Why Brown Boys?

The above statistics expose the age-old journey of Maori being systematically failed by the system. These figures are not new, yet they are very alarming and disturbing. The fact is, this populace go on to cost society much more post-school, whereas they could be contributing powerfully and wonderfully through their gifts and talents. The brown male is fast becoming the untouchable in education. The brown tail of school results is a nation wide epidemic. We see these young men as untapped investments. The investment in helping these under achievers realise their potential will have a far-reaching affect on our families, communities and society.

These boys are failing at a rapid rate. They are at the tail end of the literacy and numeracy results. They are at the top end of high absenteeism and stand-downs. They are at the wrong end of all our statistics. They turn up from Primary schools feeling like second-class citizens, as their culture is not the schools culture. They spend seven years in a system that by default has under mined their experiences and values. They are literally hungry for good nutrition and some rocket fuel for their soul - encouragement. The student population we are engaging are people wise and experience rich in ways the current system does not acknowledge. They need to know that those engaging with them actually care before they give a toss about what they know. Rapport is key and so the use of local expertise is high on our priority list. Funding and time will be allocated to lifting the areas of printed text literacy and numeracy.

Geographical Catchment.

The geographical area in which we look to enrol our students from is Te Tairāwhiti region from the East Cape through to Wairoa. This area is rich in history. This history belongs to the boys and can have an empowering affect on their self-image. The Pacific Island community are also closely tied into the waka Horouta that rests in the lagoon in front of the proposed site. Horouta according to historical kōrero has nine other previous names and six of those are Samoan. These relationships when highlighted bring strength and unity, which then allows for transformation to have a chance. Strong relatable and positive role models all buying into the same values and journey help support the students on their journey but the hard yards will be done by the boys.

2.(b). How will the school provide improved outcomes when compared with other schools?

Spriritually, Culturally and Academically Responsive Environment.

- Know the learner spiritually, culturally and academically
- Assess for literacy, ESOL and numeracy
- Identify the strength of the student's first language
- Recognise student's own experiences and prior knowledge
- Provide opportunities for student's to transfer their strengths in language, experiences and prior knowledge to their learning
- Use a culturally responsive pedagogy in which students can participate in and contribute to the lesson content and their tailored learning plans
- Develop a tailored learning plan for students including spiritual, cultural, academic, sporting and career aspirations and provide a follow up system

Transferring Learning.

The use of high performance sport will allow for the strategy of instilling the core foundational values through physical activity every morning and afternoon. The value of hard work, looking for work, no cutting corners, serving a wider cause, serving your team and family, having a not for profit attitude are all the lessons that will be learnt each session. The boys will soon learn that respect is gained in one of four areas, on the conditioning field, in the classroom, on the playing field or by serving others. This message reinforced day in and day out soon becomes the culture and pou [pillars] for our whare [house]. The learning gained through physical activities is transferred right across the school experience as trainers and facilitators of learning conversations can be the same person or have close professional relationships ensuring anecdotal data is alive and passed on. It is important to note that the student's emotional intelligence will be greatly impacted when learning and developing the

ability to be disciplined and also transfer concepts across his learning experience. The boys will be encouraged to exercise their metacognitive skills throughout all learning experiences.

2. (c). Describe the educational needs of the students and identify the barriers that exist between them and educational achievement.

Students' need;

- The support and the learning environment that assists them in realising their potential
- The skills to identify opportunities
- Their whānau, hapū, iwi and community to be supported by the government to provide positive solutions toward their academic success
- Tailored learning programmes that are relevant to their academic and career aspirations
- To know their identity and be secure with who they are
- A learning environment that promotes collaboration and co-construction with peers and facilitators to affirm their learning

Barriers to learning;

- A deficit thinking environment
- Focus on their problems and dysfunction
- Intervention – a band aid approach toward student success
- Apathetic attitudes from those in authority toward students
- Use of the old models of instructing and informing

Truancy. The system is for them and not against them.

When the boys realise the system is not there to see how much they do not know and that the adults in front of them relate and have an affinity with them, the chance of truancy goes down. When successes begin to stack in their corner, truancy dies yet another death. When family are edifying the works of the school and are involved with the school, truancy becomes less. Retention of pupils until they are qualified is a seed sown right from the interview and enrolment process. Family are involved with the setting of academic and career goals for the student. People without vision cast off all restraints and so the concept is to sow a seed of hope and vision for the future. This is not a one off event… this document or discussion is to continue throughout the students learning term. The idea is for the student to apply themselves with their own restraints according to their needs.

2. (d). How do you propose to attract these students?

Marketing Strategy.

- June - Community advertising. Invite enquiries and 2014 applications
- June - Word of mouth (the most powerful form of advertising)
- July – Develop a new website
- July – Design a TUT logo for clothing (smart casual sporting gear with logo and name)
- July 15-19th – Organise Open hui - Presentations for interested students, whānau and feeder

schools.

- September 27th - Applications for 2014 close.
- October 5th – TE URUNGA TŪ open day (Academic and Fitness Testing).
- October 18th – Successful Applicants notified.
- February 6th 2014 – School Starts.

Whānau Engagement.

The buy in and engagement of the whānau begins at the interview process. The whānau are invited to shape with their son their academic and career pathway. This will be a powerful experience and will be treated as a living document. It may change several times throughout the student's life at the school. Any change in commitment, effort or attitude from the whānau or student will be directly discussed around this document. If at any stage the behaviour of a student is not conducive to a safe or healthy learning place they will be invited to spend time with their whānau to discuss their commitment to the process. If the whānau agrees the student is still committed they will return him amongst his learning community.

Summary of Student Population and Educational Need

In summary, the need for strong rapport amongst facilitators and learners is of utmost importance. The safety of the learning environment for the learner to stumble yet know they will not be left to fall is key. The perspective of a 'worthwhile investment' rather than a 'waste of space' will empower the learner and facilitator to see the possibilities otherwise not explored. The trust of the whānau through being engaged in the process will edify and amplify all efforts towards the child's success. The enlightenment of their rich history and the journeys of their tupuna will help to dilute the already broken self image and begin to restore it to its rightful place. Finally the pouring out of sweat and investment in sweat equity will be a solid foundation of which to build confidence. The learnt discipline coupled with transferring of learning across their experience will be a starting point for the transformation for the individual.

3(a). TE URUNGA TŪ CURRICULUM

TUT will be committed to providing an education for its students, which will equip them for life in the 21st century. We propose to use a combination of Te Marautanga o Aotearoa alongside the New Zealand Curriculum Framework in partnership with Te Kura Pounamu – The Correspondence School. We will provide a dual enrolment framework where the delivery of subjects will be shared between the expertise of TUT staff, local and national community members and the TKP|TCS teachers depending on the subject choices and career aspirations of the students.

3(b). COURSE SUBJECTS & CURRICULUM DELIVERY

From 2014 – We will accept Y9 & Y10 boys. All students will study Holistic Development Training, English, Mathematics, Social Sciences, Physical Education, Te Reo Māori, Arts and Technology at Year 9 and 10 levels. Students from Kura Kaupapa or total immersion units will have the opportunity to choose L1 Te Reo Māori depending on ability. Pacific Island language subjects will be sourced where needed. All students are expected to participate in kai gathering practices and environmental responsibilities.

From 2015 onwards, specialisation may take place at senior levels and students are encouraged to keep their options open for long as possible. Year 11 and 12 students at TE URUNGA TŪ will take five subjects and physical education. Eventually, we would propose to provide work-based training opportunities for students through Star and Gateway programmes. Year 13 students will take five subjects towards completion of NCEA L3 and University Entrance qualifications.

Our curriculum will provide students with learning towards successfully completing National Certificate (NCEA) qualifications. We desire to offer accelerated programmes for students who excel in a given subject area through the support of TKP|TCS and experts from the community. For tutorial-based subjects, students will be ability grouped, and there will be remedial programmes for those who have difficulties coping with aspects of learning.

Appendix C: TE URUNGA TŪ DAILY TIMETABLE

Timetabling will be designed to ensure each student has a balance of core subject tutorials and independent working blocks throughout the week to appropriately manage their work loads. This will allow each student to maintain a tailored learning programme.

The attached timetable outlines a typical school day, we have found through experience that an early start and late finish is not a problem to students who know exactly why they are turning up everyday.

For our young men, time and money invested in sport, physical training and good kai is a great incentive to come back for more. Eventually, they realise the real bonus is in developing and muscling up their spiritual, cultural and academic abilities. You will notice that our academic time frame only mounts to less than 4 hours per day. Students are able to manage this time when they are well aware of their goals and action plans for the year (Tailored Learning Plans) and are well supervised.

4. CURRICULUM RATIONALE

Our heart is to provide a learning environment that is culturally, academically and physically responsive for our Māori and Pacific Island boys. We are committed to providing a community that meets the demands of a 21st century learner. A programme that is student centred and promotes creativity, collaboration and problem solving.

In short, we believe that if we can provide a stimulating, interesting and purposeful environment with some key hooks with it, this alone will engage our boys into their learning as they strive towards

academic achievement. We are also committed to providing an environment where students spiritual, emotional, physical and identity are valued and acknowledged so they will gain the confidence knowing that life is a life-long journey towards a prosperous future.

5. TRANSITION BETWEEN PHASES OF EDUCATION

TE URUNGA TŪ proposes to offer a full range of courses, preparing students for tertiary education, trades and work-based training.

Part C – Learning environment and teaching

6. PROPOSED INSTRUCTIONAL METHODS

(a). Distinctive Instructional Approaches

TUT proposes to use a range of instructional methods to meet the various needs of the learner as follows:

1. Problem based – Inquiry learning
2. Cooperative learning
3. Collaborative learning
4. Demonstrations
5. Case studies
6. Directive (tutorial based)
7. Independent study

(b). How will these methods provide students with knowledge, proficiency and skills needed; and

The chosen instructional methods will offer the students a *range* of learning modes to cater for each students learning style. The delivery method needs to be purposefully chosen to ensure each student finds a way to retain and make meaning of their learning.

(c). How will these methods help produce the anticipated educational outcomes?

The intention is to keep the learning environment varied and stimulating in order to engage the individual. If the student is engaged, he or she is then able to use their learning experiences as a mode of motivation to pursue the next step in their learning.

7. HOW WILL THE PROPOSED LEARNING ENVIRONMENT SUPPORT THE ENGAGEMENT OF THE STUDENTS?

We are fully committed to providing an environment that is spiritually, culturally and academically responsive to our students, therefore all TUT staff are expected to walk the talk towards this commitment. Goal setting and planning is a proven mode of motivation for people from all walks of life and ethnicities, therefore it would be essential for our school to place this aspect of our learning environment as high priority. Students who know exactly why they are turning up everyday and are committed to their goals they set, they will be intrinsically motivated and engaged.

8. HOW WILL THE PROPOSED LEARNING ENVIRONMENT, TEACHING AND CURRICULUM ADDRESS THE SPECIFIC NEEDS AND BARRIERS IDENTIFIED ABOVE?

We will address the specific needs and barriers identified above through understanding and providing a culture of hope rather than hopelessness (deficit model of thinking). Our aim would be that we embed and strengthen a commitment towards affirming our students holistically. This can only be achieved through living and breathing the TE URUNGA TŪ guiding principles from the Board level all the way down to the individual student. It will be a process for all involved, i.e. wānanga, discussions, collaboration, sharing differences of opinion, connecting, learning, finding solutions.

9. OUTLINE THE SCHOOL'S PLANNED SELF REVIEW PROCESSES.

Our aim would be to establish and implement a regular review schedule with the emphasis on aims for improvement. The intention would then be to provide a reporting schedule and to research and implement a self review model which encompasses BES and Temperley strategies around Best Practice.

Part D – Student progress and achievement

10. QUALIFICATIONS OFFERED from 2015 onwards

- NCEA L1-3
- Cambridge Exams (after roll reaches full capacity)
- University Entrance
- NZ Scholarship

11. ASSESSMENT TOOLS

(a). How will student progress be measured, tracked and reported?

All staff will be expected to prepare subject specific planning and assessment schemes that will outline their academic programmes for the year. Assessment dates and procedures would be included.

Tailored Learning Plans

- Planned with students, facilitators and whānau according to their academic, sporting and career aspirations. Closely monitored on a 3-4 week cycle. Plans are aligned with subject choices, sporting and career pathways.

Annual/Term/Weekly Academic Plans

- Planned according to subject choices, subject assessment schedules, timetabling and daily checklists.
- Target work board. Term targets are written up, monitored by student, supported by facilitator.

Subject Assessment Schedule

- Set by TE URUNGA TŪ subject teachers and TKP|TCS teachers.
- Utilise both formal and informal assessment methods as outlined in the New Zealand Curriculum and Te Matauranga o Aotearoa.
- Junior School will utilise asttle assessment tools for literacy and numeracy.
- Literacy support will utilise probe and star reading assessments for younger learners.
- Alignment with NCEA L1-3 internal and external assessment procedures.

High Performance Training Assessment

- Term by term body composition and fitness tests (yoyo and beep)
- Regional representatives in chosen sport

Reporting

- Term One/Two - Whānau, student, teacher interviews
- Term Two/Four – Written Reports
- Regular assessments to be posted on school portal

(b).

It would be expected that all collected informal and formal assessment data be used by each staff member to;

i. Identify students abilities
ii. Group students according to their needs
iii. Use the data to differentiate their planning according to the students needs.
iv. Use the data to inform the students of their next learning steps

3.2 SUPPORT FOR LEARNING

3.2.1 Objective:

3.2.2 Part A – Parent / Family / Whānau / Community involvement

1. **Describe how you propose your school will:**

   a) **work with students, parents, families/whānau and community to promote high attendance levels, school-wide;**

Our initial engagement with whānau will begin at the early stages of promoting our school. Promoting will involve networking at all levels in the community from the students themselves through to the leaders, movers and shakers of the community. It will be our aim to connect with potential applicants at a personal level straight away. All applicants will be expected to attend key wānanga leading up to their acceptance to attend where the TUT mission, vision and guiding principles will be explicitly unpacked. The importance of high attendance levels will be discussed as an expectation.

   b) **develop family-school partnerships that focus on strengthening support for learning, improving communication, and encouraging parent/family/whānau involvement in school operations;**

- Formal and informal reporting
- Engage parents into project-based learning
- Celebration Dinners (Beginning, Middle, End of year)
- Promoting parents as teachers e.g. hunting, diving, kapahaka, harakeke exhibitions
- Promote our open whānau room at school (shared kai facilities with staff and students)
- DOC project involvement with Te Wherowhero Lagoon Trust
- Kaumatua events

   c) **work with parents/families/whānau and community so they have the information and training they need to better support and become more involved in the learning process;**

We will provide direct access for whānau via email, phone, skype and face to face contact. We will provide wānanga for whānau to help them to understand the learning processes their child is experiencing.

   d) **Communicate to parents/families/whānau and community informing on the school's yearly progress and achievements.**

Regular formal and informal reporting will be provided to ensure effective communication between students, staff and parents.

Part B – Community Participation

2. **Describe the relationship the school intends to build with community agencies and organisations that serve students who attend the school.**

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1. [redacted] (Community leader/Toihoukura) - Patron
2. Tūranga Health – Health & Sport support
3. Rongowhakaata Iwi Trust – Iwi events, financial support

4. Ngai Tamanuhiri Iwi Trust – Iwi events, financial support
5. Te-Aitanga-A-Mahaki Iwi Trust – Iwi events, financial support
6. Tai Wānanga Principal – Professional advice
7. TŪ TOA Principal – Professional advice
8. Te Puni Kokiri – Business planning support, financial support
9. Young Nicks Station – Conservation, sponsorship
10. DOC – Conservation, environmental science support

3. **Discuss any commitments that the school has made for partnerships or other relationships with community organisations or individuals that would enrich the learning opportunities for students attending the school.**

11. Te Kōtahitanga Lead Facilitator for Gisborne schools – support in co-journeying with TUT staff and community
12. Kahurangi Law Barristers & Solicitors – Board Member, services
13. Te Wānanga O Aotearoa CEO – Board Member, academic pathways
14. Te Ara Tika Drilling Business – Board Member, Mentor
15. Pastor of Equippers Church, Gisborne – Pastoral support
16. Tairāwhiti Polytechnic – career pathways
17. Tūranga Ararau – career pathways

Steps that have been taken to secure support from the wider community.

- Invitations to write letters of support
- Secured commitments of key people both locally and nationally onto our Board
- Individuals have approached us for employment possibilities (cooks, cleaners, administration, teaching staff, waiata, kapahaka, sport, conditioning)
- Secured local kaumatua support (Rongowhakaata, Te Aitanga-a-Mahaki, Ngai Tāmanuhiri).

Part C – School Organisation and Culture

4. **Describe the principles of how the school will be organised and how this will support student learning.**

The expectation is that everyone associated with TE URUNGA TŪ would be totally sold out to the mission, vision and guiding principles of the kaupapa. This of course must begin from the governing Board right down to the youngest boy. It is imperative that the principles drive our thinking and actions across all areas of school life from conditioning time in the morning through to the pack down of the last training session. It is not our intention to hire staff or enrol students into a normal school environment. Each member must fully understand and be prepared to commit to the *whole package*, not just the areas that look familiar or are comfortable. For example, if we are expecting students to walk the talk in their training, nutritional choices and academics we would then expect that *all* other TE URUNGA TŪ members commit towards developing better lifestyles themselves.

We must be a walking example to our students in front of us. Excellence can be seen as a concept that is far reaching, but not if we are committed to co-journeying with our students. There will be the expectation that each TE URUNGA TŪ member take full responsibility of ourselves, our roles and others to the point where we will take care of our own cleaning duties. The rationale behind this is to learn to take responsibility for our learning environment. Taking our turn to clean the wharepaku (toilets), will motivate all members to treat our facilities, equipment and precious resources with respect.

ORGANISATIONAL STRUCTURE

i. Sponsor – ROAR Ministries Charitable Trust Governing Body – ROAR Ministries Charitable Trust Board

ii. Leadership Team – Falefatu Enari & Parehuia Enari

iii. Teaching Staff - Falefatu Enari & Parehuia Enari

iv. Dual Academic Partner – TKP|TCS – English, Social Studies, Maths, Science, Te Reo, Option subjects

v. Administrator (0.6) – TBC

vi. Cook (0.4) – TBC

For further information, refer to the Draft Charter

Appendix A: TE URUNGA TŪ DRAFT CHARTER

5. Describe in sufficient detail your proposed school calendar, the daily hours of operation, the number of timetables, and the way the school day and year will be organised for instruction, assessment and/or aromatawai, independent study, professional development, parent-teacher conferences and extra or co-curricular activities.

Our proposed school calendar will operate similarly to the 2014 school term dates for state and state-integrated secondary schools. The difference will be that we desire to have a 5 day study break during terms one and three of the school year. The rationale behind this is to give our students an opportunity to have a study break to make up for the early morning start times and the late evening finishing times throughout the year from our sporting committments. We will operate one timetable that includes a combination of core subject tutorial slots, TKP|TCS work study blocks and group break out sessions with students and supervisors. Throughout terms one to three, we will operate a typical day to day timetable as above. During term four, the junior school will have a five week focus on completing the remainder of their core subjects and the final weeks will be allocated toward career expo days, junior camp and final house competitions. From 2015, the senior school focus will be to provide tutorials that will support students with any upcoming external examinations, and finishing off any internal assessments.

All staff will be expected to prepare subject specific planning and assessment schemes that will outline their academic programmes for the year. Assessment dates and procedures would be included. Parent/teacher/student conferences will be held twice a year during term one and three.

Professional development for staff will be dependent on the key focus areas outlined in the Strategic plan. These will be based on the needs of the whole school and the staff members development towards better outcomes for the students.

Part D – Safe Learning Environment

6. Describe the school's philosophy and methodology regarding student behaviour, discipline and participation in school activities.

Appendix D: TE URUNGA TŪ DRAFT STUDENT BEHAVIOUR PROCEDURE