

APPLICATION

For applying to operate a Partnership Kura opening in 2015

PASIFIKA COMMUNITY SCHOOL

*A Partnership School for Pasifika, by
Pasifika, determined by Pasifika*

**THE PACIFIC PEOPLES
ADVANCEMENT TRUST**

11 March 2014

PARTNERSHIP SCHOOL KURA HOURUA AUTHORISATION BOARD

Contents

- 1 APPLICANT CONTACT DETAILS 4**
 - I. CONTACT PERSON FOR THIS APPLICATION 4
 - II. SPONSOR ORGANISATION..... 4
 - III. REFEREES 5
- 2 PPAT PROFILE..... 7**
 - I. PPAT ORGANISATION 7
 - II. PPAT 7
 - III. CURRENT BUSINESS COMMITMENTS..... 9
 - IV. PROBITY..... 9
 - V. PROPOSED SUBCONTRACTORS..... 9
 - VI. FINANCIAL INFORMATION..... 12
- 3 SCHOOL OVERVIEW 13**
 - I. SCHOOL LOCATION..... 13
 - II. YEAR GROUPS 13
 - III. PRIORITY LEARNER GROUPS..... 13
 - IV. SCHOOL ROLL 13
- 4 EXECUTIVE SUMMARY (QUESTION 1)..... 14**
 - PCS VISION 14
 - PCS PURPOSE 14
 - WHAT PCS WILL LOOK LIKE IN 5-10 YEARS..... 14
 - PERFORMANCE GOALS AND HOW WE WILL MEASURE THESE 15
 - THE STUDENT POPULATION WE WILL SERVE..... 15
- 5 PURPOSE AND GOALS (QUESTION 2)..... 16**
 - PCS VISION (QUESTION 2A)..... 16
 - PCS MISSION (QUESTION 2A) 16
 - PCS VALUES (QUESTION 2A)..... 16
 - REASON FOR PROPOSAL (QUESTION 2A)..... 17
 - PCS’S UNIQUE ABILITY TO ENGAGE PASIFIKA YOUTH AND ENABLE ACHIEVEMENT (QUESTION 2A) 22
 - PERFORMANCE OBJECTIVES AND MEASUREMENT (QUESTION 2B) 23
 - DEMOGRAPHIC EVIDENCE OF NEED (QUESTION 2C)..... 26
 - KEY ADVANTAGES AND EDUCATIONAL TRACK RECORD OF PPAT (QUESTION 2D) 30
- 6 EDUCATIONAL PLAN (QUESTIONS 3-22) 32**
 - PCS’S CURRICULUM (QUESTION 3) 32
 - TEACHING AND DELIVERY OF CURRICULUM ACROSS YEAR LEVELS (QUESTION 4) 34
 - HOW TEACHING AND DELIVERY WILL IMPROVE ACHIEVEMENT OUTCOMES (QUESTIONS 5 AND 9) 39
 - QUALIFICATIONS OFFERED BY PCS (QUESTION 6) 42
 - TESTS, MEASURES AND ASSESSMENT TOOLS (QUESTION 13) 45
 - HOW PCS WILL PROMOTE HIGH ATTENDANCE (QUESTION 14A) 45
 - HOW PCS WILL ENCOURAGE PARENT/FAMILY/FĀNAU INVOLVEMENT IN THE SCHOOL (QUESTION 14B)..... 45
 - TRAINING THAT ENABLES INVOLVEMENT BY PARENTS/FAMILIES/FĀNAU (QUESTION 14C) 46
 - COMMUNICATING PROGRESS AND ACHIEVEMENTS (QUESTION 14D) 46
 - RELATIONSHIPS WITH COMMUNITY AGENCIES (QUESTION 15)..... 46
 - PARTNERSHIPS FOR ENRICHING LEARNING (QUESTION 16)..... 47
 - EXTERNAL PROVIDERS (QUESTION 17) 47
 - SCHOOL CALENDAR AND TIMETABLES (QUESTION 18)..... 47
 - STUDENT BEHAVIOUR, DISCIPLINE AND PARTICIPATION (QUESTION 19) 49
 - A SAFE ENVIRONMENT (QUESTION 20)..... 49
 - PROFESSIONAL DEVELOPMENT PLANS FOR STAFF (QUESTION 21)..... 50
- 7 BUSINESS PLAN 51**
 - PCS STRUCTURE (QUESTION 23)..... 51
 - STAKEHOLDER INPUT INTO DECISIONS THAT AFFECT PCS (QUESTION 24) 54

PART 2 - APPLICATION FORM

APPLICANT NAME: THE PACIFIC PEOPLES ADVANCEMENT TRUST (PPAT)

- IMPLEMENTATION PLAN (QUESTION 25) 55
- FINANCIAL PLAN (QUESTION 26) 55
- AMOUNT AND TERMS OF FUNDING PROVIDED BY PCS (QUESTION 27) 55
- FINANCIAL MANAGEMENT, AUDITING AND INSURANCE (QUESTION 28) 55
- PROPOSED FACILITIES (QUESTION 29)..... 57
- ASSET MANAGEMENT AND MAINTENANCE (QUESTION 30) 57
- 8 OPERATIONS PLAN 58**
 - ENROLMENTS (QUESTION 31) 58
 - ENROLMENT POLICY (QUESTION 32) 59
 - WITHDRAWAL, SUSPENSION AND EXPULSION POLICIES AND PROCEDURES (QUESTION 33)..... 59
 - PCS LEADERSHIP (QUESTION 34)..... 59
 - STAFF RECRUITMENT PROCESS (QUESTION 35)..... 59
 - STAFF CREDENTIALS (QUESTION 36)..... 60
 - PROCESSES TO ENSURE SUITABLE AND QUALITY STAFF (QUESTION 37) 60
 - EMPLOYMENT POLICIES (QUESTION 38) 61
 - TEACHER ASSESSMENT AND APPRAISAL (QUESTION 39) 61
 - VOLUNTEERS AND CONTRACTORS (QUESTION 40)..... 61
 - HEALTH AND SAFETY STANDARDS (QUESTION 41) 61
- 9 ACCEPTANCE OF DRAFT AGREEMENT..... 63**
- 10 ASSUMPTIONS, RISKS AND CAVEATS 64**
- 11 APPLICANT DECLARATION..... 65**
- 12 APPLICANT CHECK LIST..... 67**
- 13 APPENDIX 1 - PPAT FINANCIALS 68**
- 14 APPENDIX 2 - CVS OF PERSONS IN KEY ROLES 74**
- 15 APPENDIX 3 - JOB DESCRIPTIONS FOR KEY ROLES 79**

1 Applicant Contact Details

i. Contact person for this Application

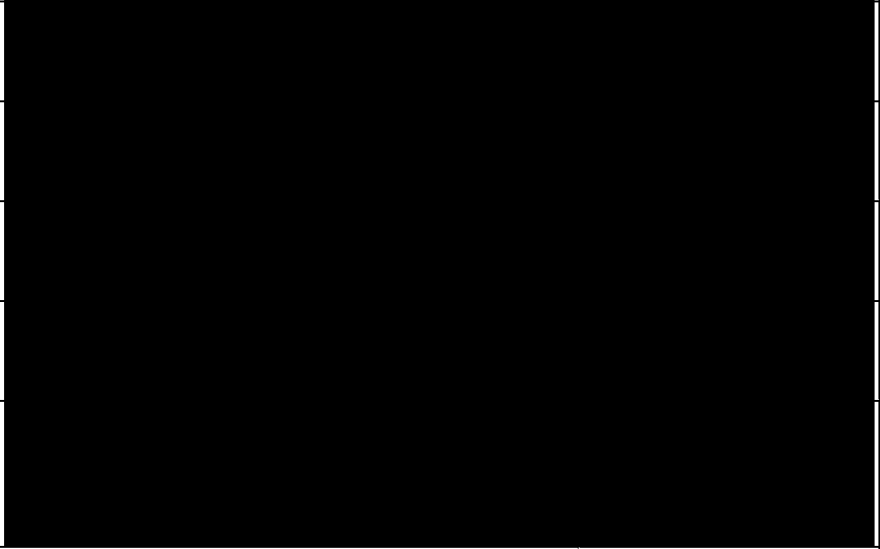
Contact person:	Hamish Crooks			
Position:	Trustee, The Pacific Peoples Advancement Trust			
Phone number:	[REDACTED]			
Mobile number:				
Email address:				
Is the contact person authorised to negotiate?	Yes	✓	No	


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ii. Sponsor Organisation

Full legal name:	The Pacific Peoples Advancement Trust (PPAT)		
Trading name: (if different)	N/A		
Name of parent organisation:	N/A		
Physical address:	166 Redoubt Road, Manukau, Auckland 2015		
Postal address:	PO Box 76426, Manukau, Auckland, 2241		
Website:	N/A		
Location of head office:	166 Redoubt Road, Manukau, Auckland		
Type of entity (legal status):	Charitable trust		
Registered Charity	Yes		
Charity (or) Company registration #:	CC43097 (Charities Commission) 1639139 (Charitable Trust Incorporation)		
Country of residence:	NZ ✓	Other _____	

iii. Referees


Referee #1	
Name of organisation:	
Name of referee:	
Telephone:	
Email:	
Relationship:	
When:	Ongoing

Referee #2	
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Name of organisation:	
Name of referee:	
Telephone:	
Email:	
Relationship:	
When:	2003-2011

Referee #3

PART 2 - APPLICATION FORM

APPLICANT NAME: THE PACIFIC PEOPLES ADVANCEMENT TRUST (PPAT)

Name of organisation:	
Name of referee:	
Telephone:	
Email:	
Relationship:	
When:	Ongoing

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2 PPAT Profile

i. PPAT Organisation

- a) We do NOT intend to establish a new legal entity to run the school.
- b) The Sponsor, PPAT, will run the school.

ii. PPAT

Type of organisation:	<p>Legally, The Pacific Peoples Advancement Trust (PPAT) is a Charitable Trust.</p> <p>The current Trustees of PPAT are La’auli Savae Michael Jones MNZM, Emeline Afeaki-Mafile’o and Hamish Angus Crooks.</p> <p>Philosophically, PPAT’s focus is on the educational and social wellbeing of Pasifika peoples.</p> <p>A primary function of the PPAT has been to provide an umbrella Pasifika organisation whereby more localised projects as driven by component organisations can more effectively deliver to the various target groups whilst providing a more centralised reference point for funders and key stakeholder groups alike.</p> <p>It is proposed, for the purposes of a Partnership Kura, that PPAT will work through its two primary component organisations – The Village Community Services Trust (“The Village”) and Affirming Works (“AW”).</p> <p>The respective chairmen of the component organisations - The Village (Michael Jones) and AW (Emeline Afeaki) - are currently trustees on PPAT.</p>
Year established:	Legal status as a Charitable Trust was granted on 8 December 2009.
History:	<p>PPAT was established by Pasifika community leaders from West, Central and South Auckland, initially to promote and provide for a Auckland and Pasifika response to raising aspirations and successful outcomes for Pasifika and also Maori youth through social and economic development programmes and projects, particularly around youth education and mentoring.</p> <p>PPAT was used historically for the facilitation of the Pacific Leadership Group and Te Wananga o Aotearoa (TWOA) initiative.</p> <p>In 2009 as a result of the Prime Ministerial Job Summit, the Tindall Foundation chose to partner with the Pacific Leadership Group (Hamish Crooks, Michael Jones and ██████████ – forming PPAT), to support a collaborative initiative with Te Wananga o Aotearoa (TWOA).</p> <p>The initiative involved the delivery of NZQA accredited TWOA training programmes through Pasifika organisations with greater community networks. The delivery began through PPAT’s partner organisations the Pacific Business Trust, Pasifika Education Centre, and The Village Community Services Trust in August 2009.</p> <p>PPAT continues to work actively with these organisations and other community groups. PPAT provides the necessary governance of education and training for The Village and AW to set up a Pasifika</p>

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	<p>Community School.</p> <p>Through PPAT's network and collaborative partners we are confident that from this proposal you will have confidence in PPAT's commitment to Pasifika community and its education.</p>
Summary of experience relevant to this application:	<p>PPAT represents community-based organisations specialising in educating and empowering Pasifika people through the provision of education, training and mentoring Programmes. The PPAT consortium of community organisations has delivered qualifications at levels 1, 2, 3 and 4 to a student base comprising primarily at risk Pasifika and Maori youth and young adults, with the aim of getting more people fit for taking on work opportunities.</p> <p>PPAT tailors their services to ensure that Pasifika students are developing holistically as individuals and contributing positively to their families, their communities and society as a whole. Specifically they:</p> <ul style="list-style-type: none"> • Provide culturally competent educational and mentoring programmes for youth that contribute towards flourishing Pasifika families. • Have leadership and innovation through developing educational programmes, with Pasifika pedagogy and expertise. • Provide cultural capital within their community through a history of success of service provision for Pasifika communities. • Offer foundation education and support that has evidence of pathways into Tertiary Education and Employment. <p>Together our providers, The Village and AW, have served Pacific youth, their families and communities in the Auckland region for over 12 years, through the provision of innovative programmes and services that seek to maximize the potential of our children and young people. Over this period our providers have successfully delivered mentoring services to more than 39 schools throughout the Auckland region and to 7,500 Maori and Pacific students.</p> <p>The experience of PPAT and its component organisations is very relevant to a Partnership Kura in that we:</p> <ul style="list-style-type: none"> • Are community-based • Focused on effecting positive change and advancing aspirations and success of Pasifika peoples in Aotearoa New Zealand, with a specific focus on Polynesian youth, both Pasifika and Maori • Center all our mentoring and educational activity and service on our cultural norms and values • Have a proven track record in innovative ways of engaging disenfranchised youth where traditional systems have failed • Provide support in the context of a holistic mentoring and service towards a pathway for learners to access tertiary education and vocational careers.
Total number of staff in NZ:	6
Number of locations in NZ:	1
Overseas locations:	N/A

iii. Current Business Commitments

Business activities:	<p>PPAT has spent its first years building capacity amongst the network of community services and its partners. It seeks to not duplicate what other Pasifika community organisations are delivering but to provide specialised assistance towards advancing Pasifika education.</p> <p>PPAT has been working with Pasifika community organisations to enable them to deliver training and education programmes at levels 2, 3, 4 and 5 on the national qualifications framework. These programmes include sports, health and fitness, business computer training, business training, English training courses with over 200 current trainees.</p> <p>This is ensuring a Pasifika entity that can be trusted with working with contractual management, monitoring and quality service. It seeks to provide the leadership within our community to carve our new paths for Pasifika peoples to lead in education</p> <p>Through PPAT Tindall Foundation has also provided financial assistance to PPAT's organisations to purchase capital equipment for delivery.</p>
Other Contracts with government	N/A

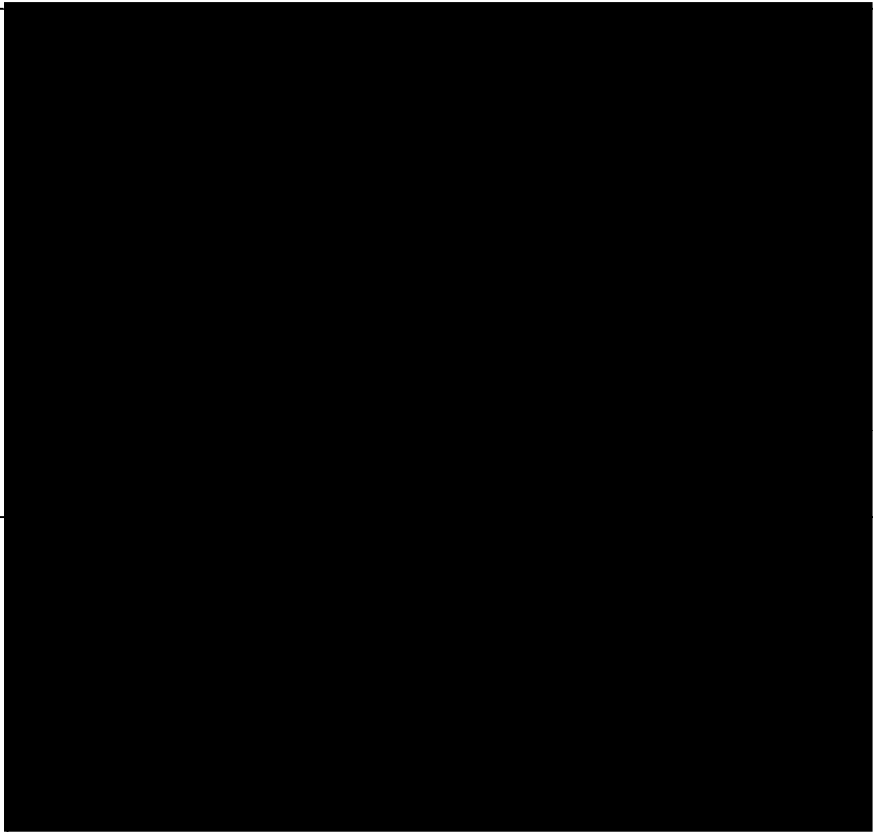
iv. Probity

Pending claims against the organisation:	None
Court judgments or other decisions that have been made against the organisation in the last 6 years:	None

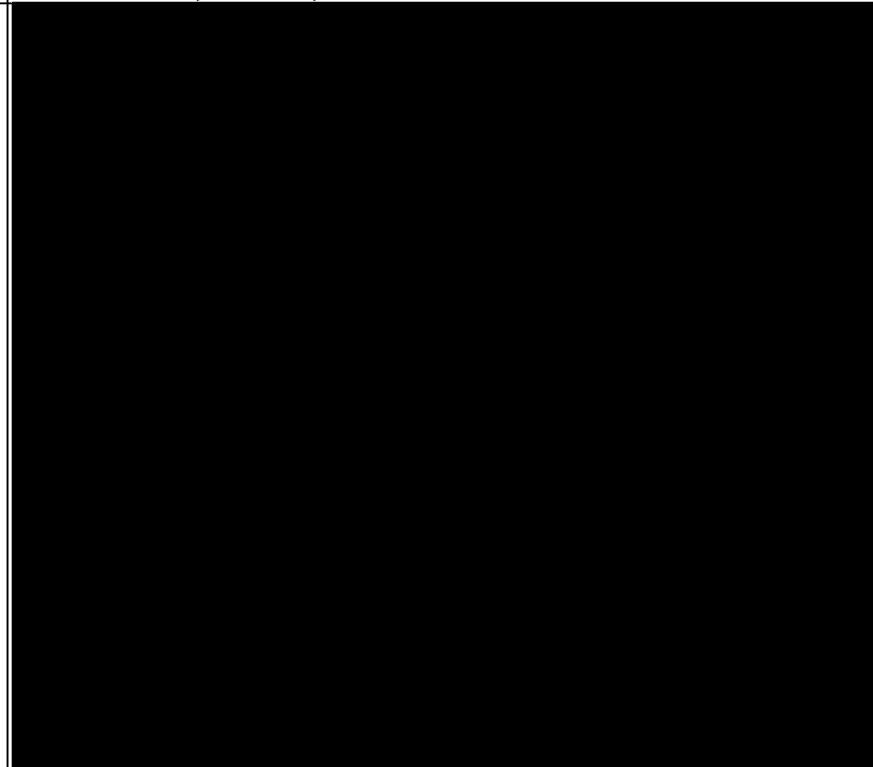
v. Proposed Subcontractors

PPAT will have three contracts for services, as detailed below.

Sub-contractor #1	
Sub-contractor name:	The Village Community Services Trust (The Village)
Address:	P.O. Box 15 400, New Lynn, Auckland 0640 Premises located at 26 Racecourse Parade, Avondale, West Auckland
Specialisation:	

	
Deliverables of The Village:	

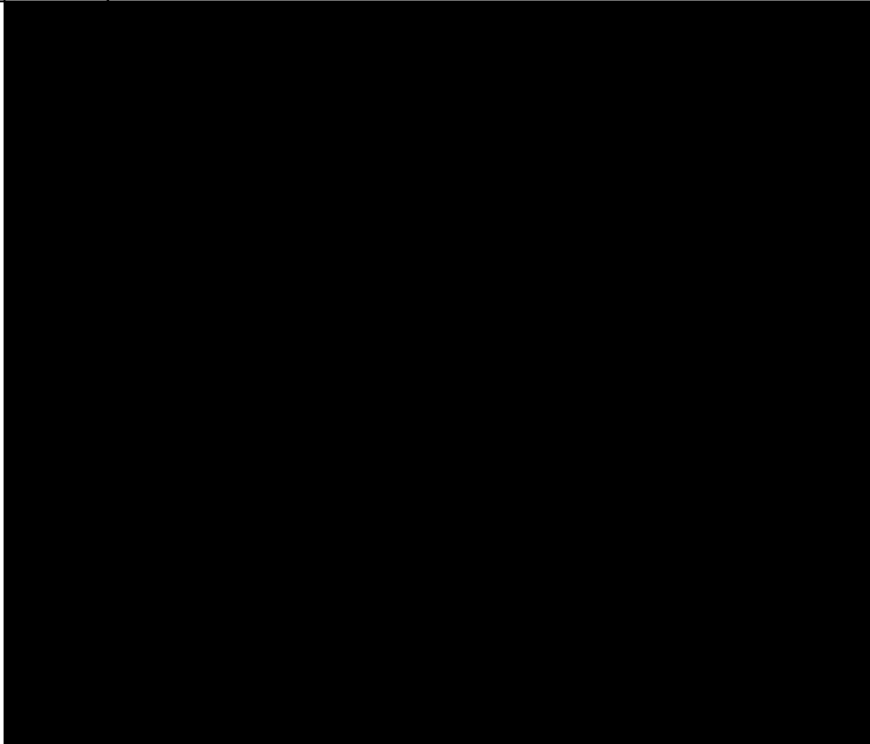
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Sub-contractor #2	
Sub-contractor name:	Affirming Works (AW)
Address:	PO Box 22513, Otahuhu, Auckland
Specialisation:	

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Deliverables of AW:	

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Sub-contractor #3	
Sub-contractor name:	The Open Polytechnic
Address:	3 Cleary Street, Waiwhetu, Lower Hutt, 5040
Specialisation:	

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Deliverables of The Open Polytechnic:	
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vi. Financial Information

Current financial status:				
Gross revenue:				
Net profit (surplus) and Net Assets:				
Last audited financial accounts:	Unaudited accounts for 2010/11 and 2011/12 are attached in Appendix 1			
Copy of latest audited accounts attached?	Yes (unaudited)	✓ (Appendix 1)	No	
Copy of latest annual report attached?	Yes		No	✓
Is organisation in dispute with any trade union?	Yes		No	✓

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3 School Overview

PPAT will establish the Pasifika Community School (PCS).

i. School Location

Address / location of proposed Partnership Kura:	Space will be subleased from The Village, with premises currently at 26 Racecourse Parade, Avondale, West Auckland
Operation of school at more than one location:	No

ii. Year Groups

PCS will offer secondary education to its student population at Years 11, 12 and 13, equivalent to NCEA L1, 2 and 3.

iii. Priority Learner Groups

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

Māori/Other	Pasifika	Children from low socio economic backgrounds	Children with special education needs
50 (20%)	200 (80%)	100%	variable*

*From the outset, PCS will cater for youth with learning difficulties, but not with physical disabilities. In future years this can be reviewed.

iv. School Roll

Year	2015 Roll	2016 Roll	% Change	2017 Roll	% Change	2018 Roll	% Change	2019 Roll	% Change	2020 Roll	% Change
11	100	100	0%	105	0%	105	0%	105	0%	105	0%
12		75		80	0%	80	0%	80	0%	80	0%
13+				65		65	0%	65	0%	65	0%
Total	100	175	+75%	250	+43%	250	0%	250	0%	250	0%

4 Executive Summary (Question 1)

Since the dawn of time, our ancestors have left homes in search of new lands and new horizons. These brave and adventurous people settled in new places and over time they adapted to their new environments and built new cultures and traditions keeping those old traditions that still worked and making new ones. *PPAT is focused on this adaptation - on advancing aspirations and success of youth in Aotearoa New Zealand, with a specific focus on Polynesian youth, both Pasifika and Maori.* Our ability to achieve this is dependent on centering all our activity and service on our Pasifika cultural norms and values.

As Polynesian people our knowledge, expertise and experiences are founded in our Pasifika worldview and framed in a New Zealand urban environment. This underpins everything we do as Pacific providers, leaders, practitioners and at a governance level. *PCS is driven and motivated by the desire to collectively shorten the "long brown tail" that describes the Pasifika underachievement and presence in all negative socio-economic, education, health and justice statistics in New Zealand.*

PCS Vision

Enriched, vibrant, dynamic and successful Pasifika youth

Secure and confident in their education pathway, identities, languages and cultures

PCS Purpose

PCS seeks to provide Pasifika mo Pasifika approach to educating our Pasifika youth in New Zealand.

Through 21st century secondary education aligned to an appropriate cultural context, we inspire educational success in disadvantaged youth. We use the Pasifika Vaka of learning within the contextual development of a Pasifika pedagogy to assist further development of Pasifika learners, providing them with the navigation tools needed to resiliently journey through education, training and employment.

What PCS will look like in 5-10 years

PCS envisions a Pasifika community of learners, families and community, enriched and empowered. PCS has provided evidence of the link between successful Pasifika learners and the effects on the nation as a whole.

New Zealand currently has a fast growing Pasifika population. We believe that PCS would be able to provide an increase in graduate Pasifika learners straddling both the Pasifika and Western worlds, successfully educated and employed, contributing to a wider society, and flourishing in development expressed in the greater good of all.

In 5-10 years, PCS will:

- Be a vibrant and thriving school community, centred on the Pasifika culture, enrolling 250 largely Pasifika students from low-decile communities in Auckland
- Have a proven record of wrapping education within an innovative, cultural perspective, to successfully engage their students, retain them at school, enable them to achieve in education on a par with the national population, and see them progressing to higher education and meaningful careers
- Have a name for delivering high-quality education programmes (NCEA levels 1, 2 and 3) aligned to the NZ curriculum and the Ministry's vocational pathway framework
- Be consistently meeting its performance goals, as agreed with the Ministry

- Be successfully rooted within the Auckland Pasifika community, with strong support from parents/fanau, politicians and community groups to achieving top educational and life outcomes for its students
- Be an effectively governed and managed operation that maintains financial viability and provides value to the communities it serves, Auckland region, and the Crown.

Performance goals and how we will measure these

Our performance goals align to the Ministry's framework for secondary schools, and relate to:

- Reaching target priority learners, largely but not exclusively Pasifika, converting need into demand
- Achieving student success, both educationally and as individuals that can relate their cultural and family life into the demands of their education
- Achieving student engagement in the Pasifika way so that our students are inspired and motivated to engage and continue at school
- Maintaining financial health, ensuring we can continue to offer quality experiences and provide value-for-money
- Engaging communities in all aspects of individual student progress, and school management and governance
- Inspiring staff to contribute to the school's development and student success.

The student population we will serve

PCS is founded on the principle that a student's overall success in life is significantly enhanced if they choose to stay at school, and that schooling has a strong positive effect on transitions to tertiary education, health, later income and overall quality of life.

PCS will target mainly 16-19 year old Pasifika (and Maori) youth in Auckland that are disenfranchised with, and consistently underserved by, New Zealand's mainstream, secondary education system, as evidenced by their lower educational achievement at NCEA; relatively low propensity to remain at school until 17 years of age; relatively high levels of stand-downs, suspensions, exclusions and expulsions; poor literacy and numeracy levels; high levels of NEET (youth not in education, employment or training); and weak labour market outcomes. Our priority will be to connect learning to interest and employment, within the context of family and community, and provide specialised curriculum and learning design, encompassing Pasifika pedagogy.

PPAT believes that if we can provide a curriculum that resides in a cultural / identity context and perspective, we will better engage Pasifika youth, retain them at school, and improve their levels of achievement and chances for a productive working life. This is critical for Pasifika families and communities, Auckland and New Zealand.

5 PURPOSE AND GOALS (Question 2)

PCS Vision (Question 2a)

PPAT is about advancing Pasifika Peoples, focusing on youth and enabling, over time, generational strengthening. Our vision for PCS reflects this.

Enriched, vibrant, dynamic and successful Pasifika youth

Secure and confident in their education pathway, identities, languages and cultures

PCS Mission (Question 2a)

PPAT is committed to ensuring that the knowledge, skills and experiences of our youth are founded in our Pasifika worldview and framed in a New Zealand urban environment. Our purpose for PCS reflects this:

PCS seeks to provide Pasifika mo Pasifika approach to educating our Pasifika youth in New Zealand.

Through 21st century secondary education aligned to an appropriate cultural context, we inspire educational success in disadvantaged youth, providing them with the foundations for navigating resiliently through education, training and employment.

PCS Values (Question 2a)

Throughout this RFP we have endeavoured to articulate our values. As an organization we seek to adhere to the traditional Pasifika values of love and compassion (*alofa, aroha, ofa, aora*), respect (*fa'aaloalo, fakafo'ofa, manaakitanga*) faith (*fa'atuatua, whakapono,*) and service (*tautua*).

Overall these can be expressed through the way we live in "community". Although the village structure in our new world has become looser demographically with the introduction of social media and highways we still find resilience in belonging to a Pasifika Community. With our unique Pasifika identity we can acquire the strength to go beyond limits and fulfill our latent potential. By providing an enriching and valuable educational experience to a Pasifika student we understand we are additionally adding value to the their family and beyond.

PPAT identify PCS values as:

- *Community* - enabling and encouraging individuals to find belonging in their Pasifika village through building relationships, maintaining positive involvement with family and engaging with community wide activities. Each individual holds an important place in the community and this is realized through relationship and engagement with others, facilitating the growth and strengthening of the community as a whole.
- *Flourishing* - a vibrant community is made up of flourishing individuals, those who understand their potential and are equipped to realise it. A flourishing community is one which enables and encourages all its members to reach their capacity and live full and successful lives.
- *Pasifika* - identity is solidified through language and culture. By valuing these distinct elements of the Pasifika identity individuals learn to treasure their heritage and realise their full capacity while generational ties are strengthened and respected, preserving the integrity of the Pacific people
- *Leadership* - developing young people who are confident in their Pasifika identity equips them for leadership in the community and sustains the process of self-determination for ethnic communities within the New Zealand context. Individuals are nurtured to give back to their village through embracing the values of their heritage and culture for the benefit of those around them.

Reason for Proposal (Question 2a)

Pasifika make up 7.4% of the total national population with 48.8% of Pasifika being New Zealand-born. The Pasifika people are highly urbanised, with 97% living in urban areas in 2006 and 66% living in Auckland urban areas alone.

Key Statistics, Pasifika in New Zealand

Pasifika population: 295,944 in 2013, comprising 7.4% of the national population. This is a slight increase from 6.9% of the population in 2006. In several Auckland districts, the proportion of Pacific people was significantly higher than the national average, at >17% of the population. 48.8% of Pasifika were New Zealand born in 2013¹.

Location: In 2013, 92.9% of the Pasifika population resided in the North Island, primarily in the major urban areas: 83.4% lived in Auckland, Wellington, and Hamilton, with 65.8% living in Auckland alone¹. The Auckland Pasifika population is particularly youthful: 72.5% of all enrolled primary, intermediate, and secondary Pasifika students were in Auckland, where Pasifika peoples made up 20.5% of all enrolled students².

Age structure: Pasifika peoples had the lowest median age out of all of New Zealand's major ethnic groups in 2013: The median age for Pasifika was 22.1 years, compared to 38 years nationally¹. In 2006, New Zealand-born Pasifika had a strikingly low median age at 13 years old, indicating a significant proportion of New Zealand born Pasifika moving through the school system in 2013³. Going forward, national population projections suggest that Pacific women will continue to have a higher fertility rate than for women of all other ethnic groups. According to the most recent data, by 2026, Pasifika women are expected to have 2.65 births per woman, in comparison to 1.85 births for European or Other women and 2.50 births for Maori women⁴.

Secondary education: In 2012, 21.2% of Pasifika people left school without NCEA level one⁵, and a further 35.2% without NCEA L2⁶. 33.2% of all Pasifika students obtained university entrance, in comparison to the national average of 49%⁷.

Tertiary education: In 2012, 27% of Pasifika youth (aged 15-24) participated in qualifications at level 4 and above. Comparatively, the participation rate for all domestic students was 31%. Pasifika holding a bachelor degree-level qualification or higher was below average, at 6.6% compared to 13.6% nationally.

However, Pasifika youth have a keen interest in higher education: from 2002 – 2012, the number of Pasifika bachelors and postgraduate enrolments increased on average by 4.1% a year, in comparison to 2.4% for the rest of the population⁸.

Unemployment: In March 2013, the unemployment rate for Pasifika was 15.4%. This was 8.5% higher than its level in 2008. The Pasifika unemployment rate was far sharper than for all other people nationally, which was 6.8% in March 2013. 12.9% and 4.6% for Maori and Europeans, respectively⁹.

Employment: The employment rate for Pasifika has remained significantly lower than all other ethnic groups in New Zealand for the last five years. Employment rate participation decreased from 60% in 2008 to 55.4% for Pasifika peoples in December 2013. In the same time period, Maori had the closest drop in employment rates, from 62.4% to 58.9%. In comparison, European and Asian participation percentages were 67.2% and 62.8% respectively in December 2013⁹⁻¹⁰.

Areas of employment: In the year to March 2013, a significant proportion of Pasifika peoples overall were employed in lower skilled industries. 19.7% were employed in Manufacturing industries, and a further 23% were employed in wholesale & retail and transport, warehousing, & communication industries. Pasifika are overrepresented in occupations that have weaker labour market outcomes; 22.5% were employed as labourers, 13.9% as machinery operators and drivers, and a further 22.9% as clerical & administrative workers and technicians and trades workers⁹.

NEETs: For the year January to December 2013, 13.5% of Pasifika male youth (ages 15-24) and 26.4% of Pasifika female youth were not in employment, education, or training (NEET). The total national proportion of NEETs was 10.8% and 18.5% of male and female youth, respectively. In March 2013, the NEET rate for Pacific females had experienced the highest rate of growth from the past year¹⁰.

¹ Statistics New Zealand. (2014). Census 2013 – Profile and Summary Reports. Retrieved 4th March 2014, from <http://www.stats.govt.nz/Census/2013-census/profile-and-summary-reports.aspx>

² Ministry of Education (2014). Student Numbers by Gender, Student Age & Ethnicity 2005-2013. *Education Counts Indicators*.

³ Statistics New Zealand and the Ministry of Pacific Island Affairs. (2010). *Demographics of New Zealand's Pacific Population – Pacific Progress 2010*.

⁴ Statistics New Zealand. (2010). *National ethnic Population Projections – 2006-base to 2026 (April 2010 update)*.

⁵ Ministry of Education (July 2013). School leavers with NCEA Level 1 or Above. *Education Counts Indicators*.

⁶ Ministry of Education (July 2013). School leavers with NCEA Level 2 or Above. *Education Counts Indicators*.

⁷ Ministry of Education (July 2013). School leavers with a University Entrance Standard. *Education Counts Indicators*.

⁸ Ministry of Education. (August 2013). *Profiles and Trends: New Zealand's Tertiary Education Sector 2012*.

⁹ Ministry of Business, Innovation, and Employment. (2013). *Pasifika Labour Market Factsheet – March 2013*.

¹⁰ Statistics New Zealand (2013). *Household Labour Force Survey: March to December 2013 quarters*.

The proportion of Pasifika people identifying with only one ethnicity decreased from 80% in 1991 to 70% in 2006. Multiple ethnicities are more common amongst younger people. The median age of the New Zealand-born Pasifika group (22) has a much younger age structure than 38 years for the total population.

By 2030, 25% of new job seekers in Auckland are projected to be Pasifika peoples. Unfortunately these Pasifika people have the lowest qualification levels of any ethnic group in the country. This is related to the high percentage of Pasifika young people who leave school with little or no formal attainment.

Our Pasifika 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 that they can make their fullest contribution to the well-being of New Zealand.

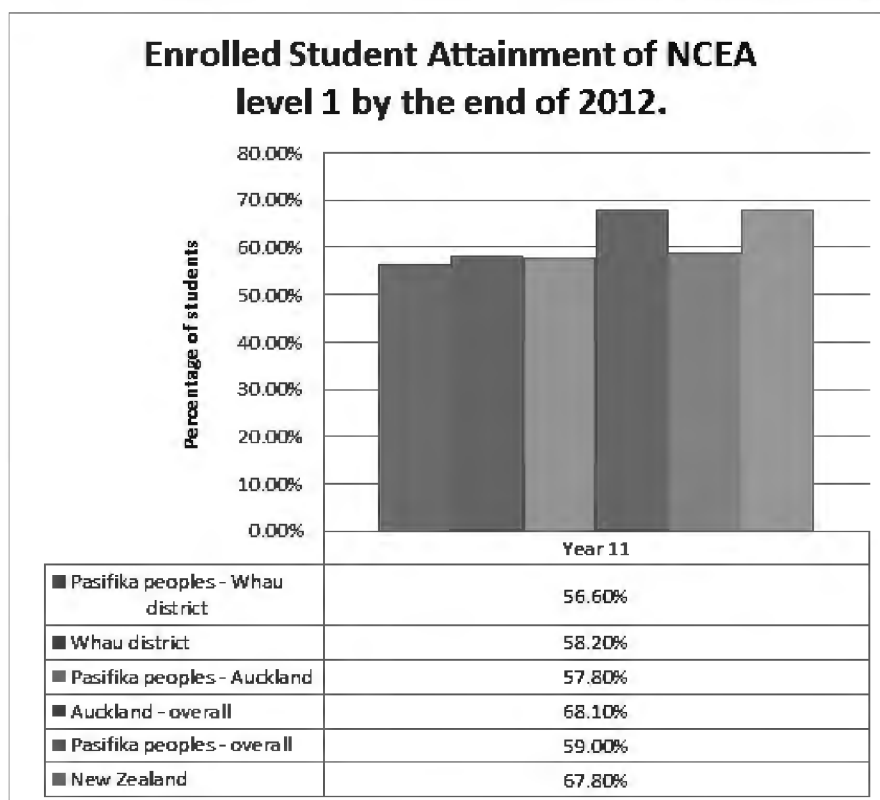
By and large, most Pasifika parents/families have migrated to New Zealand to allow their children access to a better education and future earning potential. They will have high expectations of achievement, but these expectations are not being met.

In particular, Auckland's Pasifika youth have unique educational, cultural and social needs, many of which are not being met by the traditional schooling options. The educational achievement statistics provide evidence that confirms that many Pasifika youth (including those in the Auckland corridor) are challenged by traditional secondary education¹¹.

Achieving NCEA Level 1

At NCEA L1, Pasifika youth underperform against all other categories.

Only 58% of Pasifika youth in Auckland achieve NCEA L1 at the end of their 11th year at school. This compares with 59% of Pasifika youth nationally, and 68% of students across NZ and in Auckland.



Note: Whau region stats included here as an example only.

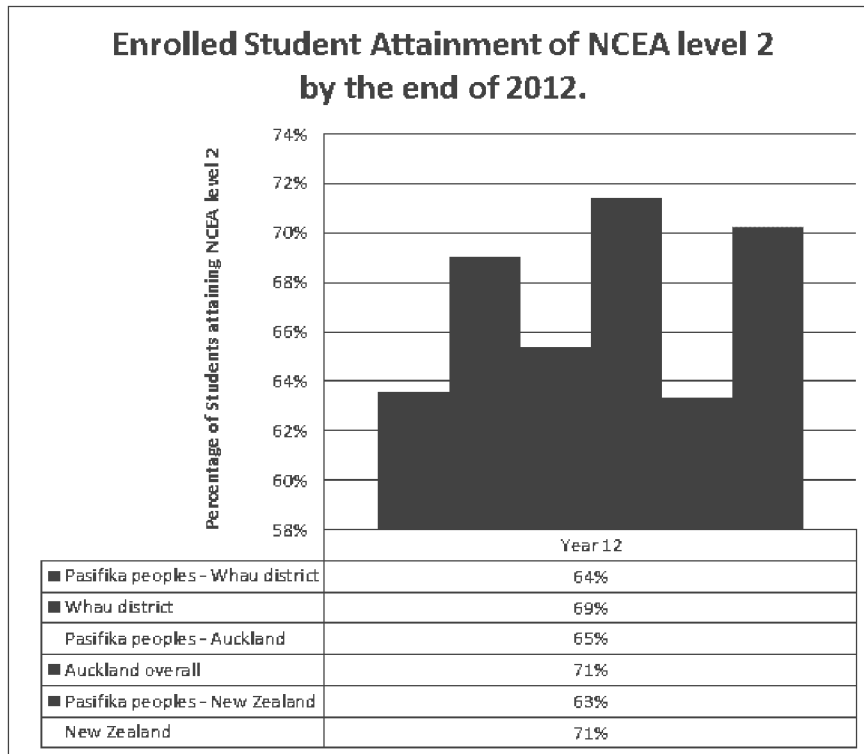
¹¹ Data built through NZQA data – 2012 most recent to be released.

NZQA (2013). Secondary School and NZCEA - Secondary School Statistics Consolidated Files. Retrieved 3rd March 2014, from <http://www.nzqa.govt.nz/studying-in-new-zealand/secondary-school-and-ncea/secondary-school-statistics/consolidated-files/>

Achieving NCEA Level 2

At NCEA L2, Pasifika youth again underperform against all other categories of students.

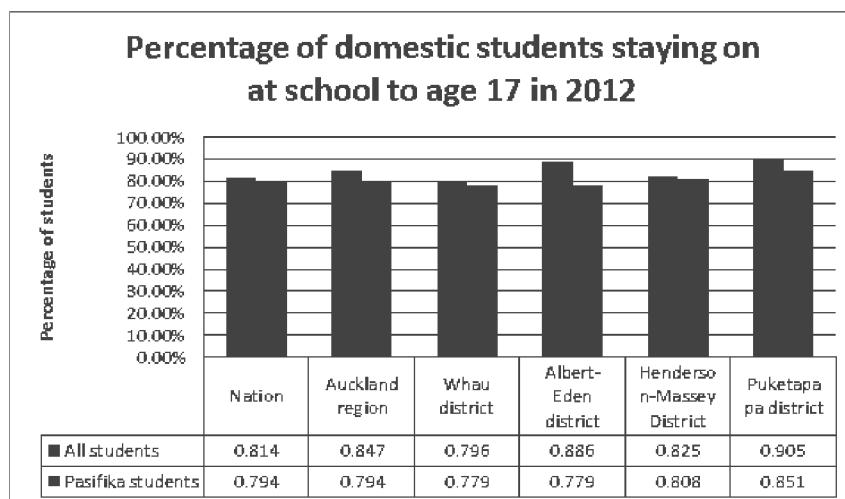
63% of Pasifika youth nationally achieve NCEA L2 at the end of their 12th year at school. This compares with 71% of students across NZ and in Auckland.



Note: Whau region stats included here as an example only.

Staying at school until age of 17

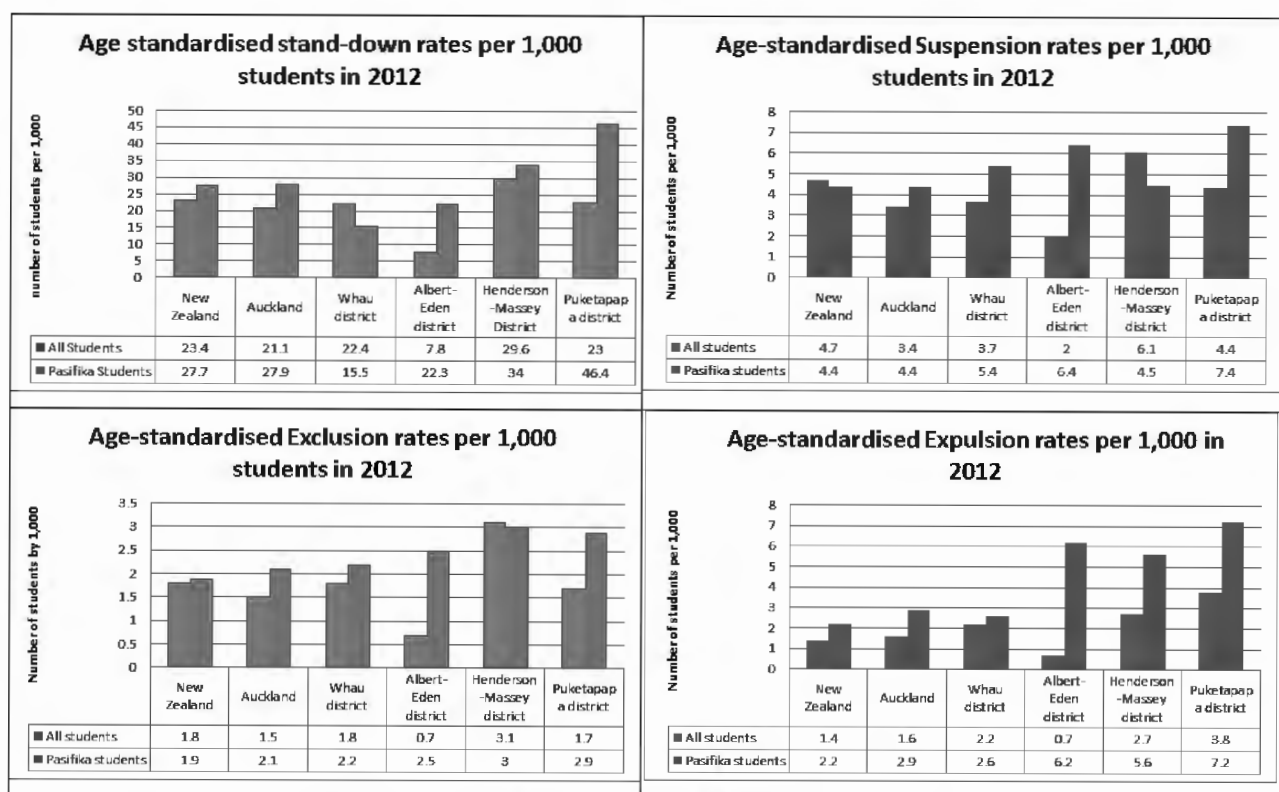
79% of Pasifika youth stay at school until age 17. This is slightly below the national average for all students (81%).



Note: Various Auckland region stats included here as examples only.

Engagement as measured by stand-downs, suspensions, exclusions and expulsions

These indicators, in the main, show evidence of a disenfranchisement and poor engagement of Pasifika youth with the schooling system across Auckland and nationally. An alternative pathway is needed.



Note: Various Auckland region stats included here as examples only.

The Salvation Army's 2013 report on Pasifika peoples supports these statistics on poor engagement and achievement.¹²

They describe consistent themes within Pasifika communities' experience of education over the past generation including poor access to and poor engagement with early childhood education and the concentration of Pasifika people in low income neighbourhoods and their children in low decile schools. Yet despite these consistent themes of deprivation there is some evidence that some Pacific groups are succeeding within the education system and there is evidence that this success is a recent change.

The Salvation Army's additional statistics of note are in the table below.

¹² Salvation Army, May 2013. **More Than Churches, Rugby & Festivals** A REPORT ON THE STATE OF PASIFIKA PEOPLE IN NEW ZEALAND

Salvation Army's Education key indicators

	2007	2012
Pacific under 5 population as % of NZ under 5 population	14.4%	16.0%
Pacific ECE enrolments as % of all ECE enrolments	5.8%	6.9%
Enrolment gap—additional enrolments to raise to NZ rate	14,500	18,000
Pacific school enrolments as % of all NZ enrolments	9.2%	9.9%
Pacific enrolments in decile 1, 2 and 3 schools as % of all enrolments in decile 1, 2 and 3 schools	24.8%	26.6%
Pacific enrolments in decile 8, 9 and 10 schools as % of all enrolments in decile 8, 9 and 10 schools	2.7%	3.2%
Over representation in decile 1, 2 and 3 schools	2.7 times	2.7 times
NZ wide age standardised suspension rate (per 1000 students)	6.5	5.2
Pacific age standardised suspension rates (per 1000 students)	8.6	5.4
NZ wide Year 13 UE achievement rate	50.0%	49.9%
Pacific Year 13 UE achievement rate	23.8	34.4%
NZ participation rate of over 15 population in university	4.4%	4.3%
Pacific participation rate of over 15 population in university	4.4%	4.4%

Barriers to educational performance

As a result of educational, social and cultural challenges, many Pasifika youth are part of the NEET (Not in Education, Training or Employment) cohort within our youth population; many have poor educational achievement, limited study skills, and negative school experiences; and some face literacy and numeracy challenges.

In New Zealand schools, Nelisi (1999) emphasises the importance of the inclusion of Pasifika indigenous content and language in reading resources to aid their development of literacy skills. She deemed this to be a good starting point for literacy development amongst Pasifika students and that it will assist with the maintenance of the indigenous language and heritage. She highlights the links that Pasifika students are readily able to make with reading resources that are of relevance to their specific cultural background, home and/or upbringing. She concluded that this connection, when effectively made, brings about empowerment to the learning of Pasifika students because their stories belong to their culture.

In Pasifika families, culture is intrinsically intertwined with family life. Indeed Pasifika tradition is for children to be raised, not only by their parents, but by the whole village. Culture and family life rarely exist outside of each other. Therefore it is vital to understand what the student deals with at home to be able to pathway them forward at school. Much of the failure of our youth to succeed in the traditional education system here in New Zealand is their inability to relate their cultural and family life into the demands of a mainstream system.

Thus their whole identity is inherently connected with that of the family's, which unlike the nuclear family of western society extends out to cousins, aunties, uncles and grandparents. However, this collective way of being is not straightforward and many young Pasifika people progress through childhood and adolescence disconnected and finding it difficult to relate to inherently Western systems.

As a result, many students forget the legacy they come from and sometimes are resentful of being different in a mainstream society. Once they are able to embrace the richness of their heritage and identify with the strengths from their culture they can use it to their benefit and it can enhance their personal identity, raise their belief of overcoming barriers and propel them to success.

An alternative and innovative approach to Pasifika education is needed, one that leads to greater academic achievement, more positive attitudes toward school and home, greater well-being, greater connectedness to peers, more positive decision-making, less engagement in aggression and decreases in truancy. Alongside these outcomes, an identity/cultural perspective, would also enhance the student's cultural identity providing him/her with a sense of belonging and a collective responsibility to individually succeed for their family and community.

PCS's unique ability to engage Pasifika youth and enable achievement (Question 2a)

PCS will be a secondary school for Pasifika, by Pasifika and determined by Pasifika. Its proposed learning environment, teaching and curriculum will support the engagement and achievement of its target student group.

More specifically, its unique point of differentiation will relate to the inclusion of its community cultural values and Pasifika into an education experience that uses specialised curriculum and advanced pedagogical approaches to engage, empower and educate the 21st century Pasifika youth.

In this way PCS will overcome barriers to achievement that stem significantly from a lack of alignment and compatibility between the educational environment and the home/cultural environment.

Inclusion of cultural values and practice

Because of conflicts between culture, family and school, Pasifika youth can feel disenfranchised from mainstream education, and are more likely to engage with transformative learning in a safe environment centred in their community. The cultural identity perspective will include:

- Setting up the school in the heart of the community
- Involving extended and immediate families, not just parents
- Acknowledging language and customs
- Acknowledging cultural identity including family ancestry
- Conceptualising wellbeing as linked to the collective rather than the individual.

Community connectedness will ensure community backing for students, and that parents and fanau engage in school activities and impact on school culture. It will also enable learning that is relevant culturally, thereby encouraging an understanding of the self and a sense of belonging.

Addressing issues of literacy

Literacy is also key to accessing future learning. Low levels of achievement in literacy skills lead to large numbers of students (over-represented by Pasifika and Maori students) leaving secondary school with no formal qualifications, and a disproportionately low percentage enrolling in higher-level tertiary education (Nakhid, 2003 cited in Ferguson et al., 2008). The most recent Programme for International Student Assessment (PISA) results also show Pasifika students are greatly under-represented in the higher-achieving groups in literacy, maths and science assessments.

PCS will provide a second chance for individuals to develop core literacy and numeracy skills. Where needed, our educational programmes offer the opportunity to revisit pre-NCEA Level 1 literacy and numeracy learning. An influential feature in the design of our provision has been the recommendations from the Ako Aotearoa report *Lifting Our Game: Achieving greater success for learners in foundational tertiary education*, April 2012.

Connecting learning to interest and employment, within the context of family and community

The traditional school system sees Pasifika students often guided into a disparate set of dead-end subjects that do not lead to higher education or a vocation. They receive poor advice on subject choices and are encouraged away from subjects that lead to further study and employment.

PCS will use a personalised approach in a small campus to ensure all students, based on their interests and passions, will have a clear direction to future employment or vocational study, and will work with students to realise their individual Learning Contracts (or study plans) and aspirations. PCS will personalise their learning experience through constant engagement with community experts in various field of practice providing work placements that build skills and knowledge in their chosen vocation, enabling greater connection with the workplace and elevated employment rates after school.

Specialised curriculum and learning design, encompassing Pasifika pedagogy

In mainstream schools, Pasifika students are often distracted, unmotivated, bruised by poor records of success, uninspired and uninterested. To better engage the student, our proposed curriculum and learning design seeks to use stimulating and creative learning techniques in alternative, flexible pathways to NCEA qualifications. In particular:

- PCS provides 5 pathways to learning through its Vaka that is culturally competent and integrated with a strong Pasifika cultural element partnered with innovative educational tools (android tablets) for best outcomes.
- Community engagement through Pasifika mentoring for each student and ongoing meetings with family encouraging community responsibility in student learning.
- Recognising Pasifika pedagogies through Pasifika values, stories and Pasifika languages.
- Personalised education plans that recognise the variability of what students bring, can contribute to study, and want from a programme of study.
- Learning is strengths-based, designed to build confidence with the learner, their family and community through successful experience in education.
- Delivery and educational models that offer supportive intervention to maintain learning engagement, and allow students to progress as they meet commitments in the Pasifika community.

Performance Objectives and Measurement (Question 2b)

To realise its vision and purpose, PCS seeks to achieve the following objectives:

Objective 1: Reaching target Pasifika priority learners

By using a Pasifika lead and designed school we are able to engage Polynesian learners (Pasifika and Maori) and their families to enrol in PCS.

Objective 2: Achieving Pasifika student success

Using our Pasifika values, stories and languages we believe that students can achieve educational success and reach their potential in education.

Objective 3: Achieving Pasifika student engagement

Our students are inspired and motivated by their family and community to be engaged in their educational journey.

Objective 4: Maintaining financial health

PCS is financially viable and provides value-for-money.

Objective 5: Engaging Pasifika families and communities

All Pasifika student's families and community are informed and encouraged to participate in the leadership in all aspects of school management and governance.

Objective 6: Inspiring and well informed culturally competent staff

PCS Staff are engaged and inspired to contribute to PCS values, development and student success.

These objectives will be achieved through maintaining PCS's distinctive and unique approach to Pasifika educational provision, namely the inclusion of Pasifika values and pedagogy into an education journey that embraces community, and uses best and new Pasifika pedagogical approaches.

The table below lists metrics and targets, against which our achievement of these objectives can be measured. This table adjusts the wording and expands on the pro-forma supplied by the Ministry of Education for secondary schools, incorporating PCS specific metrics. The additional PCS specific metrics are in italics.

PCS Performance Standards

Objective	Indicator	Metric	Performance Standard		
			2015	2016	2017
1. Reaching target Pasifika priority learners	Enrolment of priority groups	Number of learners who are Māori, Pasifika, students with special education needs or from low socio-economic backgrounds	90%	95%	100%
2. Achieving Pasifika student success	NCEA Level 1	School leavers with NCEA level 1	85.2%	Trajectory to 2017 targets to be negotiated	90%
	NCEA Level 2	School leavers with NCEA level 2	74.3%	Trajectory to 2017 targets to be negotiated	85%
	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	Gather baseline information to set targets		
3. Achieving Pasifika student engagement	Unjustified absences	Measured at the end of each term through data provided to MOE	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
	Stand downs	Schools legally required to notify MOE when these occur	1.1 days per year per 100 students	0.9 days per year per 100 students	TBC
	Suspensions	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
	Exclusions	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

	Expulsions	Schools legally required to notify MOE when these occur	0	0	0
	School culture	wellbeing@school annual student survey	Gather baseline information to set targets		
4. Maintaining financial health	Operating surplus	Notified to the MOE at the end of each term	2% -5%	2% -5%	2% -5%
	Working capital ratio	Notified to the MOE at the end of each term	2:1	2:1	2:1
	Debt/equity ratio	Notified to the MOE at the end of each term	0.5:1	0.5:1	0.5:1
	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	80-100	150-175	250
5. Engaging Pasifika families and communities	BOT make-up	Proportion of Pasifika representation on School Board of Trustees	90%	90%	90%
	Community satisfaction	Proportion of parents and carers who are satisfied that their student has acquired useful skills and knowledge for future career pathways	75%	78%	80%
6. Inspiring and well informed culturally competent staff	Cultural leadership	Proportion of teaching and coaching staff that are of Pasifika ethnicity	80%	80%	80%
	Staff satisfaction	Proportion of staff that register in top category of survey as enthusiastic, energetic, proactive and focused	Gather baseline information to set targets		

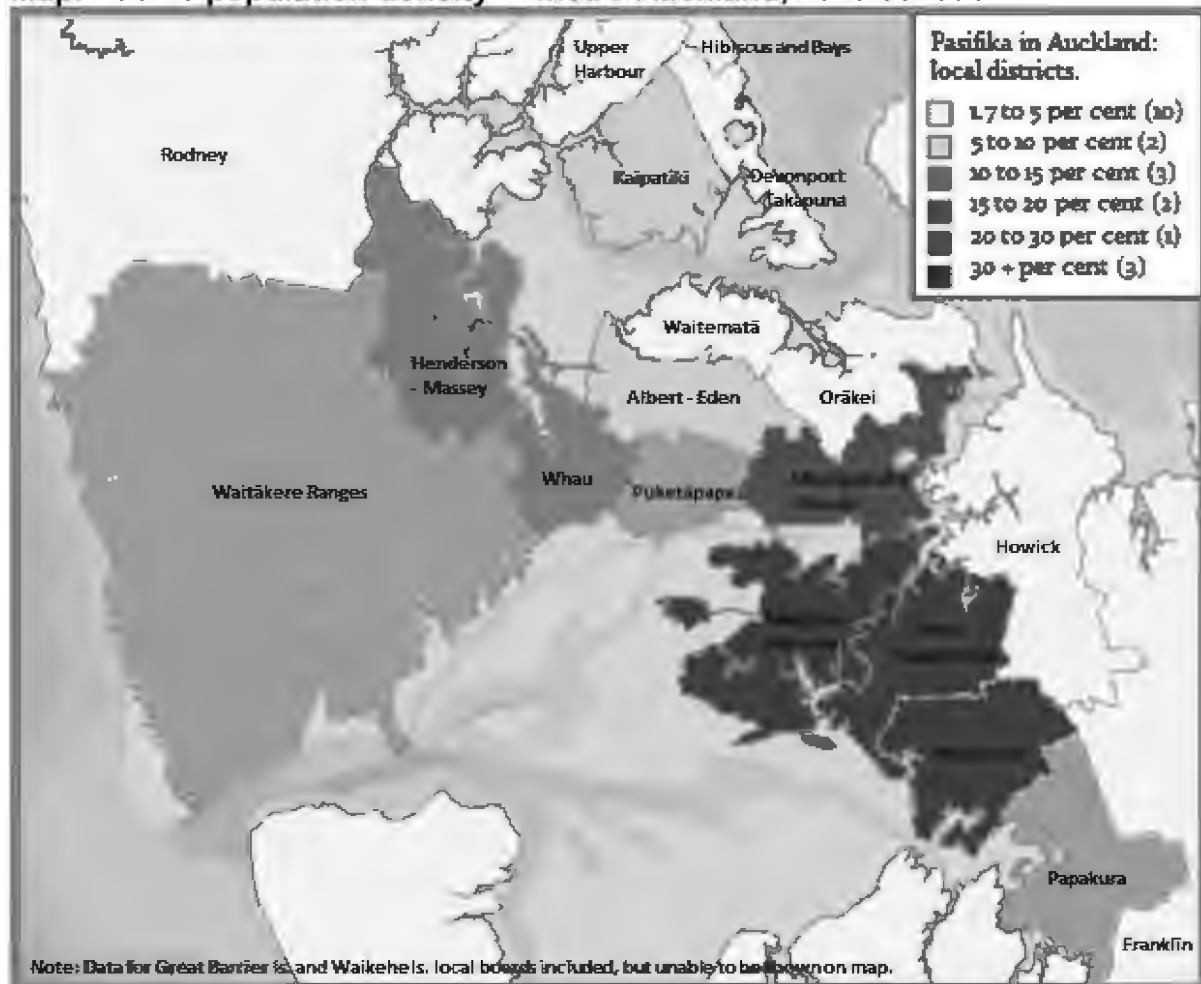
Demographic Evidence of Need (Question 2c)

The sections related to Question 2a above provided evidence of the cultural, educational and social need for an alternative approach to secondary education for Pasifika youth.

Based on demographic data, this section provides evidence of the need for a Partnership Kura focused on Pasifika youth in Auckland.

70% of our 290,000 Pasifika people are geographically concentrated in Auckland. Here, Pasifika communities tend to live in a corridor extending through Auckland from Ranui/Massey/Henderson/Kelson in the west, to Avondale/Mt Eoskill/Onehunga/Tamaki in the central isthmus, to Otahuhu/Mangere/Otara and in the south..

Map: Pacific population density in metro-Auckland, 2013 census



National statistics¹³

Nationally, population growth overall is slowing down:

- The national population increased by 214,101 people (5.3 percent) since the 2006 Census. This was smaller than the increase of 290,667 people (7.8 percent) between the 2001 and 2006 Censuses.
- The average annual population growth between 2006 and 2013 (0.7 percent) was less than half of that between 2001 and 2006 (1.5 percent)

¹³ This statistical data is from both Census', Stats NZ. Statistics New Zealand. (2014). Census 2013 – Profile and Summary Reports. Retrieved 4th March 2014, from <http://www.stats.govt.nz/Census/2013-census/profile-and-summary-reports.aspx>

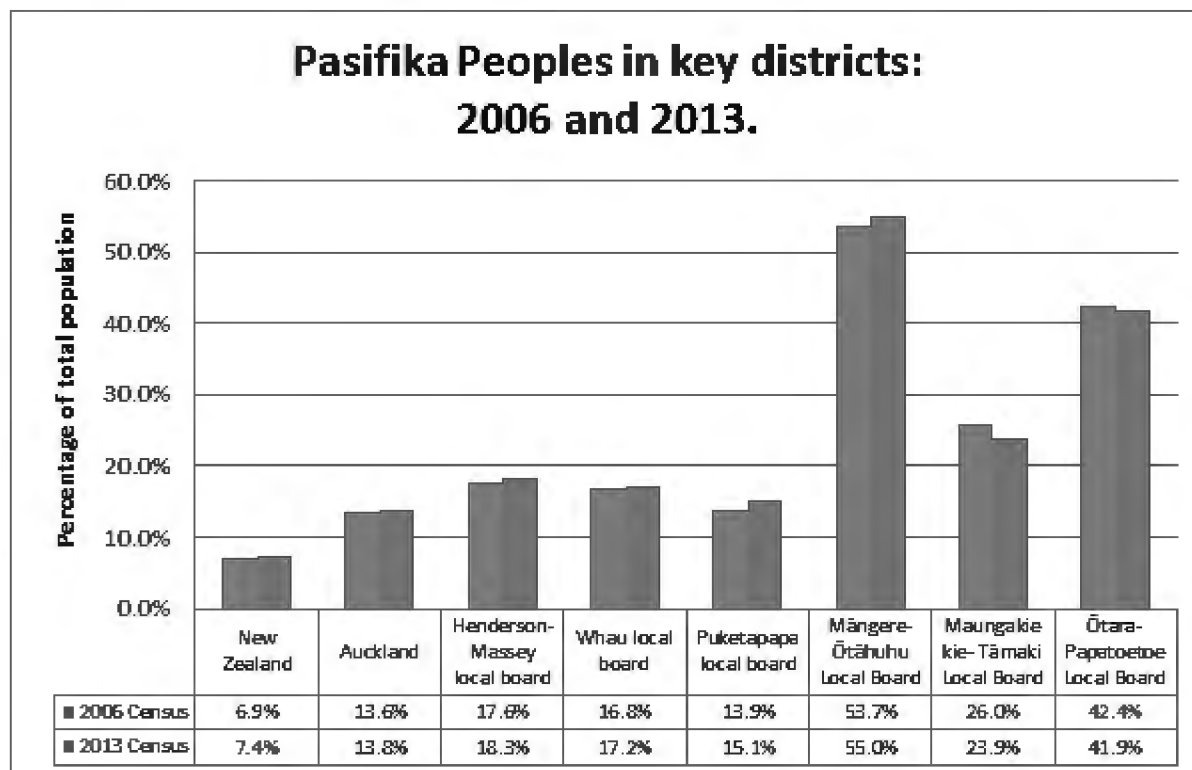
The median age of the national population continued to increase, reaching 38.0 years in 2013 compared with 35.9 years in 2006.

Pasifika peoples

Pasifika peoples made up 7.4 percent of the population in 2013:

- This was an increase from 6.9 percent in 2006.
- 2006 census: 265,974; 2013 census: 295,944

Pasifika peoples make up 13.8% of the Auckland population overall, and reach 17-18% in selected regions of west and central Auckland. The proportion of Pasifika people in Auckland as a whole is increasing.



Note: Various Auckland region stats included here as examples only.

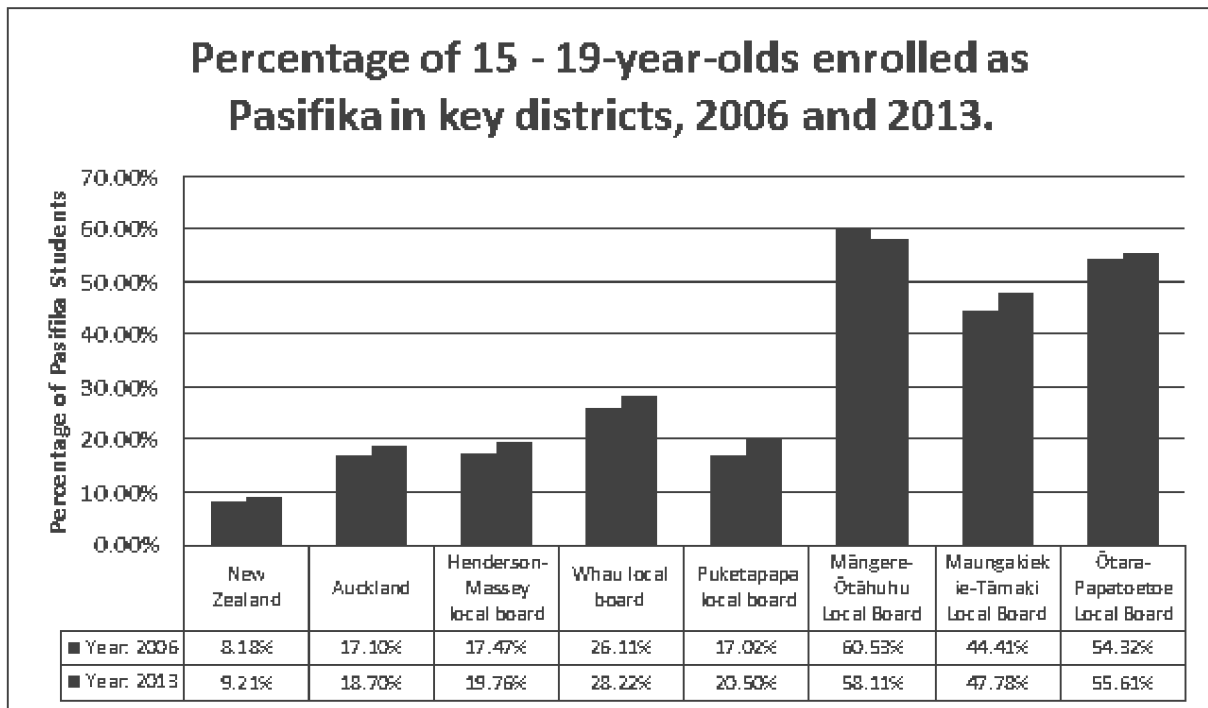
Pasifika peoples median age increased from 21.7 years in 2006 to 22.1 years in 2013, but remains well below the median age of the national population.

School age statistics¹⁴

The proportion of senior secondary school age Pasifika students (15-19) in key regions of Auckland has shown only slight increase over the last 4 years, aligned to national trends. In Auckland as a whole Pasifika students make up 18.7% of the student population.

18.7% represents 11,465 students out of 61,218 enrolled students in the 15-19 year age band.

¹⁴ Data for charts in this section were built from Education Counts data, from Ministry of Education, which covers students enrolments from July each year. Ministry of Education (2014). Student Numbers by Gender, Student Age & Ethnicity 2005-2013. *Education Counts Statistics*. Retrieved 4th March 2014, from www.educationcounts.govt.nz/_data/assets/excel_doc/0017/114128/Roll-by-Age-and-Ethnicity-2005-2013.xlsx

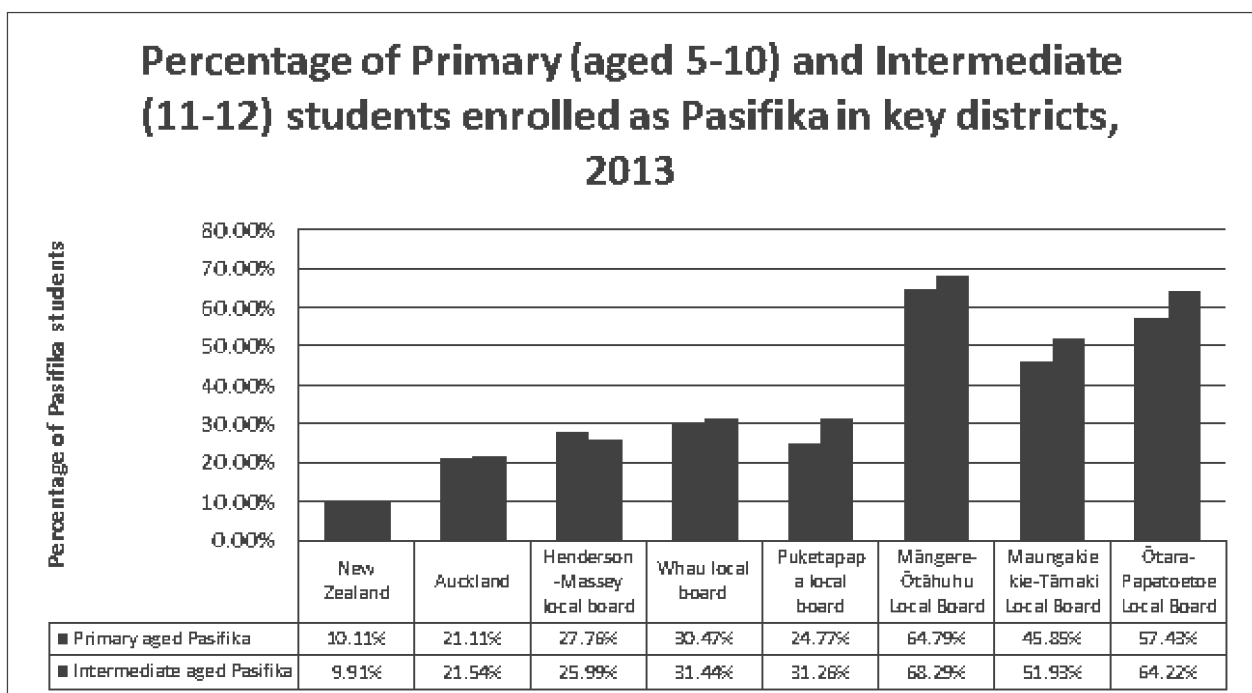


Note: Various Auckland region stats included here as examples only.

However, looking ahead, the proportion of Pasifika students in the secondary system in Auckland is likely to grow to 21+% over the next couple of years, as intermediate and primary students move through the system.

Currently, there are 25,624 primary aged Pasifika students in Auckland, of 121,356 overall.

Currently there are 8,395 intermediate aged Pasifika students in Auckland, of 38,966 overall.



Note: Various Auckland region stats included here as examples only.

Secondary school stats in Auckland

The Top 25 secondary schools identified nationally with high Pasifika student numbers, 24 of these are located in Auckland with the other 1 located in the Wellington region. The focus of PCS efforts within the Auckland region will ensure the greatest return on investment for the Ministry, and the greatest impact in effecting change for Pasifika students overall.

Evidence of need

In summary:

- Pasifika population in Auckland **resides in a corridor running through central Auckland** approximately from northwest to south east, and centred on the Whau region.
- The median age of Pasifika is very low (22 years) meaning that the **Pasifika population is likely to continue to remain young** (with high school going portion) for a while.
- **Fertility rates are increasing amongst Pasifika women**, who are expected to have the highest fertility rate by 2026
- Pasifika youth in Auckland secondary schools have the **poorest record of educational achievement** by grouping provided
- Pasifika youth in Auckland secondary schools have **lowest levels of engagement** of all groupings provided
- The problem is likely to get worse, rather than better, because of the **above average growth rates of Pasifika youth in Auckland** compared to those of the general population.

There is a unique need for an alternative approach to secondary education for Pasifika youth in the corridor.

PPAT believes that if we can provide a curriculum that resides in a cultural / identity context and perspective, we will better engage Pasifika youth, retain them at school, and improve their levels of achievement and chances for a productive working life. This is critical for Pasifika families and communities, Auckland and New Zealand.

PCS is founded on the principle that a student's overall success in life is significantly enhanced if they choose to stay at school, and that schooling has a strong positive effect on transitions to tertiary education, health, later income and overall quality of life.

For those students in Auckland who have chosen not to, or are unable to, continue with their current secondary education, PCS can provide an alternative education pathway with significant advantages over traditional schooling for this target group.

PCS will draw its students from within the Pasifika corridor running through Auckland. The target group will be:

- Predominantly Pasifika
- 16-19 year olds, all of which are disenfranchised from the state system, and the majority of who are not currently enrolled in a school
- Approximately half male and half female
- Wishing to pursue National Certificate in Educational Achievement (NCEA) levels 1, 2 and 3 with vocational options (part or full time)
- Wishing to develop a pathway to trade/technical training, tertiary study, apprenticeship or employment.

Key Advantages and Educational Track Record of PPAT (Question 2d)

The key advantages of PPAT's application are that:

- We commit to raising the educational aspirations of and results for priority group learners, mainly Pasifika youth, but also Maori youth, students from low socio-economic backgrounds and students with special learning needs
- We are deeply rooted in the Pasifika community in Auckland where there are significant numbers of secondary students not well served by the existing educational system
- We have the ability to attract and recruit priority group learners in Auckland and are currently working in mentoring programmes with students from 23 of the top 25 schools nationally identified with high Pasifika student numbers
- We have extensive networks and relationships with a wide range of stakeholders in Pasifika education, youth services and grass root communities.
- There is a strong case for a Partnership Kura with the approach of PCS to address educational underperformance of priority group learners in Auckland
- We propose a compelling, innovative and flexible educational programme that will inspire and engage our target learners
- We will make innovative use of the flexibilities and freedoms on offer to Partnership Kura, especially in relation to cultural-based settings; an approach that combines mentoring, coaching and teaching; a flexible enrolment regime; a creative school day; and the subcontracting of key educational deliverables (accreditation, courseware, tablet design, and moderation) to a quality education provider with a track record in foundation learning in Pasifika communities
- As Pacific Islanders ourselves, we have a clear understanding of the cultural, social and educational issues students face and their worldview and what is required for Pasifika youth to achieve educational success
- Proven experience in managing government funding and contracts in the area of education.

The educational track record of PPAT is described in Section 2 (PPAT Profile) and summarised / restated as follows.

PPAT represents community-based organisations specialising in educating and empowering Pasifika & Maori people through the provision of Training and Mentoring Programmes. For 12 years, these component organisations have served Pasifika youth and communities in Auckland. During this time, consultation with a wide range of individuals and organisations has enabled the component organisations within PPAT to tailor their range of services to ensure that Pasifika and Maori students are developing holistically as individuals and contributing positively to their families, their communities and society as a whole. Specifically they:

- Have delivered qualifications at levels 2, 3 and 4 to a student base comprising primarily at risk Pasifika and Maori youth and young adults, with the aim of getting more people fit for taking on work opportunities
- Provide strong links within the social services sector and a history of successfully implementing social service programmes for Pasifika communities.
- Provide a critical support structure and mentoring programmes for youth that contributes towards functionally productive Pasifika and Maori families – since inception, they have delivered mentoring services at 39 primary, intermediate and secondary schools throughout the Auckland region to more than 7,500 Maori and Pasifika students.
- Have specialist personnel selected for their expertise in delivery of high quality social service and educational programmes, with background experience relevant to target group and organisational mission.

In all cases, this provision has been culturally centred and consciously focused on developing the individuals' personal growth and social values. The melding together of these approaches assists in creating or affirming the individual's self-esteem and social identity/responsibilities. By knowing who we are, we are able to find our place within our family and therefore our community.

PPAT's component organisations (AW and The Village) have established themselves as leaders in the provision of educational and mentoring services in a culturally responsive way to Maori and Pacific (NCEA) students throughout the Auckland region.

AW is a youth service that was established in 2001 and has been serving Pacific youth, their families and communities in the Auckland region (mostly South and East Auckland) for over 12 years. AW has been an organisation which has always been innovative in its delivery of services to children and youth. AW's mission statement is "to equip young people through innovative mentoring and education, and to develop leaders of influence who contribute positively towards their communities." This statement continues to reflect the way in which AW contribute to the development of our young people.

The Village is a registered Charitable Trust, birthed in 2002, and has a strategic focus to provide relevant empowerment programmes and initiatives for youth and families in West and Central Auckland. These include establishing a Village Sports Education Academy, a Friday night "drop in" centre for youth in West Auckland, holiday school programmes including the "Prime Ministers Holiday programme" and a food bank plus a host of wider fanau and youth initiatives. The Village's mission is to support marginalised individuals and groups in our community by providing relevant and cutting edge programmes and services that give them hope and a future by maximising their potential.

The experience of PPAT and its component organisations is very relevant to a Partnership Kura in that we:

- Are community-based
- Focused on effecting positive change and advancing aspirations and success of youth in Aotearoa New Zealand, with a specific focus on Polynesian youth, both Pasifika and Maori
- Centre all our mentoring and educational activity and service on our cultural norms and values
- Have a proven track record in innovative ways of engaging disenfranchised youth where traditional systems have failed
- Provide learning in the context of a holistic mentoring and support service
- Aim to form a bridge for learners to access tertiary education and pathway to real jobs and meaningful careers.

6 EDUCATIONAL PLAN (Questions 3-22)

PCS's Curriculum (Question 3)

PCS's vision and outcomes (presented in answer to Question 2) align to the Ministry of Education Priority Outcomes; Better Public Services Performance Goals; Pasifika Education Vision and Plan Targets; and NZ's education vision.

Furthermore, the PCS school curriculum is designed to give effect to the key elements of the New Zealand Curriculum in ways that best address the needs of its target Pasifika students and communities. These elements and how we propose to implement them at PCS are summarised below.

Alignment to the NZ Curriculum

Our vision (refer to Question 2a) places in cultural context the national curriculum and aims for 'Young people who are confident, connected, actively involved, lifelong learners'.

Furthermore, PCS is founded on the principle that a student's overall success in life is significantly enhanced if they choose to stay at school, and that schooling has a strong positive effect on transitions to tertiary education, health, later income and overall quality of life. All youth have an entitlement to meaningful schooling and an educational experience that is inclusive, culturally relevant, community based, fun and meaningful.

By putting communities at the heart of the school, PCS ensures a focus on personal growth for students, who will have opportunities to:

- 'Better themselves'
- Affirm self-esteem and develop social identity and responsibilities
- Understand their Pasifika roots and respect who they are
- Receive integrated educational, social, cultural, health and well-being support.

PCS students will leave school with key competences that empower them to make positive decisions and function effectively in further study, in the workplace, at home, and in the community. Educationally, the school curriculum will encourage students to:

- Attain basic literacy and numeracy skills
- Improve their sense of being "Pasifika" - its culture and values
- An understanding of Pasifika nations, languages and histories
- Improve their core technology and computing skills
- Demonstrate effective problem solving, personal communication and research and planning skills
- Be more confident to pursue personal and vocational goals
- Improve personal behaviours and attitudes contributing to personal and social development
- Participate in authentic learning, develop work ethics and be prepared for entry level employment opportunities
- Be prepared for further study and/or training

- Explore industry specific vocational options that pathway into vocational qualifications of their choice.

Alignment to NZQF and Vocational Pathways

PCS's curriculum provides the basis to offer unit standards registered on the New Zealand Qualifications Framework and aligned to the Ministry's vocational pathways, combined into programmes of study designed to engage priority students and offer them individualised learning pathways. PCS students will work towards a series of recognised national qualifications:

- Initially studying compulsory courses that build core life, work and study skills (in Years 11 and 12), then
- Gradually selecting courses aligned to preferred vocational pathways (in Year 12), and
- Ultimately specialising in selected vocational areas (in Years 12 and 13) through participating in level 2 and 3 programmes traditionally offered through the tertiary sector, and by concurrently building practical skills and knowledge in the workplace.

PCS curriculum design includes integrated courses at the lower levels, where the learning outcomes are stripped from the individual assessment standards and both the learning and assessment are integrated. This is the basis of the curriculum design in Year 11 and part of Year 12. To some extent for Year 12, and in Year 13, the design of the curriculum more closely follows a traditional pattern based on individual assessment standards. This approach is the most Pasifika student friendly option, as students can select individual standards.

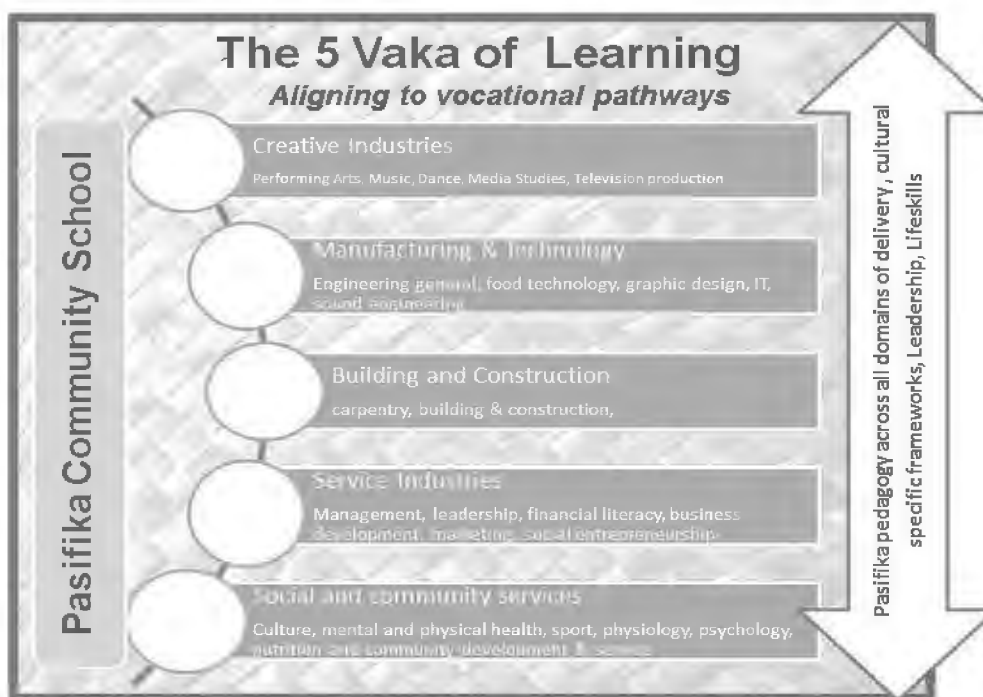
PCS curriculum design includes compulsory courses in Year 11 and part of Year 12. These courses relate to generic learning, life, literacy and numeracy skills are considered core and essential to all students.

In Year 12, students start to engage with foundation level knowledge in vocational areas of interest and this is extended in Year 13 as students engage with subject areas that underpin further study in vocational fields.

The compulsory courses in Years 11 and 12 (aligned to NCEA Level 1 and 2), vocational pathway electives in Year 12, and vocational courses and work experience in Years 12 and 13 (aligned to NCEA Levels 2 and 3) all align to unit standards registered on the New Zealand Qualifications Framework and lead to the award of four main qualifications:

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

PPAT proposes that the curriculum aligns to five of the six vocational pathways defined by the Ministry. We call these the Five Vaka of Learning, as they relate to creativity, technology, building, entrepreneurship, and wellbeing.



The full curriculum is designed to pathway directly to a vast range of higher vocational and industry specific programmes across the selected vocational pathways.

Alternatively, students that chose to seek employment after Year 12 (NCEA L2), will be fully equipped with skills transferrable to the modern workplace – and they will know what these are and be able to articulate them.

The small portion of students that might aspire to an academic pathway will be directed to a range of Maths, Science and Literacy/Communications unit standards that will support their future pathway. By working with Te Kura, we are able to develop and deliver on a personal education plan where aspirations may encompass higher level traditional academic subjects.

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

The overall approach includes educational instructional and Pasifika mentoring

PCS will adopt a learner-centric, culturally-safe, community-based instructional and mentoring approach.

Specifically, there are two elements:

- A **mentoring programme**, Tupu'anga (Tongan) or Tupu'anga (Samoan), designed to help students grow in character and cultural identity.
- An **educational programme**, with a Pasifika focus, facilitated by a registered teacher, supported by an educational coach, designed to progress students through NCEA Levels 1, 2 and 3.

All students will therefore be assigned to:

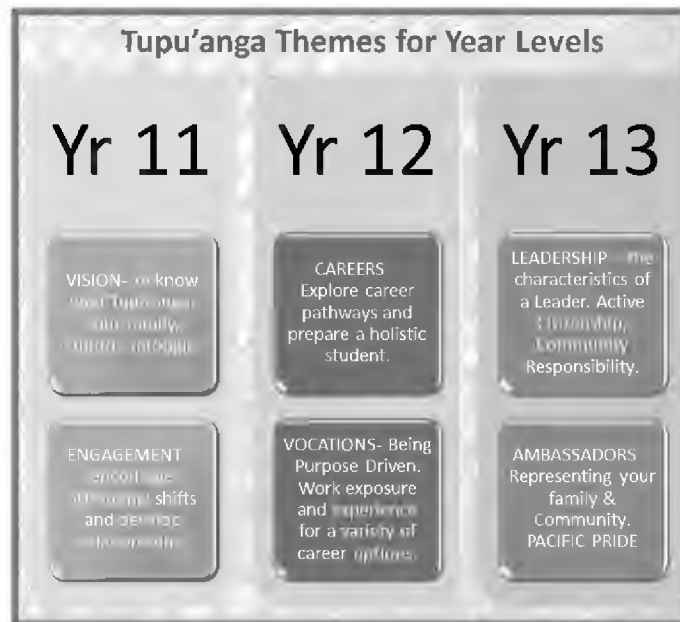
- A community mentor for a collective-group mentoring programme
- A teacher for group teaching towards the NCEA programme
- An educational coach for group and one-on-one learning support towards the NCEA programme.

Below is discussed the details of the approach to teaching and delivery.

The mentoring approach includes Tupu'anga Programme

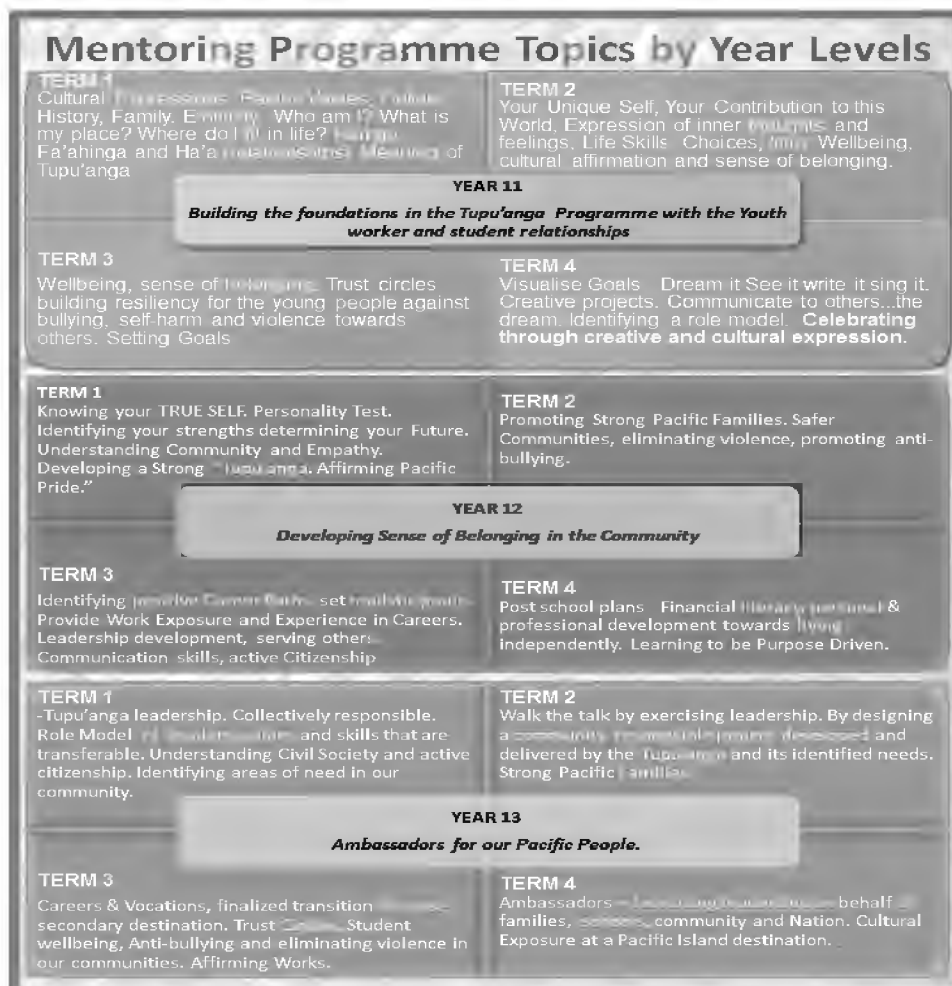
Tupu means: (*growing roots*) to grow up, spring up or come into existence; originate.

Anga means: character, characteristic and customs.



PPAT component organisations have been running this collective [group] model of mentoring since 2001 and have developed it into a 3-tier programme consisting of a Year 11, Year 12 and Year 13 group per school. This mentoring programme is wrapped around, and runs concurrent with, the educational programme.

Each year level consists of two strength-based themes. Students participate in a collective-group monitoring programme once to twice weekly for 1-1.5 hours, and work their way through the different modules and themes together with an assigned mentor.



5,000 Pasifika students mentored through collective-group Tupu'anga in 12 years have shown:

- Increased attendance and retention at secondary school
- Improved engagement in their schooling, through more conscious planning and decision-making with their fanau/parents/families and communities, and a readiness to approach NCEA
- Increased self-worth through seamless transition in school to further education or training
- Increased confidence, and discipline in schools, with a reduction of suspension and expulsion rates in participating schools.

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

- A diagnostic assessment prior to study establishes pre-existing literacy and numeracy skills.
- An individual student survey determines learner's educational, employment, social and personal aspirations
- A clear, progressed Personal Education Plan is developed, and monitored and reviewed regularly. This Personal Education Plan will be signed by the student, teacher, parent / carer and mentor. It will be facilitated by the teacher and developed by the student. It will cover the pace at which the student will work (which courses when), study goals, learning milestones, how these milestones will be met, vocational preferences, and expected attendance – times and duration. The Learning Contract will be reviewed at the end of each qualification, and changes agreed by all parties.

The approach involves strong relationships between stakeholders and within communities

For its success, this approach demands a close and constructive working relationship between four distinct parties:

- PPAT and its overarching governance body which broadly represents Pasifika peoples in NZ
- Component organisations of PPAT, namely The Village and AW, who raise interest and encourage enrolments; provide mentors for pastoral support; and maintain relationships with local businesses for work placements.
- Open Polytechnic is contracted by PPAT to provide accreditation and programme approval; develop and maintain learning materials; support information systems, technology infrastructure and e-learning devices; develop and moderate assessments.
- Young students who enrol through their community throughout the year, work at their own pace and are supported by their fanau, local community, wider community and PCS as a whole.



The educational approach involves a progressive learning experience

As a student moves from 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
- Pasifika 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 and pathway tasters	Self-directed with increasing independence Selected vocational courses
Focus	Pasifika languages Literacy and numeracy Cognitive learning Core life, work and study skills	Reduced focus on Pasifika language, and literacy and numeracy Introduce academic skills and subject knowledge and skills Some practical 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 Fanau, group and local community support	Ongoing review of learning contract One to many teacher relationship One-to-one coach relationship Fanau, group and local community support	Ongoing review of learning contract Reduced local teacher input Reduced coach input Fanau, group and wider community support

The instructional approach is proven for lower levels of learning in New Zealand

Based on stakeholder surveys and student feedback, our proposed instructional approach has been progressively refined for 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 enrol at any time and fit learning in with other life commitments while having structured goals and learning commitments
- Organising programmes around meaningful themes with clear pieces of learning that embed unit standards
- Content and assessments that relate to aspects of students' own lives, and are culturally-relevant
- Learning that occurs within the student's own context, in a workplace or community environment
- Effective embedding of literacy and numeracy
- Blended learning, support and motivation that is community-based and involves one-on-one contact.

The success of this community-based, supported approach is proven with young adults in Pasifika communities.

In 2013, using this approach, around 1,800 individual priority students from Pasifika Communities and Corrections undertook education at levels 1 and 2. Open Polytechnic's history anticipates that 88% of the Pasifika students will achieve a qualification. These are largely second-chance learners (one third are under 25 years of age) with minimal or no prior educational achievement - around 60% have no formal secondary education. The majority are on low incomes, are sometimes disabled, and may be social service clients. All are seeking essential foundation skills to further their career, employment or personal goals.

The success of our approach is because it places Pasifika students, their parents, fanau and communities at the centre of delivery and learning. Culture becomes a part of learning, and processes, methodologies, theories and knowledge are fa'Pasifika (the Pasifika way).

The approach is proven globally and applied internationally

Learner-focused, individualised, purposeful and accountable approaches such as the one proposed are demonstrated to be effective for foundation education¹⁵. Complexities can be managed. PPAT has found this to be true in its previous experience with foundation education where it has engaged effectively with ethnic minorities in a culturally safe and relevant context.

Decentralised student support systems are a common feature in open schools, and provide a less threatening and more supportive service to students (CoL, "Open Schools Handbook"¹⁶). The model described for PCS is based on successful open schools already across the Commonwealth. Teachers "provide the single most important component of a support system" (ibid., p.116) and in the case of the PCS, teachers reflect the cultural learning values of the student. The model is highly scalable because a lot of the learning takes place between teaching sessions. The teacher becomes an advisor and facilitator, able to advise the student on study technique and assist the student as a gradually empowered individual.

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

The approach for PCS permits a combination of interactive and independent study towards a series of national qualifications, including National Certificates in Employment Skills (Level 1) and Educational Achievement (levels 1, 2 and 3).

Specifically to cater for a 16-19 year old student, our traditional 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. Cheap yet powerful touch-screen Android devices will be provided to all students for the duration of their study, with intentional and purposeful use made of them. The devices can be made internet independent and reliant on synchronisation with a server accessible from the local partner hub, focusing the devices on learning without distraction.

Our educational approach will be Pasifika whilst addressing most recommendations of Ako Aotearoa¹⁷ for provision to priority high school level learners.

¹⁵ Ako Aotearoa, April 2012. *Lifting Our Game, Achieving greater success for learners in foundation tertiary education*

¹⁶ Du Vivier, Ed (2009). *The Open Schools Handbook: A resource guide for managers*. Commonwealth of Learning. <http://www.col.org/resources/publications/Pages/detail.aspx?PID=315>

¹⁷ Ako Aotearoa, *Lifting Our Game: Achieving greater success for learners in foundational tertiary education, April 2012.*

Addressing the recommendations from the Ako Aotearoa Report: Lifting Our Game

Criteria	Curriculum Features
Providers of level 1 to 3, targeted training and bridging programmes establish relevant pre-enrolment diagnostic and pre-assessment processes for potential learners, leading to the development of dynamic and interactive personalised learning plans.	Diagnostic testing and skills assessment precedes a study planning interview which results in the negotiation of a personalised Learning Contracts. This contract will be revisited and adjusted at various points.
Providers ensure that support for learners in level 1 to 3, targeted training and bridging programmes is explicitly integrated into approaches to teaching practice and course design, as well as through external support services.	Support and coaching are essential features of the provision. This may comprise Pasifika specialist tutors, PCS learning skills tutors, secondary school teachers, and PCS coaches. As the student progresses through the levels and gains in confidence as a learner, support will remain available but interventions will be reduced. The student completing level 3 will be an independent learner, fully equipped to engage with higher study.
Providers ensure that delivery models for level 1 to 3, targeted training and bridging programmes appropriately build on the strengths and respond to the needs of learners in these programmes.	On-going progress measures and revised Learning Contracts ensure that the strengths that students bring to the school are recognised. Student skills and needs are accommodated on a one-to-one basis.
All level 1 to 3, targeted training and bridging programmes are required to include clear and specific purposes, represented by explicitly intended academic and/or employment outcomes.	Each Learning Contract articulates a career and or employment pathway and sets out the study pathway to achieve the goals.
Providers ensure that level 1 to 3, targeted training and bridging programmes incorporate the use of dynamic personalised learning plans	Learning Contracts are revisited at various points in the programme and enrolment will be adjusted accordingly. A dynamic, personalised learning plan is a critical feature of the provision.
Providers of level 1 to 3, targeted training and bridging programmes implement systems for systematic, 'real-time' monitoring of learner performance during their programmes that allows remedial actions to be taken in a timely way.	Mentoring support, coaching and progress measurement are integral to the programme. Positive contact will be made frequently so that intervention can be timely.
Providers of level 1 to 3, targeted training and bridging programmes develop systems to track purpose-specific learner outcomes from these programmes for at least one year following programme completion.	PCS is committed to self-assessment and programme improvement; it places a high value on feedback from students completing the learning. Monitoring student achievement following completion of bridging/foundation programmes is an essential component of the student support and improvement cycles.

How teaching and delivery will improve achievement outcomes (Questions 5 and 9)

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

Education will be within a cultural context and alongside a mentoring programme

- Students will undertake the Tupu-anga collective-group mentoring programme which rolls out in themes over Years 11, 12 and 13 and wraps around the educational programme of NCEA.

Education will be connected to communities

- The school will be located in the heart of the Pasifika community.
- Pasifika languages in social and some educational situations will be encouraged.
- Parents, relatives, neighbours and friends will all be encouraged to participate.

Education will be learner-centric

- Cohorts will be small, and students will get group teaching and one-on-one coaching support.
- Students will have their own Personal Education Plan (or study plan) with personalised goals and milestones.
- Curricula will encourage personal growth and social values so that students can develop holistically as individuals and contribute more positively to their families and their communities.
- Educational provision will be culturally centred and consciously focused on creating or affirming the individual's self-esteem, social identity and responsibilities.

Education will be Pasifika-friendly with a vocational focus and include work placements connected to a career aspiration

- Students will be encouraged to identify their personal skills, interests and career pathways, such that their study options might be directed along any one of the current five vocational pathways.
- PCS already has an extremely wide range of vocational opportunities, with Open Polytechnic providing the foundation courses of over 30 vocational National Certificates. PCS with other Pasifika organisations can develop new materials which include Pasifika languages and pedagogy.
- Students will have the opportunity to develop skills and knowledge in their chosen vocational area 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 vocational qualifications in their chosen area.
- The Tupu'anga mentoring and Pasifika coaches will help assist the learners to meet their needs towards educational transition.

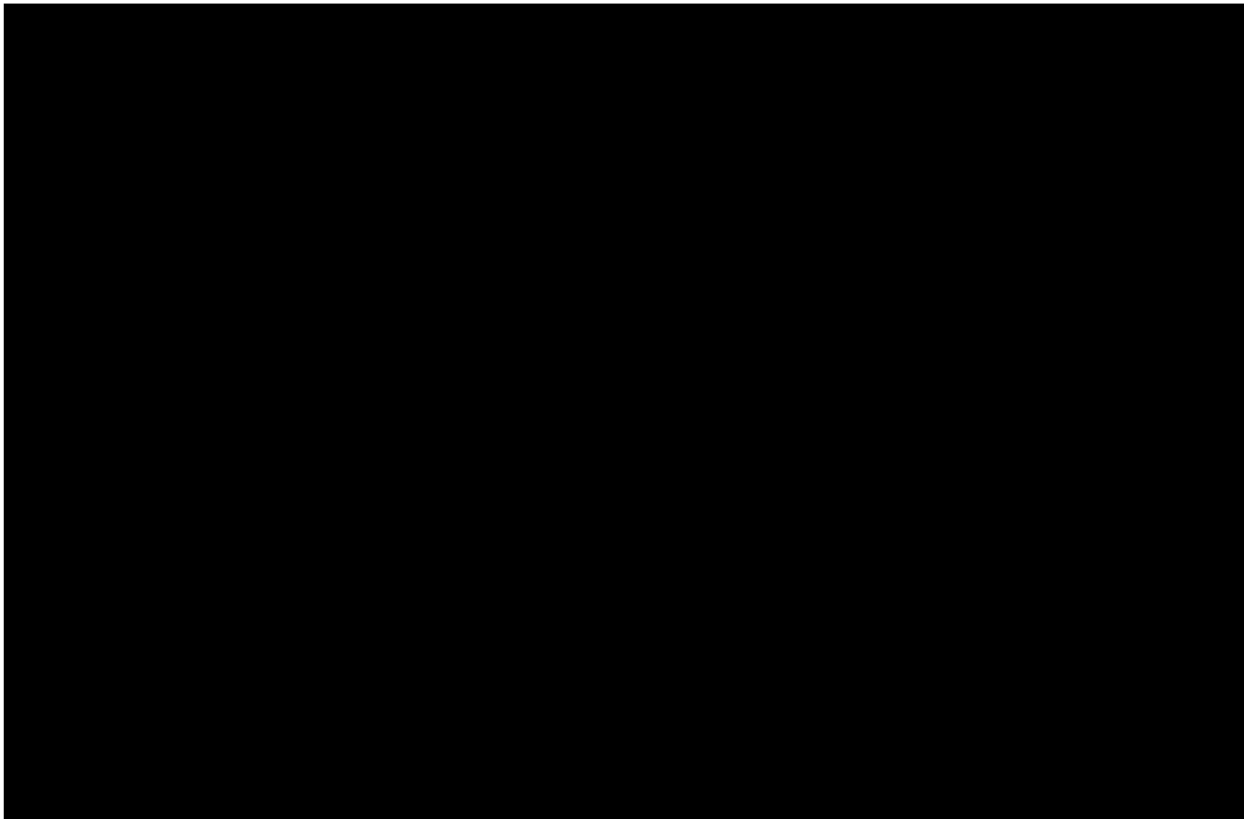
Education will be e-enabled to engage youth

- Waka Hourua describes the double-hulled canoes used on long expeditions, with the two hulls creating a stronger and more versatile vessel better able to cope with the challenges of the vast Pacific Ocean. In the same way, the concept of PCS is the creation of a stronger and more versatile organisation created on the dual foundations of technology and Pasifika pedagogy better able to meet the education and training demands of 21st Century Aotearoa.
- These technology innovations are designed to work alongside a network of staff that provide teaching, pastoral and first-tier learning support to each student according to contracted quality and performance standards. The result is an e-enabled, face-to-face supported approach to educational delivery suitable for our target students.

PCS's learning environment, teaching and delivery of the tailored curriculum per Pasifika learner will address the specific needs and barriers to learning of a target Pasifika youth that is challenged by traditional secondary education. Below we have examples of two real life case studies of Pasifika students who were mentored by The Village and AW in the past years in a public school. By providing Tupu'anga mentoring support to the students in a Pasifika classroom/school environment PCS believes that most obstacles that restrict our young Pasifika people from passing their NCEA is overcome.

Tupu'anga Student's "real life" Case Studies.

The real names of the students have been changed to ensure the real identify these particular student remain confidential.



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Qualifications offered by PCS (Question 6)

PCS will provide a robust Pasifika Community of schooling that offers unit standards registered on the New Zealand Qualifications Framework that leads to the award of qualifications. These may consist of:

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

An example of the current courses and electives on offer, that are credited towards national qualifications are shown below. PCS is committed to providing further options which consist of Pasifika languages and pedagogies for the learner's holistic development.

Course	Embedded Unit Standards	Type
Self and Culture	1273 Express ideas in writing 25060 Independently read texts for practical purposes and to gain knowledge 64 Calculations for the workplace 10781 Outcome 1 only: Gather information for a personal profile 496 Outcome 1 only: Describe factors that influence own personal wellness 3501 Preparation only: Listening skills 26624 Part of outcome 1 only: Read texts with understanding 7117 Preparation only: Produce a plan to enhance own learning 12352 Preparation only: Describe own lineage and cultural identity	As required
Self and Fanau	26625 Preparation for outcome 1 only: Actively participate in spoken interactions 7123 Preparation only: Bransford's ideal model and de Bono's Six Thinking Hats	As required
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 My Planning, My Preparation	7118 Manage own learning programme 26625 Actively participate in spoken interactions 26624 Read texts with understanding 2780 Demonstrate and apply knowledge of a personal computer system 7123 Apply a problem solving method to a problem	Compulsory
1125 My Finances, My Work	1978 Identify basic employment rights and responsibilities 26623 Use number to solve problems 26626 Interpret statistical information for a purpose 24699 Make an informed decision relating to personal income and evaluate its consequences 24709 Produce a balanced budget for an individual 4248 Describe requirements and expectations faced by employees within the workplace	Compulsory
1126 My Health, My Community	26622 Write to communicate ideas for a purpose and audience 1299 Be assertive in a range of specified situations 497 Demonstrate knowledge of workplace health and safety requirements 496 Manage personal wellness 26627 Use measurement to solve problems	Compulsory

PART 2 - APPLICATION FORM

APPLICANT NAME: THE PACIFIC PEOPLES ADVANCEMENT TRUST (PPAT)

1127 My Goals, My Future	4249 Demonstrate care and timeliness as an employee 10781 Produce a plan for own future directions 4252 Produce a targeted resume 1294 Be interviewed in a formal interview	Compulsory
Leads to Qualification National Certificate in Employment Skills Level 1 (60 credits)		
2121 Who Am I?	7117 Produce a plan to enhance own learning 7121 Demonstrate skills to search, access and select information 12352 Describe aspects of one's own lineage, heritage and cultural identity 3492 Write a small report	Compulsory
2122 My Work Skills	12349 Demonstrate knowledge of time management 12355 Describe stress and ways of dealing with it 24695 Demonstrate knowledge of income, taxation and other deductions for personal financial management 91105 Use information literacy skills to form developed conclusion(s)	Compulsory
2123 My Career Pathways	4253 Demonstrate knowledge of job search skills 12383 Explore career options and their implications 2990 Read texts to research information	Compulsory
Leads to Qualification National Certificate in Educational Achievement Level 1 (80 credits)		
2124 Introduction to Manufacturing and Technology	24871 Complete forms in a work-related context 25662 Use digital communications technologies 21337 Demonstrate knowledge of sleep and sleep management in relation to work performance 16688 Identify and manage the effects of shift work	Elective
2125 Introduction to Construction and Infrastructure	2783 Demonstrate knowledge of the components of personal computer systems 91103 Create a crafted and controlled visual and verbal text 91106 Form developed personal responses to independently read texts, supported by evidence	Elective
2126 Introduction to Primary Industries	3491 Write a report 1280 Use graphics in communication 19138 Monitor and interpret weather information	Elective
2127 Introduction to Social and Community Services	4247 Describe general characteristics of peoples in New Zealand 7124 Demonstrate knowledge of one to one negotiation 1827 Identify support services and resources within the community 91102 Construct and deliver a crafted and controlled oral text	Elective
2128 Introduction to Service Industries	377 Demonstrate knowledge of diversity in the workplace 2989 Select, assess and read texts to gain knowledge 405 Demonstrate knowledge of consumerism 91265 Conduct an experiment to investigate a situation using statistical methods	Elective
2129 Introduction to Creative industries	TBC	Elective
Completion of two – three electives leads to Qualification National Certificate in Educational Achievement Level 2 (80 credits)		
With credit towards a vocational qualification		
Integrated courses	Vocational unit standards at levels 2 and 3	Electives

PART 2 - APPLICATION FORM

APPLICANT NAME: THE PACIFIC PEOPLES ADVANCEMENT TRUST (PPAT)

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 or 3** in, for example, agriculture, building and construction, business, business admin and computing, distribution, electrical engineering, fitness, horticulture, hospitality, mechanical engineering, motor industry, sports turf and tourism

By increasing literacy and other Pasifika languages students will be given the ability to select an entry point, and flow through the qualifications as follows:



Tests, measures and assessment tools (Question 13)

Measuring Student Progress and Achievement

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 expected. The results of the initial literacy and numeracy assessment will inform the Personal Education Plan and entry point. Student progress will be monitored and measured against the goals in their plan. If student progress does not align with the agreed goals then an intervention from the teacher and the students 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 even if they do not manage to meet the initially agreed targets due to either personal or situational circumstances. The primary measure of success will be the number of students who achieve a national qualification at Levels 1, 2 and 3. PCS specified KPIs also provide measures of student success.

Using Assessment to Tailor Instruction

The literacy and numeracy level of a student, determined by the assessment upon entry into the School, will be a significant factor in determining the type and level of additional / remedial support a student will initially be provided. If remedial study is required it is envisioned a coach, under the supervision of a teacher, will undertake remedial work with each student who has been identified in the assessment not to have the tools and capability to progress confidently with their NCEA studies.

As well as awarding standards achievements it is intended assessments submissions by students will also be used to inform the teacher as to what interventions and additional guidance may be needed by each student.

How PCS will Promote High Attendance (Question 14a)

Evidence of support from their community will be required before the student is enrolled.

The fanau, staff and student will be involved in setting targets in conjunction with the teacher. The Learning Contract will have the goals and include who from the Community is prepared to assist if attendance levels are not satisfactory. PCS will involve the fanau, staff and student in discussions if attendance levels are below a satisfactory level in an attempt to find a workable solution to improve them.

At fanau events in the school calendar, we will be able to acknowledge the importance of working collaboratively with the families and the school to reach the highest possible outcome for each student. These discussions include informing the parents about the expectations of education particularly NCEA and ways they are able to assist their children towards NCEA readiness. It is critical that our parents have confidence in the school and are also able to build trust and support with our staff.

How PCS will encourage parent/family/fānau involvement in the school (Question 14b)

PCS staff will provide guidance and assistance (from a supervisory perspective), in terms of student study requirements establishing routines and timetables, motivational techniques and access to community learning resources.

The Pasifika Community is engaged with PCS community events, weddings, birthdays, funerals, church initiated meetings and events, youth group activities, sports, music and familiar Pasifika community gatherings.

Along with the student, the parents or closest fanau will be involved in the student learner through the Tupu'anga mentors and their son/daughter's educational plan. This will ensure there is commitment and resolve to be involved in the student's learning with the family.

PCS will maintain a website for the specific purposes of engagement with parents, guardians and supervisors. This will be customised for each of the Pasifika community partners.

Parents, guardians and supervisors play a very important role in supporting students to develop the skills and knowledge to become independent learners. There will be regular feedback sessions inviting the Pasifika fanau to update on progress and provide comments and suggestions. PCS will also connect with Pacific Island radio stations to keep Pasifika communities informed about the ways in which this model of learning can help Pasifika youth.

PCS's website will have a link to a homepage for independent parents', guardians' and supervisors' support group; which will also be responsible for forming a representative committee. The committee will be comprised of community partner representatives and will be encouraged to perform the following roles:

- Attendance of electronic and face-to-face committee meetings
- Maintenance of web pages, it is envisaged that the site would be constantly evolving and updated to provide relevant support, information and feedback.
- Development, monitoring and achievement of PCS support group goals
- Make representation of any concerns, issues or recommendations to the school management.

Training that enables involvement by parents/families/fānau (Question 14c)

Orientation introductory workshops for parents/families/fanau will be provided. The workshops will provide the people involved in the support mechanisms with the information and knowledge needed to ensure students have the best chance of succeeding with their studies. Parents and fanau are also able to access assistance from PPAT through its partners for both social service needs and if they wish to increase their support and coaching for students will be able to enrol fee free in Open Polytechnic courses in adult education and training – specifically US7114 'Coach adult learner(s)'; and US7115 'Create and maintain a positive learning environment for adult learners'.

Communicating Progress and Achievements (Question 14d)

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.

Twice yearly, PCS will send a formal progress report to students and parents on achievements.

Qualifications awards will be celebrated at a Community focused award ceremony.

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

Relationships with Community Agencies (Question 15)

PCS will continue to maintain trust and respect in the existing community relationships and foster new relationships through the formal and informal communication and networks. The relationship needs to be transparent, consultative and supportive of change. It is anticipated the PCS programme delivery will excite the Pasifika communities because of the fanau involvement, the contextualised delivery methodology and individualised support mechanisms available to students.

The programme will also provide access to education for young Pasifika students who may not have experienced a positive experience in the traditional schooling system. With so many new options offered to young people, PCS positions itself as the only self-directed, community supported learning opportunity with a difference, and allows young people to make informed choices how learning fits with the other family and extended family and church priorities that already compete for student time in the community.

Partnerships for Enriching Learning (Question 16)

The following representatives have enriched our knowledge and expertise in regards to Pasifika education and training:

- Ministry of Social Development - [REDACTED]
- Ministry of Pacific Island Affairs - [REDACTED]
- Department of Corrections - [REDACTED]
- Whanau Ora Pasifika national collectives - [REDACTED]
- Waipareira Trust - [REDACTED]
- Alliance Health Collective (East) - [REDACTED]
- Pacific Trust Canterbury (South Island) - [REDACTED]
- Faculty of Education, University of Auckland – [REDACTED]
- Massey University – [REDACTED]
- University of Canterbury - [REDACTED]
- University of Otago - [REDACTED]
- Aotearoa NZ Evaluation Association- [REDACTED]
- Education Review Office – [REDACTED]
- Adult Community Education Aotearoa (National) – [REDACTED]
- Pasifika Health and Welfare Association (Auckland) – [REDACTED]
- Pasifika Education Centre Manukau – [REDACTED]
- Ministry of Education Pasifika Advisory Group – [REDACTED]
- Tertiary Education Commission, Pasifika Working party – [REDACTED]
- Association of Pasifika Staff in Tertiary Education national (APSTE) – [REDACTED]
- Open Polytechnic – [REDACTED]
- [REDACTED] – Educationist, retired teacher
- [REDACTED] – Educationist, Unitec Institute of Technology
- [REDACTED] – Director of Pacific Studies – University of Auckland

Information withheld under s9(2)(a) of the Act

External providers (Question 17)

PPAT will have 3 contracts for service:

The Village (a component organisation within PPAT) will sublease premises, will form a focal point within the community for recruitment, and will provide trained mentors for the tupu'anga programme

AW (a component organisation within PPAT) will form a focal point within the community for recruitment, and will provide trained mentors for the tupu'anga programme

Open Polytechnic will provide educational inputs, including learning materials, tablets, moderation and accreditation. They will also provide training for educational coaches as required, at least initially.

School Calendar and Timetables (Question 18)

PCS will not follow traditional school calendars or hours of operation.

Initially, PCS may operate with open enrolment throughout the school year. The school will be open from 8 am to 7 pm daily, with formal instruction from 9 am to 4 pm.

PART 2 - APPLICATION FORM

APPLICANT NAME: THE PACIFIC PEOPLES ADVANCEMENT TRUST (PPAT)

Students will be assigned to a cohort of around 25 students, and this will dictate the scheduling of their teacher, coach and Tupu'anga mentoring sessions. This cohort remains together throughout a school year. There might be several cohorts of the same year group within the school. Teachers will run scheduled facilitated sessions with cohorts of students throughout the week, at different times. Similarly, coaching sessions with PCS coaches (small group and one-on-one) and group cultural mentoring will be scheduled throughout the week.

Students will be required to attend the school daily, for up to six hours, and weekly for 30 hours. During this time they will be engaged in formal facilitated sessions, group work, discussions, or independent study. They may be present at scheduled teacher / PCS coach support sessions, engage with learning materials and tablet independently, attend Tupu'anga mentoring sessions. At all times, expectations placed on students will have been agreed to in their individualised education plan.

Students will have due dates for assessments, and will be provided with feedback aimed at addressing weaknesses and reinforcing strengths.

To some extent in Year 12 and for the whole of Year 13, students will be expected to engage in authentic learning in the workforce. This will be done through workplace visits/ experiences and skills and knowledge gained and practiced will be formally recognised.

Personalised Education plans will be reviewed at the end of each qualification, and agreement on changes will be signed off by student, fanau, mentor (voluntary), coach and teacher.

Students will participate in extra or co-curricular activities arranged by the local community.

Below is an example of the weekly programme a Pasifika student at PCS would experience.

Example of weekly programme . Year 11. Term 2 week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00 –	CURRICULUM COURSE 26622		CURRICULUM COURSE 26622	CURRICULUM COURSE 26622	FITNESS CLASS OPTIONS
10.00 –	Morning break (Provided by POS)				
10.15 –	CURRICULUM COURSE 26622	POS COACH SESSION 1 HR L & N FOCUS	CURRICULUM COURSE 26622	CURRICULUM COURSE 26622	INDEPENDENT TABLET WORK - L & N FOCUS
12.15 –	Lunch (Provided by POS)				
1.00 –	POS COACH SESSION 1 HR L & N FOCUS	TUPU'ANGA MENTORING	PLAY TOUCH RUGBY OPTION	POS COACH SESSION 1 HR L & N FOCUS	TUPU'ANGA MENTORING
2.00 –	COACH AVAILABLE				
5.00 –	Timetable: Curriculum course: 9 hours + POS coach: 4 hours = 15 hours compulsory (+ 2 hours independent tablet work)				

An example of a Year 11 term schedule for the educational programme is below this will be delivered in conjunction with a choice of Pasifika languages and the Year 11 Tupu'anga Programme.

Year 11 Term Schedule - Example	
	Term 1
TEN WEEKS	Week 1 – Orientation / team building
	Week 2 & 3 – Diagnostic assessments / Learning Contract meetings
	Week 4 to 10 – Curriculum courses: 'My Planning, My Preparation'; 'My Finances, My Work' (course assessment integrated)
	One week break
	Term 2
TEN WEEKS	Week 1 to 9 – Curriculum courses: 'My Health, My Community'; 'My Goals, My Future' (course assessment integrated)
	Week 10 – Progress Review meetings; Achievement ceremony
	Two week break
	Term 3
TEN WEEKS	Week 1 to 9 – Curriculum courses: 'Introduction to Level 2'; 'Who Am I?'; 'My Work Skills' (parts 1 & 2)
	Week 10 – Cultural festival / Open week Learning Contract Review meetings
	One week break
	Term 4
TEN WEEKS	Week 1 to 7 – Curriculum courses: 'My Work Skills' (parts 3 & 4); 'My Career Pathways'
	Week 8 & 9 – Vocational options: Introduction to local employers
	Week 10 – Learning Contract Review meetings
	Achievement ceremony
	Hours of operation: 9 to 12.15pm – Morning sessions: core curriculum focus 1 to 5pm – Afternoon sessions: POS coach support sessions

Student Behaviour, Discipline and Participation (Question 19)

PCS's philosophy in relation to student behaviour and discipline is that a safe learning environment for all students requires a clear and consistent discipline structure, ensuring school rules are adhered to. Consequently, PCS will:

- Clearly define standards of behaviour expected of students attending the school
- Provide firm, fair and consistent consequences for unacceptable behaviour
- Ensure staff, parents, fanau and students are aware of and understand discipline procedures.

School and campus rules will be reviewed annually. These will be regularly reinforced by school staff, displayed in classrooms and provided to parents on an annual basis.

A Safe Environment (Question 20)

In line with the provisions under the Education Act and any other applicable Acts, a hierarchical system will be in place to deal with 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 dealt with 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.

PCS will implement a Disciplinary Committee, and develop the following documentation:

- School Rules, which may vary in terms of specifics according to community partner, and cover items such as classroom behaviour, out of bounds, smoking, alcohol and drugs, absences and leave, information technology and warnings
- Staff Manual
- Drugs and Alcohol Policy
- Orientation Handouts.

Professional development plans for staff (Question 21)

Sponsor and management involvement

Professional development gaps will be identified by the governance group and management, and these will be the basis for planning continuing professional development.

All teaching and non-teaching staff will participate in professional development that enhances the educational opportunities and achievements of our students, and improves the capabilities of our staff. PCS will ensure that professional development reflects the needs of the school and students, and the school's vision. Teachers will also be encouraged to pursue post-graduate education, with research work in the areas of Pasifika success and online learning particularly encouraged.

Staff who are not registered teachers

Administrators and other non-teaching school staff will be encouraged to participate in professional development based on a series of administrative, coaching and managerial competencies. As with teaching staff, further academic study will be encouraged, however emphasis will be on ensuring staff are competent practitioners.

Non-registered teachers will benefit from mentoring and supervision by registered staff, and a professional development programme will be developed to ensure an effective series of opportunities is available. Non-registered teachers will also be encouraged to complete teacher training.

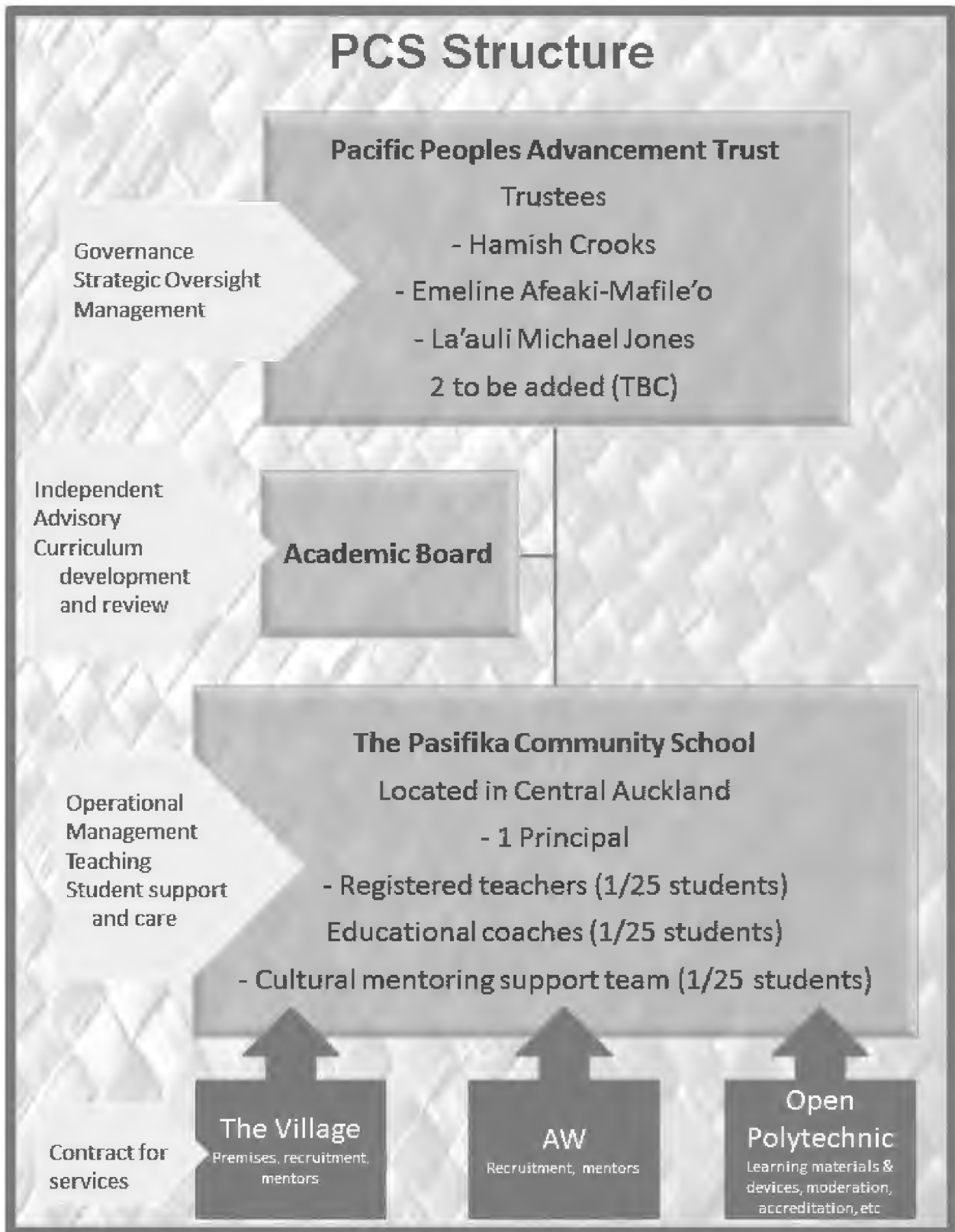
Professional Development to Meet the Needs of Priority Students

Professional development for teachers and coaches will be focused on where gaps in capability are identified, and PCS will work to bridge these skill gaps. Areas of professional development will include, but not be limited to, personalised planning; diagnostic assessment; literacy and numeracy development; learning assessment and feedback; facilitated learning; and mentoring, coaching and pastoral care. These are activities that we need to excel in to meet the needs of our Pasifika student base.

7 BUSINESS PLAN

PCS STRUCTURE (Question 23)

The school is structured in the following way:



Governance

PCS will be owned and sponsored by PPAT, the trustees of which are the governance board, with each trustee a respected member of the Pasifika community having an interest in education.

Current Trustees	Credentials
La'auli Savae Michael Jones Chairman	
Hamish Crooks Trustee	
Emeline Afeaki- Mafile'o Trustee	

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OIA

PPAT is accountable for the success of the school and its management.

PPAT, as the sponsor, arranges and manages the agreement with the Ministry of Education; reports PCS performance; sets and manages all governance policies; and organisational risks.

PPAT provides strategic oversight, manages the school and employs the principle and staff.

Academic Board (still to be finalised)

Conditional upon the success of this proposal, the following people have consented to being appointed to the Academic Board, which will provide an independent advisory function on academic matters.

Proposed role	Identified member (if appropriate)	Competences / qualifications of role
Chairperson	La'auli Savae Michael Jones MNZM	Educationalist, Community Leader, Youth Advocate
Board Member		Educationalist, Chairperson Maori Language Commission, Community Leader
Board Member		Educational Psychologist, Lecturer, Massey University Auckland.
Board Member		Reverend, Educationalist, Community Leader, Youth Advocate
Board Member		Marketing/Public Relations Professional, Educationalist, Lawyer
Board Member		Director, Centre for Pasifika Development and Support Unitec, Educationalist, Community Leader, Youth Advocate

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Board Member	Emeline Afeaki-Mafile'o (Tonga)	Consultant on Pacific Social Policies and Social services. Leader in Pasifika mentoring programmes.
Board Member	Hamish Crooks (Cook Islands)	Chief Executive, Pacific Homecare, Educationalist, Pasifika Community Leader, Youth Advocate
Board Member		██████████ and Community Leader. Pasifika mentoring provider for programmes
Board Member		Secondary School Teacher, Youth Advocate and Educationist
Board Member		Educationist. Community Leader, Youth Advocate

Management

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A PCS Principal will be appointed, reporting to PPAT. A Principal will be appointed. The Principal sets the standards for the teachers and PCS coaches; ensuring teachers are registered and culturally aware. The Principal also arranges training and development; ensures quality of delivery; tracks and manages whole of school performance; liaises with communities and contractors; ensures resources are available; and has authority to discipline and manage student behaviour.

Registered teachers, coaches and admin staff will be recruited by the PCS Principal.

Teachers are academic leaders, have relevant experience of 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 Open Polytechnic in relation to IT infrastructure, learning material logistics and tablet delivery and maintenance.

Teachers are available to the students on a pre-agreed schedule. They assist in diagnostic assessment and in developing and reviewing individual Learning Contracts; encourage and facilitate learning; employ innovative ways to help struggling youth; recommend disciplinary actions, exclusions and expulsions to the Principal.

PCS educational coaches who receive specialised training to be able to support the student within the PCS curriculum.

Contracted Parties

The Village will sublease space for formal teaching and group work, space where students can engage in their own study, and an administration area.

Tupu'anga mentors will be sourced from The Village and AW.

The Open Polytechnic will be contracted to provide accreditation and programme approval, advise on the curriculum, develop and maintain learning materials, provide some information systems, technology infrastructure and e-learning devices, and develop and moderate assessments.

Stakeholder input into Decisions that Affect PCS (Question 24)

PCS will be a school for Pasifika, by Pasifika and with Pasifika.

PPAT Trustees have been drawn from the Pasifika communities.

Teachers and coaches will be hired with cultural affinity. On-going input will be received from all levels of the PCS.

Systematic feedback will be also be sought from fanau and students and taken into consideration on the scheduling of course offerings, contextualising, delivery methodology and support mechanisms.

PCS will implement a self-reflective continual improvement philosophy with stakeholder involvement being a significant factor in informing the improvements.

Implementation Plan (Question 25)

PCS's implementation plan is simplified by the facts that:

- No new physical infrastructure is required. The facilities will need to be made suitable for secondary school students and equipment made available.
- Relationships already exist; PCS activities will be an extension of established partnerships and education provision.
- Required learning, reporting and management processes and systems will be the responsibility of PPAT. If PPAT requires assistance they will work in conjunction with their existing subcontractors - The Village, AW and Open Polytechnic.
- Learning materials and accreditation already exist for courses within the national qualifications offered. The PCS academic board will assist in further creating Pasifika pedagogy for the target group of learners.

A high level implementation plan, reflecting the key set up and operational activities from July 2014 to December 2015 is shown on the next page.

Financial Plan (Question 26)

Refer to MS Excel workbook.

Amount and Terms of Funding Provided by PCS (Question 27)

PCS will not be requesting any school fees from parents. It will be looking for donations from its community in time and facilities. It is expected that partners in the community will gift their time to the students during, for example, work placements, to assist them in their career aspirations. It is also likely that the school will receive donations from local businesses to help with food and transport. However, none of these options have been included as a cash equivalent in the financial modelling. The Tupu-anga mentors, as reported in the staffing schedule, are included at no cost to the school.

Financial Management, Auditing and Insurance (Question 28)

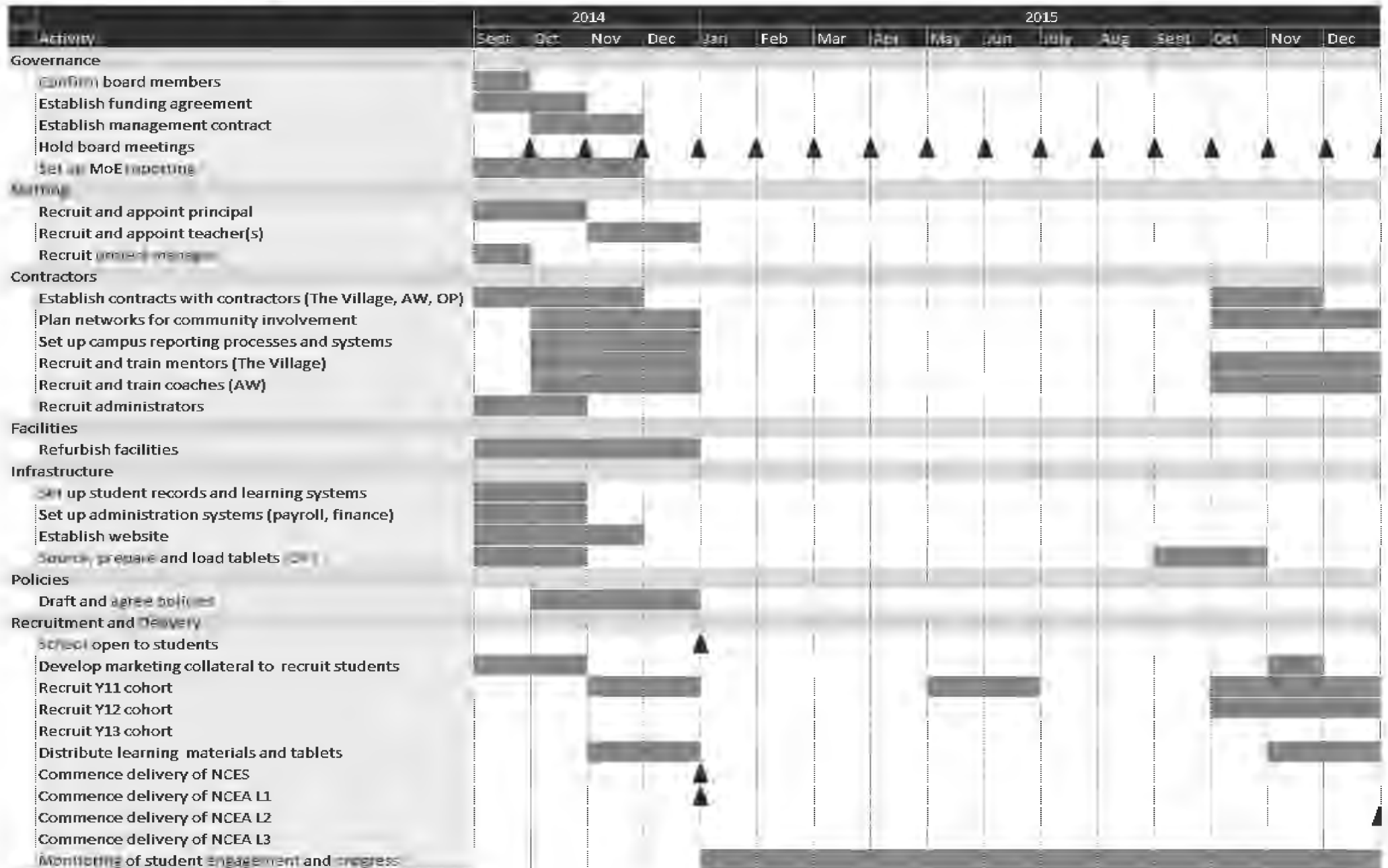
PPAT will establish an audit, finance and risk committee. The committee will establish a financial policy including:

- The delegation of financial authority to the Principal based on the budget.
- All commitments over \$10,000 will be countersigned by the Chairperson of PPAT or in his absence, the chairperson of the audit, finance and risk committee. All staff appointments will follow a similar process.
- There will be no financial delegation below the Principal.
- The Principal will be requested to report weekly, in the first year, on cash flow and any variance from budget.
- There will be an annual audit of the school reporting to PPAT.
- The appropriate level of insurance will be obtained after discussion with a broker. It is likely to include: Material damage; Business Interruption; Directors and Officers; Public Liability; Professional Indemnity; Statutory Liability; and Travel.

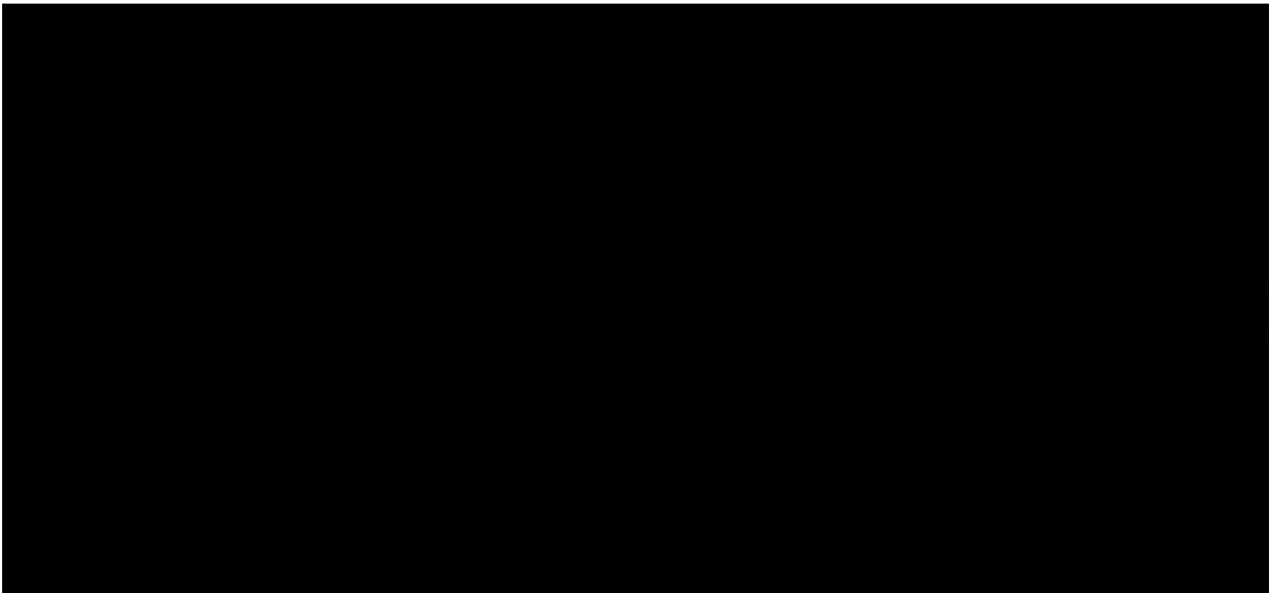
PART 2 - APPLICATION FORM

APPLICANT NAME: THE PACIFIC PEOPLES ADVANCEMENT TRUST (PPAT)

PCS Implementation Plan, September 2014 to December 2015

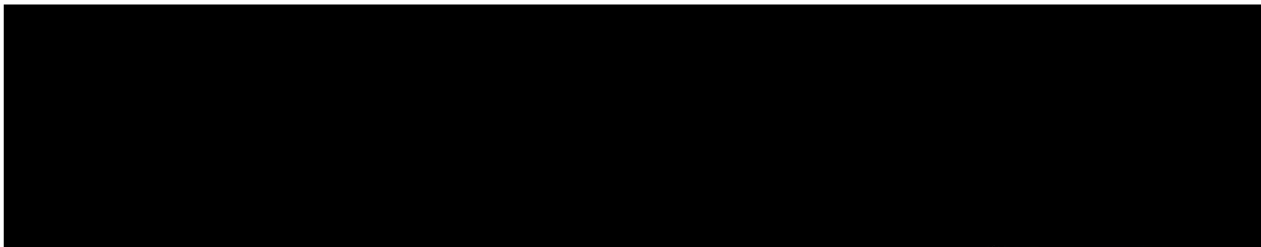


Proposed Facilities (Question 29)



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Asset Management and Maintenance (Question 30)



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8 OPERATIONS PLAN

Enrolments (Question 31)

Achieving our targets

PCS is ultimately intending to enrol up to 250 students annually, targeting the thousands of Pasifika 15-19 years olds in the Auckland corridor that are not in employment, education, or training (NEET). Currently 14% of Pasifika males and 27% of Pasifika females between 15 and 24 are NEET.

PCS will reach a target of 250 youth through enrolling 100-105 new students in Y11 annually over the next 3-5 years. As the initial cohorts at Y11 move onto Y12 and 13, we will build up to a steady state of 250 students.

PCS will be located at the premises of The Village, which currently is a focal point within the Auckland Pasifika community for empowerment programmes and initiatives for youth and families. PCS partners The Village and AW will provide assistance with student recruitment and enrolment providing transport from the Brown corridor of Auckland to the school site which is central to all the suburbs that have a greater Pasifika population.

Publicising throughout the community

PPAT's component organisations operate intense networks across communities in the Auckland Corridor and are linked into 23 of the Top 25 schools with the highest Pasifika student population. Furthermore, PPAT has strong support for its Pasifika programmes from Auckland City Council. They are ideally situated to identify and recruit students most disenfranchised with the traditional schooling system.

PCS and its program will:

- Leverage its strong political links within Auckland to gain wider support beyond the Pasifika community
- Be publicised throughout the community, through existing networks word of mouth, the language radio programmes, the Pasifika informal community and church network, schools in and outside of POS, posters and community notices on Tagata Pasifika TV 1, and Triangle TV.
- Target parents/family/fanau who may not be engaged in their child's learning through word of mouth and support groups within PCS including parents and staff. Student study groups play a large part in parents being involved as well.
- Identify and develop relationships with community organisations that can assist in engagement with parents/family/fanau, through community meetings and church events and promoting positive messages about PCS having a different approach to education.
- Use connections available to PPAT that have good leadership in Pasifika communities, and PPAT will motivate all concerned to make PCS happen.

Engaging non-engaged parents/ fanau

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

PPAT are members of the Pasifika community, on a daily basis their work, family and community lives are surrounded with and for Pasifika people. PPAT's current relationships with the Pasifika community show integrity and confidence through the work the trustees are involved in. PPAT is confident of Pasifika and wider community support.

Enrolment Policy (Question 32)

We will actively recruit from communities two to three months ahead of each enrolment date. Students will be interviewed and assessed prior to enrolment. The student role is expected to be finalised prior to the beginning of the school year.

The PCS will use limited marketing collateral, and deploy proven enrolment methods based on relationships, connections, networks and word of mouth.

We will enrol students that:

- Are seeking an alternative to the traditional secondary school model, and where there is evidence that this model is failing / has failed them
- Belong to and have support for enrolling from local community
- Wish to be educated within a Pasifika culture and environment, and with Pasifika languages
- Wish to focus on future careers that are vocationally-oriented
- Are committed to engage with the learning approach offered and are prepared to sign a Learning Contract that makes clear the obligations and expectations placed on them.

Withdrawal, Suspension and Expulsion Policies and Procedures (Question 33)

In line with the provisions under the Education Act 1989 (Section 158V) and any other applicable Acts, a hierarchical system will be in place to deal with 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 dealt with 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.

PCS Leadership (Question 34)

Key leadership roles are as follows:

Role in PCS	Name	Current affiliation	Qualification
Chair of PPAT	Michael Jones MNZM	Pacific Peoples Advancement Trust	Bachelor of Arts Masters of Arts
Trustee	Hamish Crooks	Pacific Peoples Advancement Trust	MBA, BCom
Trustee	Emeline Afeaki-Mafile'o	Pacific Peoples Advancement Trust	MPhil, PGDipSocSci, BSW (Hon)
PCS Principal	To be advertised and recruited	Pasifika Community School	Post Graduate Degree Teacher Registration

CV's of PPAT Trustees are attached in Appendix 2.

Staff Recruitment Process (Question 35)

The following appointments procedure will be adopted:

- Timeline is decided from date of advertisement to intended appointment.
- Appointment documentation is produced including Job Description; NBHS Application Form (incl. Teacher Registration or Police Vetting information) ; Referees Forms; Criteria for appointment; School/Community Description; Interview questions
- Advertise position
- 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 New Zealand Teachers' Council
- In the case of all other employees a Police vet must be obtained prior to the 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 36)

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

The Principal and teachers will be registered teachers.

The following job descriptions are attached in Appendix 3, and cover backgrounds, experience, and personal and professional qualities of teaching staff:

- PCS Principal
- Registered teacher
- PCS coach
- Tupu'anga mentor.

Processes to Ensure Suitable and Quality Staff (Question 37)

Teachers will be selected for their experience as and PCS will implement employment 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 referees 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 PPAT.
- 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 PPAT.
- All teaching applicants must be registered with the New Zealand Teachers 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 38)

Policies regarding salaries, contracts, hiring and dismissal, evaluation of staff, benefit plans, and other matters related to staffing will be prepared prior to the opening of PCS.

Teacher assessment and appraisal (Question 39)

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 measurable 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 PCS appraisal processes will aims to:

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

Volunteers and Contractors (Question 40)

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

Health and Safety Standards (Question 41)

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, PCS's governance board and management will maintain a safe work place and safe working policy and practices. Specifically, PCS 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
- 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 the governance board.

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

- PCS complies with all relevant health and safety legislations, standards and Ministry of Education codes of practice which ensure 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.
- PCS 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 PCS. If bullying does occur, all pupils will be able to tell and know that incidents will be dealt with promptly 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 campus buildings or grounds.

9 Acceptance of Draft Agreement

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

10 Assumptions, Risks and Caveats

The table below lists the assumptions, risks and caveats made throughout your proposal.

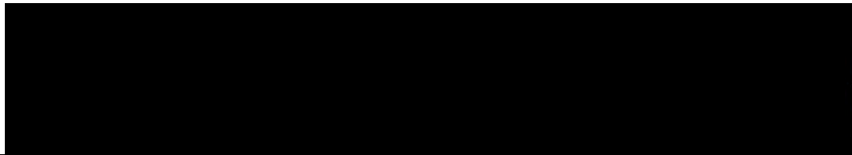
Reference	Type (A / R / C)	Subject	Comment
1	Caveat	Funding	That agreement with the Ministry will be subject to successful contract arrangements with PCS.
2	Assumption	Funding	Available for part-time, part-year enrolments if these transpire.
3	Assumption	Flexibility of school week	The Ministry holds no preconceived views on how a Partnership Kura will be run.
4	Assumption	Enrolments	We are assuming the initial cohort will be 100 students in Y11 in 2015, and these will progress through Y12 and Y13 in 2016 and 2017. 100-105 new students will be recruited annually to replace completing and exiting students.
5	Assumption	Student demographic	80% Pasifika, 50:50 male / female. Students not engaging with traditional system.
6	Risk	Project timeline	If we cannot maintain the schedule for key activities (contracts, recruitments etc) then there will be significant time pressures
7	Assumption	Curriculum	Aligns to national curriculum
8	Caveat	Learning approach	Non-traditional secondary model which is applied in cultural context; meets international criteria for foundation and bridging levels; meets Ako Aotearoa recommendations for foundation study; aligns to best practice for global open schools
10	Assumption	Work experience	Involvement from network of community businesses
11	Assumption	Campus facilities	Existing facilities at Village can be subleased and refurbished
13	Assumption	Learning facilitation	All students have scheduled classes with registered teachers

11 Applicant Declaration

Topic	Requirement	Applicant's declaration
RFA response:	PPAT has prepared this application independently to operate a Partnership Kura.	Agree
RFA terms:	PPAT has read and fully understands this RFA, and the RFA terms in Part Three of this RFA, and agrees to be bound by them.	Agree
Collection of further information:	PPAT authorises the evaluators to: <ul style="list-style-type: none"> 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:	PPAT 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. PPAT 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:	PPAT 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:	PPAT warrants that it has no actual, potential or perceived conflict of interest in 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.	Agree
Ethics:	PPAT warrants that in submitting this Application it has not: <ol style="list-style-type: none"> entered into any improper, illegal, collusive or anti-competitive arrangements with any competitor 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). has not attempted to influence, or provide any form of personal inducement, reward or benefit to any 	Agree

PART 2 - APPLICATION FORM

APPLICANT NAME: THE PACIFIC PEOPLES ADVANCEMENT TRUST (PPAT)

	representative of the Minister, Ministry or the Board.	
Offer validity period:	PPAT confirms that this Application remains open for acceptance for a period of 180 days from the Closing Date.	Agree
Applicant interview	PPAT 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	PPAT 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>PPAT declares that in preparing this Application it:</p> <ul style="list-style-type: none"> a. has provided complete and accurate information in all parts of the Application, in all material respects b. has secured all appropriate authorisations to submit this Application and is not aware of any impediments to its ability to enter into a formal contract to deliver the outcomes. <p>PPAT 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>	Agree
<p>DECLARATION</p> <p>This Application has been approved, and is signed by, a representative of PPAT 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:		s 9(2)(a) OIA
Full name:	La'auli Savae Michael Jones	
Title / position:	Chair, the Pacific Peoples Advancement Trust	
Date:	11 March 2014	

12 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@minedu.govt.nz by 5:00 PM Wednesday 22 January 2014	Not required
2. Submit all questions requiring clarification (if required) by 5:00pm, Wednesday 26 February 2014	N/A
3. Complete all required sections of the application.	Done
4. Submit your CD Rom / memory stick and paper copies of the following documents by 12:00 (Noon) Wednesday 12th March 2014	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
One CD Rom or memory stick containing an electronic copy of all of the sections of your application	Done

13 Appendix 1 - PPAT FINANCIALS

PPAT - Unaudited Accounts for 2010/11 and 2011/12

**Annual Financial Reports
Of
Pacific Peoples Advancement Trust
For the year ended 30th June 2011**



REDACTED

Annual Financial Reports
of
Pacific Peoples Advancement Trust
for the Year ended 30th June 2012

Please note these Financial Statements are yet to be audited

Draft Only



REDACTED



REDACTED

15 Appendix 3 - Job Descriptions for Key Roles

Pasifika Community School Principal

Directly Responsible to: PPAT Board

PURPOSE

The PCS **Principal** must work as a highly effective professional leader of the School, having strong cultural, empathetic and interpersonal skills and able to ensure the School achieves its student achievement targets. The Principal will also maintain strong community relationships to facilitate the School's integration within its local Pasifika community.

Functional Relationships Internal:

- PPAT Board of Trustees
- PCS Managers and teaching staff
- PCS Students

External:

- PPAT component organisations -The Village and AW Parents/caregivers of students
- Pasifika community
- Open Polytechnic Senior Management Team
- Ministry of Education
- Professional agencies and associations
- Other educational and management organisations

The requirements of this position description are subject to review in light of changing circumstances. Any review will be a collaborative process.

A copy of the current areas of responsibility is attached

KEY AREAS OF ACCOUNTABILITY

Culture

Accountability	Provide professional leadership that focuses the school culture on enhancing learning and teaching.
Responsibilities	<ul style="list-style-type: none"> • With the School management and Trust develop and implement a school vision and shared goals and values focused on enhanced engagement and achievement (academically, socially and culturally) for all students. • Promote a culture whereby staff members assume appropriate leadership roles and work collaboratively to improve teaching and learning. • Model respect for others in interactions with adults and students • Maintain a safe, learning-focused environment. • Promote an inclusive environment in which the diversity and prior experiences of students are acknowledged and respected. • Manage conflict and other challenging situations effectively and actively work to achieve solutions.
Expected Result	<p><i>Students and staff understand the vision and shared goals of the school.</i></p> <p><i>Students and staff feel culturally safe and are motivated to meet achievement</i></p>

	<p><i>goals.</i></p> <p><i>Students, parents, staff and the community work together in a culture of respect.</i></p> <p><i>Issues of conflict are appropriately dealt with and resolved to the satisfaction of the Trust and affected parties</i></p>
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Pedagogy and Programme Delivery

Accountability	Create a learning environment in which there is an expectation that all students will experience success in learning
Responsibilities	<ul style="list-style-type: none"> • Promote, participate in and support on-going professional learning linked to student progress which ensure staff members engage in professional learning to establish and sustain effective teacher /learner relationships with all students. • Demonstrate leadership through engaging with staff and sharing knowledge about effective teaching and learning in the context of the New Zealand curriculum documents. • Work with the Trust to ensure that the review and design of school programmes is informed by school-based and external evidence. • Foster a professional learning community within which staff members are encouraged to be reflective practitioners engaging with research and feedback on their professional practice. • Ensure the use of best practices for assessment, and analyse and act upon evidence on student learning to maximise learning for all students. • Focus on success in learning for all students and with particular emphasis on students who have had a previous history of not succeeding at school.

Expected Result	<p><i>Staff participate in professional development which benefits students and the School.</i></p> <p><i>School targets are consistently met across all School locations.</i></p> <p><i>Staff receive regular communication from the Principal about latest best practice in a teaching and learning environment.</i></p> <p><i>The Trust and Principal are satisfied the school programme will assist the school to achieve agreed student outcomes.</i></p> <p><i>Staff are encouraged to share their learning experiences with School staff.</i></p> <p><i>Student achievement outcomes are raised.</i></p> <p><i>Students feel supported to achieve their learning goals.</i></p>
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Administration and Systems

Accountability	Effectively manage and report on School performance. Use management systems to support and enhance student learning
Responsibilities	<ul style="list-style-type: none"> • Exhibit leadership that results in the effective day-to-day operation of the school. • Manage relationships with community partners • Recruit teachers and community based coaches. • Operate effective systems within Trust policy and in accordance with legislative requirements. • Provide the Trust with timely and accurate reporting, and advice on student learning and school operation. • Effectively manage day-to-day finance, property, health and safety systems

	<p>in accordance with Trust guidelines</p> <ul style="list-style-type: none"> Effectively manage personnel with a focus on maximising the effectiveness of all staff members. Use school/external evidence to inform planning for future action, monitor progress and manage change. Ensure school resources are allocated within agreed annual and strategic objectives for the school. Manages School disciplinary procedures
Expected Result	<p><i>School meets operational results as set by the Trust and operates within policy and legislative requirements, and reports are delivered on time and to agreed standards</i></p> <p><i>School has a reputation for maintaining strong relationships with community partners, and the community is satisfied with the teaching and community based coaches employed by the School.</i></p> <p><i>Staff are satisfied in their jobs and with the School and its leadership and how resources are allocated</i></p> <p><i>All issues surrounding the day to day running of the School are appropriately managed or escalated for further action.</i></p>

Partnerships and Networks

Accountability	Strengthen communication and relationships to enhance student learning.
Responsibilities	<ul style="list-style-type: none"> Work with the Trust and management to facilitate strategic decision making. Actively foster relationships with the school's community and local Pasifika community. Actively foster professional relationships with, and between colleagues, and with government agencies and others with expertise in the wider Pasifika education community. Ensure regular interaction with parents and the school community on student progress and other school-related matters. Actively foster positive relationships with other schools and participate in appropriate school networks. Builds a network of employers who are willing to provide work placements for students.
Expected Result	<p><i>The Principal actively participates in strategic decision making</i></p> <p><i>There is evidence of strong relationships with the school and Pasifika community.</i></p> <p><i>Professional networks are maintained</i></p> <p><i>Through relationship building, work placements are available for students</i></p>

Professional Development

Accountability	Knowledge and skill levels are maintained and enhanced to increase effectiveness as Principal.
Responsibilities	<ul style="list-style-type: none"> Keep up to date with best practice leadership skills in a school environment. Keep skills up to date with attendance at appropriate conferences and training opportunities.
Expected Result	<i>Principal shows awareness of latest advancements in school leadership.</i>

PERSON SPECIFICATION

Qualifications, Skills and Experience

Essential

- Professional registration
- Previous experience in a school leadership role
- Knowledge of Pasifika students and communities, and ability to relate to these students and communities in a culturally appropriate way
- The ability to set high expectations for students and staff. and a demonstrated ability to raise student achievement
- Experience in strengthening teacher practice in order to improve student outcomes
- The ability to present the school well and engage with the wider community.
- Highly developed communication skills, and proven effectiveness when working in a team
- Experience in financial management and oversight
- Understanding of NZQA framework, standards and competency based assessment
- Excellent time management skills

Desirable

- Relevant experience in Pasifika education in a leadership role
- Knowledge of foundation learning

Personal Qualities

- **Learner focused:** A Principal who relates well to young Pasifika people
- **Inclusive:** A Principal who is approachable and inclusive – someone who welcomes and values the input of students, parents, staff and the community.
- **Organised:** Able to manage workload, including administration and reporting tasks, and professional development in a balanced manner
- **Community awareness:** Sound knowledge of Pasifika community organisations and an ability to network with a wide range of stakeholders to strengthen engagement and promote the School.
- **Leadership:** A person of integrity who displays similarly high expectations for the behaviour, effort and achievement of all students and staff.

PCS Teacher

Directly responsible to: PCS Principal

PURPOSE

The role of the **Teacher** is to provide a highly developed teaching and learning environment within a Pasifika socio-cultural model for the learners. As well, the teacher will support and provide collegial assistance to the PCS coaches.

Functional Relationships Internal:

- PPAT Board of Trustees
- PCS Principal
- PCS School Managers and Teachers, Coaches and administrators
- PCS Students

External:

- PPAT component organisations – The Village and AW
- Parents/caregivers of students
- Pasifika community
- Open Polytechnic Senior Management team
- Ministry of Education
- Professional agencies and associations
- Other educational and management organisations
- Stakeholders from Community, industry and professional organisations who may be able to provide work placements.

Key Areas of Accountability**Teaching techniques/ Programme delivery**

Accountability	Teaching techniques/ Programme delivery
Responsibilities	<ul style="list-style-type: none"> • Expertise and refined strategies in the development and practise of teaching programmes and resources and learning activities
Expected Result	<p><i>Focus on a Pasifika cultural model</i></p> <p><i>School systems and policies implemented</i></p> <p><i>Competent planning of the learning environment</i></p> <p><i>Well-structured and managed lessons</i></p> <p><i>Recognition of barriers to learning</i></p> <p><i>Use of a variety of teaching styles</i></p> <p><i>Use of strategies appropriate to age, ability and attainment of students</i></p> <p><i>Learning programme delivered in accordance with the school and national requirements.</i></p>

Motivation of students

Accountability	Motivation of students
Responsibilities	<ul style="list-style-type: none"> • Encouraging positive school-wide engagement in learning • Fostering and practising culture of learning and achievement
Expected Result	<p><i>Stimulating and attractive learning environment</i></p> <p><i>Tasks designed to appropriate range of needs.</i></p> <p><i>Setting / expectation of student achievement.</i></p> <p><i>Knowledgeable students</i></p>

Student management

Accountability	Student Management
Responsibilities	<ul style="list-style-type: none"> • Development and maintenance of environments which enhance learning by recognising and catering for the learning needs of a diversity of students. • Managing student behaviour effectively
Expected Result	<p><i>Have a highly developed understanding of teaching and learning and, as such, provide highly effective classroom environments.</i></p> <p><i>Clear and consistent boundaries are established and agreed upon.</i></p> <p><i>Optimum conditions for learning through efficient organisation of the learning environment are created.</i></p> <p><i>A safe learning environment provided.</i></p>

Shared teacher/PCS coach programme delivery

Accountability	Shared Teacher/PCS Coach Programme Delivery
Responsibilities	<ul style="list-style-type: none"> • Effective inter-school communications • Support and provide assistance to teaching colleagues • Responsibility for curriculum planning and resource development • Responsibility for teaching activities and resources and team meetings
Expected Result	<p><i>Efficiently working programmes</i></p> <p><i>Ministry of Education and NZQA deadlines met</i></p> <p><i>Attendance at and responsibility for meetings</i></p> <p><i>Preparation and sharing of teaching resources and ideas for agreed units of work</i></p> <p><i>Good resource management evident</i></p> <p><i>School functions cohesively, harmoniously, professionally</i></p> <p><i>Mutual trust and confidence between all staff</i></p> <p><i>Minimal intervention required by principal</i></p> <p><i>Innovations</i></p>

Contribution to the communal life of the school

Accountability	Contribution to the communal life of the school
Responsibilities	<ul style="list-style-type: none"> • Encouraging and fostering effective working relationships with the community others • To attend professional development courses
Expected Result	<p><i>Providing support and assistance to colleagues where appropriate</i></p> <p><i>Reporting on student achievement to students, families, and caregivers</i></p> <p><i>To take responsibility for the pastoral care of cohorts</i></p> <p><i>Promotion of school /community relationships</i></p> <p><i>Required school and administrative procedures carried out</i></p>

Person specification

The successful applicant must be a trained teacher with the full New Zealand teacher registration and a current practising certificate, and should have the following attributes, knowledge and skills:

- A highly developed understanding of teaching and learning
- The ability to provide highly effective classroom environments
- Able to support and provide assistance to teaching colleagues
- Have strong interpersonal and communication skills to allow for full communication with stakeholders
- Have a commitment to multiculturalism and to meeting the needs of Pasifika students
- Have commitment to understanding the needs of students from different cultures, and a demonstrated willingness to provide teaching and learning experiences that are culturally appropriate
- Empathy with students who have learning and/or behaviour difficulties
- Sound knowledge of the New Zealand Curriculum
- Depth of knowledge of assessment skills
- Ability to identify, implement and evaluate a range of educational and management approaches to meet students' needs
- Ability to assist others to implement suitable interventions
- Ability to liaise and work with all staff, and other professionals and/or agencies
- Ability to work with, and provide professional support for staff and families
- A current clean full drivers' licence and be prepared to use own vehicle for work.

PCS Coach

Directly responsible to: Prinicpal

PURPOSE

The role of the **PCS Coach** is to provide learners with one-to-one and group support throughout their learning and assessment, motivating and encouraging them to complete their programme of learning. The employee will incorporate literacy, language and numeracy teaching support into their coaching.

Functional Relationships Internal:

- PPAT Board of Trustees
- PCS Principal
- PCS Managers and teaching staff
- PCS Students

External:

- PPAT component organisations
- Parents/caregivers of students
- Pasifika community
- Open Polytechnic Senior Management team
- Ministry of Education
- Professional agencies and associations
- Other educational and management organisations
- Stakeholders from Community, industry and professional organisations who may be able to provide work placements.

KEY AREAS OF ACCOUNTABILITY

Programme Delivery

Accountability	Support delivery a quality education programme to ensure that learners are given the best opportunity to succeed
Responsibilities	<ul style="list-style-type: none"> • Establish and maintain regular contact with all allocated learners (face-to-face, in groups and via phone, email and other technological means) • Motivate and encourage learners to learn new skills and achieve to their fullest potential as they complete their programme of study, through support and creation of a non-threatening environment to set and meet their learning goals • Inform, evaluate and assess learners to meet all programme requirements for qualifications and unit standards • Act as a resource to encourage learners to access other services in their community.

Expected Result	<p><i>Learner success and retention rates exceed targets</i></p> <p><i>Learner progress is monitored to ensure successful learner outcomes are met</i></p> <p><i>Learners set and achieve their own learning targets and access a wide variety of resources</i></p> <p><i>Assessment requirements are met</i></p> <p><i>Learners indicate satisfaction with their coach and the programme.</i></p>
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Programme Support

Accountability	Meet programme moderation and policy requirements
Responsibilities	<ul style="list-style-type: none"> • Ensure internal and external moderation requirements are met • Maintain and expand knowledge of foundation learning and standard assessment practices • Review learning materials and resources for adequacy, relevance and appropriateness • Comply with relevant Pasifika and Open Polytechnic and government requirements
Expected Result	<p><i>Moderation meetings are attended, material prepared and moderation requirements met</i></p> <p><i>Coach practice informs ongoing programme and resources updates</i></p> <p><i>Pasifika, Open Polytechnic, MoE NZQA and TEC requirements are met</i></p> <p><i>Relevant policies and procedures are adhered to</i></p>

Administration

Accountability	Manage and maintain accurate learner achievement records
Responsibilities	<ul style="list-style-type: none"> • Accurately record and report learner assessment and achievement • Manage contact with allocated learners and maintain a full contact record for every allocated learner • Ensure the integrity and confidentiality of all learner information • Deal with learner complaints appropriately • Ensure both learner and coach health and safety at all times
Expected Result	<p><i>Learner records are up-to-date and accurate, and sent to the Open Polytechnic in a timely manner</i></p> <p><i>Learner work is treated respectfully and confidentially, and learner records and work stored in accordance with the Privacy Act 1993</i></p> <p><i>Coach and learner safety is maintained</i></p> <p><i>Complaints are resolved at the coach/learner level, or escalated in accordance with Open Polytechnic procedures</i></p>

Professional Development

Accountability	Knowledge and skill levels are maintained and enhanced to increase effectiveness as Coach
Responsibilities	<ul style="list-style-type: none"> • Be familiar with the Foundation Learning, sample activities, applicability to self-directed learners and relevance to the programmes • Achieve relevant adult teaching qualification and maintain professional knowledge at this level

	<ul style="list-style-type: none"> Implement continuous improvement of coaching practice informed by own and other coaches' experience and learning
Expected Result	<p><i>In-depth knowledge of course materials</i> <i>Work toward achieving the appropriate adult teaching qualification(s), and maintain expertise once achieved</i></p> <p><i>Modelling of lifelong learning and continuous improvement amongst learners</i></p>

*PERSON SPECIFICATION***Qualifications, Skills and Experience****Essential**

- Relevant experience in Pasifika education.
- Demonstrated successful experience in a coaching and coaching environment with groups and individuals
- Familiarity with NZQA qualifications framework, standards and competency based assessment
- Demonstrated competence in the use of computers, MS Office software
- Current NZ Full drivers licence
- Excellent oral and written communication skills
- Excellent time management skills

Desirable

- Demonstrated success using empowering teaching techniques
- Knowledge of Foundation Learning

Personal Qualities**Required**

- **Learner focused:** proven ability to build rapport, have patience and understanding of, and motivate and encourage learners to maximise their positive learning experience and outcomes
- **Organised:** able to manage learner workload, administration and professional development in a balanced manner
- **Flexible:** demonstrate working effectively as part of a team, as well as successfully planning and working to achieve results independently
- **Community awareness:** sound knowledge of community organisations, and ability to network
- **Cultural commitment:** relevant experience of Pasifika education and empathetic with the educational sector, demonstrated ability to relate to Pasifika learners

The coach needs to exhibit the following attitudes –

- Open
- Trusting
- Positive
- Respectful
- Sensitive
- Asking
- Caring
- Probing
- Encouraging
- Leading

Explanatory notes for PCS Coach Position Description

To meet the expected outcomes of Programme Delivery, the coach needs to –

- Set clear expectations for learners and communicate these unambiguously
- Be familiar with diverse learning styles and their implications for learners
- Establish strategies to minimise barriers to learning for the learner, and provide appropriate intervention when learning goals are not being met
- Create an open and non-threatening communication and learning environment for the learner
- Identify and address learner needs in collaboration with the learner, including those for learners with disabilities
- Plan and provide fair, valid and consistent assessment for each learner, including constructive feedback in a manner that assists learning
- Be familiar with appropriate support agencies within the community and provide the learner with up-to-date information

Tupu'anga Mentor

Reporting to	PCS Principal
Working Relationships	INTERNAL: PCS staff, AW and the Village staff, Principal, Teachers, Coaches, Mentors and students. EXTERNAL: Social Service and other Government Agencies, Community Groups, appropriate Sector Providers, Schools, Contractors, Young People and their families

ROLE DESCRIPTION

Primary Objective(s):	<ol style="list-style-type: none"> 1. To develop and deliver programmes that meet the needs of the young people engaged with Pasifika Community School (PCS) 2. To establish relationships and networks within the community that benefit the young people engaged with PCS and its services 3. To engage in activities that contribute to the overall vision and mission of PCS
Specified Field of Work Responsible for:	<ol style="list-style-type: none"> 1. Maintain quality relationships 2. Develop and Deliver PCS programmes 3. Effective team work 4. Manage information efficiently 5. Adapt to diversity in work environment 6. Professional Development 7. Quality assurance
Accountabilities	<ol style="list-style-type: none"> 1. Maintain quality relationships: <ol style="list-style-type: none"> a. Build and maintain quality relationships with young people/person b. Build and maintain quality relationships with parents and families of young people/person c. Network with other youth workers in the community d. Meeting, liaising and networking with relevant agencies to address issues and promote opportunities for young people e. Working with parents and community groups to win support for improved provision and acting as an advocate for young people's interests f. Engage in peer and individual supervision g. Maintain quality relationships with PCS staff 2. Develop and Deliver Programmes: <ol style="list-style-type: none"> a. Develop and deliver programmes and services that meet the needs of young people/person b. Train and support volunteers and other staff in the delivery of PCS programmes and services, as required c. Coordinate all aspects of programme delivery 3. Manage Information Efficiently: <ol style="list-style-type: none"> a. Provide accurate records of programmes and clients as specified b. Maintain confidentiality and privacy of information received from young people/person as per PCS policy guidelines

	<ul style="list-style-type: none"> c. Ensure administration and reporting requirements (internal and external) are completed appropriately and to specified timeframes
	4. Effective team work <ul style="list-style-type: none"> a. Engage in and contribute fully to PCS activities b. Working collaboratively with others to ensure the provision of quality programmes and services
	5. Adapt to diversity in work environment: <ul style="list-style-type: none"> a. Ability to work with diverse groups within the community b. Ability to maintain an acceptable level of performance in diverse settings
	6. <i>Professional Development:</i> <ul style="list-style-type: none"> a. Engage in professional development opportunities that contribute to the delivery of quality programmes and services
	7. Quality Assurance <ul style="list-style-type: none"> a. Abide by all organisational policies and procedures applicable to employment at Affirming Works/ the Village.

Other Key Tasks:	<ol style="list-style-type: none"> 1. Take all practical steps to create and maintain a safe and healthy working environment for staff, clients, students and other persons within your area of responsibility. 2. Commitment to the achievement of PCS's vision, mission and strategic objectives through participation in, but not limited to: planning, delivery of programmes and services, community development, events, promotions, and initiatives
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PERFORMANCE OBJECTIVES

Performance Objective 1:	Internal reports completed and submitted by specified deadlines	100%
Performance Objective 2:	Supervision	100%

PERSON SPECIFICATION

- A passion for working with young people
- 2-3 years experience working within a youth context preferred
- Youth work, social work or similar qualification preferred
- A good understanding of youth development
- Innovative and creative approach to programme development and delivery
- Ability to facilitate group activities
- Effective time management and coordination skills
- Good oral and written communication skills
- Works effectively in a team
- Willingness to learn and attain new skills
- Well organised
- Aptitude for working with computers
- Full NZ Drivers License
- Commitment to PCS vision and organisational values