

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

VISION *A Pasifika youth whose educational experiences lead to real success in life, career and study*

MISSION *A high performing national school that opens opportunities and pathways for educational and vocational success and is valued by learners, parents, Pasifika communities, industry and Government*

"We cannot always build the future for our youth, but we can build our youth for the future"
Franklin D Roosevelt (September, 1940)

The School's vision and mission are unique within New Zealand. POS proposes a National School, delivering via a student-centric, technology based, flexible learning mode and offering a curriculum focused on vocational skills for 15-19 year old Pasifika youth that are disenfranchised with, and consistently underserved by, New Zealand's mainstream, secondary education system.

Student engagement and achievement will be driven by:

- Strong community links and culturally relevant learning in community-based environments
- A vocational orientation, focusing students on learning that has practical meaning
- Appropriate foundations of pedagogy and technology
- A recognition of the differing needs of different groups of students, including those with special circumstances, educational needs and disabilities
- Tailoring education programmes and learning support to the education and cultural needs and support requirements of individual students
- Management of the critical relationships between the student, teacher, parent/supervisor and Pasifika community; responding positively to changing expectations, and recognising and responding to regional and community differences.

2. Goals

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

POS's overarching goal is to employ innovative approaches to secondary education that lead to improved outcomes for Pasifika youth and better life, employment and study prospects.

It will achieve this through managing to a series of objectives, targets and measures in relation to:

- Stakeholder engagement (including parents, fanau, communities, industry, government agencies and tertiary providers)
- Learner recruitment and student demographics
- Student achievement
- Student engagement
- The effectiveness of our service and delivery models
- The relevance of our academic portfolio and mix of provision
- Staff engagement.

Objectives, targets and measures will be detailed in our full proposal.

B EDUCATIONAL PLAN

1 Proposed Student Population and Educational Need

Describe the proposed student population and their educational needs.

The proposed student population comprises young Pasifika learners initially in Auckland, but ultimately across New Zealand, who are not currently enrolled in a school, who wish to pursue NCEA levels 1-3 with vocational options (part or full time) and aim to develop a pathway to trade/technical training, tertiary study, apprenticeship or employment.

The reasons that young people may not be currently enrolled in a secondary school are numerous and often complex, but might include:

- inability to engage effectively with traditional models of secondary schooling
- inflexible timetabling of teaching programmes and methodologies
- gaining part time or full employment
- exhibiting attitudes or behaviours that have resulted in expulsion
- placement in the custody of a correctional facility
- resident in a remote location and chosen not to engage with Te Kura
- need to care for dependants (eg teen parents)
- health or disability issues that limit access or ability to attend timetabled classes.

POS is founded on the principles that a student's overall success in life is significant 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. POS would not compete with the traditional sector for students, however, for those students who have chosen not to, or are unable to, continue with their current secondary education POS can provide an alternative education pathway with a learner centric pedagogy and specific vocational pathways.

The students will be sourced through partner communities. Currently the identified communities include Pasifika community organisations and trusts. The provision within Pasifika communities would ultimately focus on the four main centres (Auckland, Wellington, Christchurch and Hamilton where 90% live) and on Samoans (40% of population), Tongans (20%) and Cook Islanders (20%). We know that the majority of Tokelauans are in Wellington and Tuvaluans in West Auckland.

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

Pasifika youth tend to be challenged by traditional secondary education because there is a lack of alignment and compatibility between the educational environment and the home/cultural environment. New Zealand's Pasifika population comprises at least 13 distinct languages and cultural groups and includes people born in New Zealand and in the Pacific Islands. The many Pacific ethnicities are represented primarily by Samoan, Cook Islands, Tongan, Niuean and Fijian groups, with smaller numbers from Tokelau Islands, Tuvalu, Kiribati, Papua New Guinea, Vanuatu, the Solomon Islands and the small island states of Micronesia. By encouraging Pasifika community partners to take responsibility for support, mentoring, guidance, and pastoral care, POS is able to build individual and collective cultural connections; whilst still maintaining consistent, quality assured programmes and courses.

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 learners) 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). POS will provide a second chance for individuals to develop core literacy and numeracy skills.

The 2006 *Programme for International Student Assessment (PISA)* results show Pasifika students are greatly under-represented in the higher-achieving groups in literacy, maths and

science assessments.

POS will work with families/fanau, communities and other agencies to enhance students' engagement and achievement. POS will use technology as a means of connecting with students and other groups to overcome some of the barriers associated with distance learning.

2. Learning Environment, Teaching and Curriculum

Provide an overview of the essential elements of the education programme of the proposed school, including key teaching practices and evaluation and assessment strategies.

A Culturally-Safe, Community-Based and Mentor-Supported Delivery Model. The delivery model addresses all the recommendations of Ako Aotearoa⁷ for provision to priority learners and involves a three-way delivery and motivational support partnership.

Open Polytechnic is contracted to Village Community Services Trust to manage the school and the relationships with community partners. It obtains accreditation and programme approval, develops and maintains learning materials, provides central learning support, supports information systems and e-learning devices, develops and moderates assessments, and trains and moderates community partners.

The community-based Pasifika organisations encourage priority learners to study, and provide role models (mentors) to facilitate delivery through face-to-face support and practical course components.

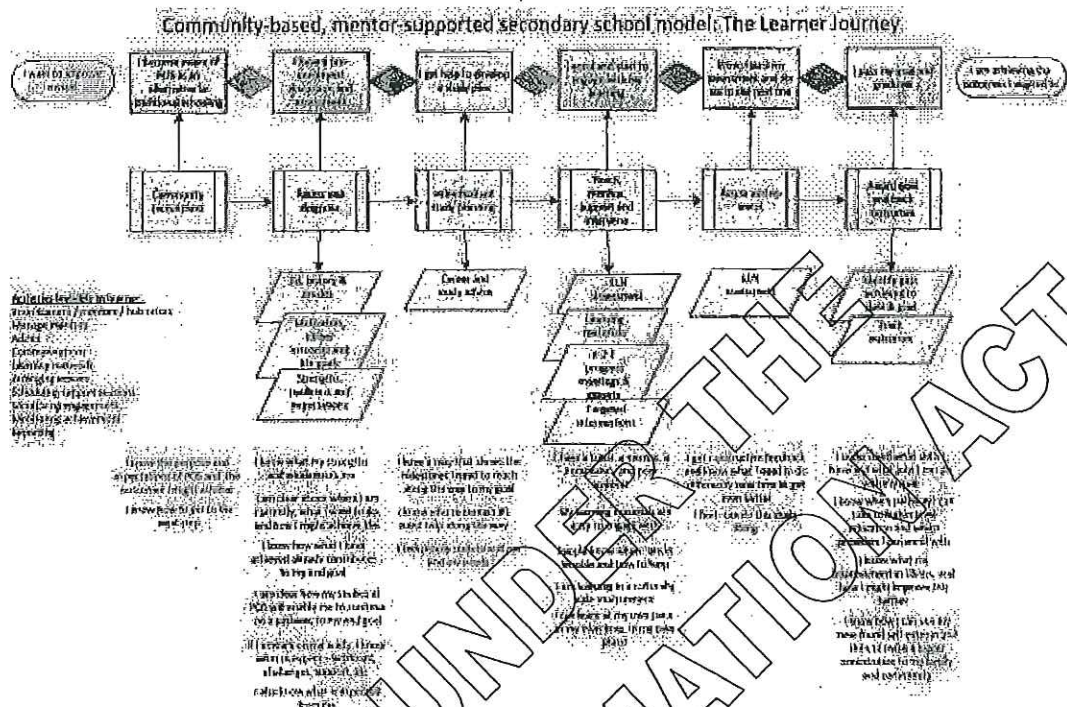
Young learners in pre-existing communities enrol through their community at any time throughout the year, and work at their own pace.

- **Putting Pasifika learners, their parents, fanau and communities at the centre of the Pasifika education delivery plan.** Ensuring that processes, methodologies, theories and knowledges that are fa'asamoa (the Samoan way), faka-Tonga (the Tongan way), faka-Tokelau (the Tokelau way), faka-Niue (the Niue way), akano'anga Kūki 'Āirani (the Cook Islands way), and vaka-Viti (the Fijian way) for the major Pasifika populations.
- **A national network of partner communities.** Initially in Auckland, and ultimately in other centres, partner communities will exist and will serve as the primary site of contact and pastoral support for each student. Partner communities will be contracted according to student support and completion standards. Students seeking learning support will have it available to them through their community. Subject-specific assistance will be referred to a member of Open Polytechnic academic staff.
- **An innovative programme structure** that enables students to be simultaneously recognised for achievement against national qualifications (specifically NCES and NCEA levels 1, 2 and 3), and pathway to higher level vocational national qualifications, at the Open Polytechnic or with other providers.
- **High quality courseware.** Programmes based on the Open Polytechnic 'Get Ahead' suite will serve as the backbone of provision. These programmes are aligned with New Zealand Qualifications Framework Unit Standards, and provide key study skills, life skills, and vocational options. Courses will make use of high-end online learning resources (video, interactive apps, quizzes, etc.), supplemented with more traditional media.

⁷ Ako Aotearoa, April 2012. *Lifting Our Game: Achieving greater success for learners in foundational tertiary education.*

- **Mobile tablet devices.** POS courses will be developed with the mobile device as a core component, and not as an added extra to paper-based materials. 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. This makes the solution appropriate for students who are incarcerated, and focuses the devices on learning without distraction.
- **A combination of 'high-tech' materials with 'high-touch' support.** Teaching is largely centred on the educational resources however effective student encouragement and guidance through a local hub tutor is also essential. Hub tutors will be required to have an undergraduate degree and a formal teaching qualification (not necessarily at the level required for a registered teacher) as a minimum qualification. The nature of interaction with each student will differ by partner, depending on student numbers. Teaching practices will include supervised independent study, group and peer exercises, and device-based interactivity. Students will be required to meet with a local hub tutor at least once a week to discuss progress. Partner student hubs are also well placed to coordinate work experience and access to any practical tasks required for vocational outcomes.

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| Model Overview | | Fully blended, flexible learning model utilising teaching, community facilitation, e-learning (with individual tablets) and paper-based resources |
| Student Entry | | Open (anytime enrolments) with identified community cohorts |
| Location | | Initially Auckland; ultimately national, within identified regional communities |
| EFTS (Student Numbers) | 2014 | 126 (220) |
| | 2015 | 230 (340) |
| | 2016 | 315 (450) |
| Student Demographic | Pasifika | 80% |
| | Māori | 15% |
| | Age | 15-19 years |
| Average credit per student per year | | 80 |
| Qualifications offered | | NCEA L1, NCEA L2, NCES, pathways to vocational study options |
| Programmes delivered | | Get Ahead Start (level 1) Get Ahead Skills (level 1) Get Ahead Choices (Level 2) Get Ahead Vocation (level 3) |
| Teaching and Support | | POS Academic Faculty Community Tuition and Facilitation Learning Support Centre Careers Advisor Māori and Pasifika specialist support |
| Learning Resources | | Tablet Courseware (e and paper) Community facilities |
| Learner profile | | Supported |

Describe the curriculum that your school will use. If this is not the New Zealand Curriculum (NZC) or Te Marautanga o Aotearoa (TMOA) please describe how this aligns with the key elements of one of these documents.

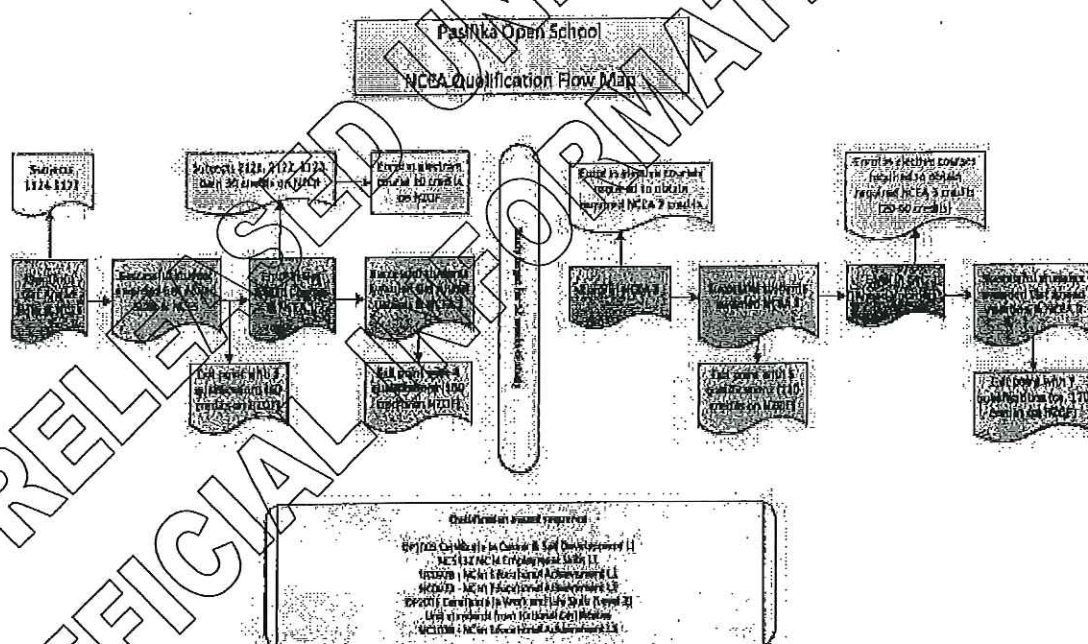
Unit Standards leading to NCEA levels 1, 2 and 3, and building a foundation of study and experience towards vocational qualification achievement at levels 2, 3 and 4.

Embedded within "Get Ahead" programmes.

Depending on literacy ability, learners will select an entry point from the "Get Ahead" backbone of 4 sequential programmes (see Attachment 3).

- Get Ahead Start
- Get Ahead Skills (NCES 1, NCEA 1)
- Get Ahead Choices (NCEA 2)
- Get Ahead Vocation (NCEA L3)

Also learners will be directed to a range of Maths, Science and Literacy/Communications unit standards that will support their future pathway.



Explain why you believe the education programme you are proposing will be successful in improving achievement for the proposed student population.

- Nationally recognised and valued foundation (levels 1-2), transition (levels 2-3) and bridging (level 3) qualifications from a reputable provider
- Courseware that develops the right academic and cognitive knowledge for success in higher level study, or improvement of employment options, without unnecessary learning to distract or discourage
- Clear pathways to goals in study, employment and professional careers
- Entrance and exit points that recognise the variability of what learners bring, can contribute to study, and want from a programme of study
- Learning that is strengths-based, designed to build confidence through successful experience and begins the path as an independent learner

- Delivery and support models that focus on individual learners, recognise existing skills, offer supportive intervention to maintain engagement, and allow learners to progress in a time that suits their commitments
- Learning environments that are safe, culturally relevant and often community-based
- Learning that is relevant culturally and learning that encourages and enhances learners' understanding of themselves and where they belong.

Explain how the key teaching practices and evaluation and assessment strategies described above will enable your school to meet its stated goals.

It is important that students receive access to high quality learning materials and accessible, local support to assist them to succeed. The combination suggested by POS enables a national reach of consistent, supported, and flexible education. The requirement for weekly time with a local tutor gives the opportunity for individualised encouragement, support and intervention. The effectiveness of Open Schooling approaches is well documented by the Commonwealth of Learning, with completion rates comparable with those of traditional schools.

How will the learning environment look through the eyes of a learner in your school?

Meaningful engagement, culturally sensitive, clear expectations, explicit individualised goals and pathways to future study and career, safe, qualitatively different from conventional secondary schools, the possibility for educational achievement, mentored and supported.

3. Community and External Engagement

Briefly describe the steps you have already taken to assess demand and/or support for the school and summarise your findings.

We have consulted extensively with our partner Pasifika communities on the need and demand for alternative schooling provision for Pasifika youth.

What will be your next steps to secure parental support and student enrolments?

A key role of our partner communities is to recruit suitable students through engaging extensively with fanau and parents through existing networks. This is typically achieved through a number of communication strategies including word of mouth, community meeting agendas with membership of the various leadership networks, homework centres and study groups, parents and students high school forums, youth group networks and parents as first teachers (PACT) networks.

How would you engage with the parent community on an ongoing basis to ensure their engagement with, and support for, learning?

POS will maintain an interactive 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 learners 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.

POS will employ a learning support advisor to provide guidance and assistance (from a supervisory perspective), in terms of learner study requirements establishing routines and timetables, motivational techniques and access to community learning resources. POS'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 would be comprised of community partner representatives and would 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 updating to provide relevant support, information and feedback.
- Development, monitoring and achievement of TPOS support group goals
- Make representation of any concerns, issues or recommendations to the school management.

Describe the relationships, if any, that you have established to generate engagement in and support for the proposed school. This can include businesses and organisations beyond the immediate geographical community

- Commonwealth of Learning - Open Schools
- Ministry of Social Development
- Ministry of Pacific Affairs
- Department of Corrections
- Whanau Ora Pasifika national collectives
- Pacific Islands Safety and Prevention Project (West)
- Alliance Health Collective (East)
- Pacific Trust Canterbury (South Island)
- Pacific Health (Wgtn)

Martin Hautus, Lavea'i Trust, Samoan Catholic Community, Tongan Methodist Community church, Porirua St Georges League, Tokelau Lower Hutt, Tuvalu West, Niuean Alliance, Manukau fanau ola, Pacific Trust Christchurch, New Zealand Institute of Sport, Association of Pasifika Staff in Tertiary Education (National)

Adult Community Education Aotearoa (National)

Pasifika Health and Welfare Association (Auckland)

RAISE Pasifika

Ministry of Education Advisory Group

Tertiary Education Commission, Pasifika Working party

C. OPERATIONS PLAN

1. Leadership and Governance

List the known members of the school's proposed governing board and leadership team including their roles within the school. Include a brief description of the qualities, competencies and qualifications that each person brings to their role. **See attachment 1.**