

Te Kohao Health Limited

Received Tuesday 14 May 19:12

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

Clarification Questions

Question 1

The application places emphasis on the wrap around approach involving services wrapped around whanau (p.26, and elsewhere). What will be the response if families decline to buy into such services?

We are a whanau centric service where whanau determine what their priorities, needs and aspirations are. They are the controllers of their own lives and we are there to assist, support or navigate as they so determine. Philosophically we take Sir Mason Durie's view that if whanau are engaged, enlightened and empowered they will participate.

Question 2

Will the Managing Director continue to carry out her current role while also establishing the school?

The establishment of the school will be the Managing Director's priority. Her role is to work on the business and not in it. While the Managing Director has overall responsibility for the management the organisation, Te Kohao Health has a strong infrastructure of highly capable Management staff led by the General Manager and Team Leaders. It is their role to focus on the operations of organisation which free up the Managing Director.

Question 3

The school will not have a Principal as such (p.53). Who will take the lead on academic issues?

The two kaiwhakahaere or qualified lead teachers will do this together by consensus and where appropriate they will consult with the Managing Director. As the school grows we will revisit the option to appointment a Principal.

Question 4

School starts at 8.45am, but students are expected to have breakfast at the school at 7.30 (p.32). Will attendance at breakfast be considered compulsory?

No, breakfast will not necessarily be compulsory. However having said that what we know is that tamariki learn better and are more receptive to learning if they have had breakfast first.

Question 5

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

In the first year we will only be catering for year's 7 and 8. The timetable for both cohorts will be the same see as attached at Annex 1 below.

Question 6

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

- Our vision is:
Kia whakatinanatia ko te ihi ko wehi ko wana me te hauoranga o te whanau.
Strong, healthy, vibrant and prosperous whanau;
- Our foundation principle is based on the whakatauki of the first Maori King Potatau Te Wherowhero (1852):
“Kotahi ano te kohao o te ngira, E kuhuna ait e miro ma, te miro pango, te miro whero. I muri i ahau, kia mau ki te aroha, ki te ture me te whakapono.

There is but one eye of the needle though which the white, black and red threads must pass. After I am gone hold fast to the love, to the law and to the faith.

This literary means that everyone no matter what their ethnicity, status, religion or gender is will always be welcome here.

- A further foundation principle is:
“Whaia tau e hiahia ai, kia eke ai kit e taumata.”
Follow your desires and you will reach the summit.

Everything we do is geared towards the success.

- Tauira will be fostered in a Maori environment;
- Evidence shows that in kaupapa Maori schools where the teacher believes that young Maori can succeed, they can. Nga Tai Atea Whare Kura for example has demonstrated this as their NCEA results for 2012. They were described as having some of the best results in the Waikato “far higher than average figures for Maori students and decile 3 schools and better than some private schools.” According the Principal Watson Ohia “lifting Maori students achievement has to start with believing that it is possible.” See Waikato Times article dated 13 April 2013 at Annex 2.
- Te Kohao Health core competencies. See Annex 3.
- Karakia will be taught and practiced throughout the day.
- Tikanga and kawa will be practiced each day.
- Interactive Learning of Te Reo through Te Ataarangi;
- Implementation of Te Whare Tapa and Te Pae Mahutonga models;
- Recruitment of the right Maori and Pasifika staff;
- Monthly cultural supervision with staff; and
- Staff will undergo Te Tiriti o Waitangi Training and this will form part of the curriculum learning.

ANNEX 1

TE MAPERE MO TE WIKI - WEEKLY TIMETABLE

| Te Wā | Rāhina (Monday) | Rātū (Tuesday) | Rāapa (Wednesday) | Rāpare (Thursday) | Rāmere (Friday) |
|--------------------|---|---|---|---|--|
| 7.30 am | Parakuihi/breakfast | Parakuihi/breakfast | Parakuihi/breakfast | Parakuihi/breakfast | Parakuihi/breakfast |
| 8.20 am | Karakia timata | Karakia timata | Karakia timata | Karakia timata | Karakia timata |
| 8.30 – 9.30am | Pangarau/math s | Pangarau/math s | Music/Art | Pangarau/math s | Pangarau/math s |
| 9.30 am – 10.30 am | Te Reo Pākeha/English Literacy/Curent events/polical analysis/ Te Tiriti o Waitangi | Te Reo Pākeha/English Literacy/Whakapakari - Self Development/ leadership | Te Reo Pākeha/English Literacy/Curent events/polical analysis/ Te Tiriti o Waitangi | Te Reo Pākeha/English Literacy/Whakapakari - Self Development | Te Reo Pākeha/English Literacy/Whakapakari - Self Development/ public speaking, leadership |
| 10.30 am | Wā whakataa | Wā whakataa | Wā whakataa | Wā whakataa | Wā whakataa |
| 10.50 am – 12.00 | Te Reo Maori/ Te Ataarangi | Te Reo Maori/ Te Ataarangi | Te Reo Maori/ Te Ataarangi | Te Reo Maori/ Te Ataarangi | Te Reo Maori/ Te Ataarangi |
| 12.00 – 1.00 pm | Kai o te ranui | Kai o te ranui | Kai o te ranui | Kai o te ranui | Kai o te ranui |
| 1.00 – 2.00pm | Te Tai Ao/ Science | Te Tai Ao/ Science | Information Technology | Te Tai Ao/ Science | Te Tai Ao/ Science |
| 2.00 pm – 3pm | Hākinakina | Hākinakina | Hākinakina | Hākinakina | Hākinakina |
| 3.00 pm | Karakia whakamutunga | Karakia whakamutunga | Karakia whakamutunga | Karakia whakamutunga | Karakia whakamutunga |

N.B Wananga will be held twice a year in Huitanguru/ February and Hereturikoka/August.

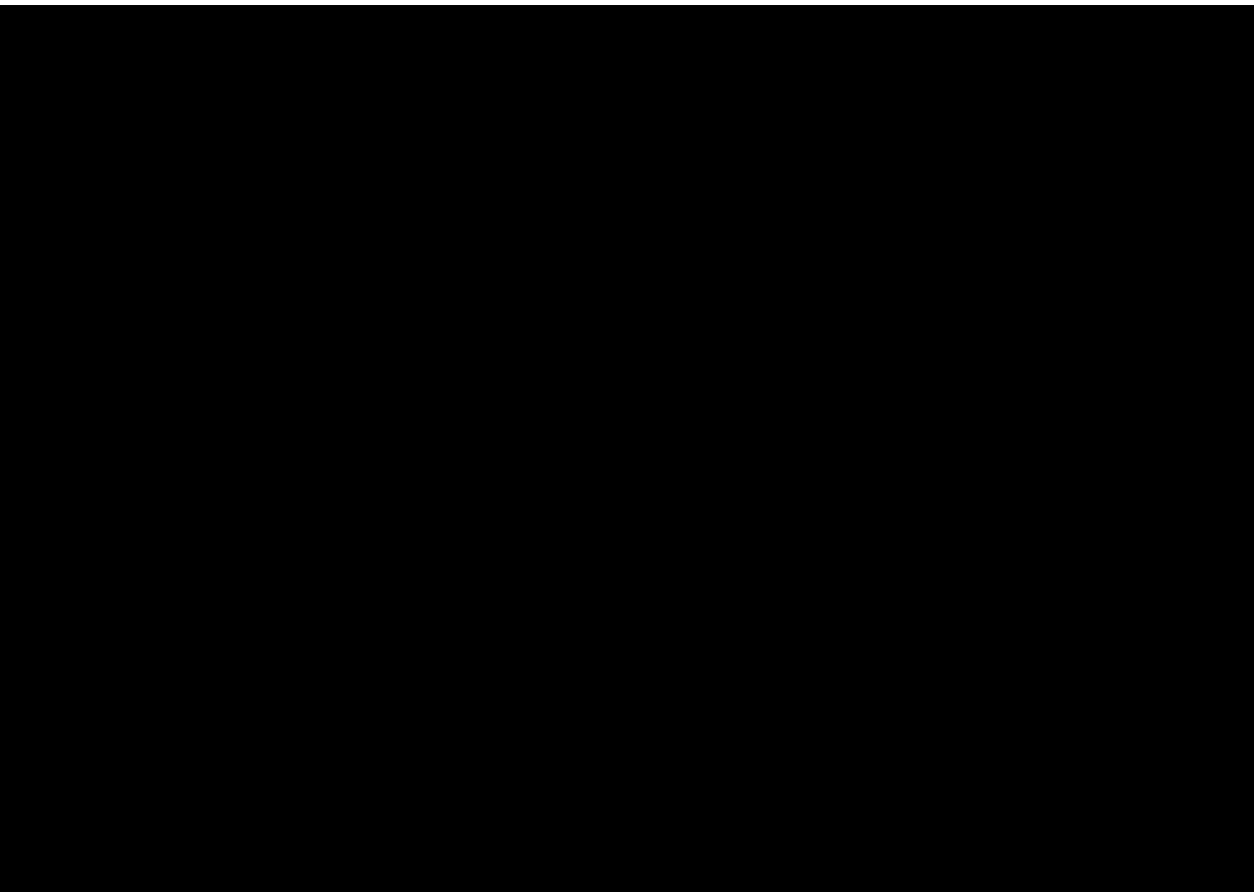
Annex 2

Maori school's stellar marks shake up the system

New approach works for Maori students

JONATHAN CARSON

Last updated 05:00 13/04/2013



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Relevant offers

Students at a Maori secondary school are achieving some of the highest academic results in the Waikato, outshining private schools and bucking national trends.

Nga Taiatea Wharekura, a decile 3 school in Rotokauri, Hamilton, has taken mainstream education, turned it on its head, and developed an approach to learning that caters to Maori.

And it's working.

Latest NCEA results show 88.1 per cent of year 11 students achieved level 1; 97.7 per cent of year 12 students gained level 2; and 96.7 per cent of year 13 students attained both level 3 and university entrance.

The results are some of the best in the Waikato, far higher than average figures for Maori students and decile 3 schools, and better than some private schools.

Principal Watson Ohia said lifting Maori achievement has to start with believing it's possible.

"You've got to ask the question whether our country, and whether our schools, believe that young Maori can achieve," he said. "We believe that they all can. We believe that they all want to."

"But it doesn't come from doing things like everybody else does them. If we were to repeat everything that happens in other schools we would get the same results."

Several initiatives at Nga Taiatea are driving success, Mr Ohia said.

A kaiairahi (mentor) is assigned to groups of 12 students and works as a link between the school and families to help develop and monitor individual learning plans. These goals include where they want to be up to 10 years after they have left school.

The school day is divided into three 100-minute classes, rather than the traditional five one-hour periods, and there are two lunch breaks in the morning and afternoon. Teachers run extra classes after school and on weekends.

All students have to be able to speak te reo Maori, and the language, culture and heritage are integral to their learning.

A Tu Taua (Maori martial arts) lesson "has just as much prestige to us as a physics class".

There is a strong focus on cultural, physical, spiritual, academic and family wellbeing.

"I think that we're fortunate here because we can tailor our strategy for the students who come to us. We're built for those students, to serve those students and their families."

He said the mainstream education system in New Zealand was broken.

Nga Taiatea's academic record was proof that Maori could, and would, excel in school given the opportunity.

"I think schools are trying but you can't just do little changes to a strategy or the system. There needs to be transformational changes for transformational results," Mr Ohia said.

"The definition of insanity is doing the same thing and expecting different results."

Most of the 270-plus students at the school are from poor families.

Many of them will be the first in their family to graduate from high school and go to university.

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ADD IT UP

Overall Waikato Maori NCEA attainment 2012 (participation-based)

Level 1: 67.5 per cent of year 11 students

Level 2: 78.4 per cent of year 12 students

Level 3: 65.3 per cent of year 13 students

UE: 50.2 per cent of year 13 students

Nga Taiatea Wharekura NCEA attainment 2012 (participation-based)

Level 1: 88.1 per cent of year 11 students

Level 2: 97.7 per cent of year 12 students

Level 3: 96.7 per cent of year 13 students

UE: 96.7 per cent of year 13 students

Source: New Zealand Qualifications Authority

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ANNEX 3

Te Kohao Health Core Competencies

| Core Competency | Entry Level |
|---|---|
| 1. Whanaungatanga (Multiple Relationship Dynamic) | <ul style="list-style-type: none"> Committed to learning the principles of Whakawhangatanga. Committed to learning Maori communicative methods. Committed to the values of Te Kohao Health and NUMA. |
| 2. Wairuatanga (Spiritual Appropriateness) | <ul style="list-style-type: none"> Acknowledge respect and understanding of karakia. Acknowledge the significance and importance of Wairuatanga. Committed to learning the function of wairuatanga in the protection and care of whanau. |
| 3. Whakapapa (Reflection, Consolidation and Progression) | <ul style="list-style-type: none"> Committed to learning the principles of Whakapapa. Acknowledge the significance and importance of whakapapa with a whanau ora and whanau tahi context. Committed to learning the values of whakapapa in the care of whanau. |
| 4. Manaakitanga (Hospitality, fairness and respect) | <ul style="list-style-type: none"> Committed to learning the principles of Manaakitanga. Acknowledging the significance and importance of Manaakitanga in the care and support of whanau. |
| 5. Aroha (An action of empowerment) | <ul style="list-style-type: none"> Committed to learning the principles of Aroha. Acknowledge the significance and importance of Aroha within a tuturu Maori context. |
| 6. Tautoko (Effective Support Systems) | <ul style="list-style-type: none"> Committed to learning the principles of Tautoko. Committed to learning effective Maori support methods. Have an awareness of effective Maori support systems. |
| 7. Kawa (Appropriate Approaches) | <ul style="list-style-type: none"> Committed to learning the principles of kawa in the care and support of whanau. Committed to learning the values of kawa in care of whanau. |
| 8. Powhiri (Interactive Engagement) | <ul style="list-style-type: none"> Committed to learning the principles of Powhiri. Acknowledge the role of Powhiri in regards to the interactive engagement with whanau. |
| 9. Te Reo Maori (Effective and Appropriate Communication) | <ul style="list-style-type: none"> Acknowledge respect and understanding of Te Reo Maori me ona Tikanga. Committed to learning all the waiata of TKH. |
| 10. Kotahitanga (Effective Integrative Services) | <ul style="list-style-type: none"> Commitment to learning the principles of Kotahitanga. Acknowledge the significant and importance of |

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|--|--|
| | <p>Kotahitanga within a Whanau Ora and Whanau Tahi context.</p> <ul style="list-style-type: none"> Committed to learning the values of Kotahitanga in the care of whanau. |
| 11. Awhi Atu Awhi Mai <i>(Reciprocity)</i> | <ul style="list-style-type: none"> Supporting and helping others with ones own skills and talents. |
| 12. Te Pae Mahutonga <i>(Maori health model of care)</i> | <ul style="list-style-type: none"> Holistic health framework with whanau at the centre. Whanau in control of their own lives. |