

Pacific Peoples Advancement Trust (the)

Question 1

Which legal entity establishes, owns and is legally responsible and accountable for the school?

Pacific Peoples Advancement Trust.

Question 2

Are staff employed and paid by the Open Polytechnic?

The Principal, Deputy Principal and central administration staff will be employed and paid by the OP. Existing OP staff will also support processes relating to finance, legal, logistics, human resources and information technology as appropriate, as part of their current jobs.

Each partner community will employ its teachers, coaches and local admin assistants, and the costs of this employment this will be covered in its fee.

Question 3

Will there be an arrangement with the Open Polytechnic for the legal entity that owns the school to be on-charged for salaries and other costs incurred?

Yes.

Question 4

PPAT owns no assets (p.62). Which entity will own and maintain resources such as IT to deliver the curricula?

OP will own the tablets, curriculum and courseware intellectual property. It will also own student management systems, human resource systems, financial systems, etc that support processes. Partner communities will own local facilities and equipment as relevant.

Question 5

To the extent assets owned by community partners are used, will PPAT or the owner of the school be charged?

The cost to the partners of maintaining assets will be covered in their fee.

Question 6

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

The proposed model is flexible and gives the Ministry options around student volumes. It uses the existing capabilities and assets of PPAT, Village Trust and Open Polytechnic and the community partners.

There are some constraints. The model does rely on the student:teacher ratio of 25:1. Classes smaller than 20:1 become unsustainable on any one campus. Also, there are fixed costs in the model with establishing the programmes and campuses.

We have looked at modelling what a minimum would like given any constraints on student volumes.

- The minimum for any community partner campus is a first year of 50, and a morning and evening class with support of teachers and coaches. This allows for the recruitment of at least 1 full time registered teacher and 1 full time coach.
- The minimum number of community campuses is two to cover the fixed costs.
- This means that as a minimum by year three, there would be 126 students in each of two schools (252 total).

To be financially sustainable at this lower volume means that there can be no discounts for scale as were offered in the application.

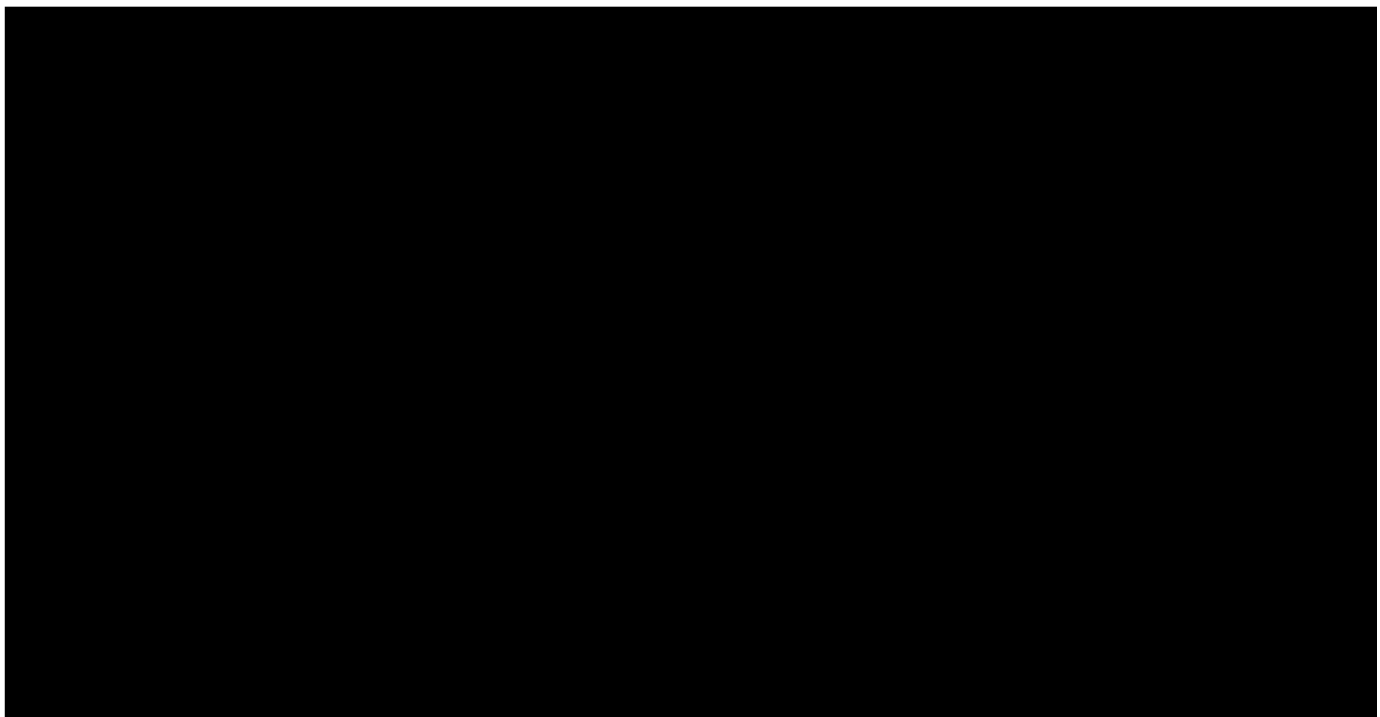
Furthermore, the risks around success are higher. Given the reduction in volume the financial result is a break even situation (that is the model assumes a contingency but after contingency there is no surplus).

The greater the volume then the greater the likelihood of financial success and the more efficient the model (and this success and efficiency can be shared through the proposed discount).

Question 7

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

On page 51 of the original application document we presented an example of the weekly programme for a Year 11 student (first cohort), Term 2, week 1. s 9(2)(a) OIA



This weekly schedule was based on:

- Our commitment to a progressive learning approach shown on page 37, which illustrates how a student transitions through progressive levels of structure in the learning environment, educational foci and teacher / coach relationships.
- The course schedule for Year 11 (see below), taken from the Course and Qualification Plan on pages 31 and 32, which in turn shows course sequences, mapped against embedded unit standards and qualifications (NCEA L1, 2 and 3).

Term 1	
TEN WEEKS	Week 1 – Orientation / team building
	Week 2 & 3 – Diagnostic assessments / Learning Contract meetings
	Week 4 to 10 – Curriculum courses: 'My Planning, My Preparation'; 'My Finances, My Work' (course assessment integrated)
One week break	
Term 2	
TEN WEEKS	Week 1 to 9 – Curriculum courses: 'My Health, My Community'; 'My Goals, My Future' (course assessment integrated)
	Week 10 – Progress Review meetings; Achievement ceremony
YEAR 11	Two week break
	Term 3
	TEN WEEKS
Week 10 – Cultural festival / Open week Learning Contract Review meetings	
One week break	
Term 4	
TEN WEEKS	Week 1 to 7 – Curriculum courses: 'My Work Skills' (parts 3 & 4); 'My Career Pathways'
	Week 8 & 9 – Vocational options: Introduction to local employers
	Week 10 – Learning Contract Review meetings
Achievement ceremony	
Hours of operation: 9 to 12.15pm – Morning sessions: core curriculum focus 1 to 5pm – Afternoon sessions: POS coach support sessions	

In a similar way - based on progression of learning experience from Year 11 to Year 13; course and qualification plan and whole year timetable – we have provided an example of the weekly programme for a Year 12 student (first cohort), Term 3, week 1.

Question 8 s 9(2)(a) OIA

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

Evidence of success of learner-centric, community-based model for priority learners

Over 2011 and 2012 around 10 community partners have worked with OP to deliver foundation learning to priority learners using a similar learner-centric, community-based model to that proposed for POS. Using this model and courseware contextualised for priority groups, the students have performed well above the average in the sector for foundation education and achieved effective life outcomes.

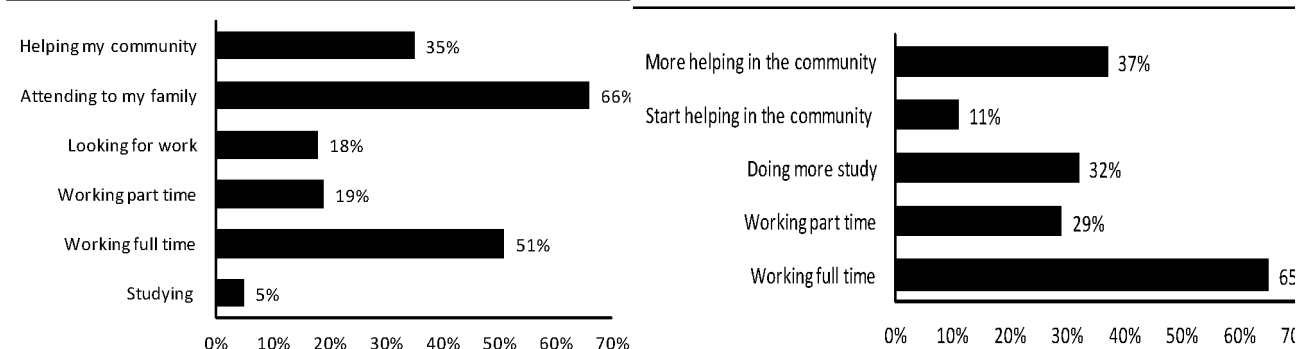
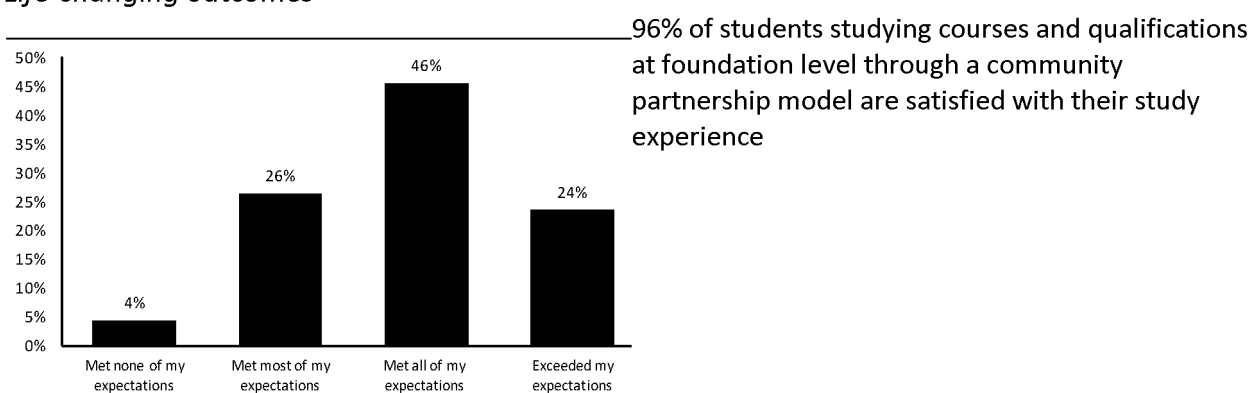
Specific evidence is provided below relating to:

- Above average educational performance
- Life-changing outcomes
- Ability to scale
- Courseware that is contextualised to priority group learners
- Other attributes of the teaching and learning model.

Above average educational performance

Main community partners	Ace Educators, Educational Leadership Project, Lavea'i Trust, Literacy Aotearoa, Martin Hautus, New Zealand Management Academies	Ace Educators, Educational Leadership Project, Lavea'i Trust, Literacy Aotearoa, Martin Hautus, The Village, New Zealand Management Academies
Foundation students enrolled through community partners	1,102	1,727
Equivalent full time students	440	538
Ethnicity	67% Pasifika 19% Maori 17% other	57% Pasifika 25% Maori 19% other
Course completion rates	77% (against sector average at L1-2 of 64%)	78% (against sector average at L1-2 of 74%)
Qualification completion rates	71% (against sector average at L1-2 of 50%)	89% (against sector average at L1-2 of 80%)

Life-changing outcomes



Our outcomes survey shows that students studying courses and qualifications at foundation level through a community partnership model have significantly improved life prospects.

Ability to scale

In both 2011 and 2012, around 85% of all Pasifika students in the Polytechnic Sector studying at level 1, were studying through OP/community partner arrangements.

Courseware contextualised and relevant to priority groups

The courseware we use to achieve these successful outcomes for priority learners is contextualised to this group. Delivered to the MoE separately to this email response is a sample of courseware that we currently use in our community-based provision of foundation education in Pasifika communities and in prisons and probation sites under the Department of Corrections. While the delivery mechanism in POS will make use of tablets, the contextualisation aspect and its relevance to priority groups will not change.

Other attributes of the teaching and learning model

Finally, the original proposal covers attributes of the teaching and learning model we believe is particularly suited to priority learners, some examples include:

- Section 3, Question 1c and Section 4.1, Question 2b: Improved outcomes for priority learners is enhanced by a model that is personalised and learner-centric; connected to and within communities; has a vocational focus aligned to student interests and skills and includes work placements; connects directly to tertiary study pathways; and is a high tech / high touch model to engage youth.
- Section 4.1, Question 6a/b: The distinctive instructional approach leads to improved outcomes for priority learners by: including a diagnostic assessment, student survey and Learning Contract; strong stakeholder relationships; a progressive learning experience; and aligning to proven models (nationally and internationally) for foundation learning. It also meets all criteria for foundation education and all recommendations from Ako Aotearoa's report: *Lifting our Game*.