



Request for Application to operate a Partnership School | Kura Hourua opening in 2017

Part Two – Application Form

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Submitted By:
Te Aratika Trust
Te Kura o Te Aratika



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1 Introduction

This document is the form of response to the Request for Application to operate a Partnership School | Kura Hourua (Partnership Kura) opening in 2017. Please follow the overarching instructions set out in Part One – Requirements and Rules.

NOTE:

Your Application must not exceed 100 pages. This includes supporting attachments, but excludes the following sections:

- a) Cover page
- b) Table of contents
- c) Notice of Intent to respond
- d) Applicant contact details
- e) Application questions, criteria and guideline information contained in each section of this application form
- f) Assumptions, risks and caveats
- g) Applicant organisation overview
- h) Applicant declaration
- i) Applicant checklist.

2 Applicant Contact Details

Contact person for this Application

Contact person:	Ronwyn Joyce Bracken Rochel			
Position:	Director			
Phone number:	+64 9 420 4726			
Mobile number:	[REDACTED] s 9(2)(a) OIA			
Email address:	ronnie@tearatikadrilling.com			
Is the contact person authorised to negotiate?	Yes	X	No	

Sponsor Organisation


Full legal name:	Te Aratika Trust	
Trading name: (if different)	N/A	
Name of parent organisation:	N/A	
Physical address:	19 Humber St, Pandora, Napier 4110	
Postal address:	PO Box 12183, Ahuriri, Napier 4144	
Website:	In Progress (In the meantime please refer to the websites of the main contributors to this application: 1. Civil Construction Arm: www.tearatikadrilling.com 2. Industry Training Organisation (ITO): www.connexis.org.nz 3. Chartererd Accountants: www.wbb.co.nz	
Location of head office:	Napier	
Type of entity (legal status):	Charitable Trust	
Registered Charity	Yes	
Charity (or) Company registration #:	Pending	
Country of residence:	NZ	Other _____

Referees

Referee #1	
Name of organisation:	Ngāti Kahungunu Iwi Incorporated
Name of referee:	Hamahona Ambler
Telephone:	+64 6 876 2718
Email:	hamahona@kahungunu.iwi.nz
Relationship:	Iwi Stakeholder
When:	<p>2005 – Since Te Aratika Drilling Ltd established business in the Hawkes Bay.</p> <p>Note: Ngāti Kahungunu Iwi Incorporated have partnered with Te Aratika Trust (the 'Trust') in this application to establish a partnership school in Hawkes Bay. Ngāti Kahungunu Iwi Incorporated support and fully endorse the pathway that the Trust is undertaking in order to advance education provision in Ngāti Kahungunu.</p> <p><u>Refer Appendix A</u></p>

Referee #2	
Name of organisation:	<div style="border: 1px solid black; background-color: black; width: 100%; height: 100%; min-height: 200px;"></div>
Name of referee:	
Telephone:	
Email:	
Relationship:	
When:	

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

Referee #3	
Name of organisation:	
Name of referee:	
Telephone:	
Email:	
Relationship:	
When:	

3 Applicant Profile

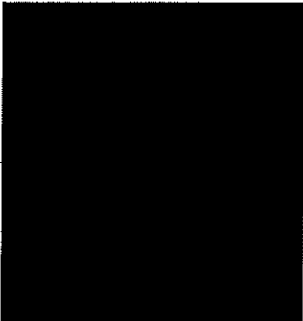

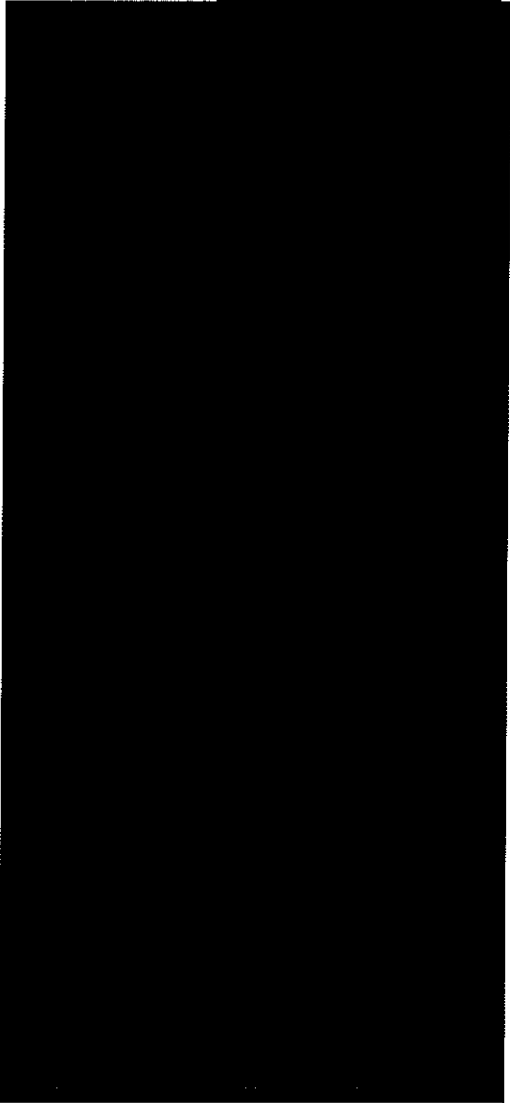
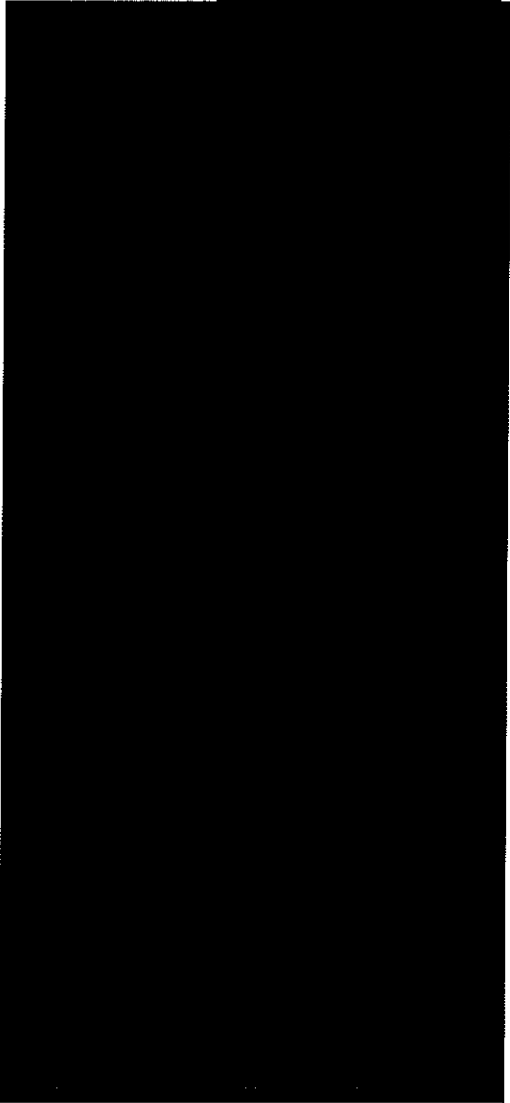
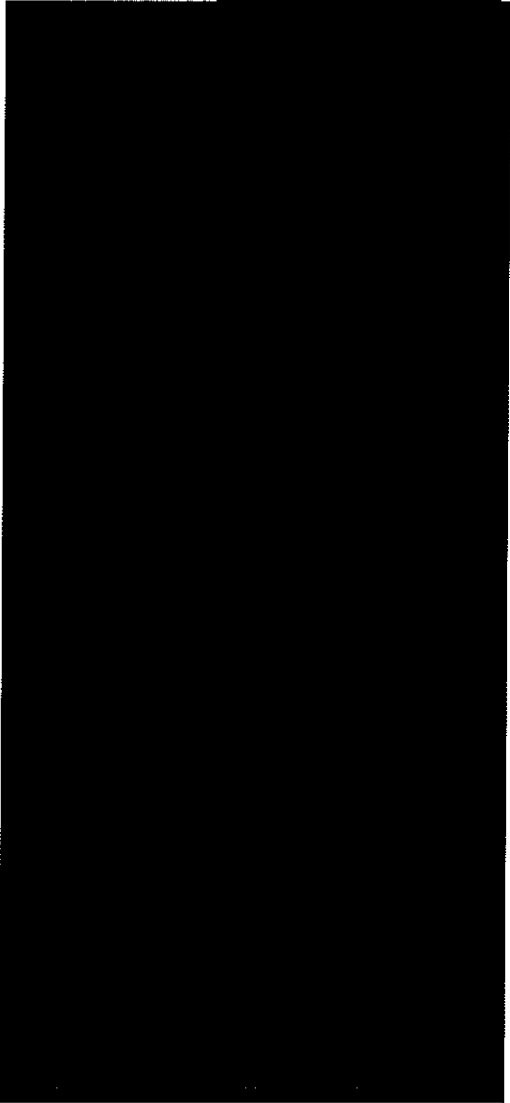
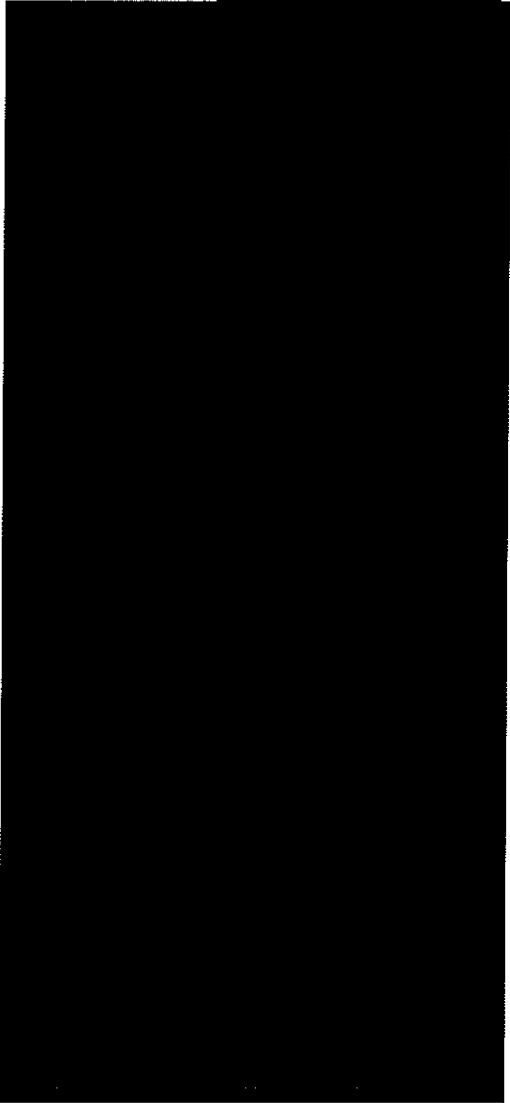
Applicant Organisation

Yes, we have established a new legal entity to run the school, Te Aratika Trust as Sponsor.

Yes, the Sponsor organisation intends to run school.

Overview of Applicant's organisation

Type of organisation:	<p>Te Aratika Trust (TAT) is a Charitable Trust that will:</p> <ul style="list-style-type: none"> a) provide education and training for Māori and Pasifika (in particular), but not excluding any other culture; and to educate and guide parents, employees and others in practical ways affecting the well-being of Māori and Pasifika (in particular), but not excluding any other culture; b) be involved with activities that, through education, raise the level of awareness amongst Māori and Pasifika (in particular), but not excluding any other culture; on the topics of culture, spirituality and politics; c) initiate, direct and develop economic enterprises to provide employment opportunities for underprivileged Māori and Pasifika (in particular), but not excluding any other culture; d) instruct, encourage and assist Māori and Pasifika (in particular), but not excluding any other culture; in ways to achieve independence and self-sufficiency; e) initiate and undertake the promotion of general public health issues relating to Māori and Pasifika (in particular), but not excluding any other culture; f) facilitate the delivery and to deliver Government and any other services, or funding to Māori and Pasifika (in particular), but not excluding any other culture; and <p>The current Trustees of TAT are Ronwyn Joyce Bracken-Rochel (CEO) and Casey Tapara (Manager). Conditional upon the success of this proposal, the following people have consented to being appointed as additional Trustees to TAT, to provide a wider representation on the Board.</p>
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	Chairperson	Ronwyn Joyce Bracken-Rochel	CEO, Te Aratika Group, 
		s 9(2)(a) OIA	
	Board Member	Casey Tapara	Manager, Te Aratika Drilling Ltd, 
		s 9(2)(a) OIA	
	Board Member		
	Board Member		
	Board Member		
	Board Member		

	<p>Board Member</p> <p>s 9(2)(b)(ii) OIA</p> <p>Board Member</p> <p>Board Member</p> <p>Ngāti Kahungunu Iwi Representative</p>	
Year established:	2015	
History:	A newly established organisation forged out of the need to meet community challenges.	
Summary of experience relevant to your application to operate a Partnership Kura:	<p>Te Aratika Drilling has been providing successful cadetships since 1998.</p> <p>Te Aratika supports the development of rangatahi through the provision of pastoral support, nutrition, health care and advice, mentoring, training towards formal qualifications and paid employment.</p> <p>In return, employees focus on becoming alcohol and drug free, non-violent and commit to training programmes as well as their employment.</p> <p>This model has been extremely successful with trainees/employees experiencing a complete lifestyle transformation.</p>	
Total number of staff in NZ:	120	
Number of locations in NZ:	8	
Overseas locations:	Strong business Partnerships in Asia, Europe and USA	

Current business commitments


Business activities:	Agreements between Te Aratika Group including mentors, equipment and specialist industry expertise.
Other Contracts with government	N/A

Probity

List any pending claims against the organisation:	N/A
List any court judgments or other decisions that have been made against the organisation in the last 6 years:	N/A

Proposed Subcontractors

Sub-contractor #1	
Sub-contractor name:	Connexis – Infrastructure ITO
Address:	Level 12, Simpl House 40 Mercer Street Wellington 6011 Tel: 04 499 9144
Specialisation:	Delivery of infrastructure ITO
Describe the deliverables the sub-contractor will be responsible for:	Vocational Pathways Construction & Infrastructure Civil Engineering
List any pending claims against the organisation:	Unknown
List any court judgments or other decisions that have been made against the organisation in the last 6 years:	Unknown

Sub-contractor #2		s 9(2)(b)(ii) OIA
Sub-contractor name:		
Address:		
Specialisation:		
List any pending claims against the organisation:		
List any court judgments or other decisions that have been made against the organisation in the last 6 years:		

Financial Information

Current financial status:	Te Aratika Trust is a newly founded Charitable Trust. Industry indicators are committed to considering investment pathways. With 'In kind' sponsorship/resourcing from Te Aratika Drilling Ltd, Te Aratika Hire Ltd and WBB Accounting Services			
Gross revenue:	N/A (see above).			
Net profit (surplus) and Net Assets:	N/A (see above)			
Last audited financial accounts:	N/A (see above)			
Copy of latest audited accounts attached?	Yes	N/A	No	N/A
Copy of latest annual report attached?	Yes	N/A	No	N/A
Is organisation in dispute with any trade union?	Yes	N/A	No	N/A

4 School Overview

Te Aratika Trust will establish Te Kura o Te Aratika (TKOTA).

School Location

Enter the address / location of your proposed Partnership Kura.	Existing Location: 19 Humber Street, Pandora, Napier
Do you propose to operate the school at more than one location? If yes, provide the proposed locations for each of the sites.	Yes, proposed additional location: Whakatū (Business Park), Hawkes Bay. Note: It is our intention to establish our own facilities with partners in the Whakatū Business Park, Hawkes Bay. If the application is successful, we will progress this plan.

Year Groups

TKOTA will offer senior secondary to its student population at Years 11, 12 and 13, equivalent to NCEA Levels 1, 2, and 3.

Priority Learner Groups

TKOTA will be a school for Māori, by Māori, and determined by Māori. It will also offer an open enrolment policy, welcoming students of other ethnicities who choose to study with TKOTA.

Māori	Pasifika	Children from low socio economic backgrounds	Children with special education needs
67 (100%)		100%	variable

School Roll

	2017	2018		2019		2020		2021		2022	
Year	Year 1 Roll	Year 2 Roll	% Change	Year 3 Roll	% Change	Year 4 Roll	% Change	Year 5 Roll	% Change	Year 6 Roll	% Change
11	67	67	0%	67	0%	67	0%	67	0%	67	0%
12		67	0%	67	0%	67	0%	67	0%	67	0%
13+			0%	66	0%	66	0%	66	0%	66	0%
Total	67	134	100%	200	49%	200	0%	200	0%	200	0%

5 Executive Summary

"I alone cannot change the world, but I can cast a stone across the water to create many ripples."

Mother Teresa

Ara mai ana a Te Ara Tika i te kore noa
Me te ngākau, whakarehu kia puta he hua
i te panoni.

From humble beginnings *Te Ara Tika* was born
With a heart and a vision for positive change.

Mihia ana te hunga para i te ara
Kia taea ai tātou te āta kōwhiri mō tōna wā
Rā kotahi, marama kotahi, tau kotahi, mō ake
tonu rānei.

We acknowledge those who laid the cornerstones
Handpicked for a season,
whether for a day, a month, a year or forever.

Mai i Te Hiku ki Murihiku
Kotahi ana te wairua whakamana i to tatou iwi
Tama toa, wahine toa, e karanga nei ki a koe e
people.
Te Atua kia manaakitia mai tō mātou iwi.

From the top of the north to the bottom of the south
We are united in our passion to build our people
Tama toa, wahine toa, cry to you Lord, bless our

Me te mōhio i heke mai i tēnā reanga,
i tēnā Tūmatohi ana i te tūāpapa o te panoni.
change.

With knowledge passed down from generation to
generation, we make our stand on the platform for

Te kaupapa ia he whai i "*Te Ara Tika*."

The kaupapa is always to walk in "*Te Ara Tika*."

Te Kura o Te Aratika (TKOTA) arises out of a passion to provide a platform for positive change in our "youth at risk" or as we refer to them our "Atypical Stars."

It is a means to take a holistic, kinaesthetic approach to education that is tailored, but not limited to Māori who are currently unsuccessful in mainstream education and therefore limited in their future options to be a productive and effective member of society.

Māori are over represented in government dependancy, unemployment, incarceration, drug and alcohol abuse, domestic violence, suicide and under achievement through the current education system.

We believe in our mission statement and our intention to provide education as a means to break this cycle.

Mission Statement:

The "Te Aratika Way" is to provide the "Platform for change" to "Be the Change" for our "Atypical Stars" that educates, inspires and encourages progressive growth, in order to be the positive change for our future, our people, our communities and our industries."

Vision:

Amateur today, professional tomorrow. Investing in our taonga (treasures), our future, our legacy.
Ko au ko koe, ko koe ko au. (You am I, and I am you)

Purpose:

To provide the platform for positive change in all areas of an 'Atypical stars' life, beginning with an education platform, supporting forward momentum for further training, employment and community initiatives.

Knowledge is power and the key to making good life choices.

School population:

Target primarily Māori/Pasifika youth aged 15-19 who have been unsuccessful in mainstream education models.

We are confident that enrolment will be fulfilled based on the following principals:

- Interest has already been shown through Te Aratika Drilling cadetships and interested applicants have numbered above 60 youth yearly for this age range.
- Referrals from government and other community organisations are continuous.
 - This includes referrals from Ministry of Social Development, Waikaremoana Trust Board, Corrections Department and strong community networks.
- We will continue to target Māori/Pasifika males that are under achieving and facing challenging circumstances.
- First year intake is a target of 67 students with proposed expansion to a roll of 200 over 3 years.
- Student population will be initially selected from the Hawkes Bay Region with future plans to expand regionally.

Performance Goals and measurement practices.

TKOTA will work within the Ministries framework for secondary schools and have the following goals and measurement practices.

- Establishing a productive learning environment that is measured by performance and success of student outcomes.
- Maintaining financial health and ensuring quality and delivery through monitoring and performance reviews.
- Inspire staff and community to positively contribute to the development and success of student achievement and community pride within this platform.
- Be reknown for delivering NCEA levels 1, 2 & 3 to a high standard.
- Providing vocational pathways that lead to opportunities for employment or further tertiary studies.

Future Vision.

Future vision is to continuously improve and expand our model in phases through the next 3, 5 and 10 year progressions which include:

- Expanding TKOTA from Kohanga to Tertiary/adult learning
- Expand regionally and include a school for girls
- Providing a well planned and staffed residency, which we believe is a critical element of being able to offer a safe and supportive culture and climate 24 hours a day. This is proven with what Te Aratika Drilling Ltd have done with all of their youth at risk in the cadetship programme.
- To be the pipeline for students to transition from schooling to employment opportunities in various fields.
 - Promoting a heart of innovation.

In Summary:

The Sponsor, Te Aratika Trust, boast's a collective knowledge base in industry, finance and business, as well as ITO, education and governance.

Ngāti Kahungunu Iwi Incorporated have endorsed their consent to become a strategic partner.

Appendix A

- Although TAT is a new trust, it is not a new kaupapa (concept). It is based on a successful business model that stems from the Bracken whānau who instilled two key concepts:
 - Having a heart for the people – Kotahitanga - The whānau concept.
 - Tumanaako (Hope), Whakapono (Faith), Aroha (Love)
 - Mahi tahi (Working as one)
 - Across a broad a range of industry networks
- This model is based around the civil industry and carried out by a strong professional team. (Te Aratika Drilling Ltd, Connexis & WBB Chartered Accountants)
 - This professional team have personally invested in this kaupapa.
- This model is results driven and has strong employment outcomes.
- Te Puni Kōkiri engaged an independent team "Te Kaipuke" to research the Te Aratika Drilling Rangatahi Development Model with the intention of understanding why it is so successful. **Appendix B.**
- Mentorship is essential and an integral part of delivery.

Manaakitia ana tātou

We are blessed

Noho ana i te whāriki o whakaiti

We are humbled

Whakahīhi ana kia riro mā tātou e panoni ai, a

We are proud to be the change

Ko Te Ara Tika mātou!

For we are Te Ara Tika!

Kai tito nā Taiamai Bracken me te whanau o Te Aratika

Ngā kupu Māori nā Dr.Timoti Karetu

6 Purpose and Goals

Our Mission (Question 2a)

At Te Kura o Te Aratika we believe all youth can learn, can change, and can be their potential, given the right opportunity.

The idea to establish Te Kura o te Aratika has grown over the last 11 years from the experience of employing and working with 'at risk' Māori and Pasifika youth aged 15 to 19 years old at Te Aratika Drilling, and later through the cadetship programme with Te Puni Kōkiri. Many of the cadets were typically unemployed, without formal education qualifications, disconnected from whānau/family, from a range of life experiences, and were experiencing drug/alcohol issues and/or issues with the law.

The cadetship is intended to provide opportunities that might not otherwise have existed for the cadet, including, opportunities to participate in the workforce; gain valuable work experience; gain skills and qualifications while earning; explore industries and professions of interest; develop networks and relationships with potential employers; and secure long-term employment.

Te Aratika Drilling starts from the cadet's reality, wrap people and support around them, develop a process to help them move forward and begin their change journey, identify and implement what works for them to change, and continuously improves on that process. The initial training focuses on the culture and values of the company, induction into the industry, training in the skills specific to the role with some cadets completing a National Certificate and progressing towards National Certificates at Level 3. Seventy-five percent of the cadets went on to employment in the industry.

Cadets experience an increase in confidence and personal growth, demonstrate an increase in knowledge and skill level, become more efficient and productive in their work, and more adept at problem solving when presented with challenging jobs. The cadetship is considered highly successful for both cadets, employers and government agencies. Te Aratika Drilling has been encouraged by the success of the cadet programme and by whānau and employers of the cadets who graduate.

Te Kura o te Aratika would like the opportunity to provide a successful educational and vocational experience for 'at risk' Māori and Pasifika male youth aged 15 to 19 years old by establishing a school¹ that is inclusive of STEM based programmes and a civil construction pathway. Establishing a Partnership School will enable Te Aratika to connect with the young people at an earlier age and start them on a positive pathway that will equip them to enjoy fulfilling lives in every aspect.

We understand students will have a number of needs in addition to educational needs, and will therefore require wrap around support to care for their whole well-being.

Te Kura o te Aratika will provide a safe and supportive learning environment, form strong relationships with students and whānau provide a personalised education programme, a clear vocational pathway, and a strong network of support for their personal well-being.

Te Kura o Te Aratika will collaborate with stakeholders to offer a range of educational and work place experiences that will provide all students the opportunity to acquire the competencies and skills needed beyond Te Kura o Te Aratika.

¹ While we see a need for 'at risk' Māori female youth, the 'Atypical Stars' (female) trial was less successful than the 'Atypical Stars' (male) trial. The trial identified that the needs of 'at risk' Māori female varies significantly from 'at risk' Māori males, and therefore require two distinctly different pathways. In the future our goal is to provide an alternative education pathway for 'at risk' Māori female youth.

Te Kura o Te Aratika will be a school, providing STEM based programmes and a civil construction pathway, and opportunities for Māori and Pasifika to gain formal qualifications and work experience; ultimately leading to Māori and Pasifika being highly skilled and employed in skilled occupations at all levels.²

Te Kura o te Aratika will provide transport (bus or van) for students to attend the school.

Our mission is to:

- provide STEM based programmes
- provide a clear vocational pathway in construction and infrastructure for Māori and Pasifika male youth
- equip students with the knowledge, skills and competencies they need to be work ready today, and transferrable skills for the future
- raise achievement by providing authentic, “hands-on” workplace experiences that engage students in learning that has meaning and purpose for them
- improve transition from school into further education and/or work
- provide e-learning experiences to extend and support students, to open up new and different ways of learning, and to prepare students for the future
- ensure students are confident in their identity as indigenous young men with a strong sense of where they belong
- provide a safe platform for positive change to occur.

Our aim is to develop a Te Kura o te Aratika Graduate who is empowered to think big and to pursue their dreams to shape their future, ‘employment ready’ with employers competing to employ them.

Our Vision (Question 2a)

Our vision for a Te Kura o te Aratika graduate is one of personal well-being and excellence; that they will develop as confident indigenous young men, connected, actively involved, and with a bright future. This will empower them to live successfully and contribute responsibly to their whānau and communities.

² Te Puni Kōkiri (2012)

Our Values (Question 2a)

Ko te whakapono, ko te tumanako me te aroha – Faith, hope and love"

We embrace the whakatauaākī,

Ui mai koe ki ahau he aha te mea nui o te ao,

Māku e kī atu, he tangata, he tangata, he tangata!

Ask me, 'What is the greatest thing in the world?'

I will reply, 'It is people, it is people, it is people!'

The values we encourage, model and explore are:

Manaakitanga Care	We nurture relationships, we look after people, and we care about how others are treated. We care about one another.
Whanaungatanga Relationships	We have a sense of belonging and obligation to the group. We maintain and foster strong relationships and whakapapa based on respect, reciprocity and trust.
Kotahitanga Unity	We encourage unity, we work together and support each other
Tika me te pono Integrity	We are honest, responsible and accountable, and we act ethically and with integrity.
Rangatiratanga Leadership	We are confident to lead, we make informed decisions, and we determine our futures and outcomes.

Reason for proposal (Question 2b)

Māori make up 15.6% of the total national population, is younger overall than the non-Māori population, and is estimated to make up nearly 20% of the total population by 2038.

Key Statistics: Māori in New Zealand

Māori population: 668,724 in 2013, comprising 15.6% of the New Zealand population. This is a slight increase from 3.8% in 2006. The Māori ethnic group population has increased by almost 40% in the past 22 years. One in seven people in New Zealand are Māori. Nationally, the total New Zealand population is slowing down and aging, in comparison, the Māori population is growing, youthful although getting older.

Gender: Females made up 51.3% of the Māori population, and males 48.7%.

Age structure: The Māori population is younger overall than the non-Māori population; 33.7% of Māori were aged less than 15 years, compared with only 18.0% of non-Māori. The median age of the Māori population was 23.9 years in 2013 compared with 22.7 years in 2006. In 2038 the median age is expected to increase to 28 years. In the 2013 Census, the median age for Māori females was 25.4 years, and the median age for Māori males was 22.2 years. This compares with 24.1 years for females and 21.3 years for males in 2006. Around one-third (33.1 percent) of people of Māori descent were aged under 15 years, while 5.6 percent were aged 65 years and over.

Secondary education³: In 2014, Māori students had the lowest percentage of school leavers attaining NCEA Level 1, 2, and 3 compared to Asian, European/Pākehā and Pasifika people. NCEA Level 1 or equivalent: Māori 73.7%, Asian 94.6%, European/Pākehā 90.2%, and Pasifika 83.2%.

NCEA Level 2 or equivalent: Māori 58.6%, Asian 89.7%, European/Pākehā 81.0%, and Pasifika 71.9%.

NCEA Level 3 or equivalent: Māori 27.2%, Asian 73.0%, European/Pākehā 53.8%, and Pasifika 37.6%.

While Māori have made improvement since 2013, Māori still had the lowest proportion of school.

Retention: In 2014, nationally, 83.2% of students stayed at school to the age of 17. Female students: 85.7%; male students: 80.7%. Māori students had the lowest proportion of students remaining at school to age 17 at 69.1%, compared with a retention rate of 82.5% for Pasifika and 84.9% for European/Pākehā.

Stand-downs: In 2014, Māori students were stood-down at a rate of 36.4 per 1,000, and was 1.5 times higher than Pasifika (24.7), and 2.5 times as high as European/Pākehā (14.8).

Suspensions: In 2014, Māori students were suspended at a rate of 7.8 per 1,000, and was twice as high as for Pasifika students (3.9) and over three times as high as for European/Pākehā (2.6).

Exclusions: In 2014, Māori were excluded from school at a rate of 3.0 exclusions per 1,000, and was 1.9 times higher than for Pasifika (1.6), and 3.2 times as high as for European/Pākehā (0.9).

Unemployment⁴: During the period March 2008 to March 2013 unemployment rates were consistently higher for Māori and Pacific people, followed by Asian/Indian and then European people. In March 2013, the unemployment rate for Māori was 12.9%. This was 5.2% higher than its level in 2006. For Pasifika and European it was 15.4% and 4.6% respectively.

Employment⁵: The employment rate for Māori was lower than European and higher than Pasifika between 2008 and December 2013. Employment rate participation increased from 62.4% in 2008 to 58.9% for Māori in December 2013. In comparison, Pasifika, Asian and European participation rates were 55.4%, 62.8% and 67.2% respectively.

Areas of employment: In June 2015, the industries employing the most Māori workers were manufacturing, health care and social assistance, and utilities and construction. 39.9% of Māori were in skilled occupations, while 18.7% were in low skilled occupations. In the June 2015 quarter, the construction industry was seen to lead the employment growth, and a significant increase was also seen in the electricity, gas, water, and waste services industry.

NEET⁶: The annual average NEET rate fell from 21.3 per cent to 20.9 per cent in the year to June 2015. About 27,300 Māori youth were not in education, employment and training. As at June 2015, there were about 130,700 Māori aged 15-24 years. Of these, about 27,300 people were NEET, a slight decrease from 27,400 from a year ago. Among Māori aged 15-24 years, 15.3 per cent of males and 26.4 per cent of females were NEET in the year to June 2015. Overall, Māori have higher NEET rates than other ethnic groups – which for European, Pasifika and Asian is 9.3, 16.5, 17.3 respectively.

Between 2015 and 2030, the Māori population is projected to grow by 16.2%, and estimated to make up the nearly 20% of the total population by 2038⁷. The median age of Māori (23.9) is much younger than the median age of 38 years for the total population. Overall, while the population growth is slowing, it is also aging. In contrast the Māori population, at a median age of 23.9, has a younger age structure, with a relatively large proportion in the main reproductive ages (15–44 years) and a higher fertility rate (2.40).

Our Māori youth will grow to become the future earners and taxpayers of this country. We need to invest in the education and development of these young people now – so they can make their fullest contribution to the well-being of New Zealand.

Māori parents and whānau want their children to do better than they did – gain qualifications and secure a good job – they expect their child to be educated, and trust that will be achieved by school.

Māori students have unique educational, social and cultural needs, many of which are not being met by the traditional school options. The educational statistics provide evidence that confirms that many Māori youth are challenged by traditional secondary education.

Hawkes Bay Region

The total population for the Hawkes Bay region is 34,662⁸. By 2038, the Māori population will make up about 34 percent of the Hawkes Bay population, up 9 percentage points from 2013 (currently 25.3%).

The Hawkes Bay territorial authority includes the Wairoa District, Napier City, Hastings and Central Hawkes Bay Districts.

Achieving NCEA Level 1, Level 2, and Level 3⁹

Description	Hawkes Bay region			New Zealand
	Māori male	Māori	Total	Total
Percentage of school leavers with NCEA Level 1 and above (2014)	78.6	79.2	88.6	87.0
Percentage of school leavers with NCEA Level 2 or above (2014)	63.5	67	79.5	77.1
Percentage of school leavers with NCEA Level 3 or above (2014)	32.7	34.8	50.2	49.8

In 2014, in the Hawkes Bay region:

- 78.6% of Māori male students left school with NCEA Level 1, and 79.2% of all Māori students, in comparison to the Hawkes Bay average of 88.6%, and the national average of 87% for all students.
- 63.5% of Māori male students left school with NCEA Level 2, and 67% of all Māori students, in comparison to the Hawkes Bay average of 80.7%, and the national average of 77.1% for all students.
- 32.7% of Māori male students left school with NCEA Level 3, and 34.8% of all Māori students, in comparison to the Hawkes Bay average of 50.2%, and the national average of 49.8% for all students.

⁷ Source: Statistics New Zealand.

⁸ Usual residence count of 10 to 19 year old males, NZ Census 2013

⁹ Ministry of Education. School leavers with NCEA Level 1, Level 2, and Level 3 or above. Education Counts Indicators. Retrieved on 2nd October 2015 from <http://www.educationcounts.govt.nz/statistics/schooling/senior-student-attainment/school-leavers2/ncea-level-1-or-above-numbers>

Since 2008, the gap between Māori boys and European/Pākehā boys (and girls) for NCEA Levels 1, 2 and 3 has decreased, but only marginally considering the 6 year time period. Māori are not achieving as well as other students. Many Māori male students are leaving secondary school with the minimum qualification to continue on to further study at tertiary level, and therefore limiting their opportunities for future health and well-being.

Stand-down, suspension, and exclusion¹⁰

Engagement, as measured by stand-downs, suspensions, and exclusion, in the main show evidence of disenfranchisement and poor engagement of Māori male youth with the schooling system in the Hawkes Bay region. An alternative pathway is needed.

Description	Hawkes Bay region			New Zealand
	Māori male	Māori	Total	Total
Age standardised stand-down rate per 1,000 students (2014)	34.2	30.1	20.3	20.0
Age standardised suspension rate per 1,000 students (2014)	11	6.6	4.3	3.7
Age standardised exclusion rate per 1,000 students (2014)	5.5	2.9	2.1	1.4

In 2014, in the Hawkes Bay region (and nationally), Māori male students were more likely to be stood down, suspended or expelled from secondary school when compared to the average for the Hawkes Bay region and the national average, evidence of a student population that continues to be disengaged and disenfranchised for the education system.

Retention of Māori male students to complete senior secondary school is critical for their success and well-being and the future economy.

'Completion of upper secondary education is associated with a range of economic and social benefits both in New Zealand and across the OECD. Retention to senior secondary schooling is linked to higher levels of skills and knowledge required for participation in our increasingly knowledge-based society and the wider global community (OECD, 2013)¹¹.

According to Norton et al. (2000)¹² the risk of unemployment for those with no school qualifications or only Year 11 qualifications is higher than for those with Year 12 or Year 13 qualifications. The positive effect of each additional year of schooling on incomes has been estimated to range from 5 to 10%.

Lashlie (2005)¹³ found that one of the factors important for successful school leaving for boys was merely staying at school until the end of the Year 13. This is because it takes boys longer to achieve a high level of maturity and self-management than girls, and that boys' schools in particular can "hold boys steady while the chaos of adolescence sorts itself". Simply keeping boys at school (by making school relevant) until they have decided

¹⁰ Ministry of Education. Age standardised stand-down, suspension and exclusion rates. Education Counts Indicators. Retrieved on 2nd October 2015 from <http://www.educationcounts.govt.nz/statistics/schooling/senior-student-attainment/school-leavers2/ncea-level-1-or-above-numbers>

¹¹ OECD (2013). *Education at a glance 2013*. Paris: OECD.

¹² Norton, P., Sanderson, K., Booth, T., & Stroombergen, A. (2000). *A literature review of the effect of school resourcing on educational outcomes*. Report to the Ministry of Education. Wellington: Ministry of Education.

¹³ Lashlie, C. (2005). *He'll Be OK: Growing Gorgeous Boys Into Good Men*. Auckland: Harper Collins.

what they want their next step in life to be can reduce the chances of a boy "arriving at a prison gate".¹⁴

Te Kura o te Aratika recognise the importance of retaining Māori male youth engaged in school to enable students time to develop and grow, to mature and learn self-management skills.

What sets Te Kura o Te Aratika apart from other provisions (Question 2c)

Specifically, Te Aratika will have the following distinctive characteristics:

- It will be a school, providing STEM based programmes and, it will provide a vocational pathway into civil construction..
- It will be a school for Māori/Pasifika males aged 15-19 who are disenfranchised with New Zealand's mainstream secondary school system, and who are at risk of becoming unemployed, or not staying in education or training.
- It will provide a well planned and staffed residency option for students which is a critical element of being able to offer a safe and supportive culture and climate 24 hours a day. This is proven with what Te Aratika Drilling Ltd have done with all of their youth at risk in their cadetship programme.
- It will be a school designed to serve the unique cultural, academic, physical, social, and emotional needs of the target students.
- It will be a senior-secondary school provision of foundation education and construction and infrastructure vocational pathway with links to employment opportunities.
- It will provide compulsory courses in literacy and numeracy, study, work and life skills at level 1; provide workplace training and experience in the construction and infrastructure vocational pathway; and provide vocational courses and qualifications on the New Zealand Qualifications Framework.
- It will provide students with workplace learning in construction and infrastructure, while they continue to study towards their NCEA levels 1, 2 and 3.
- It will include distinctive features of Māori learning preferences and behaviours such as ako, whakapapa, whanaungatanga, whānau, tuakana-tēina, and kanohi-ki-te-kanohi, an approach to learning that works for the target students within the school, training and workplace learning environments¹⁵.
- It will personalise education programmes and learning support to the needs of individual students.
- It will provide a student mentoring programme.
- It will provide Academic Counselling and Target Setting (ACTS)¹⁶, an evidence-based approach to track and monitor student progress towards their education and vocational pathway goals.
- It will be located at in the heart of industry at the Whakatū Business Park, a location for 22 processing industry businesses.

¹⁴ Source: Ministry of Education; Retention of students to senior secondary school. Retrieved on 2nd October 2015 from <https://www.educationcounts.govt.nz/indicators/main/student-engagement-participation/1955>

¹⁵ Kerehoma, C., Connor, J., Garrow, L. & Young, C. (March 2013). *A Model for Successful Māori Learners in Workplace Settings*. Summary Report. Wellington, New Zealand: Ako Aotearoa National Centre for Tertiary Teaching Excellence.

¹⁶ Academic Counselling and Target Setting is a key component of the Starpath Project at Auckland University. See <http://www.education.auckland.ac.nz/en/about/research/starpath-home.html> for further information.

- It will be a partnership between Te Kura o Te Aratika, Te Aratika Drilling, and Connexis, an industry training organisation, and WBB Chartered Accounts, to provide a cohesive, pathway-focused programme to students.

Student Engagement and Achievement (Question 2d)

Te Kura o Te Aratika will be a secondary school for Māori/Pasifika male youth. The proposed learning environment, pedagogical approach and curriculum will be designed to support the engagement and achievement of the target student group.

More specifically, its point of differentiation will relate to the inclusion of its Māori cultural values into an education experience that uses specialised curriculum, effective pedagogical approaches and workplace experience to engage and educate Māori male youth.

In this way Te Kura o Te Aratika will overcome barriers to achievement that stem significantly from a lack of connectedness, alignment, interest and community between the educational environment and the home and cultural environment.

Culture and identity connectedness (Māori values and practices)

Because of tensions between culture and identity, family and school, Māori youth can feel disenfranchised from mainstream education. Māori students are more likely to engage in learning when learning is explicitly connected to their lives and experience, and when there is cultural continuity between the home and school.¹⁷

Te Kura o Te Aratika culture and identity connectedness perspective will include:

- Embedding students' cultural knowledge and experiences, such as including origin and place-based stories
- Integrating te reo Māori and tikanga into the daily programme and content
- Acknowledging cultural identity including whakapapa
- Including content relevant to male, Māori, and youth identities
- Including extended whānau as well as parents in the core business of learning and teaching, such as Academic Counselling and Target Setting, and Learning Contracts
- Conceptualising wellbeing as linked to the collective rather than the individual

Whānau and community connectedness will ensure student support, and that whānau and community engage in school activities and impact on school culture. It will also enable learning that is relevant culturally, thereby encouraging an understanding of self and a sense of belonging.

Interest and employment connectedness

In the current school system the target students are often guided into a set of subjects that fail to lead to higher education or a vocation.

Te Kura o Te Aratika will use a personalised approach to ensure all students, based on their interests and passions, have a clear direction to future employment or vocational study, and will work with them to realise their individual Learning Contract and aspirations. Te Kura o te Aratika will personalise their learning and workplace experiences through connecting students with a mentor and providing them with work placements that build knowledge and skills in the construction and infrastructure industry, thereby elevating their employment opportunities beyond Te Kura o te Aratika.

¹⁷ Aitken, G. & Sinnema, C. (2008). Effective Pedagogy in Social Studies/Tikanga ā Iwi. Best Evidence Synthesis Iteration, page 56. Ministry of Education, Wellington.

Whānau and community connectedness

Research into creating educationally powerful connections with whānau and communities shows that such connections have the potential to enhance outcomes for all students especially for those at risk of underachieving.¹⁸

Te Kura o Te Aratika will endeavour to build school-family connections that are explicitly related to the core business of learning and teaching in the following ways:

- Academic Counselling and Target Setting (ACTS)¹⁹, an evidence-based approach to improving student achievement in which regular 3-way (student-parent-teacher) conversation about goals, progress and next steps occurs.
- Whānau information workshops scheduled during the year about understanding the qualification system and its implementation in Te Kura o Te Aratika, understanding NCEA and the Whānau. These will be three-way conversations with whānau and students, rather than one-way conversations.
- Encouraging whānau to enrol in courses to help them support their teenager, such as 'how to coach adult learner(s)', and 'creating and maintaining a positive learning environment for adult learners'.
- One point of contact for whānau for all their queries, concerns and discussions about their child.

Of all the potential home-school connections such as whānau volunteering at school and computers in the home, the joint parent/whānau and teaching intervention has the biggest impact on student outcomes.²⁰

Raising literacy

Literacy is key to accessing future learning. Low levels of achievement in literacy skills lead to large numbers of Māori students leaving secondary school with no formal qualifications and enrolling in tertiary education. The most recent Programme for International Student Assessment (PISA) results also show Māori students are greatly under-represented in the higher-achieving groups in literacy, maths and science assessments.²¹

Te Kura o Te Aratika will provide a second chance for students to develop core literacy and numeracy skills. Where needed, the educational programmes will offer the opportunity to engage in literacy and numeracy learning to meet the needs of students and prepare for literacy skills for life and employment. The recommendations from the Ako Aotearoa reports *Lifting Our Game: Achieving greater success for learners in foundational tertiary education* (April 2012), and *A model for successful Maori learners in workplace settings* (March 2013) have been influential in the design of our provision.

Te Kura o te Aratika aims to wrap a community of learning around every Te Kura o te Aratika student to support them to stay engaged and achieve.

¹⁸ Ibid, page 142.

¹⁹ Academic Counselling and Target Setting is a key component of the Starpath Project at Auckland University. See <http://www.education.auckland.ac.nz/en/about/research/starpath-home.html> for further information.

²⁰ Robinson, V., Hohepa, M. & Lloyd, C. (2009). *School leadership and student outcomes: Identifying what works and why: Best evidence synthesis iteration (BES)*. Wellington: Ministry of Education.

²¹ May, S., Cowles, S. & Lamy, M. (2013). *PISA 2012: New Zealand Summary Report*. Wellington: Ministry of Education.

Performance Objectives and Measurement (Question 2e)

To realise its vision and purpose, Te Kura o te Aratika seeks to achieve the following objectives:

Objective 1: Targeting Māori and Pasifika priority learners

Indicator: Enrolment of priority groups – Māori and Pasifika.

Metric: Number of students from the priority groups who enrol in Te Kura o te Aratika (2017, 67 students; 2018, 134 students; 2019, 200 students).

We will achieve this by:

- Implementing the enrolment and school marketing plan (Question 33), and
- The enrolment policy (Question 34)

Also by:

- utilising a Māori led and designed school we will engage Māori learners and their whānau to enrol in Te Kura o te Aratika, and by
- utilising the extensive staff networks and relationships with community groups who work with Māori/Pasifika youth and whānau such as Youth Quest, Takitimu Ora Collective Impact, Te Taiwhenua o Heretaunga, Twin Cities Ministries, Te Taitimu Trust, Te Kura o Mangateretere, Nga Taonga Takaaro Charitable Trust, Police, and Ministry of Social Development social workers.

Objective 2: Achieving Māori/Pasifika student achievement

Indicator 1: NCEA level 2

Metric: School leavers with NCEA level 2 (actual number of students to be determined if application is successful, and roll number and year groups confirmed)

Indicator 2: Student progress NCEA Level 2

Metric: Increase in student progress as shown by NCEA results.

We will achieve this by:

- assessing students on entry to determine where they are at in their learning, and their learning expectations - baseline data
- providing a safe environment and caring relationships with students and whānau
- developing an optimal learning environment for Māori and Pasifika male students
- providing a work and life skills, and vocational programme that leads to achieving NCEA level 2
- providing an approach and utilising models that work for Māori and Pasifika males to succeed such as kinaesthetic learning, tuakana-teina and mentoring, and by celebrating Māori values, origin stories and languages into the daily programme
- engaging with students and whānau in the learning process
- linking learning to employment and financial health, and by
- an unwavering attitude and 'can do' approach by all staff.

Objective 3: Strong Māori/Pasifika student engagement

Indicator 1: Unjustified absences, stand downs, suspensions, exclusions, expulsions, school culture

Metric: Measured at the end of each term through data provided to MOE, and wellbeing@school

We will achieve this by utilising the same approach as for objective 2 above, as well as monitoring absences, following up quickly and finding solutions with the student, whānau and support people or mechanisms.

Objective 4: Maintaining financial health

Te Kura o te Aratika will maintain financial health by engaging financial experts (i.e. WBB) to monitor and report in appropriate intervals and to the satisfaction of the TAT board and other stakeholders.

Objective 5: Engaging Māori/Pasifika whānau and communities

Indicator 1: Educationally powerful connections

Metric: Proportion of whānau and carers who are satisfied that they have the knowledge and skills to support their teenager to succeed in their career pathway and life.

Indicator 2: Whānau satisfaction-career skills

Metric: Proportion of whānau and carers who are satisfied that their teenager has gained the knowledge and skills to succeed in their career pathway.

Indicator 3: Whānau satisfaction-life success

Metric: Proportion of whānau and carers who are satisfied that their teenager has developed the competencies and character to succeed in life.

We will achieve this by:

- keeping whānau and community fully informed such as events, celebrations, website
- connecting in educationally powerful ways such as whānau professional learning about the qualifications system, NCEA and academic counselling, and by
- providing one point of contact for whānau in their time at Te Kura o te Aratika
- encouraging whānau to participate in all aspects of school management and governance

The table below shows the metrics and targets, against which our achievement of these objectives can be measured.

Te Kura o te Aratika School Performance Standards

Outcome	Indicator	Metric	Performance Standard		
			2017	2018	2019
1.Targeting Māori priority learners	Enrolment of priority groups	Number of learners who are Māori, Pasifika, students with special education needs or from low socio-economic backgrounds	100% 67 Māori and Pasifika students	100% 134 Māori and Pasifika students	100% 200 Māori and Pasifika students
2. Achieving Māori student achievement	NCEA Level 1	School leavers with NCEA level1	To be determined	To be advised	To be advised
	NCEA Level 2	School leavers with NCEA level 2	To be determined	To be advised	To be advised
	Student progress NCEA Level 1	Increase in student progress as shown by NCEA results	Gather baseline information to set targets		
	Student progress NCEA Level 2	Increase in student progress as shown by NCEA results	Gather baseline information to set targets		
	Student progress NCEA Level 3	Increase in student progress as shown by NCEA results	0.017 multiplied by the number of students multiplied by the number of days the school is open.	0.013 multiplied by the number of students multiplied by the number of days the school is open.	TBC
3. Strong student engagement	Unjustified absences	Measured at the end of each term through data provided to MOE	1.1 days per year per 100 students	0.9 days per year per 100 students	TBC
	Stand downs	Schools legally required to notify MOE when these occur	0.24 days per year per 100 students	0.18 days per year per 100 students	TBC
	Suspensions	Schools legally required to notify MOE when these occur	0.04 days per year per 100 students	0 days per year per 100 students	TBC
	Exclusions	Schools legally required to notify MOE when these occur	0	0	0
	Expulsions	Schools legally required to notify MOE when these occur	Gather baseline information to set targets		
	School culture	wellbeing@school annual student survey	2% -5%	2% -5%	2% -5%
4.Financially healthy	Operating surplus	Notified to the MOE at the end of each term	2:1	2:1	2:1
	Working capital ratio	Notified to the MOE at the end of each term	0.5:1	0.5:1	0.5:1
	Debt/equity ratio	Notified to the MOE at the end of each term			
	Cash flows	Notified to the MOE at the end of each term	Positive cash flow forecast=actual	Positive cash flow forecast=actual	Positive cash flow forecast=actual
	Enrolment variance	Notified to the MOE at the end of each term	Establishment roll	Establishment roll	Maximum roll for some schools

5.Engaging Māori whānau and communities	Board of Trustees membership	Proportion of Māori representation on the Board of Trustees	80%	80%	80%
	Educationally powerful connections	Proportion of whānau and carers who are satisfied that they have the knowledge and skills to support their teenager to succeed in their career pathway and life.	80%	85%	90%
	Whānau satisfaction-career skills	Proportion of whānau and carers who are satisfied that their teenager has gained the knowledge and skills to succeed in their career pathway.	80%	85%	90%
	Whānau satisfaction-life success	Proportion of whānau and carers who are satisfied that their teenager has developed the competencies and character to succeed in life.	80%	85%	90%

Demographic Evidence of the Need for a New School in the Hawkes Bay Region (Question 2f)

Based on demographic data, this section provides evidence of the need for a Partnership School focussed on Māori male youth in Hawkes Bay, based in Whakatū.

Hawkes Bay Region population comparison – At a glance²²

Hawkes Bay Region Population 2013	Hawkes Bay Region Māori Population 2013
Population: 151,179, an increase of 3,396 people, or 2.3 %, since 2006 Census. Population ranks 9th in size out of the 16 regions in New Zealand. Hawkes Bay Region has 3.6 % of New Zealand's population.	Population: 34,662, an increase of 1,107 people, or 3.3 %, since 2006. Population ranks 8th in size out of the 16 regions in New Zealand. Hawkes Bay Māori population has 5.8% of New Zealand's Māori population.

Hawkes Bay Māori population – At a glance²³

Hawkes Bay Region Māori Population 2013	New Zealand's Māori Population 2013
Median age: 23.9 years Aged 65 years and over: 6.0 % of Māori in Hawkes Bay Region Aged under 15 years: 34.8 % of Māori in Hawkes Bay Region	Median age: 23.9 years Aged 65 years and over: 5.4% of Māori in New Zealand Aged under 15 years: 33.8% Māori in New Zealand

Wairoa District, Napier City, Hastings and Central Hawkes Bay Districts – At a glance²⁴

The Hawkes Bay territorial authority includes the Wairoa District, Napier City, Hastings and Central Hawkes Bay Districts.

Napier City (NC) 29.8% of all Māori in Hawkes Bay live in NC 10,428 Māori population 18.2% of the NC population 36.1% under age 15 Just over 50% under age 25 5.3 aged 65 or over 16% unemployed \$21,300 median income 32.4% have no formal qualifications 14.2% have a post school qualification 25% labourers, 14.7% professional 21.4% speak Māori	Wairoa District (WD) 13.3% of all Māori in Hawkes Bay live in WD 3,888 Māori population 60% of the WD population 30.4% under age 15 9.7 aged 65 or over 17% unemployed \$19,400 median income 41% have no formal qualifications 10.1% have a post school qualification 40% labourers, 11% professional 30.4% speak Māori
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²² Source: Hawkes Bay Health, retrieved on 2nd October 2015 from <http://www.hawkesbay.health.nz/file/fileid/49419>

²³ Ibid.

²⁴ Ibid.

Central Hawkes Bay District (CHBD) 7.8% of all Māori in Hawkes Bay live in CHBD 2,712 Māori population 21.3% of the CHBD population Just over 50% under age 25 5.3 aged 65 or over 10% unemployed \$24,300 median income 36.5% have no formal qualifications 11.72% have a post school qualification 41.8% labourers, 11.4% technician and trade workers 21.1% speak Māori	Hastings District (HD) 48.1% of all Māori in Hawkes Bay live in HD 16,821 Māori population 22.0% of the HD population Just over 52% under age 25 5.0 aged 65 or over 16.3% unemployed \$20,100 median income 34.5% have no formal qualifications 13.1% have a post school qualification 32.8% labourers, 14.5% professional 25% speak Māori
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Based on the demographic evidence above, an alternative education option appears both justified and needed in the Hawkes Bay Region. Of the four territorial authorities, the Hastings District has the largest Māori population, at 16,821, and with over 50% of the Māori population in the Hastings District under age 25 (approximately 8,000 or more) the Hastings District is an ideal location for Te Kura o te Aratika.

Student population²⁵

The Hawkes Bay Region is comprised of 4 territorial authorities: Wairoa District, Napier City, Hastings District, and Central Hawkes Bay District.

Based on school rolls, as at 1 July 2014, the total school population for the region is 29,128. Of this total, approximately 37 percent (10,913) are Māori and 5 percent (1,412) Pasifika. Between 2010 and 2014, the overall student population decreased by 363 students, however the Māori and Pasifika student population increased by 305 students and 27 students respectively.

It is a similar pattern for the male student population with a decrease of 352 students overall and a slight increase of 24 for Māori but a slight decrease of 4 for Pasifika.

Projected senior secondary school student population

However, looking ahead, the number of male Māori students in the senior secondary school age group (15-19) in the Hawkes Bay region is likely to grow each year over the next five years as intermediate and primary students move through the system.

Currently, there are 6895 primary and 2462 intermediate aged male students in the Hawkes Bay region, of which 2720 (39.5%) and 879 (36%) respectively are Māori.

Based on the current student rolls, male student numbers were calculated in 4 year cohorts to estimate or project the number of male Māori and Pasifika students who will make up the 15-19 year old cohort each year from 2016 to 2020. The table below shows the number of Māori and Pasifika male role in the Hawkes Bay region is growing.

²⁵ Retrieved from Education Counts on 15 October 2015 <https://www.educationcounts.govt.nz/know-your-region/region/student-population/year?region=6&district=>

Table showing the roll projection for Māori and Pasifika male senior secondary school student population (aged 15-19+) for the Hawkes Bay Region by Territorial Authority, based on 1 July 2014 school return data

Year	Wairoa District	Hastings District	Napier City	Central Hawkes Bay District	Hawkes Bay Region Total
2016	180	810	548	183	1721
2017	223	909	611	192	1935
2018	219	956	662	185	2022
2019	230	1009	691	178	2108
2020	237	1003	696	161	2097

Key Advantages of the Application and Educational Track Record of Te Aratika Drilling (Question 2g)

Since 1998, Te Aratika Drilling has been training youth at risk. In 2006, a relationship was formed with Connexis, the Industry Training Organisation (ITO) for New Zealand's infrastructure industries, to provide industry training to staff. In 2012 a formal relationship was established with the Ministry of Social Development, Te Puni Kōkiri, Connexis, Waikaremoana Trust Board, and the Corrections Department, and since then Te Aratika Drilling has been delivering a successful cadetship²⁶ for Māori males aged 15 to 19, with 78% of their cadets gaining full-time employment on completing the 6 month cadetship.

Te Aratika Drilling partners with Connexis, the Industry Training Organisation (ITO) for New Zealand's infrastructure industries to provide the industry-relevant theory and construction and infrastructure qualifications²⁷, and Te Aratika Drilling provide the workplace training, real world practice, and pastoral care.

Since 2012, 36 cadets have completed their cadetship with Te Aratika Drilling. Of those 36 students, 24 have achieved National Certificates in the construction and infrastructure industry, 28 have gained full-time employment (11 with Te Aratika Drilling and 17 with other organisations), 7 have returned to drugs, alcohol and/or unemployment, and 1 is attending a drug rehabilitation clinic of which Te Aratika Drilling continues to provide pastoral support to him and his whānau.

In the evaluation of the cadetship it was reported that Te Aratika Drilling cadets experience increased confidence, employment experience, general and job-specific skills, formal qualifications and industry networks and employment²⁸. It is a model and partnership that works for male Māori youth, who are disengaged from education and learning, and often disconnected from their whānau.

Te Aratika Drilling would like to continue to engage, support and enable male Māori youth, and extend their Māori student success story to include more Māori males and offer them an education pathway to NCEA level 2 and 3, and an employment pathway in the construction, infrastructure industry to a management level.

²⁶ Cadetships is an initiative set up to provide Māori who are new to the workforce or with low qualifications, the opportunity to gain work experience, obtain higher level qualifications and build industry networks.

²⁷ Qualifications such as the National Certificate in Civil Construction Works (Horizontal Directional Drilling) Driller, National Certificate in Civil Construction Works (Horizontal Directional Drilling) Tracker, National Certificate in Gas Industry (Gas distribution) Level 2, National Certificate in Infrastructure Works, Level 2.

²⁸ Davies, L. and Grigg, M. (2013). *Evaluation of Cadetships Initiative*. Final Report. A report prepared for Te Puni Kōkiri.

Te Aratika School will be modelled on the best practices of Te Aratika Cadetship programme and partner with Te Aratika Drilling and Connexis to deliver the education and qualification programme.

The key advantages of Te Aratika Drilling's application are that:

- We are committed to raising the educational aspirations and results of priority group students, namely Māori and Pasifika male youth, who are disenfranchised from education.
- We have extensive networks and relationships with a wide range of stakeholders in Māori education, youth services and the Hawkes Bay communities.
- We are a successful Māori whānau-owned civil construction company who provide civil solutions including drilling, trenching and installation services to support communities, businesses and the New Zealand economy. The company operates as a whānau to support Māori males aged 15-24 years old to gain knowledge, skills and experience in the construction and infrastructure industry. The nature of the business attracts this priority group of students by providing a purpose to learn for employment.
- We have a have a successful track record working with, training and motivating this priority group of students.
- We have developed a wide network and formed strong relationships with ITOs and subsidiary companies thereby providing a platform to learning and other work opportunities.

7 Educational Plan

Curriculum

Te Kura o te Aratika Curriculum (Question 3)

Te Kura o Te Aratika's vision and outcomes (response to Question 2) align to the Ministry of Education Priority Outcomes; Better Public Services Performance Goals; Ka Hikitia Targets; and NZ's education vision.

The Te Aratika school curriculum is designed to give effect to the key elements of the New Zealand Curriculum in ways that best meet the needs of its target students and the aspirations of whānau and to achieve the programme goals.

Alignment to the NZ Curriculum

Our vision (response to Question 2a) provides the context to the national curriculum aim '*Young people who are confident, connected, actively involved, life-long learners.*'

Principles

Te Kura o te Aratika is founded on the principle that a student's overall success in life is significantly enhanced if they remain engaged in school, are supported to transition to further education, and into employment. It will have a strong positive effect on education, health, income and overall quality of life.

Students are prepared for their futures when they become their best selves, develop a sense of identity, and a sense of community and connectedness, have purposeful direction and make a meaningful contribution to others. Developing character, competence and community provide the framework for our work and in fulfilling the vision and mission of our charter.

Key Competencies

Key competencies are essential to live, learn, work and contribute as active members of whānau and communities. Te Aratika students will be provided with opportunities to develop the key competencies in both their learning and interactions with peers, school staff, business sponsors, mentors, workplace colleagues, whānau and community. These competencies will best prepare Te Aratika graduates for a future of wide-ranging and complex contexts that will require flexibility and adaptability, resilience, and a deep sense of oneself.

Te Aratika school curriculum and teaching and learning approach will encourage, model and explore the following competencies.

Competency	Te Aratika students will:
Thinking	Demonstrate effective problem-solving. Reflect on learning. Draw on personal knowledge and intuition for effective decision making. Be confident to ask questions and challenge the basis of assumptions and perceptions. Develop metacognition, or thinking about thinking, and to apply those thinking skills to other contexts and experiences. Demonstrate curiosity.

Using language, symbols, and texts	<p>Confidently use ICT to access and provide information and communicate with others.</p> <p>Use language, symbols and text in a range of contexts.</p> <p>Interpret and use words, number, images, movement, metaphor, and technologies in a range of contexts.</p> <p>Recognise how choices of language, symbol, or text affect people's understanding and the ways in which they respond to communications.</p>
Managing self	<p>Be confident to pursue goals and capable of making plans to achieve them.</p> <p>Develop and improve personal behaviours and attitudes.</p> <p>Develop resilience and strategies for meeting challenges.</p> <p>Develop physical and mental strength.</p> <p>Develop appreciation and gratitude.</p> <p>Know when to lead, when to follow, and when and how to act independently.</p>
Relating to others	<p>Listen and speak with intent.</p> <p>Demonstrate an openness to learning.</p> <p>Be able to take different roles in different situations.</p> <p>Be aware of how their words and actions affect others.</p> <p>Know when it is appropriate to compete and when it is appropriate to cooperate.</p> <p>Acknowledge the efforts of others.</p> <p>Work effectively together.</p>
Participating and contributing	<p>Have a sense of belonging.</p> <p>Be confident to participate within new contexts.</p> <p>Understand the importance of balancing rights, roles, and responsibilities.</p> <p>Understand the importance of contributing to the quality and sustainability of social, cultural, physical, and economic environments.</p>

By combining key competencies and embedding them in the curriculum and across the programme, Te Kura o Te Aratika ensures a strong focus on leadership development, engaging students in their study and preparing students for employment.

Alignment to NZQF and Vocational Pathways

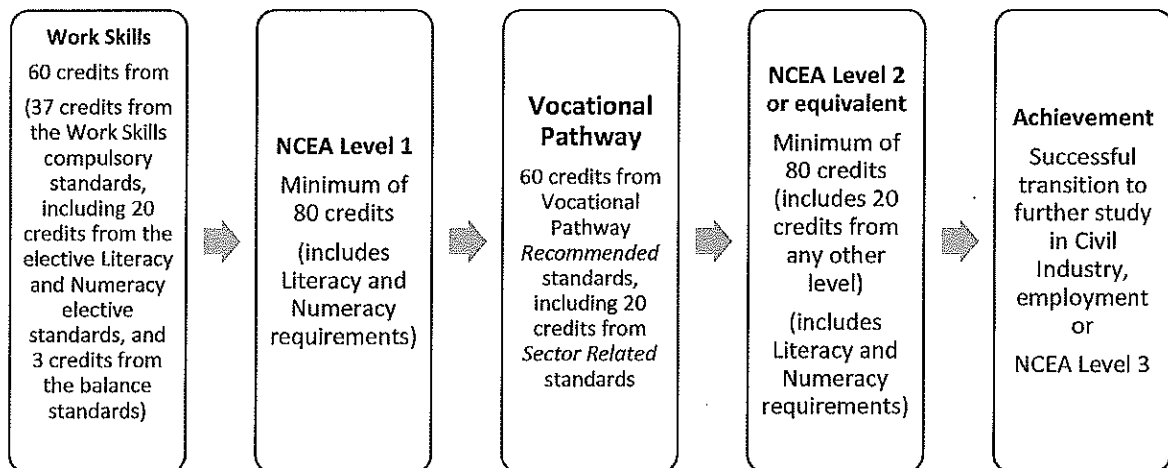
By delivering a robust senior-secondary education, vocational and workplace programme, Te Kura o Te Aratika ensures a strong focus on educational achievement and employment success for students, and will aim to:

- offer clear vocational pathways for students who do not intend going on to university
- equip students with the knowledge, skills and competencies they need for successful employment
- raise achievement by providing context-based courses that engage students in learning that has meaning and purpose for them
- provide options for further study at level 3 on the NZQF
- improve transition from school into further education and/or employment.

Te Kura o te Aratika students will work towards a series of national qualifications by:

- Studying compulsory courses that build core life, work and study skills and selecting courses that lead towards the National Certificate of Educational Achievement Level 1 (in Year 11), and
- Studying compulsory courses that build theory and practice in the construction and infrastructure vocational pathway and lead towards the National Certificate of Educational Achievement Level 2 (in Years 11 and 12), and
- Selecting qualifications and pathways in the Civil Infrastructure industry at Level 3 while building practical skills and knowledge in the workplace and transitioning to employment or lead towards the National Certificate of Educational Achievement Level 3 (in Year 13).

The approach allows for stepped learning in that it recognises student prior learning (unit standards and credits), provides points for students to 'step-in to learning', allows students to 'step-up in learning', or progress 'step-by-step'. The diagram below shows the pathway.



Unit standards²⁹ will be combined into programmes of study designed to engage priority students, provide personalised learning pathways and complete qualifications.

Te Kura o Te Aratika will partner with Connexis, the Construction and Infrastructure ITO, and employers to provide pathways into employment and careers primarily in the Civil Infrastructure

²⁹ Registered on the New Zealand Qualifications Framework.

industry, and into primary and social and community services industries as secondary options. Students will carry out their industry-related theory-based learning at school, and participate in a schedule of work placements designed to expand their vocational skills.

On the vocational pathways model most of their vocational pathway unit standards are within construction and infrastructure with some within primary and social and community services industries.

Manufacturing and Technology	Construction and Infrastructure	Primary Industries	Social and Community Services	Services Industry
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The full curriculum is designed to pathway directly to a range of higher vocational and industry specific programmes and qualifications in the civil engineering sector. Alternatively, students that choose to seek employment after Year 12 (NCEA L2), will be equipped with skills transferrable to the modern workplace. The small portion of students that might aspire to an academic pathway will be directed to a range of Science, Technology, Engineering and Math unit standards that will support their future pathway.

While, in the short term, we may access some resources and learning materials from Te Aho o Te Kura Pounamu (The Correspondence School), our intention is to develop learning programmes for the students, and in the long-term future, it is our intention to seek accreditation from NZQA to provide a programme leading to NCEA qualifications.

Teaching and delivery of curriculum across year levels (Question 4)

Te Kura o Te Aratika will adopt a learner-centric, culturally relevant, community-based, and outcomes-focused instructional and mentoring approach.

There are three elements to the approach:

An **educational programme** designed to allow for stepped learning that it recognises student prior learning (unit standards and credits), provides points for students to 'step-in to learning', allows students to 'step-up in learning', or progress 'step-by-step'. The education programme will be facilitated

A **tuakana-teina (mentoring) programme** designed to help students grow in character.

All students will therefore be assigned to:

- A community tuakana for one-on-one or group mentoring
- A teacher for group teaching towards the NCEA programme
- An educational coach for group and one-on-one learning support towards the NCEA programme

The details of the approach to teaching and delivery are discussed below.

Tuakana-teina (mentoring) programme

The tuakana-teina relationship concept is closely linked to traditional whānau practices. The tuakana-teina (mentoring) programme will focus on supporting students with positive change in the confidence, attitude, and performance of the students, and provide employment related mentoring/support and help students move 'outside their comfort zone'³⁰.

³⁰ Te Puni Kōkiri (2012) 2012-2013 Cadetships Application Form

Each student will participate in a group and/or individual tuakana-teina programme once or twice a week for 1.5 hours, and work through goals together with their tuakana. The aim of the programme is to build character, develop a sense of direction in life, a sense of belonging in the community, and to become leaders in their whānau and communities. Mentors will be culturally competent and capable of incorporating Māori knowledge, cultural values, practices, language and culture into the tuakana-teina relationship and practice. The mentor will also facilitate social service, community and iwi wraparound support.

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

- A diagnostic assessment prior to study recognizes prior learning and establishes literacy and numeracy skills level
- An individual student survey to determine the student's educational, employment, social and personal aspirations
- A Personal Education Plan will be developed, monitored and reviewed regularly. The Personal Education Plan will be signed by the student, teacher, parent, whanau and tuakana/mentor. It will be facilitated by the teacher and developed by the student, and attached to the Learning Contract. The action plan for the Personal Education Plan will outline study goals, learning milestones, time frames, actions, vocational preferences, and expected attendance. The Learning Contract will be reviewed at the end of each term and changes agreed to by all involved.

The approach involves strong relationships between stakeholders and within communities

The approach requires a close and constructive working relationship between two parties:

- Connexis, the Industry Training Organisation (ITO) for New Zealand's infrastructure industries (formerly Infra Train New Zealand Ltd), provide flexible qualifications suitable for people working at all levels, from entry through to management. Connexis will provide industry-related accreditation and quality assurance; and develop the study materials and assessments for the nationally recognised qualifications for the Civil Infrastructure industry.
- Te Aratika Drilling will provide workplace training in construction and infrastructure for students.

The educational approach involves a progressive learning experience

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

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

Tuakana (mentoring) and community engagement will remain constant elements throughout.

Progression	Year 11	Year 12	Year 13
Structure	Structured learning Formal setting Compulsory courses	Structured with some flexibility Some vocational electives Class-based and workplace experiences	Self-directed with increasing independence Selected vocational courses

Learning focus	Literacy and numeracy Cognitive learning Core life, work and study skills	Reduced focus on Māori language, and literacy and numeracy Introduce industry-relevant theory Introduce industry-related workplace experiences	Mostly vocational and practical knowledge and skills Work placements for contextual and authentic learning
Teacher/ educational coach relationships	Establish learning contract One to many teacher relationship One-to-one coach relationship Whānau, group and community support	On-going review of learning contract One to many teacher relationship One-to-one coach relationship Whānau, group and community support	On-going review of learning contract Reduced teacher input Reduced coach input Whānau, group and community support

The instructional approach is specifically designed for students working at the lower levels in learning

Based on our cadetship experience and the evaluation reports *a model for successful Māori learners in workplace settings*³¹ and *Evaluation of Cadetships Initiative*³², our proposed instructional approach has been designed for students working at 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 enroll at any time during the year and at any point in their learning and have a structured learning pathway.
- A clear vocational pathway
- Orientation and induction to the programme to ensure learners know about the approaches to learning, how they will be assessed, time frames, and how to get support
- Collaborating with industry training providers and community support networks
- A balance of hands-on learning and theory work
- Culturally relevant content and authentic assessments
- Embedded literacy and numeracy within study resources
- Regular monitoring of student progress through the learning contract
- Blended learning, support and motivation that is whānau and community-based and involves kanohi-ki-te-kanohi (face-to-face) and one-on-one contact

³¹ Kerehoma, C., Connor, J., Garrow, L. & Young, C. (March 2013). *A Model for Successful Māori Learners in Workplace Settings*. Summary Report. Wellington, New Zealand: Ako Aotearoa National Centre for Tertiary Teaching Excellence.

³² Davies, L. and Grigg, M. (2013). *Evaluation of Cadetships Initiative*. Final Report. A report prepared for Te Puni Kōkiri.

The educational approach is supplemented with registered teachers and technology to engage youth

The approach allows a combination of interactive and independent study towards a series of national qualifications, including the National Certificate in Employment Skills (Level 1), the New Zealand Certificate in Infrastructure Works (Level 2), and National Certificates in Educational Achievement (Level 1, 2, and 3).

Specifically to cater for a 16-19 year old student, the 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 and for the purpose of learning and collaborating in learning. Mechanisms will be put in place to ensure internet use is safe when needed and distraction minimised.

How teaching and delivery will improve achievement outcomes (Question 5)

The approach to teaching and delivery of the curriculum will produce better achievement outcomes for Māori for the following reasons:

Education will be within a cultural context (language, culture and identity)

- Te reo Māori in social contexts, some modules, and daily school activities.
- Culture counts in the school and will be embedded into all aspects of the curriculum programme.

Education will be connected to communities

- The school will be located in the heart of the Business Park in Whakatū and the Whakatū community.
- Parents, whānau, iwi and community will be encouraged to participate.

Education will be learner-centric

- Cohorts will be small, and students will receive group teaching and one-on-one support.
- Students will have their own Personal Education Plan (or study plan) with personalised goals and milestones.
- Education provision will be culturally centred and consciously focussed on creating or affirming the individual's self-esteem, social identity and responsibilities.

Education will be Māori-friendly with a vocational focus and include work placements to careers

- Students will be encouraged to identify their skills, interest and career pathways, such that their study options might be directed beneficially.
- Partnering with Connexis and Te Aratika Drilling provides an approach that has proven successful for Māori students.
- Students will have the opportunity to develop skills and knowledge in the construction and infrastructure industry 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 qualifications in the civil construction industry and management.
- The Māori mentors will assist students to meet their educational and transition goals.

Education will be e-enabled to engage youth

- Technology will enable students to learn using devices and in ways that prepare them for the 21st Century.

- The technology innovations are designed to complement a network of staff that provide teaching, pastoral care and learning support to each student resulting in an e-enabled, face-to-face supported approach to educational delivery suitable for target students.

Te Kura o te Aratika's learning environment, teaching and delivery of the tailored curriculum for students will address the specific needs and barriers to learning of a target Māori youth that is challenged by traditional secondary education.

Te Kura o te Aratika Curriculum, explain how and in what timeframe this will be achieved (Question 6)

Te Kura o te Aratika intend providing a curriculum that will lead to students acquiring key knowledge, skills and competencies for achieving the list of qualifications below and to prepare students for employment and further study.

An initial curriculum has been developed below and will be completed, within the first month of being approved, if the application is successful.

List of Te Kura o te Aratika Qualifications Te Kura o te Aratika (Question 7)

The compulsory courses in Years 11 and 12, vocational 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 five main qualifications:

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

Over the course of the three years students can expect to achieve the above qualifications and possibly begin studying towards Level 3 qualifications on the New Zealand Qualifications Framework in the Civil Infrastructure Industry

Te Kura o Te Aratika proposes that the curriculum aligns to the construction and infrastructure vocational pathway defined by the Ministry.

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	Unit standard	Type
Self and Culture	Express ideas in writing	1273	As required
	Independently read texts for practical purposes and to gain knowledge	25060	
	Calculations for the workplace	64	
	Outcome 1 only: Gather information for a personal profile	10781	
	Outcome 1 only: Describe factors that influence own personal wellness	496	
	Preparation only: Listening skills	3501	
	Part of outcome 1 only: Read texts with understanding	26824	
	Preparation only: Produce a plan to enhance own learning	7117	
	Preparation only: Describe own lineage and cultural identity	12352	
Self and Whānau	Preparation for outcome 1 only: Actively participate in spoken interactions	26625	As required
	Preparation only: Bransford's ideal model and de Bono's Six Thinking Hats	7123	
20 credits (with 8 preparatory units at level '0' and 12 credits at level 1)			
Counts towards National Certificate in Educational Achievement Level 1			
1124	Manage own learning programme	7118	Compulsory
My Planning, My Preparation	Actively participate in spoken interactions	26625	
	Read texts with understanding	26624	
	Demonstrate and apply knowledge of a personal computer system	2780	
	Apply a problem solving method to a problem	7123	
1125	Identify basic employment rights and responsibilities	1978	Compulsory
My Finances, My Work	Use number to solve problems	26623	
	Interpret statistical information for a purpose	26626	
	Make an informed decision relating to personal income and evaluate its consequences	24699	
	Produce a balanced budget for an individual	24709	
	Describe requirements and expectations faced by employees within the workplace	4248	
1126	Write to communicate ideas for a purpose and audience	26622	Compulsory
My Health, My Community	Be assertive in a range of specified situations	1299	
	Demonstrate knowledge of workplace health and safety requirements	497	
	Manage personal wellness	496	
	Use measurement to solve problems	26627	
1127	Demonstrate care and timeliness as an employee	4249	Compulsory
My Goals, My Future	Produce a plan for own future directions	10781	
	Produce a targeted resume	4252	
	Be interviewed in a formal interview	1294	
Leads to Qualification National Certificate in Employment Skills Level 1 (60 credits)			
2121	Produce a plan to enhance own learning	7117	Compulsory

Who am I? 2122 My Work Skills	Demonstrate skills to search, access and select information	7121	Compulsory		
	Describe aspects of one's own lineage, heritage and cultural identity	12352			
	Write a small report	3492			
	Demonstrate knowledge of time management	12349			
	Describe stress and ways of dealing with it	12355			
	Demonstrate knowledge of income, taxation and other deductions for personal financial management	24695			
	Use information literacy skills to form developed conclusion(s)	91105			
	2123	Demonstrate knowledge of job search skills		4253	Compulsory
	My Career	Explore career options and their implications		12383	
	Pathways	Read texts to research information		2990	
Leads to Qualification National Certificate in Educational Achievement Level 1 (80 credits)					
Module 4: Tools, equipment, and manual tasks	Compacting materials	6477	Compulsory		
	Using and caring for hand tools	23285			
	Maintaining small machinery	6469			
	Carrying out manual excavation	6472			
Module 3: Health, safety, and the environment	Creating a safe workplace and protecting the environment	26720	Compulsory		
	Responding to emergencies	20868			
	Temporary Traffic Management (TTM) safety	20877			
	Safe work practices	17593			
Module 2: Introduction to the industry, communication, and keeping records	The infrastructure works industry	22283	Compulsory		
	Communication with others on site	17327			
	Workplace documents and forms	6475			
Module 1: Self-responsibility and working as a team	Introduction to workplace health and safety	497	Compulsory		
	Showing care and timeliness, working in a team to an objective, and managing time effectively	4249,			
		9677,			
		12349			
Completion of 10 Literacy and 10 Numeracy credits and 20 additional credits at level 2 leads to New Zealand Certificate in Infrastructure Works Level 2 , and National Certificate in Educational Achievement Level 2					
Integrated courses	Vocational unit standards at levels 2 and 3		Electives		
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 and 3 in the civil industry sector.					

Learning environment and teaching

Achieving success for Māori in education (Question 8a)

This section of the application outlines how Te Kura o Te Aratika intend to realise the vision 'Māori enjoying and achieving educational success as Māori'.

Te Kura o Te Aratika will co-construct valued Māori student outcomes, that is Māori-specific outcomes related to language, culture and identity, and indicators with students, staff, whānau, iwi and community. Through the co-construction process, discussion will naturally lead to conversations about what is identity, what does it mean to 'know' te reo Māori, and what is culture, and to what extent do students need language, culture and identity to 'enjoy and achieve educational success as Māori'. Students, staff, whānau, iwi and community will also co-review progress towards outcomes. Valued Māori student outcomes will be included in school-wide self-review.

Below is an example of possible valued Māori student outcomes and indicators.

Valued Māori Student Outcomes and Indicators³³

Category	Indicator
Identity	Self-identifies as Māori Has positive attitudes towards being Māori Knows their own whakapapa, marae, hapū and iwi Seeks understanding of whakapapa, marae, hapū and iwi Understands roles and responsibilities within whānau Participates in kura activities, and activities on own marae Has links to own marae Understands status as tangata whenua (indigenous people)
Language	Proactive about learning and using te reo Māori Takes on speaking roles Explains kaupapa to manuhiri
Culture	Can explain tikanga to others Practices values of manaakitanga, whanaungatanga, kotahitanga Encourages others to participate, leads by example Can lead karakia
Ako	Teaches teina Seeks and shares learning with students, mentor, teachers
Partnerships	Engages in conversations about learning and education with whānau Can learn and work in partnership with students, staff, mentor (strong relationship)

Genuine relationships is critical for student (and whānau) learning to occur, and valuing the identity, language and culture of students is an essential starting point.

There will be curriculum opportunities to develop and demonstrate knowledge and understanding about identity, language and culture such as the module 'Who am I?'

³³ The idea for cultural indicators came from a presentation by Dr Ann Milne at uLearn15 conference on 8th of October 2015 in Auckland. Ann Milne is the principal at Kia Aroha College, Auckland.

Supporting Māori language in education (Question 8b)

In addition to the response to Question 8a, Te Kura o Te Aratika believe te reo and tikanga Māori and are inextricably linked and are essential to the identity of our students. Te reo and tikanga will have an important place in the day-to-day operation and activities in the school. While te reo Māori will not be the language of instruction, it will be embedded and normalized through karakia each day and through modules of learning such as 'Who am I?'

Plan to target Pasifika students (Question 9a-c)

Te Kura o te Aratika will warmly welcome and enrol Pasifika students and their fanau into the kura. Māori male are the target students, however there will be Pasifika students who will want this educational option and they will be welcome.

Special education needs (Question 10a-c)

The goals for all students will remain the same, but how students get there and sometimes how students show their learning will be differentiated to enable all students to achieve and succeed. Students, who traditionally do poorly in school, thrive in an environment that relies less on recall and memorization and more on deep understanding and application of learning in unique ways. The vocational pathway will provide many opportunities for students to apply new knowledge to practice to practice new skills.

Secondary school full subject range and resourcing (Question 11)

Te Kura o te Aratika will operate as a senior-secondary and intends offering a work skills and vocational pathway to students, rather than a full subject range. Students, on achieving the New Zealand Certificate in Infrastructure Works Level 2 and National Certificate in Educational Achievement, Level 2 qualifications, can then choose from a range of Level 3 vocational pathways, which will be delivered utilising the same model that is in partnership with Connexis.

Provision for 0-8 year olds (Question 12)

Not applicable.

Student progress and achievement

Tests, measures and tools (Question 13a)

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 intended. The results of the initial literacy and numeracy assessment will inform the students' individual learning plan and student progress will be monitored and measured against the intended goals in the plan. If student progress does not align with the agreed goals then an intervention from the teacher and support network will occur.

Targets for attaining NCEA will be included in the Personal Education Plan alongside 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. The primary measure of success will be the number of students who achieve a national qualification at Levels 1, 2 and 3.

Using assessment to tailor instruction (Question 13b)

The literacy and numeracy level of a student, determined upon entry onto the school, will be a significant factor in determining the type and level of additional support a student will initially be provided. If additional support is required, a coach, guided by a teacher, will undertake the work with students identified as needing additional support to enable them progress confidently with NCEA studies.

Assessments students submit for standards assessments will also inform if additional support is required and the type of intervention required.

Achieving the proposed qualifications using the curriculum and teaching methods you have proposed (Question 14)

In addition to responses in Questions 4, 5, 6 and 7, a Personal Education Plan designed to provide evidence based approach (student data, observations, surveys) to making decisions on teaching and learning, student outcomes, and education initiatives within the school. It will be modeled on Academic Counseling and Target Setting used in the Star path project and will involve all students and staff. The broad aim of this approach will be to advise students and monitor their achievement over the course of each year of their school career. The Personal Education Plan will be designed to encourage staff to work together on the academic performance of each student; help students gain strategies for achieving their goals; review their progress; and increase student retention. It is a school-wide systems approach to improving student achievement.

Parent / Family / Whānau / Community Involvement

Promoting high attendance (Question 15a)

Te Kura o Te Aratika will promote high attendance in four ways:

By sharing evidence and messages of the important relationship between student attendance, student engagement and student achievement, by setting and monitoring attendance and learning goals, by engaging students in their learning and whānau in key educative activities that will support their students learning, and by developing relational trust with the student, whānau and community.

Key components of the programme and activities that support this approach include:

- Establishing expectations with students and whānau prior to enrolling students, and whānau will be required to present evidence of support before the student is enrolled at the kura.
- Setting attendance, engagement and achievement goals as part of the Learning Contract engagement, and who from the whānau or community is committed to assist if attendance levels are not satisfactory. Te Kura o Te Aratika will involve staff, whānau and student in discussions if attendance levels are below a satisfactory level to find a workable solution to improve attendance.
- Developing and reviewing the students Personal Education Plan will require parent/whānau involvement and ensure their commitment to their students learning.
- Academic Counselling and Target Setting conferences between the teacher, whānau and student, academic and career discussions will occur. We will assist whānau to understand and engage in their students' learning and career pathway. It will be another opportunity to discuss the importance of attendance, if necessary.
- Holding NCEA and the Whānau information evenings to inform whānau about how NCEA works and about the qualification system and its implementation in Te Kura o Te Aratika. The relationship between attendance and achievement is a key message.
- Celebrating success and acknowledging the importance of working collaboratively to improve achievement outcomes for each student at events such as whānau hui.

- Engaging with students, whānau and the community in the community at events such as cultural events, sporting events and iwi events.

It is vitally important that our parents/whānau have confidence in the school and are able to develop trust with our staff. Sharing information about their student's learning grows trust, and improved communication can occur.

Attendance and student engagement will be monitored through a daily attendance roll, the student's lead learning adviser, and the student management system. If early signs of disengagement appear, an intervention will be designed with the student, whānau and staff to improve attendance and engagement.

Strengthening support for learning, improving communication, and encouraging parent/family/whānau involvement in school operations (Question 15b)

Te Kura o Te Aratika will aim to develop family-school partnerships that focus on strengthening support for learning, improving communication, and encouraging parent/family/whānau involvement in school operations by:

- Providing guidance and assistance in terms of student study requirements, establishing routines and timetables, motivational techniques and access to community learning resources.
- Providing one point of contact for all parent/whānau queries, needs, and concerns to support their students' learning.
- Seeking parent and whānau feedback and contribution at the training and learning workshops outlined below in Question 15c.
- Providing opportunities through information and learning workshops about the qualification system and its implementation in the school, understanding NCEA, vocational and career pathways, and Academic Counseling and Target Setting.
- Updating the school website with events such as the school calendar of events, information and tools such as how the qualification system works, NCEA, vocational and career pathways, and Academic Counseling and Target Setting.

Parents and whānau play an important role in supporting students to develop the knowledge, skills and competencies to become independent life-long learners. There will be regular feedback sessions to invite whānau to update on progress and provide comments and suggestions to enable the kura to improve communications and whānau involvement in school operations.

Information and Training that enables involvement by parents/whānau in the learning process (Question 15c)

Te Kura o Te Aratika will work with parents and whānau to become more involved in the learning process by:

- Providing workshops for parents and whānau about the kura such as the vision, mission, values, and purpose of the kura, the expectations and goals, programme design and curriculum delivery, partners, monitoring and reporting.
- Providing information and learning opportunities about the qualification system and its implementation in Te Kura o Te Aratika, understanding NCEA, vocational and career pathways, the language of education (specifically NCEA and the qualification system), and how to support their student in their learning and to achieve NCEA.
- Providing training in google docs for giving feedback on student work.
- Involving parents in Academic Counseling meetings to help parents understand what their child needs to do in order to succeed at school, how they can support them in doing this, and support their student to make plans and aspirations beyond school. Furthermore, by involving parents it is our intention to refocus school-family contact away from behavioral problems and onto academic achievement. A second aim is to provide a platform for

communication with parents and whānau and to work with parents to increase their understanding of the language of schooling (Hattie, 2009)³⁴.

- Developing an Academic Profile, a comprehensive academic profile of students, put together by their individual subject teachers to discuss with the parent/whānau. The data-based discussion will include the student's short and long-term goals, their current performance, whether the student was on track to achieve specified targets, and what parents/family/whānau could do to support learning and achievement. There will be an opportunity to discuss the student's successes and/or any problems or issues relating to the student's ability to focus on their work. Written resources can be offered to parents that cover a wide range of topics, such as explaining the current assessment system and/or useful website links.
- Providing one point of contact for all parent/whānau queries, needs, and concerns to support their students learning.

Involving whānau in educationally powerful ways can enhance student achievement significantly, and the kura will look to evidence for other ways we can work with whānau to achieve this, as well as invite parents to inform the kura of their needs (knowledge, skills and competencies) to better support their students learning and education.

Communicating the school's progress and achievements (Question 15d)

Twice yearly, formal progress reports will be sent to students and parents.

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

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.

Qualifications and awards will be celebrated at a community focussed award ceremony.

Through the school website the annual report will be available and success stories will be featured.

Engaging Māori whānau and communities will be measured by conducting twice-yearly surveys for the proportion of whānau who are satisfied that:

- they have the knowledge and skills to support their teenager to succeed in their career pathway and life;
- their teenager has gained the knowledge and skills to succeed in their career pathway; and that
- their teenager has developed the competencies and character to succeed in life.

Community participation

Type of relationship Te Kura o Te Aratika intends developing with community agencies and organisations that serve students who attend the kura (Question 16)

Through Te Aratika Drilling office and Cadetship programme, Te Aratika Drilling staff have developed networks and strong relationships over the last 11 years with key community agencies and organisations who serve students in Hawkes Bay.

For example, Youth Quest, a not for profit community based charitable organisation, who work with at risk youth, delivered the Development Programme to cadets which included outdoor education experiences and training on issues such as Managing Stress and Anger, Drug and Addiction Management, Personal Presentation and Communications and Leadership and Team

³⁴ Hattie, J. (2009). *Visible learning: A synthesis of 800+ meta-analyses on achievement*. London: Routledge.

Building. Another example, Connexis, an infrastructure ITO that provides flexible qualifications suitable for people working at all levels, from entry through to management, provided cadets with a structured career pathway tailored to meet the individual needs of employees and employers.

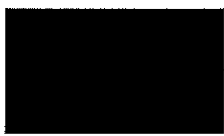

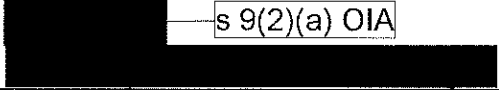
There are a host of smaller groups, sporting codes and clubs Te Aratika have accessed and will continue to access to provide students external activities and opportunities.

The relationship needs to be transparent, consultative and supportive of change, and developed for a shared common purpose and goal.

It is anticipated Te Kura o Te Aratika will excite community agencies and organisations because of the students and whānau it serves, the innovative nature of the proposed programme design, the collaborative nature of the proposed programme, the strong aspect of whānau engagement and participation, the contextualised delivery methodology and the individualised support mechanisms.

Te Kura o Te Aratika will continue to maintain the existing community relationships and foster new relationships through the formal and informal communication networks.

Te Kura o Te Aratika has developed or intends developing relationships with the following groups:



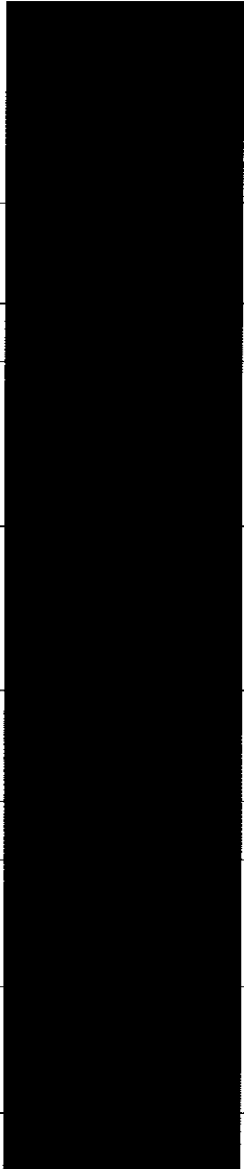
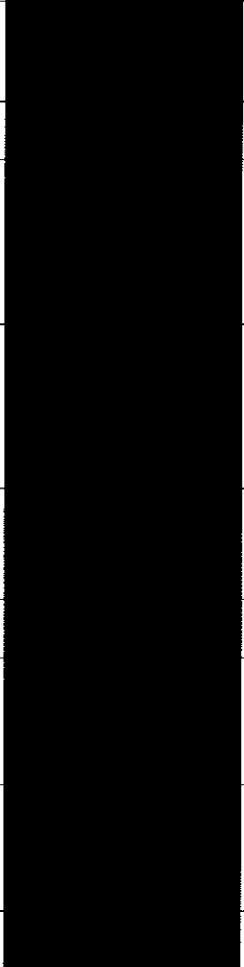


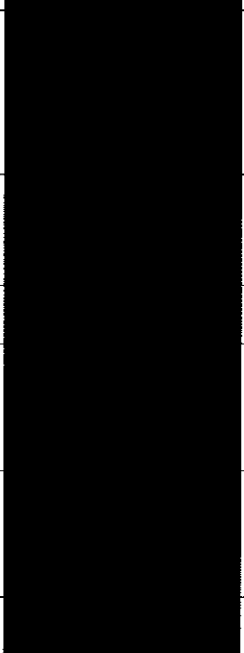
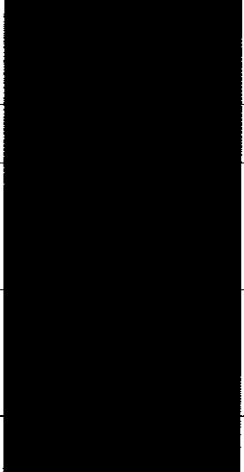
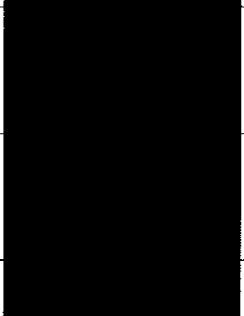
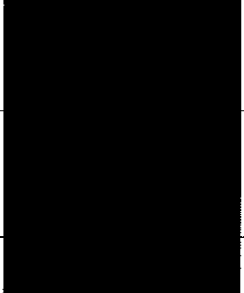
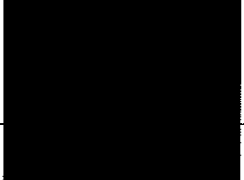
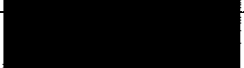
Community agency, organisation, industry or individual	Contact person
Youth Quest A not for profit community based charitable organisation, who work with at risk youth.	Contact name Provided the venue and fitness training to Te Aratika Drilling Cadetship youth.
Ministry of Education Iwi Māori Education Relationships Senior Adviser Parents, Families and Whānau Senior Adviser	 s 9(2)(a) OIA
New Zealand Qualifications Authority	To be determined
Education Review Office	To be determined
Ministry of Social Development Limited Service Volunteer programme	 s 9(2)(a) OIA
Ministry of Business, Innovation, and Employment	To be determined
Careers New Zealand	To be determined
Te Aho o Te Kura Pounamu	 s 9(2)(a) OIA
Te Wānanga o Raukawa	To be determined
Te Wānanga o Aotearoa	To be determined
Auckland University of Technology	To be determined
Eastern Institute of Technology	To be determined

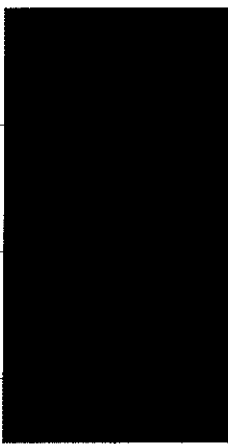
New Zealand Police	Superintendent [REDACTED] s 9(2)(a) OIA
Connexis Infrastructure ITO (previously known as Infra Train NZ Ltd)	[REDACTED] s 9(2)(a) OIA
Te Whānautahi Trust Takitimu Ora Collective (Whānau Ora)	[REDACTED]
Child, Youth and Family – Social Workers	To be determined
Department of Corrections	Local Probation Officers
Youth Court Professionals such as: CYF youth justice coordinators, supervisors and/or social workers Forensic services/mental health Youth advocates	To be determined
Alternative Education Services – Activity Centres Napier Community Activity Centre, Napier Boys' High School Akina Activity Centre, Karamu High School	To be determined
Alternative Education Services – Service Academies Flaxmere College Hastings Wairoa College, Wairoa	To be determined

Committed partnerships or relationships with community organisations or individuals that will enrich the learning opportunities for students attending the school (Question 17)

Te Kura o Te Aratika has formed partnerships or relationships with the following community organisations, industries or individuals to enrich the learning opportunities for students attending the school:

Community organisation, industry or individual	Contact person	Learning opportunity
Te Aratika Drilling Ltd	Ronnie Rochel	Industry, Business advice
Connexis Infrastructure ITO s 9(2)(a) OIA	[REDACTED]	Civil Industry training advice Māori in Infrastructure trade training
Ngāti Kahungunu Iwi Incorporated See Appendix A	[REDACTED]	Māori Education development - Ngāti Kahungunu
Te Whānautahi Trust Whānau Ora	[REDACTED]	Community practitioner Whakatū, Hastings

Twin Cities Ministries		Pastoral support Whakatū, Hastings
Te Wānanga o Aotearoa		Māori Arts Educator, Careers pathway
Youth Quest A not for profit community based charitable organisation, who work with at risk youth.	s 9(2)(a) OIA	Use of facilities for the TAD youth development programme
Te Taiwhenua o Heretaunga	Community Health Provider s 9(2)(a) OIA	
Ministry of Social Development Limited Service Volunteer programme		Agency Support 6 week motivational training course run by the NZ Defence Force Work brokering service
Te Puni Kōkiri Wellington		Agency support
Work and Income NZ		Youth benefits
Te Taitimu Trust		Co-ordinates and facilitates rangatahi wānanga with high needs or high risk Māori and Pasifika individuals, whānau, groups and communities.
Nga Taonga Takaaro Charitable Trust		The kaupapa of the club is to play ki-o-rahi to a high level, to perform kapa haka and to volunteer community service with ki-o-rahi mentoring.
Te Matau a Maui Voyaging Trust		Waka sailing, Māori culture, environment, education and community development.
Carlyle Medical Centre		Primary Health services
Turners & Growers		Vocational pathways industry partner Whakatū, Hastings
Apparelmaster		Vocational pathways industry partner Whakatū, Hastings
Hawes Bay Woolscourers		Vocational pathways industry partner Whakatū, Hastings

Whakatū Property	 s 9(2)(a) OIA	Vocational pathways industry partner Whakatū, Hastings
Mr Apple		Vocational pathways industry partner Whakatū, Hastings
David Trubridge Design		Vocational pathways industry partner Whakatū, Hastings
Nimon & Sons Ltd		Vocational pathways industry partner Whakatū, Hastings

External providers (Question 18) - plans to use external providers to deliver parts of the educational programme (if applicable). Provide a full explanation of how this will work in practice.

Te Kura o Te Aratika will have two contracts for service:

1. Connexis, the Industry Training Organisation (ITO) for New Zealand's infrastructure industries (formerly Infra Train New Zealand Ltd), provide flexible qualifications suitable for people working at all levels, from entry through to management. Connexis will provide the nationally recognised qualifications for the construction and infrastructure vocational pathway for students.
2. Te Aratika Drilling, will provide workplace training in construction and infrastructure for students.


In the short term, Te kura o te Aratika will also engage the services of Te Aho o Te Kura Pounamu (The Correspondence School), will provide educational inputs, including learning materials, moderation and accreditation, for some level 1 and 2 courses for Years 11 and 12.

However, our long-term intention is to seek accreditation, which will be further explored if the application is successful.

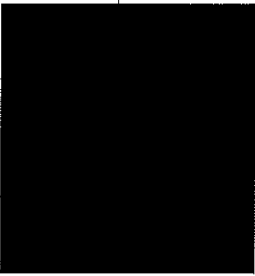
Effectiveness will be monitored through a contract for services with deliverables, outcomes and timeframe.

Each contracted service provider will provide a weekly report outlining progress, problems and solutions, risks and opportunities.

A daily diary will be kept by the students about their progress, problems and solutions, risks and opportunities, and discussed weekly with their tutor.

Community organisation or individual	Community contact person	Commitment
Te Aratika Drilling Ltd	Ronnie Rochel	Industry, Business, Trustee advice
Connexis Infrastructure ITO		Civil Industry training Māori in Infrastructure trade training
Te Wānanga o Aotearoa		Director Te Tai Tonga Region

s 9(2)(a) OIA

Ministry of Social Development Limited Service Volunteer programme		<ul style="list-style-type: none"> • Agency Support • 6 week motivational training course run by the NZ Defence Force • Work brokering service
Youth Quest		Provider of Accommodation to deliver Connexis programmes
Department of Corrections	Local Probation Officers	Part of the role of Te Aratika Drilling Ltd, Youth Development Manager, is to support rangatahi who are facing personal issues within the court Justice system.

School organisation and culture

Proposed school calendar and timetables (Question 19)

Daily hours of operation (Question 19a)

Te Kura o Te Aratika will be open from 8am to 5pm daily, with formal instruction from 8.30am to 3.30pm.

Te Kura o Te Aratika will provide breakfast and lunch for students and staff.

Indicative student timetables (Question 19b)

Students will be assigned to cohorts of approximately 10 students, and this will determine the scheduling of their Academic Counselling and Mentoring sessions. As a cohort they will remain together throughout their time at school, meeting daily in Learning Hub time.

Students will attend modules throughout the week based on their course and certificate that is the National Certificate in Employment Skills Level 1 or New Zealand Certificate in Infrastructure Works Level 2. Modules will be formal, facilitated sessions, group work, discussions, and project work.

Students enrolled in New Zealand Certificate in Infrastructure Works Level 2 will also participate in authentic learning in the work place with the knowledge and skills gained, formally recognised.

Community project time will be scheduled each Friday enabling students to participate in and contribute to extra-curricular activities in the local community, and providing time to engage deeply in learning.

Academic Counselling will be held weekly between the Learning Coach and student, and once a term with Learning Coach, student, and parent/whānau.

Character development is a time for competency and character development specifically in relation to the character and values of the school. Held daily for an hour each morning, it is a time to develop the mental, emotional, spiritual and physical well-being of students with staff, and will focus on characteristics and competencies such as resilience, mental strength, reflection, self-awareness, and metacognitive strategies, as well as expressing appreciation, gratitude, faa'Pasefika / talanoa (love), lotu / pese (praise in karakia).

Students will have due dates for assessments which will be indicated on a term and year calendars, and will feedback provided in their academic counselling session along with learning-focussed conversations about their progress and next steps towards their academic goals

Below is an example of the weekly student timetable a student will experience. It allows students an appropriate amount of contact and non-contact time for their studies where the recommendation per credit is 60% teacher directed, 20% self-directed, 10% assessment, and 10% research.

Weekly programme Year 11 Term 1 Week 3 (example only)

	Monday	Tuesday	Wednesday	Thursday	Friday
8.30-9.30	Character development Breakfast	Character development Breakfast	Character development Breakfast	Character development Breakfast	Character development Breakfast
9.30-10.30 Block 1	Module	Module	Tū tangata	Module	Community project
10.30-10.45	Morning break				
10.45-12.15 Block 2	Module	Module	Module	Module	Community project
1.15-1.00	Lunch break				
1.00-2.30 Block 3	ACTS Study Time	Module	Mentoring Study Time	Fitness class	Community project
2.30-3.30 Block 4	Module	Tū tangata	Module	Tū tangata	Community project
4.00-5.00	Team sports practice		Team sports practice		

Organisation of school day and year (Question 19c)

Below is an example of a Year 11 term schedule.

Year 11 Term Schedule (example only)

Pre-term 1	
2 weeks	Teacher: Professional development
Term 1	
Weeks 1-2	Orientation
Week 3	Diagnostic assessments / Learning Contract Whānau: Learning Contract and ACTS meeting
Weeks 4-9	Curriculum courses/Community project/Assessments Whānau: Understanding the qualification system; NCEA and the Whānau
Week 10	Learning Contract review and ACTS meeting Progress review meeting
Term break	2 weeks break Teachers: Professional development
Term 2	

Weeks 1-9	Curriculum courses/Community project/Assessments Whānau: Understanding the qualification system; NCEA and the Whānau
Week 10	Learning Contract review and ACTS meeting Teachers: Progress review meeting
Term break	1 week break Teachers: Professional development
Term 3	
Weeks 1-9	Curriculum courses/Community project/Assessments Whānau: Understanding the qualification system; NCEA and the Whānau
Week 10	Students/teachers/whānau: Learning Contract review and ACTS meeting Teachers: Progress review meeting
Term break	2 weeks break Teachers: Professional development
Term 4	
Weeks 1-9	Curriculum courses/Community project/Assessments Whānau: Understanding the qualification system; NCEA and the Whānau
Week 8	Learning Contract review and ACTS meeting Progress review meeting
Week 10	Achievement ceremony

Student behaviour, discipline and participation in school activities (Question 20)

Our philosophy in relation to student behavior and discipline is that preventing undesirable behavior is the best approach.

The school values Manaakitanga (caring); Whanaungatanga (relationships); Kotahitanga (unity); Rangatiratanga (leadership); Tika me te Pono (integrity) are the pillars of Te Kura o Te Aratika way, and all students, staff and whānau will be responsible for upholding these values, and preventing undesirable actions and behavior.

At Te Kura o Te Aratika we believe:

1. That opportunities for learning and achievement increase if:
 - the school environment is positive and supportive
 - expectations are consistently clear
 - students are consistently modeled desired behavior
 - students are consistently acknowledged for desired behavior and undesirable behavior are responded to in a fair and equitable way.
2. That student experiences, engagement and learning is enhanced if schools, students, whānau, community and iwi work together to build a whole community approach to positive actions based on strong relationships, authentic engagement, power sharing, and culturally responsive behavior management systems, processes, practices and pedagogy (ways of teaching and learning).

Intervention measures, appropriate to the kaupapa of Te Kura o te Aratika, will be implemented such as restorative practices which require the student to humble themselves, take responsibility for their actions and act to amend the action or behaviour. The mentor programme will also support preventative and intervention measures.

Enabling students, below expected standards for their age group when they enrol, to 'catch up' (Question 21)

The response to 'using assessment to tailor instruction' (Question 13b) outlines the approach we will take to identify students requiring additional support.

The literacy and numeracy level of a student will be determined upon entry onto the school, will be a significant factor in determining the type and level of additional support a student will initially be provided. If additional support is required, a coach, guided by a teacher, will undertake the work with students identified as needing additional support to enable them progress confidently with NCEA studies.

Assessments students submit for standards assessments will also inform if additional support is required and the type of intervention required.

Below is the action plan the school will implement, and a staff member will be designated to lead the process.

Action	Measure	Personnel	Outcome
Students will complete the adult Literacy and Numeracy assessments to establish their literacy and numeracy levels.	Data	Designated teacher	Each student's level for literacy and numeracy identified
Establish expected levels at start and end of year for Year 11, 12 and 13 cohorts.	Established and shared	Coach with teacher guidance	Known target
Include student's identified below expected level in Learning Needs Register and use this to monitor and track progress.	Included on register	Coach with teacher guidance	Individual students have plan and can be tracked
Provide interventions through Study Time and My Time workshops to target the gaps identified.	Workshops provided	Coach with teacher guidance	Progress through levels accelerated
Provide Professional Learning to all staff on how to interpret the data and implement appropriate strategies.	Timetabled and delivered	Coach and designated teacher	Needs of learners better understood and met

Safe learning environment

A safe, orderly, and drug-free environment (Question 22)

In line with the provisions under the Education Act 1989, the Vulnerable Children's Act 2014, and any other applicable acts, a system will be put in place to deal with any discipline issues and to ensure a safe, orderly and drug-free environment. Counselling will also be available in the discipline process.

Minor breaches of discipline will initially be addressed through 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 in current Ministry of Education requirements, and in accordance with legislative requirements.

Te Kura o Te Aratika will develop and implement a disciplinary procedure, and develop the following documentation:

- School expectations and rules to cover classroom behaviour, smoking, alcohol and drugs, absences and leave, information technology and warnings
- Staff Manual
- Drugs and Alcohol Policy
- Orientation Handouts

A safe environment will be supported and measured by on-going self-review using the Wellbeing@School tool with students and staff designed to improve social wellbeing and relationships for all and create a safer climate that deters aggressive and bullying behavior.

Professional development for teachers, administrators and other school staff (Questions 23-24)

Sponsor and management team (Question 23a)

Professional development needs will be identified by the governance group and management team, and will form the basis of on-going professional development. All teaching and non-teaching staff will participate in professional development that enhances student achievement, and improves teacher capability to deliver the programme. The educational leader will have a key role in developing expectations for student outcomes and organizing and promoting engagement in professional learning opportunities.

With a focus on valued student outcomes and valued Māori student outcomes (see Question 23c for explanation), the professional development for teachers, administrators and other staff will promote effective self-review, and both meet the needs of priority students and support achievement of the educational outcomes.

Staff will also require professional content and pedagogical knowledge to effectively deliver the proposed programme. A programme will be developed prior to Te Kura o Te Aratika opening (if successful) to ensure staff are well prepared to deliver the programme.

Staff that do not hold a Practising Certificate or Limited Authority to Teach (Question 23b)

Staff that do not hold a Practising Certificate will be required and supported on the pathway to gain their Provisional or Full Practising Certificate by:

- Providing professional leadership in supporting Provisionally Certificated Teachers (PCTs) and teachers certificated subject to confirmation
- Receiving mentoring by a fully certificated teacher to devise and document an induction plan
- Receiving specific support through a high quality induction and mentoring programme to assist them with meeting the Education Council New Zealand's *Practising Teacher Criteria*³⁵, and
- Participate in school-wide professional learning and development.

³⁵ Education Council New Zealand <http://www.educationcouncil.org.nz/registration-policy#part-b-categories-of-practising-certificate>

Te Kura o Te Aratika will employ staff with a Limited Authority to Teach (LAT) only in the case where a certificated teacher with the required specific skills cannot be found for a role. Staff with Limited Authority to teach will be required and supported to gain some pedagogical and content knowledge and skills required for their role by:

- Enrolling in an appropriate course, such as an Open Polytechnic course in adult education and training, US7144 'Coach adult learner(s)', or in the National Certificate in Adult Education and Training (Level 4) - New Zealand Environment
- Receiving supervision and mentoring by a registered teacher who may hold a practising certificate³⁶
- Participating in school-wide professional learning and development, and
- Being encouraged and supported to complete an Initial Teacher Education programme, and
- Being supported to enrol in further academic study.

Professional development to meet the needs of priority students (Question 23c)

In addition to the response to Question 23a, our approach to teacher professional learning and development to meet the needs of priority students will be facilitated through self-review tools with a focus on valued Māori student outcomes that is Māori-specific outcomes related to language, culture and identity. Valued Māori student outcomes and indicators will be developed by students, staff, whānau and community (refer to response to Question 8a).

Indicators will be developed as a school, whānau and community and who will also be involved in reviewing progress. The process in developing the indicators will naturally lead to discussing what is identity, what does it mean to 'know' te reo Māori, and what is culture, and to what extent do students need language, culture and identity to 'achieve and succeed as Māori'. Below is an example of possible valued Māori student outcomes and indicators.

Role of teachers who do not hold a Practising Certificate (Question 24)

Staff that do not hold a Practising Certificate will be required and supported on the pathway to gain their Provisional or Full Practising Certificate by:

- Providing professional leadership in supporting Provisionally Certificated Teachers (PCTs) and teachers certificated subject to confirmation
- Receiving mentoring by a fully certificated teacher to devise and document an induction plan
- Receiving specific support through a high quality induction and mentoring programme to assist them with meeting the Education Council New Zealand's *Practising Teacher Criteria*³⁷, and
- Participate in school-wide professional learning and development.

³⁶

³⁷ Education Council New Zealand <http://www.educationcouncil.org.nz/registration-policy#part-b-categories-of-practising-certificate>

8 Business Plan

2) Outline the different structures (in both chart and narrative form) of your proposed Partnership Kura, including:

a) Governance

- TKOTA will be governed by the TAT appointed Academic Board.
- The appointed board members will be able to give independent advice on curriculum development and review.

b) Management

- A TKOTA Principal will be appointed, reporting to TAT.
- The Principal sets the standards for the teachers and TKOTA coaches; ensuring teachers are registered and culturally aware.
- The Principal also arranges
 - (1) training and development
 - (2) ensures quality of delivery
 - (3) tracks and manages school performance
 - (4) liaises with communities and contractors
 - (5) ensures resources are available and
 - (6) has authority to discipline and manage student behaviour in agreement with TAT.
- Registered teachers, coaches and admin staff will be recruited by the TKOTA Principal in liaison with TAT.
- Teachers are academic leaders, have relevant experience of Māori / Pasifika education and are empathetic.
- They will share responsibility for student learning, community liaison and managing relationships with the wider community in relation to work placements.
- They will liaise with the selected IT-subcontractor in relation to IT infrastructure, learning material logistics and tablet delivery and maintenance.
- Teachers are
 - (1) available to the students on a pre-agreed schedule
 - (2) they assist in diagnostic assessment and in developing and reviewing individual Learning Contracts
 - (3) encourage and facilitate learning employ innovative ways to help struggling youth
 - (4) recommend disciplinary actions, exclusions and expulsions to the Principal
- TKOTA educational coaches who receive specialised training to be able to support the student within the TKOTA curriculum.

c) Administration

- The administration will take care of enrolment of students and daily operations of the school.
- In this the administration will support students, teachers and management.
- The administration is the interface and first point of contact to all stakeholders

d) Subcontract arrangements (if applicable).

Response

- Refer to application form 3.5 Proposed Subcontractors.
- Answered individually above for each section.

- 3) Describe your proposed methods or structures to ensure teacher, parent, family/whānau and student input to decisions that affect the school (Note: as a minimum should include monitoring of effectiveness of methods and structures that are being proposed).**

Response

TKOTA will have MMP (Morning Meeting Protocol) run every morning for all students. Teachers report daily. Parents and family have input via the suggestion box. This will be collected and evaluated. Decisions are based on the collective outcome of these records and informed accordingly.

- 4) Provide two detailed implementation plans covering:**
- a) the period from gaining approval to the opening of the school, and**
 - b) the period from the opening of the school to the end of the first year.**

Response

Refer to GANNT-Chart, Att. 8.3. as Appendix F

- 5) Complete the templates in the attached MS Excel workbook with your proposed financial forecasts. Guidance on how to complete the forecasts is provided in the spreadsheet. The worksheet covers three components**

- a) Financial forecast (budget), Cash flow and Balance Sheet**
- b) Student Roll**
- c) Staffing levels**

Response

Refer to compiled workbook titled "8.4_Te Aratika (School) Trust - RFA - Part 2 Application Financial Template", Att. 8.4. as Appendix C

1. Although we have based our numbers on the current funding model and not the proposed model, which is significantly lower, without an additional funding specialist needs the model would be budget deficit from the start.
2. We therefore have allowed for additional funding in Item 60 (Other Funding).
3. We have chosen this pathway because the stability of a safe place for our "ATypical Stars" is essential for their growth.

4. A whole government wrap around service based on Te Aratika Drilling success for outcomes to include MSD, corrections and government referrals investing in this pilot school would have the possibility to have the much needed boarding school.
5. We understand these special needs for "ATypical Stars" is based on providing a "home" within a house.
6. These costs for this scenario has not been allowed for yet, however we have clearly seen the benefits contrary to some of the currently existing boarding schools that are struggling.
7. We would appreciate the opportunity to explore all options with the Ministry of Education and discuss collectively a successful pilot programme (future proofing).

[Completion of the workbook titled "PSKH.03 RFA PSKH Budget template.xlsx" is confirmed and attached as Appendix C]

- 6) **Detail the amount and terms of any funding (additional to funding to be provided by the Crown) that is to be provided to the school, including:**

a) **what you propose this funding will be used to provide;**

Response

None at this stage, however TKOTA intends to seek additional funding in due course once the school is established.

b) **the relationship between the school and the funder; and**

Response

N/A

c) **evidence of the support that each funder is committing to invest into your school.**

Response

N/A

- 7) **Outline your proposed:**

a) **financial management and internal accounting procedures for the school, including controls that will be put in place to ensure appropriate fiscal accountability;**

Response

Standard Operating Procedures:

(1) Petty Cash: Managed by Administration Manager (with capping)

(2) Others:

(a) Application for budget request, Review and Approval by Principal.

(b) For sizable amounts presentation, review and approval by board and/or trustees.

(c) Note: A flowchart will be available in due course.

b) **provisions for conducting annual audits of the financial operations of the school; and**

Response

To be executed by WBB Chartered Accountant (allowed for in budget).

c) **types and levels of insurance that you propose to operate the school.**

Response

As per [REDACTED] (NZI Representative) the following will apply and has been allowed for in the budget:

s 9(2)(a) OIA

- (1) Material Damage – covering for fire, burglary, malicious damage for the building, which you would be responsible for, which is leased.
- (2) During the refurbishment of that building, you would need to take out a Contract All Risk policy covering the items of renovations and I would add the kitchen into that as it will be part of the renovation process.
- (3) All contents and equipment for the school would be also covered under the Material Damage policy for replacement and the vehicles covered for Commercial replacement.
- (4) Trustee Liability covering the Trustees for the school and would suggest at least \$1million in cover, and there maybe exposure for Professional Indemnity cover for making sure that you are providing the correct services as you are contracted to under Duty of Care; suggest possibly in the interim a cover of \$1million under the Professional Indemnity cover.
- (5) Liability would also be required for Public Liability including Statutory Liability and Employers Liability.
- (6) Possibly a budget in respect to the cover for the first year of say \$30,000.00 somewhere in that region and forthcoming years would increase based on the Turnover/Income. Liability would also be required for Public Liability including Statutory Liability and Employers Liability.

8) Outline your proposed facilities, including:

a) the type of property arrangement and the terms of the tenancy (if applicable);

Response

TKOTA is intending to establish in 2 locations:

- (1) 19 Humber Street, Pandora, Napier (existing) and
- (2) 5 Station Road, Whakatu, Hastings (new)

both places on a rent/lease basis according to this tender (6years).

b) how this site would be a suitable facility for the proposed school, including any plans to renovate; or

Response

- a) The site in 19 Humber Street, Pandora, Napier (Te Aratika Group) is an existing site, which can refurbished easily to accommodate the cohorts planned. Our long term plan is to establish in Whakatu due to strong connections to the local community.
- b) Whakatu is is located between Hastings and Napier.
- c) We have strong community ties.

It is a business park, which is supporting our employment pipeline

c) if a site has not been identified, your present options for the school site, including a timetable for identifying and acquiring or leasing a facility;

Response N/A

d) your financing plans for acquisition and renovation of a facility; and

Response

Allowed for in the budget plan.

e) describe plans for expanding school facilities matching your projected roll numbers, including how you will attract additional staff and acquire other resources needed to serve a larger student body.

Response

Since TKOTA will mirror the model of Te Aratika, word of mouth had been an essential part of our recruiting. In addition to this TKOTA intends to use the following advertising platforms:

- a) Well established agencies with Local Government Agencies.
- b) Community Activities (e.g. "Giving Back to the Community: Acts of Kindness")
- c) Speakers (all our board members are invited on a regular basis to speak in front of different audiences)
- d) Website

9) Explain your proposed strategies for asset management and maintenance of your proposed facility, including assurance processes that ensure applicable codes and standards are maintained for the term of the Agreement.

Response

- a) The TKOTA board consists of a group of professionals with extensive experience beyond secondary education (e.g. engineering and statutory compliance).
- b) Budgets have been established and reviewed by those professionals allowing for required maintenance and replacement.
- c) The board has also members that are HSEPQA-Professionals.
- d) Note: HSEPQA = Health and Safety, Environmental Protection and Quality Assurance

9 Operations Plan

Enrolment and school marketing (Question 33)

Achieving our targets 33(a)

Te Kura o Te Aratika intends to enrol 67 students in the first year in the Hawkes Bay region, and between 60-75 students each year in the following three years. While the enrolment target is relatively small at an intake of 60-75 senior secondary school students each year, statistics suggest these numbers are achievable.

Te Aratika Drilling has partnered with Count Me In³⁸, a multi-agency intervention, providing targeted and tailored support to Māori and Pasifika 16-18 year olds outside the education system to re-engage in learning and attain NCEA Level 2 or equivalent qualifications. We will work closely with the agencies NZ Police, Child, Youth and Family, Department of Corrections, Ministry of Social Development and Kahungunu Iwi Incorporated, to identify students not engaged in education, employment or training (NEET), and young people who are at risk of becoming NEET.

Te Kura o Te Aratika will also intensively network with community groups such as Twin Cities Ministries, Whakatū and Pulse Ministries, Maraenui and Youth Service providers.

We envisage the majority of students will enrol via these partnerships and networks to reach the target student roll of 67 in the first year.

Publicising throughout the community 33(b)

Te Kura o Te Aratika staff will conduct the following outreach activities:

- Leverage its strong political links nationally and within the Hawkes Bay region to gain wider support beyond the Māori community.
- Publicise the kura throughout the community, through existing networks word of mouth, the Māori community, and education providers, such as secondary schools, SWISS staff and education service providers such as truancy officers, and iwi taiwhenua.
- Target parents and whanau who may not be engaged in their teenagers learning through word of mouth and support groups within TKOTA including parents and staff.
- Develop new and utilise existing relationships with community organisation that can assist in engagement with parents and whānau through community meetings and events and promoting positive messages about TKOTA having a tailored approach to education.
- Utilise connections available to Te Aratika Drilling that have good leadership in Māori communities, and Te Aratika Drilling will motivate all concerned to make TKOTA happen.
- Advertising, marketing, interviews radio, social media, websites, community events, Iwi, Agency referrals, Youth services, Police referrals (our realities), other local high schools.
- Build a relationship with other secondary schools (around Oct/Nov) and share the Te Kura o te Aratika vision. Our messages will be: we wish to complement, not compete with the surrounding secondary schools, by providing an alternative to students who do not fit within traditional systems of learning; we are here to support if they have exhausted all options with 'hard to reach and teach' students; we wish to keep male Māori and Pasifika students engaged in education or training.

³⁸ Count Me In is a multi-agency intervention, providing targeted and tailored support to Māori and Pasifika 16-18 year olds outside the education system to re-engage in learning and attain NCEA Level 2 or equivalent qualifications. See Count Me In - Supporting young Māori and Pasifika 16-18 year olds outside the education system to attain NCEA Level 2 or equivalent qualifications. Report as at 31 August 2015.

Engaging non-engaged parents and whānau 33(c)

It is a condition that parents and whānau will be engaged in a student's learning. Along with the student, the parents will be a signatory to the Learning Contract. This will ensure there is commitment and resolve to be involved in the student's learning.

Other ways we propose engaging the non-engaged will be:

- By demonstrating an open door policy, building relational trust through two-way learning conversations and valuing the contribution of parents and whānau.
- By delivering a robust education programme that engages the students and delivers educational results, parents and whānau will be inclined to engage in their teenagers learning.
- By celebrating and promoting student progress, and by genuinely caring about their teenager.

Relationships with community organisations to assist in marketing

Please see response to Question 33 (a-c) above.

Enrolment policy (Question 34)

Te Kura o Te Aratika will open enrolments and begin actively seeking enrolments in June the year prior. The enrolment process will begin by holding Information Evenings, then accepting Expressions of Interest, interviewing whānau, enrolment confirmation, and an Orientation programme will be held towards the end of the year.

The student role is expected to be finalised prior to the beginning of each school year.

TKOTA will utilise enrolment methods based on relationships, connections, networks and word of mouth.

We will enrol students that:

- Are seeking a tailored education, and an alternative to the traditional secondary schools model, and where there is evidence that this model is failing, or has failed them.
- Belong to and have support from the wider community.
- Wish to be educated within a Māori culture and environment.
- Wish to focus on future careers that are vocationally-oriented.
- Are committed to engaging with the learning approach offered and prepared to sign a Learning Contract that makes clear the obligations and expectations placed on them.

Withdrawal, suspension and expulsion policies and procedures (Question 35)

In line with the provisions in the Education Act (Section 158V) and any other applicable Acts, a system will be in place to address 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 addressed 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.

Te Kura o Te Aratika leadership (Question 36)

Key leadership roles are as follows:

Role in TKOTA	Name	Current affiliation	Qualification
Chairperson	Ronwyn Rochel s 9(2)(a) OIA	Te Aratika Drilling Ltd, & Te Aratika Trust	CEO, Te Aratika Drilling Ltd
Trustee		Chartered Accountant & Te Aratika Trust	BCom, CA, Director
Trustee			MBA, BCom
TKOTA Principal	To be advertised and recruited	Te Kura o Te Aratika	Post Graduate Degree Teacher Registration

Curriculum Vitae's of the leadership team are attached as [Appendix D](#).

Staff recruitment process (Question 37)

The following appointments procedure will be adopted:

- Timeline determined from the date of advertisement to intended appointment.
- Position advertised.
- 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 Education Council.
- In the case of other employees a Police vet must be obtained prior to 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.

Staff credentials (Question 38)

Student-facing staff will be police vetted. Teachers will be selected for their experience as an educator, personal qualities and competencies, empathy with cultural issues, community connectedness, and bilingualism. They would preferably be of Māori identity, well-versed in core literacy and numeracy provision and familiar with school management.

Staff will be expected to act according to the highest standards of professionalism at all times and in ways that are consistent with the values, philosophies aims and objectives of Te Aratika Trust

The Principal and teachers will be registered teachers.

The following job descriptions are attached in **Appendix E**, and cover backgrounds, experience, and personal and professional qualities of teaching and non-teaching staff:

- TKOTA Principal
- Registered teacher
- TKOTA Coach
- Tuakana/Mentor

Processes to ensure suitable and quality staff (Question 39)

Teachers will be selected for their experience and TKOTA will implement 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, coaching and mentoring positions 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 referee's 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 Te Aratika Trust.
- For all other appointments, teaching and non-teaching, recruitment, selection and appointment is delegated to the Principal. All staff must meet the criteria set by Te Aratika Trust.
- All teaching applicants must be registered with the Education Council.
- All coaches must undergo training associated with the position.
- 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.

Employment policies (Question 40)

Te Aratika Trust will prepare its policies and procedures regarding TKOTA salaries, contracts, hiring and dismissal, evaluation of staff, benefit plans, and other matters related to staffing a minimum of 6 months prior to the opening of TKOTA.

Teacher assessment and appraisal (Question 41)

As well as expecting teachers to be reflective practitioners, a formal performance appraisal will occur through a standardised Human Resources Performance system, with six month reflection/review discussing progress against measureable 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 TKOTA appraisal processes will aim to:

- Improve the quality of teaching, coaching and mentoring practices and therefore 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 enable resource allocation for those.
- Every staff member will have a job description that will form the basis for performance and developmental objectives.

As we intend employing trained certificated staff, many of whom are likely to be members of the Post Primary Teachers Association (PPTA) or New Zealand Education Institute (NZEI), we will refer to the application of the appropriate Professional Standards when appraising staff – including the Principal.

Volunteers and contractors (Question 42)

TKOTA will engage with community partners. Many of these community partners will help out when and where possible. Also TKOTA will engage with the business community to provide workplace training opportunities. When TKOTA engages with workplace mentors for its authentic learning components, these volunteers will be Police vetted. When in the school there will always be teacher and/or coach present.

Health and safety standards (Question 43)

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, TKOTA's trust board and management will maintain a safe work place and safe working policy and practices. Specifically, TKOTA 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 and staff
- 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 Te Aratika Trust.

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

- TKOTA complies with all relevant health and safety legislations, standards and Ministry of Education codes of practice which ensures 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.
- TKOTA has 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 TKOTA. If bullying does occur, all students will be able to tell and know that incidents will be dealt with promptly, fairly and effectively.

- 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 school buildings and grounds.

10 Acceptance of Draft Agreement

The Crown's commercial position is reflected in the draft Agreement attached as Schedule 1 to this RFA (the Draft Agreement).

Each Applicant is asked to confirm its acceptance of the Draft Agreement.

Should this proposal be successful, TAT will enter into agreement with the Ministry in the form proposed.

11 Assumptions, Risks and Caveats

Please complete the table listing all of the assumptions, risks and caveats made throughout your proposal.

Reference	Type (A / R / C)	Subject	Comment
1	C	Funding	That agreement with the Ministry will be subject to successful contract arrangements with TAT.
2	A	Enrolments	We are assuming the initial cohort will be 67 students in Y11 in 2017, and these will progress through Y12 and Y13 in 2018 and 2019.
3	A/R	Funding	That the budget has been completed with best guess and based on the information supplied by MOE. See notes below.

1. Although we have based our numbers on the current funding model and not the proposed model, which is significantly lower, without an additional funding specialist needs the model would be budget deficit from the start.
2. We therefore have allowed for additional funding in Item 60 (Other Funding).
3. We have chosen this pathway because the stability of a safe place for our "ATypical Stars" is essential for their growth.
4. A whole government wrap around service based on Te Aratika Drilling success for outcomes to include MSD, corrections and government referrals investing in this pilot school would have the possibility to have the much needed boarding school.
5. We understand these special needs for "ATypical Stars" is based on providing a "home" within a house.
6. These costs for this scenario has not been allowed for yet, however we have clearly seen the benefits contrary to some of the currently existing boarding schools that are struggling.
7. We would appreciate the opportunity to explore all options with the Ministry of Education and discuss collectively a successful pilot programme (future proofing).

12 Applicant Declaration

Each Applicant is required to complete the following Declaration. For joint or consortium Applications each party must complete a separate Declaration.

Topic	Requirement	Applicant's declaration
RFA response:	The Applicant has prepared this application independently to operate a Partnership Kura.	agree
RFA terms:	The Applicant has read and fully understands this RFA, and the RFA terms in part two of the Requirements and Rules of this RFA, and agrees to be bound by them.	agree
Collection of further information:	The Applicant authorises the evaluators to: collect any information about the Applicant, from any relevant third party, including a referee, or previous or existing client to use such information in the evaluation of the Applicant's Application.	agree
Objectives and Requirements:	The Applicant has read and fully understands the nature and extent of what is required by the Ministry and the Minister as described in parts one and two of this RFA. The Applicant has the necessary capacity and capability to fully meet or exceed the deliverables in the operation of a Partnership Kura and will be available to operate their Partnership Kura throughout the proposed contract period.	agree
Contract terms and conditions:	The Applicant has read and fully understands and accepts the Agreement terms and conditions as stated in the proposed conditions of contract or has completed the table of proposed contract derogations in the form set out in paragraph 8 of this Part Three 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	agree

	submitting this Application, or entering into a contract to operate a Partnership Kura. Where a conflict of interest arises during the RFA process the Applicant will report it immediately to the Contact Person.	
Ethics:	<p>The Applicant warrants that in submitting this Application it has not:</p> <p>entered into any improper, illegal, collusive or anti-competitive arrangements with any competitor</p> <p>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 Clarification period).</p> <p>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>	agree
Offer validity period:	The Applicant confirms that this Application remains open for acceptance for a period of 180 days from the Closing Date.	agree
Applicant interview	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.	agree
Publication of Application details	The Applicant accepts that, due to public interest associated to this Application process, it is intended that the submitted application will be made publicly available on the Ministry of Education website, subject to any deletions that would be justified if the information had been requested under the Official Information Act 1982.	agree
Declaration:	<p>The Applicant declares that in preparing this Application it:</p> <p>has provided complete and accurate information in all parts of the Application, in all material respects</p> <p>has secured all appropriate authorisations to</p>	agree

	<p>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 Crown 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>	
<p>DECLARATION</p> <p>This Application has been approved, and is signed by, a representative of the TAT 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:	Ronwyn Joyce Bracken-Rochel	
Title / position:	Chairperson, Te Aratika Trust	
Date:	29 October 2015	

13 Applicant Check List

The checklist is included for your reference only.

Action Required		Done
1. Submit the Intent to Respond Notification (refer separate document) to partnership.schools@education.govt.nz by 5:00 PM Wednesday 21 September 2015		Done
2. Submit all questions requiring clarification (if required) by 5:00pm, 20 October 2015		N/A
3. Complete all required sections of the application.		Done
4. Submit paper copies of the following documents by 12:00 (Noon) Friday 30 October 2015		Done
	Nine paper copies of your Application in a Word format (with at least one copy unbound and/or stapled)	Done
	One paper copy of the Excel spreadsheet containing your commercial information/financial details	Done
5. Submit an electronic copy of your application, including all supporting information and your response to the financial template into GETS by 12:00 (Noon) Friday 30 October 2015		Done

14 Appendices

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

- **Appendix A** – [REDACTED] Endorsement
- **Appendix B** – Te Kaipuke Research Report
- **Appendix C** – Financial Templates (Proposed Budget)
- **Appendix D** – Curriculum Vitae (Leadership Team)
- **Appendix E** – Job Descriptions
- **Appendix F** – TKOTA Implementation Plan
- **Appendix G** – TKOTA Organisation Chart
- **Appendix H** – Te Aratika Drilling Introduction Video (USB Flash Drive)

Appendix A

Ministry of Education
45 - 47 Pipitea St
Thorndon
Wellington, 6140
29th October 2015



Ngāti Kahungunu Iwi
INCORPORATED

RE: Te Aratika Drilling Ltd's Proposal to Establish a Partnership School in Whakatū

Tēnā koutou kai ngā pou e taupua ana i te Tāhuhu o te Mātauranga. Nei mātau o Te Kaporeihana o Ngāti Kahungunu e tukuna atu ngā mihi ki a koutou katoa e awhi nei, e tautoko mai i a mātau e whakapā atu ana ki ngā tamariki kai ngā kura katoa o te rohe o Ngāti Kahungunu.

Ngāti Kahungunu Iwi Incorporated have partnered with Te Aratika Trust (the 'Trust') in the application to establish a partnership school in Hawkes Bay. This letter therefore expresses the intention of Ngāti Kahungunu Iwi Incorporated to endorse the proposal for an innovative, industry-led, inclusive and holistic partnership school sponsored by the Trust with Ngāti Kahungunu Iwi Incorporated as a strategic partner. The partnership school proposes a radical yet forward thinking initiative that seeks to reverse negative trajectories for some of our most at-risk rangatahi.

Ngāti Kahungunu Iwi Incorporated acknowledge the forward thinking of the Trust, their insistence on consulting iwi to determine iwi educational aspirations and that the proposal is one that will have direct and positive ramifications for the wider community including rangatahi, whānau, marae, hapū and taiwhenua as well as the local economy and industry. For these reasons and those outlined earlier, Ngāti Kahungunu Iwi Incorporated support and fully endorse the pathway that the Trust is undertaking in order to advance education provision here in Ngāti Kahungunu. Ngāti Kahungunu Iwi Incorporated have enjoyed a long-standing and productive relationship with the Ministry of Education and look forward to progressing this and other initiatives together.

Heoi anō, koinei ō mātau whakaaro i tēnei wā tonu hai whakaahu whakamua i te whanaketanga mai o ngā whakatipuranga o te wā kāinga nei.

Nā māua nei,

s 9(2)(a) OIA

Ngāhiwi Tomoana

Chairperson

Ngāti Kahungunu Iwi Incorporated

Dr. Adele Whyte

Chief Executive

Ngāti Kahungunu Iwi Incorporated

Te Aratika Drilling Rangatahi Development Model

*Prepared by Kaipuke Consultants Ltd
18 November 2014*

Te Aratika Drilling
Rangatahi Development Model
RESEARCH REPORT

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Commercial and In Confidence

Te Aratika Drilling
Rangatahi Development Model
RESEARCH REPORT

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Commercial and In Confidence

1. Executive Summary

Purpose of the research

Te Aratika is a company that provides specialised drilling services within the infrastructure industry. Over a number of years, Te Aratika has created employment opportunities for vulnerable/at risk rangatahi. This research has been commissioned by Te Puni Kōkiri to capture the model that Te Aratika uses to support the development of rangatahi. It is intended that the findings of the research will:

- assist Te Aratika to demonstrate to stakeholders their approach to working with rangatahi and the impact that it has
- provide Te Puni Kōkiri with an evidence base from which to provide advice to other agencies about policy approaches and interventions that will most likely be effective for at risk rangatahi.

Key research questions

The key research questions are as follows:

- a) What is Te Aratika's recruitment strategy for rangatahi including:
 - identification of potential employees, pre-employment testing and requirements, whānau involvement in the recruitment process
 - any community, business and/or government support?
- b) What is Te Aratika's approach to training and mentoring including:
 - pathways towards formal qualifications?
- c) What pastoral support is provided to rangatahi inside and outside of the workplace and how does this impact on life choices?

Research approach

The research is based on a qualitative approach where information about Te Aratika's development model has been gathered through interviews with internal and external stakeholders. In total, 14 internal stakeholders and four external stakeholders were interviewed in Napier and Wellington.

Rangatahi development model

As an organisation, Te Aratika is committed to creating employment opportunities for vulnerable/at risk rangatahi. Their vision is that Te Aratika will provide a "platform for change" for at risk rangatahi so that they can be supported to change their lives for the better.

The key components of the development model that Te Aratika uses to support and empower rangatahi are:

- induction
- intense pastoral support
- on the job-training
- support for rangatahi to study towards formal qualifications
- on-going development support
- support for rangatahi to progress and advance in the workplace.

The concepts of “platform for change” and “co-journeying” permeate the way in which rangatahi are recruited, supported, trained and developed in order that they can make positive changes in their lives and are better equipped to determine their own futures.

In summary, the key features of the way in which Te Aratika’s development model is delivered are that it is:

- holistic – it focuses on the total well-being of rangatahi (including welfare, health, education and employment needs) and is cognisant of the well-being of whānau
- responsive – it responds to the individual circumstances and needs of rangatahi
- on-going – rangatahi are able to access pastoral care and development support regardless of their level of experience and as their needs and circumstances change over time
- delivered collectively – staff work together to ensure that rangatahi receive targeted and timely support.

Rangatahi outcomes

This research has identified that rangatahi experience a range of positive outcomes during their employment with Te Aratika including:

- increased life skills – such as financial literacy and communication skills;
- reduced involvement in negative social behaviours – such as offending and drug/substance abuse
- personal growth – such as experiencing pride in their achievements; increases in confidence, self-esteem and maturity
- increased employability – through increased industry knowledge; increased work skills and experience and the attainment of formal qualifications.

Whilst the starting point and subsequent journey of every rangatahi is unique, most experience the full range of outcomes identified above. The achievement of these outcomes tends to be incremental and the benefits accrue over time.

Key success factors

From the series of interviews with internal and external stakeholders, four key factors have emerged as key to the success of Te Aratika's development model including:

- the **clarity of vision** and the **collective commitment** of staff within Te Aratika to provide at risk rangatahi a chance to turn their lives around
- the willingness of Te Aratika to invest in the provision of **intensive pastoral care and development support** for rangatahi
- the **organisational culture** within Te Aratika that **affirms and uplifts rangatahi**
- the strong commitment of Te Aratika to invest in **an intensive training and development programme**.

The report concludes that Te Aratika's approach to supporting and empowering rangatahi is consistent with the emerging body of literature about good practice approaches to youth development.

2. Introduction

2.1. Purpose of the research

Te Aratika is a company that provides specialised drilling services within the infrastructure industry. Over a number of years, Te Aratika has created employment opportunities for vulnerable/at risk rangatahi. This research has been commissioned by Te Puni Kōkiri which is seeking to capture the model that Te Aratika uses to support the development of rangatahi. The intended outcomes of the project are that:

- Te Aratika will be better positioned to demonstrate to other employers and government agencies how tailored support for vulnerable/at risk can support their achievement of meaningful training and employment outcomes, and improved life quality for their whānau.
- Te Puni Kōkiri will have a stronger evidence base from which to provide advice to other agencies (for example the Department of Labour, the Ministry of Education, Ministry of Social Development and the Ministry of Justice) about policy approaches and interventions that will most likely be effective for at risk rangatahi.

2.2. Background

Te Aratika Drilling was established in Auckland as a family business in 1998. Te Aratika provides specialised services for the Underground Service Industry including: directional drilling for utility services (such as telecommunications, power, gas, water, storm water and fibre optic cabling), trenching, mole ploughing, ribbon blowing, locating and reinstatement. Te Aratika Drilling headquarters is in Auckland and there are offices in the Hawkes Bay, Northland and Wellington regions.

Since its inception Te Aratika's operations have expanded significantly. However strong family values are still the core basis of the business. Te Aratika means "the right path". This concept forms the corner stones of Te Aratika's business as a Christian based company.¹ The company is committed to employing young Māori (rangatahi), who have or are making poor life choices. Most are young, who no one else will give a chance because of alcohol and drug abuse issues, gang affiliations, violence, and criminal proceedings against them and/or convictions.

Te Aratika supports the development of rangatahi through the provision of pastoral support, nutrition and health care and advice, mentoring, training towards formal qualifications and paid employment. In return, employees have to commit to becoming alcohol and drug free, non-violent toward their partners, give up their gang life and commit to training (including physical training and formal training) and their

¹ Te Aratika website.

employment. More often than not this means being relocated and removed from their normal environments. This model has been extremely successful with trainees/employees experiencing a complete lifestyle transformation.²

2.3. Key research questions

The key research questions are as follows:

- d) What is Te Aratika's recruitment strategy for rangatahi including:
 - identification of potential employees, pre-employment testing and requirements, whānau involvement in the recruitment process
 - any community, business and/or government support?
- e) What is Te Aratika's approach to training and mentoring including:
 - pathways towards formal qualifications?
- f) What pastoral support is provided to rangatahi inside and outside of the workplace and how does this impact on life choices?
- g) What is the extent of employment opportunities for rangatahi in the infrastructure industry including entry points and key skills/qualifications required?

2.4. Research approach

Information about Te Aratika's development model has been gathered through interviews with internal and external stakeholders. Internal stakeholders included a selection of: Te Aratika management, supervisors/mentors and support staff that provide pastoral care to the rangatahi. A selection of both recently recruited cadets and more experienced staff who were recruited as cadets were also interviewed about their experience of working for Te Aratika.

Kaipuke liaised with Te Puni Kōkiri to identify internal and external stakeholders that should be invited to participate in the project. The aim was to engage with 20 internal and external stakeholders. In total, 14 internal stakeholders and four external stakeholders were interviewed. External stakeholders included a representative/s from Connexis (the Infrastructure Industry Training Organisation) and two whānau members of the rangatahi.

Table 1 sets out the roles of research participants.

² Te Puni Kōkiri, Internal document

Table 1- List of actual and planned research participants

Stakeholders		Planned number of interviews	Actual number of interviews	Roles of participants
Internal	Cadets – Recently recruited	6	2	<ul style="list-style-type: none"> • 2 Wellington rangatahi
	Rangatahi/Employees – Who have more than 18 months experience	6	5	<ul style="list-style-type: none"> • 3 Napier rangatahi • 2 Wellington rangatahi
	Te Aratika Staff	5	5	<ul style="list-style-type: none"> • Company Director • Human Resource Manager • Manager Napier Site • Assistant Manager (Napier) • Development Officer • Administrator (Wellington) • Team Leader (Wellington)
External	Whānau of cadets/employees	2/3	2	<ul style="list-style-type: none"> • Mother of rangatahi • Partner
	Connexis ITO Other agencies (eg MSD)	2	2	<ul style="list-style-type: none"> • Manager, Connexis • Manager Waikaremoana Trust Board

Structured interview guides were designed for internal and external stakeholders to seek responses to the key research questions, while allowing flexibility to gather additional relevant feedback from participants to provide insight into the unique characteristics of the Te Aratika development model. The draft research tools were reviewed and approved by the Te Puni Kōkiri project manager and are attached as Appendix A.

Prior to interviewing, participants were provided with an information sheet. Informed and voluntary consent procedures were followed for each interview. This included advising participants, verbally and in writing, of the consent procedures, and asking them, if agreeable, to complete and sign an informed consent form before the discussion began.

Te Aratika's headquarters are based in Auckland and they have offices in the Hawkes Bay, Northland and Wellington regions. In line with the placement of many of the cadets from recent intakes, one site visit to Hawkes Bay was undertaken 9-10 June and a Wellington site visit was undertaken 6 August.

Interviews were undertaken with individuals. Interviews in Hawkes Bay were held at the Te Aratika depot and the Wellington interviews were held at a community facility located near the work site. Interviews lasted approximately 45 minutes for individuals and 60 minutes for pairs. They were audio recorded with the participant permission. As an acknowledgement for their time and contribution to the research, cadets/rangatahi and whānau were offered a koha of \$30.

Interviews with whānau were undertaken at a community venue or in their own home and the other external stakeholders interviews were undertaken in workplaces.

Analysis and reporting

A mix of inductive and deductive analytical approaches was used when assessing the information arising from the stakeholder interviews. We adopted a grounded theory approach to data collection, coding and analysis. Each team member undertook a thematic analysis of interview notes from each of the participants. On completion of the site visits, we conducted a researcher debrief and analysis workshop. The purpose of the workshop was to collectively engage the whole team in the analysis and interpretation process to inform the research findings.

3. Rangatahi Development Model

3.1. Introduction

This section describes the approach that Te Aratika takes to supporting the development rangatahi within the company. It begins by outlining Te Aratika's rationale for recruiting vulnerable/at risk rangatahi and their vision for rangatahi. It then describes the recruitment process and characteristics of new recruits. The section which follows, attempts to capture the model that Te Aratika uses to support and empower rangatahi. The key components of the model are:

- induction
- intense pastoral intervention
- on the job-training
- support for rangatahi to study towards formal qualifications
- on-going development support
- support for rangatahi to progress and advance in the workplace.

3.2. Te Aratika's vision for rangatahi

As an organisation, Te Aratika is committed to creating employment opportunities for vulnerable/at risk rangatahi. Their vision is that Te Aratika will provide a "platform for change" for at risk rangatahi so that they can be supported to change their lives for the better.

The other day I was asked "How come you don't have problems with getting staff?" and I said "... because I am actually fishing out of the fish bowl of the unemployed. And there are lots." A lot of companies will look for licenses and people who are drug free whereas mine, they have already been boxed to the going no-where. That's my passion. I purposely go there. Sometimes you get a big group that are all thinking the same; then it is a real task to actually change that...one day at a time. (Director)

Staff at Te Aratika see it as their role to "co-journey" alongside rangatahi to encourage and support their growth and development. In practical sense, this is achieved by the staff working alongside rangatahi; getting to know them; empowering them to identify their goals and aspirations; learning about the challenges that they may be facing both inside and outside the workplace and where appropriate, providing support for them to address the challenges.

We co-journey with them so that they can grow. Our kaupapa is "platform for change". So long as they get more than what they came with. Even if they do leave – they do have skills. That's our kaupapa. We train, train and train so that they can go forward. We came from where they are. They can't even comprehend that we were there. There were a few fellas along my path that helped me. My father gave us vision, crossed with my mother who was a strong Christian. (Site Manager)

3.3. Recruitment strategy

Within its broader recruitment strategy, Te Aratika actively recruits at risk rangatahi into roles that, in the first instance, do not require high skill levels. Te Aratika considers it critical that they are able to offer rangatahi secure employment rather than just a temporary training opportunity. Therefore, they only recruit rangatahi as permanent positions become available.

My goal is that I must have work. I believe that we are super successful in the Cadetship programme because at the end of it I offer employment. That sets us apart from training schools and that is because I will take them because I have a job for them. (Company Director)

Identifying potential employees

Te Aratika often identifies potential employees through staff networks and through word of mouth.

A lot of my staff have seen kids on the side of the road. We've just picked them up. (Company Director)

In some cases, the rangatahi will hear about Te Aratika through their peers and take the initiative to approach Te Aratika for work. In other cases, it's whānau who hear about Te Aratika and approach the company in search of employment for their rangatahi.

Rangatahi can also be referred to Te Aratika through other organisations such as the Waikaremoana Trust Board, Connexis (the Infrastructure Training Organisation)³ and MSD. The Waikaremoana Trust Board will identify potential employees from the pool of rangatahi that are undertaking their pre-employment/life skills courses. Connexis have also referred rangatahi that they come into contact with through their networks to Te Aratika. Occasionally, Te Aratika has recruited from WINZ and recently Te Aratika recruited a small number of rangatahi from the Limited Service Volunteers⁴ programme

³ Connexis was previously known as Infratrain.

⁴ LSV is designed to provide participants with life skills, motivation, learning and job options and takes place in a military setting. LSV motivational training includes outdoor recreational activities that promote team work, self-confidence and self-achievement. There is a strong emphasis on working together as a team and the discipline it takes to achieve this. The intended outcomes of the programme are to learn self-discipline, how to take charge of your future and look for work.
<http://www.workandincome.govt.nz/individuals/looking-for-work/limited-service-volunteer.html>

(LSV) that is administered by the Ministry of Social Development. In this case, some potential employees were identified and their employment was conditional upon them completing the LSV programme prior to the residential induction programme.

Te Aratika doesn't routinely advertise vacancies through media and social media channels, although recently they advertised on TradeMe and received a good response.

Recruitment process

The Company Director manages the recruitment process and the selection of employees. Over the past two years, Connexis has provided support for the recruitment process by contacting candidates and arranging interview logistics. Other organisations such as the Waikaremoana Trust Board can also provide support for this process, for example, by hosting the interviews.

Selection criteria

Beyond a good attitude and honesty, the Director does not have any pre-determined selection criteria that the candidates are required to meet.

We don't have any conditions there is no preference for race, age or sex. All I ask is that they have a good attitude. I don't care if they are on drugs or alcohol. I don't care what their story is - they just have to be honest. (Director)

The caring - that's the big one. They don't mind who they are dealing with. If there is a spark of change she can see in them - she will take that. (Manager, Connexis)

In line with Te Aratika's guiding principles of providing a platform for change, sometimes preference is given to taking rangatahi who are parents. These boys especially are strongly encouraged to up skill as quickly as they can.

In general, I'll take the boys that have children because I am a great believer in "change the household." It makes it difficult because perhaps the Hawkes Bay is saturated and I've got work in Auckland but I just can't move the family... the guys that have kids I try to up skill them as quickly as I can. (Director)

3.4.Characteristics of new recruits

Previous history

When rangatahi come to Te Aratika, most have left school early; few have any formal qualifications and most have no previous work experience.

I met a sheila; had a kid; so knew I needed to get a job. Left school in the fifth form came straight here. (Rangatahi 1)

I'm 18. Had a job in the meat works. I was on a course and one of the tutors rung me up. I went for an interview and Ronnie gave me a chance. (Rangatahi 2)

I wasn't doing much. I wasn't working when I started here. I stayed in school to Year 13 but didn't do much. I heard about it through church. (Rangatahi 4)

I was unemployed but I was working at the marae doing tourism. When the tourists came in we were doing hangi for them. And I was also doing catering for cruise ships. I finished school in Year 11. (Rangatahi 5)

I left school in Year 10. I was doing a course – a building course in Porirua. Then I stopped and I was doing nothing. My girlfriend's Nan saw the Te Aratika poster in WINZ. (Rangatahi 7)

Left school in 2010 during Year 13. I didn't quite finish it. During school I was working for Rebel Sport and Briscoes. I actually got that job through school through a work scheme for Gateway - work experience. But then the work ran out. After that I was working for [company]. I was doing all sorts of jobs. They were ripping me off so I just stopped working for them. Then I signed up for the dole. (Rangatahi 6)

Because of their previous history, very few new recruits to Te Aratika are “work ready”.

They come in with a lot of issues and baggage. She [Company Director] doesn't mind that. She'll weed them out through the interview program and see whether or not their lifestyles can be changed by her and the company. And if it's possible, she will give them a go. I can appreciate what she is trying to do. She is trying to save lives really. (Manager, Connexis)

They are very green. They pretty much haven't done the work before. They come very gangster. (Site Manager)

I really can't stress enough that they are kids that would not otherwise get hired. If they did, it would be seasonal and that's all they would do for the rest of their lives. (Manager, Waikaremoana Trust Board)

They come with not much. Bad habits and immaturity. (Administrator)

Support needs? They come with nothing. They are colourful. They have no experience/qualifications. (Development Officer)

The problem is that they come with no licenses so they can't get on my digger until they have Tracks and Rollers⁵ and they can't do that until they have a full licence. (Company Director)

3.5. Rangatahi Development Model

The key components of the development model are illustrated in Figure 1 and include:

- induction
- intense pastoral intervention
- on the job-training
- support for rangatahi to study towards formal qualifications
- on-going development support
- support for rangatahi to progress and advance in the workplace.

Induction process

Prior to joining the work site, Te Aratika requires its new recruits (when time allows) to undertake a three week residential induction programme. The purpose of the induction process is to:

- expose them to the values, culture and practices of Te Aratika
- introduce them to the infrastructure industry
- give them basic knowledge required for the job and
- mentally prepare them to be work ready and site safe.

Over the last two years, Connexis has worked alongside Te Aratika to assist with the development and delivery of the induction programme. Table 2 shows that the induction programme is intensive and covers a wide range of both life skills and industry knowledge/skills. In addition to the content of the programme set out in Table 2, new recruits undergo full medicals during the induction process.

⁵ Tracks and Rollers is an industry qualification.

Figure 1 - Te Aratika - Rangatahi Development Model

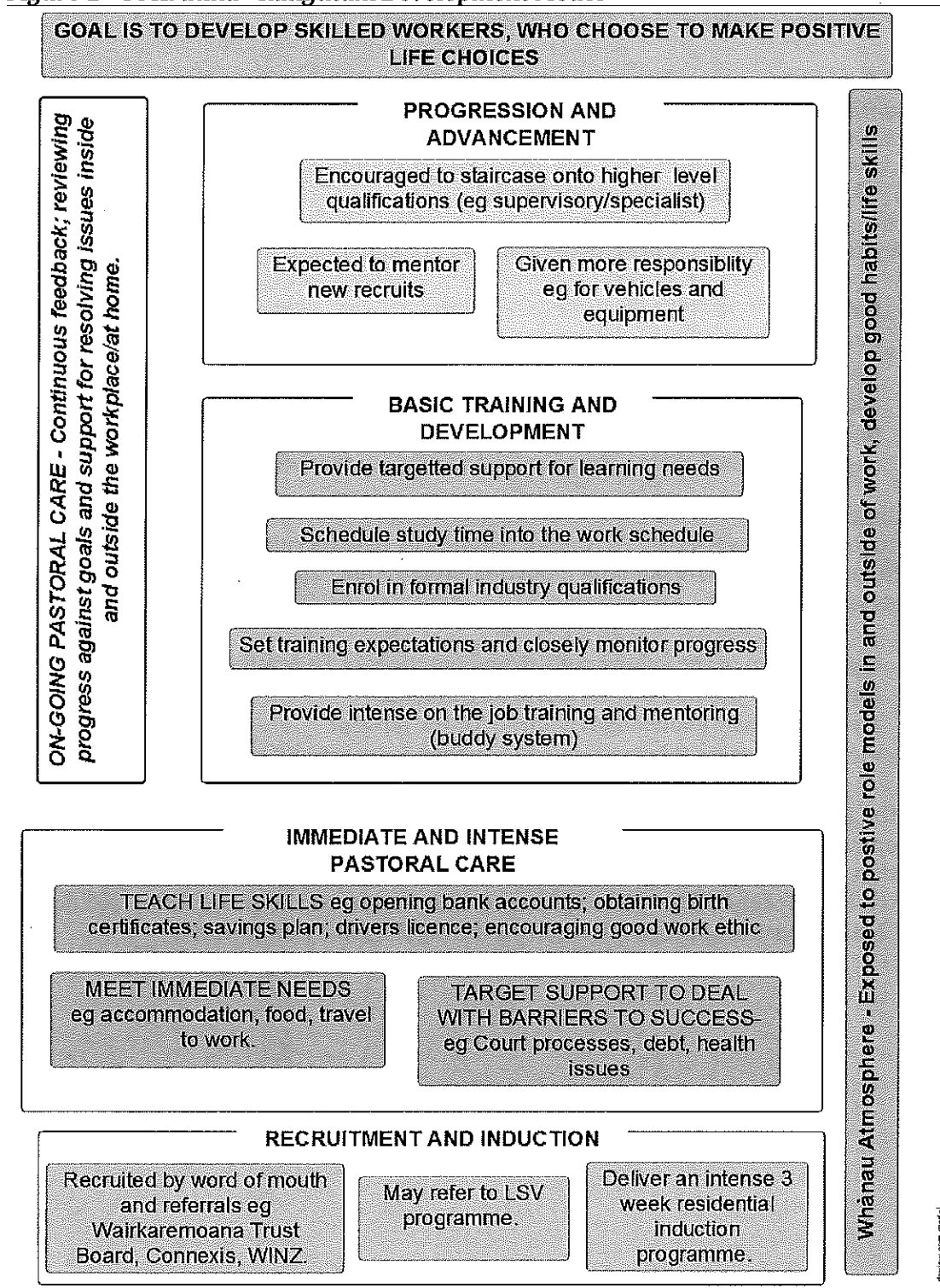


Table 2 - Content of the Te Aratika induction programme

Life skills	Industry Knowledge/Skills
Health and Nutrition (2 sessions) Hydration and Nutrition First Aid Advanced Training Maths quizzes Drug and Alcohol Awareness Communication Skills Leadership Skills	Small Motors Traffic Control 1 Traffic Control Practical Unit Standards ⁶ Radio Procedures Fundamental Knowledge of Earthworks Health and Safety (2 modules) Roadsaw Reading Plans – Theory As-built Plans – Practical Occupational Areas part 1 Occupational Areas part 2 SiteSafe Civil passport Apply Communication Skills on Site Introduction to Broadband Downer Jointing Course

Source: Te Aratika Induction Programme.

Most recently the residential induction programme has been delivered at Youth Quest - a character mentoring organisation.⁷

Te Aratika recognise the induction period as a critical time as many of the rangatahi are making positive changes to their lifestyles and some are detoxing from alcohol and other substances. The Company Director and the Development Officer ensure that they spend time with rangatahi during the induction period and then the first three months of employment. This is so that they can establish a relationship and identify any particular needs that individual rangatahi may have once they join the workforce.

This cadetship is in Wellington so I will spend a lot of time in Wellington because I know that I need to get them through the 90 days. They are detoxing and they are changing. You've got to break down those barriers. They have spent quite a lot of time in their lives pretending. It takes a bit to get the real guy. (Company Director)

⁶ US 6452 and US 20878

⁷ The overall desired outcome of Youth Quest - 'inspiring positive futures for all', is well aligned to the objectives of Te Aratika. Youth Quest programmes mentor young people through building on - independence, mastery, generosity and belonging. <http://www.youthquest.co.nz/>

Immediate and intense pastoral care

Because of their previous history and lack of work readiness, Te Aratika intervenes immediately when rangatahi enter the workplace and invests significant time and effort into providing pastoral care. In the early stages, Te Aratika takes a three pronged approach to supporting rangatahi:

- *meeting their immediate needs* – providing for the essentials of life such as clothing accommodation; food; travel to and from work and opening back accounts
- *supporting them to deal with barriers to success* – such as the consequences of past offending; unpaid fines and undiagnosed health issues
- *teaching basic life skills* – such as developing goals; starting a savings plan and developing a good work ethic.

This pastoral care is provided in the first instance by the Company Director who is actively involved with the induction of rangatahi. The Human Resource Manager and administrative staff also play an important role in providing pastoral care, particularly in meeting immediate needs.

In addition, Te Aratika has a Development Officer whose role focuses specifically on supporting the development of rangatahi and providing pastoral care and support to them especially throughout the first 12 months of employment. Engagement between the Development Officer and rangatahi begins in the recruitment phases where he provides rangatahi with information about what it is like to work at Te Aratika and introduces the values and expectations of the company.

Once rangatahi have commenced employment, the Development Officer works closely with the Company Director and Managers to identify where rangatahi may need additional support either within the workplace or to manage issues outside the workplace.

Meeting immediate needs

New recruits to Te Aratika often come from unstable living arrangements. Some lack basic necessities such as shoes and casual clothing. Many rangatahi require support with basic life skills such as getting to and from work and finding secure accommodation. Often the rangatahi have very low levels of literacy and need support, for example, with filling out forms; accessing birth certificates and opening bank accounts.

They need support with basic life skills like: getting to and from work; accommodation, accessing their birth certificates; opening back accounts and proof of address. Simple things that people take for granted are all a challenge. (Human Resource Manager)

Many of the new recruits (outside of Napier) are provided with rent free accommodation and meals. In Wellington and Auckland, Te Aratika has established two homes which accommodate around ten rangatahi. The homes have 24/7 supervision and meals are provided for the rangatahi.

The Company Director sees a number of advantages to housing rangatahi. In a practical sense, it means that the rangatahi are work ready (they have stable living arrangements, are well fed and have easy access to and from the work sites). During their stay in the accommodation, they are also exposed to positive role models who have been through the same experience as them.

What normally happens is that when they are in the place [accommodation provided by the company] they'll eat as if there's no food. I think it takes them 6 or 7 weeks before they figure out that they are not going to run out of food. You can really see, it's not just one but every time. They are all catered for. What's the greatest advantage is that they are coming into a home that has more youth that are successful... I guess the model with these kinds of boys is that we house them so that we can grab hold of them and instil in them a way of thinking that actually enables them to grow. (Company Director)

When we live with them we can help them outside work. If they are doing things that effects their time or progress with us then we make it an issue and it gets bought up and they get extra care. (Administrator)

While Te Aratika's primary focus is development of the rangatahi they employ, they recognise the impact that whānau can have (both positive and negative) on the way in which rangatahi perform in the workplace. This research has identified a number of examples where Te Aratika has engaged with, or been cognisant of the needs of whānau. One example is the Company Director engaging with whānau prior to employment.

The other issue is that a lot of the boys are teenage and/or single parents. We have got to work through those issues as well. Te Aratika tries to make sure that their whānau are set. [Company Director] makes sure that they are taken care of, and thought of, before this person starts work. This is to the point where she will go and sit down with them [the whānau] at night and go through budgeting with the whole whānau to make sure that this fella is not going to show up every second day or go missing. The whānau know what this boy is in for and the better things that it will bring to the whānau. (Manager, Connexis)

The company also takes into account any wider whānau issues during the regular appraisal process.

They do an appraisal every six weeks. Part of that is making sure that their whānau is alright. It is either four or six weekly. [Development Officer] works with them. His job is to go around and set their goals, work and personal goals, and then make sure that they are on track to achieving them. It's only

small goals at the start. At any stage should there be a problem, whānau location or anything, then they will deal to that straight away. They won't let it fester. (Manager, Connexis)

Similarly, the company is mindful of the commitments of rangatahi who have partners/children when relocating staff. Often they will endeavour to place rangatahi who are parents in the same location as their partners and/or children. If business needs prevent this, rangatahi are given support to regularly visit and maintain contact with their whānau.

Examples were also given of where rangatahi were relocated as a result of a change of circumstances of their whānau. One such case was of a rangatahi who had been relocated to another city. [REDACTED]

[REDACTED] The Company Director saw this as an indication of an improving relationship with his whānau and so arrangements were made for him to relocate back to his home town.

Support to deal with barriers to success

s 9(2)(a) OIA

When rangatahi commence employment with Te Aratika, they often bring with them issues that have the potential to limit their success in the work place. It is common for the rangatahi to have a history of offending and be engaged with the justice system. Related to this, rangatahi also often arrive with significant debt and/or unpaid fines.

Te Aratika supports rangatahi to work through any unresolved issues with the Courts for example by attending Court with them and, where appropriate, advocating for them; working with them to set up a plan to address unpaid fines and transporting them to and from appointments with their probation officer.

Just generally talking to them. Finding out where they are at and where they want to go. We generally start helping with stuff like houses. Take them out of their home environment so they can have a fresh start. Take them to their Drs appointments and stuff like that. A lot come with previous court arrangements and we generally help them through. (Supervisor)

The other issue is Court appearances. [Company Director] will take each of them to their Court appearances and get them on the right road. She'll tell them that the job is not a surety – "You have got to sort yourself out and make up your mind to which way you want to go." (Manager, Connexis)

Through positive role modelling, Te Aratika also encourages rangatahi to make positive life choices and pursue healthy life styles.

They are good people. They help you a lot. They are real supportive. They tell us to stay away from bad things like don't drink and drive. The rules and all that stuff are good. (Rangatahi 7)

Te Aratika is also concerned with the health and well-being of rangatahi. Often the pre-employment medical examinations identify previously undiagnosed health issues, such as poor vision/hearing. Te Aratika will intervene where required to address these issues.

s 9(2)(a) OIA *A lot of them come with health problems - poor eyes, ears, stigmatism, colour blind and I see these alot. I have to accept it.* [REDACTED] *Unless technology changes he is stuck in his position. That has affected his learning. You can see why this kid was a problem kid. There are reasons that they have never understood. He didn't realise that he could not see very well because for him that was normal.* [REDACTED] *There are some boys - they just have to have that care.*
(Company Director) s 9(2)(a) OIA

Rangatahi may also have issues with substance abuse (in particular, alcohol and/or drugs).

It is always compulsory for employees to get a health/drugs test. If they fail then their job is gone. The biggest problem is drugs for the boys. When they come here this is a platform for change. Te Aratika lay out the path for them. We tell them "If you go outside these boundaries, we will let you go". They drop their head if they fail a drug test. There are random tests - recently two failed instantly. We hate losing people but we have to let them go. I do follow up with the boys. They talk about gaining their license or skills they have learnt. (Development Officer)

Basic life skills

Once the immediate needs of rangatahi have been dealt with, the Te Aratika team set about helping rangatahi to develop foundation life skills. During their trial period, the Company Director regularly engages with rangatahi both as a group and as individuals about their personal goals and aspirations. During this process a big emphasis is placed on values and life skills. An example of goal setting would be setting a goal of achieving their full licence within the two years and breaking down the various steps required to achieve that.

I go for my learners on Monday. Then restricted, full license. Class four is driving a big truck. (Rangatahi 6)

In addition, all rangatahi are strongly encouraged by the Company Director and supported to develop budgeting skills and implement a savings plan. In the first instance, savings are put towards paying off debt. From there rangatahi have used their savings for such things as the purchase of a vehicle or for a deposit on a house.

She's trying teach them budgeting and how to get themselves out of debt. Then they can save and better themselves. Te Aratika is a platform for change - doing better for yourself and your family. She is supporting them all the time. (Development Officer)

I haven't had one kid that comes to me not in debt or in trouble with the law. Having a savings plan enables them to pay that off. It enables them to put a plan together. And then we empower them with a passport or a license - you know things that empower them - things that someone else would just take for granted. (Company Director)

Basic training and development

On the job training

From the moment rangatahi are inducted, Te Aratika places a strong emphasis on on-the-job training. A buddy system operates, whereby rangatahi are placed with and mentored by experienced staff.

The on-the-job specialist stuff - the cadets are getting this from the more experienced guys in the crew. We are tertiary, so for me it is really important that the boys [staff] recognise to keep the bar up. Permanent staff have a huge role. They do really well mentoring the boys and giving them the support. (Company Director)

We have a buddy system. Cadets always with work people that are competent in what they are about to learn and they stick with that until they are competent and safe themselves. There are mainly two types - the reserved one who stands back and lets everyone else do it and then work their way up. And then there are the others who just want to take it all on at once. A lot of them don't have a work ethic or a drive yet so it's basically finding what drives them. (Supervisor)

Rangatahi reported that they found the buddy system to be a positive experience.

They teach us before we do it ourselves. We are mentored by the supervisors. They are pretty good. Once you know what you're doing they will set you a task to do. (Rangatahi 4)

The buddy system means that we will team up with the experienced ones. Then they will go through it with us. They will show us first. Then they will give us a go and if we are not doing it right then they will take it back off us and do it again. It's practical. They guide us through what we need to do. (Rangatahi 6)

You can always get someone with more experience to come and show you easier ways to do things in the job. We help each other as we go. (Rangatahi 2)

Right from induction rangatahi are taught the importance of teamwork.

We get them to run and see what character they've got. It's the fastest way. You've got those that are fit and those that aren't fit. We want to see who plays as a team. We see who wants to run ahead and be a show pony. See

who the ones at the tail are. Cause if the show ponies' get here first and say "I got here in this many minutes," we say "Well where's your team?" So we start teaching them from Day 1. The goal is to get the last person here the same time as you get here. (Site Manager)

They do it from the time the guys walk in at the start of the day. They foster that team. It's always about the team. It's making sure that the same guys who started off the day come back for the debrief at the end of the day. (Manager, Connexis)

A key theme to emerge from the interviews with both managers and rangatahi was the strong learning culture within Te Aratika.

It might be frustrating, not everybody can work with youth. It's daily. It's about teaching them that they are going to make mistakes again and again. They have to mature - their whole mentality towards work. It's very rare that I get a young boy who is actually switched onto work. (Company Director)

The boys are really well looked after. A lot of organisation... Our trainees are always with someone and they are really well looked after. She takes them on like her own. They are still kids and she allows for that. They are still maturing and that there are going to be slip ups along the way. Whereas, with a lot of organisations one slip up and you're gone; especially our kids. (Manager, Waikaremoana Trust Board)

Inherent in the approach to on-the-job training, much emphasis is placed on communication within the workplace. Every site has a Morning Meeting Protocol (MMP) every morning. During this time, crews are given feedback on their work from the previous day and are briefed on the expectations for the day. All staff have the opportunity to raise any issues concerning them, including issues that may be creating negative dynamics on the work site. Any staff who don't feel comfortable raising an issue in the meeting can write and submit a note. The issues are then reviewed by the management and Company Director and are prioritised and responded to.

Usually we don't have issues because we talk about and bring up everything. Even though it's uncomfortable that's our culture. (Administrator)

Daily - they have their MMP briefing. If they can't say it they are able to write it and put it in a box. Then we sit down and address it with the guys. Everything is documented. Once they have had their say it's finished. They don't hold onto it. It's a good way for them to understand that this is my job from today; this is my mate's job and we are working as a team. (Development Officer)

Through their interviews, rangatahi themselves often identified one of the most important skills they had learnt was how to communicate better with people (refer section on rangatahi outcomes).

Formal Industry Training

Te Aratika places a strong emphasis on formal training as a means of developing their staff. Investment in training begins during induction and is on-going. Te Aratika supports the attainment of formal qualifications by scheduling time and space for rangatahi to undertake their study. Once a fortnight, rangatahi are released from work sites on a Saturday (and occasionally during the week) for 2-3 hours to undertake formal study.

As indicated above, most rangatahi come to Te Aratika with no formal education qualifications. For many of the boys, poor literacy is a significant barrier to obtaining formal qualifications so the company provides hands on support and assistance for rangatahi who are struggling with literacy. Te Aratika provides a very structured and supportive training approach that is delivered in a way that targets the learning needs of rangatahi. They also monitor closely the progress of rangatahi to ensure that are progressing through their qualifications in a timely way.

The fortnightly study sessions are facilitated by administrative staff and supported by Connexis (for example by providing trainers to facilitate sessions). Administrative staff also liaise regularly with Connexis to ensure the rangatahi are on track to achieve the training standards.

I get a trainer in there to deliver those fortnightly sessions who can cater for any literacy or numeracy needs. The trainer will break it down into easy to understand packages. The other option is working through our [Connexis] work books. They get two folders (a pack full of unit standards) and they have to crunch away through those units in their own time. That doesn't work for Māori it is not a good option. I send trainers in that have an understanding of adult literacy and Māori literacy so that they can cater for them. (Manager, Connexis)

Its paperwork [the study] and no one likes it but it's something we do as a group so it's not so bad. We have a standardised qualification that they do on the work site and then we encourage them to go on to other things. They are successful in reaching their goals. We give them as much support as they require. If they need someone to sit and read with them we do that and break it down even more than the book. (Supervisor)

Accredited qualifications

As a first step, new recruits to Te Aratika undertake a National Certificate in Infrastructure Works. This is a NZQA accredited, Level 2 qualification. It provides an introduction to the industry and is focused on basic operational skills.⁸ Completion of this qualification usually takes around nine months.

To facilitate the training and development process, Te Aratika has two NZQA accredited assessors and a verifier.

The verifier is the operations manager and so we train everyday on those things. What's neat about those trainings, horizontal drilling in particular, is that we were involved with getting that up and going. A lot of that stuff that's in there coincides with our own health and safety requirements. So we are just teaching our manual that actually reiterates what our company practice already is. (Company Director)

The National Certificate in Infrastructure Works is completed through the recognition of relevant work skills and knowledge, which are gained on the job. The trainee collects evidence of these skills and knowledge in a workbook, for verification and assessment against unit standards by an approved assessor.

They are always on the go. All the supervisors know the evidence that is required to meet the standards. So we run a session on the Saturday and from the Monday the trainees are gathering evidence as they are working (like taking photos). (Manager, Connexis)

Beyond the National Certificate in Infrastructure Works, the type of qualifications rangatahi progress onto, are aligned to their roles in the workplace. Training progression can also be determined by whether rangatahi hold required prerequisite skills/qualifications (for example, there are some industry qualifications that can only be pursued if candidates hold a full drivers licence).

Some rangatahi progress onto National Certificate in Civil Construction Works (Horizontal Directional Drilling)⁹ which is also a NZQA accredited qualification (Level 3).

⁸ This qualification is for people who are just starting out, or moving to infrastructure from a different industry. It includes some basic important skills such as health and safety, equipment operation and maintenance.

⁹ Horizontal Directional Drilling has developed as an important trenchless technique for installation of new underground utilities, such as water, wastewater, energy and communications. The advantages of Horizontal Directional Drilling are widely recognised for work in built-up or environmentally sensitive environments, where excavation is not possible or would cause major disruption.

Horizontal Directional Drilling has three strands to it. They will do a strand over continuous years. They will do the bulk of the qualification in the first strand, which gives them the qualification. Then they will pick up the two other strands as they get promoted within a group. They will do operator (operating the drill), they will do locator (follow the drill when it goes underground) and then supervisor (responsible for looking after the drill crew). So, they will get the qualification then they will work away on each strand. They can slowly move up. (Manager, Connexis)

Those who complete the Horizontal Directional Drilling qualification with the Site Supervisor strand, or those who want to move into a supervisory role, can progress to Connexis's Level 4 or 5 infrastructure supervision qualifications.

Progression and Advancement

One development strategy employed by Te Aratika is to rotate rangatahi between their three regional sites (Hastings, Auckland and Wellington). This is beneficial to the development of rangatahi as they gain experience and new skills working on different types of projects and in new locations. They are also exposed to new mentors and have the opportunity to extend their networks. For some rangatahi who have issues outside of work, relocating to a new city provides an opportunity for a fresh start.

You see branch managers and supervisors from other branches noticing them because they fly from space to space and they try and convince them to stay there. From the first lot of cadets that we put through there is about 3 in Auckland and a couple in Wellington. They were supposed to be based in Napier but they moved. It's all fun just the way it works. (Manager, Connexis)

Twice a year, the Company Director meets with rangatahi about progress with their development. This includes an open conversation about future pathways, remuneration and the link between remuneration, qualifications and experience.

I've got an open salary structure so they can actually see their goals and how to get to wherever. I'll look for courses and I also say to them "What do you want to do? Well find me a course!" So I empower them. If they really want it, they go into the office and get on the computer after work and they will find what they want. (Company Director)

Rangatahi are encouraged to develop their potential and those who are ready, are strongly encouraged and supported to develop their leadership skills and consider management training.

From the start we tell them that that's where we want them to be. That we want them to progress to be up to the level of their instructors, so they can be up to their level and can teach others who come through. The original cadets shone and delivered. They are passing on the knowledge. (Supervisor)

It's all about stepping and up skilling including in literacy and numeracy – skill them up for management. Some are scared. They ones you want to really take are scared and afraid – they need constant support and encouragement.
(Development Officer)

Pro-active and preventative pastoral care

A key feature of Te Aratika's development model is that pastoral care and development support are provided on an on-going basis, even as rangatahi mature and become more experienced in the role.

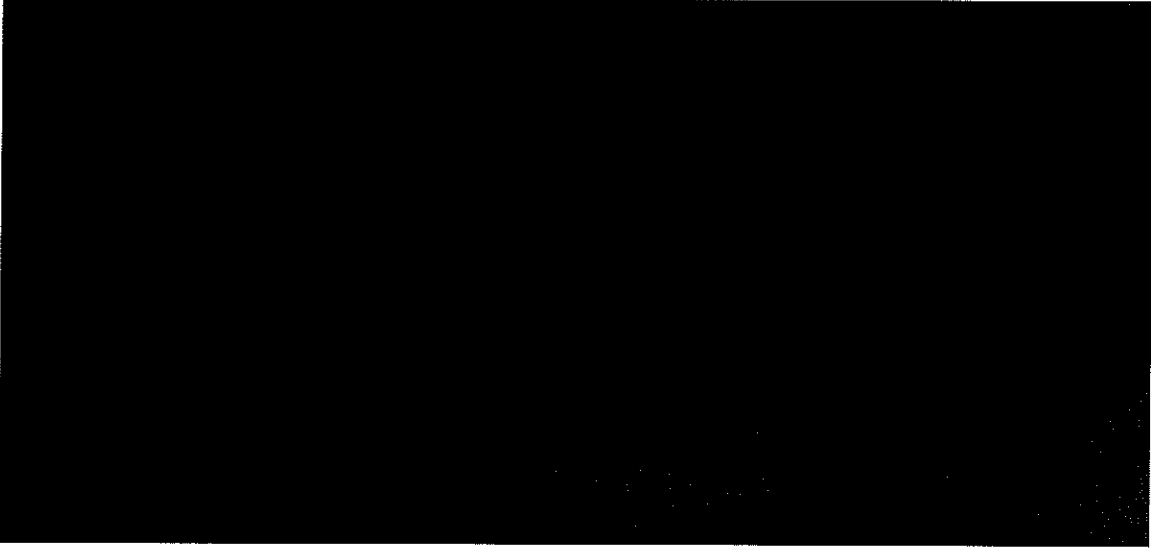
Support around them, is really important cause then you know their life outside the jobs and then we can cater for them if they need help. The support around the boys is big. If they don't show up to work – we ring them or their partners then drive over there and get them. (Development Officer)

This approach means that Te Aratika takes into account issues that rangatahi are dealing with outside the workplace. For example, one rangatahi hadn't been to work for some weeks and hadn't communicated with Te Aratika as to why. The Development Officer made a call to the rangatahi (who was located in another city) and established that due to whānau issues he was caring solely for his young baby. The Development Officer encouraged him to make contact with his manager and they are now working to support this employee so that he is able to get back to work.

3.6.Support from other agencies/organisations

As indicated above, Te Aratika has established a collaborative working relationship with the Waikaremoana Trust Board, Connexis and Youth Quest in relation to rangatahi recruitment and induction.

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Te Aratika has on occasion also received a small amount of funding from the Ministry of Social Development. Funding support is determined by the length of time that the rangatahi who has been referred has been unemployed.

3.7. Summary

In summary, the key features of Te Aratika's development model are that it is:

- holistic – it focuses on the total well-being of rangatahi (including welfare, health, education and employment needs) and is cognisant of the well-being of whānau
- responsive – it responds to the individual circumstances and needs of rangatahi
- on-going – rangatahi are able to access pastoral care and development support regardless of their level of experience and as their needs and circumstances change over time
- delivered collectively – staff work together to ensure that rangatahi receive targeted and timely support.

4. Rangatahi Outcomes

4.1. Introduction

This research has identified that rangatahi experience a range of positive outcomes during their employment with Te Aratika including:

- increased life skills – such as financial literacy and communication skills;
- reduced involvement in negative social behaviours – such as offending and drug/substance abuse
- personal growth – such as experiencing pride in their achievements; increases in confidence, self-esteem and maturity
- increased employability – through increased industry knowledge; increased work skills and experience and the attainment of formal qualifications.

Whilst the starting point and subsequent journey of every rangatahi is unique, most experience the full range of outcomes identified above (to a greater or lesser degree).

The achievement of these outcomes tends to be incremental and the benefits accrue over time. This section describes the types of outcomes that rangatahi tend to experience: after three months, after 12 months and beyond two years. It also presents a vignette of a rangatahi who commenced employment with Te Aratika two years ago to illustrate the impact that being employed by Te Aratika has had on his life. His name has been changed to protect his anonymity.

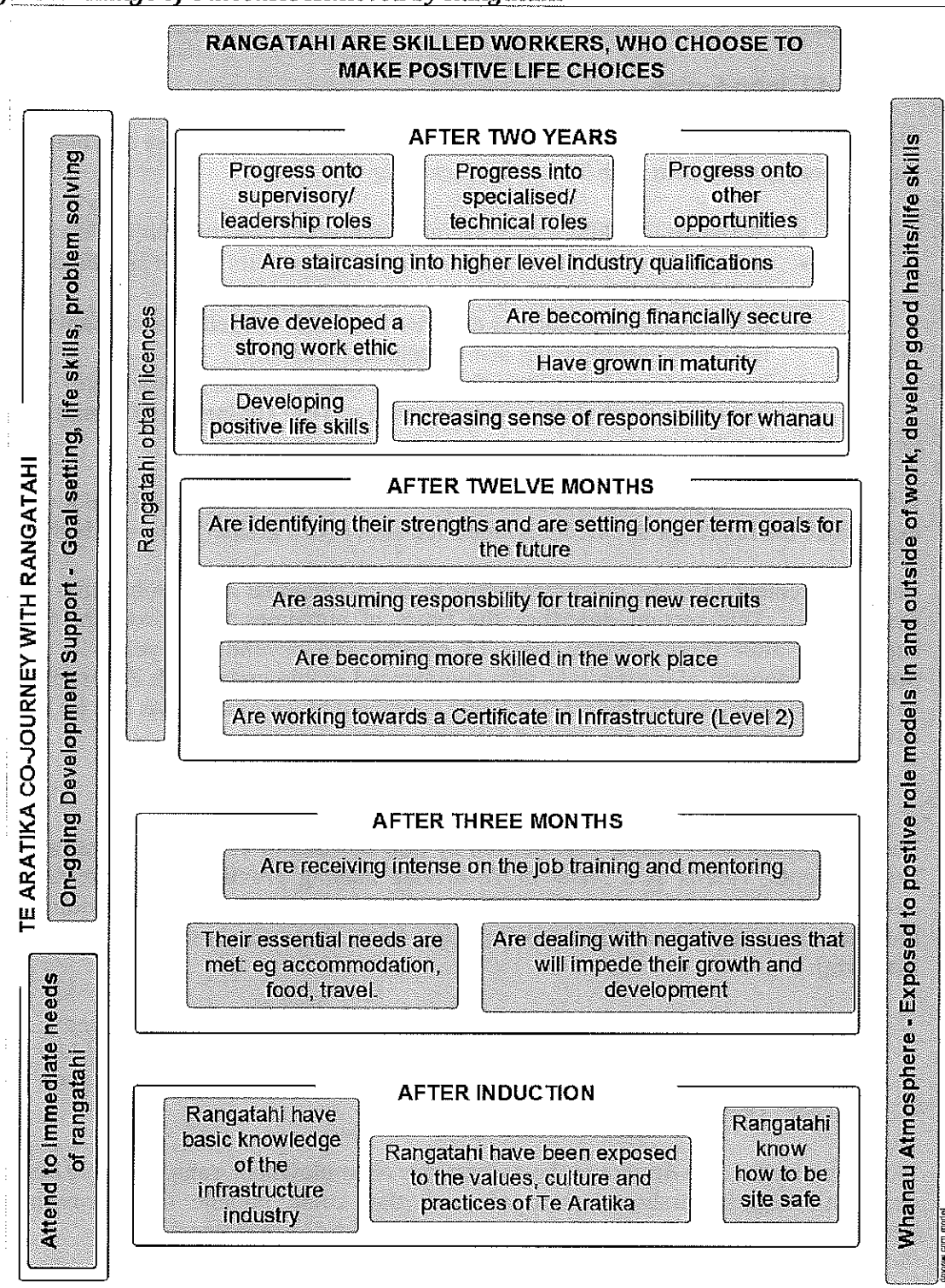
4.2. Outcomes after 3 months

The first significant outcome experienced by new recruits to Te Aratika is stable living arrangements. This is as a result of Te Aratika making provision for their essential needs (such as accommodation, food and travel). Rangatahi also begin to acquire basic life skills such as financial literacy (opening bank accounts; budgeting and savings planning).

Things are starting to look better. They [Te Aratika] give me heaps of support. Whenever I'm down they will ring me up and [the Development Officer] will come over. I'm on a five year plan with [the Company Director] – saving \$200 a week. (Rangatahi 1)

With support from Te Aratika in the early stages of employment, rangatahi also begin to deal with negative issues outside of work that could impede their growth and development (such as Court appearances, sentences and unpaid fines).

Figure 2 - Range of Outcomes Achieved by Rangatahi



Increased knowledge of the infrastructure industry begins during the induction phase where rangatahi are introduced to the industry, and attain some basic industry qualifications (such as Traffic Control unity standards). On completion of induction, rangatahi are equipped with knowledge about how to be site safe and have an understanding of the values, culture and practices and expectations of Te Aratika.

After induction there are huge changes. A lot of it is down to personal appearance. They hold themselves better. (Manager, Connexis)

As a result of on the job training and mentoring, within the first three months of employment, rangatahi develop working knowledge of their role and are beginning to develop foundational industry based skills and experience.

4.3.Outcomes after twelve months

Within twelve months rangatahi become far less likely to engage in negative social behaviours. Rangatahi are aware that Te Aratika has a zero tolerance of drug/substance use. Those who participated in the research who had a previous history of offending, often reported not having re-offended since joining Te Aratika.

I haven't been in any trouble since I've been here. It's changed me heaps. I've matured heaps. It's just the way they do things... just them giving us a chance really. (Rangatahi 2)

Improved communication skills

Stakeholders reported that after 12 months they tend to observe improvements in the social skills of rangatahi as well as their communication skills. Rangatahi themselves also reported that they were better able to relate to and mix with people from a range of backgrounds.

I was in a gang but I've been working with other boys who are in different gangs. We are tight as a team. (Rangatahi 1)

Rangatahi also reported that they become more confident communicators both with internal stakeholders (such as peers and staff) and with external stakeholders (such as members of the public in the communities that they were working in.

What do I like best about working for TAT? I just see myself changing – I'm not a boy anymore. Even just talking to people was really hard for me back then. (Rangatahi 3)

I used to be a really silent dude before I started here. I didn't really like talking to people. I like talking to people now – it's alright. (Rangatahi 3)

Within twelve months, rangatahi are becoming more skilled within the workplace and many have assumed responsibility for mentoring new recruits.

After twelve months - that's where the cadetship starts to kick in 'cause that's when they go to being a real member of the team. From the first set of cadets¹⁰, there are two who are in my team leader roles - they run teams themselves. (Supervisor)

He just wants to mentor more. I think he thinks of himself as being there the longest and takes responsibility. Just like I said he's not just worried about himself. It's a whole lot of different things. (Mother of Rangatahi)

Over that first year, all rangatahi will work progressively towards a Certificate in Infrastructure (Level 2). As part of the on-going performance review process they, will be beginning to identify their strengths and set longer term goals for the future (both in terms of their careers and their personal goals).

It is over this twelve month period that staff and external stakeholders begin to observe growth in the self-esteem and confidence of rangatahi.

Confidence levels change. Attitudes; visions; they change heaps and still have heaps more that they can learn. (Human Resource Manager)

The outcomes are huge. Their confidence - they come back all matured. They pop in - big smiles. They really appreciate the opportunity that [Company Director] has given them. It's not just a job; it's a career. (Manager, Waikaremoana Trust Board)

One of the strongest themes to emerge from rangatahi is the sense of pride they felt in their achievements since working at Te Aratika. Particular sources of pride included: achieving their drivers licence; mastering skills on the job; being given the opportunity to mentor new recruits; being given the opportunity to develop more specialised skills (such as drilling) and working towards financial security.

I never thought I'd end up with a job like this. Now I feel pretty good - proud. The most important things now are work and family. (Rangatahi 3)

I still see myself still here in five years' time. It makes me feel really proud what I've done in my job. Later on I can tell my kids "I've put that internet in or power in that house". And once I get my Class 2 licence - that will be awesome. (Rangatahi 1)

How does it make me feel? It makes me feel really good. Most of my mates ended up as painters or have no jobs. I remember we used to walk to school and they would say "One day I'm going have a job like that driving those diggers" and then I got the job. (Rangatahi 2)

¹⁰ The first cadets supported through the Cadetship Programme administered by Te Puni Kōkiri commenced in 2012.

Rangatahi often attributed these positive outcomes to those at Te Aratika who had given them a chance.

Te Aratika has really helped me quite a bit. I don't reckon I'd be where I'm at without their help. (Rangatahi 3)

As a result of Te Aratika's investment in training, rangatahi who join the company with very few, if any, qualifications steadily achieve formal qualifications. Table 3 shows how Te Aratika staircases rangatahi through the various levels of drivers licences. By way of example, it also lists the formal qualifications achieved by 14 Te Aratika cadets over the last 2 years. Out of 14 cadets, 11 had attained a Certificate in Infrastructure Works (Level 2) and the remaining three cadets were working towards it.

Table 3 - Qualifications achieved by cadets

Qualification	Obtained prior to joining Te Aratika	Obtained while at Te Aratika	Currently working towards	Future goal	Not applicable	Total
<i>Class 1 Drivers Licence</i>						
• Learners	3	9	2	-		14
• Restricted	1	8	-	5		14
• Full	1	5	-	8		14
<i>Class 2 Drivers Licence</i>						
• Learners		2	1	11		14
• Full		2		12		14
<i>Defensive Driving</i>	1	6	2	5		14
<i>Infrastructure</i>						
Certificate of Infrastructure Works Level 2		11	3			14
Jointing		14				14
Traffic controller		12		2		14
Site safe civil		9	3		2	14
Unison induction		8			6	14
First aid		7	7			14
Wheels		6		8		14
Tracks		6		8		14
Rollers		6		8		14
Forklift	2	4		8		14
Excavation and Reinstatement				11	3	14
Horizontal Directional Drilling				3	11	14

4.4. Outcomes after two years

It's after 18-24 months that the gains in self-esteem and confidence begin to accrue and staff and stakeholders begin observe rangatahi grow in the maturity. Alongside this comes an increased sense of responsibility for whānau.

A lot of them grow up really – its maturity. I guess they have vision of where they can go so they are a bit more onto it. (Supervisor)

The biggest change would probably be the growth – some faster than others. A lot are here because they want to change; not only in their careers, but at home with their families etc. It's just giving them the platform for change. (Development Officer)

The way he reacts with his family – he's changed. Before he started with Te Aratika the most important thing was himself. He was really self-focused. He had no money and didn't want to ask. His family is most important to him now. I think he's going to be alright. (Mother of rangatahi)

Drinking and friends were the most important things to him. He didn't feel positive about his future 'cause he didn't have any qualifications cause he dropped out of school. So he didn't have any plans or anything. Now he's way more positive because he has qualifications and he has a good job and he is earning good money and stuff. He knows that he can probably go further than what he thought before. I know his family is proud of him for getting out of Hastings and not getting caught there doing nothing. I've noticed heaps of differences. He's changed heaps. He's more mature. He's grown up heaps. I know they give him support. I think there's [Company Director] he would talk to if he had problems. He likes her and his work friends. I know he likes it. He's proud of it. (Partner of rangatahi)

Rangatahi themselves also reported that their priorities had changed since they had joined Te Aratika and they had become positive and optimistic about their future. They also reported having a more positive attitude on life and feeling much more optimistic about their future.

It's kind of changed me from being a follower of the sheep. It's made me look at the wider picture instead of what's in front of me. It did have an effect on my whānau. Before I started working here, I was focusing on alcohol, rugby, girls and gangs. Future? Most important thing is my kids. (Rangatahi 1)

Before coming here, my priorities were alcohol and the bros. I wasn't really fussed about my future. I was living for the present. I feel like I've got a better chance for a better life now. The most important thing for me now is family. (Rangatahi 3)

Before starting here, the most important thing was family. I'm tight with family. But I wasn't as positive as no because I didn't know what I was going to do. Now I can see a good future for me. I want to carry on this job and

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After two years, rangatahi are beginning to develop to their true potential. Some are beginning show their leadership potential and all are strongly encouraged to look to the future and take advantage of development opportunities.

At six months they have really melded into the crew so there is a lot of comradery within different crews... After 12 months they are starting to make a name for themselves in a role. Through their constant appraisals and goal setting you see the stand out ones start performing....It's been two years I am starting to see them now coming through those leadership programs. They have come through as a leader. They have also developed as a mentor for those new cadets. They are able to mentor the young ones into making right choices and studying hard, picking up the culture of the company. (Manager, Connexis)

A number of the rangatahi who were interviewed, talked about the encouragement they had received to progress in their careers.

She's talking leadership and stuff like that. I don't know - she can see it but I don't really see it at the moment. She just loves to push. It feels good cause I go home and tell my Mrs and she says - "Just do what they tell you and listen to Ronnie". (Rangatahi 3)

Ronnie just wants me to keep going up. I don't want to go back to the old days. Just the way I look at things now is different. I look at life differently and try and be more positive about stuff. (Rangatahi 2)

Some rangatahi who have been identified as having leadership potential, have recently had the opportunity to enrol in Mana Whakatipu - National Certificate in Business (First Line Management). Mana Whakatipu is a leadership programme designed specifically for Māori in a supervisory role looking to advance their careers in the infrastructure industry.¹¹ Te Aratika has also supported some rangatahi to attain Tama Toa¹² and

¹¹ Mana Whakatipu provides the opportunity to develop leadership and communication skills alongside people in similar roles. The programme is delivered in the unique environment of Waiouru Military Camp, embracing the kaupapa of Mana Whakatipu.

¹² Tama Toa and Wāhine Toa focus on communication in a culturally diverse workplace; Conflict management; team leadership; vision and strategy; managing stress; presentation and promotion of self as a leader.

Wahine Toa¹³ – both National Certificates in Business (First Line Management). These are leadership courses designed specifically for Māori men and women in junior to mid supervisory roles looking to advance their careers in the infrastructure industry.

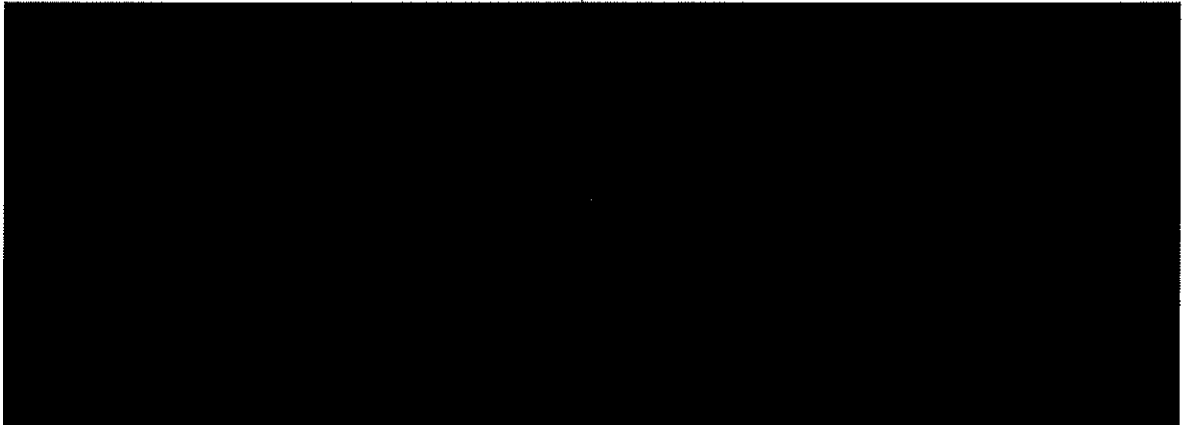
4.5. Tane's journey

The vignette which follows, attempts to capture the journey of one rangatahi who joined Te Aratika as a [REDACTED] His real name has been changed to protect his anonymity.

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REDACTED



In terms of future goals, [REDACTED] first priority is to get his full licence and in the longer term he would like to travel overseas.

[Company Director] talked to me about my plans for the future. When I first started I achieved my short term goal of getting a job. I would like to travel anywhere past Aussie. It makes me feel pretty good. I've got something to wake up to now.

5. Key Success Factors

5.1. Introduction

Many of the rangatahi recruited by Te Aratika would be considered by other companies to be unemployable. Te Aratika has demonstrated that over time, and with intensive pastoral support, strong mentoring and structured training, that at risk rangatahi have the potential to grow and develop into productive and loyal workers.

From the series of interviews with internal and external stakeholders, four key factors have emerged as key to the success of Te Aratika's development model including:

- the **clarity of vision** and the **collective commitment** of staff within Te Aratika to provide at risk rangatahi a chance to turn their lives around
- the willingness of Te Aratika to invest in the provision of **intensive pastoral care and development support** for rangatahi
- the **organisational culture** within Te Aratika that **affirms and uplifts rangatahi**
- the strong commitment of Te Aratika to invest in **an intensive training and development programme**.

5.2. Key success factors

Clarity of vision and collective commitment of Te Aratika staff

As a company, Te Aratika has a vision of providing an opportunity for vulnerable/at risk rangatahi to turn their lives around. While this vision is strongly articulated by the Company Director, this research has found that it is a vision that is shared across the company from senior managers, through to supervisors, team leaders and administrative staff. Every Te Aratika staff member who was interviewed articulated this vision. Further, all staff referred to the concepts of 'platform for change' and 'co-journeying' with rangatahi and gave examples of how they, in their roles applied these concepts.

Supporting rangatahi to change their lives for the better requires significant commitment and investment. For Te Aratika and its staff, the return on their investment is the satisfaction they feel in seeing rangatahi turn their lives around and beginning to develop their true potential.

As long as I can remember, we have always wanted to help upskill people. A lot of the problem with the people at risk is that they don't get a chance to get pulled out of it. They get stuck in the cycle. Then when you pull someone out of it, they tend to give more than people who had it. They have a different kind of

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drive. With cadetships, it's a platform for change so we have to give them somewhere to start from. They tend to pick up their skills fast which helps us on the work site and we all get a kick out of seeing people succeed.
(Supervisor)

Provision of immediate and on-going pastoral care

External stakeholders attribute much of the success of the Te Aratika development model to the ability of the Company Director and the wider staff to:

- see potential in at risk rangatahi
- to relate to their circumstances and identify their development needs
- target pastoral care in a way that meets their needs.

Te Aratika invests significantly in providing intensive *pastoral care* to rangatahi. Initially this support is focused on meeting the immediate needs of rangatahi (such as clothing, accommodation, food and travel). If required they also provide intensive support to rangatahi to work through issues that may affect their success in the workplace (such as Court appearances, probation, paying off fines).

Beyond meeting the immediate needs of rangatahi, Te Aratika sees it as their role to support the broader personal growth, development and advancement of rangatahi. From the outset Te Aratika places much emphasis on goal setting, promoting healthy life styles and making positive life choices. As rangatahi mature and grow, on-going support is provided for them to continue working towards their aspirations and manage any issues that may be hindering their progress inside and/or outside of the workplace.

Culture that affirms and uplifts rangatahi

There are a number of key features about the company culture within Te Aratika that, combined, create an atmosphere that affirms and uplifts rangatahi including:

- a strong whānau atmosphere
- a strong learning culture
- a culture that emphasises the importance of positive relationships and values open communication
- a strong team culture
- a culture where hard work is recognised and achievements are celebrated.

External stakeholders considered that the *whānau atmosphere* that is generated by Te Aratika, both inside and outside the workplace, is a key factor that supports the growth and development of rangatahi.

The huge difference between this company and any other is the amount of whānau support within the company. I mean [Company Director's] whānau

her brothers and sisters, her nieces, her own kids and nephews they are just one tight group. Whānau run - well and truly. (Manager, Connexis)

We take them to probation, medicals, and if they are sick doctors' appointments. You do cover everything but they are whānau and [Company Director's] moto is "He aha te mea nui o te Ao? He tangata, he tangata, he tangata". (Administrator)

Rangatahi themselves also identified the whānau atmosphere within Te Aratika as one of key things that appeals to them about working for Te Aratika.

It's like a family. I'm living in the home. It does feel like a home. Because when I'm in Hawkes Bay I say "I'm going back home." Just being part of a family makes it feel good. (Rangatahi 6)

Related to the whānau atmosphere, there are a number of ways in which the teachings and practices within Te Aratika affirm and strengthen the cultural identity of rangatahi. For example, the induction sessions that encourage rangatahi to learn about and connect to others through their whakapapa and through participation in haka and karakia

The key success factor is that they [Te Aratika] are Māori but Māori do things a little different. They understand the need for pastoral care and the boys can see that she is giving them a chance.... from a business point of view it does have a cost but it's the above and beyond stuff that makes all the difference to our kids. (Manager, Waikaremoana Trust Board)

I did one session when they first got to Hastings on whakapapa because not a lot of them know their whakapapa. I told them what it is about. "You can't change who you are but you need to know who you are. Whether you know it or not there is a way that you can step in and find out... To go on without it then you would be a little bit lost". That's made the changes in them. It builds that whaka whanaungatanga and it finds a connection. You don't want work to be the connection; you want it to be the environment. (Manager, Connexis)

Te Aratika fosters a strong *learning culture* where it is expected that rangatahi will make mistakes. In addition, rangatahi are encouraged to treat mistakes as a learning experience. This creates a safe and secure environment in which rangatahi can grow and develop within their roles.

Open communication is also a key feature of the Te Aratika workplace. From the outset, the Company Director and managers clearly articulate the values and expectations of Te Aratika. Beginning at induction, rangatahi receive direct feedback on their performance and any issues in the workplace are discussed openly and dealt with promptly. Clear expectations about behaviour outside the workplace that could have implications for their employment (such as alcohol and drug use) are also set.

Because of the shared vision across the company and the collective commitment of staff to empowering rangatahi, rangatahi receive clear and consistent messages regardless of who they engage with (for example be it about work ethic, healthy lifestyles or the importance of making good choices both inside and outside of work).

The *strong team culture* within Te Aratika also helps to support and empower rangatahi. From the outset, rangatahi are placed and mentored within a crew. A good number of the rangatahi, especially those who are particularly at risk, reside with the company within a whānau environment. Rangatahi even undertake their formal study as a team. The strong team culture serves to strengthen the sense of belonging of rangatahi.

The Manager, Connexis, attributes the success of the training approach to the team culture that is fostered by Te Aratika.

It's that whole team culture. Once you start doing something as a team, a group and a whānau, as well as creating that team environment from the start, then it pulls everybody in. We find that no one seems to trail. If there is an issue, which is normally around a shyness of literacy (they normally start disappearing around then), then we do one on ones. We just find out what the issue is. A lot of them are embarrassed but really everyone is at that same level. They are just too embarrassed to notice it. Everyone struggles. Because they have got such a good whānau culture within the business everyone pulls everybody up. (Manager, Connexis)

Finally, Te Aratika fosters a culture where hard work is acknowledged and achievements are celebrated. On completion of induction, rangatahi participate in a graduation ceremony (Figure 3). They receive constructive feedback through regular performance appraisals and good performance is rewarded with additional opportunities to grow and develop. In addition, every December, alongside other staff, rangatahi participate in a 3-4 day staff hui which, among other things, is a vehicle for celebrating the collective achievements of the Te Aratika team.

Figure 3 - Te Aratika Celebrate Graduation of 2014 Cadets



We're excited about our current cadets and looking forward to what they bring to the teams. (Company Director, April 16, 2014) Source: Te Aratika Facebook Page.

Strong commitment to training and upskilling

Rangatahi usually enter Te Aratika with few, if any, educational qualifications and no industry based skills. Te Aratika has an expectation that rangatahi will pursue formal, industry qualifications. Rangatahi begin attaining basic industry credits during induction and are supported to pursue industry qualifications over time. As indicated in section 3, the level of qualification attainment by rangatahi within Te Aratika is high.

Key enablers of this success are likely to be the significant support Te Aratika provides to rangatahi such as releasing them from the work site to study, allowing them to study in teams and providing them with significant learning support.

Beyond the immediate benefits to rangatahi and Te Aratika of having better qualified workers on work sites, Te Aratika sends a clear message to rangatahi about the importance and value of lifelong education.

5.3. Alignment with best practice

This research has found that fundamentally, Te Aratika is in the business of youth development. In addition to developing trained and skilled employees, Te Aratika is concerned for the holistic well-being of rangatahi. While they provide pastoral care to target needs and deficits they also provide broader strengths based approach that develops rangatahi life skills and competencies so that they are better equipped to make positive changes in their life.

Te Aratika's approach to supporting and empowering rangatahi is consistent with the emerging body of literature about good practice approaches to youth development. In particular it is consistent with the framework of 40 Developmental Assets developed by the Search Institute in the United States (1990). This framework is based on an extensive review of literature about youth development. The review identified a set of skills, experiences, relationships, and behaviors that enable young people to develop into successful and contributing adults.

The *developmental assets* identified in the framework are essentially protective factors that enable youth to develop resiliency and competency into adulthood. The logic that underpins the framework is that the more development assets an individual experiences, the more likely they will be able to develop and thrive in their life. Further, the approach argues that individuals who experience developmental assets will be less likely to engage in harmful or risky behaviours (such as offending and substance abuse).

Developmental assets include both *external* and *internal* assets. Table 4 shows that *external assets* are about the environment that youth are operating in.

Table 4 – Framework of developmental assets: External assets

Support	Young people need to experience support, care and love. They need organisations that provide positive, supportive environments.
Empowerment	Young people need to be valued by the community and have opportunities to contribute to others. For this to occur, they must be safe and feel secure.
Boundaries and expectations	Young people need to know what is expected of them and whether activities and behaviours are "in bounds" and "out of bounds".
Constructive use of time	Young people need constructive enriching opportunities or growth through creative activities.

As described in the previous sections Te Aratika:

- fosters an organisational culture that is positive and supportive, where the needs of rangatahi are met and they are well cared for.
- empowers rangatahi through an organisational culture that: fosters a strong whānau atmosphere; that emphasises the importance of relationships and lifelong learning; recognises and hard work and celebrates achievements
- sets clear boundaries so that rangatahi understand what is expected of them both inside and outside of the work place
- ensures that rangatahi use their time constructively through the provision of work opportunities and encouraging and supporting rangatahi to use their time constructively outside of work hours.

Internal assets are about the inner qualities or traits that young people can adopt or learn to foster. Moreover, these are assets that the adults in the youths' lives can encourage/support them to develop through consistent messaging and role modelling.

Table 5 – Framework of developmental assets: Internal assets

Commitment to learning	Young people need to develop a lifelong commitment to education and learning.
Positive values	Young people need to develop strong values that guide their choices.
Social competencies	Young people need skills and competencies that equip them to make positive choices to build relationships and to succeed in life.
Positive identity	Young people need a strong sense of their own power, purpose, worth and promise.

Again Te Aratika's development model fosters the development of the internal assets set out in Table 5 above. Within the Te Aratika operating environment, rangatahi are immersed in an environment where:

- they are expected to commit to learning and upskilling and as a result they are learning about the value of lifelong education
- where strong positive values are modelled and where they are encouraged to make positive life choices
- they are encouraged to develop positive life skills and competencies
- they are strongly supported to develop confidence, self-esteem and in turn a positive identity.

References

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Benson, P. L. (2007). Developmental Assets: An overview of theory, research, and practice. In R. K. Silbereisen & R. M. Lerner (Eds.), *Approaches to positive youth development* (p. 33-58). Thousand Oaks, CA: Sage.

Appendix A – Research Tools

Research into Te Aratika Development Model Information Sheet – Cadets/Rangatahi/Staff

Thank you for your interest in this evaluation. Please read this information before deciding whether or not to take part in an interview. If you decide to take part, we thank you. If you decide not to take part, thank you for taking the time to consider our request.

What is the purpose of the project?	Kaipuke (the research company) has been asked by Te Puni Kōkiri to find out why the approach that Te Aratika uses to recruit and develop rangatahi is so successful . We are interested in what cadets, staff and external stakeholders think. Te Puni Kōkiri will use the findings of the research to inform the policy advice it provides to other agencies.
What will I be asked to do?	We'd like to interview you for 30-45 minutes about Te Aratika's approach. There are no right or wrong answers.
What types of questions will you ask me?	We will be asking you about your experience of working for Te Aratika . You do not have to answer any questions that you feel uncomfortable with.
How will the researchers ensure my personal information is confidential?	What you say in your interview will be written down, and with your permission, audio taped. Audio recordings and notes from your interview will be kept securely at the Kaipuke office or in secure storage for up to two years, and then securely destroyed. They will not be provided to any third party, including Te Puni Kōkiri. With your permission, your role/job title may be identified alongside any quotes from you that are used in the final report.
Can I change my mind and withdraw from the project?	You may stop the interview at any time . You can also withdraw the information you have given in the interview up until the time the analysis begins. You do not need to give a reason to withdraw and there will be no disadvantage to you of any kind.
Who is doing the evaluation?	The evaluation is being done by Kaipuke, a Māori evaluation and consultancy company. For more information about Kaipuke go to www.kaipuke.co.nz
What if I have any questions?	If you have any questions about this project, please contact: <div style="background-color: black; width: 350px; height: 20px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100px; height: 20px; float: right; margin-bottom: 5px;"></div> s 9(2)(a) OIA OR Lisa Davies , Director, Kaipuke Limited, Ph <div style="background-color: black; width: 80px; height: 20px; float: right; margin-bottom: 5px;"></div> <div style="background-color: black; width: 140px; height: 20px; margin-top: 5px;"></div> <div style="clear: both;"></div>

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Cadet Interview Guide **(for both new and experienced cadets)**

This guide is indicative of the relevant subject matter to be covered. It is designed to allow freedom of any additional relevant topics that may arise during the interview.

Introduction

Purpose of the research: Te Puni Kōkiri has a role in providing advice on how to improve outcomes for rangatahi. TPK has commissioned Kaipuke to talk with Te Aratika so they can learn about why Te Aratika's approach to employing rangatahi is so successful. The interview will probably take 30-45 minutes depending on how much you have to say.

Provide information sheet and seek informed consent. Reinforce that all information is confidential and that participant has the right to refuse to answer any questions without needing to give a reason.

Any questions before we begin?

1. Background experience prior to joining Te Aratika

- 1.1. Tell us a little bit about yourself and what you were doing prior to joining Te Aratika.

Probe – education/training/employment; skills/qualifications/work experience; whānau circumstances; risk behaviours (eg offending, issues with substance abuse); other?

2. Recruitment

- 2.1. How did you first connect with Te Aratika? (eg whānau, peer network/approached by Te Aratika/ITO/Māori organisation/ other?) What attracted you to Te Aratika?

- 2.2. Can you describe the processes that you went through to get a job at Te Aratika?

*Probe – information hui; formal interview; other?
Explore how the cadet responded to/felt about those processes*

- 2.3. Did you go through an induction process before starting employment?

*Probe – 3 week residential induction course; LSV course; other?
If so, explore how the cadet responded to/felt about those processes*

3. Training

- 3.1. Tell us about the training courses that you have done and qualifications that you have achieved since you have been with Te Aratika. Are you doing any training at the moment?

Probe – Try to identify specific course names/qualifications if poss. They are often NQZA accredited ones.

- 3.2. Has anyone worked with you on a plan for future development/opportunities?

4. Mentoring

- 4.1. What about on the job training – how does that work?

Probe – Is there a structured approach to on the job mentoring? Who does the mentoring/how does it work?

- 4.2. What kinds of people have you met since you've been working at Te Aratika?

Probe – Explore growth in work networks/social networks/exposure to different kinds of people/opportunities.

5. Pastoral support

- 5.1. What kind of support does Te Aratika give you outside of working hours?

Probe – Accommodation; savings; health related benefits (eg gym subs, health insurance other?); support for attending Court; support to reconnect with whānau

- 5.2. How has this helped you?

6. Support of rangatahi paths to more positive life choices

- 6.1. Thinking back to where you were at in life before starting work with Te Aratika

- what were the most important things in life for you then?
- how positive did you feel about your future?

- 6.2. How positive do you feel about your future now?

- what are the most important things in life for now?

- 6.3. Where do you see yourself in 5 years' time/what would you like to achieve?

Thanks and close.

Internal Stakeholder Interview Guide (Managers/Supervisors/Support Staff)

This guide is indicative of the relevant subject matter to be covered. It is designed to allow freedom of any additional relevant topics that may arise during the interview. Some participants will be more knowledgeable about some aspects of the subject matter than others so tailor your emphasis according to their role.

Purpose of the research: Te Puni Kōkiri has a role in providing advice on how to improve outcomes for rangatahi. TPK has commissioned Kaipuke to talk with Te Aratika so they can learn about why Te Aratika's approach to employing rangatahi is so successful. The interview will probably take 30-45 minutes depending on how much you have to say.

Provide information sheet and seek informed consent. Reinforce that all information is confidential and that participant has the right to refuse to answer any questions without needing to give a reason.

Any questions before we begin?

1. Background/role

- 1.1. Tell us a little bit about your role at Te Aratika and in particular, your role with the cadets.

2. Experience/characteristics of new cadets

- 2.1. What are the characteristics of the cadets when they first start at Te Aratika?
- How equipped are they to join the workforce?
 - What kinds of support do they need to get them “work ready”?
 - Beyond work skills and experience, what other needs do they have? *(eg unaddressed health needs (eg hearing/vision/substance issues); pastoral support (eg accommodation, support of Court issues etc)*

3. Recruitment

- 3.1. How do you identify potential rangatahi employees? *(eg whānau, networks/ ITO/Māori organisations/other?)*
- 3.2. What recruitment processes do you use to recruit rangatahi?
- Probe – information hui; formal interview; other?*
Explore how the cadets/whānau respond to those processes
- 3.3. What is the most important thing you look for when choosing your cadets?

Recruitment contd

3.4. What kind of induction processes do cadets go through before starting employment?

Probe – 3 week residential induction course; LSV course; other?

3.4.1. How do the cadets respond to the induction? What kinds of changes do you see by the end of induction?

4. Pastoral support

4.1. We understand that Te Aratika provides a lot of pastoral support to cadets, especially the new recruits. Tell us about the kinds of things that you have in place to support the boys?

Probe – Accommodation; savings; health related benefits (eg gym subs, health insurance other?); support for attending Court; support to reconnect with whānau

4.2. Why is this important? How does it help the boys? What are the costs/benefits to the business?

5. Formal training

5.1. What kind of formal training does Te Aratika provide for cadets?

- Are all cadets required to do the same base qualifications or is it tailored?
- How successful are the cadets at achieving their qualifications? What kind of support do they need?

5.2. What's Te Aratika's approach to progression/promotion/leadership opportunities?

- How do the cadets respond to these opportunities?

6. On the job training/mentoring

6.1. What about on the job training/mentoring – how does that work?

Probe – Is there a structured approach to on the job mentoring? Who does the mentoring/how does it work? Ask about morning briefings/learnings.

6.2. Do the cadets broaden their work and social networks over time?

Probe – Explore growth in work networks/social networks/exposure to different kinds of people/opportunities.

7. Support of rangatahi paths to more positive life choices

7.1. What kind of changes do you see in cadets over time?

- In the first 6 months? 12 months? 2 years? 5 years?

8. Other

- 8.1. Of all the things we have talked about, from your perspective, what are the most important things that lead to a successful cadet?
- 8.2. How much opportunity is there for rangatahi now and in the future in the infrastructure industry?
- 8.3. Why is Te Aratika so committed to creating opportunities for at risk rangatahi when you could recruit those who are more “work ready”?
- 8.4. Do you see a role for Government agencies in supporting businesses that are committed to taking on and developing at risk rangatahi?
 - If yes, what would that role be? What advice would you give to them about how to do it well?

Thanks and close.

External Stakeholders Interview Guide

This guide is indicative of the relevant subject matter to be covered. It is designed to allow freedom of any additional relevant topics that may arise during the interview. Some participants will be more knowledgeable about some aspects of the subject matter than others so tailor your emphasis according to their role.

Purpose of the research: Te Puni Kōkiri has a role in providing advice on how to improve outcomes for rangatahi. TPK has commissioned Kaipuke to talk with Te Aratika so they can learn about why Te Aratika's approach to employing rangatahi is so successful. The interview will probably take 30-45 minutes depending on how much you have to say.

Provide information sheet and seek informed consent. Reinforce that all information is confidential and that participant has the right to refuse to answer any questions without needing to give a reason.

Any questions before we begin?

1. Background/role

1.1. Tell us a little bit about:

- your role within [organisation]
- the relationship between your organisation and Te Aratika

2. Experience/characteristics of new cadets [If relevant to the stakeholder]

2.1. What are the characteristics of the cadets when they first start at Te Aratika?

- How equipped are they to join the workforce?
- What kinds of support do they need to get them "work ready"?
- Beyond work skills and experience, what other needs do they have? *(eg unaddressed health needs (eg hearing/vision/substance issues); pastoral support (eg accommodation, support of Court issues etc))*

3. Recruitment [If relevant to the stakeholder]

Tell us about the role that you play in assisting Te Aratika with recruitment and induction

- 3.1. How does [organisation] assist Te Aratika to identify potential rangatahi employees?
- 3.2. How does [organisation] assist Te Aratika to recruit cadets?

Probe actual recruitment processes

- 3.3. From your perspective, what is the most important thing you look for when choosing a cadet?

3.4. How does [organisation] assist Te Aratika with the induction of cadets?

Probe – 3 week residential induction course; LSV course; other?

3.5. How do the cadets respond to the induction? What kinds of changes do you see by the end of induction?

4. Formal training [If relevant to the stakeholder]

4.1. How does [organisation] assist Te Aratika with the training of cadets?

- Are all cadets required to do the same base qualifications or is it tailored?
- How successful are the cadets at achieving their qualifications? What kind of support do they need?

4.2. Does [organisation] provide any support for training that leads to progression/promotion/leadership opportunities for cadets?

4.3. How do the cadets respond to these opportunities?

5. On the job training/mentoring [If relevant to the stakeholder]

5.1. Are you familiar with Te Aratika's approach to on the job training/mentoring?

- If so, is there anything unique about that approach that works for rangatahi?

6. Pastoral support [If relevant to the stakeholder]

6.1. Does your organisation provide any support for the pastoral care Te Aratika provides to rangatahi?

6.2. Why is this pastoral support so important? How does it help the rangatahi?

7. Outcomes for rangatahi

7.1. What kind of changes do you see in cadets over time?

- In the first 6 months? 12 months? 2 years?

7.2. What is it about Te Aratika's approach that makes them so successful in developing rangatahi? What are the key success factors?

8. Other *[if relevant to organisation]*

- 8.1. Can you give us an overview of the size and growth potential of the infrastructure industry in the future?
- 8.2. How much opportunity is there for rangatahi now and in the future in the infrastructure industry?
- 8.3. Do you see a role for Government agencies in supporting businesses that are committed to taking on and developing at risk rangatahi?
 - If yes, what would that role be? What advice would you give to them about how to do it well?

Thanks and close.

Appendix B – National Certificate in Infrastructure Works (Level 2)

BLOCK ONE: Health and Safety for Infrastructure Works

Attend TWO (2) days off-job training followed by self-directed study

- 26720 Describe health, safety and environmental care at an infrastructure works site
- 17593 Apply safe work practices in the workplace
- 17602 Apply hazard identification and risk assessment procedures in the workplace

BLOCK TWO: Infrastructure Industry within New Zealand and Worksite Machinery

Attend TWO (2) days off-job training followed by self-directed study

- 6475 Describe and complete work records for infrastructure works
- 17327 Apply communication skills on an infrastructure works site
- 22283 Demonstrate knowledge of occupational areas and structures in the New Zealand infrastructure works industry
- 6469 Maintain small machinery used on an infrastructure works site
- 25043 Lockout and reinstate machinery in the workplace

BLOCK THREE: Earthworks for Civil Construction

Attend TWO (2) days off-job training followed by self-directed study

- 17328 Demonstrate fundamental knowledge of earthworks
- 20477 Demonstrate knowledge of soil properties for earthworks
- 25831 Describe and hand test road construction materials in relation to compaction
- 6477 Identify, hand spread, and assist in compacting materials for infrastructure works

BLOCK FOUR: Traffic Management

Attend ONE (1) day off-job training followed by self-directed study

- 20877 Demonstrate knowledge of working safely at sites under temporary traffic management
- 20878 Assist with temporary traffic management for low volume and Level 1 roads

BLOCK FIVE: Survey and Set Out

Attend TWO (2) days off-job training followed by self-directed study

- 6476 Read and interpret civil construction plans
- 6480 Assist with survey and set out on civil construction works

BLOCK SIX: Pavement Surfacing

Attend TWO (2) days off-job training followed by self-directed study

- 8021 Demonstrate knowledge of chipseal construction plant
- 20455 Demonstrate basic knowledge of safety relating to bituminous materials
- 20456 Demonstrate first aid relating to liquid bitumen and bitumen additives



**TE ARATIKA
TRUST**

Application to operate a Partnership School (Kura Hourua)

Applicant Name: Te Aratika Trust

School Name: Te Kura o Te Aratika

School Organisation Chart

for

The Ministry of Education

Te Tāhuhu o te Mātauranga

SCHOOL ORGANISATION CHART

Governance
Strategic Oversight

Te Aratika Trust (TAT)
Trustees
Refer to Personnel List
Te Aratika Trust (TAT)

Independent Advisory
Curriculum Development & Review
General Management

Academic Board
Board Members
Refer to Personnel List
TKOTA Academic Board

Operational Management
Teaching
Student Support and Care

Te Kura o Te Aratika
(TKOTA)
Refer to TKOTA-
Personnel

Contract for
Services

Connexis
Vocational Education

Te Aho o Te Kura
Pounamu
The Correspondence
School
NCEA

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Te Kura o
Te Aratika

Appendix F

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