

How will the learning environment look through the eyes of a learner in your school?

Amazing, inspiring, user friendly, homely, ICT hooked up, fresh, flowing, innovative, professional, clean, busy, exciting, engaging, modern, flash.

Evaluation

Reviewers will be looking for an overview which demonstrates the following qualities:

- The learning, teaching and curriculum overview is clearly presented and strongly supports the school's statement of purpose and goals.
- If the NZC / TMoA are not the core documents, there is a clear description of how the proposed curriculum aligns with one of these documents and there is clear reasoning behind the selection of the proposed curriculum.
- There is a coherent explanation of why the proposed model will meet the needs of the proposed population.
- The strategies described in the learning, teaching and curriculum overview will enable the school to achieve its stated goals.

3. Community and External Engagement

Briefly describe the steps you have already taken to assess demand and/or support for the school and summarise your findings.

1. 2008 – Moved from Auckland to Gisborne (hometown) and personally relief taught at all of the high schools in the hope of choosing a suitable school for our sons. We were dissatisfied with the deficit thinking culture of teachers and the disengaged attitude and behaviours of the students in schools. Began home schooling for our own 2 sons (Y9 & 10) as we were anxious about sending them off to any of the local high schools. This move towards homeschooling caused much curiosity from some, anger from others (who believed we should teach all students, not just our own), and support from others (who began to really consider the status of the school environment for their own tamariki). These reactions caused us to probe into the community seeking answers or evidence of future planning (at school, hapū and local iwi levels) towards providing some good quality educational pathways for our young people. But to no avail.

2. 2008 – Contacted [redacted] and initiated a number of community hui ascertaining the need and ability to bring the Te Kotahitanga programme to Tairāwhiti due to the underachieving statistics of Māori in the region. A diverse range of community members (from Nannys to Principals to local influential leaders) pursued the desire to make change in the statistics. Four local schools were accepted into the programme from 2009, the 5 year project ends at the end of 2013. The underachievement statistics of our Māori students are beginning to reverse in those schools.

3. [redacted] in Gisborne whose purpose is to develop young leaders by helping them to realize their potential, know their identity and daring to pursue their dreams. This initiative was set up with the support of local parents and teachers in the community who dearly wanted rangatahi to realise the importance of pursuing education as many Y9-10 Māori students were being expelled from school or leaving early.

[redacted] were responsible for establishing an annual youth conference (approx 350-400

participants) over 3 years and establishing a youth leadership programme catering for Y8-10 students who were chosen by their local area schools (hapū) to represent their schools. The schools, whānau and community were grateful for the opportunities provided their upcoming leaders. Participants in the programme showed consistence growth and development of which was consistently reported by their peers, whānau and schools.

4. Developed and strengthened relationships with students we taught in local schools and their whānau on a more personal and long-term basis. Many whānau have asked if we would ever start our own school and that they would send their tamariki to us without hesitation.
5. Supporters and Kaiako of the developing basic Te Reo with 15 whānau. Whānau requested that their son come and join our sons on their home schooling programme.
6. 2011-present Moved our whānau to Palmerston North so our sons could attend TŪ TOA, we subsequently secured jobs at the school. This move was to provide an opportunity for our sons to pursue excellence in academic and sport. Privileged to be part of such an amazing organisation. Able to learn what is working for Māori students in the TŪ TOA environment which gives us new insights and also affirms our own mental models of education.
7. 2012 – Met with a group of interested parties of Te Wānanga o Aotearoa Whirikoka (Gisborne campus) who want to set up a Te Wānanga school in the near future. We facilitated a brainstorming session to ascertain what the local communities desires are for the future of their taiohi in the region.
8. Consistent learning conversations regarding Māori academic success with colleagues in education.

What will be your next steps to secure parental support and student enrolments?

March – Develop a school website.

June 1st - Advertise the opening of our new school and invite enquiries and applications for 2014.

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.

How would you engage with the parent community on an ongoing basis to ensure their engagement with, and support for, learning?

- 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

Describe the relationships, if any, that you have established to generate engagement in and support for the proposed school. This can include businesses and organisations beyond the immediate geographical community.

We have fully shared our vision with the following organisations and individuals. They have verbally responded with their full support of our school. They have either professional, whānau, hapū or iwi connections with us.

S 9(2)(a) OIA

- 1.
- 2.
- 3.
- 4.
- 5.
6. Kahurangi Law Barristers & Solicitors
7. KKM o Ngā Uri a Maui Kaiako (wishing to enrol their tamariki)
- 8.
9. Te Ara Tika Drilling Business (Mentor) S 9(2)(a) OIA
- 10.
- 11.
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- 32.
- 33.

S 9(2)(a) OIA

Evaluation

Reviewers will be looking for:

- evidence that your choice of location and proposed student population is based on some genuine community engagement and identified support
- an understanding of ways to engage with the proposed community, including parents, and
- steps that have been taken to secure support from the wider community.

9. OPERATIONS PLAN

13. Leadership and Governance

List the known members of the school's proposed governing board and leadership

team including their roles within the school. Include a brief description of the qualities, competencies and qualifications that each person brings to their role. Please provide as Attachment 1.

Evaluation

Reviewers will be looking for evidence of:

- a clear organisational structure with personnel who are capable of contributing the wide range of experience and expertise that will be needed to oversee the establishment and operation of a successful school; and,
- evidence of an understanding of the differentiation between governance and management.

2. Staffing

Provide as Attachment 2, an indicative staffing chart for the school. The staffing chart should identify positions to be established in 2014 as well as positions to be added in future years. This information should include proposed:

- school leadership
- teaching positions
- support staff, and
- operational staff.

Please include the nature of qualification/experience which will be expected for each group. This chart should only identify positions, not specific individuals.

Evaluation

Reviewers will be looking for a staffing chart that clearly identifies roles that will support the statement of purpose and goals of the school.

3. Proposed Enrolment

Complete the following table for the year levels your school intends to serve.

Year Level	Student Numbers					
	2014	2015	2016	2017	2018	At Capacity
1						
2						
3						
4						
5						

6						
7						
8						
9	15	25	25	30	15	25
10	15	20	25	25	30	15
11		15	25	25	25	30
12			15	25	25	25
13				15	25	25

Describe the rationale for the number of students and year levels served in 2014 and the basis for any planned growth.

We wish to establish our school with 30 Y9-10 junior level boys. This will allow us to develop, mould and strengthen the ethos and culture of TUT. We desire to begin with boys only to enable us to develop and strengthen their identity, confidence and leadership as young Māori or Pacific Island males. We believe that our young men need the opportunities to find their footing without the distraction of girls. 20 boys would allow suffice numbers to field a rugby team. The onfield experience provides another classroom to further ingrain the school ethos. We intend to introduce girls in the following years. We propose to feed the Y9 spaces so that there is a gradual, but strong turnover of annual enrolments.

Evaluation

Reviewers will expect a table which demonstrates sustainable growth and a rationale which supports the statement of purpose.

4. Proposed Facilities

What facilities will you need to accommodate your school at set-up and at full enrolment?

We will need purpose built buildings that would support and sustain the vision, mission and aims of TUT. We propose a plan that would develop in stages to accommodate the annual targets for the year (growth in numbers and core subject delivery numbers). We need buildings and environmental surroundings that support the kaupapa of TUT of Environmental Science, Business and Sport. We will need learning spaces that accommodate the individual and group learning needs alongside a gym, courts and rugby

field.

Our desired land site is situated on the coastal lagoon and seashore of Te Wherowhero, Karaua Rd, Muriwai Gisborne (the arrival place and resting site of our Horouta waka). Our hearts are set on this site because of its historical significance to our young people and their tupuna, also the fact that it is named a QEII conservation area which serves as a stimulating Enviro Science classroom for our students. We have secured the land, all we need now is the funding to build

Describe how you intend securing these facilities.

Plan A - We are right now having talks with local iwi and community trust funds regarding possible financial investment into the TUT building plan.

Plan B - Secure a lease option of suitable buildings in the Gisborne city that would have other facilities close by e.g. gym, fields, courts etc

Evaluation

Reviewers will expect to see evidence that you know what facilities you need to support your school as it develops and how you will go about securing these.

10. BUSINESS PLANNING

Establishing a Partnership School / Kura Hourua will require expertise in areas such as:

- financial management
- fundraising and development, and
- accounting.

How will you access this expertise?

We have Board of Trustees members who are highly skilled in the areas of financial management, fundraising and accounting. They also have strong connections with outside experts in this area, therefore if the Board sees the need to outsource these skills we would act upon that to practice due diligence.

Describe any partnership arrangements that you have in place or planned to support the business plan and the operation of the school.

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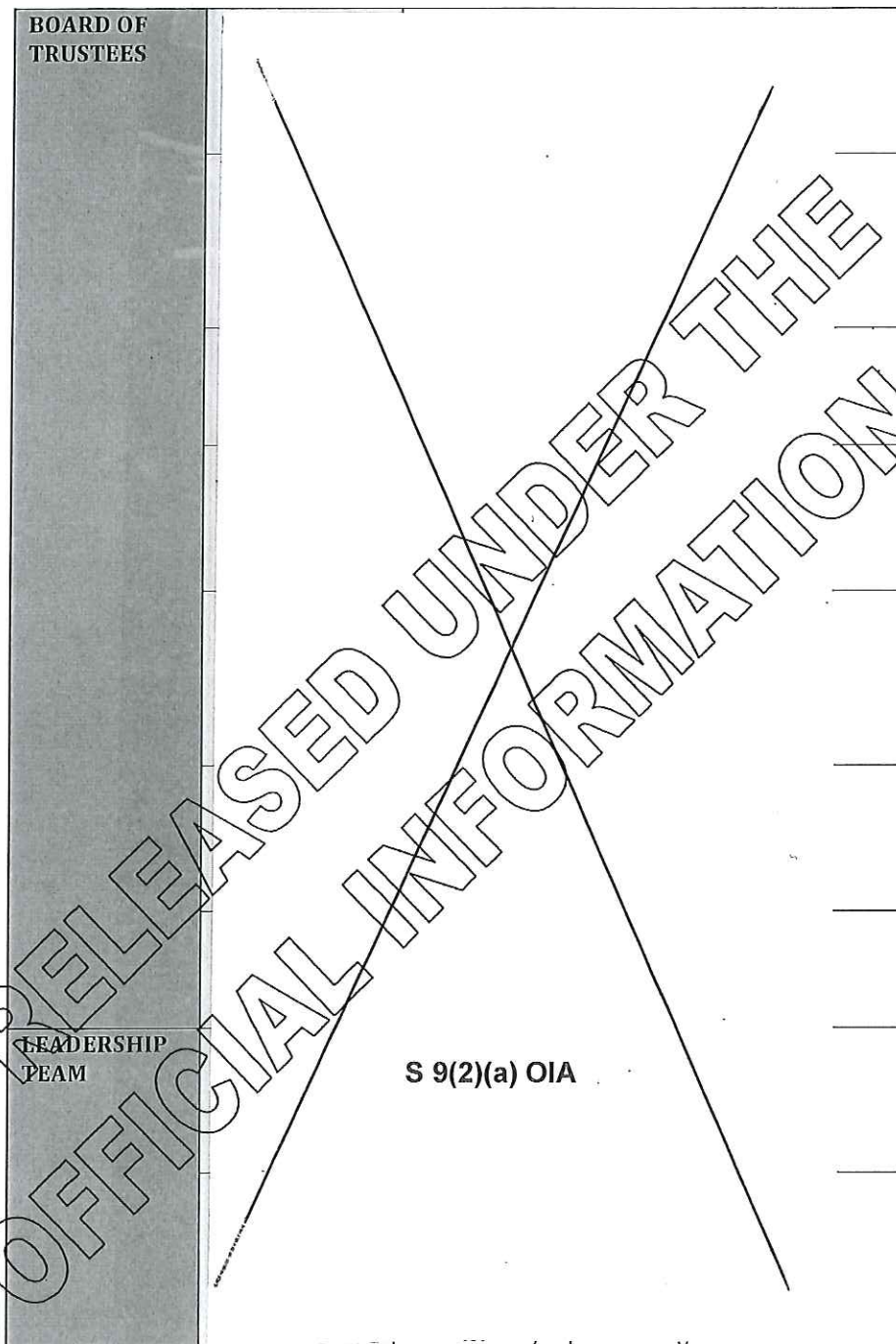
Evaluation

Reviewers will be looking for evidence that:

- the school has access to financial expertise, and
- partnerships are appropriate and support the statement of purpose and goals.

RELEASED UNDER THE
OFFICIAL INFORMATION ACT

TE URUNGA TŪ – Leadership & Governance Roles



NB: This is a newly formed BOARD. Each member has agreed to be part of the governance team, group structure is yet to be voted upon.

TE URUNGA TŪ – Staffing

	2014	2015	2016	2017
# of students	30	60	90	120
Leadership	Principal (1.0) DP (1.0)	Principal (1.0) DP (1.0) AP (1.0)	Principal (1.0) DP (1.0) AP (1.0) SPORT (1.0)	Principal (1.0) DP (1.0) AP (1.0) SPORT (1.0)
Teaching Staff	Principal (Sport/TRM) DP (Eng/Bus) Science Tchr (0.6)	Principal (Sport/TRM) DP (Eng/Bus) AP (Science) Math Tchr (1.0)	Principal (Sport) DP (Bus) SPORT/supervision AP (Science) Math Teacher (1.0) English Teacher (1.0) Arts/TRM Teacher (1.0)	Principal DP SPORT/supervision AP/supervision Science Tchr (1.0) Math Teacher (1.0) English Teacher (1.0) Business Tchr (1.0) TRM/Arts Tchr (1.0)
Support Staff		Junior Literacy (0.4)	Junior Literacy (0.6)	Junior Literacy (0.6)
Operational Staff	Admin (0.4) Cook (0.6)	Admin (0.6) Cook (1.0)	Admin (2.0) Cook (1.0) Cook (0.6) Caretaker (0.4)	Admin (1.0) Cook (1.0) Cook (1.0) Caretaker (1.0)
Staffing	3.6	6.0	10.6	13.6

NB: All teaching staff will be required to hold the appropriate professional teaching qualifications required by the New Zealand Teachers Council.

TE URUNGA TŪ DRAFT CHARTER

30th January 2013



VISION STATEMENT:

TE URUNGA TŪ symbolizes the act of entering in to face challenges, and to stand upright in victory. It is our vision that we provide the opportunities, resources and expertise to allow students to do just that in Education, Sport, Business and Māori culture. To 'enter' is to engage; to 'stand' is to be victorious in that engagement. Each member of TE URUNGA TŪ will enter into a journey of life-long learning and will be challenged along the way, but will ultimately emerge equipped with the love of learning, the ability to lead and the resilience to pursue excellence throughout their lives.

Our Goals and Objectives within Education

Goal 1: Access to Te Ao Māori, Environmental Science, Business and High Performance Sport

The Te Ao Māori, Environmental Science, Business and Sporting qualities permeate through all aspects of life at TE URUNGA TŪ.

Te Ao Māori Objectives

- To provide Te Reo and Tikanga Māori within the school.
- To enhance knowledge and pedagogy in Te Reo and Tikanga Māori.
- To consult and collaborate with local hapū and iwi.
- To strengthen knowledge and understanding of the Māori worldview.

Strategies

- Seek opportunities for TE URUNGA TŪ whānau to engage in Māori based activities and celebrations.
- Develop and strengthen relationships with local hapū and iwi.
- Ensure Te Reo and Tikanga Māori permeate through all aspects of TE URUNGA TŪ life.

Environmental Science Objectives

- To recognize basic concepts in environmental sciences and

develop in-depth understanding of the environment

- To develop analytical skills, critical thinking, and problem-solving skills using scientific techniques
- To develop programmes that work towards developing the knowledge and training required for future graduates wishing to pursue tertiary studies with the mind to enter the industry/job market

Strategies

- Utilise the immediate coastal surroundings of Te Wherowhero lagoon as an open laboratory to explore Environmental Science
- Provide the resources and expertise required to support the Environmental Science themes
- Establish and develop relationships with local QEII groups, i.e. DOC, Te Wherowhero Lagoon Trust, Nick's Head Station.
- Expose Scientific pathways and future career options to the students

Business Objectives

- To develop and enhance knowledge and pedagogy in goal setting and visionary skills
- To develop and understand the importance of developing financial literacy skills
- To develop skills and knowledge needed to become leaders in business
- To engage and strengthen local business partnerships

Strategies

- Provide expertise and support in Business development and implementation
- Provide an environment that encourages TE URUNGA TŪ whānau to discover and explore business ideas and ventures

High Performance Sport Objectives

- To understand the importance of nutrition education and pedagogy for high performance sport
- To understand that training is an essential component of high performance sport
- To provide an environment that develops high performance athletes

Strategies

- Provide specialist coaching
- Provide daily nutritional meals to enhance sporting success
- Provide mentoring support and mental skills development
- Support students towards planning robust sporting pathways
- Develop and strengthen relationships with local, national and international High Performance Sporting Academies and Organisations
- Support staff PD in High Performance Sport