

APPLICATION

for applying to operate a
Partnership School | Kura Hourua opening in 2014

PASIFIKA OPEN SCHOOL

THE PACIFIC PEOPLES
ADVANCEMENT TRUST


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1 Notice of Intent to Respond

Please note, this Notice of Intent to Respond has been amended since it was submitted to partnership.schools@minedu.govt.nz on 20th March 2013.

Notice of Intent to Respond

Notification:	Dated	18 March 2013	
Respondent:	Organisation	Pacific Peoples Advancement Trust	
	Address	PO Box 15400, New Lynn, Auckland. 0840	
Primary Contact:	Name	La'auli Savae Michael Jones MNZM	
	Position	Chair of Trust	
	DDI		
	Mobile		s 9(2)(a) OIA
	Email		
	Signed		

2 APPLICANT PROFILE

1. Contact person for this Application	
Contact person:	La'auli Savae Michael Jones MNZM
Position:	Chair, The Pacific Peoples Advancement Trust
Phone number:	
Mobile number:	
Email address:	
Fax number:	
Is the contact person authorised to negotiate?	
2. Applicant's organisational profile	
Full legal name:	The Pacific Peoples Advancement Trust (PPAT)
Trading name: (if different)	N/A
Name of parent organisation:	N/A
Physical address:	166 Redoubt Road, Manukau, Auckland 2015
Postal address:	PO Box 76426, Manukau, Auckland, 2241
Company website:	N/A
Location of head office:	Auckland
Type of entity (legal status):	Charitable trust
Company registration #:	CC43097 (Charities Commission) 1639139 (Charitable Trust Incorporation)
Country of residence:	New Zealand
GST registration number:	91-607-204
3. Overview of Applicant's organisation	
Type of organisation:	<p>Legally, PPAT is a Charitable Trust.</p> <p>The current Trustees of PPAT are La'auli Savae Michael Jones MNZM and Hamish Angus Crooks.</p> <p>Conditional upon the success of this proposal, the following people have consented to being appointed as additional Trustees to PPAT, to provide a wider representation of the Pacific Islands and also Maori representation on the Board:</p>

Proposed role	Identified member (if appropriate)	Competences / qualifications of role
Chairperson	La'auli Savae Michael Jones MNZM	Educationalist, Community Leader, Youth Advocate
Board Member	[REDACTED]	Educationalist, Chairperson Maori Language Commission, Community Leader
Board Member		Educationalist, Community Leader, Youth Advocate
Board Member		Reverend, Educationalist, Community Leader, Youth Advocate
Board Member		Marketing/Public Relations Professional, Educationalist, Lawyer
Board Member		Director, Centre for Pasifika Development and Support Unitec, Educationalist, Community Leader, Youth Advocate
Board Member		To be advised (Tonga)
Board Member	Hamish Crooks (Cook Islands)	Chief Executive, Pacific Homecare, Educationalist, Pasifika Community Leader, Youth Advocate

Philosophically, PPAT's focus is on the educational and social well-being of Pasifika peoples.

The objective of PPAT currently is educational, but will be varied to focus more specifically on the education of teenagers and young adults (with an emphasis on Pasifika people), and will include specific reference to the operation of a Partnership School as a means of achieving the objective.

Year established:

Legal status as a Charitable Trust was granted on 8 December 2009.

History:

PPAT was established and used historically for the facilitation of the Pacific Leadership Group and Te Wananga o Aotearoa (TWOA) initiative.

In 2009 as a result of the Prime Ministerial Job Summit, the Tindall Foundation chose to partner with the Pacific Leadership Group (Hamish Crooks, Michael Jones and [REDACTED] - forming PPAT), to support a collaborative initiative with Te Wananga o Aotearoa

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Summary of experience relevant to this RFA:

(TWOA).

The initiative involved the delivery of NZQA accredited TWOA training programmes through Pasifika organisations with greater community networks, and already connected to target audiences. The delivery began through PPAT's partner organisations the Pacific Business Trust, Pasifika Education Centre, and the Village Community Services Trust in August 2009.

The partner organisations each established agreements with TWOA for the delivery of educational and training programmes targeting Pacific peoples.

Over the August 2009 – June 2011 programme delivery included the following:

Pacific Business Trust:

Certificate in First Steps to Business (L2)
Certificate in Small Business Management (L4)

Pasifika Education Centre:

Certificate in Computing (L2)
Certificate in Computing (L3)
Certificate in Speaking and Living English (L2)

The Village Sports Academy:

Certificate in Sport, Fitness & Health (L2)
Certificate in Sport Leadership (Applied) (L2)

PPAT was actively involved in facilitating relationships to establish the initiative but has become less involved since 2011 as the partners themselves established relationships with TWOA for the ongoing successful delivery of the programmes.

Conditional upon the success of this proposal, PPAT will revive an active participation in the governance of education and training of Pasifika youth at levels 1, 2 and 3.

PPAT represents community-based organisations specialising in educating and empowering Pasifika & Maori people through the provision of Training and Mentoring Programmes. These organisations have delivered qualifications at levels 2, 3 and 4 to a student base comprising primarily at risk Pasifika and Maori youth and young adults, with the aim of getting more people fit for taking on work opportunities.

Over the years, consultation with a wide range of individuals and organisations has enabled the component organisations within PPAT to tailor their range of services to ensure that Pasifika and Maori students are developing holistically as individuals and contributing positively to their families, their communities and society as a whole. Specifically they:

- Offer foundation education that pathways into Tertiary Education and allows students an opportunity to succeed in what - for the majority - is their first taste of successful tertiary study.
- Provide strong links within the social services sector and a history of successfully implementing social service programmes for Pasifika communities.
- Provide a critical support structure for youth that contributes towards functionally productive Pasifika and Maori families.
- Have specialist personnel selected for their expertise in delivery of high quality social service and educational

	<p>programmes, with background experience relevant to target group and organisational mission.</p> <p>If this proposal is successful, PPAT will expand its network of community-based partners to include other partners with a history of education and training provision to Pasifika and Maori youth at levels 1, 2 and 3.</p> <p>In all cases, this provision has been culturally centred and consciously focused on developing the individuals' personal growth and social values. The melding together of these approaches assists in creating or affirming the individual's self-esteem and social identity/responsibilities. By knowing who we are, we are able to find our place within our family and therefore our community.</p> <p>The experience of PPAT's network of partners and potential partners is very relevant to a Partnership School / Kura Hourua in that they:</p> <ul style="list-style-type: none"> • Are community-based • Focus on effecting positive change in priority learners • Provide culturally relevant and accessible foundation education • Provide learning in the context of a holistic support service • Form a bridge for learners to access tertiary education • Facilitate pathways to real jobs and meaningful careers <p>Demonstrate that innovative models can succeed where traditional systems have failed.</p>
Total number of staff in NZ:	0
Number of locations in NZ:	1
Overseas locations:	N/A

4. Current business commitments & proposed key personnel

Business commitments:	<p>PPAT has several partner organisations it has been working with to deliver training and education programmes at levels 3, 4 and 5 on the national qualifications framework. These programmes include sports, health and fitness, business computer training, business training, English training courses with over 200 current trainees.</p> <p>Tindall Foundation has supported these initiatives and has provided initial implementation costs for the training and education with a focus on getting more people into work opportunities. Through PPAT Tindall Foundation has also provided a loan for two of PPAT's partner organisations in The Village Services & Community Trust and Pacific Business Trust to purchase capital equipment where required. This is to be repaid over 7 years at a fixed 2% interest rate.</p>
Other Contracts with government	N/A

5. Probity

List any pending claims against the organisation:	N/A
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List any court judgements or other decisions that have been made against the organisation in the last 6 years:	N/A
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6. Disclosure of proposed partners

Disclosure: The following parties are critical partners for The Pacific Peoples Advancement Trust in the success of the Pasifika Open School (POS).

Collaborative Partner / Sub-contractor #1

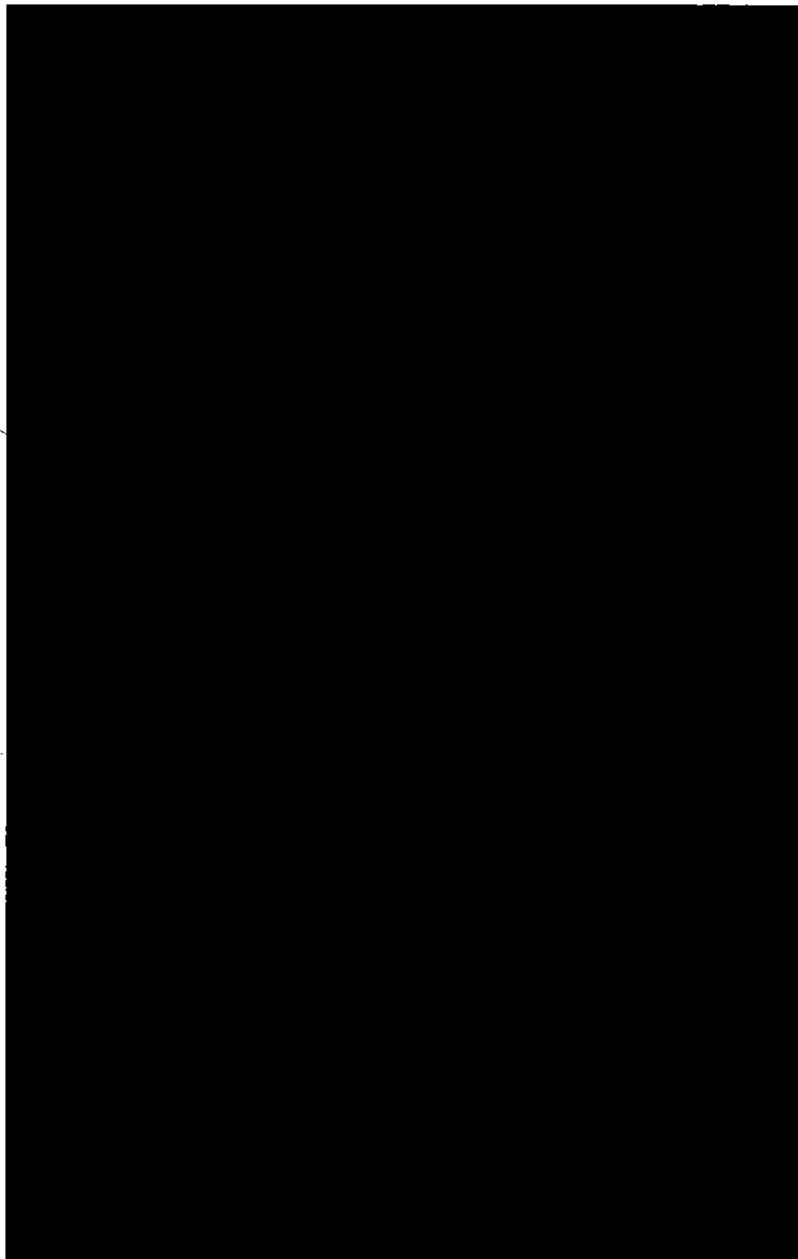
Partner / Sub-contractor name: The Open Polytechnic

Address:

Specialisation:

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Describe the deliverables the Partner / sub-contractor will be responsible for:



Collaborative Partner / Sub-contractor #2

Partner / Sub-contractor name:

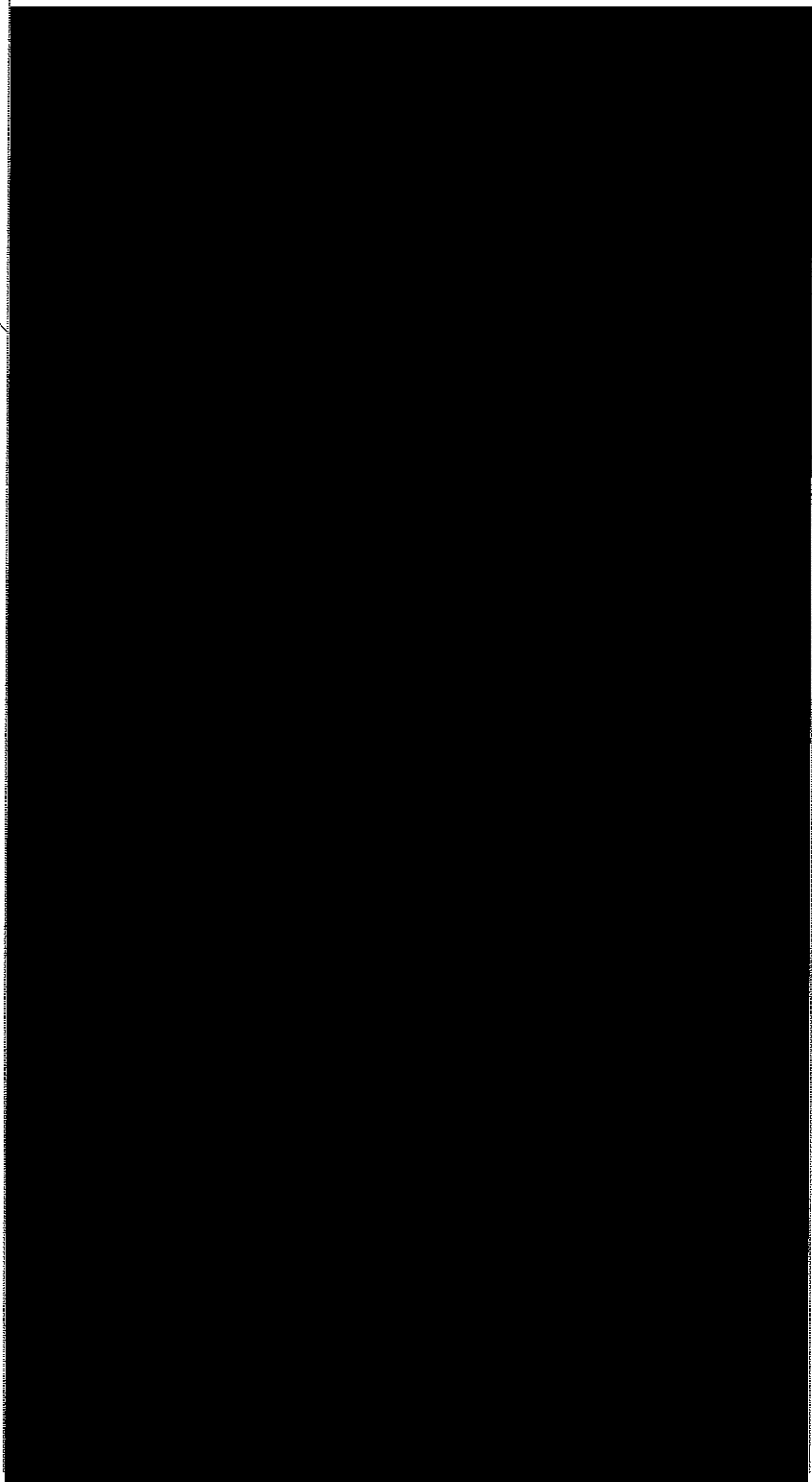
Community partners, initially:

- The Village Community Services Trust (The Village)
- Martin Hautus The Pacific Peoples Learning Institute Ltd (Martin Hautus)
- Lavea'i Trust Incorporated (Lavea'i Trust)
- Department of Corrections
- Affirming Works Ltd (Affirming Works)

Address:

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

Specialisation:



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REDACTED

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REDACTED

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REDACTED

7. Financial information

Current financial status:



Gross revenue:

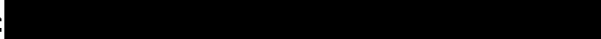
2012:



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Gross profit:

2012:



Last audited financial accounts:

Unaudited accounts for 2010/11 and 2011/12 are attached in Appendix 1

Copy of latest audited accounts attached?

Yes
(unaudited)

✓
(Appendix 1)

No

Copy of latest annual report attached?

Yes

No

✓

Is organisation in dispute with any trade union?

Yes

No

✓

8. Quality standards

For the purposes of this submission, Open Polytechnic will have a management contract with PPAT. Open Polytechnic complies with a series of quality standards, as listed below:

- The External Evaluation Report for the Open Polytechnic published in March 2012 states that NZQA is Confident in the educational performance and capability in self-assessment of The Open Polytechnic of New Zealand.
- The Open Polytechnic is a Signatory to the Code of Practice for the Pastoral Care of International Students.
- The Open Polytechnic is accredited to deliver over 100 degree, diploma and certificate programmes registered on the New Zealand Qualifications Register.
- The Open Polytechnic has consent to assess a wide range of standards from Level 1 to Level 7 on the NZQA directory of assessment standards.
- The Open Polytechnic has a low risk financial rating from TEC.

9. Occupational Health & Safety (OHS)

Health & Safety Management:

The Open Polytechnic will have a management contract with PPAT, and as such will manage all health and safety policies and procedures. The Open Polytechnic participates in the ACC Workplace Safety Management Practices (WSMP) programme, which provides acceptable health and safety quality standards, practices and processes within the work place. In 2012, the Open Polytechnic was audited by ACC against the WSMP standards, and was deemed to meet all requirements at 'tertiary' level. This is the highest accreditation standard that can be achieved against the set criteria. All responses below reflect the current health and safety systems at the Open Polytechnic which will be applied to PPAT.

Do you have a written health & safety policy?

Yes

✓

No

Do you have an employee participation scheme for dealing with health & safety issues?

Yes

✓

No

Is formal health and safety training given to employees?

Yes

✓

No

Records: Which of the following safety records do you maintain?

- Accident Register (as required by Health & Safety Act)?	Yes	✓	No	
- Hazard Register?	Yes	✓	No	
- Hazard information?	Yes	✓	No	
History: Have you received health and safety award/s?	Yes		No	✓
If yes provide details:				
Have you had health and safety related notice/warning/fine/prosecution?	Yes		No	✓
If yes provide details:				
Health & safety procedures:				
Do you have an emergency procedures plan?	Yes	✓	No	
Are formal hazard assessments carried out and recorded?	Yes	✓	No	
Is there always an investigation into any accident that results in harm, or could have resulted in harm?	Yes	✓	No	
Are vehicles and equipment regularly inspected, tested, examined and maintained?	Yes	✓	No	

10. Referees

Below are the details of referees who have relevance to our Application to operate a PSKH.

Referee #1

Name of organisation:

Name of referee:

Address:

Telephone:

Email:

Relationship:

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when:

Ongoing

s 9(2)(a) OIA

REDACTED

3 PURPOSE AND GOALS

"We cannot always build the future for our youth, but we can build our youth for the future"

Franklin D Roosevelt (September, 1940)

3.1 Section 3, Question 1a

POS Vision

A Pasifika youth whose educational experiences lead to real success in study, career and life.

POS Mission

To inspire success through the most flexible, accessible, motivational and culturally relevant learning experience.

Distinctive characteristics

The Pasifika Open School (POS) has a vision and mission that are unique within New Zealand. POS would like to seize the opportunity offered through innovative approaches to secondary education that lead to improved outcomes for Pasifika youth and better life, employment and study prospects.

Specifically, POS will possess the following distinctive characteristics:

- It will develop into a School, for Pasifika, by Pasifika and with Pasifika
- It has chosen to engage with the Open Polytechnic of New Zealand, because of the Open Polytechnic's capability in courseware development, shared services, vocational expertise, and record of successful outcomes for Pasifika students
- It is structured as a collection of eight satellite school campuses, each with distinctive culture, leadership and premises, but having a shared vision, curriculum, quality systems and central services
- It will target 16-19 year old Pasifika youth that are disenfranchised with, and consistently underserved by, New Zealand's mainstream, secondary education system
- It will personalise education programmes and learning support to the needs of individual students, with the capability to enrol at any time of the year
- It will focus students on learning that has practical meaning and deliver clear vocational options, aligned to the New Zealand Qualifications Framework, as credible choices for students
- It will provide a progression of learning that starts with compulsory courses that build / reinforce basic literacy, numeracy, work, study and life skills at level 1 (Year 11), through electives in vocational pathways aligned to the life goals of the student (Year 12), and vocational courses and qualifications, augmented by authentic, workplace-based training in Year 13
- It will employ an innovative, student-centric, technology-based, flexible learning model that is designed to engage, entice and excite 21st century youth
- It has the ability to 'scale up' effectively and efficiently by working with Pasifika communities and organisations across New Zealand, who are committed to the advancement of Pasifika youth

- The educational delivery model has the ability to be replicated across other distinctive cultures or target groups.

As leaders in our community, we experience on a daily basis the realities of a Pasifika population that is relatively young, has lower educational achievement than that of the broader population, has weaker labour market outcomes and is most vulnerable to weak economic conditions. PPAT is primarily concerned for our young people, who have been hardest hit by the labour market downturn. A significant portion of our young people face hopeless futures.

Through personalised, culturally-relevant and vocationally-meaningful education, underpinned by community and stakeholder engagement, we envisage that POS will create an educational experience for Pasifika youth that is qualitatively different from what is available in mainstream schools.

Through improving the educational achievement of students, POS will open up for them job, life and study opportunities, making real employment more accessible and purposeful, and giving them hope.

Key Statistics, Pasifika in New Zealand¹

Pasifika population: 310,500 (2011), 7% of national population up by almost 17% from 2006 census and growing under a medium scenario to 387,800 (2021), 8% of national population. 60% of the Pasifika population was NZ born in 2006.

Location: 95% in North Island, with majority in Auckland (74%) and Wellington (12%). 72% Pasifika school students in Auckland.

Age structure: Median age in 2011 projected to be 21.7 compared to 36.8 nationally. Majority young population - 36% are under 15. An additional 39% are 15-39 years old.

Secondary education: 24% of Pasifika students leave school without any qualification, and 41% without NCEA level 2. 26% of all Pasifika school leavers achieved a university entrance standard in 2010 compared with 42% overall.

Tertiary education: 35% of Pasifika people in 2006 aged 15 and over had no formal qualification. 24% of women aged 15 and over had a post-school qualification, compared to 20% men.

Unemployment: 14.5% in the year to June 2012, compared to 6.6% for the total population. Unemployment has risen 7.4% in five years, much more sharply than for the total population.

Employment: Employment rate over the last five years decreased 4.8 percentage points from 58% to 53.3%, below the total population (64%).

25% of new Auckland job entrants in 2030 will be Pasifika

Areas of employment: Pasifika are over represented in lower skilled industries and occupations that have weaker labour market outcomes. 58% are employed in manufacturing, wholesale / retail, transport / warehousing and health care / social assistance sectors. 27% are in trades or machine operators, 26% are labourers, 15% work as professionals and 13.5% are community and personal service workers.

NEETs: Currently 15.1% of Pasifika male youth (15-24 years) and 21.3% of Pasifika female youth are NEET, compared to 11.4% and 14.8% respectively nationally.

POS Outcomes

All POS business and operational activities will be driven by four outcomes:

OUTCOME 1: Doing better for priority learners who choose to study with POS

OUTCOME 2: Building career pathways, employment opportunities and further study options for Pasifika youth

OUTCOME 3: Enhancing productivity, capability and skills in Pasifika communities through foundation and secondary education

OUTCOME 4: Raising performance, quality, efficiency and effectiveness of secondary schooling for priority groups.

By achieving these outcomes, we will achieve our vision and mission.

¹ Department of Labour (March 2012), Pasifika Labour Market Factsheet; Statistics New Zealand (March 2007) Quick stats about Pacific Peoples – Census 2006; Tertiary Education Commission, *Demographic data by TLA and regions*. Published on TEC workspace, April 2012,

By achieving these outcomes we will also be making a significant contribution to New Zealand's economic and educational goals.

Specifically our four outcomes align directly to the Ministry of Education's priority outcomes, whole of education sector outcomes, Better Public Sector performance goals, the Pasifika Education Plan and New Zealand's vision for Pasifika Education, and Education in general.

POS's outcomes framework illustrates this alignment.



Specifically, POS's outcomes will primarily contribute to the following government targets:

- Increase the proportion of learners achieving expected literacy and numeracy standards
- 80% of schools will be demonstrating highly inclusive practice for learners with special education needs with 20% demonstrating good practice
- 85% of 18-year-olds achieving NCEA level 2 or equivalent qualification by 2017
- Increase Pasifika participation on School Boards of Trustees to be proportionate to the number of Pasifika students in the school

- Increase the proportion of schools successful engaging with their Pasifika parents, families and communities
- The rate of Pasifika suspensions to reduce from the July 2011 level of 5.4/1000 to 3.6/1000 in 2017; expulsions to reduce from 3.3/1000 to 1.5/1000 in 2017 and Pasifika exclusion rate to reduce from 2.2/1000 to 1.3/1000 in 2017
- The number of all Pasifika school leavers leaving with NCEA Level 1 literacy and numeracy qualifications to increase from 80% in 2010 to 95% in 2017.

3.2 Section 3, Question 1b

Goals and objectives

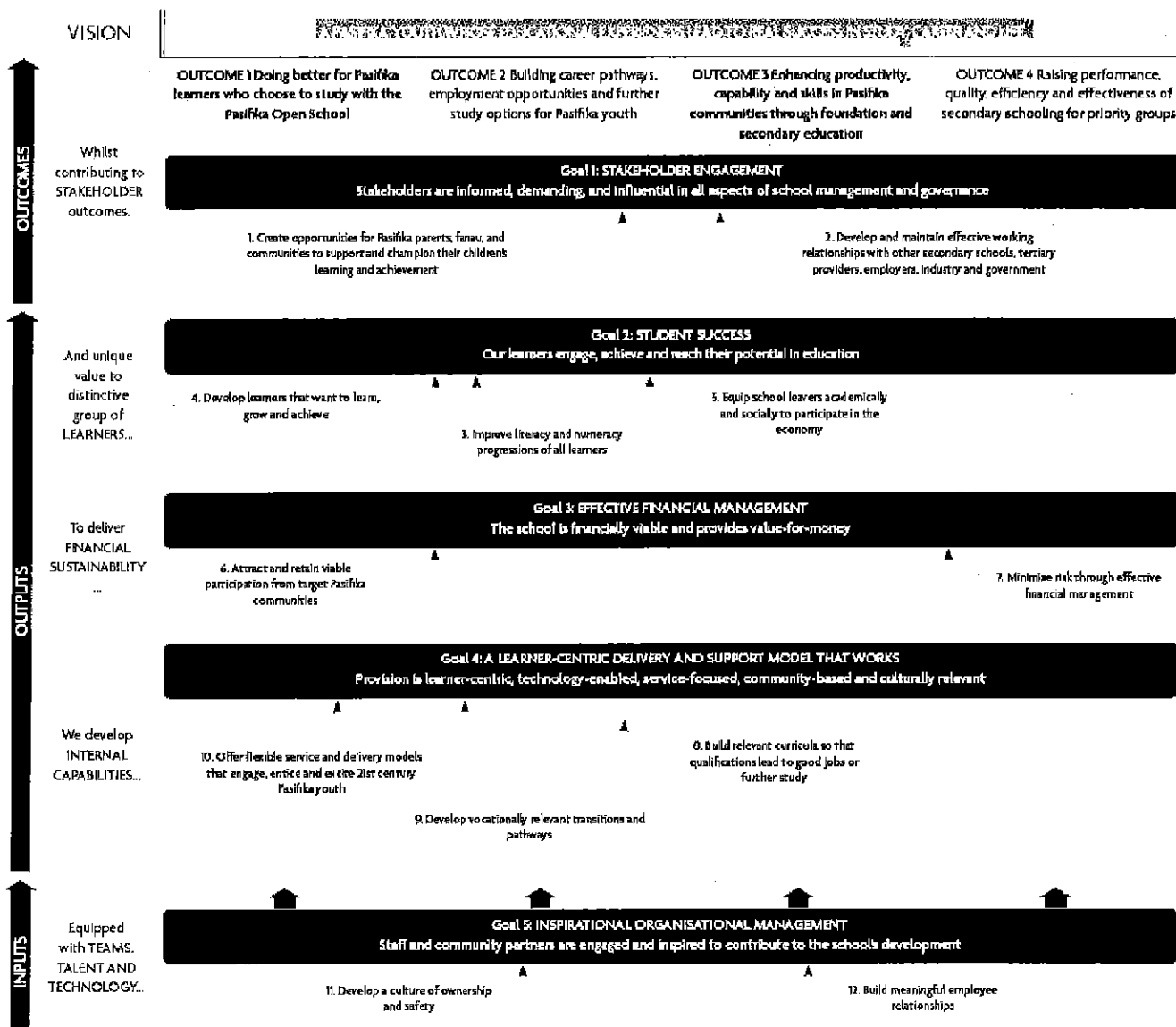
POS outcomes are supported by a range of goals, objectives and targets. In this way, activities in all aspects of our business will be driving the outcomes sought.

POS's strategy map illustrates the clear cause and effect linkages between our objectives, goals and outcomes. By achieving our objectives, we will deliver on our goals and effect our outcomes.

Our map also tells POS's unique story of how we will take a well-defined set of inputs, develop precisely designed outputs, and deploy these in ways that achieve both student and community success and stakeholder satisfaction.

STRAT

2014-2016

TO INSPIRE SUCCESS THROUGH THE MOST FLEXIBLE,
ACCESSIBLE, MOTIVATIONAL AND CULTURALLY RELEVANT LEARNING EXPERIENCE

POS has five goals, which align to the broad areas for contractual target-setting defined for organisations funded as PSKHs. These goals are:

GOAL 1: STAKEHOLDER ENGAGEMENT

Relevant stakeholders are informed, demanding, and influential in all aspects of school management and governance.

GOAL 2: STUDENT SUCCESS

Our students engage, achieve and reach their potential in education.

GOAL 3: EFFECTIVE FINANCIAL MANAGEMENT

The school is financially viable and provides value-for-money.

GOAL 4: A LEARNER-CENTRIC DELIVERY AND SUPPORT MODEL THAT WORKS

Provision is learner-centric, technology-enabled, service-focussed, community-based and culturally-relevant.

The learner feels that the school is relevant, the environment is culturally 'safe' and they will leave better equipped with the academic and vocational skills they need for an ever changing and increasingly technology-enabled and challenging world.

GOAL 5: INSPIRATIONAL ORGANISATIONAL MANAGEMENT

Staff and community partners are engaged and inspired to contribute to the school's development.

Teaching practices are exemplary. All people are engaged and inspired in contributing to the success of the learners.

Student engagement and achievement will be delivered through inspirational organisational management, a learner-centric delivery and service model that works, and effective financial management. Successful students will lead to engaged and satisfied stakeholders, and communities that are enriched with the opportunities and possibilities that education brings.

Key Performance Indicators (KPIs)

POS has 12 objectives, for which there are clear measures [Key Performance Indicators] and targets. Below is the list of KPIs, against which we will report and to which we will be contractually committed.

POS: Objectives, Measures and Targets

Goal	Objective	Measure	Target		
			2014	2015	2016
1. STAKEHOLDER ENGAGEMENT	1. Create opportunities for Pasifika parents, families, and communities to support and champion their children's learning and achievement	Proportion of Pasifika representation on School Board of Trustees	90%	90%	90%
		Proportion of parents and carers who are satisfied that their student has acquired useful skills and knowledge for future career pathways	75%	78%	80%
		Number of Partnering Pasifika communities	4	6	8
	2. Develop and maintain effective working relationships with other secondary schools, tertiary providers, employers, industry and government	Meet all contractual obligations and perform above government expectations	achieved	achieved	achieved
		Students wishing to attain university entrance or progress to specialist vocational programmes at level 3 are supported through study with Te Kura or another tertiary institute	achieved	achieved	achieved
2. STUDENT SUCCESS	3. Improve literacy and numeracy progressions of all students	Proportion of students that achieve at expected levels for their year group against nationally recognised assessment	75%	78%	80%
	4. Develop students that want to learn, grow and achieve	Proportion of students suspended	0.5%	0.45%	0.4%
		Proportion of students expelled	0.3%	0.25%	0.2%
	Proportion of students excluded	0.2%	0.18%	0.16%	

	3. EFFECTIVE FINANCIAL MANAGEMENT	5. Equip school leavers academically and socially to participate in the economy	Proportion of exiting students that have achieved NCEA Level 1	85%	89%	92%	
			Proportion of existing students that achieve NCEA Level 2	75%	78%	82%	
			Portion of students that are active in employment or study within 6 months of completing studies at POS	85%	90%	95%	
4. A LEARNER-CENTRIC DELIVERY AND SUPPORT MODEL THAT WORKS	6. Attract and retain viable participation from target Pasifika communities		Number of satellite school campuses	4	6	8	
			Students per satellite school campus	25-75	25-125	75-125	
			Registered teacher : student ratio	1:25	1:25	1:25	
			Proportion of Pasifika students	80%	80%	80%	
			7. Minimise risk through effective financial management	Manage to a surplus over revenue percentage between 3% to 8%	3%	4%	5%
5. INSPIRATIONAL ORGANISATIONAL MANAGEMENT	8. Build relevant curricula so that qualifications lead to good jobs or further study		Proportion of school leavers that enter employment or further study within 12 months of leaving POS	Above national average for 19-24 year olds	Above national average for 19-24 year olds	Above national average for 19-24 year olds	
		9. Develop vocationally relevant transitions and pathways		Proportion of students that select vocational pathway taster options at level 2	100%	100%	100%
				Proportion of students that are extremely or very likely to recommend the Pasifika Open School	80%	85%	90%
5. INSPIRATIONAL ORGANISATIONAL MANAGEMENT	10. Offer flexible service and delivery models that engage, entice and excite 21 st century Pasifika youth		Proportion of full time students receiving tablet based learning resources	100%	100%	100%	
		11. Develop a culture of ownership and safety		% of teaching and coaching staff that are of Pasifika ethnicity	80%	80%	80%
			12. Build meaningful employee relationships		Proportion of staff that register in survey as enthusiastic, energetic, proactive and focused	20%	22.5%
		Proportion of community partner leaders who register in survey as enthusiastic, energetic, proactive and focused.		20%	22.5%	25%	

3.3 Section 3, Question 1c

Key advantages of POS

POS is founded on the principle that a student's overall success in life is significantly enhanced if they choose to stay at school, and that schooling has a strong positive effect on transitions to tertiary education, health, later income and overall quality of life.

For those students who have chosen not to, or are unable to, continue with their current secondary education, POS can provide an alternative education pathway with significant advantages over traditional schooling. These are summarised below.

Education will be learner-centric

- Cohorts and satellite campuses will be small, and students will get group teaching and one-on-one coaching support.
- Students will have their own Learning Contract (or study plan) with personalised goals and milestones.
- Curricula will encourage personal growth and social values so that students can develop holistically as individuals and contribute more positively to their families and their communities.
- Educational provision will be culturally centred and consciously focused on creating or affirming the individual's self-esteem and social identity and responsibilities.

Education will be connected to communities

- The school will have a satellite campus within their local community.
- Bilingualism in social and some educational situations will be encouraged.
- Parents, relatives, neighbours and friends will all be encouraged to participate in the satellite school campus.

Education will have a vocational focus and include work placements connected to a career aspiration

- Students will be encouraged to identify their personal skills, interests and career pathways, such that their study options might be directed along any one of the current five vocational pathways.
- Through a provider partnership with the Open Polytechnic, POS will be able to offer an extremely wide range of vocational opportunities from the time of its launch, as it will have access to a wide offering of unit standard courseware that will provide the foundation courses of over 30 vocational National Certificates.
- Students will have the opportunity to develop skills and knowledge in their chosen vocational area through work placements in community businesses.

Education will be designed for transition to tertiary study

- Students will be encouraged to pathway to a tertiary institution, and onto level 4 and above vocational qualifications in their chosen area.

Education will be high-touch and high tech to engage youth

- Waka Hourua describes the double-hulled canoes used on long expeditions, with the two hulls creating a stronger and more versatile vessel better able to cope with the challenges of the vast Pacific Ocean. In the same way, the concept of POS is the creation of a stronger and more versatile organisation created on the dual foundations of technology and pedagogy better able to meet the education and training demands of 21st Century Aotearoa.
- These technology innovations are designed to work alongside a network of staff that provide teaching, pastoral and first-tier learning support to each student according to contracted quality and performance standards. The result is a high-tech and high-touch approach to educational delivery suitable for our target students, highly scalable, with national reach and centralised quality control.

POS's model has general alignment with the Big Picture School principle of *one student at a time ...in a community of learners*. The design principles of a Big Picture School are illustrated in Appendix 2.

4 EDUCATIONAL PLAN

“O le tele o sulu e maua ai figota”. Through collaboration the most difficult challenges can be overcome.

4.1 EDUCATIONAL FOCUS

4.1.1 Section 4.1, Question 1 (Part A – Proposed student population and educational need)

Profile of POS’s student population

The proposed student population comprises mainly young Pasifika students who are not currently enrolled in a school, who wish to pursue National Certificate in Educational Achievement (NCEA) levels 1, 2 and 3 with vocational options (part or full time) and who wish to develop a pathway to trade/technical training, tertiary study, apprenticeship or employment.

The reasons that young Pasifika people may not be currently enrolled in a secondary school – and might seek to enrol with POS - are numerous and often complex, but we believe there are young people who:

- Feel that traditional models of secondary schooling are not relevant for them
- Had other things in their lives that clashed with inflexible school timetabling including part-time or full-time employment, or their need to care for dependants (e.g. teen parents)
- Have been expelled or placed in the custody of a correctional facility and need a second chance
- Reside in a remote location and have chosen not to engage with Te Kura
- Have health or disability issues that limit access or ability to attend timetabled classes.

POS will not compete with the traditional sector for students, however, for those students who have chosen not to, or are unable to, continue with their current secondary education POS can provide an alternative education pathway with a learner-centric pedagogy and specific vocational pathways.

POS will offer secondary education to its student population at Years 11, 12 and 13.

POS plans to commence in 2014 with a roll of 200 students in Year 11, and grow to 1,008 at Years 11, 12 and 13 within five years.

Target Enrolments

Year Level	Student Numbers					At Capacity
	2014	2015	2016	2017	2018	
11	200	300	400	400	400	400
12		160	240	320	320	320
13			144	216	288	288
TOTAL	200	460	784	936	1,008	1,008

Our target student demographic is:

- 80% Pasifika
- 100% 16-19 year olds
- Co-education, approximately 50% male, 50% female.

4.1.2 Section 4.1, Question 2 (Part A – Proposed student population and educational need)

Question 2a: Relationship between student population and geographic location of POS

Population and location

Our community's problems are particularly concentrated in Auckland where 70% of our 300,000 Pasifika people are geographically concentrated. By 2030, 25% of new job seekers in Auckland are projected to be Pasifika peoples.

The remaining population resides in Canterbury (4%), Waikato (4%) and Wellington (12%)².

POS will comprise a series of satellite school campuses located at central facilities within the communities it serves. Youth from each community will enrol with their local POS campus.

As the school develops, it has the capacity to expand with its ultimate geographic and ethnic focus being aligned to the Pasifika population of New Zealand. Specifically POS will have provision in the four main centres - Auckland, Wellington, Christchurch and Hamilton where 90% of the Pasifika peoples reside.

Aligned with the national demographics of Pasifika peoples, POS provision will initially focus on Auckland youth, then progressively expand to other locations, as follows:

Community Partner Roll Out

Community / Partner	Reach	Teaching from:
The Village	West / Central Auckland	January 2014
Martin Hautus	Central / South Auckland	January 2014
Department of Corrections	Spring Hill Youth Unit	July 2014
Affirming Works	South Auckland	July 2014
Lavea'i Trust	East/Central Auckland / Wellington	January 2015
TBA	Auckland / Wellington	January 2015
TBA	Canterbury	January 2016
TBA	Waikato	January 2016

² Department of Labour (March 2012), Pasifika Peoples' Labour Market factsheet

Population and ethnicity

New Zealand's Pasifika population comprises at least 13 distinct languages and cultural groups and includes people born in New Zealand and in the Pacific Islands.

Campuses will be located within communities of the dominant ethnicities, namely Samoans (40% of population), Tongans (20%) and Cook Islanders (20%).

In addition to the three dominant ethnicities there are many more – Niuean, Fijian, with smaller numbers from Tokelau Islands, Tuvalu, Kiribati, Papua New Guinea, Vanuatu, the Solomon Islands and the small island states of Micronesia.

POS provision in the main centres for the main ethnicities will be inclusive of the smaller ethnicities. For example, campuses in West Auckland will also cater for the majority of Tuvaluans, and provision in Wellington will cater for the majority of Tokelauans.

Question 2b: Provision of improved outcomes for priority groups

POS will be a school for Pasifika, by Pasifika and with Pasifika. It will also welcome students of other ethnicities who choose to study with POS.

Improved learning, life and career outcomes are anticipated for POS students, for the following primary reasons:

- The personalised approach in small campuses with group teaching and one-on-one coaching aligned to individual Learning Contracts and life goals will ensure high levels of student engagement and improved learning outcomes
- Community connectedness will ensure community backing for students, and that parents and fanau engage in school activities and impact on school culture
- Opportunities for students to build and apply skills and knowledge in their chosen vocation within the context of real-life workplaces will ensure greater connection with the workplace and elevated employment rates after school
- Formal pathways to post-school study opportunities in vocations of choice will lead to increased participation and success at tertiary level
- A high-touch, high-tech approach aims to engage, entice and excite 21st century youth.

Question 2c: Educational needs of POS students and barriers to achievement

Many Pasifika youth are challenged by traditional secondary education. As a result, we anticipate some POS students might have previously been part of the NEET population; many will have poor educational achievement, limited study skills, and negative school experiences; and some will face literacy and numeracy challenges³.

Barriers to achievement stem significantly from a lack of alignment and compatibility between the educational environment and the home/cultural environment.

POS will work with families/fanau, communities and other agencies to enhance students' engagement and achievement. By encouraging Pasifika community partners to take responsibility for teaching, coaching, guidance, and pastoral care, POS will be able to build individual and collective cultural connections; whilst still maintaining consistent, quality assured programmes and courses.

Literacy is also key to accessing future learning. Low levels of achievement in literacy skills lead to large numbers of students (over-represented by Pasifika and Maori students) leaving secondary school with no formal qualifications, and a disproportionately low percentage enrolling in higher-level tertiary education (Nakhid, 2003 cited in Ferguson et al., 2008). The

³ Ako Aotearoa, April 2012. *Lifting Our Game, Achieving greater success for learners in foundation tertiary education*

2006 *Programme for International Student Assessment (PISA)* results also show Pasifika students are greatly under-represented in the higher-achieving groups in literacy, maths and science assessments.

POS will provide a second chance for individuals to develop core literacy and numeracy skills. An influential feature in the design of our provision has been the recommendations from the Ako Aotearoa report *Lifting Our Game: Achieving greater success for learners in foundational tertiary education, April 2012*³.

Finally, the traditional school system sees Pasifika students often guided into a disparate set of dead-end subjects that do not lead to higher education or a vocation⁴. They receive poor advice on subject choices and are encouraged away from subjects that lead to further study and employment.

POS will ensure all students, based on their interests and passions, will have a clear direction to future employment or vocational study, and will work with students to realise their individual Learning Contracts (or study plans) and aspirations. POS will make study meaningful through work placements that build skills and knowledge in context.

Question 2d: Attracting students

POS students will be attracted by promoting the benefits to the communities and community leaders. That is, their youth can attend a satellite school campus that will be run with direct input and support from the Pasifika community. Relationships with Pasifika communities already exist through extensive foundation programme delivery at tertiary level. It is expected that the community leaders and strong network of community members will encourage priority students to study at the school if they would benefit from the unique characteristics of the school.

Potential students will be able to contact school staff available in these communities and will have the ability to enrol at any time of the year, when an individual Learning Contract and goals will be set.

4.1.3 Section 4.1, Questions 3 and 4 (Part B – Curriculum)

Question 3a: POS's curriculum

The POS school curriculum is designed to give effect to the key elements of the New Zealand Curriculum in ways that best address the needs of its target Pasifika students and communities.

Vision

POS's vision is *A Pasifika youth whose educational experiences lead to real success in study, career and life.*

This vision places in cultural context the national curriculum aim for 'Young people who are confident, connected, actively involved, lifelong learners.'

Principles

POS is founded on the principle that a student's overall success in life is significantly enhanced if they choose to stay at school, and that schooling has a strong positive effect on transitions to tertiary education, health, later income and overall quality of life. All youth have an entitlement to meaningful schooling and an educational experience that is inclusive, culturally relevant, community based, fun and meaningful.

⁴ Collins, S., June 23, 2012. *Too many Pasifika students falling through cracks* (reporting in New Zealand Herald on *Educational and Pacific Peoples in New Zealand*, published by Ministry of Pacific Island Affairs and Statistics NZ).

Values

By putting communities at the heart of the school, POS ensures a focus on personal growth for students, who will have opportunities to:

- 'Better themselves'
- Affirm self-esteem and develop social identity and responsibilities
- Understand their roots and respect who they are
- Receive integrated educational, social, cultural, health and well-being support.

Key competencies

POS school leavers will be empowered to make positive decisions and function effectively in further study, in the workplace, at home, and in the community.

Educationally, the school curriculum will encourage students to:

- Attain basic literacy and numeracy skills
- Improve their core technology and computing skills
- Demonstrate effective problem solving, personal communication and research and planning skills
- Be more confident to pursue personal and vocational goals
- Improve personal behaviours and attitudes contributing to personal and social development
- Participate in authentic learning, develop work ethics and be prepared for entry level employment opportunities
- Be prepared for further study and/or training
- Explore industry specific vocational options that pathway into vocational qualifications of their choice.

Question 3b: POS's curriculum delivery at Years 11, 12 and 13

POS's curriculum provides the basis to offer unit standards registered on the New Zealand Qualifications Framework, combined into programmes of study designed to engage priority students and offer them individualised learning pathways. POS students will work towards a series of recognised national qualifications:

- Initially studying compulsory courses that build core life, work and study skills (in Years 11 and 12), then
- Gradually selecting courses aligned to preferred vocational pathways (in Year 12), and
- Ultimately specialising in selected vocational areas (in Years 12 and 13) through participating in level 2 and 3 programmes traditionally offered through the tertiary sector⁵, and by concurrently building practical skills and knowledge in the workplace.

The compulsory courses in Years 11 and 12, vocational pathway electives in Year 12, and vocational courses and work experience in Years 12 and 13 all align to unit standards registered on the New Zealand Qualifications Framework and lead to the award of four main qualifications:

⁵ Also students may be directed to a range of Maths, Science and Literacy/Communications unit standards that will support their future pathway. By working with Te Kura, we are able to develop and deliver on a personal education plan where aspirations may encompass higher level traditional academic subjects.

- National Certificate in Employment Skills, Level 1
- National Certificate in Educational Achievement, Level 1
- National Certificate in Educational Achievement, Level 2
- National Certificate in Educational Achievement, Level 3

Depending on their selection of courses and the nature of their workplace engagement in Year 13, students might also partly or fully fulfil the requirements for a National Certificate in a range of vocational subjects including, but not limited to, agriculture, building and construction, business, business administration and computing, distribution, electrical engineering, fitness, horticulture, hospitality, mechanical engineering, motor industry, sports turf and tourism.

Greater detail of the courses and electives on offer, the alignment of these to unit standards, and how they might be credited towards national qualifications are shown below.

Course and Qualification Plan

Course	Embedded unit standards	Type
1124 My Planning, My Preparation	7118 Manage own learning programme	Compulsory
	26625 Actively participate in spoken interactions	
	26624 Read texts with understanding	
	2780 Demonstrate and apply knowledge of a personal computer system	
1125 My Finances, My Work	7123 Apply a problem solving method to a problem	Compulsory
	1978 Identify basic employment rights and responsibilities	
	26623 Use number to solve problems	
	26626 Interpret statistical information for a purpose	
	24699 Make an informed decision relating to personal income and evaluate its consequences	
	24709 Produce a balanced budget for an individual	
1126 My Health, My Community	4248 Describe requirements and expectations faced by employees within the workplace	Compulsory
	26622 Write to communicate ideas for a purpose and audience	
	1299 Be assertive in a range of specified situations	
	497 Demonstrate knowledge of workplace health and safety requirements	
	496 Manage personal wellness	
1127 My Goals, My Future	26627 Use measurement to solve problems	Compulsory
	4249 Demonstrate care and timeliness as an employee	
	10781 Produce a plan for own future directions	
	4252 Produce a targeted resume	
	1294 Be interviewed in a formal interview	
Leads to Qualification National Certificate in Employment Skills Level 1 (60 credits)		
2121 Who Am I?	7117 Produce a plan to enhance own learning	Compulsory
	7121 Demonstrate skills to search, access and select information	
	12352 Describe aspects of one's own lineage, heritage and cultural identity	
	3492 Write a small report	
2122 My Work Skills	12349 Demonstrate knowledge of time management	Compulsory
	12355 Describe stress and ways of dealing with it	
	24695 Demonstrate knowledge of income, taxation and other deductions for personal financial management	
	91105 Use information literacy skills to form developed conclusion(s)	

2123 My Career Pathways	4253	Demonstrate knowledge of job search skills	Compulsory
	12383	Explore career options and their implications	
	2990	Read texts to research information	

Leads to Qualification **National Certificate in Educational Achievement Level 1** (80 credits)

End of Year 11

2124 Introduction to Manufacturing and Technology	24871	Complete forms in a work-related context	Elective
	25662	Use digital communications technologies	
	21337	Demonstrate knowledge of sleep and sleep management in relation to work performance	
2125 Introduction to Construction and Infrastructure	16688	Identify and manage the effects of shift work	Elective
	2783	Demonstrate knowledge of the components of personal computer systems	
	91103	Create a crafted and controlled visual and verbal text	
2126 Introduction to Primary Industries	91106	Form developed personal responses to independently read texts, supported by evidence	Elective
	3491	Write a report	
	1280	Use graphics in communication	
2127 Introduction to Social and Community Services	19138	Monitor and interpret weather information	Elective
	4247	Describe general characteristics of peoples in New Zealand	
	7124	Demonstrate knowledge of one to one negotiation	
2128 Introduction to Service Industries	1827	Identify support services and resources within the community	Elective
	91102	Construct and deliver a crafted and controlled oral text	
	377	Demonstrate knowledge of diversity in the workplace	
	2989	Select, assess and read texts to gain knowledge	
	405	Demonstrate knowledge of consumerism	
	91265	Conduct an experiment to investigate a situation using statistical methods	

Completion of two – three electives leads to Qualification **National Certificate in Educational Achievement Level 2** (80 credits)

With credit towards a vocational qualification

End of Year 12

Integrated courses	Vocational unit standards at levels 2 and 3	Electives
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Completion of 30-40 credits leads to Qualification **National Certificate in Educational Achievement Level 3** (80 credits)

With part or full credits towards:

A **National Certificate at levels 2 or 3** in, for example, agriculture, building and construction, business, business admin and computing, distribution, electrical engineering, fitness, horticulture, hospitality, mechanical engineering, motor industry, sports turf and tourism

End of Year 13

Question 4: Rationale for POS's curriculum

POS's curriculum will meet the needs of Pasifika youth for the following reasons:

POS curriculum covers all components crucial for success

The curriculum is designed to address five components of preparatory programmes recognised as crucial for student success at lower levels of study. These are⁶:

- Cognitive knowledge – thinking, problem solving and study skills
- Academic skills – reading, writing, researching and critiquing information
- Subject knowledge and skills - content knowledge in the broad subject areas that relate to career and employment goals
- Tertiary knowledge – a clear route to goals and an understanding of the process of being an independent learner in a post-school environment
- Community support – encouragement, mentoring and assistance from peers, family, other students and teachers.

POS curriculum design includes integrated courses at the lower levels

The ideal approach to the design of the learning material is an integrated, skills-based approach where the learning outcomes are stripped from the individual assessment standards and both the learning and assessment are integrated. This is the basis of the curriculum design in Year 11 and part of Year 12.

To some extent for Year 12, and in Year 13, the design of the curriculum more closely follows a traditional pattern based on individual assessment standards. This approach is the most student friendly option, as students can select individual standards.

Furthermore, in Year 13 the learning outcomes become more specialised and the gains of integration and removing overlap are reduced.

POS curriculum design includes compulsory courses at the lower levels

The curriculum allows for compulsory courses in Year 11 and part of Year 12. These courses relate to generic learning, life, literacy and numeracy skills are considered core and essential to all students.

In Year 12, students start to engage with foundation level knowledge in vocational areas of interest and this is extended in Year 13 as students engage with subject areas that underpin further study in vocational fields.

POS curriculum design is vocationally oriented

Only 13% of Pasifika school leavers go on to study degrees at university level, compared with nearly 30% of Pakeha students. Alternative and meaningful pathways are required for Pasifika students that will not take up academic study options. POS will provide these pathways, gradually building vocational knowledge on top of a core generic skills base and progressively exposing students to generic vocational pathways and then to specific vocations. This exposure will include work experience at community workplaces in Year 13, where students will be able to develop work ethics and gain skills and knowledge in their chosen vocation.

⁶ Based on *Redefining College Readiness: Conley D T 2007*

Question 5: Transition to higher education and employment

POS's curriculum has been designed to give students a clear sense of continuity and direction for future life, whether it is education or employment.

Specifically, students will be encouraged to identify their interests and future career paths early on. In Year 12, students will gain an introduction to any one of the five vocational subject areas: Primary Industries; Society and Community Services; Manufacturing and Technology; Building, Construction and Infrastructure; and Service Industries⁷.

The full curriculum is designed to pathway directly to a vast range of level 3 and higher vocational and industry specific programmes across all vocational pathways, through Open Polytechnic or other providers.

Alternatively, students that chose to seek employment after Year 12, will be fully equipped with skills transferrable to the modern workplace – and they will know what these are and be able to articulate them.

The small portion of students that might aspire to an academic pathway will be directed to a range of Maths, Science and Literacy/Communications unit standards that will support their future pathway. By working with Te Kura, we are able to develop and deliver on a personal education plan where aspirations may encompass higher level traditional academic subjects.

4.1.4 Section 4.1, Questions 6, 7, 8 and 9 (Part C – Learning environment and teaching)

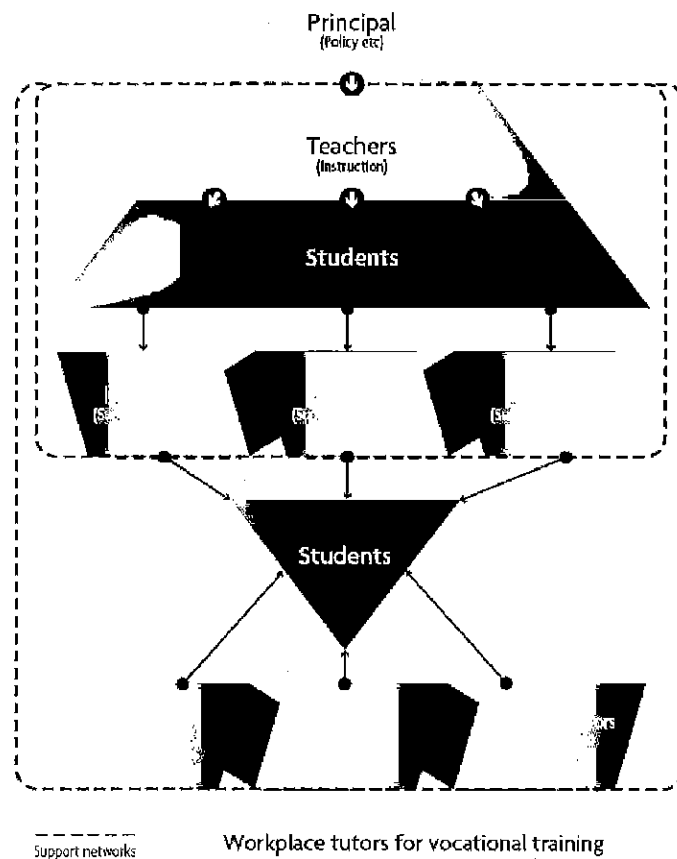
Question 6a: Distinctive instructional approaches

The overall instructional approach

POS will adopt a learner-centric, culturally-safe, community-based and coach-supported instructional approach. A distinct learning experience is created from the mix of instructional elements making up this approach, specifically:

- A diagnostic assessment prior to study to establish pre-existing literacy and numeracy skills
- Individual student survey to determine learner's educational, employment, social and personal aspirations
- A clear, progressed individual Learning Contract monitored and reviewed regularly
- Face-to-face learning facilitation with a bi-cultural focus and assessment feedback by teachers
- One-on-one and small group coaching
- Learning materials that are relevant, contextualised and embedded with literacy and numeracy elements
- Tablet based materials will complement and enhance concepts and learning skills
- Work experience that builds work ethic and provides context for building vocational based skills and knowledge.

⁷ No final decision on a sixth pathway (Creative Industries) has yet been made.



This approach includes a diagnostic assessment, student survey and Learning Contract

The diagnostic assessment will aim to establish capability in English, Maths and listening (English and ethnicity) and learning style. The survey will aim to identify personal, social and career interests, passions and aspirations.

A Learning Contract will be signed by the student, teacher, parent / carer and POS coach⁸. It will be facilitated by the teacher and developed by the student. It will cover the pace at which the student will work (which courses when), study goals, learning milestones, how these milestones will be met, vocational preferences, and expected attendance – times and duration. The Learning Contract will be reviewed at the end of each qualification, and changes agreed by all parties.

This approach is dependent on strong relationships between stakeholders and within communities

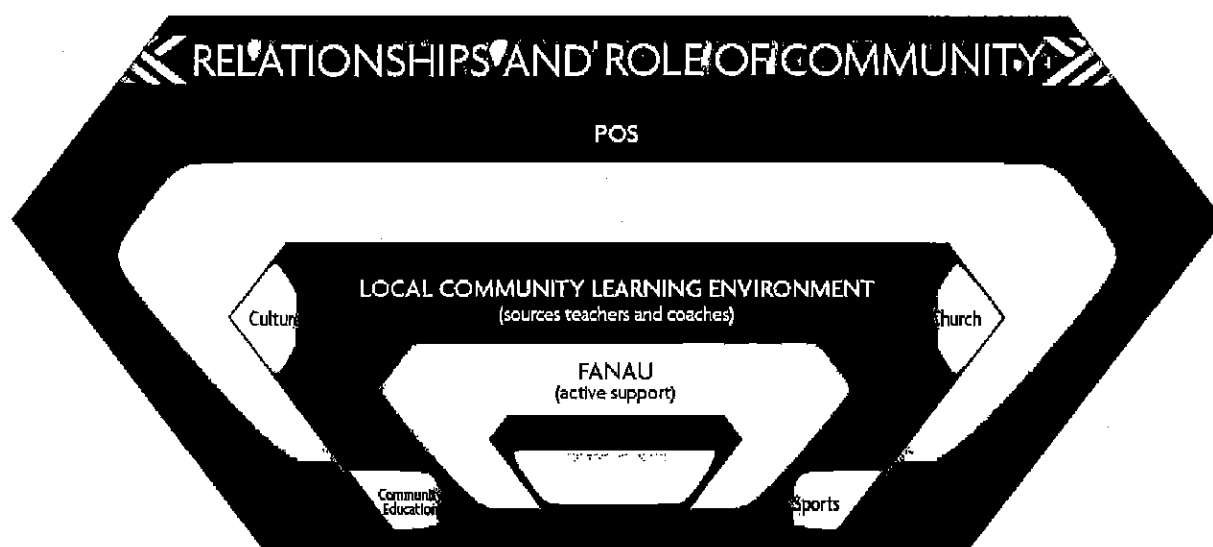
For its success, this approach demands a close and constructive working relationship between four distinct parties:

- **PPAT** and its overarching governance body which broadly represents Pasifika peoples in New Zealand
- **Open Polytechnic**, which is contracted by PPAT to manage the school and the relationships with community partners. Open Polytechnic is accountable to the School

⁸ The POS coach will be drawn from the community and employed by the Community-based Pasifika organisation.

Board. It obtains accreditation and programme approval; develops and maintains learning materials; provides central learning support; supports information systems, technology infrastructure and e-learning devices; develops and moderates assessments; and trains and moderates community partners.

- **Community-based Pasifika organisations** which take responsibility for their own satellite school. This community partner is embedded in their community; it raises interest and encourages enrolments; provide facilities; sources registered teachers and trained coaches that provide pastoral support; maintains relationships with local businesses for work placements; and facilitates delivery through face-to-face engagement aligned to community characteristics.
- **Young students** who enrol through their community at any time throughout the year, work at their own pace and are supported by their fanau, local community, wider community and POS as a whole.



This approach involves a progressive learning experience

As a student moves from Year 11 to Year 13 they will experience a progression in:

- The degree of structure and formality
- The focus of the learning
- Relationships with teacher and coaches.

Progression of learning experience from Year 11 to Year 13

Progression	Year 11	Year 12	Year 13
Structure	Structured learning Formal setting Compulsory courses	Structured with some flexibility Some vocational electives and pathway tasters	Self-directed with increasing independence Selected vocational courses
Focus	Bilingual Literacy and numeracy Cognitive learning Core life, work and study skills	Reduced focus on bilingual and literacy and numeracy Introduce academic skills and subject knowledge and skills Some practical experiences	Mostly vocational and practical knowledge and skills Work placements for contextual and authentic learning
Teacher / coach relationships	Establish learning contract One to many teacher relationship One-to-one coach relationship Fanau, group and local community support	Ongoing review of learning contract One to many teacher relationship One-to-one coach relationship Fanau, group and local community support	Ongoing review of learning contract Reduced local teacher input Reduced coach input Fanau, group and wider community support

This approach is proven for lower levels of learning in New Zealand

Based on stakeholder surveys and student feedback, our proposed instructional approach has been progressively refined for lower levels of education and training to encourage success in lifelong learning and achievement of career and employment goals. The key elements of this approach are:

- Flexible learning arrangements within a structured framework – a student can enrol at any time and fit learning in with other life commitments while having structured goals and learning commitments
- Organising programmes around meaningful themes with clear pieces of learning that embed unit standards
- Content and assessments that relate to aspects of students' own lives, and are culturally-relevant
- Learning that occurs within the student's own context, in a workplace or community environment
- Effective embedding of literacy and numeracy
- Blended learning, support and motivation that is community-based and involves one-on-one contact.

The success of this community-based, coach-supported approach is proven with young adults in Pasifika communities and with young people (largely Maori and Pasifika) in the care of the Department of Corrections, both in custodial sentences and under home detention or probation management.

In 2013, using this approach, around 2,500 individual priority students from Pasifika Communities and Corrections will undertake education at levels 1 and 2. Based on history, we anticipate that 88% of the Pasifika students will achieve a qualification. These are largely second-chance learners (one third are under 25 years of age) with minimal or no prior educational achievement - around 60% have no formal secondary education. The majority are on low incomes, are sometimes disabled, and may be social service clients.

All are seeking essential foundation skills to further their career, employment or personal goals.

The success of our approach is because it places Pasifika students, their parents, fanau and communities at the centre of delivery and learning. Culture becomes a part of learning, and processes, methodologies, theories and knowledge are fa'asamoa (the Samoan way), faka-Tonga (the Tongan way), faka-Tokelau (the Tokelau way), faka-Niue (the Niuean way), akano'anga Kūki 'Āirani (the Cook Islands way), and vaka-Viti (the Fijian way) for the major Pasifika populations.

This approach is proven globally and applied internationally

Learner-focused, individualised, purposeful and accountable approaches such as the one proposed are demonstrated to be effective for foundation education⁹. Complexities can be managed. Open Polytechnic has found this to be true in its previous experience with foundation education where it has engaged effectively with ethnic minorities in a culturally safe and relevant context.

Decentralised student support systems are a common feature in open schools, and provide a less threatening and more supportive service to students (CoL, "Open Schools Handbook"¹⁰). The model described for POS is based on successful open schools already across the Commonwealth. Teachers "provide the single most important component of a support system" (ibid., p.116) and in the case of the POS, teachers reflect the cultural learning values of the student. The model is highly scalable because a lot of the learning takes place between teaching sessions. The teacher becomes an advisor and facilitator, able to advise the student on study technique and assist the student as a gradually empowered individual.

This approach is supplemented with registered teachers and technology to engage youth

The approach for POS permits a combination of interactive and independent study towards a series of national qualifications, including National Certificates in Employment Skills (Level 1) and Educational Achievement (levels 1, 2 and 3).

Specifically to cater for a 16-19 year old student, our traditional instructional approach to lower level education will be supplemented by:

- Interactive study that is facilitated by a registered teacher, and supplemented by coach support
- The use of the mobile device as a core component to reinforce learning. Cheap yet powerful touch-screen Android devices will be provided to all students for the duration of their study, with intentional and purposeful use made of them. The devices can be made internet independent and reliant on synchronisation with a server accessible from the local partner hub, focusing the devices on learning without distraction.

A critical clarification relating to the approach is that **it is not distance education** we are proposing. Instead we have a partnered, flexible, supported study model in place that uses a resource-based and tutor-assisted approach, and is proven as a foundation model for students who have failed in traditional environments, are disengaged from learning, and present special challenges. It is an approach that combines the strengths of face-to-face instruction and a distance provider like Te Kura. Face-to-face contact and learning materials are supplemented by one-on-one coaching and technology as a means of better connecting students with their learning, peers and POS coaches. The focus of the learning into areas of an individual's interest and skill, aligned to a vocational pathway means that the learning is relevant to life and work.

⁹ Ako Aotearoa, April 2012. *Lifting Our Game, Achieving greater success for learners in foundation tertiary education*

¹⁰ Du Vivier, Ed (2009). *The Open Schools Handbook: A resource guide for managers*. Commonwealth of Learning. <http://www.col.org/resources/publications/Pages/detail.aspx?PID=315>

Question 6b: How instructional approaches will enable students to perform at high levels

Through meeting the following criteria for education at foundation and bridging levels, POS's instructional approach encourages students to acquire the knowledge, proficiency and skills needed to transition to higher levels.

Meeting the needs of students at levels 1 to 3

Criteria	Curriculum Features
A focus on the individual student.	Diagnostic assessment and student survey on entry. Individualised learning contracts. Individual progress monitoring.
Recognition of existing skills to avoid repeat learning.	Credit check prior to enrolment.
Valuing what each student brings with them (learning, skills and experience).	Individualised Learning Contract.
Confidence building through successful experience.	Progress monitoring. Coaching. Course selection does not have to be linear; Learning Contracts will include pathways designed to build on courses where the student has the best option of success.
Support to become engaged with learning and then to begin the path as an independent learner.	Robust and frequent, individualised and group teaching for cognitive skills and literacy and numeracy. Progressing towards independence with on-line and less frequent tutor support at level 3.
Supportive intervention to maintain engagement.	Progress monitoring and re-negotiation of Learning Contracts.
The flexibility to respond to individual needs.	Multiple entry and exit points; re-negotiable Learning Contracts.
The right academic and cognitive background knowledge for success in higher level study, or improvement of employment options, without unnecessary learning to distract or discourage.	A basis of generic subject matter (achievement standards at levels 1, 2 and 3) providing a good foundation of NCEA L2 and/or NCEA L3 to support on-going tertiary study or vocational qualifications.
A range of opportunities in each of the vocational pathways that can be selected at different points in the journey.	Depending on vocational aspirations students may have at level 2, leading into a vocational focus at level 3.
Clear pathways to goals in study, employment and professional careers.	Individualised Learning Contracts may include pathways to career/employment goals.
Integration of nationally recognised and valued qualification.	Pathways lead to national/New Zealand qualifications.
Patience with our students, allowing them to go forward in a time that suits their life commitments.	The selection of internally assessed unit and achievement standards means that there are no externally fixed assessment points.

Furthermore, POS's instructional approach addresses all the recommendations of Ako Aotearoa¹¹ for provision to priority learners.

Addressing the recommendations from the Ako Aotearoa Report: Lifting Our Game

Criteria	Curriculum Features
<p>Providers of level 1 to 3, targeted training and bridging programmes establish relevant pre-enrolment diagnostic and pre-assessment processes for potential learners, leading to the development of dynamic and interactive personalised learning plans.</p>	<p>Diagnostic testing and skills assessment precedes a study planning interview which results in the negotiation of a personalised Learning Contracts. This contract will be revisited and adjusted at various points.</p>
<p>Providers ensure that support for learners in level 1 to 3, targeted training and bridging programmes is explicitly integrated into approaches to teaching practice and course design, as well as through external support services.</p>	<p>Support and coaching are essential features of the provision. This may comprise Open Polytechnic subject specialist tutors, Open Polytechnic learning skills tutors, secondary school teachers, and POS coaches.</p> <p>As the student progresses through the levels and gains in confidence as a learner, support will remain available but interventions will be reduced. The student completing level 3 will be an independent learner, fully equipped to engage with higher study</p>
<p>Providers ensure that modes of delivery, teaching practice and learner support services are designed to suit part-time and extramural learners in level 1 to 3, targeted training and bridging programmes.</p>	<p>The Open Polytechnic is a specialist in designing and producing learning material and instructional approaches specifically to meet the needs of extramural and part-time learners. The facility for students to enrol at any time enables students to complete courses in a time and place that best suits their developing learning skills and life commitments.</p>
<p>Providers ensure that delivery models for level 1 to 3, targeted training and bridging programmes appropriately build on the strengths and respond to the needs of learners in these programmes.</p>	<p>On-going progress measures and revised Learning Contracts ensure that the strengths that students bring to the school are recognised. Student skills and needs are accommodated on a one-to-one basis.</p>
<p>All level 1 to 3, targeted training and bridging programmes are required to include clear and specific purposes, represented by explicitly intended academic and/or employment outcomes.</p>	<p>Each Learning Contract articulates a career and or employment pathway and sets out the study pathway to achieve the goals.</p>
<p>Providers ensure that level 1 to 3, targeted training and bridging programmes incorporate the use of dynamic personalised learning plans</p>	<p>Learning Contracts are revisited at various points in the programme and enrolment will be adjusted accordingly. A dynamic, personalised learning plan is a critical feature of the provision.</p>
<p>Providers of level 1 to 3, targeted training and bridging programmes implement systems for systematic, 'real-time' monitoring of learner performance during their programmes that allows remedial actions to be taken in a timely way.</p>	<p>Support, coaching and progress measurement are integral to the programme. Positive contact will be made frequently so that intervention can be timely.</p>
<p>Providers of level 1 to 3, targeted training and bridging programmes develop systems to track purpose-specific learner outcomes from these programmes for at least one year following programme completion.</p>	<p>POS is committed to self-assessment and programme improvement, it places a high value on feedback from students completing the learning. Monitoring student achievement following completion of bridging/foundation programmes is an essential component of the student support and improvement cycles.</p>

¹¹ Ako Aotearoa, *Lifting Our Game: Achieving greater success for learners in foundational tertiary education*, April 2012.

Question 6c: How instructional approaches will help produce POS goals and outcomes

POS's proposed instructional approach underpins its educational outcomes and organisational goals.

Referring back to POS's strategy, a robust and effective instructional approach is the heart of Goal 4.

GOAL 4: A LEARNER-CENTRIC DELIVERY AND SUPPORT MODEL THAT WORKS

Provision is learner-centric, technology-enabled, service-focussed, community-based and culturally-relevant.

Specifically in relation to student outcomes, Goal 4 underpins Goal 2:

GOAL 2: STUDENT SUCCESS

Our students engage, achieve and reach their potential in education.

Specifically in relation to community involvement, Goal 4 underpins also Goal 1:

GOAL 1: STAKEHOLDER ENGAGEMENT

Relevant stakeholders are informed, demanding, and influential in all aspects of school management and governance.

Achievement of our goals enables us to contribute to our outcomes, and drive our vision of a Pasifika youth whose educational experiences lead to real success in study, career and life.

Question 7: Supporting engagement and achievement of Pasifika youth

POS's proposed learning environment, teaching and curriculum will support the engagement and achievement of its target student group.

Pasifika youth can feel disenfranchised from mainstream education, and are more likely to engage with transformative learning in a safe environment centred in their community, which might be work, church or sport-based. First and foremost, our proposed learning environment, teaching and curriculum will aim to support the engagement and achievement of POS students in a safe community centred environment.

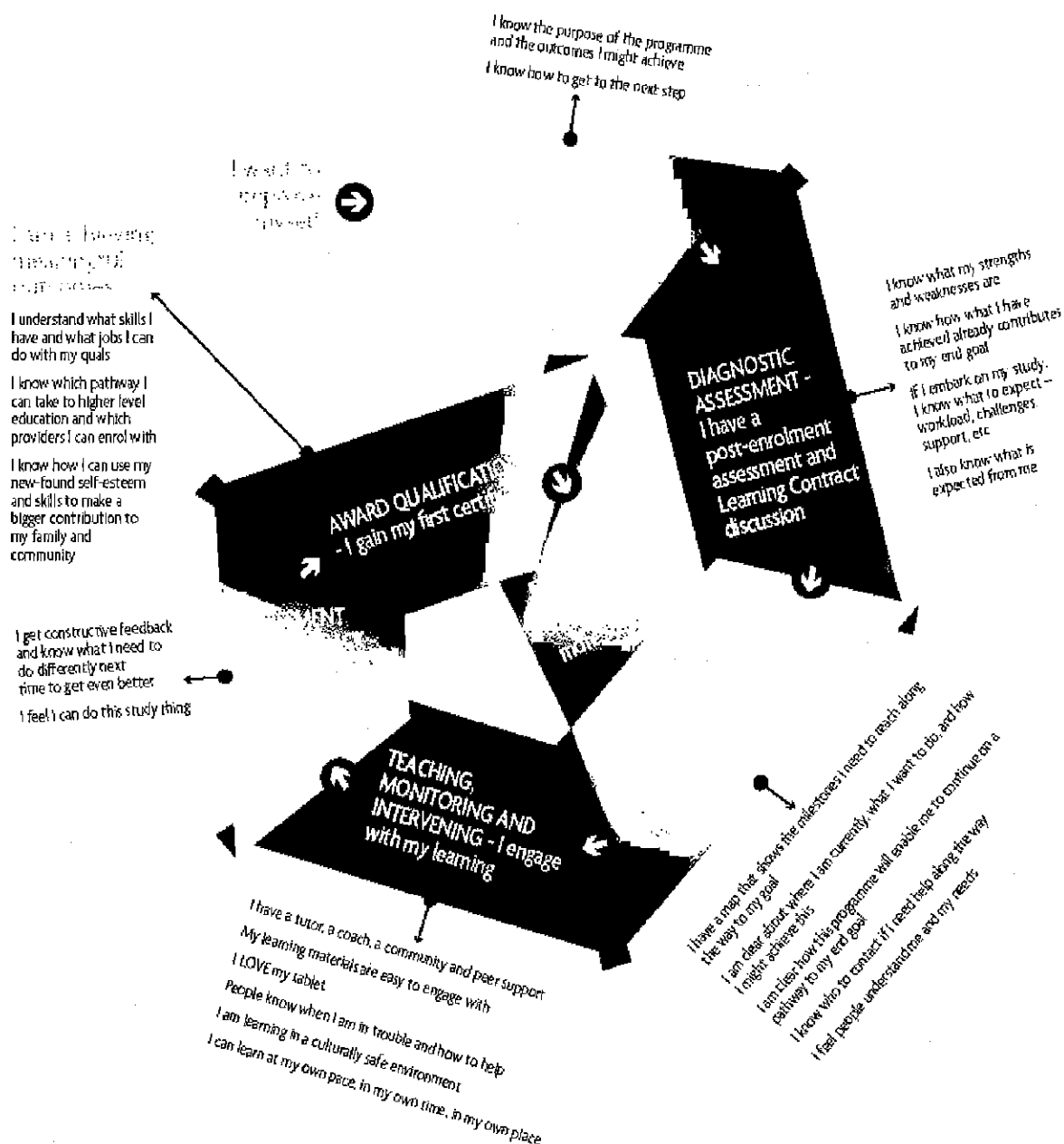
Furthermore, our proposed learning environment, teaching and curriculum will support the engagement and achievement of POS students because of our understanding of what a priority learner is seeking from study:

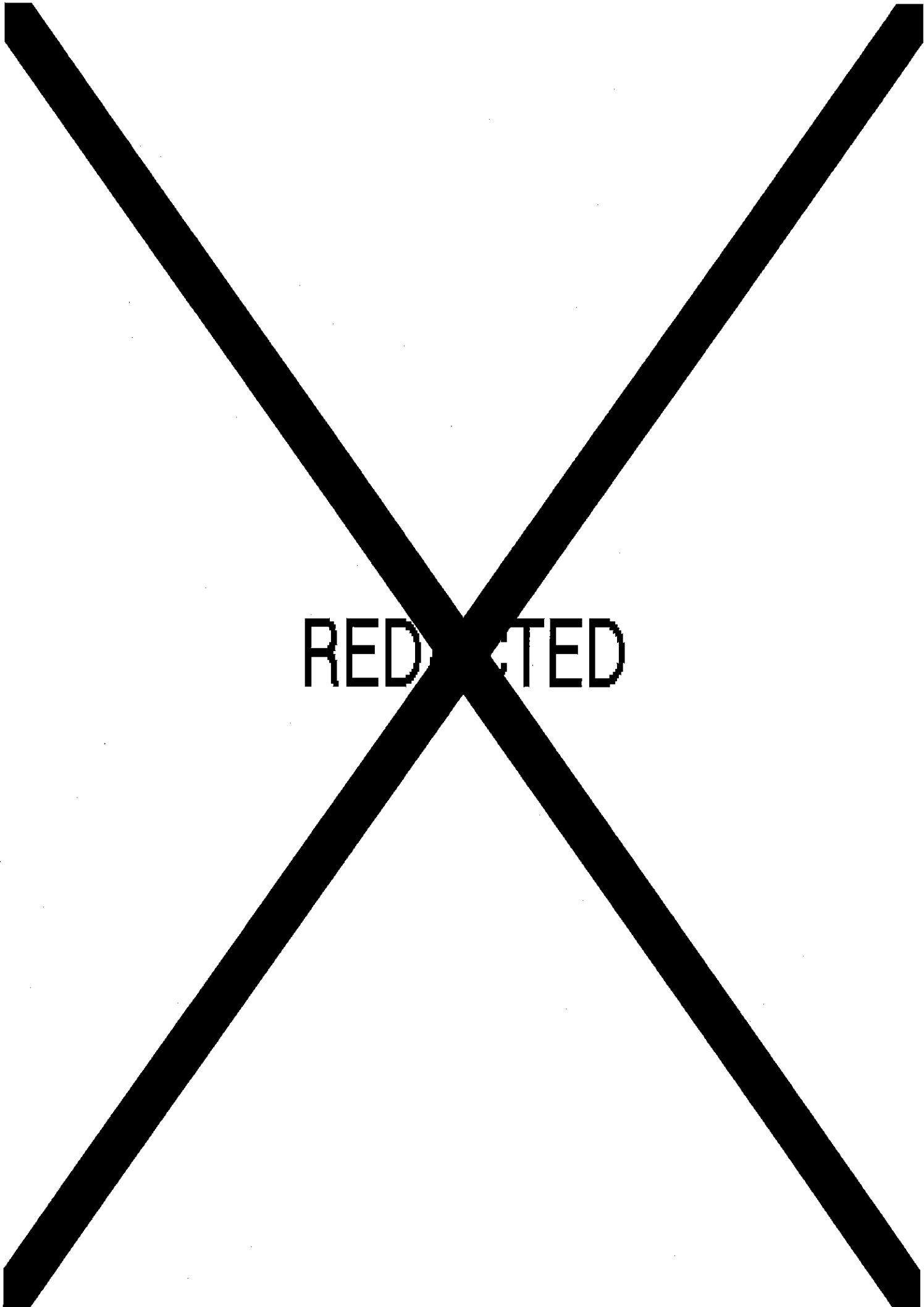
- Clear pathways to individualised goals in study, employment and careers.
- Entrance and exit points that recognise the variability of what students bring, can contribute to study, and want from a programme of study.
- Learning that is strengths-based, designed to build confidence through successful experience and begins the path as an independent learner.
- Delivery and support models that focus on individual students, recognise existing skills, offer supportive intervention to maintain engagement, and allow students to progress in a time that suits their commitments.
- Learning that is relevant culturally and encourages an understanding of the self and a sense of belonging.
- Employer recognised and valued qualifications.

- Courseware that is professionally designed to develop the right academic and cognitive knowledge for success in higher level study, or improvement of employment options, without unnecessary learning to distract or discourage.

How POS's learning environment, teaching and curriculum will support the engagement and achievement of our mainly Pasifika students, is best described by the journey that a POS student will experience.

COMMUNITY-BASED, COACH-SUPPORTED SECONDARY SCHOOL MODEL THE LEARNING JOURNEY





REDACTED

Question 9: Self review processes

In order to ensure that the National Education Goals are met, POS will follow sound governance and management practices and give effect to the National Education Guidelines through policies, plans and programmes, including those for curriculum, assessment and staff professional development.

POS will then maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement.

The purpose of self-review will be to identify key areas of focus for strategic planning and strategies for continuous improvement which ensure that quality learning and teaching take place. Specifically¹²:

- Self-review is the way PPAT identifies, assesses and evaluates the effectiveness of the school in meeting the vision, mission, goals and objectives it has adopted, fulfilling its obligations to the community and providing the education it wants for its students.
- POS will continually measure and report its performance and achievement against its goals and objectives and will design and implement appropriate interventions to ensure it meets these
- POS will have a 3 year programme of formal self-review, comprising self-review monitoring, consultation and reporting.

POS will deploy a staff engagement survey to provide the PPAT with information to confirm we have a highly engaged teaching staff, to identify areas for improvement and ensure that we are meeting our obligations under the Act as a good employer.

4.1.5 Section 4.1, Questions 10 and 11 (Part D – Student progress and achievement)

Question 10: Qualifications

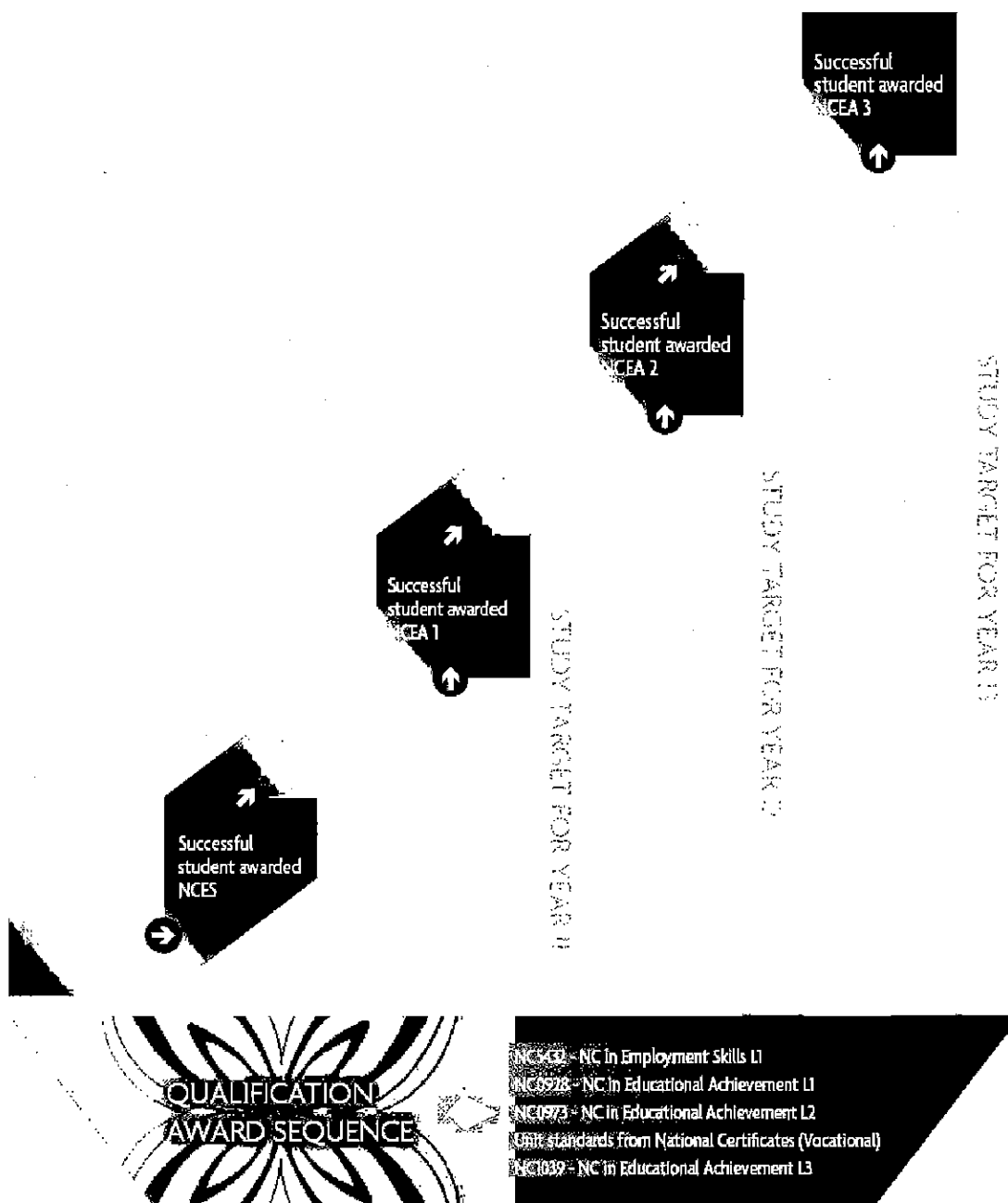
POS will be a secondary school offering unit standards registered on the New Zealand Qualifications Framework that lead to the award of four main qualifications:

- National Certificate in Employment Skills, Level 1
- National Certificate in Educational Achievement, Level 1
- National Certificate in Educational Achievement, Level 2
- National Certificate in Educational Achievement, Level 3

Depending on literacy ability, students will select an entry point, and flow through the qualifications as follows:

¹² As per Self Review in Schools, National Education Evaluation Reports No.3, 1994

NCEA QUALIFICATION FLOW MAP



The unit standards embedded in the offerings will also build a foundation of study and experience towards vocational qualification achievement at levels 2, 3 and 4. For example, depending on their selection of courses in Year 13, students might also partly or fully fulfil the requirements for a National Certificate in a range of vocational subjects including, but not limited to, agriculture, building and construction, business, business admin and computing, distribution, electrical engineering, fitness, horticulture, hospitality, mechanical engineering, motor industry, sports turf and tourism.

Question 11a: Measuring student progress and achievement

All students will have their literacy and numeracy levels assessed upon entry into the School. Regular re assessments will be undertaken to ensure students are progressing as expected. The results of the initial literacy and numeracy assessment will inform the individuals Learning Contract and student progress will be monitored and measured against the goals in the contract. If student progress does not align with the agreed goals then an intervention from the teacher and the students support network will occur.

Targets for attaining NCEA will be included in the Learning Contract with assessment due dates for Standards. Student progress will be monitored against due dates and re-negotiation of Learning Contracts will be required if dates are not met. The selection of internally assessed Standards allows for this flexibility, potentially allowing a student to still achieve a Standard or qualification even if they do not manage to meet the initially agreed targets due to either personal or situational circumstances. The primary measure of success will be the number of students who achieve a national qualification at Levels 1, 2 and 3. POS specified KPIs also provide measures of student success.

Question 11b: Using assessment to tailor instruction

The literacy and numeracy level of a student, determined by the assessment upon entry into the School, will be a significant factor in determining the type and level of additional / remedial support a student will initially be provided. If remedial study is required it is envisioned a coach, under the supervision of a teacher, will undertake remedial work with each student who has been identified in the assessment not to have the tools and capability to progress confidently with their NCEA studies.

As well as awarding Standards achievements it is intended assessments submissions by students will also be used to inform the teacher as to what interventions and additional guidance may be needed by each student.

4.2 SUPPORT FOR LEARNING

4.2.1 Section 4.2, Question 1 (Part A – Parent / Family / Whānau / Community involvement)

Question 1a: How POS will promote high attendance levels

Evidence of support from their community will be required before the student is enrolled.

The fanau, coach and student will be involved in setting targets in conjunction with the teacher. The Learning Contract will have the goals and include who from the Community is prepared to assist if attendance levels are not satisfactory. POS will involve the fanau, coach and student in discussions if attendance levels are below a satisfactory level in an attempt to find a workable solution to improve them.

Question 1b: How POS will encourage parent/family/fānau involvement in the school

POS coaches will provide guidance and assistance (from a supervisory perspective), in terms of student study requirements establishing routines and timetables, motivational techniques and access to community learning resources. The Coach is a position that is envisioned will be filled by a suitably qualified person from within the community.

Furthermore, as illustrated by Tala's story (section 3.1.4, addressing section 4.1, question 8) the community is engaged with the school campus through community events, weddings, birthdays, funerals, church initiated meetings and events, youth group activities, sports, music and familiar Pasifika community gatherings.

Along with the student, the parents or closest fanau will be a signatory to the Learning Contract. This will ensure there is commitment and resolve to be involved in the student's learning.

POS will maintain a website for the specific purposes of engagement with parents, guardians and supervisors. This will be customised for each of the Pasifika community partners.

Parents, guardians and supervisors play a very important role in supporting students to develop the skills and knowledge to become independent learners. There will be regular feedback sessions inviting the Pasifika fanau to update on progress and provide comments and suggestions. POS will also connect with Pacific Island radio stations to keep Pasifika communities informed about the ways in which this model of learning can help Pasifika youth.

POS's website will have a link to a homepage for independent parents', guardians' and supervisors' support group; which will also be responsible for forming a representative committee. The committee will be comprised of community partner representatives and will be encouraged to perform the following roles:

- Attendance of electronic and face-to-face committee meetings
- Maintenance of web pages, it is envisaged that the site would be constantly evolving and updating to provide relevant support, information and feedback.
- Development, monitoring and achievement of POS support group goals
- Make representation of any concerns, issues or recommendations to the school management.

Question 1c: How POS will provide training that enables involvement by parents/families/fānau

Orientation introductory workshops for parents/families/fanau will be provided. The workshops will provide the people involved in the support mechanisms with the information and knowledge needed to ensure students have the best chance of succeeding with their studies. Parents and fanau who wish to increase their support and coaching for students will be able to enrol fee free in Open Polytechnic courses in adult education and training – specifically US7114 'Coach adult learner' (s); and US7115 'Create and maintain a positive learning environment for adult learners'.

Question 1d: How POS will communicate the school's progress and achievements

On completion of individual courses contributing towards NCEA students will be provided with an achievement award recognising their success. This is anticipated to occur approximately bi-monthly.

Twice yearly, POS will send a formal progress report to students and parents on achievements.

Qualifications awards will be celebrated at a Community focused award ceremony.

Through its annual report, POS will report to the school's community on the achievement of students as a whole against the schools goals, objectives and targets.

4.2.2 Section 4.2, Questions 2 and 3 (Part B – Community Participation)

Question 2: Relationships with Community Agencies

POS will continue to maintain trust and respect in the existing community relationships and foster new relationships through the formal and informal communication and networks. The relationship needs to be transparent, consultative and supportive of change. It is anticipated the POS programme delivery will excite the Pasifika communities because of the fanau involvement, the contextualised delivery methodology and individualised support mechanisms available to students. The programme will also provide access to education for young Pasifika students who may not have experienced a positive experience in the traditional schooling system. With so many new options offered to young people, POS positions itself as the only self-directed, community supported learning opportunity with a difference, and allows young people to make informed choices how learning fits with the other family and extended family and church priorities that already compete for student time in the community.

Question 3: Partnerships for enriching learning

The following representatives have enriched our knowledge and expertise in regards to Pasifika education and training:

- Ministry of Social Development - [REDACTED]
- Ministry of Pacific Island Affairs - [REDACTED]
- Department of Corrections - [REDACTED]
- Whanau Ora Pasifika national collectives - [REDACTED]
- Pacific Islands Safety and Prevention Project (West) - [REDACTED]
- Waipareira Trust - [REDACTED]

s 9(2)(a) OIA

- Alliance Health Collective (East) - [REDACTED]
- Pacific Trust Canterbury (South Island) - [REDACTED]
- Faculty of Education, University of Auckland - [REDACTED]
- Massey University - [REDACTED]
- University of Canterbury - [REDACTED]
- University of Otago - [REDACTED]
- Aotearoa NZ Evaluation Association - [REDACTED]
- Education Review Office - [REDACTED]
- Adult Community Education Aotearoa (National) - [REDACTED]
- Pasifika Health and Welfare Association (Auckland) - [REDACTED]
- Pasifika Education Centre Manukau - [REDACTED]
- RAISE Pasifika - [REDACTED]
- Ministry of Education Pasifika Advisory Group - [REDACTED]
- Tertiary Education Commission, Pasifika Working party - [REDACTED]
- Association of Pasifika Staff in Tertiary Education national (APSTE) - [REDACTED]
- Open Polytechnic - [REDACTED]

§ 9(2)(a) OIA

§ 9(2)(a) OIA

Furthermore, in relation to this application, we have been in contact with range of Pasifika organisations including: Martin Hautus [REDACTED], Lavea'i Trust [REDACTED], Samoan Catholic Community ([REDACTED]), Tongan Methodist Community Church ([REDACTED]), Porirua St Georges League ([REDACTED]), Tokelau Lower Hutt ([REDACTED]), Niuean Alliance ([REDACTED]), Manukau fanau ola, Pacific Trust Christchurch ([REDACTED]).

Finally, a core strength of Open Polytechnic, our chosen management and curriculum partner, is its ability to work with others in flexible ways and networks to support distributed vocational learning, at the local national and international level. Relevant Open Polytechnic partner networks include: industry, tertiary education organisations, schools and associations.

Open Polytechnic is one of the ITP sector's major providers of industry training, working with industry training organisations (ITOs) and industry partners nationally. In particular, Open Polytechnic currently has contracts with numerous ITOs, educating between 500 and 550 equivalent full time students annually through ITO contracts. POS's vocationally oriented NCEA qualifications will staircase seamlessly into Open Polytechnic's many vocational offerings at level 3 and above.

Open Polytechnic also assists regional polytechnics to cost-effectively expand their offerings to local students and partnerships are in train with Aoraki, Tai Poutini, NMIT, WITT and UCOL to this end. These relationships will facilitate staircasing of POS students to regional providers.

Open Polytechnic is partnering with Te Kura on a Trades Academy and has agreement with Te Kura to source learning packages that support NCEA, where more academic subjects are selected.

Open Polytechnic is an active member of the Commonwealth of Learning (CoL) and has access to a growing network of open schools being established internationally. For example, an ongoing project under the India-New Zealand Education Cooperation Agreement involves capability-building for India's largest open school, the National Institute of Open Schooling (NIOS). The relationship operates with the approval of the Indian Government and is supported by Education New Zealand, the Commonwealth of Learning and UNESCO. Through these relationships, Open Polytechnic has access to international research and resources, and through the POS will be able to contribute back into the international body of knowledge held within the community of open schooling.

4.2.3 Section 4.2, Questions 4 and 5 (Part C – School Organisation and Culture)

Question 4: Organisation of School

PPAT is accountable for the success of the school. To assist with this the Trustees are proposing to engage the Open Polytechnic as a shared services and management hub in the short to medium term.

The success of this school is based on small community focused campuses. Each campus is a separate satellite school serving a distinct local community. However, by sharing costs and on-going shared services by engaging the Open Polytechnic the Trustees can better ensure consistency and quality across these satellite schools.

Central functions and co-ordination activities will be undertaken at the Open Polytechnic's main site in Lower Hutt. There will be a separate business unit dedicated to the management of POS, and this will report directly into the CEO.

Educational delivery will be undertaken at satellite school campuses located in partnering community facilities. Each satellite school campus will focus on its own community of youth and tailor its education provision to their particular needs and culture. Satellite school campuses will be small by comparison to traditional schools, enrolling around 75-125 students annually at full scale.

Campuses will provide space for formal teaching and group work, space where students can engage in their own study, and an administration area.

A POS Principal will be appointed to manage educational delivery across campuses. Each campus will have a lead educator, a registered teacher with Pasifika education experience. This teacher will be supported by POS coaches who receive specialised training to be able to support the student within the POS curriculum.

Teachers and coaches will be co-hired by the POS Principal and the respective community. They will share responsibility for student learning and pastoral care, community liaison and managing relationships with the wider community in relation to work placements. They will liaise with Open Polytechnic in relation to IT infrastructure, learning material logistics and tablet delivery and maintenance.

Students will be assigned to a cohort of around 25 students. This cohort remains together throughout a school year. There might be several cohorts of the same year group within a community campus. Teachers will run prescheduled facilitated sessions with cohorts of students throughout the week, at different times. Similarly, coaching sessions with POS coaches (small group and one-on-one) will be scheduled throughout the week.

Students will be required to attend the school daily, for up to three hours. During this time they will be engaged in formal facilitated sessions, group work, discussions, or independent study. At all times, expectations placed on students will have been agreed to in their individualised Learning Contract.

Question 5: School calendar and timetables

POS will not follow traditional school calendars or hours of operation.

Initially, POS satellite school campuses will operate two intakes, in January and in July, each year. Campuses will be open from 8 am to 7 pm daily, with formal instruction from 9 am to 5 pm.

Students will be required to attend campus for 15 hours weekly, be present at scheduled teacher / POS coach support sessions, engage with learning materials and tablet independently, and engage in peer-to-peer discussions. Students will be assigned to cohorts, and this will dictate the scheduling of their teacher and coach sessions.

As POS satellite schools gain scale, several cohorts of the same year, and cohorts of different year groups will be running concurrently within the campus.

Students will have due dates for assessments, and will be provided with feedback aimed at addressing weaknesses and reinforcing strengths.

To some extent in Year 12 and for the whole of Year 13, students will be expected to engage in authentic learning in the workplace. This will be for one to two days per week, and skills and knowledge gained and practiced will be formally recognised.

Learning Contracts will be reviewed at the end of each qualification, and agreement on changes will be signed off by student, fanau, mentor (voluntary), coach and teacher.

Students will participate in extra or co-curricular activities arranged by each local community.

Example of the Year 11 programme

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
Two week break	
Term 3	
TEN WEEKS	Week 1 to 9 – Curriculum courses: 'Introduction to Level 2'; 'Who Am I?'; 'My Work Skills' (parts 1 & 2)
	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	

Below is an example of the weekly programme [redacted] the young Pasifika student mentioned in section 4.1.4 (addressing Section 4.1 question 8) would experience. s 9(2)(a) OIA



4.2.4 Section 4.2, Questions 6 and 7 (Part D – Safe Learning Environment)

Question 6: Student behaviour, discipline and participation

POS's philosophy in relation to student behaviour and discipline is that a safe learning environment for all students requires a clear and consistent discipline structure, ensuring school rules are adhered to. Consequently, POS will:

- Clearly define standards of behaviour expected of students attending the school
- Provide firm, fair and consistent consequences for unacceptable behaviour
- Ensure staff, parents, fanau and students are aware of and understand discipline procedures.

School and campus rules will be reviewed annually. These will be regularly reinforced by school staff, displayed in classrooms and provided to parents on an annual basis.

Question 7: A safe environment

In line with the provisions under the Education Act and any other applicable Acts, a hierarchical system will be in place to deal with issues of discipline and ensure a safe, orderly and drug-free environment. Counselling will be available in the discipline process.

Minor breaches of school rules will be initially dealt with by a warning system. Incidents of gross misconduct or continual disobedience may result in stand down or suspension.

Stand downs and suspensions will be dealt with in accordance with procedures set out in current Ministry of Education requirements, and in accordance with all legislative requirements.

POS will implement a Disciplinary Committee, and develop the following documentation:

- School Rules, which may vary in terms of specifics according to community partner, and cover items such as classroom behaviour, out of bounds, smoking, alcohol and drugs, absences and leave, information technology and warnings
- Staff Manual
- Drugs and Alcohol Policy
- Orientation Handouts.

4.2.5 Section 4.2, Question 8 (Part E – Professional development for teachers, administrators and other school staff)

Question 8a: Professional development – sponsor and management involvement

All teaching and non-teaching staff will participate in professional development that enhances the educational opportunities and achievements of our students, and improves the capabilities of our staff. POS will partner with Team Solutions and the Kohia Education Centre¹³, both at the University of Auckland, to ensure an ongoing, research-based and New Zealand relevant professional development programme. Team Solutions promises a

¹³ Team Solutions is the professional development service provider of the University of Auckland, specialising in supporting the school sector. Team Solutions offers a comprehensive service. The Kohia Education Centre is also aligned with the University of Auckland and provides professional development workshops and resources for secondary school teachers. The principal of Pasifika Open School will establish a relationship with these organisations to ensure the availability and appropriateness of professional development for POS staff.

practical focus on professional development aligned with the school's vision. Working with Team Solutions will involve all teaching and management staff, to ensure that professional development reflect the needs of the school and students. Teachers will also be encouraged to pursue post-graduate education, with research work in the areas of Pasifika success and online learning particularly encouraged.

Professional development gaps will be identified by the governance group and management, and these will be the basis for planning continuing professional development.

Question 8b: Professional development for staff that are not registered teachers

Administrators and other non-teaching school staff will be encouraged to participate in professional development based on a series of administrative and managerial competencies. As with teaching staff, further academic study will be encouraged, however emphasis will be on ensuring staff are competent practitioners.

Non-registered teachers will benefit from mentoring and supervision by registered staff, and a professional development programme will be developed with Team Solutions to ensure an effective series of opportunities is available. Non-registered teachers will also be encouraged to complete teacher training.

Question 8c: How professional development meets the needs of priority students

Professional development for teachers and coaches will be focused on where gaps in capability are identified, and POS will work with Team Solutions to bridge these skill gaps. Areas of professional development will include, but not be limited to, personalised planning; diagnostic assessment; literacy and numeracy development; learning assessment and feedback; facilitated learning; and mentoring, coaching and pastoral care. These are activities that we need to excel in to meet the needs of our Pasifika student base.

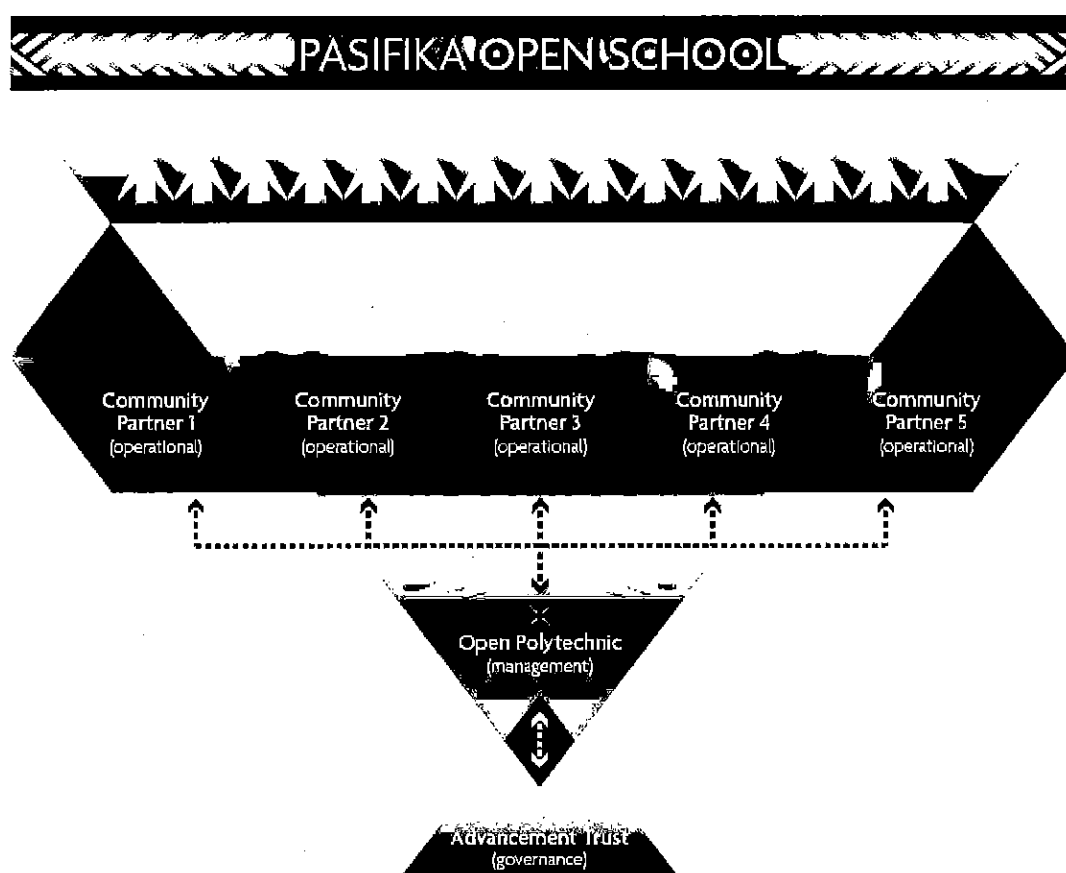
5 BUSINESS PLAN

"E sui faiga ae le suia fa'avae", we can change the way we do things, but the principles remain the same

5.1 Section 5, Questions 1, 2 and 3 (Part A - Governance, Management, and Administration)

Question 1: POS Structures

The school is structured in the following way:



Governance

PPAT, as the sponsor, arranges and manages the agreement with the Ministry of Education; reports POS performance; sets and manages all governance policies; and organisational risks. PPAT's sole responsibility will be for the governance of the School.

Management

A Principal and Deputy Principal will be appointed to ensure consistency across the satellite schools. The principal will report and manage the consolidated school performance to PPAT. Initially, the Open Polytechnic will appoint the Principal and Deputy Principal as it establishes and manages the relationships with a series of community partners who will establish the satellite schools.

The Principal sets the standards for the community partners when recruiting and hiring teachers and POS coaches; ensuring teachers are registered and culturally aware. The Principal also arranges training and development; ensures quality of delivery; tracks and manages whole of school performance; liaises with communities and partners; ensures resources are available; prepares funding agreements with community partners and approves payments; and has authority to discipline and manage student behaviour.

The Open Polytechnic is acting as the operational manager and shared services provider. The Open Polytechnic has a credible history of working with the Pasifika community and has sufficient scale and reserves to enable PPAT to mitigate its risks around a new and in New Zealand untested venture. The Open Polytechnic will assist PPAT in a number of ways: accreditation and programme approval; developing and maintaining learning materials; providing central learning support; providing the information systems, technology infrastructure and e-learning devices; providing financial and human resource support, and developing and moderating assessments. It will also co-ordinate the reporting for PPAT as required by the Ministry of Education.

It is anticipated that Open Polytechnic's team will operate as a distinct unit within the Open Polytechnic, with the Principal reporting to the Chief Executive and PPAT Trustees.

POS will use existing administration and general management staff from within the Open Polytechnic where appropriate to provide financial, ICT and human resources advice.

Satellite Schools

Community-based Pasifika organisations provide facilities; maintain site-specific procedures and rules; hire POS coaches and administrative staff; liaise with the community and recruit students; arrange out-of-study time cultural and sporting activities; pay teachers, coaches and reliefs.

Teachers are available to the students on a pre-agreed schedule. They assist in diagnostic assessment and in developing and reviewing individual Learning Contracts; encourage and facilitate learning; employ innovative ways to help struggling youth; recommend disciplinary actions, exclusions and expulsions to the Principal. Teachers are academic leaders, have relevant experience of Pasifika education and are empathetic. Teachers work with and support the trained POS coaches.

Existing Open Polytechnic tutors will support Year 12 and 13 students studying vocational courses // electives.

Question 2: Relationships between sponsor, governance board and school management

The proposal is that POS is sponsored by a separate Trust (PPAT); the trustees of which are the governance board with each trustee a respected member of the Pasifika community having an interest in education. PPAT will appoint the Open Polytechnic to assist them with the establishment of the contractual relations required to manage the school. The trustees believe that the appointment of the Open Polytechnic will greatly assist in the mitigation of the risks around implementing the school.

PPAT will adopt an implementation plan to engage community partners that share its vision. PPAT will negotiate the shared services agreement with the Open Polytechnic based on the current memorandum of understanding. PPAT will create a standard agreement for the community partners to ensure that the terms and conditions of any agreement are both equitable and likely to provide success for the students.

PPAT will appoint a Principal and Deputy Principal through the Open Polytechnic. The principal is crucial to the success of the school. Because of the number of separate and distinct communities it is necessary to ensure that the partners share the same vision and that performance can be measured consistently and acted upon.

Question 3: Stakeholder involvement in decisions

POS will be a school for Pasifika, by Pasifika and with Pasifika. PPAT Trustees have been drawn from the Pasifika communities. The community partners have been selected for their demonstrated alignment with Pasifika, and teachers and coaches will be hired with cultural affinity. On-going input will be received from all levels of the POS. Systematic feedback will be also be sought from fanau and students and taken into consideration on the scheduling of course offerings, contextualising, delivery methodology and support mechanisms. POS will implement a self-reflective continual improvement philosophy with stakeholder involvement being a significant factor in informing the improvements.

5.2 Section 5, Question 4 (Part B - Planning and Establishment)

Question 4: Implementation plan

POS's implementation plan is simplified by the facts that:

- No new physical infrastructure is required as campuses will be established at existing community facilities. The facilities will need to be made suitable for secondary school students and equipment made available.
- Relationships already exist between the initial community partners and Open Polytechnic, and POS activities will be an extension of established partnerships and education provision
- Community partners are already engaged in education and training and have established recruitment and delivery processes, and first-hand knowledge and experience of how the learning approach works.
- Management infrastructure (such as human resources, finance, strategy, materials distribution, information technology, contact centre and help desk) largely exists within Open Polytechnic and will not need to be established afresh
- Required learning, reporting and management processes and systems largely exist at Open Polytechnic and within communities, and will be adapted rather than created
- Open Polytechnic owns all learning materials, and these already exist for courses within the national qualifications offered.

A high level implementation plan, reflecting the key set up and operational activities from July 2013 to December 2014 is shown on the next page

POS Implementation Plan, July 2013 to December 2014

Governance	Confirm board members	
	Establish Funding Agreement	
	Establish Management Contract	
	Hold board meetings	
	Set up MoE reporting	
Staffing	Recruit and appoint Principal	
	Recruit and appoint teachers	
	Recruit project manager	
	Establish management roles within Open Polytechnic	
Community Partners	Establish agreements with partners	
	Plan networks for community involvement	
	Set up campus reporting processes and systems	
	Recruit and train coaches	
	Recruit administrators	
Facilities	Refurbish facilities	
Infrastructure	Set up student records and learning systems	
	Adapt Open Polytechnic systems (payroll, finance)	
	Establish website	
	Source, prepare and load tablets	
Policies	Draft and agree policies	
Recruitment and delivery	Develop marketing collateral to support recruitment	
	Recruit Y11 cohorts at The Village	
	Recruit Y12 cohorts at The Village	
	Recruit Y11 cohorts at Martin Hautus	
	Recruit Y12 cohorts at Martin Hautus	
	Recruit Y11 cohorts at Affirming Works	
	Recruit Y11 cohorts at Spring Hill Youth Unit	
	Distribute learning materials and tablets	
	Commence delivery of NCEA	
	Commence delivery of NCEA L1	
	Commence delivery of NCEA L2	
	Monitoring of student engagement and progress	

5.3 Section 5, Questions 5, 6, 7 and 8 (Part C - Finance)

Question 5: Financial plan

The financial plan for POS devolves from the strategy map that includes the output to deliver financial sustainability. To be financially sustainable POS needs to: attract and retain viable participation from viable target Pasifika communities and minimise financial risks through effective financial management.

All the partners to this application are passionate about delivering high quality education to Pasifika young people and are confident that they can attract and retain students from their respective communities. However, to be financially sustainable POS must aim for economic success for all its partners and at the same, to be prudent, POS must also mitigate the financial risks from its partners. The financial model is based on these principles of financial risk and reward sharing that diversifies the overall financial risk for POS

Financial summary

The financial modelling is a top-down assessment based on our understanding of the funding rules and what can be negotiated between the Crown, and the initial discussions with the community partners desirous of becoming satellite school campuses. However, we are confident that the model works financially and equitably to all parties. The Table below summarizes the consolidated cash flow.

Consolidated cash flow

Summary: Cash Flow	Yr0	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Total
\$0.00m								
<i>Roll</i>		200	460	784	936	1,008	1,008	4,396
<i>Number of community partners</i>		4	6	8	8	8	8	
Revenue	<div style="display: flex; justify-content: center; align-items: center; gap: 10px;"> <div style="text-align: left; padding-right: 10px;"> Expenses Trust Open Polytechnic Schools Total expenses Surplus/(loss) surplus / revenue </div> <div style="border: 1px solid black; padding: 5px;"> s 9(2)(b)(ii) OIA </div> </div>							
Expenses								
Trust								
Open Polytechnic								
Schools								
Total expenses								
Surplus/(loss)								
surplus / revenue								

Risks

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

The table below contains what we believe are the important financial risks and mitigations.

Risk	Mitigation
Implementation	<p>Good governance. PPAT has commercially astute and unbiased members who understand the risks around start-ups.</p> <p>Start small. PPAT is separate from the satellite schools. POS starts small in year 1 with only 4 satellite school campuses and builds to 8 after evidence of success.</p> <p>Business planning. POS has a centralized business plan and business plans for each partner as part of its agreements. Each</p>

Resources	<p>BP contains a standard contingency element.</p> <p>Cash Flow. PPAT delegates to the Open Polytechnic treasury management. The Open Polytechnic is able to manage short term cash deficits with its separate funding streams.</p> <p>Funding. Successful negotiation of hybrid funding model which includes setup costs. The satellite schools use the setup revenue to offset losses in first few years.</p> <p>Outsourced shared services. PPAT delegates many of the resource risks to a larger organization (the Open Polytechnic) which has the capacity and organizational competencies e.g. Management, financial, legal, human resources and ICT.</p> <p>Single leadership model. The Principal is engaged centrally and shares information across all community providers including policies and procedures, curriculum, teaching practices and learning materials. (The Principal is a key role in the success of POS).</p> <p>Knowledge retention. The Deputy Principal is engaged centrally to back up the Principal.</p>
Performance	<p>Central measurement. PPAT is separate from its community partners and the measurement of performance is administered centrally by the Open Polytechnic as an unbiased agency.</p> <p>Diversifying risk. PPAT starts with 4 and ends with 8 satellite school campuses. Thus PPAT diversifies its financial risks around satellite school performance.</p> <p>Innovation. PPAT starts with 4 and ends with 8 satellite school campuses. It can share successful ideas and test innovation on a smaller scale.</p> <p>Accountability. The Open Polytechnic has control over the bank accounts and distributes funding according to the agreed measurable performance objectives.</p> <p>KPIs The major financial success drivers are class size and number of providers. These class sizes will be emphasised in the funding agreements with the satellite schools.</p>

Funding

The financial model applied relies on the successful negotiation of funding with the Ministry.

The primary financial assumption is that this application for funding is based on POS combining eight small satellite school campuses into one bid. This creates efficiencies that can be shared with the Ministry.

The model is over six plus one years. The satellite schools do not arrive at their full complement until year 3 and each school is not financially sustainable on operating revenue until each reaches its year 3. Please note that the set up funding allows for working capital across the first two years of operation but the marginal costs are not shown as set up costs in the attached sheets.

Thus the proposal for funding is as follows:

Funding Type	Calculation assumed	Discount for efficiency
Setup funding	Rate is applied for each satellite school campus i.e. 8 times the rate for a school as each grows from 50 to 126 over 3 years. Paid the year prior to each school starting (yrs 1-3)	Discounted at 10%.
Base funding	For each satellite school campus i.e. 8 times the rate for a school	Discounted at 40%
Volume funding	Same rates per student	No discount
Property funding	Rate is applied for each satellite school campus i.e. 8 times the rate for a school as each grows from an average of 50 to 126 over 3 years. Starts as each school starts (yrs 1-3)	No discount

We have calculated that by combining the application and applying the efficiencies gained POS can provide all the advantages of eight small, flexible and distinct schools and also save ████████ over six years (compared with the satellite school campuses applying separately.) [s 9\(2\)\(b\)\(ii\) OIA](#)

This model is still economically feasible if the number of satellite school campuses increase given these funding assumptions. Therefore, if required by the Ministry, the same or a similar model could be used for other target groups

Question 6: Itemised financial forecast

A separate Microsoft Excel workbook is attached, containing a detailed and itemised financial forecast for the first six years of the contract. The assumptions and basis of calculations are listed alongside each of the cost areas.

The draft funding model does not allow for part-time or part-year enrolments, however after seeking clarification from MoE, we understand that there is no reason why it couldn't. The nature and appropriateness of such enrolments and the quantum of payment would be subject to discussion on the merits of this approach during the contract negotiations with preferred Applicants (if any).

Question 7: Additional funding

POS will not be requesting any school fees from parents. It will be looking for donations from its community in time and facilities. It is expected that mentors in the community will gift their time to the students during, for example, work placements, to assist them in their career aspirations. It is also likely that the partners will receive directly donations from local business to help with food and transport. However, none of these options have been included as a cash equivalent in the financial modelling.

The school will be requesting any other funding that it is eligible for e.g. disability funding. This will be on a needs basis. No revenue has been included or associated costs.

Question 8: Financial management and auditing procedures

Funding will be distributed to PPAT's partners based on the deliverables included in agreed funding agreements. PPAT will delegate the operation of its bank accounts to the Open Polytechnic who will manage the payments to both PPAT's suppliers and partners. The Open Polytechnic is a Crown-owned entity subject to external and internal audit processes.

PPAT will undertake an annual financial audit.

PPAT will obtain insurance to adequately mitigate its risks and will also ensure through its agreements that partners are similarly insured.

5.4 Section 5, Questions 9 and 10 (Part D – Facilities)

Question 9: Facilities

The school will be located at up to at eight different locations;

The condition of becoming a community partner will be using existing sites with the appropriate standards suitable for the POS

The property condition and access to facilities will be part of the agreement between the Trust and the partners

Renovations will be financed through the setup funding.

POS Community Partner Facilities

Community partner	Contact	Nature / address of facilities	Terms of facility provision	Date required
The Village	[REDACTED]	Classroom at Address	Property funded	January 2014
Martin Hautus		Classrooms at address	Property funded	January 2014
s 9(2)(a) OIA		Classrooms at address	Property funded	July 2014
Affirming Works		Classrooms at address	N/A	July 2014
Spring Hill Youth Unit		Community rooms and Church facilities	Property funded	January 2015
Lavea'i Trust	TBA	TBA	TBA	January 2015
TBA (Wellington)	TBA	TBA	TBA	January 2016
TBA (Canterbury)	TBA	TBA	TBA	January 2016
TBA (Waikato)	TBA	TBA	TBA	January 2016

The Open Polytechnic has all courseware assets as well as capacity to accommodate the central school infrastructure and support services at its current campus. The school proposes that each student will receive a tablet (internet/skype/ebook capable), these operational costs will be met by POS.

Question 10: Asset management

PPAT will not own any physical assets. PPAT will ensure the standards required for teaching are available at each satellite school.

The Trust will do this by:

- Selecting community partners that have suitable existing facilities.
- Ensuring each satellite school has facilities standards as part of their performance agreements.
- Ensuring that the business plans, including facilities management, are audited by PPAT.

5.5 Section 5, Questions 11 and 12 (Part E – Enrolment and School Marketing)

Question 11: Outreach to the Community

POS and its program will:

- Be publicised throughout the community, through existing networks word of mouth, the language radio programmes, the Pasifika informal community and church network, schools in and outside of POS, posters and community notices on Tagata Pasifika TV 1, and Triangle TV.
- Target parents/family/fanau who may not be engaged in their child's learning through word of mouth and support groups within POS including parents and staff. Student study groups play a large part in parents being involved as well.
- Identify and develop relationships with community organisations that can assist in engagement with parents/family/fanau, through community meetings and church events and promoting positive messages about POS having a different approach to education.
- Use connections available to PPAT that have good leadership in Pasifika communities, and PPAT will motivate all concerned to make POS happen.

Question 12: Future expansion and improvements

POS will offer secondary education to its student population at Years 11, 12 and 13.

POS plans to commence in 2014 with a roll of 200 students in Year 11, and grow to 1,008 at Years 11, 12 and 13 within five years.

Target Enrolments

Year Level	Student Numbers					At Capacity
	2014	2015	2016	2017	2018	
11	200	300	400	400	400	400
12		160	240	320	320	320
13			144	216	288	288
TOTAL	200	460	784	936	1,008	1,008

POS will comprise a series of separate school campuses located at facilities within the communities it serves. Youth from each community will enrol with their local POS. POS's model is scalable. POS enrolment are expanded through:

- Engaging additional communities
- Increasing the number of intakes annually at each community (two per community is envisaged initially)
- Increasing the number of cohorts at each intake at each community.

As the school develops, it will expand with its ultimate geographic and ethnic focus being aligned to the Pasifika population of New Zealand. Specifically POS will provide in the four main centres - Auckland, Wellington, Christchurch and Hamilton where 90% of the Pasifika peoples reside.

5.6 Section 5, Question 13 (Part F – Other)

Question 13: Facilities

The objective of POS is to create a community environment where students, family and others can drop in. There will be set classroom times for students but it is proposed that students will also stay at the schools to do extracurricular activities and to work on their own portfolios.

Therefore the satellite school campuses will provide classrooms for students. They will also provide facilities for students to study outside the classroom as they will be encouraged to do so. And they will also provide facilities to encourage family and other members of the community to participate.

6 OPERATIONS PLAN

Tau mai na o pua o ula e osi ai le taulaga... Bring only the most beautiful of hibiscus, come let us sacrifice to the gods.

6.1 Student Policies and Procedures

6.1.1 Section 6.1, Question 1 (Part A - Timeline for registering and enrolling)

Question 1: Enrolment policy

We will actively recruit from partnering communities three months ahead of each semester, so communities will be involved in recruiting first student cohorts in September & October 2013. Students will be interviewed and assessed prior to enrolment. The student role is expected to be finalised prior to the first semester starting in January 2014.

The POS will use limited marketing collateral, and deploy proven enrolment methods based on relationships, connections, networks and word of mouth.

We will enrol students that:

- Are seeking an alternative to the traditional secondary school model, and where there is evidence that this model is failing them
- Belong to and have support for enrolling from local community
- Wish to be educated within a Pasifika culture and environment, and with a bilingual element
- Wish to focus on future careers that are vocationally-oriented
- Are committed to engage with the learning approach offered and are prepared to sign a Learning Contract that makes clear the obligations and expectations placed on them.

6.1.2 Section 6.1, Question 2 (Part B - Policies and procedures for withdrawal, suspension and expulsion of students)

Question 2: Withdrawal, Suspension and Expulsion policies and procedures

In line with the provisions under the Education Act and any other applicable Acts, a hierarchical system will be in place to deal with issues of discipline and ensure a safe, orderly and drug-free environment. Counselling will be available in the discipline process.

Minor breaches of school rules will be initially dealt with by a warning system. Incidents of gross misconduct or continual disobedience may result in stand down or suspension.

Stand downs and suspensions will be dealt with in accordance with procedures set out in current Ministry of Education requirements, and in accordance with all legislative requirements.

6.1.3 Section 6.1, Question 3 (Part C - Grievance Process)

Question 3: Grievance process

All complaints or objections against a decision, procedure or practice will be dealt with fairly and effectively, in the interests of all parties concerned.

In the first instance, complaints and objections will be raised directly with the person(s) concerned, and attempts made to resolve the issue at the campus of origin without further intervention.

If resolution is not achieved, the complaint or objection will then be taken to the Principal (in the cases of complaints involving staff) or the Open Polytechnic CEO (in the case of complaints and objections involving the Principal).

Staff members who wish to report incidences of serious wrongdoing within the school should follow a protected disclosures procedure that will be put in place.

Complaints that are more appropriately directed to the Police or other statutory authorities will be dealt with separately.

6.2 Personnel

6.2.1 Section 6.2, Questions 1 and 2 (Part A – Key Leadership Roles)

Question 1: Key leadership roles

The table below summarises the names and qualifications of persons that will hold key leadership roles in the school.

Summary of persons in key leadership roles

Role in POS	Name	Current affiliation	Qualification
Chair of PPAT	Michael Jones MNZM	Pacific Peoples Advancement Trust	
CEO, Open Polytechnic	Caroline Seelig (Dr)	Open Polytechnic of New Zealand	
	s 9(2)(a) OIA		
POS Principal	To be advertised and recruited	Pasifika Open School	
		The Village Community Services Trust	
		Martin Hautus, The Pacific Peoples Learning Institute Ltd	
		Lavea'i Trust Inc	
		Affirming Works Ltd	
		Training and Education, Programme Design & Implementation, Department of Corrections	

The CVs of the persons above are attached in Appendix 3.

The following job descriptions are attached in Appendix 4:

- POS Principal
- POS Deputy Principal
- Registered teacher
- POS coach.

Question 2: Staff recruitment

Student-facing staff (teachers and coaches) will be policed vetted. Teachers will be selected for their experience as an educator, personal qualities, empathy with cultural issues, community connectedness, and bilingualism. They would preferably be of Pasifika origin, well-versed in core literacy and numeracy provision and familiar with school management.

The following appointments procedure will be adopted:

- Timeline is decided from date of advertisement to intended appointment.
- Appointment documentation is produced including Job Description; NBHS Application Form (incl. Teacher Registration or Police Vetting information) ; Referees Forms; Criteria for appointment; School/Community Description; Interview questions
- Advertise position
- Candidates are short listed
- Interviews conducted
- In the case of teaching appointments evidence of current teacher registration is confirmation that a satisfactory police vet has been undertaken by the New Zealand Teachers' Council
- In the case of all other employees a Police vet must be obtained prior to the appointment being made.
- Unsuccessful applicants are notified and any relevant documentation is returned.
- An induction process and information will be provided for all new appointments.

6.2.2 Section 6.2, Questions 3 and 4 (Part B – Qualifications of school staff)

Question 3: Registered teachers

The Principal, Deputy Principal and all 'teachers' will be registered. Every campus will have at least one registered teacher (1 per cohort of 25 students) and trained coaches (1 per cohort of 25 students).

Question 4: Employment processes

POS will implement employment policies that ensure the best possible appointments will be made to both teaching and non-teaching (support) vacancies to ensure the goals of the school can be achieved. Specifically:

- All appointments to teaching and coaching positions within the satellite schools and Open Polytechnic will comply with relevant legislation and employment criteria.
- All persons involved in the appointments process will respect the confidentiality of every application and its accompanying referees reports, written or verbal.
- In any of the appointment processes, outside professional advice may be sought or used in the selection process if it is thought appropriate.
- The Principal will be appointed by the CEO of the Open Polytechnic. It may be that after the school implementation is complete that this role (and the deputy's) will transfer to PPAT.

- For all other appointments, teaching and non-teaching, recruitment, selection and appointment is delegated to the Principal and community partners. However, all appointments will be subject to the Principal's approval. All staff must meet the criteria set by PPAT.
- All teaching applicants must be registered with the New Zealand Teachers Council and can be vetoed by the Principal.
- All coaches must undergo training associated with the position and can be vetoed by the Principal.
- All student-facing appointments are subject to a satisfactory Police vet.
- If no suitable applicant for a particular position is available then no appointment will be made, and the recruitment process will be repeated.

6.2.3 Section 6.2, Question 5 (Part C – Staffing Plan)

Question 5: Staffing plan

The CEO of Open Polytechnic is accountable for the management of POS.

Principal: The Principal will report directly to PPAT and the CEO of the Open Polytechnic and be charged with the day to day running of the school, and will have responsibility across all campuses. The Principal will initially be based in Auckland.

Teachers: All teachers will be registered and each campus will have one teacher for every cohort of 25 students.

Coaches: Coaches will provide individualised contextualised assistance to students, particularly to those students having difficulties with their studies. Each campus will have one POS coach for every cohort of 25 students.

Recruiting: Community partners will be required by their agreement to recruit staff to the local campus with the following capabilities:

- Relevant teaching qualifications and experience
- Coaching and pastoral care experience
- Community liaison network
- Relationship management with local businesses

Additional staffing requirements: The Principal will be supported by the staff and management at the Open Polytechnic, as appropriate. Staff and management at the Open Polytechnic will be assigned roles as is appropriate in supporting functions such as human resources, financial management, health and safety, technology support, logistics and distribution, marketing and communications, strategy and Faculty.

6.2.4 Section 6.2, Question 6 (Part D – Employment Policies)

Question 6: Employment policies

Initially PPAT is unlikely to have any staff. It will contract the Open Polytechnic to manage the implementation of PPAT's employment policies.

There will be standards established by PPAT for the recruitment of staff. For example teachers will need to be registered and all staff will be Police vetted.

The Open Polytechnic and the community partners will manage their employees and how they meet the timetable and service levels required by their contracts with PPAT. On saying that, the community partners will not be engaged by POS without Ministry of Education involvement and a history of positive community service.

The Open Polytechnic maintains a Human Resources and a Legal team which will provide advice to PPAT on best practice employment policies.

6.2.5 Section 6.2, Question 7 (Part E – Volunteers and Contractors)

Question 7: Volunteers and contractors

POS will comprise existing community partners who by their nature involve members of their community. Many of these community partners will help out when and where possible. Also POS will be engaging with the business community to provide workplace training opportunities. When POS engages with workplace mentors for its authentic learning components, these volunteers will be Police vetted. When in the school facilities there will always be a teacher and/or coach present.

It is proposed students will also be encouraged to have a volunteer mentor who will be a person they can seek advice or support from at any time should they experience difficulties with engagement with their studies.

6.2.6 Section 6.2, Question 8 (Part F – Performance Management and Appraisal)

Question 8: Performance management and appraisal

As well as expecting teachers to be reflective practitioners, a formal performance appraisal will occur through a standardised Human Resources Performance system, with 3-6 month reflection/review discussing progress against measurable outcomes. This will be a contractual requirement, designed to maintain and enhance quality teaching and performance.

A significant focus of performance will be ensuring the teacher provides a positive, supportive culturally safe environment to students.

The POS appraisal processes aims to:

- Improve the quality of teaching and coaching practices and therefore to enhance learning opportunities in the school
- Identify individual teacher strengths and development needs.
- Enable decisions to be made about appropriate professional development opportunities for staff and to enable resource allocation for these.

Every staff member will have a job description that will form the basis for performance and developmental objectives.

6.3 Legislative and Health & Safety

6.3.1 Section 6.3, Questions 1 and 2 (Part A – Health and Safety)

Question 1: Health and Safety standards

In order to ensure that the National Education Goals are met, to ensure the health and safety of staff, students and visitors, and to comply with the Health and Safety in Employment Act 1993, POS 's governance board and management will maintain a safe work place and safe working policy and practices. Specifically, POS will:

- Provide a safe physical and emotional environment for staff and students
- Provide training and instruction in occupational health and safety
- Provide appropriate safety devices and protective equipment
- Promote occupational health and safety standards
- Promote healthy food and nutrition for all students
- Where food and beverages are provided on school premises, make only healthy options available.

The Principal, with the aid of administration staff will monitor compliance with health and safety procedures and report compliance and performance to the governance board.

Question 2: Actions to ensure safety

The safety of students and staff will be maintained through the establishment of policies and procedures that are designed to ensure:

- POS and its campuses comply with all relevant health and safety legislations, standards and Ministry of Education codes of practice which ensure the safety of students, employees, contractors and visitors to the campuses.
- All members of the school community understand their own responsibilities in maintaining a healthy and safe environment.
- Campuses have documented health and safety management procedures that are actively followed and monitored for compliance. Active steps will be taken to ensure any risk is quickly eliminated or appropriately mitigated.
- A safe and healthy physical and emotional environment for students and staff, both within the campus grounds and when school activities are held elsewhere.
- Bullying of any kind is unacceptable at POS. If bullying does occur, all pupils will be able to tell and know that incidents will be dealt with promptly and effectively.
- That a designated person at each campus manages procedures and inspections.
- That students and staff use information and communications technology appropriately and safely at school, and when participating in school activities/events held elsewhere.
- That smoking and illicit substances are not permitted within campus buildings or grounds.

6.3.2 Section 6.3, Question 3 (Part B – Records and Information Management)

Question 3: Records and Information Management

All POS student information will be held in a student management system, from enrolment, through to graduation, including attendance and assessment results, along with notes on interaction with students. The student management system will be based on a system used by Open Polytechnic, which was recently assessed for robustness by Archives New Zealand, and approved as an appropriate system to hold the student record and be counted as the record.

POS will have a full classification structure and retention and disposal schedule that is fully compliant with the Public Records Act 2005.

7 Acceptance of Draft Agreement

Should this proposal be successful, PPAT is prepared to enter into an agreement with the Ministry in the form proposed.

8 Assumptions, Risks and Caveats

Below is a table that lists noted assumptions, risks and caveats made throughout our proposal.

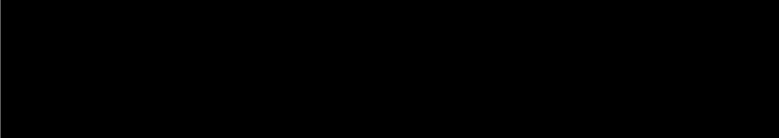
Reference	Type (A / R / C)	Subject	Comment
1	Caveat	Funding	That agreement with the Ministry, will be subject to successful contract arrangements with the Open Polytechnic and Community Partners. The Open Polytechnic and named Community Partners have expressed a willingness to be involved in this Partnership School project but contract negotiations with these parties are conditional on PPAT's application being accepted and entering into an agreement with the Ministry for operation of the School.
2	Assumption	Funding	Available for part-time, part-year enrolments. Can be based on a multi-campus school and shared services model.
3	Assumption	Flexibility of school week	The Ministry holds no preconceived views on how a PSKH will be run.
4	Assumption	Enrolments	We are assuming a ramp up from 200 students in 2014 to 1,008 in 2018
5	Assumption	Student demographic	80% Pasifika, 50:50 male / female. Students not engaging with traditional system.
6	Risk	Project timeline	If we cannot maintain the schedule for key activities (contracts, recruitments etc) then there will be significant time pressures
7	Assumption	Curriculum	Aligns to national curriculum
8	Caveat	Learning approach	Non-traditional secondary model which meets international criteria for foundation and bridging levels; meets Ako Aotearoa recommendations for foundation study; aligns to Big Picture principles; aligns to best practice for global open schools
9	Assumption	Growth	2 community partners added every 6 – 12 months, roll out from Auckland to other centres starting in 2015
10	Assumption	Work experience	Involvement from network of community businesses
11	Assumption	Campus facilities	Existing community facilities can be refurbished
12	Assumption	IT infrastructure and management processes, systems	Largely assumes adaptation of Open Polytechnic processes and systems, underpinned by existing management roles
13	Assumption	Learning facilitation	All students have scheduled classes with registered teachers

9 Applicant Declaration

This declaration form has been completed by PPAT.

Declaration: Pacific Peoples Advancement Trust

Declaration		
Topic	Requirement	Applicant's declaration
RFA response:	The Applicant has prepared this application independently to operate a PSKH.	agree
RFA terms:	The Applicant has read and fully understands this RFA, and the RFA terms in Part Three of this RFA, and agrees to be bound by them.	agree
Collection of further information:	<p>The Applicant authorises the evaluators to:</p> <ul style="list-style-type: none"> a. collect any information about the Applicant, from any relevant third party, including a referee, or previous or existing client b. to use such information in the evaluation of the Applicant's Application. 	agree
Objectives and Requirements:	<p>The Applicant has read and fully understands the nature and extent of what is required by the Ministry and the Minister as described in part one and two of this RFA.</p> <p>The Applicant has the necessary capacity and capability to fully meet or exceed the deliverables in the operation of a PSKH and will be available to operate their PSKH throughout the proposed contract period.</p>	agree
Contract terms and conditions:	The Applicant has read and fully understands and accepts the Agreement terms and conditions as stated in our proposed conditions of contract or has completed the table of proposed contract derogations in the form set out in paragraph 7 of this Part Two of the RFA. If successful, the Applicant agrees to sign a contract based on these terms and conditions.	agree
Conflict of interest:	The Applicant warrants that it has no actual, potential or perceived conflict of interest in submitting this Application, or entering into a contract to operate a PSKH. Where a conflict of interest arises during the RFA process the Applicant will report it immediately to the Contact Person.	agree
Ethics:	<p>The Applicant warrants that in submitting this Application it has not:</p> <ul style="list-style-type: none"> a. entered into any improper, illegal, collusive or anti-competitive arrangements with any competitor b. directly or indirectly, approached any representative of the Minister, Ministry or the Board to lobby or solicit information in relation to the RFA (except where allowed for during the 	agree

Offer validity period:	<p>Clarification period).</p> <p>c. has not attempted to influence, or provide any form of personal inducement, reward or benefit to any representative of the Minister, Ministry or the Board.</p> <p>The Applicant confirms that this Application remains open for acceptance for a period of 180 days from the Closing Date.</p>	agree
Applicant interview	<p>The Applicant acknowledges that if requested, the Applicant will be available to attend an interview in Wellington at a location to be determined by the Board over a one week period, with time slots given on a first-in first-served basis.</p>	agree
Declaration:	<p>The Applicant declares that in preparing this Application it:</p> <p>a. has provided complete and accurate information in all parts of the Application, in all material respects</p> <p>b. has secured all appropriate authorisations to submit this Application and is not aware of any impediments to its ability to enter into a formal contract to deliver the outcomes.</p> <p>The Applicant understands that should it be successful in being awarded a contract with the Minister then the falsification of information, supplying misleading information or the suppression of material information in relation to this RFA will be grounds for termination of the contract.</p>	agree
<p>DECLARATION</p> <p>This Application has been approved, and is signed by, a representative of the Applicant who has the authority to do so. This representative is named below.</p> <p>This representative declares that the particulars provided above and in the attached Application documents are accurate, true and correct.</p>		
Signature:		
Full name:	<p>La'auli Savae Michael Jones s 9(2)(a) OIA</p>	
Title / position:	<p>Chair, The Pacific Peoples Advancement Trust</p>	
Date:	<p>15 April 2013</p>	

10 Appendix 1: PPAT - Unaudited Accounts 2010/11 and 2011/12

**Annual Financial Reports
Of
Pacific Peoples Advancement Trust
For the year ended 30th June 2011**

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

REDACTED

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

REDACTED

Annual Financial Reports
of
Pacific Peoples Advancement Trust
for the Year ended 30th June 2012

Please note these Financial Statements are yet to be audited

Draft Only

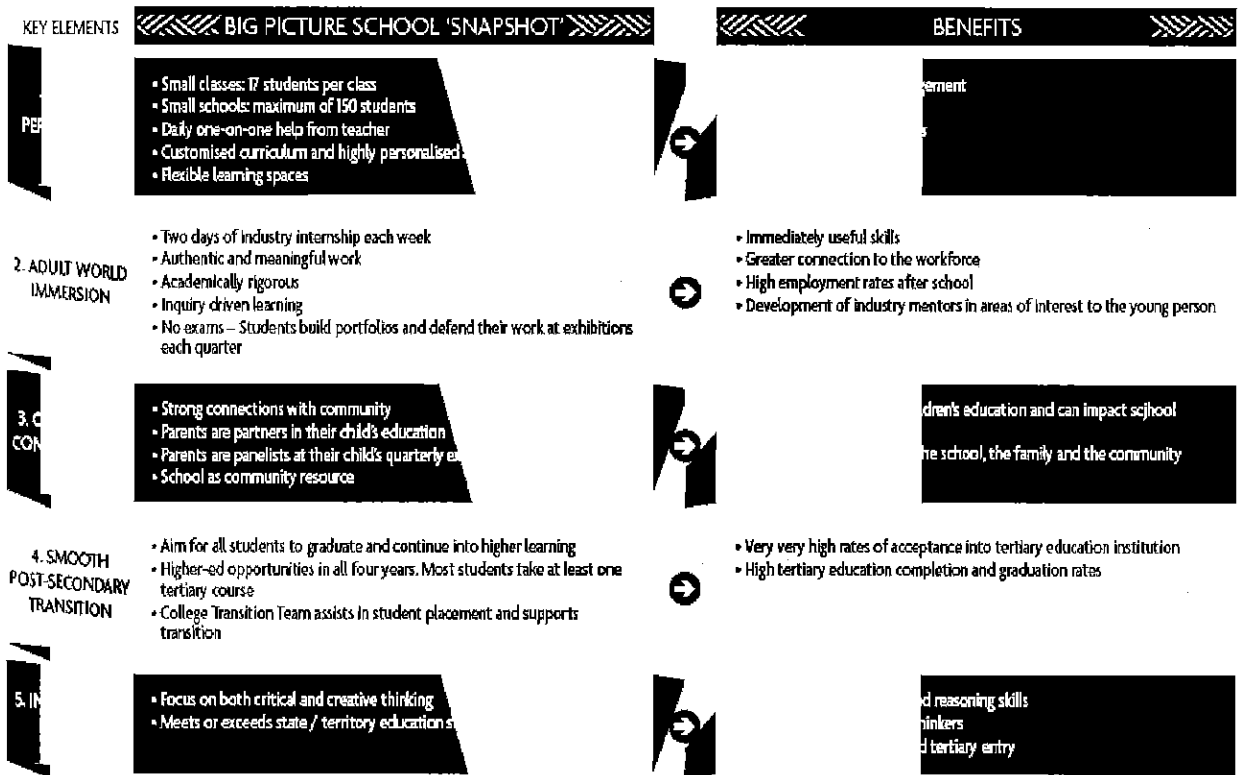
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11 Appendix 2: Big Picture School Snapshot



13 Appendix 4: Job descriptions of key roles

Pasifika Open School Principal

Directly Responsible to: Open Polytechnic Chief Executive

PPAT Board

PURPOSE

The POS **Principal** must work as a highly effective professional leader of the School, having strong cultural, empathetic and interpersonal skills and able to ensure the School achieves its student achievement targets. The Principal will also maintain strong community relationships to facilitate the School's integration within its local Pasifika community.

Functional Relationships Internal:

- PPAT Board of Trustees
- POS Deputy Principal
- Open Polytechnic Senior Management Team
- Open Polytechnic Academic Quality team
- Open Polytechnic Education Solutions team
- Open Polytechnic Teaching Staff
- POS Managers and teaching staff
- POS Students

External:

- Parents/caregivers of students
- Pasifika community
- Ministry of Education
- Professional agencies and associations
- Other educational and management organisations

The requirements of this position description are subject to review in light of changing circumstances. Any review will be a collaborative process.

Specific responsibilities related to the management of school operations will be negotiated with the Open Polytechnic Leadership Team.

A copy of the current areas of responsibility is attached

KEY AREAS OF ACCOUNTABILITY

Culture

Accountability	Provide professional leadership that focuses the school culture on enhancing learning and teaching.
Responsibilities	<ul style="list-style-type: none"> • With the School management and Trust develop and implement a school vision and shared goals and values focused on enhanced engagement and achievement (academically, socially and culturally) for all students. • Promote a culture whereby staff members assume appropriate leadership roles and work collaboratively to improve teaching and learning. • Model respect for others in interactions with adults and students • Maintain a safe, learning-focused environment. • Promote an inclusive environment in which the diversity and prior experiences of students are acknowledged and respected. • Manage conflict and other challenging situations effectively and actively work to achieve solutions.
Expected Result	<p><i>Students and staff understand the vision and shared goals of the school.</i></p> <p><i>Students and staff feel culturally safe and are motivated to meet achievement goals.</i></p> <p><i>Students, parents, staff and the community work together in a culture of respect.</i></p> <p><i>Issues of conflict are appropriately dealt with and resolved to the satisfaction of the Trust and affected parties</i></p>

Pedagogy and Programme Delivery

Accountability	Create a learning environment in which there is an expectation that all students will experience success in learning
Responsibilities	<ul style="list-style-type: none"> • Promote, participate in and support on-going professional learning linked to student progress which ensure staff members engage in professional learning to establish and sustain effective teacher /learner relationships with all students. • Ensure consistency of performance across different School locations • Demonstrate leadership through engaging with staff and sharing knowledge about effective teaching and learning in the context of the New Zealand curriculum documents. • Work with the Trust to ensure that the review and design of school programmes is informed by school-based and external evidence. • Foster a professional learning community within which staff members are encouraged to be reflective practitioners engaging with research and feedback on their professional practice. • Ensure the use of best practices for assessment, and analyse and act upon evidence on student learning to maximise learning for all students. • Focus on success in learning for all students and with particular emphasis on students who have had a previous history of not succeeding at school.

Expected Result	<p><i>Staff participate in professional development which benefits students and the School.</i></p> <p><i>School targets are consistently met across all School locations.</i></p> <p><i>Staff receive regular communication from the Principal about latest best practice in a teaching and learning environment.</i></p> <p><i>The Trust and Principal are satisfied the school programme will assist the school to achieve agreed student outcomes.</i></p> <p><i>Staff are encouraged to share their learning experiences with School staff.</i></p> <p><i>Student achievement outcomes are raised.</i></p> <p><i>Students feel supported to achieve their learning goals.</i></p>
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Administration and Systems

Accountability	Effectively manage and report on School performance. Use management systems to support and enhance student learning
Responsibilities	<ul style="list-style-type: none"> • Exhibit leadership that results in the effective day-to-day operation of the school. • Manage relationships with community partners • Work with community partners to recruit and co-hire teachers and community based coaches. • Operate effective systems within Trust policy and in accordance with legislative requirements. • Provide the Trust with timely and accurate reporting, and advice on student learning and school operation. • Effectively manage day-to-day finance, property, health and safety systems in accordance with Trust guidelines • Effectively manage personnel with a focus on maximising the effectiveness of all staff members. • Use school/external evidence to inform planning for future action, monitor progress and manage change. • Ensure school resources are allocated within agreed annual and strategic objectives for the school. • Manages School disciplinary procedures
Expected Result	<p><i>School meets operational results as set by the Trust and operates within policy and legislative requirements, and reports are delivered on time and to agreed standards</i></p> <p><i>School has a reputation for maintaining strong relationships with community partners, and the community is satisfied with the teaching and community based coaches employed by the School.</i></p> <p><i>Staff are satisfied in their jobs and with the School and its leadership and how resources are allocated</i></p> <p><i>All issues surrounding the day to day running of the School are appropriately managed or escalated for further action.</i></p>

Partnerships and Networks

Accountability	Strengthen communication and relationships to enhance student learning.
Responsibilities	<ul style="list-style-type: none"> • Work with the Trust and management to facilitate strategic decision making. • Actively foster relationships with the school's community and local Pasifika community. • Actively foster professional relationships with, and between colleagues, and with government agencies and others with expertise in the wider Pasifika education community. • Ensure regular interaction with parents and the school community on student progress and other school-related matters. • Actively foster positive relationships with other schools and participate in appropriate school networks. • Builds a network of employers who are willing to provide work placements for students.
Expected Result	<p><i>The Principal actively participates in strategic decision making</i></p> <p><i>There is evidence of strong relationships with the school and Pasifika community.</i></p> <p><i>Professional networks are maintained</i></p> <p><i>Through relationship building, work placements are available for students</i></p>

Professional Development

Accountability	Knowledge and skill levels are maintained and enhanced to increase effectiveness as Principal.
Responsibilities	<ul style="list-style-type: none"> • Keep up to date with best practice leadership skills in a school environment. • Keep skills up to date with attendance at appropriate conferences and training opportunities.
Expected Result	<i>Principal shows awareness of latest advancements in school leadership.</i>

PERSON SPECIFICATION

Qualifications, Skills and Experience

Essential

- Professional registration
- Previous experience in a school leadership role
- Knowledge of Pasifika students and communities, and ability to relate to these students and communities in a culturally appropriate way
- The ability to set high expectations for students and staff, and a demonstrated ability to raise student achievement
- Experience in strengthening teacher practice in order to improve student outcomes
- The ability to present the school well and engage with the wider community.
- Highly developed communication skills, and proven effectiveness when working in a team

- Experience in financial management and oversight
- Understanding of NZQA framework, standards and competency based assessment
- Excellent time management skills

Desirable

- Relevant experience in Pasifika education in a leadership role
- Knowledge of foundation learning

Personal Qualities

- ***Learner focused:*** A Principal who relates well to young Pasifika people
- ***Inclusive:*** A Principal who is approachable and inclusive – someone who welcomes and values the input of students, parents, staff and the community.
- ***Organised:*** Able to manage workload, including administration and reporting tasks, and professional development in a balanced manner
- ***Community awareness:*** Sound knowledge of Pasifika community organisations and an ability to network with a wide range of stakeholders to strengthen engagement and promote the School.
- ***Leadership:*** A person of integrity who displays similarly high expectations for the behaviour, effort and achievement of all students and staff.

Deputy Principal (Student Support)

Directly responsible to: POS Principal

PURPOSE

Purpose of the position: The Deputy Principal must work to develop and maintain a pastoral care system at the school that reflects the intent and objectives of the Strategic Plan and supports the POS Way ethos. The POS Way is responsive, positive, and innovative, promotes the highest standards of achievement, and enables all students to realise their full potential as individuals and as valued members of society.

The Deputy Principal (student support) will deputise for the POS Principal as required.

Functional Relationships Internal:

- PPAT Board of Trustees
- POS Principal
- Open Polytechnic Senior Management team
- Open Polytechnic Academic Quality team
- Open Polytechnic Education Solutions team
- Open Polytechnic Teaching Staff
- POS Managers and teaching staff
- POS Students

External:

- Parents/caregivers of students
- Pasifika community
- Ministry of Education
- Professional agencies and associations
- Other educational and management organisations
- Stakeholders from Community, industry and professional organisations who may be able to provide work placements.

The requirements of this position description are subject to review in light of changing circumstances. Any review will be a collaborative process.

Specific responsibilities related to the management of school operations will be negotiated with the Open Polytechnic Leadership Team.

A copy of the current areas of responsibility is attached.

KEY AREAS OF ACCOUNTABILITY

Student Support

Accountability	Demonstrated thorough understanding of current approaches to effective student support, as well as sound management practices. Ensuring that the school maintains complete and accurate records of issues and incidents relating to pastoral care of students.
Responsibilities	<ul style="list-style-type: none"> • Promotes and supports the school's ethos which values commitment, honesty, respect and excellence and has high expectations for student achievement in educational, vocational and cultural activities. • Supports and assists teaching staff to reflect on their relationships and management of students in order to improve the learning outcomes for students. • Leads and develops a support structure that maximizes learning opportunities for students. • Ensures the provision of the quality learning opportunities for students with special educational/learning needs. • Recognises the Pasifika cultural nature of the school. • Ensures that sound processes are in place to monitor and record student pastoral care issues.
Expected Result	<i>Well-being and pastoral care of students meets school expectations.</i> <i>Procedures and practices ensure a safe, positive school environment.</i>

Pedagogy and Programme Delivery

Accountability	Create a learning environment in which there is an expectation that all students will experience success in learning
Responsibilities	<ul style="list-style-type: none"> • Promote, participate in and support on-going professional learning linked to student progress which ensure teachers and coaches engage in professional learning to establish and sustain effective learner relationships with all students. • Ensure consistency of performance across different School locations • Demonstrate leadership through engaging with staff and sharing knowledge about effective teaching and learning in the context of the New Zealand curriculum documents. • Foster a professional learning community within which staff members are encouraged to be reflective practitioners engaging with research and feedback on their professional practice. • Ensure the use of best practices for assessment, and analyse and act upon evidence on student learning to maximise learning for all students. • Focus on success in learning for all students and with particular emphasis on students who have had a previous history of not succeeding at school.
Expected Result	<i>Teachers and coaches participate in professional development which benefits students and the School.</i> <i>School targets are consistently met across all School locations.</i> <i>The Trust and Principal are satisfied the school programme will assist the school to achieve agreed student outcomes.</i> <i>Student achievement outcomes are raised.</i> <i>Students feel supported to achieve their learning goals.</i>

Administration and Systems

Accountability	Effectively manage and report on School performance. Use management systems to support and enhance student learning
Responsibilities	<ul style="list-style-type: none"> • Works with the Principal to ensure compliance with all relevant statutes and regulations, and with monitoring and reporting requirements for attendance, behaviour and the safety of the school environment. • Manage relationships with community partners • Operate effective systems within Trust policy and in accordance with legislative requirements. • Provide the Principal with timely and accurate reporting, and advice on student learning and school operation. • Use school/external evidence to inform planning for future action, monitor progress and manage change. • Manages school disciplinary procedures
Expected Result	<p><i>Compliance with statutes and regulations relating to all aspects of the school's operations.</i></p> <p><i>School meets operational results as set by the Trust and operates within policy and legislative requirements, and reports are delivered on time and to agreed standards</i></p> <p><i>School has a reputation for maintaining strong relationships with community partners, and the community is satisfied with the teaching and community based coaches employed by the School.</i></p> <p><i>Teachers and coaches are satisfied in their jobs and with the School and its leadership and how resources are allocated</i></p> <p><i>All issues surrounding the day to day running of the School are appropriately managed or escalated for further action.</i></p>

Partnerships and Networks

Accountability	Strengthen communication and relationships to enhance student learning.
Responsibilities	<ul style="list-style-type: none"> • Actively foster relationships with the school's community and local Pasifika community. • Actively foster professional relationships with, and between colleagues, and with government agencies and others with expertise in the wider Pasifika education community. • Ensure regular interaction with parents and the school community on student progress and other school-related matters. • Actively foster positive relationships with other schools and participate in appropriate school networks. • Building a network of employers who are willing to provide work placements for students.
Expected Result	<p><i>There is evidence of strong relationships with the school and Pasifika community.</i></p> <p><i>Professional networks are maintained through relationship building, work placements are available for students</i></p>

Professional Development

Accountability	Knowledge and skill levels are maintained and enhanced to increase effectiveness as Deputy Principal.
Responsibilities	<ul style="list-style-type: none"> • Keep up to date with best practice leadership skills in a school environment.

	<ul style="list-style-type: none"> • Keep skills up to date with attendance at appropriate conferences and training opportunities.
Expected Result	<i>Deputy Principal shows awareness of latest advancements in school leadership and student support.</i>

PERSON SPECIFICATION

Qualifications, Skills and Experience

Essential

- Professional registration
- Previous experience in a school leadership role
- Knowledge of Pasifika students and communities, and ability to relate to these students and communities in a culturally appropriate way
- Experience in strengthening teacher practice in order to improve student outcomes
- Highly developed communication skills, and proven effectiveness when working in a team
- Understanding of NZQA framework, standards and competency based assessment
- Excellent time management skills

Desirable

- Relevant experience in Pasifika education in a leadership role
- Knowledge of foundation learning

Personal Qualities

- **Learner focused:** A Deputy Principal who relates well to young Pasifika people
- **Inclusive:** A Deputy Principal who is approachable and inclusive – someone who welcomes and values the input of students, parents, staff and the community.
- **Organised:** Able to manage workload, including administration and reporting tasks, and professional development in a balanced manner
- **Community awareness:** Sound knowledge of Pasifika community organisations and an ability to network with a wide range of stakeholders to strengthen engagement and promote the School.
- **Leadership:** A person of integrity who displays similarly high expectations for the behaviour, effort and achievement of all students and teachers.

POS Teacher

Directly responsible to: POS Principal

PURPOSE

The role of the **Teacher** is to provide a highly developed teaching and learning environment within a Pasifika socio-cultural model for the learners. As well, the teacher will support and provide collegial assistance to the POS coaches.

Functional Relationships Internal:

- PPAT Board of Trustees
- POS Principal
- POS Deputy Principal
- Open Polytechnic Senior Management team
- Open Polytechnic Academic Quality team
- Open Polytechnic Education Solutions team
- Open Polytechnic Teaching Staff
- POS School Managers and Teachers, Coaches and administrators
- POS Students

External:

- Parents/caregivers of students
- Pasifika community
- Ministry of Education
- Professional agencies and associations
- Other educational and management organisations
- Stakeholders from Community, industry and professional organisations who may be able to provide work placements.

Key Areas of Accountability

Teaching techniques/ Programme delivery

Accountability	Teaching techniques/ Programme delivery
Responsibilities	<ul style="list-style-type: none"> • Expertise and refined strategies in the development and practise of teaching programmes and resources and learning activities
Expected Result	<p><i>Focus on a Pasifika cultural model</i></p> <p><i>School systems and policies implemented</i></p> <p><i>Competent planning of the learning environment</i></p> <p><i>Well-structured and managed lessons</i></p> <p><i>Recognition of barriers to learning</i></p> <p><i>Use of a variety of teaching styles</i></p> <p><i>Use of strategies appropriate to age, ability and attainment of students</i></p> <p><i>Learning programme delivered in accordance with the school and national requirements.</i></p>

Motivation of students

Accountability	Motivation of students
Responsibilities	<ul style="list-style-type: none"> • Encouraging positive school-wide engagement in learning • Fostering and practising culture of learning and achievement
Expected Result	<p><i>Stimulating and attractive learning environment</i></p> <p><i>Tasks designed to appropriate range of needs.</i></p> <p><i>Setting / expectation of student achievement.</i></p> <p><i>Knowledgeable students</i></p>

Student management

Accountability	Student Management
Responsibilities	<ul style="list-style-type: none"> • Development and maintenance of environments which enhance learning by recognising and catering for the learning needs of a diversity of students. • Managing student behaviour effectively
Expected Result	<p><i>Have a highly developed understanding of teaching and learning and, as such, provide highly effective classroom environments.</i></p> <p><i>Clear and consistent boundaries are established and agreed upon.</i></p> <p><i>Optimum conditions for learning through efficient organisation of the learning environment are created.</i></p> <p><i>A safe learning environment provided.</i></p>

Shared teacher/POS coach programme delivery

Accountability	Shared Teacher/POS Coach Programme Delivery
Responsibilities	<ul style="list-style-type: none"> • Effective inter-school communications • Support and provide assistance to teaching colleagues • Responsibility for curriculum planning and resource development • Responsibility for teaching activities and resources and team meetings
Expected Result	<p><i>Efficiently working programmes</i></p> <p><i>Ministry of Education and NZQA deadlines met</i></p> <p><i>Attendance at and responsibility for meetings</i></p> <p><i>Preparation and sharing of teaching resources and ideas for agreed units of work</i></p> <p><i>Good resource management evident</i></p> <p><i>School functions cohesively, harmoniously, professionally</i></p> <p><i>Mutual trust and confidence between all staff</i></p> <p><i>Minimal intervention required by principal</i></p> <p><i>Innovations</i></p>

Contribution to the communal life of the school

Accountability	Contribution to the communal life of the school
Responsibilities	<ul style="list-style-type: none"> • Encouraging and fostering effective working relationships with the community others

Expected Result	<ul style="list-style-type: none"> • To attend professional development courses <i>Providing support and assistance to colleagues where appropriate</i> <i>Reporting on student achievement to students, families, and caregivers</i> <i>To take responsibility for the pastoral care of cohorts</i> <i>Promotion of school /community relationships</i> <i>Required school and administrative procedures carried out</i>
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Person specification

The successful applicant must be a trained teacher with the full New Zealand teacher registration and a current practising certificate, and should have the following attributes, knowledge and skills:

- A highly developed understanding of teaching and learning
- The ability to provide highly effective classroom environments
- Able to support and provide assistance to teaching colleagues
- Have strong interpersonal and communication skills to allow for full communication with stakeholders
- Have a commitment to multiculturalism and to meeting the needs of Pasifika students
- Have commitment to understanding the needs of students from different cultures, and a demonstrated willingness to provide teaching and learning experiences that are culturally appropriate
- Empathy with students who have learning and/or behaviour difficulties
- Sound knowledge of the New Zealand Curriculum
- Depth of knowledge of assessment skills
- Ability to identify, implement and evaluate a range of educational and management approaches to meet students' needs
- Ability to assist others to implement suitable interventions
- Ability to liaise and work with all staff, and other professionals and/or agencies
- Ability to work with, and provide professional support for staff and families
- A current clean full drivers' licence and be prepared to use own vehicle for work.

POS Coach

Directly responsible to: Community Partner

PURPOSE

The role of the **POS Coach** is to provide learners with one-to-one and group support throughout their learning and assessment, motivating and encouraging them to complete their programme of learning. The employee will incorporate literacy, language and numeracy teaching support into their coaching.

Functional Relationships Internal:

- PPAT Board of Trustees
- POS Principal
- POS Deputy Principal
- Open Polytechnic Senior Management team
- Open Polytechnic Academic Quality team
- Open Polytechnic Education Solutions team
- Open Polytechnic Teaching Staff
- POS Managers and teaching staff
- POS Students

External:

- Parents/caregivers of students
- Pasifika community
- Ministry of Education
- Professional agencies and associations
- Other educational and management organisations
- Stakeholders from Community, industry and professional organisations who may be able to provide work placements.

KEY AREAS OF ACCOUNTABILITY

Programme Delivery

Accountability	Support delivery a quality education programme to ensure that learners are given the best opportunity to succeed
Responsibilities	<ul style="list-style-type: none"> • Establish and maintain regular contact with all allocated learners (face-to-face, in groups and via phone, email and other technological means) • Motivate and encourage learners to learn new skills and achieve to their fullest potential as they complete their programme of study, through support and creation of a non-threatening environment to set and meet their learning goals • Inform, evaluate and assess learners to meet all programme requirements for qualifications and unit standards • Act as a resource to encourage learners to access other services in their community.

Expected Result	<p><i>Learner success and retention rates exceed targets</i></p> <p><i>Learner progress is monitored to ensure successful learner outcomes are met</i></p> <p><i>Learners set and achieve their own learning targets and access a wide variety of resources</i></p> <p><i>Assessment requirements are met</i></p> <p><i>Learners indicate satisfaction with their coach and the programme.</i></p>
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Programme Support

Accountability	Meet programme moderation and policy requirements
Responsibilities	<ul style="list-style-type: none"> • Ensure internal and external moderation requirements are met • Maintain and expand knowledge of foundation learning and standard assessment practices • Review learning materials and resources for adequacy, relevance and appropriateness • Comply with relevant Pasifika and Open Polytechnic and government requirements
Expected Result	<p><i>Moderation meetings are attended, material prepared and moderation requirements met</i></p> <p><i>Coach practice informs ongoing programme and resources updates</i></p> <p><i>Pasifika, Open Polytechnic, MoE NZQA and TEC requirements are met</i></p> <p><i>Relevant policies and procedures are adhered to</i></p>

Administration

Accountability	Manage and maintain accurate learner achievement records
Responsibilities	<ul style="list-style-type: none"> • Accurately record and report learner assessment and achievement • Manage contact with allocated learners and maintain a full contact record for every allocated learner • Ensure the integrity and confidentiality of all learner information • Deal with learner complaints appropriately • Ensure both learner and coach health and safety at all times
Expected Result	<p><i>Learner records are up-to-date and accurate, and sent to the Open Polytechnic in a timely manner</i></p> <p><i>Learner work is treated respectfully and confidentially, and learner records and work stored in accordance with the Privacy Act 1993</i></p> <p><i>Coach and learner safety is maintained</i></p> <p><i>Complaints are resolved at the coach/learner level, or escalated in accordance with Open Polytechnic procedures</i></p>

Professional Development

Accountability	Knowledge and skill levels are maintained and enhanced to increase effectiveness as Coach
Responsibilities	<ul style="list-style-type: none"> • Be familiar with the Foundation Learning, sample activities, applicability to self-directed learners and relevance to the programmes • Achieve relevant adult teaching qualification and maintain professional knowledge at this level • Implement continuous improvement of coaching practice informed by own and other coaches' experience and learning

Expected Result	<p><i>In-depth knowledge of course materials</i></p> <p><i>Work toward achieving the appropriate adult teaching qualification(s), and maintain expertise once achieved</i></p> <p><i>Modelling of lifelong learning and continuous improvement amongst learners</i></p>
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PERSON SPECIFICATION

Qualifications, Skills and Experience

Essential

- Relevant experience in Pasifika education.
- Demonstrated successful experience in a coaching and coaching environment with groups and individuals
- Familiarity with NZQA qualifications framework, standards and competency based assessment
- Demonstrated competence in the use of computers, MS Office software
- Current NZ Full drivers licence
- Excellent oral and written communication skills
- Excellent time management skills

Desirable

- Demonstrated success using empowering teaching techniques
- Knowledge of Foundation Learning

Personal Qualities

Required

- **Learner focused:** proven ability to build rapport, have patience and understanding of, and motivate and encourage learners to maximise their positive learning experience and outcomes
- **Organised:** able to manage learner workload, administration and professional development in a balanced manner
- **Flexible:** demonstrate working effectively as part of a team, as well as successfully planning and working to achieve results independently
- **Community awareness:** sound knowledge of community organisations, and ability to network
- **Cultural Commitment:** relevant experience of Pasifika education and empathetic with the educational sector, demonstrated ability to relate to Pasifika learners

The coach needs to exhibit the following attitudes –

- Open
- Trusting
- Positive
- Respectful
- Sensitive
- Asking
- Caring
- Probing
- Encouraging
- Leading

Explanatory notes for POS Coach Position Description

To meet the expected outcomes of Programme Delivery, the coach needs to –

- Set clear expectations for learners and communicate these unambiguously
- Be familiar with diverse learning styles and their implications for learners
- Establish strategies to minimise barriers to learning for the learner, and provide appropriate intervention when learning goals are not being met
- Create an open and non-threatening communication and learning environment for the learner
- Identify and address learner needs in collaboration with the learner, including those for learners with disabilities
- Plan and provide fair, valid and consistent assessment for each learner, including constructive feedback in a manner that assists learning
- Be familiar with appropriate support agencies within the community and provide the learner with up-to-date information