

INDICATION OF INTEREST

in applying to operate a
Partnership School | Kura Hourua opening in 2014

ISSUED 14 DECEMBER 2012

DUE 1 FEBRUARY 2013

Please send the completed document and direct all questions to
chair@partnershipschools.education.govt.nz

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The Education Amendment Bill sets out the legal framework for Partnership Schools | Kura Hourua and is currently being considered by the Education and Science Select Committee. The Select Committee is due to report back to Parliament by 18 April 2013.

The application process for Partnership Schools | Kura Hourua is subject to the passage of the Education Amendment Bill through the House of Representatives.

Information supplied in this indication of interest will be subject to the Official Information Act and may be scrutinised by a Select Committee or external agencies (e.g. Office of the Auditor General). All parties submitting an indication of interest should assume that the full content of their submission will be released in due course.

FOREWORD FROM CATHERINE ISAAC

The Partnership Schools |Kura Hourua Working Group is pleased to invite groups interested in establishing a Partnership School |Kura Hourua to provide some initial information about their potential proposals. This process is designed to help you understand what is likely to be required in the formal application process, and to help you prepare for it.

The Working Group will not be responsible for running the formal application process, or for making final recommendations on which applications the Minister of Education should accept. This process will be conducted by an Authorisation Board established for that purpose. No formal or final decisions will be taken until after the Education Amendment Bill has been finalised and passed.

The Working Group is however willing to assist and support applicants in this preliminary process, and if you are interested or think you might be interested in establishing a Partnership School, we warmly encourage you to complete this indication of interest form as a first step. You can learn more about the Working Group and its members here: <http://partnershipschools.education.govt.nz/Who-we-are>.

When you have completed the form please forward it to me at chair@partnershipschools.education.govt.nz by **1 February 2013**. The Working Group will provide constructive feedback to all participants who submit indications of interest. If you have difficulty in completing any sections you can provide partial responses or leave the section blank. If you have any questions please also send them to me.

Please note that participation in the IOI process is optional. Interested parties who do not submit an IOI will still be able to submit a full application when these are called for (see indicative timeline on the next page).

Catherine Isaac

CHAIR

Partnership Schools |Kura Hourua Working Group

INDICATIVE TIMELINE

The Education Amendment Bill sets out the legal framework for Partnership Schools|Kura Hourua and is currently being considered by the Education and Science Select Committee. The Select Committee is due to report back to Parliament by 18 April 2013.

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| 2012 | |
|---|--|
| 14 December | Indications of interest |
| The Partnership Schools Working Group invites indications of interest from potential sponsors | |
| 2013 | |
| 24 January | Submissions to Science and Education Select Committee close |
| The Science and Education Select Committee is considering the Education Amendment Bill which provides for the establishment of Partnership Schools Kura Hourua. | |
| 1 February | Indications of interest (IOI) due |
| All indications should be received by the Partnership Schools Working Group by 4:30 p.m. on 1 February 2013. They must be submitted on the correct form and emailed to chair@partnershipschools.education.govt.nz . | |
| 15 February | IOI review completed |
| All IOIs will be reviewed by the Partnership Schools Working Group. Feedback will be provided to potential sponsors. | |
| 1 March | Publication of application information / Request for proposals |
| The Partnership School Authorisation Board will publish provisional application information and invite proposals. | |
| 12 April | Proposals due |
| All proposals must be received by the Partnership School Authorisation Board by 4:30 p.m. on 12 April 2013. They must be submitted on the correct form and sent by email to the specified address. | |
| 12 - 26 April | Review of proposals by Authorisation Board |
| Members of the Authorisation Board will individually review and assess proposals. This individual review will be followed by a group debriefing and collation of reviews. | |
| 29 April - 1 May | Interviews with Authorisation Board |
| Sponsors and key staff involved in the operation of the school / kura will be interviewed by the Authorisation Board. | |
| 2 May - 15 May | Preparation of report and advice to Ministers |
| The Authorisation Board will prepare advice for the Minister of Education on each of the proposals to inform her decision on which can proceed to establishment. | |
| 31 May | Decision announced by Minister of Education |
| The Minister of Education will announce which applicants have been successful in their application to open a Partnership School Kura Hourua in 2012. Unsuccessful applicants will be able to submit an IOI for the 2015 establishment round. This round is likely to commence in August 2013. | |
| 28 June | Contracts Signed |

SCHOOL CONTACTS AND PROFILE

In completing this Indication of Interest please single click on the shaded text box and type in your text.

Proposed School

Name Te Kura Wananga o Kirikiriroa

Proposed Sponsor

Sponsor is the formal term for the entity that contracts with the Crown to operate a Partnership School / Kura Hourua. The sponsor of a Partnership School has to be a "body," such as a board, trust, company, or other legal entity.

The sponsor is able to delegate any of their responsibilities to a third party, for example they may nominate a person to manage the school from day to day, but they are ultimately responsible for the contract with the Crown.

Despite the name, the sponsor is not necessarily required to provide funding for the school, although they may do so.

Name Te Kohao Health Ltd and Kirikiriroa Marae

Primary Contact

Identify the person who will be the primary point of contact for your team. This individual will serve as the contact for all communications, scheduling, and notices regarding your indication of interest.

Name S 9(2)(a) OIA

Mailing Address S 9(2)(a) OIA

Phone: Day S 9(2)(a) OIA

Cell phone: S 9(2)(a) OIA

Email S 9(2)(a) OIA

Fax S 9(2)(a) OIA

School Profile

School Type (e.g. primary, middle, secondary, bilingual, immersion)

Secondary Bilingual School with a staged approach towards provision of primary and middle school.

Proposed location

Kirikiriroa Marae, 180 Dey Street, Hamilton East, Hamilton

**Year levels in first year of
operation**

Year 9-13

Year levels at full enrolment

Year 1-13

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A. STATEMENT OF PURPOSE AND GOALS

1. Purpose

Why do you propose to open this school?

S 9(2)(a) OIA

This Kura Wananga will be an extension of an established urban marae in Hamilton city. This is a living interactive Māori community of services based at Kirikiriroa Marae where the taura will have access to traditional and historical knowledge. They will have access to Te Ao Māori through te reo (Ataarangi) tikanga, kawa, mahi whakaaio, mahi toi, powhiri, karanga, whaikorero and work experience through Te Kohao o Te Ngira Kohanga Reo/Early Childhood Education, Te Kohao Health, Te Runanga o Kirikiriroa, Life Unlimited. This will enhance their sense of identity,

belonging, whakapapa (genealogy) and personal responsibility.

The purpose of this Kura Wananga is to:

- Establish learning environments based on individual learning based on tikanga Māori values and principles;
- Provide opportunities for taura to build skills, knowledge, confidence, competence and understanding of Te Ao Māori;
- Develop a living understanding of Te Tiriti o Waitangi, the history of Aotearoa New Zealand from a hapu and iwi perspective;
- Create a marae based learning environment where taura talents are recognised and developed, where their passions are stirred, and culture cultivated, where learning is exciting, the wairua nourished and success is a given;
- Embrace the technological age as "digital natives;" and
- Open up pathways where taura can experience options in career pathways early in their school years to enable them to dream of becoming global navigators and explorers of the world.

Just as our tipuna were global explorers of Te Moananui a Kiwa (Pacific Ocean) so too are our taura as they surf the internet, conquer and dominate the gaming world and embrace all forms of technology.

Despite the fast pace of the world they live in we still insist that our taura sit in a class room and listen to a teacher lecture to them on a daily basis. The world has changed and we must change with it to accommodate the new explorers of the future and their particular learning needs.

According to Sir Mason Durie,

"People have different learning styles. Maybe in the future what we will be really good at is being able to marry up a particular child with a particular learning opportunity and if we have done nothing more than that we will have done well."¹

This view is also supported by Sir Kenneth Robinson a former lecturer professor of education at the University of Warwick in the UK and international advisor on education,² who said,

"The current education system doesn't work for all – it does work for some but not for all, just as standardised food has depleted our bodies, so too has standardise education eroded our minds. Education dislocates people from their talents. We must customise education for our current cultural environment and find out what excites each student and what feeds their spirit."

It is important, therefore, to offer learning environments that captures the imaginations of taurira where they can be successful. Only then will they be able to achieve the qualifications they will need to gain satisfying employment in order to participate fully in society as Maori and contribute positively to wider New Zealand

Describe the school's distinctive mission/vision and how will it enable student engagement and achievement.

Vision

Tiaho i roto, wānanga i roto, mārangatia te angitū

Let your inner light shine, let your knowledge grow and you will succeed.

Mission

- 1. Kia whakatinanatia ko te ihi, ko te wehi, ko wana me te hauoranga o te Whānau**

Strong, health, vibrant and prosperous Whānau

- 2. Whaia tau e hiahia ai kia eke ki te taumata!**

Follow your desire and you will reach the summit!

- 3. He manako te koura i kore ai.**

Wishing for something never made it happen. You must take action.

- 4. E whitu ki raro, e waru ki runga**

Seven times down, eight times up. Keep going and going until you achieve your dreams and don't give up. Always get up when life gets you down, get up again and keep going.

- 5. Ko te pae tawhiti whaia kia tata. Ko te pae tata whakamaua kia tina**

Seek out the distant horizons. Keep looking for the future.

¹ Mason Durie (2005), Creating a Vision for Secondary Education, Education Gazette, Tukutuku Korero

² Robinson, Sir K (2010), Changing Education Paradigms, Ted.com

Values

- Te Tiriti o Waitangi – Partnership, participation, protection
- Whānaungatanga- Multiple relationship dynamics
- Wairuatanga – Spiritual appropriateness
- Whakapapa – Reflection, consolidation and progression
- Manaakitanga – Hospitality, fairness and respect
- Aroha – An action of empowerment
- Tautoko – Effective support systems
- Kawa – Appropriate approaches
- Tikānga – Code of behaviour
- Utu – Reciprocity
- Pono – Integrity
- Mana Rangatira – Leadership
- Rangatiratanga – Authority
- Kotahitangi – Unity
- Mana Māori Motuhake – Autonomy
- Powhiri – Interactive Engagement
- Te Reo Māori – Effective and appropriate communication
- Kotahitanga – Effective integrative learning

Teachers' motto:

E taca ana ngā tauira e taca ana i ahau.

The success of these children/students are my success.

Kia whakakanapa, parekareka, me te whakamana.

Engage, Enlighten and Empower.

2. Goals

What are the school's performance goals and how will these be measured?

Evaluation

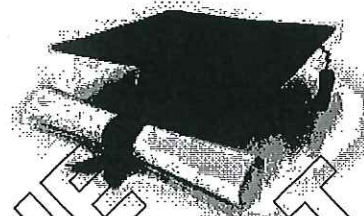
Reviewers will be looking for a statements of purpose and goals which:

- *are clear, focused and compelling*
- *are likely to produce high-quality outcomes*
- *express clear guiding principles, and*
- *are the driving force behind all other components of the IOI.*

It needs to be clear to reviewers that the school's proposed educational, operations and business plans are all aligned in support of the purpose, mission/vision and goals.

Goals should be specific, measurable, attainable, relevant and time bound.

Each student will be expected to set their performance goals for themselves together with their mentor/teacher based on what drives and energises their passions and talents. The New Zealand Curriculum will be implemented through the Correspondence School.



Performance measures will include:

- All taura engaged in individual work plans at the beginning of each term;
- All taura set learning objectives at the beginning of each year;
- Bilingual excellence achieved at all levels;
- Minimum NCEA Level 2 and/or higher by the time they leave school;
- Work experience and placements by year 10;
- Working towards tertiary education and training by year 13;
- More than 30% of all school leavers have tertiary education papers completed by year 13;
- Proficient leaders in Te Ao Māori and Te Ao Pakeha by year 13;
- Fully participating and contributing in Society through voluntary work and sport excellence year 9-13.

This will be measured by the NCEA pass rates of the taura. Everything else will be measured by the Mark Friedman's Results Accountability Framework of 'How much did we do? How well did we do it? Is anyone better off?

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B. EDUCATIONAL PLAN

1. Proposed Student Population and Educational Needs

Describe the proposed student population and their educational needs.

S 9(2)(a) OIA

Te Kura Wananga o Kirikiriroa (Kura Wananga) will go from Year 1 to Year 13 (initially Year 9-13). The school will be open to anyone who wishes to enrol until we are at full capacity.

Our underpinning principle is taken from the whakatauki:

"Kotahi ano te kohao o te ngira. E kuhuna ai te 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 through 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.

Naa Potatau Te Wherowhero 1858.

Simply put while Te Kohao Health and Kirikiriroa Marae are Maori, Pasifika and high needs centres therefore this Kura Wananga will be open to everyone no matter what their ethnicity or religion in accordance with this whakatauki.

Each year up to 10,000 young people in New Zealand leave school with little or no formal qualifications. This is of major concern to a nation focusing on developing a knowledge based economy.³ Society as a whole depends on a diversity of talent and not just a singular ability.⁴

Māori students leaving school with no qualifications represented 36% by 2000. This was significantly higher than the national average of 19% of all school leavers who left with no formal qualifications.⁵ For the Waikato region it was over 13% of the entire Māori population in New Zealand.⁶

The proposed student population will include Kohanga Reo and Early Childhood Education graduates, tairā identified by the School Attendance Service in Hamilton who are bordering on disengagement from their current education providers and those who seek a new way of learning that is meaningful to them.

³ Statistics NZ (2006)

⁴ Ibid

⁵ Ibid

⁶ Ibid

Describe any challenges to learning that the proposed student population may face.

The Kura Wananga will be sited at Kirikiriroa Marae in Dey Street Hamilton. The key to the success of the Kura Wananga will depend largely on our ability to engage taurā and their Whānau in a new way of learning which is geared towards the strengths, talents and passions of the learner.

There are a myriad of issues that prevent Māori taurā from achieving in education not least of all that 56% of all Māori live in areas represented by the three most deprived deciles.⁷ The main challenge our population face is poverty with all its complexities.

Research shows that 30,000 students a day were missing from school nationally on any one day.⁸ School Attendance Services Hamilton (SASH) recorded that they had between 7-8,000 contacts with non-attender learners (justified and unjustified) per annum and that they worked in-depth with approximately 1000 students.⁹ Amongst the top reasons was non engagement - the students just couldn't see the relevance of attending school.¹⁰ 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 taurā 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 so 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. These statistics clearly show that there is a need for a transformational change in the education system if our taurā are to succeed.

Education needs to be accessible to Maori, Pasifika and high needs learners that is an extension of who they are culturally. Given the economical situations for our target population it is imperative that fees are minimal or no fees (as is the expectation of a Partnership school). 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 the Kura Wananga.

Te Kohao Health is a Whānau Ora centre which is whānau centric. We have been implementing a Whānau Ora pilot involving in excess of 100 whānau for two years now. We have in excess of 6000 patients enrolled in the Medical Clinic and 2000 enrolled in our community services. We have just won the Integrated Attendance Services contract through

⁷ Statistics NZ (2002)

⁸ Ministry of Education (2012)

⁹ Report from School Attendance Services Hamilton

¹⁰ Report from School Attendance Services Hamilton

the National Urban Māori Authority (NUMA). We are therefore well placed to establish a Kura Hourua through our already well-established networks and services. Further to this we are able to offer a wide range of support services to assist whānau to set their own goals and work collectively towards achieving them.

Evaluation

Reviewers will be looking for statements that demonstrate:

- *a knowledge of the educational and other needs of the proposed student population and the area in which the school will be located, and*
- *a clear intention to target and attract the Government's priority learners, including Māori, Pasifika, learners from low socio-economic backgrounds and learners with special education needs.*

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