which many students attending Kura Kete Ora will, unfortunately, be very familiar with and which is a “major impediment to Māori students’ educational achievement” (Mahuika & Bishop, 2011, p. 185). Kura Kete Ora staff will prioritise engaging learners in a transformative process which fosters an understanding of why they are being assessed, what it is they need to be learning and the most effective way to learn it. This places strong emphasis on the need to balance assessment *for* and assessment *of* learning, through the use of formative assessment, formative feedback and feedforward processes. The dual benefit is that formative strategies enhance learning and achievement through supporting students to focus on the process of learning, rather than gaining surface information to pass a test or obtain a final grade.

Assessment: Curriculum Connections

Authentic assessment is embedded in purposeful and meaningful activities and work.

In current New Zealand educational landscape, assessment has tended to become isolated from purposeful and meaningful activities and work. An example of this is the focus on literacy in isolation. At Kura Kete Ora, literacy is understood in a broad sense and as critical to participation and contribution in society, but is connected pedagogically to curriculum content rather than isolated. Consequently, literacy components for reading, writing, presenting and listening will be embedded in authentic purposeful activities. The Kura Kete Ora educational approach believes that where meaning making is respected, learning is increased.

Well-designed assessment which is clearly aligned with learning outcomes, focused on formative assessment and feedback processes, is integrated, innovative, culturally-responsive and facilitated by teachers who are supported to make informed professional judgements, will ensure Kura Kete Ora learners become active agents in their educational journey. A coherent and systemic approach to teaching, learning and assessment will subsequently ensure this transformative approach to education is a viable option across all domains of the Kura Kete Ora curriculum. Kura Kete Ora aims to use formative and summative assessment methods that are fair, valid, reliable and consistent, which are appropriate to supporting learning and achievement. Assessment processes will be regularly evaluated through Kura Kete Ora internal moderation processes and external moderation with an education provider(s) who are allied to the values and key concepts of Kura Kete Ora.

Also central to quality assessment practice is effective assessment design which:

- Avoids over-assessment and develops strategies to reduce the assessment load
- Redresses the balance between formative and summative tasks

- Provides timely and effective feedback to students
- Ensures the match between teaching, assessment and learning outcomes
- Develops and implements innovative assessment techniques

Assessment: Pedagogical Connections

As mentioned earlier in this proposal, one way in which Kura Kete Ora will meet learner needs is through a pedagogy which embraces assessment of learning, **for** learning and **as** learning. Wherever possible, assessment of learning will be situated within authentic learning experiences and, where appropriate and possible, result in ‘treasures’ which serve other communities/real-world audiences. Such an approach will reduce the “traditional time constrained pencil and paper tests” which “have proved unreliable indicators of Māori achievement in the past” (Ministry of Education, 1992 p. 13; cited by Mahuika & Bishop, 2011, p. 193).

Kura Kete Ora teachers and special tutors will use a wide range of assessment methods, including oral, aural, narrative (written), video, musical, drama, artistic presentation or oratory format, group presentation and one on one meetings. Activities will integrate all learning outcomes, ensuring the programme is not over-assessed and the workload is efficient and manageable for teacher and learner alike. Some assessments will require Te Reo Māori, and some learners may choose to be assessed in Te Reo Māori, while others will choose English.

In providing feedback to students on their progress, there is substantial literature that identifies the importance of effective, specific feedback as part of effective assessment, and consequently effective teaching and learning (Alton-Lee, 2003; Black & William, 1998, 2007; Burnett, 2002; Clarke, Timperley & Hattie, 2003; Dweck, 2007; Eysers & Hill, 2004; Fluckiger et al., 2010; Hattie, 2001; Jang & Stecklein, 2011; Mahuika & Bishop, 2011; Ronanyne, 2002; Williams, 2010). However, not any kind of feedback is influential. At Kura Kete Ora, feedback will engage with the student’s thinking about their own meaning making and ways of knowing and learning. Notably, feedback will not necessarily imply written feedback, for many times feedback is more influential if it is oral (Hawe, Dixon & Watson, 2008) and interactive (links to relational connectedness).

Within all aspects of the Education Programme, Kura Kete Ora will seek to employ outcomes-based education, where the focus is on:

- Competency-based, mastery learning
- Achieving outcomes according to ability (not age criteria)
- Support is given to facilitate development of new skills rather than topic coverage
- Instructional guidance and outcomes achieved, lead to progression to new learning
- Competition that positions some students as failures is actively discouraged, whereas team-work and opportunities to succeed as part of a team is actively encouraged (Malan, 2000)

In summary, assessment, feedback and outcome principles at Kura Kete Ora will include:

1. Assessment will be learner-centered and will be viewed as an inclusive rather than exclusive activity;
2. Assessment will be collaborative, not only between the tutor and the student, but also with links to appropriate communities for example, Māori through the involvement of Kaumatua, and workplace providers for relevance of assessment to real-life practice
3. The student will be involved in programme assessment and planning, which is an empowering process, emphasising partnership and self-determination. This will include planning the assessment type, context and timing
4. Standards-based assessment is a key principle of Kura Kete Ora, which provides a clear message to students and teachers about what students specifically need to learn, what is clearly expected of them, and precisely whether the standards have been met
5. The relationship between teaching staff and the student is integral to effective assessment design and practice
6. An assessment matrix will be established in every programme document to ensure over-assessing is not occurring. This would support analysis of assessment, student and staff workload, complexity, features and opportunities for integration
7. Feedback will be provided during learning to give information on progress and performance. This provides a powerful enhancement to learning, accelerates learning, optimises the quality of what is being learned and reinforcement of that feedback increases the chance of success for both the individual learner and the collective (Hounsell, 2006)
8. There will be a range of assessment activities appropriate to the context of learning

4.1.2.10.

Kura Kete Ora will offer New Zealand Curriculum Levels 3 – 5, and NCEA Levels 1-3. The assessment processes will vary and relate to the learning activities that are being undertaken in the student's module, as illustrated by the examples given. Sometimes assessments will be formative, other times summative or involve a presentation. For technological activities, assessments are likely to entail making or constructing and evaluating the outcomes, and could also include design. In regard to reflecting on an experience and using writing, sometimes descriptive writing will be relevant compared to transactional writing. Standardised tests will be used less for the Junior School, Years 7-10, for the reasons stated earlier. However, as students' confidence increases with their academic work, they will be given standardised tests so as to prepare them for NCEA.

Kura Kete Ora is a learning model which integrates the activities-based curriculum that is linked to the New Zealand Curriculum, vocational/career pathways and the central theme and experience of Manaakitanga. This interface is central to the Kura Kete Ora culture and community. See diagram on following page: