

One of the major advantages of our school is that fact that all techniques are steeped in research. It's not based on a whim and, if we are successful in our delivery of these new methods, success is highly likely because these techniques have been tested before. It's about bringing these techniques together in one place for our high-need kids here in Aotearoa and creating a new system that can catapult them into society as full participants.

To meet and exceed the outcomes detailed above, we will take the following approach:

Performance Goals	Approach
<b>All tauira/students engaged in individual work plans at the beginning of each term</b>	The students will be taught how to develop action plans to achieve their goals. They will be taught how to monitor their progress to attain their specified goals.
<b>All tauira/students set learning objectives at the beginning of each year</b>	We will be providing students with a list of the assessments required to include in their Action Plan.
<b>Bilingual excellence achieved at all levels</b>	We will employ teachers who can work bilingually and students will be encouraged to use Te Reo at every opportunity, at home and at school.
<b>Well prepared to achieve NCEA Level 2 and/or higher by the time they leave school</b>	<p>Different teaching methods will be used to ensure that all pupils learn in a manner that suits them best, rather than the 'one size fits all' approach.</p> <p>We will have high expectations of our students to achieve. We will also offer a broad range of subjects in addition to the core subjects customised to a child's needs.</p> <p>We will also work with NCEA Level 2 papers where possible.</p>
<b>Proficient leaders in Te Ao Māori and Te Ao Pakeha by year 10.</b>	Enhancing leadership in all spheres will be a priority. This will be done through exposure to national and international motivational leaders. Participating in leadership courses and Te Tiriti Waitangi and New Zealand history will form part of the curriculum. Learning about who they are in terms of tino rangatiratanga and kawanatanga understanding who they are in the context of their whakapapa, whakatauki, tikanga, kawa, hapu and iwi and how this fits in the wider context of society. Giving them the opportunity to lead through sport, political debates, the composition of waiata, learn different art forms, to participate in positions of leadership. We will be encouraging the spoken language through the use of the Te Ataarangi model. They who have an excellent track record of using te reo in everyday things as a normal part of everyday life.
<b>Fully participating and contributing in society through voluntary work and sport excellence from Years 7 to 10.</b>	<p>Te Kohao Health has strong relationships with various community organisations. We are also a member of volunteering Waikato.</p> <p>We currently operate a huge Food Garden for Whānau Ora families at Te Ara Hou where our students would be encouraged to participate.</p> <p>Sporting activities and exercise will be held most days to encourage healthy lifestyles.</p> <p>We already have a close working relationship with Te Runanga o Kirikiriroa where we use their gym facilities for our patients and clients. This will be used on wet days.</p>

Table 1: Meeting our performance goals

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## 4 EDUCATIONAL PLAN

### 4.1 Educational Focus

#### 4.1.1 Objective

As per the application form template

#### 4.1.2 Questions:

### Part A - Proposed student population and educational need

#### Profile of student population

1. Provide a profile of the student population you expect at your school e.g. year level, ethnicity, gender, roll numbers.

Statistics from the MoE reveal that each year over 10,000 young people leave school with little or no formal qualifications. Research tells us that across Aotearoa 36% of all Māori students leave school with no formal qualifications. That same research reveals other disturbing trends that have been part of the New Zealand education system for 175 years:

- Māori retention to senior Secondary school is much lower than the retention rate for non-Māori. Currently less than half of all Māori students stay to complete Year 13 compared to 80% of non-Māori. Māori success beyond NCEA level 1 is much lower than that of non-Māori
- Māori student attendance/non-attendance is much poorer than for non-Māori
- In 2011 the unjustified absence rate for Māori was 4% compared to 1.5% for Pakeha.
- Māori student suspension, exclusion and stand down statistics are much higher than for non-Māori.
- For every 1000 Māori/non Māori students in Hamilton; 70 Māori will be stood down compared to 20 non Māori and 20 Māori will be suspended compared to 10 non Māori
- In 2009 in Hamilton 57.8% of Year 11 Māori students did not have an NCEA Qualification compared to 28.7 of Non Māori students

It has been obvious for many years that many Māori students enter secondary school with a battered self-image and low mana and are poorly equipped to meet the academic standards required to succeed at NCEA. In fact we have known for 175 years that Māori children enter school at age five well behind their non-Māori equivalents and never catch up as they progress through the school system.

Our Kura, Te Kura Wananga o Kirikiriroa ('Te Kura Wananga' for short), will focus on the critical four years of Years 7-10 which we call a Junior High School. It is our intention to provide a learning environment whereby our students are retained, engaged, enhanced and rejuvenated so that they are better prepared for senior secondary school. For many Māori students the middle years of school destroy their innocence and by age 14 many are angry, disengaged, and abused by the system that is supposed to nurture them. Success in NCEA has to start in Year 7 (or even earlier) as we believe growing the whole person early is essential to academic success in NCEA at age 16.

Our approach will target those Māori students leaving Year 6 at age 9-10. For many in Kirikiriroa this means they leave a Contributing Primary School and enrol at a Middle School or Intermediate School. There are also those Māori students in Year 6 enrolled at a Full Primary school who stay at their current school and move into Year 7.

We will focus on those children:

- Whose whānau see Te Kura Wananga as a positive alternative to existing schools and self-refer.
- Who are referred to Te Kura Wananga by their current school due to on-going issues
- Who are referred to Te Kura Wananga by other Youth Agencies because of our philosophy and approach

- Who we identify as Tamariki at risk from our Whānau Ora/Community-based social and health programmes

In 2014 we will have 50 spaces available for male and female students entering Years 7 and 8. Initially our geographic influence will be Kirikiriroa, with specific priority given to those Whanau living on the East side of Kirikiriroa. Our Enrolment Plan and policies set out the methodology for prioritising enrolments.

In 2015, 75 places will be available at our Kura Wananga and in 2016, 100 places will be available. New enrolments will begin in Years 7 and 8 and transition through the Kura Wananga. Our Enrolment Policy sets out the criteria for enrolment and our focus on Māori tauira/students.

We will be a co-educational school

Our classes will be based on ability rather than chronological years and we will have flexibility around curriculum levels and subjects with each student having their own Education Plan.

### Attracting students from our community

2. Provide detail on the following:

#### *Students and the location*

- a. the relationship between the student population to be served and the intended geographic location of the school;

Te Kura Wananga will be located at Kirikiriroa Marae at 180 Dey Street in Hamilton East. Kirikiriroa Marae is surrounded by a number of primary schools. Within a sphere of influence surrounding Kirikiriroa Marae are a number of schools indicating high density of youthful population.

These include:

- Knighton Normal School
- Silverdale Normal Primary
- Hamilton East Primary School
- Hillcrest Primary
- Rhode School
- Insol Avenue
- Fairfield Primary
- Bankwood Primary School
- Patricia Avenue School
- Peachgrove Intermediate
- Fairfield Intermediate

Another indicator of the youthful population and the potential interest in Te Kura Wananga is that Te Kohao Health has 526 students between the ages of 10 years and 13 years enrolled in our medical clinic and community services from all over the city.

Given the special character and the unique focus of Te Kura Wananga we anticipate interest from Whanau across the whole city not just those within our close geographical sphere of influence. There are a number of schools on the Western side of Hamilton who have Bi-lingual Units and Rumaki. Funding permitting mini buses may be purchased to assist students travel to and from school each day.

#### *Improved outcomes*

- b. how the school will be able to provide improved outcomes for Māori, Pasifika, students with special education needs and students from low socio-economic backgrounds when compared with current provision in the area served by the school

Research is now clearly identifying that the problem of Māori student achievement at Secondary School is not just a school problem, or a Whānau problem, or a community problem. Rather it is the combined influence of all three environments that can have a negative impact on some Māori youngsters.

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For many years research and theses have concluded that Māori youngsters start school at age five with significant learning difficulties. At age six Reading Recovery testing reveal that Māori are already several years behind their non-Māori compatriots. Research in Tauranga Moana revealed 80% of Ngaiterangi five year olds start primary school without basic letter or number recognition. Through primary school years that gap is never made up but young Māori are still engaged in learning at school.

Research and the experiences of our Attendance Service staff shows that tauira/students usually start to get into trouble at Intermediate level. The move to intermediate school and more formalised learning environments combined with the early maturing of young Māori in the pre-teen years results in the first real signs of disillusionment, disengagement and anger. A number of schools have some form of 'Te Reo Māori Medium' or 'Tikanga Māori' programme or Unit/Entity within their school. However these programmes obviously do not adequately address the needs of all Māori students, which is evident in the number failing to achieve at secondary school in later years

It is at this time, and at this age, that issues in the home and the peer pressure from the community can combine to form a very negative influence on some young Māori. Unless early intervention occurs they (young Māori Tauira) are often difficult to engage or to reengage. It is for this reason that the focus for our Kura Wananga will be on the junior high years where we become the interface between primary schools and senior secondary schools within the city. We believe that if we can target these at risk young tamariki in these formative years we can introduce long term permanent change.

We believe that our role as a community Māori health organisation makes us the ideal sponsor to create a school that has the ability to focus on the needs of young Māori in an urban area. The whole philosophy of NUMA (National Urban Māori Authority) is to act as an agent of support for Urban Māori who are often disengaged from their Rohe/Iwi. We believe that we have the support structures and the philosophy to create a school that will address not just the educational needs of our target group but also provide the wrap around support to address the socio economic needs of Whānau and community.

Our philosophy is based on retention, engagement, enhancement and the enjoyment for learning in a small, culturally-focussed, community-assisted learning environment. In Hamilton schools, bilingual units and the like are appendages to the state-run system. What we propose is a new approach of self-determination where we manage the Kura free from mainstream teaching and learning constraints, and ideology; where we also cater for the wider needs of just the individuals but also their Whanau.

We will be culturally-focused incorporating Te Reo Māori and Tikanga Māori into the classroom. One of our points of difference is that the school will be situated on a Marae where each student will be required as part of the curriculum to be an active member contributing to the cleaning, cooking, whaikorero, waiata, karanga and other such activities. They will also be required to attend tangi, powhiri, poroporoaki and health days. We want to dispel the notion that you go to school to learn. We want to imbed in our tauira and our community that the world is our school and teaching and learning should take place everywhere.

This day-to-day learning programmes will expose the students to numeracy and literacy; science and other curriculum areas within the context of Te Ao Māori (the Māori world) .

As a concept, this type of activity for young people supported by the Te Pae Mahutonga model, is a holistic approach to 'wellness' created by Sir Mason Durie. It is based on the premise that people need to be actively engaged to be full participants of society.

In order to further support and implement the Te Pae Mahutonga model we will also be able to provide wrap-around services to our struggling families. This will support the student in a manner that has not been

*"Ko te matauranga hei rama mo ou  
waewae"*

*Let education light your way for you  
to realise your potential*

*Harata Ria Te Uira Solomon (Aunty  
Charlotte)*

conducted before in New Zealand. If family life is dysfunctional then we can support families directly rather than putting sole responsibility on the child to achieve at school.

### *Needs and barriers*

- c. describe the educational needs of students the school intends to enrol and identify the barriers that exist between them and educational achievement

There are a myriad of issues that prevent Māori taura/students from achieving in education not least of all that 56% of all Māori live in areas represented by the three most deprived deciles. The main challenge or barrier our population faces is poverty with all its complexities.

Research shows that 30,000 students a day are missing from school nationally on any one day. School Attendance Services Hamilton (SASH) recorded that they had between 7000 - 8000 contacts with non-attender learners (justified and unjustified) per annum and that they worked in-depth with approximately 1000 students.

Amongst the top reasons was non-engagement - the students just couldn't see the relevance of attending school. At the end of 2012 the Non Enrolled Truancy Services (NETS) worked with 136 students from 30 schools in the Waikato who were unjustifiably absent for 20 continuous days or more in the Waikato region.

Further to this, SASH listed 175 different reasons why taura/students did not attend school. Some of these included the cost of school fees, having no uniform, no money for stationary, no food at home for breakfast, lunch or dinner. They were far behind in their school work because of absences.

Moreover they just couldn't connect with the subject, learning environment or their teachers. Looking after younger siblings, the parents didn't see the use of education. Domestic violence, health issues, mental health issues, disconnection with family and lack of identity also all play into the equation.

These statistics clearly show that there is a need for a transformational change in the education system if our taura/students are to succeed.

Education needs to be accessible to Māori, Pasifika and high needs learners that is an extension of who they are culturally. Given the economic position for our target population, it is imperative that there are no fees (as is the expectation of a Partnership school).

Te Kura Wananga is not focussed on negativity and failure, nor will we be the ambulance at the bottom of the cliff. Our Kura will be focussed on success and excellence. While we understand the reasons why these tamariki are angry and disengaged we do not accept this as an excuse for failing to achieve. We know that given inspirational teachers, we know that by creating an environment which respects cultural values, we know that by addressing the needs of Whānau; we can make a difference to the lives of these young people.

There are inspirational stories from all over the world of schools and communities who have risen above deprivation, who have not let adversity be an excuse; but have used these issues to be a motivation to succeed. Te Kura o Wananga o Kirikiriroa with its sponsor Te Kohao Health will be a magnet school and a guide for other urban communities to emulate.

### *Attracting students*

- d. how you propose to attract these students.

As stated above Te Kohao Health currently has 526 students between the ages of 10 years and 13 years enrolled in our medical clinic and community services. Initially places will be offered to them and to those taura/students who live on the east side of the river. Our target market or feeder schools will be the bi-lingual primary and intermediate schools throughout Hamilton city.

Knighton Road Normal School for example runs several bi-lingual units and is situated behind Kirikiriroa Marae and most of their students live within walking distance. The Principal has agreed in principle to support Te Kura Wananga. It is his view that "the current system is not working for many Māori and something different needs to happen for them." A number of Primary Schools we visited were very disillusioned by the inadequate bilingual units and Rumaki in their local Intermediate schools. This lack of continuity meant that the majority of their tamariki are not able to continue their bilingual education.

Over and above the number of students enrolled in our services Te Kohao Health has an enrolled population of in excess of 8,000 people and has extensive networks with a wide range of organisations.

Panui (letters) will also be sent out to these organisations and whānau who are not enrolled in our current services. The Integrated Attendance Service will also be a potential source of enrolments.

Self-referrals from Whānau inspired and encouraged by our philosophy will be an important source of enrolments

***Engaging with the parent community on an on-going basis to ensure their engagement with, and support for, learning***

We already have very strong relationships with mātua/parents. For the past two years we have been working with over 135 high need Whānau Ora whānau many of whom are struggling to make ends meet. It is difficult for them to engage with schools when they do not have the finance to buy the equipment or uniforms required. This can be a very debilitating for parents who have difficulty keeping their children at school.

It's not uncommon for mātua/parents to have nowhere to turn when faced with a myriad of challenges and issues. Te Kohao Health has a proven record of wrapping services around whānau and assisting them to set goals in relation to them and their whānau. One of our underpinning principles of Whānau Ora is awhiatuawhimai (reciprocity). In line with tikanga Māori there is an expectation that we will all help each other. As one whānau receives, that whānau is expected to give when another whānau is in need.

Initially we will go to the community to sell our school as a viable better alternative to current state run schools. Within two years we expect the community to come to us: We can “talk the talk” but it is up to us to “walk the walk”. We have to prove to the Community at large that we deliver outcomes. We already have proven our worth as a community health organisation. The creation of a charter school is simply a logical extension of that success. We have built up a reputation for trust, sincerity and honesty. Just as importantly our community know from experience we deliver on our promises.

## **Part B – Curriculum**

### **Curriculum – choice and delivery**

#### 3. Describe

##### *Chosen curriculum*

- a. the curriculum that your school will use. If this is not the New Zealand Curriculum (NZC) or Te Marautanga o Aotearoa (TMOA) please explain why you chose this curriculum, explain how it aligns with the key elements of one of these documents and provide details of the curriculum by way of appendix

If a taura/student starts with the end in mind, in other words ‘what do I want to be when I finish school?’ Then what does s/he need to do to get there?

The New Zealand Curriculum sets the direction for teaching and learning in the country's schools. However, it is a framework rather than a detailed plan. According to Te Kura Wananga curriculum will be clearly aligned with the intent of this document, but we have the autonomy, and flexibility to determine the detail. In doing this, we can draw on a wide range of ideas, resources, and models of being Māori and Tangata whenua. It will also allow Te Kura Wananga to align itself with the philosophy of our sponsors Te Kohao Health and give our Kura Wananga a Whānau Ora foundation.

Our students will experience a rich and balanced education that embraces the intent of the national curriculum. The principles of the NZC will underpin and guide the design, practice, and evaluation of curriculum at every stage in our Kura Wananga. The values, key competencies, and learning areas will provide the basis for teaching and learning across our Kura Wananga. This learning will contribute to the realisation of a vision of young people who will be confident, connected, actively involved, lifelong learners.

Schools are required to base their curriculum on the principles of the New Zealand Curriculum, to encourage and model the values, and to develop the key competencies at all year levels.

In years 1–10, schools are required to provide teaching and learning in English, the arts, health and physical education, mathematics and statistics, science, the social sciences, and technology. In mainstream schools these areas of learning are taught as “stand alone” subjects. However at Te Kura Wananga our belief is that key competencies should be imbedded within real world exemplars which have relevance to Māori.

We know that many of our Tauira are deficient in Literacy (reading and writing) and Numeracy but it is not our intention to deliver these competencies in blocks of time labelled Numeracy and Literacy. Instead we will use scenarios familiar and important in the traditional and modern world of Māori to introduce, practice and retain these competencies. At our Kura Wananga these areas of curriculum will be delivered in a methodology and pedagogy empathetic to Māori.

Our Learning Areas make learning key competencies much more relevant and as a result our tauira/students will achieve like never before.

The principles are corner stones of curriculum decision making. They embody beliefs about the nature of the educational experience and the entitlement of students. Our Kura Wananga will be able to clearly demonstrate our commitment to the principles and to articulate how they are given effect in teaching and learning.

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### Curriculum delivery

- b. detail how your chosen curriculum will be delivered at each year level in your proposed school.

At our Kura Wananga we will organise the curriculum around values and weave key competencies and learning areas through the programme.

One of the fatal flaws of schools in the Western World is that they compartmentalise learning competencies within curriculum areas. Students struggle to understand that what is learnt during "Literacy" is transferable to other subjects and other learning scenarios. We know that the values, competencies, knowledge, and skills that students will need for addressing real-life situations are rarely confined to one part of the curriculum and yet in main stream schools we still teach with a silo mentality

At our Kura Wananga we will design our school curriculum so that learning crosses learning boundaries. Science or technology or maths has relevance because they see it in action.

Our Kura has a set of values. They are expressed in our philosophy, in the way our Kura is organised, and in interpersonal relationships at every level. Values are an integral part of our Kura's curriculum and we will consistently monitor and measure the effectiveness of the methodology we have chosen for our Kura Wananga.

The key competencies are both end and means. They are a focus for learning – and they enable learning. They are the capabilities that young people need for growing, working, and participating in their communities and society. If we are to increase the capability, capacity and long term sustainability of individual Iwi and Māori collectively then we must develop our young people who are our greatest asset.

Our Kura will challenge students to use and develop the competencies across the range of learning areas and in increasingly complex and unfamiliar situations. Opportunities for doing this will be integrated into existing programmes of work. While we recognise the need to learn in a Māori environment with Māori Values we also acknowledge the role and place on Māori in the global village of the 21<sup>st</sup> Century. Our aim is to produce multi-talented adults capable of rich and productive lives in Aotearoa and the world as they so choose.

The achievement objectives found in The New Zealand Curriculum set out selected learning processes, knowledge, and skills relative to eight levels of learning. These desirable levels of knowledge,

*Students from the Southern Connecticut State University visited Te Kohao Health in 2012. They were brought here by their lecturer Dr. Christine Unson who had visited before. Dr Unson wanted her students to witness Indigenous Health in practice and show the transformational changes achieved through the Whanau Ora approach.*

*Her students were made up of mixed ethnicities, some of which came from high-need communities. Exposing our kids to university students and people from all over the world early means they aren't afraid and this plants the seeds of ambition.*



understanding, and skills represent progress towards broader outcomes that ultimately amount to deeper learning. Our Kura Wananga will choose achievement objectives from each area to fit the learning needs of our students. National standards will be used to set bench marks.

The economies of scale and the philosophy of the Kura will allow us to group the 50 students together for administration purposes. For each time block detailed below tauira/students will be split according to their level of ability rather than chronological age. For example there will not be a Year 7 or Year 8 Numeracy class in 2014. Instead we will test our tauira/students at entry and then create groups of students as each unit of Numeracy demands.

We will group 'like with like' (for example, students at levels 1, 2, and 3 from the Numeracy GloSS test and another group at levels 4-7 from GloSS so there could be two separate groups). On other occasions we will create multi-level groupings based on developing leadership abilities so that more advanced students support less able students. Similarly, literacy levels will determine group composition, learning strategies and learning styles. We know that tauira have strengths and weaknesses so therefore we will not lock them into one class level but regroup them as the teaching and learning opportunity demands.

In the middle sessions of the day (after 11.00am), the tauira/students will be grouped together or split on interest groupings. One group may be involved with Food Technology while another group focuses on Computer Technology. There will be a range of option choices that Tauira can choose from over a year. The resources of the school and the needs of our Tauira will guide our decision making.

In the afternoon sessions, independent and individual study will mean students will be working by themselves on Individual Learning modules. For some this will be enrichment work for others remedial work. The Individual Education Plans developed by staff with input from Whānau and students will determine these programmes. On some occasions a student may have time to be engaged in enrichment Te Reo involving NCEA and the following term involved with remedial numeracy.

In 2015 and 2016 we will develop Enrichment Units for the more able Year 10 students so that they are enabled to achieve highly at NCEA level.

#### *Curriculum – an ambitious approach to meeting needs*

4. Set out the rationale for your chosen curriculum and demonstrate how it will meet the needs of the proposed student population, whilst having an ambitious approach to meeting those needs.

Education should be targeted towards developing and experiencing new skills outside the classroom. The only way we can keep students at school is to engage, enlighten and empower them. Engagement can be brought out of learning and doing activities on subjects they enjoy, that extend their talents and passions.

Each tauira/students will choose the subjects and interests they wish to pursue. The learning curriculum will be customised for the needs and wants of each student ensuring that they meet the standards. Classes will be run in groups and tauira/students will work together if they have subjects that interest them in common.

We are confident that this will improve the learning experience for tauira/students. Not only will we stimulate their minds, but their bodies as well. According to Mason Durie, the founder of the Whānau Ora movement, a person needs to have four major elements in their lives before they can be considered 'well'. These are taken from Te Tapa Wha:

- TahaTinana (Body)
- TahaWairua (Spirit)
- Taha Whānau (Family)
- TahaHinengaro (Mind)

Kirikiriroa Marae is the perfect place in which to achieve this whereby the source of cultural knowledge is nurtured and experienced. Studies show that schools that promote physical exercise everyday have less rates of violence than other schools. Setting high expectations and insisting on excellence in everything they do will be the driving force of Te Kura Wananga.

We will also be feeding the children to make sure they get enough sustenance to learn and grow properly. Ambitiously, we will be looking at feeding student's breakfast and lunch. The brain doesn't function well if it is malnourished. Because we are a health centre, students will be fed and taught how to cook healthy food.

Our aim is to produce well rounded young adults who are rejuvenated and keen to pursue further education into senior Secondary school. We see ourselves as the catalyst and conduit that enables our young people to stay at school and achieve to their highest levels.

We define achievement as being all those aspects of life we as Māori believe are important. Therefore academic success is only one dimension of the totality of being a successful Māori in the 21<sup>st</sup> Century. We believe in enriching our young people in sport, music, drama, Kapahaka, leadership and community service.

Pride in being Māori, pride in being a New Zealander.

### *Transition between phases*

5. Set out clear plans for transition between phases of education and (if relevant) employment.

We have met with a number of local school Principals in our area (as listed below) about our Partnership School. These include:

- Knighton Primary School – Years 1-6
- Crawshaw Primary School – Years 1-8
- Nawton Primary School – Years 1-6
- Maeroa Intermediate – Years 6-8
- Fairfield Intermediate Years 9-8
- Peachgrove Intermediate – Years 6-8

Each of these schools is keen to support us in the development of our school and have indicated that there is a “definite need in our community for alternative education for particular students”. They will support us in enrolling some of their students who we will support into further secondary education where it is expected they will be achieving NCEA levels in senior secondary school

All students will go through a comprehensive orientation programme which will be held at the school. This will include a number of school visits, a social event and a meeting with their whānau. We will establish a level of familiarity with our Kura before the student starts his/her first day. It is important that Whānau meet with Kaumatua and there is a “buy in” from Whānau to the vision and aspirations of the Kura. A key element of this is their belief in the importance of Tikanga and Te Reo. There has to be 100% acceptance of our special character.

We also expect the Whānau will be a staunch supporter of our belief in excellence. We are not a school who will tolerate mediocrity. Parents have a vital role in supporting their tamariki and the Kura as push the limits of their child's ability.

Included in this transition process will be a comprehensive briefing and assessment stage where we obtain reports from the referring school or organisation. As part of managing holistically, we need to have an understanding of the entire picture of not just the child but also the Whānau.

## **Part C - Learning environment and teaching**

### **Instructional methods**

6. Describe your proposed instructional methods, including at a minimum:

#### *Distinctive methods*

- a. any distinctive instructional approaches you propose to be employed;

According to Dr. Tal Ben Sahar, a lecturer in Positive Psychology at Harvard University successful children have one thing in common – resilience. The good news about resilience is that it can be learned. The children possessed the following resilience qualities and these were:

- Optimism - It's going to be ok and is going to work out in the end
- Faith – My life means something and I have purpose in my life
- Helping Others – I help others in the community, within my whānau, within my school

- Focused on Strengths – What am I good at and what do I like doing?
- Goal Setting - I always have a goal and I think about how I'm going to achieve it
- Role Models – I have a role model/s. I want to be like him or her
- Support – I have support, I'm not going to try and do it all on my own.

These qualities will form the basis of our Te Kura Wananga and will be integrated into the teaching methods and timetables.

There will also be a focus on the development of 'Divergent Thinking' which is an essential capacity for creativity. Creativity is the process of having original ideas that have value.

While individual learning programmes will be set up for each tauira/students, we will encourage learning in groups as often as possible. Those who work well individually will be able to do so with the assistance of a trained Kaiako (Teacher) if required. For the rest it will be one-on-one support only as required.

Wananga will be central to broad understandings of not just their intellectual intelligence (IQ) but also their emotional intelligence (EQ). For those of us who were not born with high levels of EQ, this can be further cultivated with communication and listening skills developed through continuous interaction and cooperation.

An expectation of the school will be for students to support and engage in their community as a process of utu (reciprocity) or to give back through various projects, for example, involvement in maarakai or community gardens. This will support struggling Whānau in our services.

An American maths teacher Dan Meyer found his students weren't engaged and didn't retain much in his maths lessons because the equations weren't relevant to the students. He decided that he needed to make maths more interactive and relevant to his students' lives. From his trials with his students the following techniques worked well which will be adopted.

1. The use of Multimedia – technology will be an essential component of our school
2. Encourage student intuition – Let them 'design' a solution and guess
3. Ask the shortest question we can – when solving problems make the problem clear and concise
4. Let students build the problem – make whatever you can physical, use all senses
5. Be Less Helpful – don't give students the answers all the time; let them work it out on their own.

This type of learning allows for an element of 'role play' and 'building play' for the student in a particular subject. Please note the case study on the right we introduce a new approach to teaching literacy and numeracy.

At this stage we are interested in using the Education Review Office evaluative indicators of school and tauira/students' performance based on:

- Student learning, engagement, achievement and progress
- Effective teaching
- Leading and managing the school
- Governing the school
- Safe and inclusive school culture; and
- Engaging parents, whānau and communities.