MINISTRY OF EDUCATION

Te Tāhuhu o te Mātauranga

Request for Application to operate a Partnership School | Kura Hourua opening in 2015.

Part Two - Application Form

Submitted By:
Whakawātea Kaporeihana
To establish - Te Kura Amorangi o Whakawātea

ISSUE DATE 19 December 2013
CLOSE DATE 11 March 2014 12:00 pm

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Introduction

This document is the form of response to the Request for Application to operate a Partnership School | Kura Hourua (Partnership Kura) opening in 2015. Please follow the overarching instructions set out in Part One – Requirements and Rules.

NOTE:
Your Application must not exceed 100 pages. This includes supporting attachments, but excludes the following sections:

- Cover page
- Table of content
- Notice of Intent to respond
- Applicant contact details
- Assumptions, risks and caveats
- Applicant organisation overview
- Applicant declaration
- Applicant checklist.

Applicant Contact Details

i. Contact person for this Application

Contact person:	Susanne Simmons-Kopa				
Position:	Innovator / Director				
Phone number:	[redacted]				
Mobile number:	[redacted] s 9(2)(a) OIA				
Email address:	[redacted]				
Is the contact person authorised to negotiate?		Yes	√	No	

ii. Sponsor Organisation

Complete the following table detailing the organisation that will, if successful, be named as the Sponsor of the school.

Full legal name:	Whakawātea Kaporeihana	
Trading name: (if different)	Te Kura Amorangi o Whakawātea	
Name of parent organisation:	Whakawātea Kaporeihana	
Physical address:	132 Saxby's Road, Deanwell Hamilton, 3206	
Postal address:	PO Box 16160, Urlich, Hamilton, 3245	
Website:	N/A	
Location of head office:	Hamilton	
Type of entity (legal status):	Incorporated Society	
Registered Charity	No	
Charity (or) Company registration #:	529241	
Country of residence:	NZ	Other _____

iii. Referees

Please supply the details of three referees. Referees provided should be able to attest to your organisation's capability in the areas of education, business and community engagement. Please do not provide employees of the Ministry of Education as referees.

Referee #1

Name of organisation:	s 9(2)(a) OIA
Name of referee:	
Telephone:	
Email:	
Relationship:	
When:	

Referee #2	
Name of organisation:	s 9(2)(a) OIA
Name of referee:	
Telephone:	
Email:	
Relationship:	
When:	

Referee #3	
Name of organisation:	s 9(2)(a) OIA
Name of referee:	
Telephone:	
Email:	
Relationship:	
When:	

1 Applicant Profile

i. Applicant Organisation

a) Do you intend to establish a new legal entity to run the school? (delete non applicable)

No (not at this point).

b) Will the Sponsor organisation run the school or subcontract some or all of the operation of the school to other parties (delete non applicable)?

Whakawātea Kaporeihana (the sponsor) intends to operate the proposed school.

ii. Overview of Applicant's organisation

Type of organisation:	Education and Welfare Services
Year established:	19 December 1991
History:	Education, Health & Welfare
Summary of experience relevant to your application to operate a Partnership Kura:	Existing organisation with extensive education delivery experience from early childcare through to full primary school level for over 20 years.
Total number of staff in NZ:	5
Number of locations in NZ:	Hamilton x 1
Overseas locations:	None currently

iii. Current business commitments

Business activities:	The organisation's current business commitments / projects or contracts would not affect our ability to fulfil the aspirations of this proposal as it has developed its systems and practice over 20 years. Equally relevant is that the organisations current business is related, and proven in the area of high performance education and management of the organisation. The only limitation or constraints on the organisation being able to deliver against the application requirements would be as a result of insufficient funding.
Other Contracts with government	Whakawātea Kaporeihana Whakawātea Te Kōhanga Reo Te Kura Kaupapa Māori o Whakawātea

iv. Probity

List any pending claims against the organisation:	Nil
List any court judgments or other decisions that have been made against the organisation in the last 6 years:	Nil

v. Proposed Subcontractors

Disclosure: Applicants must indicate and provide details below if they intend any person or organisation, who is not an employee, to sub-contract on any part of the application requirements.

Sub-contractor #1	
Sub-contractor name:	N/A
Address:	
Specialisation:	
Describe the deliverables the sub-contractor will be responsible for:	

vi. Financial Information

Current financial status:	The organisation is currently a not for profit, NGO with limited funds. All funds and practice are for a specific purpose and although limited are used as such. The organisation has their accounts audited annually as per the Incorporated Societies requirements. Although the organisation has limited funding it has proven its stability and been operating for over 20 years.				
Gross revenue:	As per 2012 / 13 Annual Audited Accounts				
Net profit (surplus) and Net Assets:	Not for Profit organisation				
Last audited financial accounts:	The annual audited accounts for 2013 are currently with the auditor. Therefore are unavailable at this time, the last audited accounts were completed in 2012. The 2013 accounts can be submitted to accompany this application as soon as they are available which is expected to be within the next few weeks.				
Copy of latest audited accounts attached?		Yes	√	No	
Copy of latest annual report attached?		Yes	√	No	
Is organisation in dispute with any trade union?		Yes		No	√

2 School Overview

The School Overview section is a summary of the information set out in the body of your application, and should only be completed once your application is prepared. This is an unassessed section of the application, and is only used for information purposes by assessors.

i. School Location

Enter the address / location of your proposed Partnership Kura.	To be confirmed – in Hamilton City
Do you propose to operate the school at more than one location? If yes, provide the proposed locations for each of the sites.	As per above

ii. Year Groups

List the year groups that your school proposes to serve.

TKA o W intends to provide Years 9 – 10 in 2015, developing to year 13 over time as students graduate through from the initial years 9 & 10.

iii. Priority Learner Groups

Enter the estimated number of students from each of the priority learner groups that will attend your school, when the roll is full. Ensure that the numbers used in this section are reflective of the demographic data you have set out in the body of your application.

We aim to cater for predominantly students of Māori descent which unfortunately usually indicates that they are children from lower socio economic backgrounds therefore the 30 listed under Māori and in the Low Socio Economic category are the same children.

The figures below are what we expect for the first year of operation in 2015. The projected roll once we are delivering to year 13 is as attached at Appendix 4.

Māori	Pasifika	Children from low socio economic backgrounds	Children with special education needs
30		30	

iv. School Roll

If you propose to operate the school at more than one location, you must provide a table for each of the proposed locations and a summary table showing the total combined roll for the school. Please ensure that you have fully explained and justified your decisions around school roll and location in the body of your application.

Note

1. A copy of this table is provided in the MS Excel workbook, with formulae that will calculate the % change and total each of the columns. Applicants may use this version and simply copy and paste the details from that table as a replacement to below.

2. Delete the rows for the year levels that do not apply to the proposed school. See below and as attached at Appendix 4.

Year	2015 Roll	2016 Roll	% Change	2017 Roll	% Change	2018 Roll	% Change	2019 Roll	% Change	2020 Roll	% Change
9	15	20	33%	25	25%	30	20%	40	33%	40	0%
10	15	25	67%	25	0%	25	0%	30	20%	40	33%
11	0	25	0%	25	0%	25	0%	30	20%	40	33%
12	0		0%	25	0%	25	0%	30	20%	40	33%
13+	0		0%		0%	25	0%	30	20%	40	33%
Other [list]			0%		0%		0%	30	0%	40	33%
Total	30	70	133%	100	43%	130	30%	190	46%	240	26%

3 Executive Summary

1. **Provide an executive summary of no more than 800 words that clearly sets out the distinctive mission of your proposed school, why you are planning on establishing it, what it will achieve, and how it will achieve it.**

Note
An initial evaluation of your application will be made on the basis of this summary. It is important that you be as specific as possible, and include the following:

- *A compelling 1-2 sentence mission statement that sets out the purpose of your school;*
- *A coherent and concise description of what the school will look like in 5-10 years if it is achieving its mission;*
- *A coherent and concise summary of the school's performance goals and how they will be measured; and*
- *A clear description of the student population/priority goals the school will serve.*

The motivation and purpose for applying to open **Te Kura Amorangi o Whakawātea** is to facilitate the continued brilliance of students with unlimited potential – ours (see footnote below), and others. It has been an aspiration and desire for our organisation since its inception, to be able to offer exemplary education from birth through life – this desire has never waned.

Te Kura Amorangi o Whakawātea (TKA o W), **Mission Statement**: The needs of the student shall be the first and major consideration, powerfully enabling them to achieve success as world class citizens by facilitating their limitless potential and the magic of who or what they might be destined to be.

In **5 – 10 years** there will be a greater demand on TKA o W as a result of the way our students model both their academic success and overall citizenship, causing the need for an enrolment policy. TKA o W will be referred to nationally and internationally as a model for successful secondary education provision and at the same time provide positive evidence of a successful charter school. There will be successful academic and employment statistics available.

As a result of the rigorous planning and assessment practices, commitment, and professional teaching inquiry TKA o W will always know what our students need to be successful and that will be addressed at all times so that there will be no opportunity for failure because:

- It follows rigorous systems of planning, learning, assessing, analysing and reporting
- It has high expectations, huge work ethic and is committed to making a difference
- It is dedicated to the holistic well-being of its students
- It never gives up on its students
- It never expels its students
- It will never view them as having a deficit
- It will never underestimate them
- It has firmly declared the brilliance of Māori students and works to that ethos
- It delivers quality, relevant and deliberate learning opportunities in an environment that equally respects the child and all that it is, as well as believing in their ability to learn and to be anything they desire to be
- It is understood that not one second or one cent is wasted when resources are used to tap the potential of students to further expose their limitless potential and the magic of who or what they might be destined to be

TKA o W will provide an environment that is inspirational and relevant with an unrelenting and absolute stand for personal greatness, in that, its 'cool' to be successful, and 'cool' to be Māori, with students consistently being pushed to realise their personal potential. Graduates of TKA o W are academically successful, lead fulfilling and successful lives due to positive affirming relationships and engaged in both careers and pastimes that contribute to their personal aspirations and their wider communities.

TKA o W's performance goals are clear with the expectation, structure and collective responsibility that will both deliver the academic success and social competence of, if not all, then the majority of its students, at least 85 - 95%. Learners will be achieving literacy & numeracy standards and in other curriculum areas by rigorous adherence to evidence based planning, delivery and assessment by utilising every available guideline and assessment system currently available via:

- Ministry of Education
- NZ Curriculum Documents
- Ngā Marautanga o Aotearoa
- National Standards
- Ngā Whanaketanga Rumaki Māori
- NZ Qualifications Authority
- National Certificate of Educational Achievement

All of the above will be delivered as a result of evidence based planning, assessed, monitored and analysed. Then, outcomes will be measured as per the appropriate NZQA / NCEA qualifications and unit standards where possible and triangulated with our own.

TKA o W will provide an environment and cultural ethos that categorically has absolutely no tolerance for academic failure and never permits the strong evidence illustrated in the current secondary education system, where in the main – it fails Māori students. There will be a full gamut of educational support, intervention, and / or relevant assistance provided to both the student and their whānau to ensure successful achievement is maintained, extended and celebrated at all times guaranteeing that there is no opportunity for students to fall through any cracks or contribute to negative statistics.

In order to succeed within the University of Hawaiki, (Pere. R) TKA o W promotes and delivers curriculum in a way that addresses the implications of education in the future. TKA o W is dedicated to the student, their holistic academic ability coupled with their emotional intelligence and learning opportunities that connects them to learning for life.

Footonote
Whakawātea Kaporeihana opened a licensed Kōhanga Reo in 1991 which is one of only 2 in the entire country that are teacher led and a Kura Kaupapa Māori full primary in 1994 both of which achieve success both academically and socially. Being able to officially implement a secondary option in line with our current beliefs and practices would provide secondary students with the opportunity to be successful and access both their potential and their dreams.

APPENDICES:

Appendix 1 – Ngā Āhuatanga Amorangi Curriculum / NAA Curriculum

Appendix 2 – Career Based Curriculum / CB Curriculum

Appendix 3 – Literacy, Numeracy & Te Reo Rangatira Curriculum

Appendix 4 – Projected Roll

Appendix 5 – Minuted Evidence of Māori Education Needs with MOE

Appendix 6 – Proposed Staffing

Appendix 7 – Proposed Governing Board & Leadership Team

s 9(2)(a) OIA **Appendix 8** – [redacted] Bank Support Email

Appendix 9 – Think Tank Discussion Group Guidelines

Appendix 10 – Child Poverty Report (Support Document)

Appendix 11 – Improving Education Outcomes (Support Document)

Appendix 12 – 2013 PSKH Application Feedback Response

Appendix 13 – Projected Budget

4 PURPOSE AND GOALS

2. **Provide a statement of purpose and goals that:**
   a) **sets out your distinctive mission and vision, including:**
      i) **why you are proposing to open your school;**
      ii) **what makes it unique and sets it apart from existing provision; and**
      iii) **how it will enable improved student engagement and achievement;**
   b) **defines the schools performance objectives and how these will be achieved and measured;**
   c) **provides demographic evidence that demonstrates the need for a new school and/or new school places in your proposed location and**
   d) **outlines the key advantages of your application, including the educational track record of the sponsoring organisation.**

2. a)

Te Pātere - Vision
"Ko te tamaiti te pūtake o ngā mea katoa. Kei a rātou kē, te mana, te rangatiratanga, me ngā taonga katoa." The child is at the heart of everything. They come with everything they need to be successful.

Mission Statement
The needs of the student shall be the first and major consideration, powerfully enabling them to achieve success as world class citizens by facilitating their limitless potential and the magic of who or what they might be destined to be.

2.a.i) Why we are proposing to open this school:

Whakawātea Kaporeihana opened a licensed Kōhanga Reo in 1991 which is one of only 2 in the entire country that are teacher led and a Kura Kaupapa Māori full primary in 1994 both of which achieve success both academically and socially. Being able to officially implement a secondary option in line with our current beliefs and practices would provide secondary students with the opportunity to be successful and access both their potential and their dreams.

The motivation and purpose for applying to open **Te Kura Amorangi o Whakawātea** is to facilitate the continued brilliance of students with unlimited potential – ours, and others. It has been an aspiration and desire for our organisation since its inception, to be able to offer exemplary education from birth through life – this desire has never waned.

TKA o Whakawātea sees strong evidence that the current secondary education system, in the main - fails Māori students. Whereas, the majority of students exiting our Kura, 'fly' in all aspects of their learning, overall well-being, and are successfully achieving, both academically and socially. Sometimes within a short time in secondary education these same high flying, bright and diligent students have begun to fail, are making bad choices, personally and in their learning journey and are disengaging in creating their own success. Sometimes we no longer recognise them even by how they look, this is a travesty and one we would like the opportunity to interrupt.

The purpose for opening this secondary school is to facilitate the continued brilliance of students with unlimited potential – ours and others, to provide them with the opportunity to excel and be successful, in that they are able to access both their potential and their dreams. To, ultimately embody and illustrate their greatness as Māori New Zealanders.

2.a.ii) What makes it unique and sets it apart from existing provision:

A key feature to illustrate the uniqueness that sets us apart from existing provision is in the intention to develop individual learning plans and pathways for each student. Developing their personal habits and thinking strategies, as per the NAA Curriculum, at Appendix 1, along with rigorous research skill training, literacy and numeracy in their first 2 years and then focusing their learning journey on their personal career intentions. They will experience 'real' career tasters (not like what is currently on offer – work experience in an Optometrists Clinic and spending 4 weeks sweeping their floors) in these 2 initial years in order to assist them make some 'real' decisions about their futures. In the remaining 3 years in this school they will then tailor their curriculum subjects in order to create a 'real' relevance

that assists them to prepare themselves for their career training. If that was to be an Optometrist, then NCEA Level 2 literacy and numeracy must be attained, sciences, biology and all other relevant curriculum areas must be prioritised. If it were a professional sports career then NCEA Level 2 literacy and numeracy must be attained, sciences, biology, physical education and all other relevant curriculum areas must be prioritised, whilst at the same time developing their personal fitness, game fitness, sports psychology, high performance sports knowledge and gain access to top level coaching.

The other equally important uniqueness that sets us apart from existing provision comes from many places and is mostly informed by our proactive research based approach to the educational services we provide currently and the unrelenting dedication to professional learning and practice that leaves no space for:

- resting on our laurels
- acting unprofessionally
- blaming the child and / or where they have come from
- blaming their whānau or home life
- poor teacher / staff performance
- poor learning management
- learning that does not assist and support the needs of the student
- non-effective assessment or moderation
- a lack of credibility in all aspects of the learning journey

Instead believing and delivering curriculum and an educational experience that expects:

- Students are born brilliant with everything they need to be a brain surgeon, Picasso or both
- Students are highly capable and diligent
- Students have a vested interest in their skills, talents and future
- Magic turns up at our gate every morning no matter how it's packaged or what went on in their home the previous night
- Students are supported with their learning by creating effective routines that they can count on, effective planning, assessment and moderation
- Students are clear about the expectations we have for them both in their academic pursuits and in their appropriate behaviour

More uniqueness that supports the other elements of uniqueness above is that TKA o W subscribes to all of the philosophical and inspirational models and theories below and at the same time some Whakawātea initiated aspirations such as the vision and mission as stated along with, Ngā Āhuatanga Amorangi Curriculum / NAA – Appendix 1:

- A Child of The Universe
- Ka Hikitia
- Te Aho Matua

Philosophical Base – Te Kaupapa
A Child of the Universe

TKA o W sincerely believes in "Tohu Tamariki', tamariki: tama is derived from Tama-te-rā the central sun, the divine spark; ariki, refers to senior most status, and riki, on its own can mean a smaller version. Tamariki is the Māori word for children.

Children are the greatest legacy the world community has. Also, "Te Aorangi", a person's education is based on his or her experiences and understandings.

The University of Hawaiki is the universe. Education in this context knows no boundaries as is described by ubiquity. The model shows a Māori educational framework where institutions do not stand in isolation but actually merge into each other.

In order to succeed within the University of Hawaiki, TKA o W promotes and delivers curriculum in a way that addresses the implications of education in the future. TKA o W is dedicated to the student, their holistic academic ability coupled with their emotional intelligence and learning opportunities that connects them to learning for life.

We honour our tamariki with their rightful status of 'Rangatira', these treasures are our future and it is their birthright to be immersed in an equitable educational environment that celebrates them - their mauri, their brilliance and their individuality.
(Dr Rangimarie Turuki Pere – Te Wheke)

(Pere, R. T. Te Wheke: A Celebration of Infinite Wisdom. 1991)

Child of the universe,
There are no boundaries to your learning.

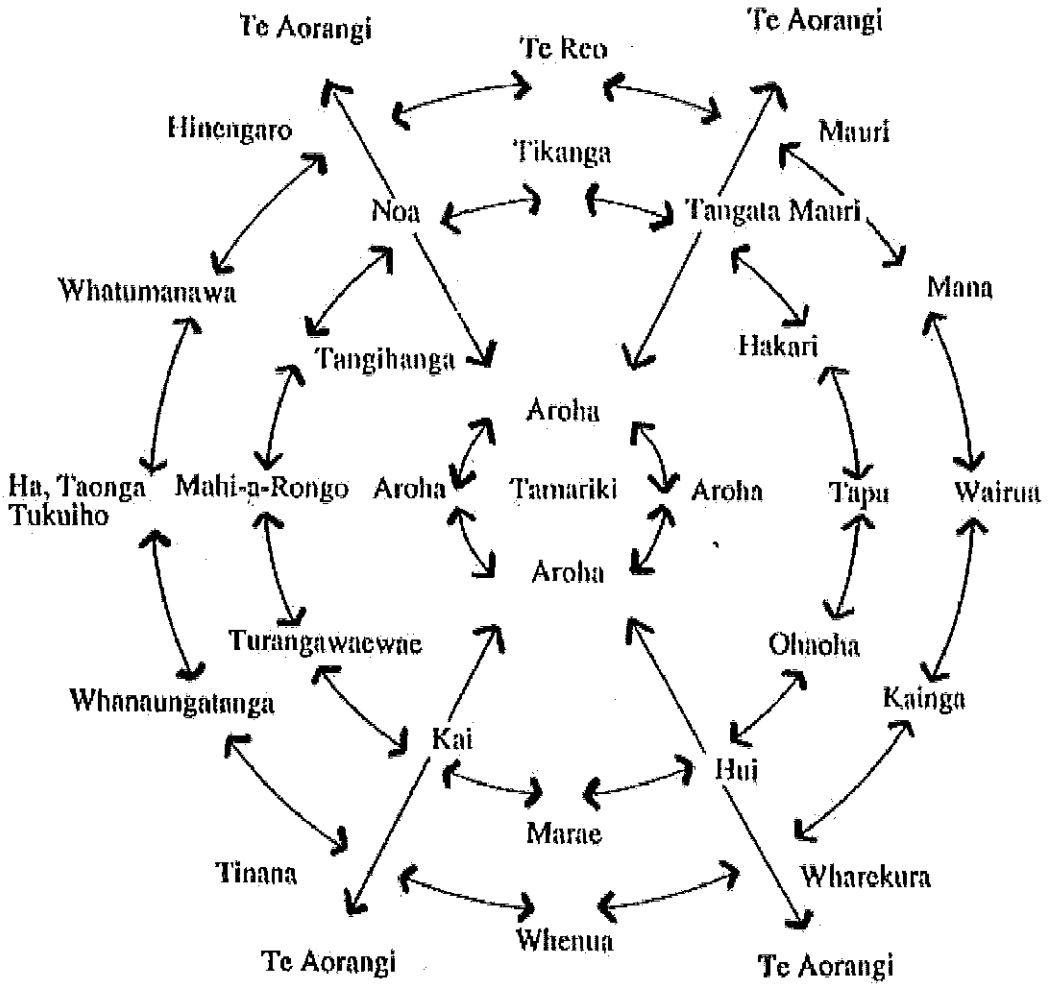


Image taken from Te Wheke - A Celebration of Infinite Wisdom by Dr Rangimarie Turuki Pere

Ka Hikitia
Tēnei ka hikitia, tēnei ka hāpainga
Ki te tihi o te rangi i kakea ai e tāne kia riro mai ai
Ko te whakaaronui, ko te wānanga tēnei ka hikitia,
tēnei ka hāpainga
Ko te koha nui mōu, mō te tangata
He mātauranga ka eke
He manaakitanga ka tau tēnei ka hikitia, tēnei ka hāpainga te kete nui o te ako tīkina, horahia ki te motu

Hei oranga mōu, hei oranga mō tātau
Ki te aotūroa
Haramai te toki, haumi e! hui e! tāiki e!

Be uplifted and raised on high to the heavens above. Where Tāne sought and received understanding and knowledge. Be uplifted and raised on high. This gift is presented thus. 'Tis knowledge to help achieve. And care for the future. Be uplifted and raised on high. This kit of learning. Take it and spread the good word throughout the land. For what will be of benefit for one will benefit the many in the days ahead... (MOE)

Te Aho Matua

1. Te Ira Tangata – the physical and spiritual endowment of children and the importance of nurturing both in their education.
2. Te Reo – principles by which this bilingual competence will be achieved.
3. Ngā Iwi – principles important in the socialisation of children.
4. Te Ao – those aspects of the world that impact on the learning of children.
5. Āhuatanga Ako – the principles of teaching practice that are of vital importance in the education of children.
6. Te Tino Uaratanga – the characteristics aiming to be developed in children.
   (Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa)

2.a.iii) How this proposed school will enable improved student engagement and achievement:

Due to the uniqueness of this school that sets it apart from any existing provision immediately illustrates that engagement of students will be at an unusually high level because all learning will be associated with what they are needing and wanting to assist a successful future and career. As a result all learning is relevant and therefore highly motivating for students. The associated NAA Curriculum, at Appendix 1 will assist them further to develop their emotional intelligence which in turn will assist them to focus, exercise diligence, commit, exercise self-discipline, be able to generate self-motivation, lead their own learning and gain an intrinsic sense of their success as being dependent on both their attitude and their effort.

As a result of their extraordinarily high level of engagement their achievement levels will be phenomenal. Not only will their internal commitment to their own success drive this but this school will provide every structure and management system necessary to ensure all students are aware of what they need and when and will assist them powerfully to meet all the requirements of academic success.

As a result of the rigorous planning and assessment practices, commitment, and professional teaching inquiry TKA o W will always know what our students need to be successful and that will be addressed at all times so that there will be no opportunity for failure because:

- It follows rigorous systems of planning, learning, assessing, analysing and reporting
- It has high expectations, huge work ethic and is committed to making a difference
- It is dedicated to the holistic well-being of its students
- It never gives up on its students
- It never expels its students
- It will never view them as having a deficit
- It will never underestimate them
- It has firmly declared the brilliance of Māori students and works to that ethos
- It delivers quality, relevant and deliberate learning opportunities in an environment that equally respects the child and all that it is, as well as believing in their ability to learn and to be anything they desire to be
- It is understood that not one second or one cent is wasted when resources are used to tap the potential of students to further expose their limitless potential and the magic of who or what they might be destined to be

TKA o W will provide an environment that is inspirational and relevant with an unrelenting and absolute stand for personal greatness, in that, its 'cool' to be successful, and 'cool' to be Māori, with students consistently being pushed to realise their personal potential. Graduates of TKA o W are academically successful, lead fulfilling and successful lives due to positive affirming relationships and engaged in both careers and pastimes that contribute to their personal aspirations and their wider communities.

2.b) The schools performance objectives

TKA o W's performance goals are clear with the expectation, structure and collective responsibility that will both deliver the academic success and social competence of, if not all, then the majority of its students, at least 85 - 95%. Learners will be achieving literacy & numeracy standards and in other curriculum areas by rigorous adherence to evidence based planning, delivery and assessment by utilising every available guideline and assessment system currently available via:

- Ministry of Education
- NZ Curriculum Documents
- Ngā Marautanga o Aotearoa
- National Standards
- Ngā Whanaketanga Rumaki Māori
- NZ Qualifications Authority
- National Certificate of Educational Achievement

All of the above will be delivered as a result of evidence based planning, assessed, monitored and analysed. Then, outcomes will be measured as per the appropriate NZQA / NCEA qualifications and unit standards where possible and triangulated in alignment with our own expectations.

TKA o W will provide an environment and cultural ethos that categorically has absolutely no tolerance for academic failure and never permits the strong evidence illustrated in the current secondary education system, where in the main – it fails Māori students. There will be a full gamut of educational support, intervention, and / or relevant assistance provided to both the student and their whānau to ensure successful achievement is maintained, extended and celebrated at all times guaranteeing that there is no opportunity for students to fall through any cracks or contribute to negative statistics.

TKA o Whakawātea believes we have the desired cultural capability to work in ways that value and validate the identities, languages and cultures of the priority groups. And, that we remain committed to further developing this capability to ensure that we provide highly effective educational programmes. Being able to provide an educational environment that has strong cultural competency, provides for a foundation that can fundamentally deliver the contracted outcomes associated with these Partnership Schools / Kura Hourua.

TKA o W firmly believes that current secondary educational practice does not successfully engage the majority of Māori students for a variety of reasons. As a result, this well documented lack of engagement, consequently dictates the ensuing failures. The proposed learning environment and practices coupled with a relevant curriculum of TKA o W will both deliver the academic success and social competence of, if not all, then the majority of its students.

In 2011 - The educational profile for 100 Māori 5 yr old's (system under performance)

Māori	Pākēha	
89	98	Will have participated in early childhood education prior to school
87	70	Will go to school in the North Island
60	16	Will attend a decile 1-4 school

17	1	Will enter Māori Medium Education
18	4	Will not have achieved basic literacy and numeracy skills by age 10
3	1	Will be frequent truants by year 9/10
5	2	Will be stood-down from school
66	83	Will continue studying at school until at least their 17th birthday
34	13	Will leave secondary school without a qualification
16	6	Will become disengaged from any of education, employment or training by age 17
48	75	Will leave school with NCEA Level 2 or better
20	49	Will leave school with a university entrance standard
10	25	Will attain a bachelors level degree by age 25

(Source – Ka Hikitia – Managing for Success – Apryll Parata 07.07.11)

TKA o W Curriculum supports the research findings from well-respected academics such as Dr Ranginui Walker, Professor Sir Mason Durie, Angus MacFarlane, Professor Richard Benton and the like. It equally recognises and values that high level cultural competency is fundamental to providing a solid foundation for students and their learning.

Therefore – TKA o W Curriculum Outline includes, but is not limited to:

- Quality Cultural & Language Competency
- Quality Te Reo Māori Literacy
- Quality English Literacy
- Quality Numeracy
- Ngā Āhuatanga Amorangi Curriculum (explanation below)
- Career Based Curriculum (explanation below)

Ngā Āhuatanga Amorangi Curriculum (NAAC) – focusing on worthwhile human characteristics and attributes that illustrate many of the NZ Curriculum's, Key Competencies and Essential Learning Skills. This will ultimately provide students with access to their potential and have them display high levels of emotional intelligence the majority of time. Students will be able to learn and plan for their own success. Thus in turn, creating a relevancy to their education that prepares them for a holistically successful life **never previously provided**. TKA o W will offer this curriculum and award qualifications as per the NZQA qualifications framework and the NCEA unit standards. As attached, **Appendix 1**.

Career Based Curriculum (CBC) – focusing and preparing students for their potential future careers and creating a relevancy to their education **never previously provided**. There will be a strong research component to this area of the curriculum and **will align with and represent the standard NZ Curriculum areas** as well as meet the requirements of NZQA and the corresponding unit standards associated with NCEA. This aspect of TKA o W's curriculum is more difficult to define as it is dependent on the aspirations and desires of the individual student. To outline this for the purpose of this proposal we have identified some areas in the form of career options or pathways to provide examples. TKA o W will offer this curriculum and award qualifications as per the NZQA qualifications framework and the NCEA unit standards. As attached, **Appendix 2**.

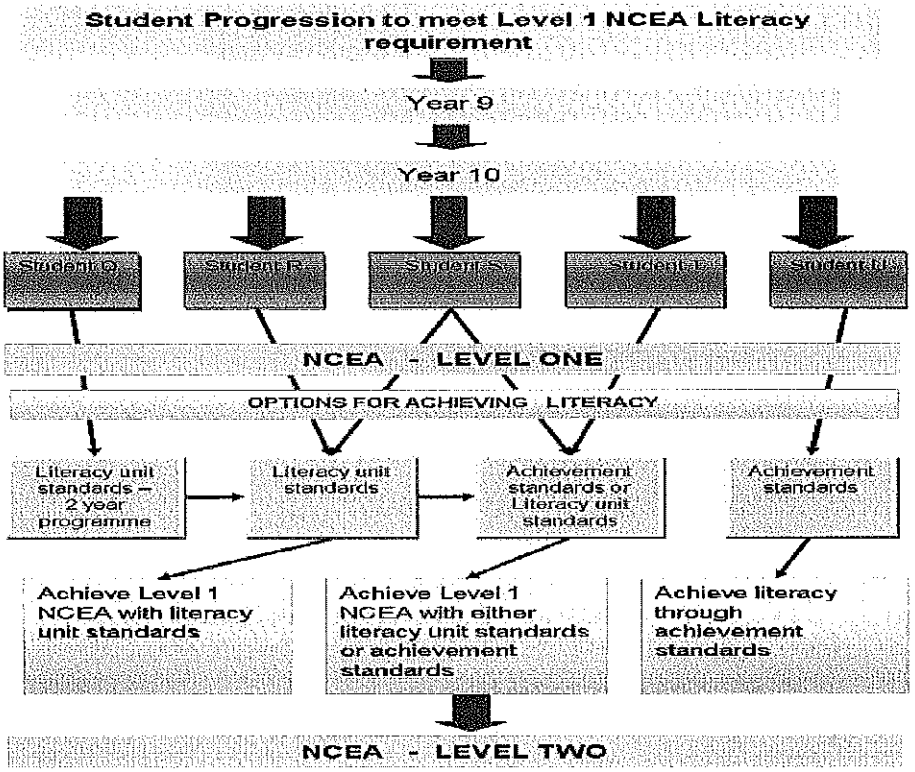
All of which will be delivered as a result of evidence based planning, assessed, monitored and analysed. Then, outcomes will be measured as per the appropriate NZQA / NCEA qualifications and

unit standards where possible. Where there isn't a unit standard available these will be developed over time to create the necessary alignment to a subject and the corresponding credibility and validity to a course of study.

We will achieve this as a result of our already successful educational practice and the effective management of systems required to increase the proportion of learners achieving literacy & numeracy standards by rigorous adherence to evidence based planning, delivery and assessment as per the diagram below for literacy and numeracy and by utilising every available guideline and assessment system currently available via the:

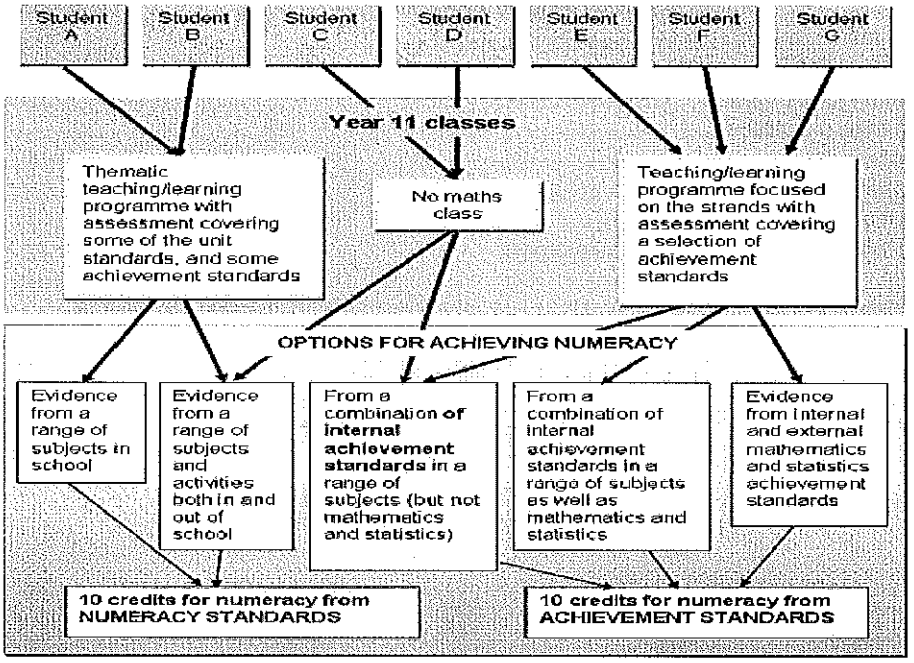
- Ministry of Education
- NZ Curriculum Documents
- Ngā Marautanga o Aotearoa
- National Standards
- Ngā Whanaketanga Rumaki Māori
- NZ Qualifications Authority
- National Certificate of Educational Achievement

The diagrams for literacy and numeracy below, show our alignment with NCEA and NZQA and illustrate our intended learning planning and to utilise an accepted NZ educational model for these purposes.



Student Progression to meet Level 1 NCEA Numeracy requirement

Students in years 9 and 10 will be in mathematics classes. Most students will be operating between curriculum levels 4 and 5 in mathematics. Some will be at a level significantly above or below these levels. Decisions about year 11 mathematics courses will depend on the level at which individual students are operating at the end of year 10.



As a result of these practices and by employing effective high level monitoring that is responsive to the results of all monitoring, assessment and analysis:
TKA o W will demonstrate highly inclusive practices for all learners and at least 85 - 95% of learners will, at the very least be achieving NCEA Level 2 by 2018.

2.c) Demographic considerations:

Currently there is a demand for Māori education options at all levels from ECE early childhood, primary and secondary in the Hamilton region. We have representatives engaged in a forum with the Ministry of Education in Hamilton attempting to address the needs, issues and demand being placed currently on the existing Māori education services. The minutes from the initial meeting are attached as Appendix 5.

There are also at least 5 pre-schools, 6 primary schools, 1 intermediate school and 1 secondary school in close proximity not offering what we are proposing. One of the primary schools which has 70% identifying as being Māori provides a bi-lingual option and attracts many students from an area that predominantly houses lower socio economic whānau. This area also has a large Māori demographic. The achievement success of Māori at the 1 secondary school which has 51% Māori population has shown some improvement but it remains disappointing.

[redacted] **High Maori StudentAchievement**	2009	2010
NCEA Level 1	46	50
NCEA Level 2	50	40
NCEA Level 3	0	18/19UE

http://www.[redacted]-high.school.nz/our-school/achievement

In The Education Review Office Report in October 2011 it was stated that "While there have been improvements in attendance, retention rates and academic achievement at NCEA Level 1, the overall achievement for Māori students remains below their non-Māori peers."
www.ero.govt.nz

At the location and on the street where we currently provide the full primary Kura education a new housing development has opened up at Titoki Park with 90 housing sites for sale.
http://www.realestate.co.nz/2189653

Another housing development within close proximity, at Peacocks Road has now been approved in that, "Agreements have finally been struck over residential development on Hamilton's southern flanks, paving the way for suburbs eventually housing 20,000 people."
http://www.stuff.co.nz/waikato-times/news/7033043/Hamilton-heading-south

The issues of limited access currently and the predicted demographic housing growth in close proximity to the existing Kura operating site illustrates the need for this proposed school both for the successful outcomes and to meet the population needs.

2.d) Key advantages and the educational track record of the sponsor organisation:

TKA o W believes that as a result of an innovative approach to learning and with specific measureable outcomes, expectations and the systems it will use, that the engagement of students and performance goals outlined above will both be measured appropriately and achieved by the majority of its students. TKA o W is in no doubt that it will meet its described outcomes, however as is usually the case for this organisation - it definitely expects to exceed these.

Other key advantages that TKA o W has to meet or exceed its described outcomes, is that it has a proven historical record in successful educational outcomes for Māori students. It believes their

delivery style, commitment to excellence and rigorous professional practice will ensure the success of, if not all, then the majority of our students.

As a result of the rigorous planning and assessment practices, extraordinary effort, commitment, and professional teaching inquiry TKA o W will always know what our students need to be successful and that will be addressed at all times so that there will be no opportunity for failure as bullet pointed above at 2.a.ii.

Then there will be the icing on the top:
This school will be inspirational, exciting, fun, relevant, challenging yet safe because of the adherence to the rules and expectations not because of political correctness, an absolute and unrelenting stand for personal greatness, it's 'cool' to be successful, solid and reliable standards that are never allowed to be grey, te reo Māori is loved by everyone, it's 'cool' to be Māori, pushed to realise personal potential, acknowledge talent, expect everyone to be brilliant, pushed 'with love' to prove students can do things they thought they couldn't, part of a whānau that cares about one another always no matter what, respected and loved for everything they are, and everything they are not.

The Sponsor – Whakawātea Kaporeihana has a proven educational track record as it has been responsible for setting up both a Kōhanga and full primary Kura Kaupapa Māori, special character school under section 156 of the Education Act, which have now been operating successfully since 1991 and 1994, so over twenty three years experience and evidence of professional practice.
The Kōhanga Reo is fully licensed and one of only 2 in the entire country that are teacher led. The Kura Kaupapa Māori full primary provides an environment where students achieve success both academically and socially. It commenced operating with just 12 and at the close of 2013 had 131 students. Being able to officially implement a secondary option in line with our current beliefs and practices would provide secondary students with the opportunity to continue their successful educational journey and access both their potential and their dreams.

5 EDUCATIONAL PLAN

3. **Describe the curriculum to be used. If you are not using The New Zealand Curriculum or Te Marautanga o Aotearoa, please**
   a) **explain and provide evidence to support why you have chosen an alternative curriculum; and**
   b) **outline how your alternative curriculum aligns with *The New Zealand Curriculum* or *Te Marautanga o Aotearoa*.**

TKA o W will definitely use and follow the prescribed MOE NZ Curriculum Documents, Te Marautanga o Aotearoa, NZQA, NCEA and all that they prescribe at the different levels along with the appropriate assessments, qualifications and /or unit standards associated with each of these curriculum areas.

The point of difference will be in the delivery methods and subsequent relevance of the curriculum to the individual student as described in detail above in the form of an individual education plan for each student. We will also utilise our prescribed NAA Curriculum, Appendix 1 and CB Curriculum, Appendix 2 to support the standard NZ Curriculums.

4. **Detail how you plan to teach and deliver your curriculum across all your proposed year levels.**

TKA o W intends to provide Years 9 – 10 in 2015, developing to year 13 over time as students graduate through from the initial years 9 & 10.

They will follow the prescriptions below as and at their appropriate levels of instruction. We will either provide appropriately trained teachers, have I.T tools that permit them to video link with appropriately trained teacher specialists, linking with other options, networks for learning, or as a last resort via correspondence school if necessary to cover and deliver the following:

- Quality Cultural & Language Competency
- Quality Te Reo Māori Literacy
- Quality English Literacy
- Quality Numeracy
- Ngā Āhuatanga Amorangi Curriculum (explanation below)
- Career Based Curriculum (explanation below but covers all other curriculum areas)

Ngā Āhuatanga Amorangi Curriculum (NAAC) – focusing on worthwhile human characteristics and attributes that illustrate many of the NZ Curriculum's, Key Competencies and Essential Learning Skills. This will ultimately provide students with access to their potential and have them display high levels of emotional intelligence the majority of time. Students will be able to learn and plan for their own success. Thus in turn, creating a relevancy to their education that prepares them for a holistically successful life **never previously provided**. TKA o W will offer this curriculum and award qualifications as per the NZQA qualifications framework and the NCEA unit standards. As attached, **Appendix 1.**

Career Based Curriculum (CBC) – focusing and preparing students for their potential future careers and creating a relevancy to their education **never previously provided.** There will be a strong research component to this area of the curriculum and **will align with and represent the standard NZ Curriculum areas** as well as meet the requirements of NZQA and the corresponding unit standards associated with NCEA. This aspect of TKA o W's curriculum is more difficult to define as it is dependent on the aspirations and desires of the individual student. To outline this for the purpose of this proposal we have identified some areas in the form of career options or pathways to provide examples. TKA o W will offer this curriculum and award qualifications as per the NZQA qualifications framework and the NCEA unit standards. As attached, **Appendix 2.**

All of which will be delivered as a result of evidence based planning, assessed, monitored and analysed. Then, outcomes will be measured as per the appropriate NZQA / NCEA qualifications and unit standards where possible. Where there isn't a unit standard available these will be developed over time to create the necessary alignment to a subject and the corresponding credibility and validity to a course of study.

We will achieve this as a result of our already successful educational practice and the effective management of systems required to increase the proportion of learners achieving literacy & numeracy standards by rigorous adherence to evidence based planning, delivery and assessment as per the diagram below for literacy and numeracy and by utilising every available guideline and assessment system currently available via the:

- Ministry of Education
- NZ Curriculum Documents
- Ngā Marautanga o Aotearoa
- National Standards
- Ngā Whanaketanga Rumaki Māori
- NZ Qualifications Authority
- National Certificate of Educational Achievement

5. **Explain how the teaching and delivery of the curriculum will produce better achievement outcomes for the priority learner groups.**

We will be able to deliver effective teaching of the curriculum to produce exemplary achievement outcomes for priority learner groups for a variety of reasons but primarily because:

- Individual education plans / programmes for every student
- Studies of learning that are relevant and optimal for career choices
- Due to the relevance of programmes student engagement will be enhanced and therefore students will have a vested interest in their own success
- Committed, purposeful teaching and learning
- 21st century teaching practice
- Professional teaching practice and learning management systems
- Professional assessment and moderation management systems

TKA o W's performance goals are clear with the expectation, structure and collective responsibility that will both deliver the academic success and social competence of, if not all, then the majority of its students, at least 85 - 95%. Learners will be achieving literacy & numeracy standards and in other curriculum areas by rigorous adherence to evidence based planning, delivery and assessment by utilising every available guideline and assessment system currently available via:

- Ministry of Education
- NZ Curriculum Documents
- Ngā Marautanga o Aotearoa
- National Standards
- Ngā Whanaketanga Rumaki Māori
- NZ Qualifications Authority
- National Certificate of Educational Achievement

All of the above will be delivered as a result of evidence based planning, assessed, monitored and analysed. Then, outcomes will be measured as per the appropriate NZQA / NCEA qualifications and unit standards where possible and triangulated in alignment with our own expectations.

TKA o W will provide an environment and cultural ethos that categorically has absolutely no tolerance for academic failure and never permits the strong evidence illustrated in the current secondary education system, where in the main – it fails Māori students. There will be a full gamut of educational support, intervention, and / or relevant assistance provided to both the student and their whānau to ensure successful achievement is maintained, extended and celebrated at all times guaranteeing that there is no opportunity for students to fall through any cracks or contribute to negative statistics.

6. **Provide a full list of the qualifications that your school will offer (if applicable).**

The study offered by TKA o W is as prescribed in any New Zealand secondary and in some cases tertiary institutions of learning. Therefore all study will be assessed by MOE National Standards / Ngā Whanaketanga Rumaki Māori and with the intention that qualifications will be awarded in line with all NZQA qualifications, NCEA unit standards.

7. **Explain why you are confident students will be able to achieve the National Standards (those in Years 1-8) or your proposed qualifications using the curriculum and teaching methods you have proposed. Be specific and provide evidence such as student achievement data where possible.**

The rationale for the proposed curriculum and how it will meet the needs and produce better achievement outcomes of the proposed student population is due to the uniqueness of this proposed school:

- the learning programme and cultural environment that dictates success is 'cool'
- the relevance and vested interest the individual learning plan supports
- the facilitation of learning and career pathways
- the corresponding curriculum delivery style
- the no tolerance for failure
- the underlying dedication to students
- the commitment to excellence that everyone involved in this proposal offers

As described and detailed above – TKA o W will plan and work for success and refuses to tolerate failure. No other secondary option in our vicinity is providing the opportunities TKA o W is proposing. As a result of the relevance and nature of TKA o W's curriculum, the rigor of planning, based on evidence, delivery, assessment, analysis and reporting coupled with all the 'special features' offered throughout Section 5 of this document. There is little doubt that TKA o W will meet its proposed outcomes – however, the expectation is more that it will exceed them as a result of the practice and systems proposed.

We have evidence that when this attitude and ethos is applied to Māori students they accomplish things they thought, they couldn't - they learn, develop and achieve outcomes like other so-called advantaged, above average, quality students.

8. **If you plan on targeting Māori students, outline your plans for:**
   a) **achieving success for Māori in education, so that students are enjoying and achieving success as Māori www.minedu.govt.nz/theMinistry/PolicyandStrategy/KaHikitia.aspx; and**
   b) **supporting Māori language in education: delivering strong, co-ordinated effort and investment www.minedu.govt.nz/theMinistry/PolicyAndStrategy/TauMaiTeReo.aspx)**

8.a) **Achieving success for Māori in education**

Everything we do, how we breath, every decision we make, every consideration, is in order to make the success of Māori in education a reality for each and every one of our students currently and in the future with this proposed school. As outlined above in Section 5, we will follow several inspirational models as well as Whakawātea initiated aspirations such as the vision and mission above along with the, Ngā Āhuatanga Amorangi Curriculum, Appendix 1 and some other concepts from our current guiding education documents, such as:

Ka Hikitia
Tēnei ka hikitia, tēnei ka hāpainga
Ki te tihi o te rangi i kakea ai e tāne kia riro mai ai
Ko te whakaaronui, ko te wānanga tēnei ka hikitia,
tēnei ka hāpainga
Ko te koha nui mōu, mō te tangata
He mātauranga ka eke
He manaakitanga ka tau tēnei ka hikitia, tēnei ka hāpainga te kete nui o te ako tīkina, horahia ki te motu
Hei oranga mōu, hei oranga mō tātau
Ki te aotūroa
Haramai te toki, haumi e! hui e! tāiki e!

Be uplifted and raised on high to the heavens above. Where Tāne sought and received understanding and knowledge. Be uplifted and raised on high. This gift is presented thus. 'Tis knowledge to help achieve. And care for the future. Be uplifted and raised on high. This kite of learning. Take it and spread the good word throughout the land. For what will be of benefit for one will benefit the many in the days ahead... (MOE)

We also need to be mindful of and aware of related and / or current research that alerts us to consider other implications for education and Māori. The recent Child Poverty Report attached as Appendix 10 and the effect child poverty has on a child educationally let alone the socially, highlights some serious concerns. Also, Improving Education Outcome, by Martin Thrupp attached as Appendix 11.

8.b) Supporting Māori language in education

We believe this to be critical to the overall success of Māori students and the TKA o W Curriculum supports the research findings from well-respected academics such as Dr Ranginui Walker, Professor Sir Mason Durie, Angus MacFarlane, Professor Richard Benton and the like. It equally recognises and values that high level cultural competency is fundamental to providing a solid foundation for students and their learning. The areas of the curriculum in bold below demonstrate the commitment to this aspect of this application.

Therefore – TKA o W Curriculum Outline includes, but is not limited to:

- **Quality Cultural & Language Competency**
- **Quality Te Reo Māori Literacy**
- Quality English Literacy
- Quality Numeracy
- **Ngā Āhuatanga Amorangi Curriculum (explanation above)**
- **Career Based Curriculum (explanation above)**

Another powerful piece of recent research that guides us currently and will continue to do so which regard to valuing and protecting te reo Māori is the Māori Language Report, Te Reo Mauriora completed by a panel of experts in 2011.

9. **If you plan on targeting Pasifika students, outline your:**
   a) **plans for achieving Pasifika success using students' identities, languages and cultures as foundations to build upon www.minedu.govt.nz/NZEducation/EducationPolicies/PasifikaEducation.aspx ;**
   b) **how the school will build its own Pasifika capability; and**
   c) **how partnerships (as identified in question 14(c)) with Pasifika parents, families and communities are used to achieve Pasifika Success**

N/A

10. **Outline how you will ensure an inclusive environment for students with special education needs, including:**
    a) **how the school will demonstrate inclusive practices;**
    b) **how the school will build its capability to address the needs of students with special education needs; and**
    c) **how partnerships with parents with students with special education needs are used to achieve education success.**

TKA o Whakawātea believes we have the desired cultural capability to work in ways that value and validate the identities, languages and cultures of the priority groups. And, that we remain committed to further developing this capability to ensure that we provide highly effective and inclusive educational programmes. Being able to provide an educational environment that has a strong cultural competency provides for a foundation that can fundamentally deliver the contracted outcomes associated with these Partnership Schools / Kura Hourua for the priority students and those with any special needs.

All of which intrinsically illustrates the ability to provide inclusive education for all students. All aspirations, actions and practices described for the main priority group of this proposed school applies

in totality to any student and embraces their individual needs.

11. **If you propose to operate a secondary school and are planning to offer a full subject range, explain how this will be resourced within the funding levels set out in your financial plan.**

Funding and budget allocation planning will prioritise teaching and learning. TKA o W intends to provide Years 9 – 10 in 2015, developing to year 13 over time as students graduate through from the initial years 9 & 10.

They will follow the prescriptions below as and at their appropriate levels of instruction. We will either provide appropriately trained and registered teachers, have I.T tools that permit them to video link with appropriately trained teacher specialists, linking them with other options, networks for learning, or as a last resort via correspondence school if necessary to cover and deliver the following:

- Quality Cultural & Language Competency
- Quality Te Reo Māori Literacy
- Quality English Literacy
- Quality Numeracy
- Ngā Āhuatanga Amorangi Curriculum (explanation above)
- Career Based Curriculum (explanation above but covers all other curriculum areas)

12. **If you are proposing to provision for 0-8 year olds, explain how you will manage the requirements set out in the ECE regulations and the obligations of a Partnership School as set out in key documents (including legislation and the contract).**

N / A

13. **Detail tests, measures and tools, or other assessment tools that you propose to use, including:**
    a) **how student progress and achievement will be measured, tracked, reported and responded to, particularly in relation to National Standards (if applicable); and**
    b) **how assessment and/or aromatawai will be used to tailor instruction.**

As a result of the rigorous planning and assessment practices, commitment, and professional teaching inquiry TKA o W will always know what our students need to be successful and that will be addressed at all times so that there will be no opportunity for failure because:

- It follows rigorous systems of planning, learning, assessing, analysing and reporting
- It has high expectations, huge work ethic and is committed to making a difference
- It is dedicated to the holistic well-being of its students
- It never gives up on its students
- It never expels its students
- It will never view them as having a deficit
- It will never underestimate them
- It has firmly declared the brilliance of Māori students and works to that ethos
- It delivers quality, relevant and deliberate learning opportunities in an environment that equally respects the child and all that it is, as well as believing in their ability to learn and to be anything they desire to be
- It is understood that not one second or one cent is wasted when resources are used to tap the potential of students to further expose their limitless potential and the magic of who or what they might be destined to be

TKA o W will provide an environment that is inspirational and relevant with an unrelenting and absolute stand for personal greatness, in that, its 'cool' to be successful, and 'cool' to be Māori, with students consistently being pushed to realise their personal potential. Graduates of TKA o W are academically successful, lead fulfilling and successful lives due to positive affirming relationships and

engaged in both careers and pastimes that contribute to their personal aspirations and their wider communities.

TKA o W's performance goals are clear with the expectation, structure and collective responsibility that will both deliver the academic success and social competence of, if not all, then the majority of its students, at least 85 - 95%. Learners will be achieving literacy & numeracy standards and in other curriculum areas by rigorous adherence to evidence based planning, delivery and assessment by utilising every available guideline and assessment system currently available via:

- Ministry of Education
- NZ Curriculum Documents
- Ngā Marautanga o Aotearoa
- National Standards
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All of the above will be delivered as a result of evidence based planning, assessed, monitored and analysed. Then, outcomes will be measured as per the appropriate NZQA / NCEA qualifications and unit standards where possible and triangulated in alignment with our own expectations.

TKA o W will provide an environment and cultural ethos that categorically has absolutely no tolerance for academic failure and never permits the strong evidence illustrated in the current secondary education system, where in the main – it fails Māori students. There will be a full gamut of educational support, intervention, and / or relevant assistance provided to both the student and their whānau to ensure successful achievement is maintained, extended and celebrated at all times guaranteeing that there is no opportunity for students to fall through any cracks or contribute to negative statistics.

14. Explain how your school will:

a) work with students, parents, families/whānau and community to promote high attendance levels

TKA o W proposes to develop the family – school partnership and work together with the entire school community, so they have the information and training they need to better support and become more involved in the learning process of their child by
utilising a range of strategies which are inclusive of the following but not limited to:

- Enrolment interview process
- Parental Agreement
- Identifying and sharing of skills to benefit the student from both the home and the school
- Regular Pānui / Newsletter
- Support evenings for families to assist their children with homework or study at home
- Celebrations
- Trips
- Brilliance Parties – to celebrate the success of their children
- Homework Parties – to share ways to support their child at home
- Parenting Support
- Connect the community via IT – to share knowledge and be tuned into their child's learning journey
- Create Traditions and Learning Opportunities that the community support, enjoy, love, inspire them
- Help them see that the brilliance of their child, is their brilliance too
- Identifying and sharing of skills to benefit the student from both the home and the school
- At the very least, bi-annual progress reports
- Open door, welcome to discuss own child

b) develop family-school partnerships that focus on strengthening support for learning, improving communication, and encouraging parent/family/whānau involvement in school operations

Whānau participation will be invited and expected from the outset during the enrolment interview. We will communicate directly, regularly and daily if need be to ensure the success of their child and relay the expectation that this level of communication for the success of their child is reciprocal. We will investigate what skills the whānau has that could be utilised by the school and encourage that skill sharing to become a reality. We intend to generate think tank discussion groups to deal with new initiatives, innovations, problem solving or risk managing and any other purpose deemed important similar to the group discussion guidelines as attached as Appendix 9, sourced at, http://academic.regis.edu/volunteer/ivan/sect03/sect03b.htm.

There will also be other communications and events to develop, enhance and promote whānau / community involvement:

- Enrolment interview process
- Parental Agreement
- Identifying and sharing of skills to benefit the student from both the home and the school
- Regular Pānui / Newsletter
- Support evenings for families to assist their children with homework or study at home
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- Identifying and sharing of skills to benefit the student from both the home and the school
- At the very least, bi-annual progress reports
- Open door, welcome to discuss own child

c) work with parents/families/whānau and community so they have the information and training they need to better support and become more involved in the learning process

During the enrolment interview process expectations and the need for partnership between the school and the home will be stressed and ways to facilitate the success of this will be explored and planned together.

The Parental Agreement will relay that the partnership and reciprocal support is a two way process and student success is limited when that is dysfunctional.

We will explore and identify the sharing of skills to benefit their child and other students that could be of assistance both at home and at school.

We will provide general overarching and regular Pānui / Newsletter to the whānau home either in a paper or electronic version to meet the needs of the whānau.

We will provide support evenings or Homework Parties for families so that they are empowered and capable to assist their children with homework or study at home.

We will have regular celebrations to acknowledge and applaud the success of students with Brilliance Parties – to celebrate the success of their children and clarifying that the brilliance of their child, is their brilliance too.

We will have regular and annual Trips that encourage whānau participation and offer an alternative learning environment.

We will offer Parenting Support for whānau acknowledging that parenting in the 21st century is complex, demanding and baffling at times.

We will connect the community via I.T – to share knowledge and be tuned into their child's learning journey.

We will create Traditions and Learning Opportunities that the community support, enjoy, love, and that inspires them.

We will provide at the very least, bi-annual progress reports.

We will always have an Open Door, supported by an Open Door policy to ensure whānau know that they are always welcome to come in and discuss their child.

d) communicate with parents/families/whānau and community concerning the school's progress and achievements

This school is committed to regular, honest and clear communication and is one area that is not able to be compromised in any way – the schools progress and achievements are intrinsic to the students' progress and achievements therefore critical to everyone's success.

We will always have an Open Door, supported by an Open Door policy to ensure whānau know that they are always welcome to come in and discuss their child.

There will be invitations to the 'Think Tank' discussion groups and in all communications an effort will be made to keep whānau up to date with where things are at, new developments, initiatives, general concerns and school performance as a whole.

15. Explain the relationship your school intends to build with community agencies and organisations that serve students who attend the school.

The people involved in proposing TKA o W, do, and have always been community players and contributors. We have active support from a range of community businesses and organisations that is illustrated both by being spoken positively about (our positive reputation) and by donations, service and product assistance.

As well as this TKA o W would employ every other support agency available to all NZ citizens and where necessary, will form more structured relationships if evidence of need is apparent and relevant for students and their educational success and outcomes.

These are always developing long term and on an ad hoc basis as needs arise.

These are developed for financial support at times and / or for fundraising purposes. There are times when sponsorship is forth coming for students where need is greatest. This comes from community individuals as well as agencies.

- Local business people
- Local support agencies
- Individuals who support the work we do

We are working at formalising some other relationships for the purpose of this proposal to both gain access to professionals who could assist students generally or as a potential career pathway, alternatively as a financial sponsor. In particular, the banking, education and health sector as we have significant expertise in these areas within our current community.

16. Outline any commitments that the school has made for partnerships or other relationships with community organisations or individuals that would enrich the learning opportunities for students attending the school.

This is a regular and ongoing pursuit as it is our belief that a range of community networks and partnerships enrich the fabric of the entire school community. Although there are no formal

commitments at this time we have formerly approached [redacted] to investigate the potential of career pathways in the banking sector, please see email communication as attached, Appendix 8 which was very positive. We have approached Te Kohao Health with regards to forging career pathways in the health sector, which was equally positive. Through our own current operations we have easy access to partnerships with our Kōhanga Reo for the ECE early childhood and our Kura (full primary) for primary school and these aspects of the education sector.

17. Detail any plans to use external providers to deliver parts of the educational programme (if applicable). Provide a full explanation of how this will work in practice.

N / A

18. Explain and provide evidence to support your proposed school calendar setting out:

a) the daily hours of operation;

TKA o W school's calendar will be as per the usual secondary school year in NZ. The hours may differ though and have more flexibility depending on the needs of the student but in the main it will commence at 7am for physical development followed by a shared breakfast and morning routines before academic instruction commencing between 8.30 and 9am. If there were any differences it would be to provide extra tuition or support after hours thereby lengthening the school day for those who need something extra or different.

There will be no morning tea time break and lunch will be at 1pm. The afternoon timetable will be individualised and in the main, the learning day will complete between 3.30 – 5pm.

The school will follow the NZ school terms in general but will not necessarily close formerly for the usual holiday term breaks. Students will be welcomed to TKA o W to study independently, for parent – teacher- student interviews, extra or co-curricular activities. Staff will be involved in a variety of professional activities, including professional development during these 'term breaks'.

b) indicative student timetables; and

The school day will commence at 7am for physical development followed by a shared breakfast and morning routines before academic instruction commencing between 8.30 and 9am.

There will be no morning tea time break and lunch will be at 1pm. The afternoon timetable will be individualised and in the main, the learning day will complete between 3.30 – 5pm.

c) how the school day and year will be organised to include instruction and assessment, independent study, professional development, parent-teacher conferences, and extra or co-curricular activities.

The school will follow the NZ school terms in general but will not necessarily close formerly for the usual holiday term breaks. Students will be welcomed to TKA o W to study independently, for parent – teacher- student interviews, extra or co-curricular activities. Staff will be involved in a variety of professional activities, including professional development during these 'term breaks'.

The hours may differ though and have more flexibility depending on the needs of the student but in the main it will commence at 7am for physical development followed by a shared breakfast and morning routines before academic instruction commencing between 8.30 and 9am. If there were any differences it would be to provide extra tuition or support after hours thereby lengthening the school day for those who need something extra or different.

There will be no morning tea time break and lunch will be at 1pm. The afternoon timetable will be individualised and in the main, the learning day will complete between 3.30 – 5pm.

Everything related to the timetabling of all activities related to learning, assessment, achievement and success will be at the centre of every timetable and prioritised consistently

19. Outline the school's philosophy and methodology regarding student behaviour, discipline and participation in school activities.

TKA o W philosophy and methodology regarding student behaviour, discipline and participation in school activities is unique in that it will focus the teaching and learning of appropriate, high level behaviour via the NAA Curriculum, Appendix 1. However, it will also:

- Follow the requirements of NZ Law and MOE guidelines at all times and act accordingly.
- Never exclude or expel a student.

The NAA Curriculum will have a powerful influence over personal behaviour. This in turn is a strategic force in supporting students to commence their learning journey proactively with integrity and authenticity. A major focus and intensity with this curriculum in both years 9 and 10 will be a priority at TKA o W to empower new students to develop good decision making and sound personal choices that are supportive of them creating a successful life.

If there was a serious breach of misbehaviour every effort will be made to educate as the initial preferred strategy. This learning will be in conjunction with possible coaching, mentoring and / or specific, intensified programmes to further develop a student's emotional intelligence. The philosophies of Landmark Education or any other suitable programme may be utilised where appropriate. Equally, the student and their family will be prioritised - an inclusive approach will be adopted with the students' family in order to deal holistically with any relevant issues and goals to rectify the situation and focus again powerfully on the overall success of the student.

20. Set out your strategy, policy and procedures that will ensure the school is a safe, orderly, and drug-free environment where both teachers and students can feel secure and where effective learning can take place (in line with the provisions under the Education Act 1989 and any other applicable Acts).

TKA o W will meet and maintain the required health and safety standards according to the rules and regulations as set out by the contract and the Ministry of Education. Health and Safety will reflect the following:

- TKA o W's commitment to comply with relevant health and safety legislation
- TKA o W's responsibilities for health and safety
- Completing compliance documentation as required
- Hazards check lists regularly checked
- Staff responsibilities for health and safety
- Schools delegation of health and safety coordination roles to staff as appropriate
- Support for staff participation and consultation on health and safety
- School commitment to accurate reporting and recording
- Reporting accident frequencies and severity
- School commitment to continuous improvement and encourage best practice in health and safety management
- As per TKA o W policies, procedures and general practices for Health & Safety

TKA o W will implement and maintain health and safety management systems to ensure:

- Students do not suffer harm through action or inaction of school staff, ensure they are not harmed by any hazard arising at the school. Ensure they are warned about any significant hazard that arises at school which might not arise in the ordinary course of events, at the time they enter the school.
- TKA o W will take all practicable steps to provide and maintain a safe working environment and facilities for all staff. Ensure staff are not exposed to hazards, use equipment that is safe and provide procedures for dealing with all hazards and emergencies. TKA o W will inform and train staff in health and safety matters, to record and investigate injuries and the reporting of serious incidents.

There will be random drug and alcohol testing for all, staff and students. This will be the norm as we have a zero tolerance for substance abuse in an institution of higher level learning and high performing staff and students. We are currently smoke-free and intend to stay that way.

21. Detail your proposed professional development plans for teachers, administrators and other school staff, including:

a) how the sponsors and/or the management team will be involved in the design and identification of such opportunities

TKA o W will follow all NZ Employment Law and be guided by current MOE and NZEI practice and procedures.

Policies will also reflect all of the above and provide staff with guidance to ensure they meet the requirements of TKA o W and the criteria for teacher registration.

b) the support and mentoring proposed for any staff that are not registered teachers (if applicable)

We currently have no unregistered teachers and would not intentionally appoint any in this proposed school. We provide an associate teacher for provisionally registered staff now and would continue to do so. We are very much guided by sound pedagogical practice in our daily considerations about performance, but also by the Teacher Registration Criteria and the Te Hāpai Ō guidelines for developing beginning teachers. All staff currently have a relevant team who mentor one another with lead staff for certain curriculum areas and specialist fields which we would continue to implement in this proposed school.

c) how your proposed programme of professional development will enable the school to meet the needs of priority students.

Ideally all teachers hired will be trained, registered and experienced teachers. Recruits will be assessed against the cultural fit required to work at TKA o W. If this is not in alignment it will be an automatic disqualifier. The cultural fit requires an applicant to be sensitive to, respectful of the high level aspirations, practices and special character features at TKA o W, the specialised curriculum and the general way of thinking and being towards our students. Teaching as inquiry is a natural state of being as is their effective and inspirational pedagogical practice and that, I.T is a personal strength with an awareness of the need to understand the impact of 21st century learning needs.

Once these basic requirements are evident, recruits can then be assessed depending on their skills, knowledge and experience. Then, their successes, talents and interests along with their personal and professional development over time and how that has impacted their practice.

As a result of this width and breadth of practice, professionalism, knowledge, and work ethic they will then be in a position to adequately assist TKA o W to implement its vision and to achieve the stated goals.

TKA o W will utilise a structured and relevant system to ensure high levels of performance by way of incorporating the following practices and tools to form its appraisal processes:

- AAU / Teaching as Inquiry as prescribed x 3 per term, reported quarterly
- Develop agreed leadership roles and be guided by Tū Rangatira
- Job Descriptions
- All generic teaching requirements as documented
- Criteria for Teacher Registration
- Observations & conferencing with associate teacher and principal

These measures and guidelines will illustrate areas of need with regards to professional learning and development required by teaching staff.
As a result of the individual education plans for each student we will have identified at the outset any areas of need for our priority learners. If there is not enough strength within our teaching team to address those needs then a plan of action to address that would be developed with the team. Whakawātea Kaporeihana subscribes to facilitating investigations based on Student Centred Leadership and Open–to-Learning Conversations accompanied by Problem Solving Through Inquiry & Goal Setting by Viviane Robinson.

22. If you are proposing to use non-registered teachers, explain what subjects they will teach, what experience or skills you will require, and the role they will play in the day-to-day operation of the school.

We currently have no intention to use non-registered teachers.

7. **BUSINESS PLAN**

23. **Outline the different structures (in both chart and narrative form) of your proposed Partnership Kura, including:**
a) **Governance;**
b) **Management;**
c) **Administration; and**
d) **Subcontract arrangements (if applicable).**

23.a)

Governance – TKA o W already possess these skills and have executed and illustrated that by building the current school, setting it up as an establishment school that had private status initially and then gained status three years later as a state funded, full primary school. If we needed more skills than we have, we would seek expert advice and assistance. We have also targeted and sought these specific skills for our Governance Board.

Te Kura Amorangi o Whakawātea

Proposed Governing Board and Leadership Team, attached as Appendix 7

The overviews below are a very brief description of the qualities, competencies and qualifications that each person brings to their role.

[redacted] **– potential Chairperson or Property Portfolio or Staff**
Qualities -
Compassionate, inspirational, positive male role model, health conscious, pro-active lifestyle, reliable, supportive, decolonisation, political awareness, team player
Competencies -
Te reo Māori, tikanga Māori, HOD Technicraft at an area school, Black Belt Karate
Qualifications -
Qualified Carpenter, Primary and Secondary School Teacher, Whakapiki i te reo Māori

[redacted] **– potential Chairperson or HR, Professional Development or Policy Portfolio or Staff**
Qualities -
Compassionate, inspirational, positive female role model, enthusiastic, reliable, supportive, loves learning, creative, team player
Competencies -
Te reo Māori, tikanga Māori, IT, Parenting Programmes such as The Incredible Years and much more
Qualifications -
Qualified Social Worker, Early Childcare Teacher

[redacted] **– potential Chairperson, Professional Development or Policy Portfolio or Staff**
Qualities -
Compassionate, inspirational, positive female role model, enthusiastic, reliable, supportive, reliable, political awareness
Competencies -
Te reo Māori, tikanga Māori, IT, ECE experience, Health Conscious, Kaikarakia, Trained and much more
Qualifications -
Primary Teacher, Early Childcare Teacher, Master's Degree-Tāhuhu Whakaakoranga

[redacted] **– potential Treasurer**
Qualities -
Empathetic, positive female role model, responsible, enthusiastic, reliable, supportive, team player
Competencies -
Financial knowledge generally and with regard to schools
Qualifications -

Qualified Accountant

[redacted] – **potential Policy & Risk Portfolio**
Qualities –
Passionate, positive female role model, enthusiastic, reliable, supportive, pro-active, dedicated to whānau, team player
Competencies -
Te reo Māori, tikanga Māori, fitness guru
Qualifications -
Qualified Lawyer, MBA

[redacted] – **potential Blue Sky Role or Staff**
Qualities -
Passionate, positive male role model, innovative, networker, creative, visionary, enthusiastic, reliable, supportive, pro-active, IT, a great Pākehā, team player
Competencies -
IT, yachting, senior management
Qualifications -
Qualified IT, MBA, currently studying Law

[redacted] – **potential Blue Sky Role or Staff**
Qualities -
Passionate, positive female role model, innovative, networker, creative, visionary, enthusiastic, supportive, pro-active, team player
Competencies -
Te reo Māori, tikanga Māori, Research, Teaching ECE, Primary & Tertiary, decolonisation, political awareness
Qualifications -
Qualified Primary Teacher, Masters - Tāhuhu Whakaakoranga, Masters – Te Reo Māori

[redacted] – **Kaumatua**
Unsurpassed, qualified and appropriate for this role

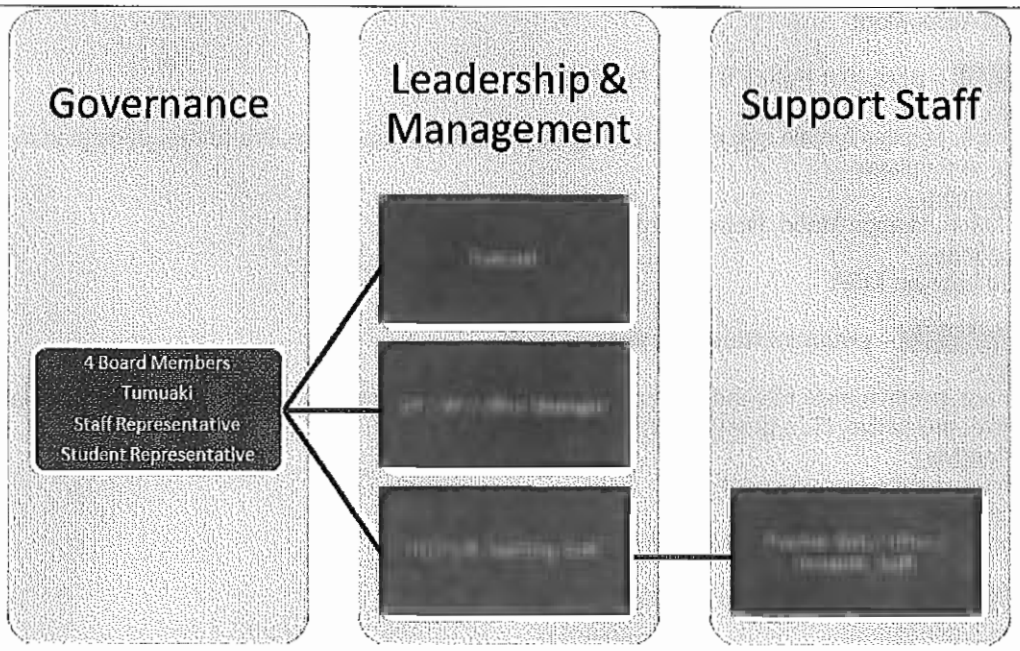
ADVISORS – FRIENDS OF Te Kura Amorangi o Whakawātea
We have always been committed to seeking trained, skilled support when we need it and / or professional dovelopment to ensure we are capable of all tasks.

23.b)

Proposed Leadership Management & Staff

STRUCTURE
At board level:
Board – 4 members
Staff / Student Representative
Tumuaki - in attendance
Teaching and Support Staff

STRUCTURE - OVERVIEW



POSITIONS 2015

Tumuaki / Principal
Tumuaki Tuarua / Deputy Principal
Kaiako / Teacher x 4 – literacy, numeracy, sciences & arts, IT & health / PE
Teaching Assistant/s x 1 - 2
Office / Finance Manager
Office Assistant
Grounds & Maintenance

STAFFING CHART 2015

Tumuaki	DP / AP Office / Finance Manager	Literacy HOD Teacher (could be one in the same)	Numeracy HOD Teacher (could be one in the same)	Science & Arts HOD Teacher (could be one in the same)	IT, Health & PE HOD Teacher (could be one in the same)
	Office Assistant & Grounds	Teacher Aid / s across the curriculum			

STAFFING CHART FOR FUTURE POSITIONS BEYOND 2015

Tumuaki	DP / AP Office / Finance Manager	Literacy HOD Teacher (could be one in the same)	Numeracy HOD Teacher (could be one in the same)	Science & Arts HOD Teacher (could be one in the same)	IT, Health & PE HOD Teacher (could be one in the same)	Subjects, options and extra classes will be added as the school grows & the resulting need for

						more appropriate staff.
	Office Assistant & Grounds	Teacher Aid / s across the curriculum				More support staff as the school grows

As the school develops and grows we would assess where the greatest need is and ensure that it is well resourced, at the same time growing education options and more specialist areas. If these were difficult to access in house we would seek outside assistance or use I.T options to gain the access we desired. As this occurs we will invariably add to our support staff team as necessary.

LEADERSHIP

Tumuaki - Principal
Qualities -
Passionate visionary, inspirational, a 'what will it take' attitude, child advocate, education advocate, lifelong learner, positive female role model, health conscious, pro-active lifestyle, reliable, supportive, decolonisation, political awareness, team player
Competencies -
Te reo Māori, tikanga Māori, mentor for first time principals, tumuaki, kaiako, boards, governance & management, social work, community participant, whānau, more than 8 year's experience, familiar with initiating projects
Qualifications -
Fully Registered Primary/Secondary School Teacher, Master of Education, MBA, Whakapiki i te reo Māori, Master's – Tāhuhu Whakaakoranga

AP OR DP, HOD Technology / I.T / Technicraft
Qualities -
Compassionate, inspirational, positive male role model, health conscious, pro-active lifestyle, reliable, supportive, decolonisation, political awareness, team player
Competencies -
Te reo Māori, tikanga Māori, HOD Technicraft at an area school, sport generally, more than 5 years' experience, familiar with initiating projects
Qualifications -
Qualified Tradesman, Primary and Secondary School Teacher, Whakapiki i te reo Māori

AP OR DP, HOD Sciences & The Arts
Qualities -
Passionate, inspirational, education advocate, positive female role model, reliable, supportive, political awareness, team player
Competencies -
Te reo Māori, tikanga Māori, tumuaki, kaiako, boards, governance & management, more than 5 year's experience
Qualifications -
Fully Registered Primary School Teacher, Master's – Tāhuhu Whakaakoranga

AP OR DP, HOD PĀNGARAU - NUMERACY
Qualities -
Passionate visionary, inspirational, hardworking, creative, pro-active lifestyle, reliable, supportive, decolonisation, political awareness, team player
Competencies -

Te reo Māori, tikanga Māori, mentor for pāngaru, acting tumuaki, kaiako, management, community participant, sport generally, music, art, more than 5 year's experience
Qualifications -
Primary School Teacher, Early Childcare, Whakapiki i te reo Māori

AP OR DP, HOD Te Reo Māori - LITERACY
Qualities -
Passionate, researcher, positive female role model, reliable, supportive, political awareness, team player
Competencies -
Te reo Māori, tikanga Māori, tumuaki, kaiako, boards, governance & management, more than 5 years' experience
Qualifications -
Qualified Registered Teacher, Whakapiki i te Reo Māori

TEACHING STAFF

Technology / I.T / Technicraft
Qualities -
Passionate, positive male role model, innovative, networker, creative, visionary, enthusiastic, reliable, supportive, pro-active, IT, team player
Competencies -
IT, yachting, senior management, more than 5 years' experience
Qualifications -
Qualified IT, Teacher, MBA, currently studying

Te Reo Māori
Qualities -
Passionate, positive female role model, innovative, networker, creative, visionary, enthusiastic, supportive, pro-active, team player
Competencies -
Te reo Māori, tikanga Māori, Research, Teaching ECE, Primary & Tertiary, decolonisation, political awareness, more than 5 years' experience
Qualifications -
Qualified, Registered Teacher, Masters - Tāhuhu Whakaakoranga, Masters – Te Reo Māori

English
Qualities -
Dedicated, inspirational, hardworking, creative, pro-active lifestyle, reliable, supportive, team player, a great Pākehā
Competencies -
English teaching, mentor for junior teachers, acting AP / DP, teacher, management, community participant, design, more than 5 years' experience
Qualifications -
Qualified, Registered Teacher

[redacted] **– Kaumatua**
Unsurpassed, qualified and appropriate for this role

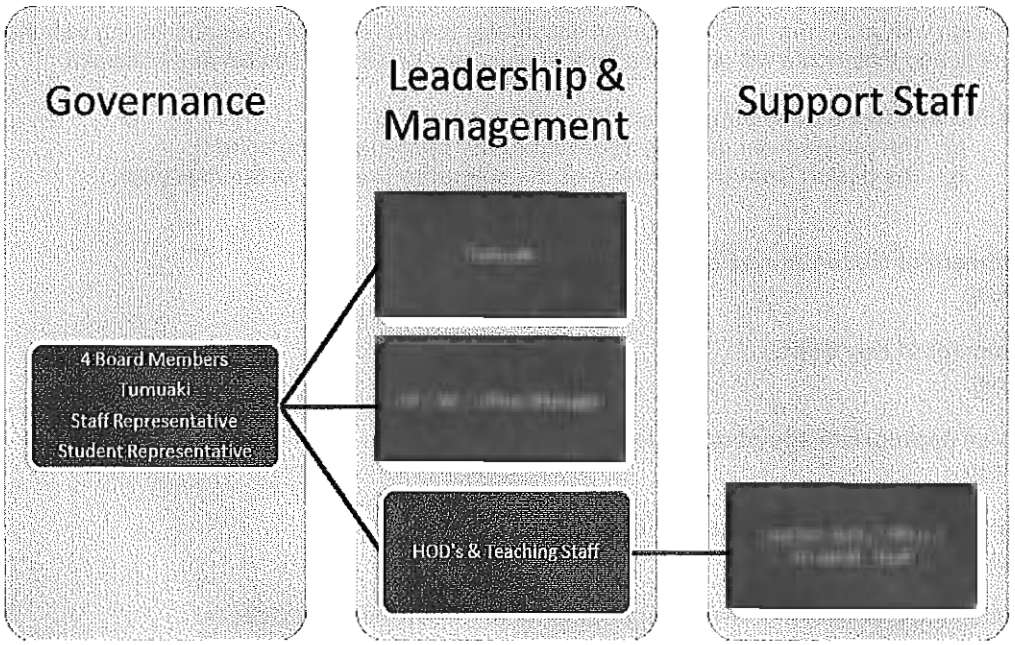
SPECIALIST TEACHING ADVISORS – FRIENDS OR MENTORS IN RESIDENCE OF Te Kura Amorangi o Whakawātea
We have always been committed to seeking trained, skilled support when we need it and / or professional development to ensure we are capable of all tasks.

23.c)

Proposed Administration

Teaching and Support Staff

STURCTURE - OVERVIEW



SUPPORT STAFF POSITIONS 2015

Office / Finance Manager
Teaching Assistant
Office Assistant
Grounds & Maintenance

STAFFING CHART 2015

Tumuaki	**DP / AP** **Office / Finance Manager**	Literacy HOD Teacher (could be one in the same)	Numeracy HOD Teacher (could be one in the same)	Science & Arts HOD Teacher (could be one in the same)	IT, Health & PE HOD Teacher (could be one in the same)
	Office Assistant & Grounds	**Teaching Assistant / s across the curriculum**			

More administration and support staff as the school grows.

24. Describe your proposed methods or structures to ensure teacher, parent, family/whānau and student input to decisions that affect the school.

TKA o W proposes an 'open door' policy where the aspirations, needs and success of the student are paramount to everything else, being the one constant agenda at all times. Individual specific programmes and planning for students are provided. Therefore, even more relevant is that student, parent / family, teacher have input into decisions that are able to affect a particular student. Due to the nature of the 'open door' policy this makes regular input available to all parties and on a daily basis if need be.

As well as, stated previously:

- Individual education plan co-constructed with the student and their whānau
- Student centred leadership requires student voice
- We align with all current MOE education documents therefore the whānau and linking with the student and their home will prioritised for their success, Ka Hikitia, Tātaiko and Mātaiako

25. Provide two detailed implementation plans covering:
- **a) the period from gaining approval to the opening of the school.**
- **b) the period from the opening of the school to the end of the first year.**

25.a)

Appointment of Governance Board:
- Asap

Appointment of Key Staff:
- Asap

Secure an appropriate site of operation:
- Asap

Secure an appropriate resources for operation:
- Asap

Complete all the necessary formal requirements as prescribed by PSKH

Contract, MOE, NZQA, NCEA, RMA and any other in preparation for operation:
- Asap

Ratification of 2015 Charter:
- March 2015

Submit a copy of the Charter and Annual Report to Auditors & MOE:
- February 2015

25.b)

School's Planning Year:

Calendar of traditional school events	Jan/Feb
BOT Meetings incl AGM date	Jan/Feb
Whānau hui dates	Jan/Feb
Barriers to Learning	Mar
Professional Development Plan	Mar
Annual Target Report	Mar
BOT Retreat	Mar
Annual Charter Review & Ratification	Mar
Strategic and Annual Review & Plan	Mar
School-wide Data Collection	Apr
Annual Report to MOE	May
Staff Identified Learning Priorities	Jun
School-wide Data Collection	Jul
Asset Registers Updated	Aug
Property Priorities set	Aug
School-wide Data Collection	Sept
Annual Budget set	Oct/Nov
Annual Targets set	Oct/Nov
Staff Appraisals	Nov
School-wide Data Collection	Nov/Dec

26. Complete the templates in the attached MS Excel workbook with your proposed financial forecasts. Guidance on how to complete the forecasts is provided in the spreadsheet. The worksheet covers three components

a) Financial forecast (budget)
b) Balance sheet
c) Student Roll
d) Staffing levels

We can confirm that all of the spreadsheets requested above have been completed and are presented in all the copies provided with the application with some noted as appendices and of course saved on the USB that accompanies the application

27. Detail the amount and terms of any funding (additional to funding to be provided by the Crown) that is to be provided to the school, including:

a) what you propose this funding will be used to provide; and
b) the relationship between the school and the funder.

27.a)

Currently there are no sponsorship relationships with the ability to provide any extra funding but if these circumstances were to change it is likely that the following circumstances would be the case and therefore, would be implemented as per the sponsor concerned.

Sponsors may provide funding for a specific purpose such as for the provision or improvement to the schools overall environment, or to enhance or improve a focus area such as the I.T capability or such like – therefore, this would be followed as per any agreement.

If we applied for any additional funding by way of grants applications or similar then these are usually always for a specific purpose – therefore, again this would be as prescribed and probably for similar purposes as above, to be followed as per any agreement.

27. b)

The relationship between any sponsor and TKA o W would be negotiated when and where necessary.

28. Outline your proposed:

a) financial management and internal accounting procedures for the school, including controls that will be put in place to ensure appropriate fiscal accountability;
b) provisions for conducting annual audits of the financial operations of the school; and
c) types and levels of insurance that you propose to operate the school.

28.a)

As per the practices below to manage, control and provide fiscal accountability.

- Annual Budget
- Regular Financial Reporting
- Internal Audit Controls and Checks
- Annual Audit
- Fraud Policy
- Internet Banking Policy
- Banklink
- MS Excel

28.b)

As, directly above and as per every other legal requirement TKA o W adheres to as a normal way of operating.

28.c)

As per any other NZ School – full operating cover, public liability and property protection as necessary. Our current insurance providers are both the MOE Insurance along with extra cover via Crombie Lockwood.

29. Outline your proposed facilities, including:

- **a) the type of property arrangement and the terms of the tenancy (if applicable);**
- **b) how this site would be a suitable facility for the proposed school, including any plans to renovate; or**
- **c) if a site has not been identified, your present options for the school site, including a timetable for identifying and acquiring or leasing a facility;**
- **d) your financing plans for acquisition and renovation of a facility; and**
- **e) describe plans for expanding school facilities matching your projected roll numbers, including how you will attract additional staff and acquire other resources needed to serve a larger student body.**

At this stage we do not have an arranged site for TKA o W. We would, however, like the site to be in Hamilton City, New Zealand - and if at all possible alongside our existing TKKM o Whakawātea or within close proximity to its Hamilton location.

In the case of certain variables:

- Ideally purchase adjoining land to our existing TKKM o Whakawātea at 132 Saxby's Road, Deanwell, Hamilton and, purpose build TKA o W
- Alternatively create a 'Property Occupancy Document' to purpose build on the existing TKKM o Whakawātea school site
- Alternatively create a 'Property Occupancy Document' to purchase and bring an appropriate building onto the existing TKKM o Whakawātea school site
- Lease a large flexible space at minimal rent for three years with the option to extend the lease in close proximity to our existing TKKM o Whakawātea
- Purchase land elsewhere and purpose build
- Lease a large flexible space at minimal rent for three years with the option to extend the lease as close as possible to our existing TKKM o Whakawātea

29.d)

Our financing plans for the acquisition and renovation of a facility would be as per funding available through this contract should this application be successful.

29.e)

As per described previously and with our experience this is relatively easy to plan and execute. The people involved with TKA o W already possess these skills and have executed and illustrated that by building the current school, setting it up as an establishment school that had private status initially and then gained status three years later as a state funded full primary school. If we needed more skills than we have, we would seek expert advice and assistance. We have also targeted and sought these specific skills for our Governance Board.

The initial roll in 1991 was 12 students in a run-down leased social welfare boy's home. Currently, we have 121 students in a purpose built school with 6 full classrooms an administration block, library, large storage facility and 2 extra withdrawal areas that can be used for both storage and instruction. There is also a smaller extra classroom, a garage and a swimming pool. We have recently received a further 2 classrooms as a result of roll growth that will be actioned this year. All classrooms have interactive white boards and students have regular access to I.T.

We have the capability to plan, develop and implement a growth strategy both from a property, staffing and resources perspective.

30. Explain your proposed strategies for asset management and maintenance of your proposed facility, including assurance processes that ensure applicable codes and standards are maintained for the term of the Agreement.

As per, all legal requirements for schools in NZ - from the requirements of the contract, any MOE perspective, as well as, the City Council and RMA.

- 5YA
- 10 Year Maintenance Plan

All general sensible asset management and maintenance practices employed, including an up-to-date asset register.

As the people involved with TKA o W have had the experience of being the pioneers of a start-up school we are reasonably well versed in most aspects of property acquisition, construction and maintenance.

8. OPERATIONS PLAN

Explain how the school will:

31.a) achieve the enrolment target you have projected in Q2.(v);

TKA o W expects that it will commence enrolling as soon as the ink is dry on the contract and will have adequate student numbers to have an effective number of students to both be viable fiscally as well as academically. The latter, being important and related to the synergy of the mass to promote learning, interaction, discussion, debate and collaborative learning opportunities. Most students, we expect to come from TKKM o Whakawātea, which would meet our projected numbers, as well as many other kura in the Hamilton City area.

31.b) be publicised throughout the community, including any specific outreach activities or similar;

The people involved with TKA o W, do and have always been community players and contributors. We have active support from a range of community businesses and organisations that is illustrated both by being spoken positively about (our positive reputation) and by donations, service and product assistance. These are always developing long term and on an ad hoc basis as needs arise. These are developed for financial support at times and / or for fundraising purposes. There are times when sponsorship is forth coming for students where need is greatest.. This comes from community individuals as well as agencies. We are working at formalising some other relationships for the purpose of this proposal to both gain access to professionals who could assist students generally or as a potential career pathway, alternatively as a financial sponsor. These can be generated and enhanced as per the following but not limited to:

- Enrolment Interview process
- Parental Agreement
- Identifying and sharing of skills to benefit the student from both the home and the school
- Regular Pānui / Newsletter
- IT connections to link home and school easily
- Support evenings for families to assist their children with homework or study at home
- Traditions and Events
- Celebrations
- Trips
- Bi-annual progress reports
- Open door, welcome to discuss own child
- Positive Reputation
- Public Reports
- Interaction
- Supporting local businesses
- Inviting local business people to TKA o W events
- Getting local business people to mentor students
- Getting local business people interested in providing internships, apprenticeships or employment experience for our students

31.c) target parents/family/whānau who may not be engaged in their child's learning;

TKA o W proposes to engage the family in the students learning by the strategies described in detail throughout this application and again below:

As well as these, we will engage with a variety of strategies outlined below:

- Enrolment Interview process
- Parental Agreement
- Identifying and sharing of skills to benefit the student from both the home and the school
- Regular Pānui / Newsletter
- IT connections to link home and school easily

- Support evenings for families to assist their children with homework or study at home
- Traditions and Events
- Celebrations
- Trips
- Bi-annual progress reports
- Open door, welcome to discuss own child
- Trips
- Brilliance Parties – to celebrate the success of their children
- Homework Parties – to share ways to support their child at home
- Parenting Support
- Connect the community via IT – to share knowledge and be tuned into their child's learning journey
- Create Traditions and Learning Opportunities that the community support, enjoy, love, inspire
- Help them see that the brilliance of their child, is their brilliance too

31.d) identify and develop relationships with community organisations that can assist in marketing with parents/family/whānau; and

As previously described in detail such as:
The people involved in proposing TKA o W, do, and have always been community players and contributors. We have active support from a range of community businesses and organisations that is illustrated both by being spoken positively about (our positive reputation) and by donations, service and product assistance.

As well as this TKA o W would employ every other support agency available to all NZ citizens and where necessary, and will form more structured relationships if evidence of need is apparent and relevant for students and their educational success and outcomes.

These are always developing long term and on an ad hoc basis as needs arise.

These are developed for financial support at times and / or for fundraising purposes. There are times when sponsorship is forth coming for students where need is greatest. This comes from community individuals as well as agencies.

- Local business people
- Local support agencies
- Individuals who support the work we do

We are working at formalising some other relationships for the purpose of this proposal to both gain access to professionals who could assist students generally or as a potential career pathway, alternatively as a financial sponsor. In particular, the banking, education and health sector as we have significant expertise in these areas within our current community.

But also by way of:
- Newspaper Editorials
- Personal letters
- Personal visits
- Brochure and information

31.e) if proposing to convert an existing school, the nature and medium to advise the community of the proposed conversion.

By way of, but not limited to:
- Newspaper Editorials
- Personal letters
- Personal visits
- Brochure and information

32. Outline your enrolment policy and describe your proposed timeline for enrolling students for the 2015 school year.

TKA o W expects that it will commence enrolling as soon as the ink is dry on the contract and will have adequate student numbers to have an effective number of students to both be viable fiscally as well as academically. The latter being important and related to the synergy of the mass to promote learning, interaction, discussion, debate and collaborative learning opportunities. The projected roll will be enrolled by the commencement of study in 2015.

33. Outline the suspension, expulsion and other disciplinary policies and procedures of the proposed school, and the criteria for making decisions on such matters, demonstrating how these align with the terms of the Education Act 1989, Section 158V and the Ministry of Education's Stand-downs, Suspensions, Exclusions And Expulsions Guidelines.

TKA o W philosophy and methodology regarding student behaviour, discipline and participation in school activities is unique in that it will focus the teaching and learning of appropriate, high level behaviour via the NAA Curriculum, Appendix 1. However, it will also:

- Follow the requirements of NZ Law and MOE Guidelines at all times and act accordingly.
- Never exclude or expel a student.

The NAA Curriculum will have a powerful influence over personal behaviour. This in turn is a strategic force in supporting students to commence their learning journey proactively with integrity and authenticity. A major focus and intensity with this curriculum in both years 9 and 10 will be a priority at TKA o W to empower new students to develop good decision making and sound personal choices that are supportive of them creating a successful life.

If there was a serious breach of misbehaviour every effort will be made to educate as the initial preferred strategy. This learning will be in conjunction with possible coaching, mentoring and / or specific, intensified programmes to further develop a student's emotional intelligence. The philosophies of Landmark Education or any other suitable programme may be utilised where appropriate. Equally, the student and their family will be prioritised - an inclusive approach will be adopted with the students' family in order to deal holistically with any relevant issues and goals to rectify the situation and focus again powerfully on the overall success of the student.

34. List in a table the names and qualifications of persons who will hold key leadership roles in the school. Provide CVs (or position descriptions for positions which will need to be recruited) as an appendix to your Application.

Attached, as Appendix 6 and 7. Names have been blacked out as they would prefer not to have their names in an insecure online environment but are more than willing to meet, interview, discuss this proposed school with any of your panel.

35. Outline the process that will be used in the recruitment of teachers, administrators, and other school staff.

Ideally all teachers hired will be trained, registered and experienced teachers. Recruits will be assessed against the cultural fit required to work at TKA o W. If this is not in alignment it will be automatic disqualifier. The cultural fit requires an applicant to be sensitive to, respectful of the high level aspirations, practices and special character features at TKA o W, the specialised curriculum and the general way of thinking and being towards our students. Teaching as inquiry is a natural state of being as is their effective and inspirational pedagogical practice and that, I.T is a personal strength.

Once these basic requirements are evident, recruits can then be assessed depending on their skills, knowledge and experience. Then, their successes, talents and interests along with their personal and professional development over time and how that has impacted their practice.

As a result of this width and breadth of practice, professionalism, knowledge, and work ethic they will then be in a position to adequately assist TKA o W to implement its vision and to achieve the stated goals.

36. Detail the professional backgrounds, depth of experience and personal qualities that you will seek in teachers and other school staff.

As above.

37. Outline the processes that will be used to achieve the desired quality of staff and controls you will apply to ensure that background checks, including Police vetting, are conducted on all school personnel, including volunteers and contractors, prior to the beginning of their employment or service.

Prospective Teaching Applicants will need to supply:

- Letter of application
- Current Curriculum Vitae
- An example of their planning and assessment strategies
- A statement about their leadership attributes strengths and talents
- A statement about their PD priorities, goals and aspirations
- A statement about their life experiences and how these impact on their professional practice
- A statement about their most recent 'teaching as inquiry' reflections and what they did as a result

Applicants will be shortlisted
Shortlisted applicants will be back ground checked
Shortlisted applicants whose back ground checks are appropriate will be interviewed
The desired applicant will be assessed against a matrix of requirements
The desired applicant will be offered the position, subject to a police vetting

Prospective support staff employees or volunteers will have a relevant version where aspects relevant to teaching will be transferred to the position they are seeking, similar to the following but may be adjusted as necessary depending on the role:

Prospective Applicants will need to supply:

- Letter of application
- Current Curriculum Vitae
- A statement about their leadership attributes strengths and talents
- A statement about their PD priorities, goals and aspirations
- A statement about their life experiences and how these impact on their professional practice

Applicants will be shortlisted
Shortlisted applicants will be back ground checked
Shortlisted applicants whose back ground checks are appropriate will be interviewed
The desired applicant will be assessed against a matrix of requirements
The desired applicant will be offered the position, subject to a police vetting

38. Outline your proposed key policies regarding salaries, contracts, hiring and dismissal, evaluation of staff, benefit plans, and other matters related to staffing.

TKA o W will follow all NZ Employment Law and be guided by current MOE and NZEI practice and procedures.

Policies will also reflect all of the above and provide staff with guidance to ensure they meet the requirements of TKA o W and the criteria for teacher registration.

39. Outline how your approach to teacher assessment and appraisal will contribute to a culture of continuous development within the school.

TKA o W will incorporate the following practices and tools to form its appraisal processes:

- AAU / Teaching as Inquiry as prescribed x 3 per term, reported quarterly
- Develop agreed leadership roles and be guided by Tū Rangatira
- Job Descriptions
- All generic teaching requirements as documented
- Criteria for Teacher Registration
- Observations
- Conferencing with associate teacher and principal

Everything relating to staff performance will also be in line with the aspirations of this school, the academic success of the priority learners.

40. If you propose to use volunteers and/or contractors, outline:
a) the roles (where not disclosed in section 10(v) of this form);
b) how they will be identified, vetted and trained.

40.a)

Volunteers may be employed in the roles below but are not limited to:

- Teacher support
- Admin support
- Grounds and gardening support
- Library support
- General support
- Maintenance support
- IT support
- Cultural support
- Specialist support i.e, artist, chef, business mentor

40.b)

We may use volunteers but these are not as available as they were once, however they will be required to go through the same procedures as any job applicant and will be subject to background checks and police vetting whether the role be with students or not. They will also be required to participate in some aspects of organisation orientation, training and / or professional development.

41. Outline how the school proposes to meet and maintain the required health and safety standards.

TKA o W will meet and maintain the required health and safety standards according to the rules and regulations as set out by the contract and the Ministry of Education. Health and Safety will reflect the following:

- TKA o W's commitment to comply with relevant health and safety legislation
- TKA o W's responsibilities for health and safety
- Completing compliance documentation as required
- Hazards check lists regularly checked
- Staff responsibilities for health and safety
- Schools delegation of health and safety coordination roles to staff as appropriate
- Support for staff participation and consultation on health and safety
- School commitment to accurate reporting and recording
- Reporting accident frequencies and severity
- School commitment to continuous improvement and encourage best practice in health and safety management
- As per TKA o W policies, procedures and general practices for Health & Safety

TKA o W will implement and maintain health and safety management systems to ensure:

- Students do not suffer harm through action or inaction of school staff, ensure they are not harmed by any hazard arising at the school. Ensure they are warned about any significant hazard that arises at school which might not arise in the ordinary course of events, at the time they enter the school.

- TKA o W will take all practicable steps to provide and maintain a safe working environment and facilities for all staff. Ensure staff are not exposed to hazards, use equipment that is safe and provide procedures for dealing with all hazards and emergencies. TKA o W will inform and train staff in health and safety matters, to record and investigate injuries and the reporting of serious incidents.

Acceptance of Draft Agreement

The Crown's commercial position is reflected in the draft Agreement attached as Schedule 1 to this RFA (the Draft Agreement).

Each Applicant is asked to confirm its acceptance of the Draft Agreement. If you would not be prepared to enter into the Draft Agreement in the form attached, please include in your proposal the amendments you consider are required to the form of contract and the reasons you are requesting them, propose an alternative position that would protect the interests of both parties and confirm that all the other clauses in the agreement are acceptable.

Clause number	Detailed explanation of why the clause is unacceptable	Proposed new position that protects the interests of both parties
N / A		

The Crown will, in its absolute discretion, take such proposed amendments into account during the evaluation process, but the Minister is under no obligation to accept any such proposed amendments. Should an Applicant be selected to proceed to contract negotiations, **only those provisions identified** as requiring amendment in the Application and any entirely new provisions that the Minister may introduce as forming part of the final Contract can be the subject of contract negotiations. Any attempt by any Applicant to raise new or different issues may result in the Minister terminating contract negotiations with that Applicant.

6 Assumptions, Risks and Caveats

Please complete the table listing all of the assumptions, risks and caveats made throughout your proposal.

Reference	Type (A / R / C)	Subject	Comment
1			
2			

Everything aspect of this proposal poses assumptions, risks and caveats as everything is 'proposed' not actual. Therefore, as a result, not attracting the following will create all or some of these issues:

- projected students
- projected staffing
- projected funding
- and every other aspect that supports operating a school of this nature when all of the above are in deficit

The only surety with this proposal is that the organisation has:

- a group of people with both the skills, dedication and capability
- a proven successful educational track record
- a proven track record of operations spanning over 20 years

Te Kura Amorangi o Whakawātea

Appendix 1

Ngā Āhuatanga Amorangi Curriculum

Te Wharekura Amorangi o Whakawātea
Ngā Āhuatanga Amorangi o Whakawātea Curriculum

Ngā Āhuatanga Amorangi (Graduate Profile) Based Curriculum

Kiwi	Pīpīwharauroa	Kea	Ruru	Kōtuku
Ngā Taonga Horomata I whakatinana te kiwi i ngā taonga horomata Tātou, tātou Being proud of the unique & the specialness of you as well, reciprocity Service Full personal responsibility Reka mai, reka atu I am a unique and special person because of the world I create	**Huanga Hīnonga** The Bill Gates and Steve Price's of the world Hard working Get on with it attitude He tangata amorangi au In every sense of my life I see all that the world can offer me and accept the challenges that are set before me	**Kia Urupouamu** Inquisitive Enquiring Independent Thoughtful Communicating I fully participate in my life. I practice high level thinking and discernment	**Puna Mātauranga** He akonga ka ako ā mate noa atu Loving Learning	**Tū Rangatira** Tāu ana i te ao Managing self Engaging in creating worthwhile lives they love that facilitate their potential, not imbued by peer pressure that sees them making choices that interfere with their personal lifestyle, health, relationships, education or, career – they do not get distracted from the life they want and deserve / EQ

Ngā Āhuatanga Amorangi

Kia īta te Mauri
Te Pito Mata
Huanga Hīnonga
Ngā Taonga Horomata
Ngā Hiahia ā-tauira, ā-whānau

Mā te kahukura, mā te huruhuru, ka rere te manu

Kōtuku – Kia ai he tā kōtuku ki roto o te nohoanga pahū, kia tau ai

Tū Rangatira,Tū Maia,Tū Takitahi, Kia Ngākau Māhaki / Hūmārie. He tangata ū ki tāna e whai ana. Kaiwhakaritenga mahi.

Kea – Te Kea e rere ana

Kia Urupounamu. Pakirehua. Miharo, Whakahirahira

Kiwi – Te manu huna a Tāne

Reka mai, reka atu. Tātou, tātou, Kaiwhakaritenga mahi

Ruru – He nui ōna whakaaro, inā puaki tōna māngai

He akonga ka ako ā mate ki te ako. Puna mātauranga

Pīpīwharauroa – Kūī Kūī Kūī whiti, whiti, ora (BG)

He tangata amorangi noa atu. E Kaingākau ana Kaikōrero hiranga. Hinengaro auaha

Support Curriculum Document to Graduate Profile Based Curriculum:
NZ Curriculum
Te Marautanga o Aotearoa

Kiwi

Communication Skills
Students will:
communicate competently and confidently by listening, speaking, reading, and writing, and by using other forms of communication where appropriate;
convey and receive information, instruction, ideas, and feelings appropriately and effectively in a range of different cultural, language, and social contexts;
develop skills of discrimination and critical analysis in relation to the media, and to aural and visual messages from other sources; o argue a case clearly, logically, and convincingly;
become competent in using new information and communication technologies, including augmented communication for people with disabilities.

Numeracy Skills
Students will:
calculate accurately;
estimate proficiently and with confidence;
use calculators and a range of measuring instruments confidently and competently;
recognise, understand, analyse, and respond to information which is presented in mathematical ways, for example, in graphs, tables, charts, or percentages;
organise information to support logic and reasoning;
recognise and use numerical patterns and relationships.

Information Skills
Students will:
identify, locate, gather, store, retrieve, and process information from a range of sources;
organise, analyse, synthesize, evaluate, and use information;
present information clearly, logically, concisely, and accurately;
identify, describe, and interpret different points of view, and distinguish fact from opinion;
use a range of information-retrieval and information-processing technologies confidently and competently

Problem-solving Skills
Students will:
think critically, creatively, reflectively, and logically;
exercise imagination, initiative, and flexibility;
identify, describe, and redefine a problem;
analyse problems from a variety of different perspectives;
make connections and establish relationships;
inquire and research, and explore, generate, and develop ideas;
try out innovative and original ideas;
design and make;
test ideas and solutions, and make decisions on the basis of experience and supporting evidence;
evaluate processes and solutions.

Self-management and Competitive Skills
Students will:
set, evaluate, and achieve realistic personal goals;
manage time effectively;
show initiative, commitment, perseverance, courage, and enterprise;
adapt to new ideas, technologies, and situations;
develop constructive approaches to challenge and change, stress and conflict, competition, and success and failure;
develop the skills of self-appraisal and self-advocacy;
achieve self-discipline and take responsibility for their own actions and decisions;
develop self-esteem and personal integrity;
take increasing responsibility for their own health and safety, including the development of skills for protecting the body from harm and abuse;
develop a range of practical life skills, such as parenting, budgeting, consumer, transport, and household maintenance skills.

Social and Co-operative Skills
Students will:
develop good relationships with others, and work in co-operative ways to achieve common goals;
take responsibility as a member of a group for jointly decided actions and decisions;
participate appropriately in a range of social and cultural settings;
learn to recognise, analyse, and respond appropriately to discriminatory practices and behaviours;
acknowledge individual differences and demonstrate respect for the rights of all people;
demonstrate consideration for others through qualities such as integrity, reliability, trustworthiness, caring or

compassion (aroha), fairness, diligence, tolerance (rangimarie), and hospitality or generosity (manaakitanga);
develop a sense of responsibility for the well-being of others and for the environment;
participate effectively as responsible citizens in a democratic society;
to develop the ability to negotiate and reach consensus.

Physical Skills

Students will:

develop personal fitness and health through regular exercise, good hygiene, and healthy diet;
develop locomotor, non-locomotor, and manipulative skills;
develop basic first aid skills;
develop specialised skills related to sporting, recreational, and cultural activities;
learn to use tools and materials efficiently and safely;
develop relaxation skills.

Work and Study Skills

Students will:

work effectively, both independently and in groups;
build on their own learning experiences, cultural backgrounds, and preferred learning styles;
develop sound work habits;
take increasing responsibility for their own learning and work;
develop the desire and skills to continue leanirng throughout life;
make career choices on the basis of realistic information and self-appraisal.

Key Competencies - The New Zealand Curriculum

Thinking

Thinking is about using creative, critical, and metacognitive processes to make sense of information, experiences, and ideas. These processes can be applied to purposes such as developing understanding, making decisions, shaping actions, or constructing knowledge. Intellectual curiosity is at the heart of this competency.

Students who are competent thinkers and problem-solvers actively seek, use, and create knowledge. They reflect on their own learning, draw on personal knowledge and intuitions, ask questions, and challenge the basis of assumptions and perceptions.

Using language, symbols, and texts

Using language, symbols, and texts is about working with and making meaning of the codes in which knowledge is expressed. Languages and symbols are systems for representing and communicating information, experiences, and ideas. People use languages and symbols to produce texts of all kinds: written, oral/aural, and visual; informative and imaginative; informal and formal; mathematical, scientific, and technological.

Students who are competent users of language, symbols, and texts can interpret and use words, number, images, movement, metaphor, and technologies in a range of contexts. They recognise how choices of language, symbol, or text affect people's understanding and the ways in which they respond to communications. They confidently use ICT (including, where appropriate, assistive technologies) to access and provide information and to communicate with others.

Managing self

This competency is associated with self-motivation, a "can-do" attitude, and with students seeing themselves as capable learners. It is integral to self-assessment.

Students who manage themselves are enterprising, resourceful, reliable, and resilient. They establish personal goals, make plans, manage projects, and set high standards. They have strategies for meeting challenges. They know when to lead, when to follow, and when and how to act independently.

Relating to others

Relating to others is about interacting effectively with a diverse range of people in a variety of contexts. This competency includes the ability to listen actively, recognise different points of view, negotiate, and share ideas.

Students who relate well to others are open to new learning and able to take different roles in different situations. They are aware of how their words and actions affect others. They know when it is appropriate to compete and when it is appropriate to co-operate. By working effectively together, they can come up with new approaches, ideas, and ways of thinking.

Participating and contributing

This competency is about being actively involved in communities. Communities include family, whānau, and school and those based, for example, on a common interest or culture. They may be drawn together for purposes such as learning, work, celebration, or recreation. They may be local, national, or global. This competency includes a capacity to contribute appropriately as a group member, to make connections with others, and to create opportunities for others in the group.

Students who participate and contribute in communities have a sense of belonging and the confidence to participate within new contexts. They understand the importance of balancing rights, roles, and responsibilities and of contributing to the quality and sustainability of social, cultural, physical, and economic environments.

As per: http://nzcurriculum.tki.org.nz/Curriculum-documents/The-New-Zealand-Curriculum/Key-competencies#T

Support Curriculum Document to Graduate Profile Based Curriculum:
NZ Curriculum
Te Marautanga o Aotearoa

Pīpīwharauroa

Communication Skills
Students will:
communicate competently and confidently by listening, speaking, reading, and writing, and by using other forms of communication where appropriate;
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develop skills of discrimination and critical analysis in relation to the media, and to aural and visual messages from other sources; o argue a case clearly, logically, and convincingly;
become competent in using new information and communication technologies, including augmented communication for people with disabilities

Numeracy Skills
Students will:
calculate accurately;
estimate proficiently and with confidence;
use calculators and a range of measuring instruments confidently and competently;
recognise, understand, analyse, and respond to information which is presented in mathematical ways, for example, in graphs, tables, charts, or percentages;
organise information to support logic and reasoning;
recognise and use numerical patterns and relationships.

Information Skills
Students will:
identify, locate, gather, store, retrieve, and process information from a range of sources;
organise, analyse, synthesize, evaluate, and use information;
present information clearly, logically, concisely, and accurately;
identify, describe, and interpret different points of view, and distinguish fact from opinion;
use a range of information-retrieval and information-processing technologies confidently and competently

Problem-solving Skills
Students will:
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try out innovative and original ideas;
design and make;
test ideas and solutions, and make decisions on the basis of experience and supporting evidence;
evaluate processes and solutions.

Self-management and Competitive Skills
Students will:
set, evaluate, and achieve realistic personal goals;
manage time effectively;
show initiative, commitment, perseverance, courage, and enterprise;
adapt to new ideas, technologies, and situations;
develop constructive approaches to challenge and change, stress and conflict, competition, and success and failure;
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learn to recognise, analyse, and respond appropriately to discriminatory practices and behaviours;
acknowledge individual differences and demonstrate respect for the rights of all people;
demonstrate consideration for others through qualities such as integrity, reliability, trustworthiness, caring or

compassion (aroha), fairness, diligence, tolerance (rangimarie), and hospitality or generosity (manaakitanga);
develop a sense of responsibility for the well-being of others and for the environment;
participate effectively as responsible citizens in a democratic society;
to develop the ability to negotiate and reach consensus.

Physical Skills

Students will:

develop personal fitness and health through regular exercise, good hygiene, and healthy diet;
develop locomotor, non-locomotor, and manipulative skills;
develop basic first aid skills;
develop specialised skills related to sporting, recreational, and cultural activities;
learn to use tools and materials efficiently and safely;
develop relaxation skills.

Work and Study Skills

Students will:

work effectively, both independently and in groups;
build on their own learning experiences, cultural backgrounds, and preferred learning styles;
develop sound work habits;
take increasing responsibility for their own learning and work;
develop the desire and skills to continue leanirng throughout life;
make career choices on the basis of realistic information and self-appraisal.

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Relating to others

Relating to others is about interacting effectively with a diverse range of people in a variety of contexts. This competency includes the ability to listen actively, recognise different points of view, negotiate, and share ideas.

Students who relate well to others are open to new learning and able to take different roles in different situations. They are aware of how their words and actions affect others. They know when it is appropriate to compete and when it is appropriate to co-operate. By working effectively together, they can come up with new approaches, ideas, and ways of thinking.

Participating and contributing

This competency is about being actively involved in communities. Communities include family, whānau, and school and those based, for example, on a common interest or culture. They may be drawn together for purposes such as learning, work, celebration, or recreation. They may be local, national, or global. This competency includes a capacity to contribute appropriately as a group member, to make connections with others, and to create opportunities for others in the group.

Students who participate and contribute in communities have a sense of belonging and the confidence to participate within new contexts. They understand the importance of balancing rights, roles, and responsibilities and of contributing to the quality and sustainability of social, cultural, physical, and economic environments.

As per: http://nzcurriculum.tki.org.nz/Curriculum-documents/The-New-Zealand-Curriculum/Key-competencies#T

Support Curriculum Document to Graduate Profile Based Curriculum:
NZ Curriculum
Te Marautanga o Aotearoa

Kea

Communication Skills
Students will:
communicate competently and confidently by listening, speaking, reading, and writing, and by using other forms of communication where appropriate;
convey and receive information, instruction, ideas, and feelings appropriately and effectively in a range of different cultural, language, and social contexts;
develop skills of discrimination and critical analysis in relation to the media, and to aural and visual messages from other sources; o argue a case clearly, logically, and convincingly;
become competent in using new information and communication technologies, including augmented communication for people with disabilities

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organise information to support logic and reasoning;
recognise and use numerical patterns and relationships.

Information Skills
Students will:
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organise, analyse, synthesize, evaluate, and use information;
present information clearly, logically, concisely, and accurately;
identify, describe, and interpret different points of view, and distinguish fact from opinion;
use a range of information-retrieval and information-processing technologies confidently and competently

Problem-solving Skills
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think critically, creatively, reflectively, and logically;
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try out innovative and original ideas;
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test ideas and solutions, and make decisions on the basis of experience and supporting evidence;
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adapt to new ideas, technologies, and situations;
develop constructive approaches to challenge and change, stress and conflict, competition, and success and failure;
develop the skills of self-appraisal and self-advocacy;
achieve self-discipline and take responsibility for their own actions and decisions;
develop self-esteem and personal integrity;
take increasing responsibility for their own health and safety, including the development of skills for protecting the body from harm and abuse;
develop a range of practical life skills, such as parenting, budgeting, consumer, transport, and household maintenance skills.

Social and Co-operative Skills
Students will:
develop good relationships with others, and work in co-operative ways to achieve common goals;
take responsibility as a member of a group for jointly decided actions and decisions;
participate appropriately in a range of social and cultural settings;

learn to recognise, analyse, and respond appropriately to discriminatory practices and behaviours;
acknowledge individual differences and demonstrate respect for the rights of all people;

demonstrate consideration for others through qualities such as integrity, reliability, trustworthiness, caring or compassion (aroha), fairness, diligence, tolerance (rangimarie), and hospitality or generosity (manaakitanga);
develop a sense of responsibility for the well-being of others and for the environment;
participate effectively as responsible citizens in a democratic society;
to develop the ability to negotiate and reach consensus.

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develop specialised skills related to sporting, recreational, and cultural activities;
learn to use tools and materials efficiently and safely;
develop relaxation skills.

Work and Study Skills

Students will:

work effectively, both independently and in groups;
build on their own learning experiences, cultural backgrounds, and preferred learning styles;
develop sound work habits;
take increasing responsibility for their own learning and work;
develop the desire and skills to continue leanirng throughout life;
make career choices on the basis of realistic information and self-appraisal.

Key Competencies - The New Zealand Curriculum

Thinking

Thinking is about using creative, critical, and metacognitive processes to make sense of information, experiences, and ideas. These processes can be applied to purposes such as developing understanding, making decisions, shaping actions, or constructing knowledge. Intellectual curiosity is at the heart of this competency.

Students who are competent thinkers and problem-solvers actively seek, use, and create knowledge. They reflect on their own learning, draw on personal knowledge and intuitions, ask questions, and challenge the basis of assumptions and perceptions.

Using language, symbols, and texts

Using language, symbols, and texts is about working with and making meaning of the codes in which knowledge is expressed. Languages and symbols are systems for representing and communicating information, experiences, and ideas. People use languages and symbols to produce texts of all kinds: written, oral/aural, and visual; informative and imaginative; informal and formal; mathematical, scientific, and technological.

Students who are competent users of language, symbols, and texts can interpret and use words, number, images, movement, metaphor, and technologies in a range of contexts. They recognise how choices of language, symbol, or text affect people's understanding and the ways in which they respond to communications. They confidently use ICT (including, where appropriate, assistive technologies) to access and provide information and to communicate with others.

Managing self

This competency is associated with self-motivation, a "can-do" attitude, and with students seeing themselves as capable learners. It is integral to self-assessment.

Students who manage themselves are enterprising, resourceful, reliable, and resilient. They establish personal goals, make plans, manage projects, and set high standards. They have strategies for meeting challenges. They know when to lead, when to follow, and when and how to act independently.

Relating to others

Relating to others is about interacting effectively with a diverse range of people in a variety of contexts. This competency includes the ability to listen actively, recognise different points of view, negotiate, and share ideas.

Students who relate well to others are open to new learning and able to take different roles in different situations. They are aware of how their words and actions affect others. They know when it is appropriate to compete and when it is appropriate to co-operate. By working effectively together, they can come up with new approaches, ideas, and ways of thinking.

Participating and contributing

This competency is about being actively involved in communities. Communities include family, whānau, and school and those based, for example, on a common interest or culture. They may be drawn together for purposes such as learning, work, celebration, or recreation. They may be local, national, or global. This competency includes a capacity to contribute appropriately as a group member, to make connections with others, and to create opportunities for others in the group.

Students who participate and contribute in communities have a sense of belonging and the confidence to participate within new contexts. They understand the importance of balancing rights, roles, and responsibilities and of contributing to the quality and sustainability of social, cultural, physical, and economic environments.

As per: http://nzcurriculum.tki.org.nz/Curriculum-documents/The-New-Zealand-Curriculum/Key-competencies#T

Support Curriculum Document to Graduate Profile Based Curriculum:
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Ruru

Communication Skills
Students will:
communicate competently and confidently by listening, speaking, reading, and writing, and by using other forms of communication where appropriate;
convey and receive information, instruction, ideas, and feelings appropriately and effectively in a range of different cultural, language, and social contexts;
develop skills of discrimination and critical analysis in relation to the media, and to aural and visual messages from other sources; o argue a case clearly, logically, and convincingly;
become competent in using new information and communication technologies, including augmented communication for people with disabilities

Numeracy Skills
Students will:
calculate accurately;
estimate proficiently and with confidence;
use calculators and a range of measuring instruments confidently and competently;
recognise, understand, analyse, and respond to information which is presented in mathematical ways, for example, in graphs, tables, charts, or percentages;
organise information to support logic and reasoning;
recognise and use numerical patterns and relationships.

Information Skills
Students will:
identify, locate, gather, store, retrieve, and process information from a range of sources;
organise, analyse, synthesize, evaluate, and use information;
present information clearly, logically, concisely, and accurately;
identify, describe, and interpret different points of view, and distinguish fact from opinion;
use a range of information-retrieval and information-processing technologies confidently and competently

Problem-solving Skills
Students will:
think critically, creatively, reflectively, and logically;
exercise imagination, initiative, and flexibility;
identify, describe, and redefine a problem;
analyse problems from a variety of different perspectives;
make connections and establish relationships;
inquire and research, and explore, generate, and develop ideas;
try out innovative and original ideas;
design and make;
test ideas and solutions, and make decisions on the basis of experience and supporting evidence;
evaluate processes and solutions.

Self-management and Competitive Skills
Students will:
set, evaluate, and achieve realistic personal goals;
manage time effectively;
show initiative, commitment, perseverance, courage, and enterprise;
adapt to new ideas, technologies, and situations;
develop constructive approaches to challenge and change, stress and conflict, competition, and success and failure;
develop the skills of self-appraisal and self-advocacy;
achieve self-discipline and take responsibility for their own actions and decisions;
develop self-esteem and personal integrity;
take increasing responsibility for their own health and safety, including the development of skills for protecting the body from harm and abuse;
develop a range of practical life skills, such as parenting, budgeting, consumer, transport, and household maintenance skills.

Social and Co-operative Skills
Students will:
develop good relationships with others, and work in co-operative ways to achieve common goals;
take responsibility as a member of a group for jointly decided actions and decisions;
participate appropriately in a range of social and cultural settings;
learn to recognise, analyse, and respond appropriately to discriminatory practices and behaviours;
acknowledge individual differences and demonstrate respect for the rights of all people;
demonstrate consideration for others through qualities such as integrity, reliability, trustworthiness, caring or

compassion (aroha), fairness, diligence, tolerance (rangimarie), and hospitality or generosity (manaakitanga);
develop a sense of responsibility for the well-being of others and for the environment;
participate effectively as responsible citizens in a democratic society;
to develop the ability to negotiate and reach consensus.

Physical Skills

Students will:

develop personal fitness and health through regular exercise, good hygiene, and healthy diet;
develop locomotor, non-locomotor, and manipulative skills;
develop basic first aid skills;
develop specialised skills related to sporting, recreational, and cultural activities;
learn to use tools and materials efficiently and safely;
develop relaxation skills.

Work and Study Skills

Students will:

work effectively, both independently and in groups;
build on their own learning experiences, cultural backgrounds, and preferred learning styles;
develop sound work habits;
take increasing responsibility for their own learning and work;
develop the desire and skills to continue leanirng throughout life;
make career choices on the basis of realistic information and self-appraisal.

Key Competencies - The New Zealand Curriculum

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Kōtuku

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As per: http://nzcurriculum.tki.org.nz/Curriculum-documents/The-New-Zealand-Curriculum/Key-competencies#T

Te Kura Amorangi o Whakawātea

Appendix 2

Career Based Curriculum

Te Kura Amorangi o Whakawātea
Career Based Curriculum

Business	**Professional**	**I.T. / Technical / Other**	**Sciences / Academic / Other**	**Health / Fitness / Therapies / Medical**	**The Arts**
Entrepreneurship Management Business Administration Economics Banking Investment Project Management Human Resources Staff Development System Design System Management Māori Business	Doctor Dentist Pharmacist Dietician Lawyer Teacher Accountant Academic Finance Veterinarian Engineer Architect Quantity Surveyor	<u>I.T.</u> Computer Science Programming Programme Design Technician Web Design <u>TECHNICAL</u> Hairdresser Chef Carpentry Joinery Plumbing Electrician Mechanic Engineering Nurse Technician Apprenticeships <u>OTHER</u> Farming Agriculture Horticulture	<u>SCIENCES</u> Scientist Biology Pharmaceutical Medicine Social <u>ACADEMIC</u> Education Teacher Research Mathematics <u>OTHER</u> Te Reo Māori Linguist Media Writing Publishing	Sport Science Fitness & Health Wellbeing & Health Sport Psychology High Performance Sport Training Personal Trainer Beauty Therapies Spa Therapies Massage Therapy Colonic Hydrotherapy Naturopath Homeopath Herbalist	Performing Arts Culture Acting / Drama Dance Music Instrument Voice Visual Art Sculpture Design Graphics Clothing Design Interior Design Landscape Design

Support Curriculum Document to Guide Career Based Curriculum:
NZ Curriculum
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Business

NZQA / NCEA

Key concepts in Business Studies
Key concepts are the big ideas and understandings that we hope will remain with our students long after they have left school.
The central theme/big idea of business studies is enterprise. Closely related are the three broad concepts: Globalisation, citizenship, sustainability.
These four concepts are the 'future focused themes' identified in The New Zealand Curriculum.
In business studies, students encounter many other important concepts, such as:
Management, rangatiratanga , rights and responsibilities, hangarau, needs and wants, kawa, organisation, supply and demand, scarcity, manaakitanga, culture, whānau
See also:
Business studies and the future focus principle
Business-related concepts
Māori culture and values in business

As per: http://seniorsecondary.tki.org.nz/Social-sciences/Business-studies/Key-concepts

Māori business
A Māori business is a business that identifies itself as a Māori business. It will be owned by Māori and may be predominantly staffed by Māori. Typically, it will strongly value Māori culture and tikanga. Part of its kaupapa may be to support particular outcomes for Māori, and te reo may often be used in workplace interactions.
About Māori business
What makes a business a Māori business?
The Māori economy
Māori business: Points of difference
This section is intended especially for teachers who are using a Māori business for their case study. It was developed by Māori business experts.
About Māori business
Many modern Māori businesses operate with Māori culture, values and tradition, alongside modern techniques and technologies. Māori ways of practising business are playing an important role in transforming the nature of business in New Zealand.
For example Māori (like other indigenous peoples) have long advocated for and practised the 'multiple bottom line' in business. They have also demonstrated that it can work. In recent times, there has been increasing acceptance of the idea that businesses should accept responsibility and be accountable across a range of domains, and should not focus solely on financial profit. Many non-Māori businesses are also beginning to incorporate social, cultural, philanthropic, environmental, and/or other sustainability goals into their kaupapa.
What makes a business a Māori business?
Māori businesses are businesses or enterprises that are: owned by Māori, and/or fully or substantially controlled by Māori, and/or operated according to traditional and/or contemporary Māori culture and values.
Some Māori businesses are owner-operated and some employ people of Māori descent. Others may employ people of diverse ethnicities.
The Māori economy
The Māori economy is defined as assets owned and income earned by Māori. It includes collectively owned trusts and incorporations, Māori owned businesses and service providers. Within the Māori economy, Māori can express their collective interests and aspirations (G. Harmsworth, Mana Taiao; (2006) Maori Values in the Maori Business Approach; a Report to the FoRST).
The Māori economy is a significant and growing contributor to the total New Zealand economy. Between 1996 and 2003, its contribution to the gross domestic product (GDP) increased by 123% (Te Puni Kokiri, 2007).
In 2007, Māori business was found primarily in agriculture, fisheries, and housing (together comprising 75% of the Māori economy). However, Māori businesses are diversifying, with increasing investment, ownership, and business development by Māori in the tourism and hospitality, telecommunications and energy, dairying, wine, and horticulture industries (Ibid, p. 28).
Māori business: Points of difference
Some Māori businesses operate in an almost identical manner to non-Māori businesses. But there are also areas in which Māori businesses may differ in significant ways from other New Zealand businesses. These differences fall into two categories:
Legislative

Māori businesses must comply with all laws that apply to New Zealand businesses generally. But in addition, there are some laws that apply only to Māori businesses. For example, the Māori Reserved Lands Act (1997), Te Ture Whenua Māori Act (1993), and the Māori Fisheries Act (2004) set rules and define structures and processes that Māori businesses based on collectively owned assets such as Māori land and fishing quotas must follow.

Culture and values

Māori culture and values may be woven through Māori businesses in clear and obvious ways, or in quite subtle, less visible ways. For example, some businesses are based on tribal assets or openly promote Māori language, culture, and products. Other Māori businesses may appear to operate like non-Māori businesses, but incorporate Māori values such as manaakitanga, whanaungatanga, and tuhonotangaion into their thinking and ways of working. Multiple objectives – social, cultural, environmental, spiritual, and economic – are often very important in business as practised by Māori.

See also:

Māori business: Ownership and responsibility
Māori business: Characteristics
Māori culture and values in business
Māori business: Legal frameworks
Māori business: Historical context
Glossary: Māori words and terms

“TPK considers that Māori ownership is the key criteria for defining a Māori business (White, pers. comm., 2002). That said, there are also some other elements that one might also consider (Ibid). These include:
Self-identification - that is, do people promote themselves as a Māori ...business
Employment - a business that employs a large percentage of Māori staff
Values - for example, employing whānau, welcoming visitors, using traditional practices
Their broad view defines a Māori (business) as including both traditional and contemporary aspects of Maori culture and values” (Zygadlo; McIntosh; Matunga; Fairweather; Simmons, 2003).

As Per : http://seniorsecondary.tki.org.nz/Social-sciences/Business-studies/Maori-business

Support Curriculum Document to Guide Career Based Curriculum:
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Professional

NZQA / NCEA

Key concepts in Accounting
Key concepts are the big ideas and understandings that we hope will remain with our students long after they have left school.
'A business that makes nothing but money is a poor business.'
Henry Ford
The big ideas in accounting
These are the driving imperatives that underpin the practice of accounting and support young people to contribute to the well-being of New Zealand as actively involved, confident and connected, responsible citizens.
Integrity: being honest, responsible, and accountable and acting ethically with awareness of social and cultural differences.
Accountability: justifying and taking responsibility for actions and decisions; adhering to the law and keeping accurate records of property, documents, or funds.
Confidentiality: being trustworthy and having the ability to keep the financial affairs of others secure and not passing on private information other than to those with a legal right.
Reliability: being trusted and organised and having the ability to deliver on time.
Relevance: being able to connect current information and keep up to date on any changes that may affect financial decision-making.
Citizenship: understanding the importance of contributing to the community and being able to be fiscally responsible.
Sustainability: the need for an entity to operate profitably taking into consideration ecological issues.
Accounting practices
'As a small businessperson, you have no greater leverage than the truth.'
John Greenleaf Whittier
Processing: gather and sort financial information that can be used to prepare financial statements.
Reporting: prepare financial statements for a variety of users to provide information about their financial performance and position.
Interpreting and decision-making: interpret the financial statements for a variety of users to enable decisions to be made.
Developing digital literacy: embrace relevant technologies in all aspects of accounting to reflect modern business practices.
The discipline of Accounting is predicated on the New Zealand Framework. This framework is based on the International Accounting Standards Board Framework for the Preparation and Presentation of Financial Statements 2005. It sets out the concepts that underpin the preparation and presentation of financial statements.
See:
IFRS Foundation – The IASB (International Accounting Standards Board)
NZICA – New Zealand Institute of Chartered Accountants

As Per: http://seniorsecondary.tki.org.nz/Social-sciences/Accounting/Key-concepts

Key concepts in Legal Studies
Key concepts are the big ideas and understandings that we hope will remain with our students long after they have left school.
The key concepts or big ideas in legal studies
Law
The role of law and its relationship to society, the ability of the legal system to provide just outcomes for all individuals and groups, how the legal system impacts on our lives and how we can influence and change it.
Democracy and government - The power to determine how you are governed, electing government, power sharing between parliament, executive and the judiciary.
Justice - The ability of the legal system to provide just outcomes for all individuals and groups, how the system impacts on our lives and how we can influence and change it.
Sub-concepts
Some examples of concepts of law - Customary law, Rights and their limitations, Freedom of the press, Rule of law, Personal relationships (for example, civil union/marriage/guardianship), Dicey's principles, National sovereignty, Parliamentary sovereignty, Supranationalism, Natural justice, Negligence, Contract, Crime, Property
Legal ethics, Privacy, Securities, Tax.
Some examples of concepts of democracy and government - Liberal democracy, Parliamentary sovereignty, Rule of law, Elections, Civil liberties, Free press, Autocratic Government, Theocratic Government, Rights and their limitations,

Social contract, Separation of powers, Checks and balances, Unitary form of government, Federal form of government,Constitutions
Some examples of concepts of justice - Scales of justice, Origins of justice, Youth justice systems, Criminal justice systems, Civil justice systems, Judicial review,Family justice systems, Waitangi Tribunal, International criminal justice system, Alternative dispute resolution, Distributive justice, Social justice, Human Rights Review Tribunal Inquisitorial system, Challenging state power.
Application of concepts
Legal Studies concepts and principles, systems and processes which stand alone have no practical application in the real world. It is in the application of concepts to specific issues and case studies where the law becomes a useful and indeed exciting field of study.
The ability of a student to apply a theoretical legal concept to a concrete example of a legal issue is a key competency that is unique to legal studies. This competency is taught at great length in Law Faculties in Universities. In acquiring competence in this core skill, students begin to think like lawyers.
Specific issues and cases need to be taught and learned alongside the concepts. These issues and cases form the contexts of Legal Studies. Whilst Legal Studies is a subject that is driven by concepts, these must be supported through application in specific contexts.

As Per: http://seniorsecondary.tki.org.nz/Social-sciences/Legal-studies/Key-concepts

As per any relevant standard, and if not available developed over time as an approved national standard.

Support Curriculum Document to Guide Career Based Curriculum:
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I.T. / Technical / Other

NZQA / NCEA

Key concepts in technology
Key concepts are the 'big ideas' or understandings that we hope will remain with our students long after they have left school. These understandings include:
innovation
sustainability
enterprise
design.
Students need time and opportunity to explore these; to appreciate the breadth, depth, and subtlety of meaning that attaches to them; to learn that different people view them from different perspectives; and to understand that meaning is not static.
By approaching the key concepts in different ways and by revisiting them in different contexts within a relatively short time span, students come to refine and embed their understanding of them.
Innovation
Innovation is a key economic driver and one of the values to be encouraged as identified in The New Zealand Curriculum.
Technological innovation can be described as the development of new ways of thinking, and creating and producing novel solutions and outcomes. Original, creative and critical thinking in technology can result in the innovative and effective use of existing technologies, and the design of new technological outcomes that are fit for purpose.
Product innovation often involves thinking 'outside the box' and seeking connections with related disciplines such as the arts, mathematics and statistics, sciences, and social sciences. These developments can lead to new and creative products for the global market. One such innovation is the Lumos bracket which demonstrates a new way of producing an existing item.
Learn more:
Technology Online: Lumos Bracket
An example of innovative product development where there was collaboration between biomedical engineers and an ICU doctor at Christchurch Hospital to develop an infuser for sedation
Learn more:
Technology Online: Infuser for sedation
Intellectual property
When an original idea is developed into something more tangible, such as an innovative technological outcome, the thinking behind the innovation is often referred to as intellectual property (IP). Just as there are legal rights and obligations associated with the ownership of physical property, there are legal rights and obligations associated with the ownership of IP.
Aspects of intellectual property relating to technology that may impact on students and their innovative solutions are trademarks, patents, registered designs and copyright. Each of these IP rights is property that can be owned, sold, hired, licensed (a license is simply a legal term for a permission to do something) or given away.
Learn more:
Technology Online: Intellectual property
Sustainability
Sustainability in a technology context is about using resources and creating products and outcomes or services in such a way that they meet present needs without compromising the ability of future generations to meet their needs. The creation of innovative solutions today is often fuelled by our desire for a more sustainable future whether it is environmental, social or economic.
Designers need to look at sustainability from a number of perspectives in order to develop outcomes that are created, manufactured, maintained and able to be disposed of in a socially acceptable and sustainable way. For example, green motorcycle innovation required designers to balance performance with issues of environmental sustainability.
Learn more:
Technology Online: Technologists' practice – Design
New Zealand has unique natural resources from which we make new products such as cosmetic ingredients, bioplastics, medicines, biofuels and fabrics. In developing these new products we raise the issue of value and sustainability of the resource for future use. For example, the use of manuka honey in the development of wound-care products has significantly increased public perceptions of the value of manuka and caused a conscious effort to maintain areas of native manuka bush.
Learn more:
Biotechnology Learning Hub: Biotech and taonga
Enterprise

In technology enterprise can be characterised as students engaging in purposeful and industrious undertakings, developing a boldness and effort in their practical endeavours, and demonstrating a readiness to embark on innovative new ventures, while taking informed risks when developing solutions.
Students can develop enterprising attributes when working in collaboration with professional technologists and businesses to work through technological development. Cross curricular links to the Young Enterprise scheme can also be explored through technological practice. By creating food products for Wishbone outlets, students at one school have developed their understanding of food and nutrition as a key knowledge base for their work in food technology.
Learn more:
Technology Online: Classroom practice case study – Food technology
Technology Online: Partnerships with Industry
Education for Enterprise
Design
Design in technology refers to the practice undertaken to create a technological outcome as well as the description of the physical and functional nature of that outcome. In technology, the word design is used as both a verb and noun – 'to design' and 'a design'.
When designing, students are engaged in problem solving and creatively devising new and innovative outcomes. The design practice they follow assists in identifying and overcoming potential problems and enables a designer/technologist to clearly demonstrate the outcome's potential fitness for purpose through the communication of a conceptual design.
In technology education students learn about the elements and principles of design. How these elements are prioritised within design practice influence the overall 'design' of the outcome.
Design as a process requires students to consider the sociocultural, aesthetic and functional dimensions of the design and design process.

As Per: http://seniorsecondary.tki.org.nz/Technology/Key-concepts

Other

Key concepts in Agriculture and Horticulture
Key concepts are the big ideas and understandings that we hope will remain with our students long after they have left school.
The following are key concepts/big ideas in agricultural and horticultural science.
Primary producers produce for a market
Primary producers use feedback from markets and communities to manage production processes to ensure that their product meets customer requirements.
Primary products are those that 'leave the farm gate' (for example, milk but not cheese, potatoes but not chips, grapes but not wine). Primary production focuses on how these are grown (for example, tomatoes that are field grown rather than hydroponically grown).
Producers systematically manage life processes
Primary producers systematically manage the life processes of plants, animals, and micro-organisms to ensure a marketable product.
Production systems must be sustainable
The impact of primary production systems on the environment must be minimised to ensure that they remain viable, protect the environment, and maintain New Zealand's reputation.
Sustainable management practices allow the production of primary products and the use of resources to meet present needs, without compromising the ability of future generations to meet their needs. Sustainable management practices achieve this by preventing, limiting, minimising, or correcting environmental damage to water, air, and soil, as well as considering ecosystems and problems related to waste, noise, and visual pollution.
Landscape design carried out to address the needs of clients must employ sustainable management practices that minimise environmental impact and enhance ecosystems by addressing pollution issues.
Producers must make a profit
Commercial producers produce only those products that will return a profit.
New Zealand has the resources to produce a very wide variety of plant and animal products, but commercial producers carefully weigh a full range of factors before they commit to producing a new product.
What is agricultural and horticultural science about?
Learning objectives
Learning objectives by strand

As Per: http://seniorsecondary.tki.org.nz/index.php/Science/Ag-and-hort-science/Key-concepts

As per any relevant standard, and if not available developed over time as an approved national standard.

Support Curriculum Document to Guide Career Based Curriculum:
NZ Curriculum
Te Marautanga o Aotearoa

Sciences / Academic / Other

NZQA / NCEA

Science

Key concepts in Science
Key concepts are the big ideas and understandings that we hope will remain with our students long after they have left school.
The following are key concepts/big ideas in science:
Science is evidence based
Scientific theories are based on evidence collected by making observations in the natural, physical world. These theories are supported, modified or replaced as new evidence appears. The search for evidence in science occurs through an inquiry process that blends human curiosity, imagination, logic and serendipity. It is strongly influenced by the ideas which people currently hold.
Scientific knowledge is provisional
Although reliable and durable, scientific knowledge is subject to change as scientists learn more about phenomena.
Scientists use theories and models to describe the natural and physical world
Scientists use simplified theories or models to describe the way the natural, physical world works. They use these models or theories to make predictions, test these predictions through experimentation and observation and use their results to revise and improve the models.
Science is influenced by society
Science is embedded in the culture of the times. Scientific views take into account contemporary values, ethics, economics and politics. Scientists work collaboratively and share their findings and build on the work of other scientists.
Key concepts: Biology | Earth and space science | Physics | Chemistry
Achievement objectives: Science

As per: http://seniorsecondary.tki.org.nz/index.php/Science/Key-concepts

Academic

As per any relevant standard, and if not available developed over time as an approved national standard.

Other

Key concepts in media studies
Key concepts are the big ideas and understandings that we hope will remain with our students long after they have left school.
The following are key concepts/big ideas in media studies.
Mediation
Media texts portray individuals, groups, experiences, ideas, or events from particular ideological or value perspectives, constructing a mediated version of reality. Meanings are shaped by the interaction of media texts with audiences and social contexts.
Communication
Media forms have their own specialist languages and characteristic symbols and structures. Media products have distinctive ways of telling stories, particular narratives, and recognisable genres. The production and distribution technologies of different mediums influence the message and how it is interpreted, not just how we access it. Technological change has an impact on media products and institutions.
Creativity
Media creation incorporates vision, energy, critique, and reflection to produce artistic and aesthetic interpretations. The creative processes in media production draws on individual, group, and community relationships.

As Per: http://seniorsecondary.tki.org.nz/Social-sciences/Media-studies/Key-concepts

Te Reo Māori

Te aho arataki marau mō te ako i te reo Māori/Curriculum guidelines for teaching and learning te reo Māori
Ko te reo te manawa pou o te Māori,
Ko te ihi te waimanawa o te tangata,
Ko te roimata, ko te hūpē te waiaroha.
Language is the lifeblood of Māori,
The life force and the sacred energy of man,
Tears and mucus are the spiritual expressions of feelings.
Ko tōku nui, tōku wehi, tōku whakatiketike, tōku reo.
My language is my greatness, my inspiration, that which I hold precious.
Ko te reo Māori te kākahu o te whakaaro, te huarahi i te ao tūroa.
The Māori language is the cloak of thought and the pathway to this natural world.
Ko te manu e kai ana i te miro, nōna te ngahere.
Ko te manu e kai ana i te mātauranga, nōna te ao.
The bird that partakes of the miro berry reigns in the forest.
The bird that partakes of the power of knowledge has access to the world.
Ko te reo te mauri o te mana Māori.
Language is the life force of Māori.
Te Aho Arataki Marau is intended to help every English-medium school in New Zealand to design and shape a curriculum that includes te reo Māori, alongside other learning areas.
Eight levels of achievement provide a framework for progression and allow continuity of language learning from year to year.
The levels outlined in Te Aho Arataki Marau target students successfully completing NCEA level 1 at year 11. To do this, students in year 11 be will be completing level 6 of Te Aho Arataki Marau.
The curriculum guidelines for te reo Māori in English-medium schools
Te Reo Māori in English-medium Schools community

As Per: http://seniorsecondary.tki.org.nz/Te-reo-Maori

As per any relevant standard, and if not available developed over time as an approved national standard.

Support Curriculum Document to Guide Career Based Curriculum:
NZ Curriculum
Te Marautanga o Aotearoa

Health / Fitness / Therapies / Medical

NZQA / NCEA

Health

Key concepts in health education
Key concepts are the big ideas and understandings that we hope will remain with our students long after they have left school.
Interrelatedness of the health and physical education key concepts
The underlying and interacting concepts of the health and physical education learning area (hauora, the socio-ecological perspective, health promotion, and attitudes and values) underpin and shape teaching and learning in health education.
Determinants of health
The factors that influence achievement of well-being for self, others, and society can be called determinants of health (as described by the World Health Organization).
These economic, environmental, social, political, and cultural determinants of health and lifestyle choices work together. They may compound or mitigate the effects of the others. The 'determinants of health' is a concept through which understanding of the socio-ecological perspective is developed.
Learn more - Health and physical education: Determinants of health
Resilience
Resilience is the capacity to bounce back from adversity. Life events and change have an effect on well-being. Students develop resilience and learn how they can manage significant change in ways that support and enhance well-being. Building resilience involves addressing risk factors and developing or enhancing protective factors.
Social justice
Social justice involves investigating and promoting fairness, inclusiveness, and non-discriminatory practices. Students explore this concept in relation to its impact on the well-being of self, others, and society.
Critical thinking and action
Students learn to think critically in order to understand the factors that influence well-being, and to decide upon strategies that will help them to respond constructively in challenging situations.
Critical thinking enables students to challenge a range of personal and societal health-related perceptions, practices, and understandings.
Health promotion
Students learn about the contribution they can make to support the well-being of their communities and wider society. They learn about the power of individual or collective health-promoting action by, for example, lobbying local businesses to place more socially responsible and health enhancing billboard advertising near schools or presenting a case to the board of trustees to request the use of a school venue for youth-group meetings.
Students gain the skills to help manage their own well-being and the well-being of others. They put their learning into action as they make health enhancing choices, set goals, plan strategies, and take action.

As Per: http://seniorsecondary.tki.org.nz/Health-and-physical-education/Key-concepts/Key-concepts-in-health-education

Fitness

Key concepts in physical education
Key concepts are the big ideas and understandings that we hope will remain with our students long after they have left school.
Interrelatedness of the health and physical education key concepts
The underlying and interacting concepts of the health and physical education learning area (hauora, the socio-ecological perspective, health promotion, and attitudes and values) underpin and shape teaching and learning in health education.
Movement and its connection with hauora
Movement is integral to the well-being of self, others, and society.
Learning in, through, and about movement enables students to gain understanding that movement can be part of how people express themselves physically, emotionally, socially, and spiritually. They directly experience how movement contributes to people's pleasure and enhances their lives.
Participating in movement allows young people to feel confident and competent enough to choose to be involved in

physical activity throughout their lives.
Understanding the body
Learning and applying bio-physical knowledge (anatomy, bio-mechanics, exercise physiology, sports psychology, and nutritional principles) and skills enables students to understand how our bodies move in new contexts and different environments. They develop both bio-physical and socio-cultural knowledge (the social and cultural contexts in which movement takes place) and learn how to think critically about the place of the body in society.
The joy of movement
Movement can contribute to people's pleasure and enhance their lives. This involves exploring and understanding the serendipity, the joy, and the spontaneity that engaging in movement can provide.
Personal challenge
By actively participating in contexts that involve challenge, students' extend and test their spiritual, physical, mental, and emotional limits, both individually and as part of a group.
Movement in society
Movement contexts and activities have a social and cultural heritage which can both contribute to society and play a role in maintaining societal assumptions. Applying a socio-cultural perspective to movement contexts can create a learning environment in which participants address issues such as gender inequality in the remuneration and media coverage available to specific sports.
Team work and leadership
Leadership, teamwork, and interpersonal skills are developed when students are engaged in movement contexts. Students develop leadership knowledge and understanding about how to balance rights, roles, and responsibilities in group situations.

As Per: http://seniorsecondary.tki.org.nz/Health-and-physical-education/Key-concepts/Key-concepts-in-physical-education

Therapies / Medical

As per any relevant standard, and if not available, developed over time as an approved national standard.

Support Curriculum Document to Guide Career Based Curriculum:
NZ Curriculum
Te Marautanga o Aotearoa

The Arts

NZQA / NCEA

Key concepts in the arts
The following are key concepts or big ideas in the arts.
Connections
The arts are unique vehicles and forums for making connections between the self and the world, communities, ideas, practices, and responses.
The arts examine relationships within, between, and across different spaces, cultures of practice, and ideas of being.
Invention
Invention is premised on notions of dissonance, risk, and creation.
Through the process of inquiry into self and current knowledge and practice, we create new spaces of experience and understanding.
Imagination and risk are significant catalysts within the act and process of invention.
Transformation
The arts, through the processes of creating and producing, locate themselves centrally within the notion of transformation.
The arts serve as agents of change.
Ideas of transformation can be positioned both internally (in terms of self and the embodiment of change) and externally, as in social or cultural contexts.
Transformation provides new vantage points to see identities of self, others, and the world in different ways.
Key concepts in each discipline

As Per: http://seniorsecondary.tki.org.nz/The-arts/Key-concepts

Te Kura Amorangi o Whakawātea

Appendix 3

Literacy, Numeracy Te Reo Rangatira Curriculum

Te Kura Amorangi o Whakawātea
Literacy Curriculum - Te Reo Rangatira

Support Curriculum Document to Guide Literacy
NZ Curriculum
Te Marautanga o Aotearoa

Literacy – Te Reo Rangatira

NZQA / NCEA

Reo Māori: Level 1 Resources

Introduction

The resources contained in this section have been trialled by secondary schools and other education and training providers throughout New Zealand.
They are intended as a guideline for implementation of assessment against unit standards.
The sample programme meets the requirements of Year 11 Te Reo Māori programmes that assess Unit Standards at Level 1.
The assessment outline can be included as the planning document for moderation purposes.
Teachers should read the unit standards, Whakamārama (explanatory notes), assessment activities and schedules carefully before delivery. Some resource preparation may be needed in the assessment activities.
Particular skills and knowledge may need to be learnt by students before or while attempting some assessment activities.
The assessment activities can be adapted to meet student needs and individual programmes.

KAUPAE TUATAHI

Assessment Activity	Whakarongo7261	Kōrero7269	Tuhituhi7257	Pānui7265
Tōku Kotahi	T 1, 3, 4	T 1		
Taku Kōrero		T 2, 3, 4	T 1, 2, 3, 4	
Taitama Tepetepe				T 1, 2, 3, 4
Nō Whea Au?	T 1, 2, 3, 4	T 1, 2, 3, 4	T 1, 2, 3, 4	T 1, 2, 3, 4
Ō Tātai e Tama	T 1, 2, 3, 4	T 1, 2, 3, 4	T 1, 2, 3, 4	T 1, 2, 3, 4
Taku Kāinga	T 1, 2, 3, 4	T 1, 2, 3, 4	T 1, 2, 3, 4	T 1, 2, 3, 4
Ngā Hanga Korero				T 1, 2, 3, 4
Kua Hora te Kai			T4	

Teachers are encouraged to use their own programmes and select or design their

own assessment activities and schedules. New or adapted activities should be moderated before use.
Teachers can file material in portfolios for their own management systems and encourage students to set up and manage their own portfolios.
Sample formats for portfolios are included in this section.
http://www.nzqa.govt.nz/maori/field-maori-assessment-support-materials/reo-maori/level-1-introduction/

Reo Māori: Level 2 Resources

Introduction

The resources contained in this section have been trialled by a selection of high schools throughout New Zealand.
They are intended as a guideline for implementation of unit standards.
The sample programme meets the requirements of the Year 12 prescription and Unit Standards at Level 2.
The assessment outline can be included as the planning document for moderation purposes.
Teachers should read the unit standards, kōrero whakataki, assessment activities and schedules carefully before delivery. Some resource preparation may be needed in the assessment activities.
Particular skills and knowledge may need to be learnt by students before or while attempting some assessment activities.
The assessment activities can be adapted to meet student needs and individual programmes.
Teachers are encouraged to use their own programmes and select or design their own assessment activities and schedules. New or adapted activities should be moderated before use.
Teachers can file material in portfolios for their own management systems and encourage students to set up and manage their own portfolios.
Sample formats for portfolios.

http://www.nzqa.govt.nz/maori/field-maori-assessment-support-materials/reo-maori/level-2-introduction/

3 Qualifications **5 Domains** **View Education Organisations with Consent to Assess**

Qualifications

	NQF Ref: ***0426*** National Certificate in Reo Māori (Level 4)
	NQF Ref: ***1196*** National Diploma in Reo Māori (Level 5)
	NQF Ref: ***1197*** National Diploma in Reo Māori (Level 6)

http://www.nzqa.govt.nz/framework/explore/sub-field.do?frameworkId=76154#domains

Level 1

90135	Achievement	Whakarongo ki ngā kōrero o tōna ao	4	Credits	External
90136	Achievement	Kōrero i ngā horopaki huhua noa *This standard has expired and is no longer available.*	4	Credits	Internal
90137	Achievement	Pānui i ngā tuhinga huhua noa	4	Credits	External
90138	Achievement	Tuhituhi i ngā horopaki huhua noa *This standard has expired and is no longer available.*	4	Credits	External
90139	Achievement	Mātakitaki i ngā horopaki huhua noa *This standard has expired and is no longer available.*	4	Credits	Internal
90140	Achievement	Whakaatu i ngā horopaki huhua noa *This standard has expired and is no longer available.*	4	Credits	Internal
90801	Achievement	Kōrero i te reo ōkawa	3	Credits	Internal
90802	Achievement	Kōrero i te reo ōpaki	3	Credits	Internal
90803	Achievement	Āta hanga i tētahi tuhinga	4	Credits	Internal
90804	Achievement	Tuhituhi kōrero e hāngai ana ki te kaupapa	3	Credits	External
90805	Achievement	Mātakitaki i te reo ataata	3	Credits	Internal
Level 2					
90442	Achievement	Whakarongo ki te reo whaikupu	3	Credits	External
90443	Achievement	Kōrero matatau ki tōna ao whānui *This standard has expired and is no longer available.*	4	Credits	External
90444	Achievement	Pānui matatau ki tōna ao whānui *This standard has expired and is no longer available.*	4	Credits	External
90445	Achievement	Tuhituhi matatau ki tōna ao whānui *This standard has expired and is no longer available.*	4	Credits	External
90446	Achievement	Mātakitaki matatau ki tōna ao whānui *This standard has expired and is no longer available.*	4	Credits	Internal
90447	Achievement	Whakaatu matatau ki tōna ao whānui *This standard has expired and is no longer available.*	4	Credits	Internal
90750	Achievement	Rangahau, whakarite me te whakaputa whaikōrero	3	Credits	Internal
90751	Achievement	Whakaputa i te kōrero tene	2	Credits	Internal
90752	Achievement	Pānui i te reo tawhito	3	Credits	External
90753	Achievement	Pānui i te reo hōu	3	Credits	External
90754	Achievement	Whakaputa i te tuhinga	4	Credits	Internal
90755	Achievement	Titotito i te kōrero whakangahau	3	Credits	Internal
90756	Achievement	Mātakitaki me te hanga i te whakaaturanga	3	Credits	Internal

http://www.nzqa.govt.nz/framework/explore/domain.do?frameworkId=76319

Te Kura Amorangi o Whakawātea
Literacy Curriculum - English

Support Curriculum Document to Guide Literacy
NZ Curriculum
Te Marautanga o Aotearoa

Literacy - English

NZQA / NCEA

Level 1 Literacy
US26622 - Write to communicate ideas for a purpose and audience
US26624 - Read texts with understanding
US26625 - Actively participate in spoken interactions

As Per : http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/literacy-and-numeracy/literacy-and-numeracy-unit-standards/clarifications/

Key concepts in Literacy

Key concepts are the big ideas and understandings that we hope will remain with our students long after they have left school.
Succeeding in the English learning area involves understanding and using four key concepts effectively.
Identity | Communication | Story | Meaning

Identity
Through English, people learn about and celebrate who they are, where they come from, and where they're going. English helps people connect with their communities and to appreciate and participate in them. Everything we do in the classroom either validates or undermines students' growing sense of identity. We have a shared responsibility for the impact we have on the forming of each other's identities.
'The culture of the child cannot enter the classroom until it has entered the consciousness of the teacher.'
Basil Bernstein
Learn more:
Listen to Alison Wong talking about her life and writing (Radio New Zealand)
Listen to Selina Tusitala Marsh talking about her life and writing (Radio New Zealand)

Communication
People who communicate effectively can:
offer and receive ideas, information, thoughts, and feelings in a range of ways
make effective choices about the language to use to suit their audience and purpose
use language fluently and skilfully to present information, express their ideas, and respond to others.
Reading, writing and speaking are the interactive tools students need to communicate effectively.
'Adolescents entering the adult world in the 21st century will read and write more than at any other time in human history. They will need advanced … [communication skills] to perform their jobs, act as citizens, conduct their personal lives … [and] to cope with the flood of information they will find everywhere they turn. [They will increasingly have access to people and information in ways and speeds never possible before]. In a complex and sometimes even dangerous world, their ability to [communicate effectively] will be crucial.'

(Adapted from Moore, Bean, Birdyshaw, Rycik, 1999, International Reading Association position statement)

Story

People use oral, written, and visual English to tell stories, and to read, hear, and view the stories of others.

Our stories define us. When our stories connect with the stories of others, our lives change.

'… I read the works of Frank Sargeson and started hearing the New Zealand voice for the first time. And then when I read the work of Amelia Batistich I realised she had a different New Zealand voice. It reinforced the idea that writers had their own voices. It occurred to me when I read those works that I had a voice as well …'

An interview with Patricia Grace (PDF 101KB)

Meaning

People use English to make meaning of stories. By understanding how language is used in texts, we come to understand different viewpoints, interpretations, and beliefs about the world.

As Per: http://seniorsecondary.tki.org.nz/English/Key-concepts

Te Kura Amorangi o Whakawātea
Numeracy Curriculum

Support Curriculum Document to Guide Mathematics / Numeracy
NZ Curriculum
Te Marautanga o Aotearoa

Numeracy

NZQA / NCEA

Level 1 Numeracy
US26623 - Use number to solve problems
US26626 - Interpret statistical information for a purpose
US26627 - Use measurement to solve problems

As Per: http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/literacy-and-numeracy/literacy-and-numeracy-unit-standards/clarifications/

Key concepts in Mathematics
Key concepts are the big ideas and understandings that we hope will remain with our students long after they have left school.
The following are the key concepts in mathematics and statistics.

Change and variation
Students uncover stories in which variation is omnipresent.
Mathematics and statistics can be used to model the beating of the heart and explore the efficacy of heart medications.

Structure and generalisation
Students unlock stories using models, abstractions, and representations.
Mathematics and statistics can be used to investigate climate change and design new virtual worlds.

Argumentation and proof
Students tell stories using evidence and reasoning.
Mathematics and statistics can be used to triangulate forensic data and prove Pythagoras' theorem in more than 300 different ways.

Principles, values, and key competencies
The learning area of mathematics and statistics is underpinned by the principles and values of The New Zealand Curriculum.
The mathematics and statistics classroom provides opportunities for creating a rich learning environment where all students learn to learn and are encouraged to have high expectations.
In all mathematics and statistics learning experiences there are opportunities to develop the key competencies.
Key competencies in mathematics and statistics
Thinking
Using language, symbols and texts
Relating to others
Managing self
Participating and contributing

As Per : http://seniorsecondary.tki.org.nz/Mathematics-and-statistics/Principles-values-and-KCs

Te Kura Amorangi o Whakawātea

Appendix 4

Projected Roll

Proposed Student Roll By Year Level

Applicant Name: Te Kura Amorangi o Whakawātea

Year	2015 Roll	2016 Roll	% Change	2017 Roll	% Change	2018 Roll	% Change	2019 Roll	% Change	2020 Roll	% Change
9	15	20	33%	25	25%	30	20%	40	33%	40	0%
10	15	25	67%	25	0%	25	0%	30	20%	40	33%
11	0	25	0%	25	0%	25	0%	30	20%	40	33%
12	0		0%	25	0%	25	0%	30	20%	40	33%
13+	0		0%		0%	25	0%	30	20%	40	33%
Other [list]			0%		0%		0%	30	0%	40	33%
Total	30	70	133%	100	43%	130	30%	190	46%	240	26%

Te Kura Amorangi o Whakawātea

Appendix 5

Invitation & Minutes to a Māori Education Needs Meeting with Interested Parties & The Ministry of Education, Hamilton Office

He honore he kororia ki te atua
He maungarongo ki te whenua
He whakaaro pai ki nga tangata katoa
Whakahonoretia to tatou kingi Maori, a Tuheitia, tōna whanau me te kahui ariki nui tonu
Pai marie
Ki a rātou mā kua ngaro atu i te tirohanga kanohi, moe mai rā koutou.
Hoki mai anō ki a tātou ngā waihotanga o rātou mā, tēnā tātou katoa!

He karanga ki a koutou, e nga rangatira o tena kura, o tena kura tae noa ki nga kohanga reo o Kirikiriroa nei, kia huihui mai hei whakawhitiwhiti whakaaro mo te kaupapa: Pehea ra a tatou tamariki e whai matauranga i nga tau kei te heke?

Background:
As a parent who has been involved in kaupapa Maori education for the last 30 years I have become concerned, as are some of my parents at kohanga and wider community members, that it has come to pass that tamariki are unable to enrol in their Nearest kura due to full classrooms and waiting lists. This is a new development in the history of kura

I invite you to come together to discuss kura enrolments in Hamilton. Current problems, future growth, possible solutions - short term, medium term, long term.

Kohanga reo enrolments in Hamilton are steadily increasing. What is not known currently is how many of these kohanga tamariki are enrolling in kura/rumaki.

From Kura and rumaki units how many are enrolling in Wharekura? How many possible places are there in the future given roll growth in kohanga and subsequently kura.

Territorial Authority and Auckland Local Boards	Service type	Ethnic group
Hamilton City	Te Kōhanga Reo	Total

Date: Thursday 3 October 2013
Time: 10am
Venue: Ministry of Education offices, Home Straight, Te Rapa
Proposed AGENDA:

Karakia/Mihimihi
Whakawhanaungatanga
Paramanawa

MOE – overview on current status of enrolments, projections of population demographics for Hamilton

Each Kura/Kohanga – current status, current issues

Iwi perspective

Brain storm – Growing future opportunities for Maori-medium education in Kirikiriroa.
Whats working well now?
What needs to change?
What are our aspirations for kura/kohanga/wharekura in Kirikiriroa?

What might it look like in 5, 10, 20 years?

Action Plan
Where to next? Strategies?

Karakia Whakamutunga

We hope to get as many attendees as possible. If unable to attend please still signal your interest in the kaupapa

Please RSVP by 27 September 2013.

Nga mihi ki a koutou
Naku iti noa

Those invited:

[redacted]tumuaki.ng[redacted]a@xtra.co.nz>; [redacted]ia@[redacted].school.nz; principal@[redacted].school.nz; principal@[redacted].school.nz; [redacted]w@[redacted].school.nz; [redacted]tumuaki@[redacted].school.nz>; a[redacted]@[redacted].org.nz; admin@[redacted].school.nz; m[redacted]@[redacted].co.nz

Summary of notes from Maori Medium Hui with MOE
3 October 2013

A. General Issues:

1. How do the MOE think that the challenge can be addressed?
2. How do we ensure that the success/whanaungatanga from Kohanga reo be continued right through to the end of kura tuarua – transition to ensure support?
3. We want our networks developed in Kohanga to continue through the kura levels.
4. How do I get a guaranteeing to place my child in a kura that they choose to go to? We want a guarantee that our child will be able to attend the kura that they choose.
5. MOE knows the children going to Kohanga and the likelihood that they will go on to a kura. The places in those kura need to be guaranteed.
6. Look at all our tamariki whether or not they are Pakeha stream or Maori stream learning. Quality Reo for all tamariki by 2028 (2006 Report and recommendations). Keep an eye on all of our tamariki.
7. Network planning is based on what MOE thinks is relevant to the Maori sector. We need to look at what is actually happening with Maori whanau and their pathways to Maori language education including the combinations (Early Childhood/Kohanga reo, kura or bilingual, on to wharekura. Not sure if MOE fully understands this.
    a. Need to get a hold on the statistics for here and now – not 2006.
    b. Need to know what the levels of our Maori whanau is within early childhood and what number of those are likely to go to kura; and
    c. What the current and future capacity of the kura (immersion and dual medium) are to cater for these students.

8. Lot more work that can be done in this space about the learning pathway that whanau have. Decisions are made by the age of 5. MOE need to be connected to this in their planning for the future.
9. As a parent, we want to know at Kohanga reo what my choices could be for Maori medium education.
10. Maori has been an official language since 1987. Compulsory reo in schools means a greater commitment to problem solving and solutions.
11. One Kohanga reo is incorporating Mandarin into their learning.
12. Awesome that Hamilton offers a lot of choices. It is a challenge that there are no guarantees for our Kohanga children moving on to kura.
13. What are the issues stopping us from expanding our capacity and our schools?
14. Do we have the people to services our rangatahi?
15. There is a challenge of trained teachers. There are not enough, the quality is not good, and retention is a problem.
16. Can we look at satellites? Can we look at good teachers moving around the satellites?
17. Dual medium school. Have a zone, have to enforce it. We knew that this would affect the rumaki. We lobbied Poneke for a change in policy. The policy change has just come through. Level 1 and 3 out of zone now incorporated – roll in rumaki/reo rua is increasing. Will grow to 5 Reo Rua class rooms.
    a. Trying to be fair to community and take those in zone – but also cater for those out of zone who don't have a Maori medium option.
    b. Problem with out of zone Kohanga reo parents, who then can't go on to the kura in that zone (because they are out of zone).
18. Quality education means quality teaching.
19. How do we support teachers and grow capacity in dual medium schools?
20. How do we transition our tamariki?
21. How can we have early childhood on site of schools?

22. Didn't anticipate the growth spurt. 20 years ago: a kura of 60 tamariki – now 97 tamariki. There are resulting issues around demand and capacity.
23. Want to maintain the quality. We must maintain quality with growth.
24. Nationally, we need to be aware, that people travel to Maori language education/immersion.
25. There are questions over the figures (based on 2006 CENSUS).
26. We need to look at a strategy from the cradle to the grave.

B. What is the outcome that we are seeking?

1. **An overall strategy of quality reo Maori medium education across Tainui rohe.**
2. **Guaranteed access to Maori medium immersion education centres.**
3. **Guaranteed access from Kohanga reo to the kura and wharekura of their choice within their community.**

C. How do we think that this can be achieved?

27. We need the Iwi at the table
28. How can we model a new better way?
29. Establish an innovation centre that is a think tank across the entire rohe and specifically supporting Maori medium education.
30. How do we address/plan for the movement of student and workforce in to areas like south east Hamilton (for university and the future inland port)
    a. Statistics/projections could be affected by this.

31. Do all our kura have to go from year 1 year 8? Can it not be done another way? Can we have different start time and finishing to achieve a better coordinated approach?
32. Can we have year 7 to year 11/13 at Wharekura?
33. Satellite schools: What are the numbers we need to be a satellite school?
34. Education pathways need to be identified at Kohanga reo/Early Childhood. This becomes planning for the future kura or Pakeha stream schools.
35. Best teachers working across the rohe – not limited to a particular school.
36. Build capacity around the existing sites
    a. Access to land
    b. Limitations from MOE (on numbers)
    c. Quality teachers
37. Teacher Training – lack of numbers and lack of quality.
    a. Current system not working
    b. Must be based on schools and not around universities
    c. People aren't lasting more than 3 to 5 years
    d. Need to keep quality people in the kaupapa: what are the incentives.

C. Action Points:

38. Whole of MOE approach, like today, will be maintained.
39. Working with Iwi ([redacted]) – Cadence for MOE and Team from Hui.
40. Working with the Kohanga Reo National Trust [redacted] and Early Learning Taskforce/transition ([redacted].
41. Working in with Teachers Training Providers – Cadence/MOE
42. Working in with Teachers Council certification/professional development. On hold till restructuring completed.

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43. Access to and use of other government agencies (Statistics etc) – MOE (for Statistics NZ).
44. Immediate capacity issues:
    a. Tooku Mapihi
    b. Whakawaatea
    c. Waiting lists should be sent to the MOE
45. Site Capacity – should be able to address immediate needs.
    a. MOE have signalled to their MOE property people to look at optimum capacity for those sites.
    b. Option of satellites
46. Challenge with Maori medium
    a. S.155 Kura Kaupapa
    b. S.166 School of Designated Character
    c. Need indications of where children will track from early childhood/Kohanga reo to kura.
        i. This then flows in to transport needs.
    d. MOE needs to look at how it communicates options for parents.
47. ERO need to be involved – MOE will follow this up.

D. Next Hui: 10am, 10/10/13

a. The main focus of the hui will be the MOE response to the issues arising from this meeting.
b. A name for the group will be discussed.

Te Kura Amorangi o Whakawātea

Appendix 6

Proposed Staffing

Request for Application to operate a Partnership Kura opening in 2015

Proposed Staffing Schedule

Applicant Name: Te Kura Amorangi o Whakawātea

Year	2015	2016	2017	2018	2019
Management	4	4	4	4	4
Principal / Academic Leader (% FTE - management)	1	1	1	1	1
Business Manager	1	1	1	1	1
Other Deputy Principal - Curriculum Lead	1	1	1	1	1
Other Deputy Principal - Pastoral Lead	1	1	1	1	1
Administration	1	1	2	2	2
Administration/Business Manager	1	1	1	1	1
Administration Officer	0	0	1	1	1
Other _____	0				
Other _____	0				
Property	2	2	2	2	2
Caretaker	1	1	1	1	1
Grounds-keeper					
Cleaning Staff	1	1	1	1	1
Other _____					
Other _____					
Teaching Staff	8	8	9	9	10
Registered	6	6	7	7	8
Principal / Academic Leader (% FTE - teaching)	1	1	1	1	1
Teachers	5	5	6	6	7
Teacher Aides					
Other _____					
Other _____					
Non Registered					
Teachers	0	0	0	0	0
Teacher Aides	2	2	2	2	2
Other _____					
Other _____					
Total	15	15	17	17	18

Te Kura Amorangi o Whakawātea

Appendix 7

Proposed Governance & Key Leadership Roles

Te Kura Amorangi o Whakawātea

Proposed Governing Board and Leadership Team, attached as Appendix 7

The overviews below are a very brief description of the qualities, competencies and qualifications that each person brings to their role.

[redacted] – potential Chairperson or Property Portfolio or Staff

Qualities -
Compassionate, inspirational, positive male role model, health conscious, pro-active lifestyle, reliable, supportive, decolonisation, political awareness, team player

Competencies -
Te reo Māori, tikanga Māori, HOD Technicraft at an area school, Black Belt Karate

Qualifications -
Qualified Carpenter, Primary and Secondary School Teacher, Whakapiki i te reo Māori

[redacted] – potential Chairperson or HR, Professional Development or Policy Portfolio or Staff

Qualities -
Compassionate, inspirational, positive female role model, enthusiastic, reliable, supportive, loves learning, creative, team player

Competencies -
Te reo Māori, tikanga Māori, IT, Parenting Programmes such as The Incredible Years and much more

Qualifications -
Qualified Social Worker, Early Childcare Teacher

[redacted] – potential Chairperson, Professional Development or Policy Portfolio or Staff

Qualities -
Compassionate, inspirational, positive female role model, enthusiastic, reliable, supportive, reliable, political awareness

Competencies -
Te reo Māori, tikanga Māori, IT, ECE experience, Health Conscious, Kaikarakia, Trained and much more

Qualifications -
Primary Teacher, Early Childcare Teacher, Master's Degree-Tāhuhu Whakaakoranga

[redacted] – potential Treasurer

Qualities -
Empathetic, positive female role model, responsible, enthusiastic, reliable, supportive, team player

Competencies -
Financial knowledge generally and with regard to schools

Qualifications -
Qualified Accountant

[redacted] – potential Policy & Risk Portfolio

Qualities –
Passionate, positive female role model, enthusiastic, reliable, supportive, pro-active, dedicated to whānau, team player
Competencies -
Te reo Māori, tikanga Māori, fitness guru
Qualifications -
Qualified Lawyer, MBA

[redacted] **– potential Blue Sky Role or Staff**
Qualities -
Passionate, positive male role model, innovative, networker, creative, visionary, enthusiastic, reliable, supportive, pro-active, IT, a great Pākehā, team player
Competencies -
IT, yachting, senior management
Qualifications -
Qualified IT, MBA, currently studying Law

[redacted] **– potential Blue Sky Role or Staff**
Qualities -
Passionate, positive female role model, innovative, networker, creative, visionary, enthusiastic, supportive, pro-active, team player
Competencies -
Te reo Māori, tikanga Māori, Research, Teaching ECE, Primary & Tertiary, decolonisation, political awareness
Qualifications -
Qualified Primary Teacher, Masters - Tāhuhu Whakaakoranga, Masters – Te Reo Māori

[redacted] **– Kaumatua**
Unsurpassed, qualified and appropriate for this role

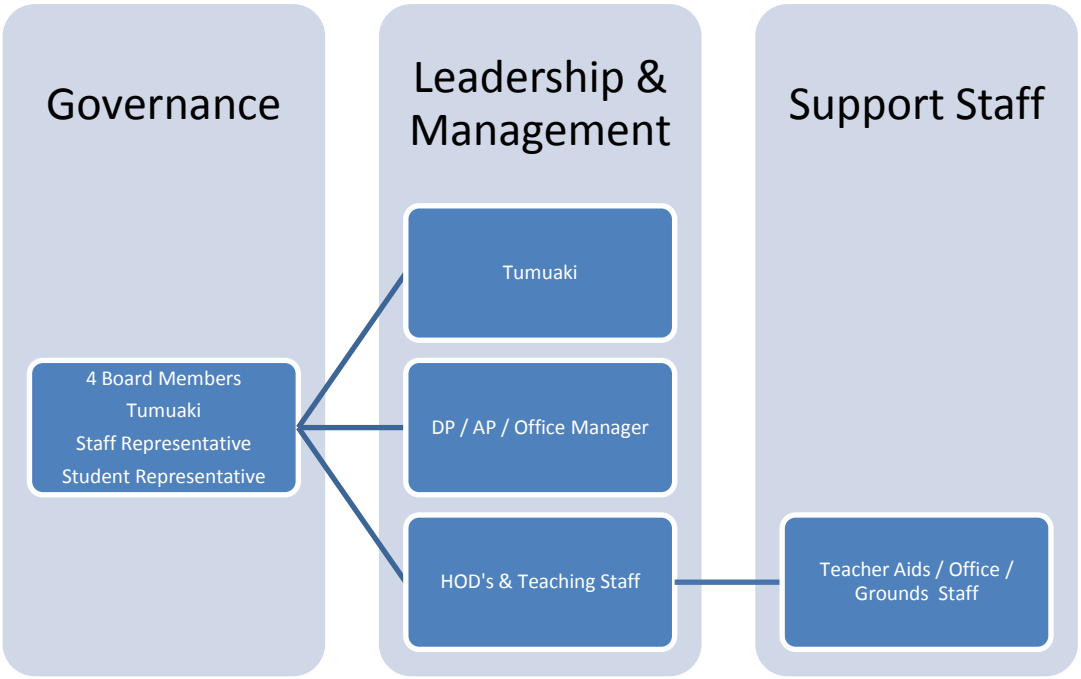
ADVISORS – FRIENDS OF Te Kura Amorangi o Whakawātea

We have always been committed to seeking trained, skilled support when we need it and / or professional development to ensure we are capable of all tasks.

Proposed Leadership Management & Staff

STRUCTURE
At board level:
Board – 4 members
Staff / Student Representative
Tumuaki - in attendance
Teaching and Support Staff

STRUCTURE - OVERVIEW



POSITIONS 2015

Tumuaki / Principal
Tumuaki Tuarua / Deputy Principal
Kaiako / Teacher x 4 – literacy, numeracy, sciences & arts, IT & health / PE
Teaching Assistant/s x 1 - 2
Office / Finance Manager
Office Assistant
Grounds & Maintenance

STAFFING CHART 2015

Tumuaki	DP / AP Office / Finance Manager	Literacy HOD Teacher (could be one in the same)	Numeracy HOD Teacher (could be one in the same)	Science & Arts HOD Teacher (could be one in the same)	IT, Health & PE HOD Teacher (could be one in the same)
	Office Assistant & Grounds	Teacher Aid / s across the curriculum			

STAFFING CHART FOR FUTURE POSITIONS BEYOND 2015

Tumuaki	DP / AP Office /	Literacy HOD	Numeracy HOD	Science & Arts HOD	IT, Health & PE HOD	Subjects, options and extra classes will

	Finance Manager	Teacher (could be one in the same)	Teacher (could be one in the same)	Teacher (could be one in the same)	Teacher (could be one in the same)	be added as the school grows & the resulting need for more appropriate staff.
	Office Assistant & Grounds	Teacher Aid / s across the curriculum				More support staff as the school grows

As the school develops and grows we would assess where the greatest need is and ensure that it is well resourced, at the same time growing education options and more specialist areas. If these were difficult to access in house we would seek outside assistance or use I.T options to gain the access we desired. As this occurs we will invariably add to our support staff team as necessary.

LEADERSHIP

Tumuaki - Principal

Qualities -

Passionate visionary, inspirational, a 'what will it take' attitude, child advocate, education advocate, lifelong learner, positive female role model, health conscious, pro-active lifestyle, reliable, supportive, decolonisation, political awareness, team player

Competencies -

Te reo Māori, tikanga Māori, mentor for first time principals, tumuaki, kaiako, boards, governance & management, social work, community participant, whānau, more than 8 year's experience, familiar with initiating projects

Qualifications -

Fully Registered Primary/Secondary School Teacher, Master of Education, MBA, Whakapiki i te reo Māori, Master's – Tāhuhu Whakaakoranga

AP OR DP, HOD Technology / I.T / Technicraft

Qualities -

Compassionate, inspirational, positive male role model, health conscious, pro-active lifestyle, reliable, supportive, decolonisation, political awareness, team player

Competencies -

Te reo Māori, tikanga Māori, HOD Technicraft at an area school, sport generally, more than 5 years' experience, familiar with initiating projects

Qualifications -
Qualified Tradesman, Primary and Secondary School Teacher, Whakapiki i te reo Māori

AP OR DP, HOD Sciences & The Arts
Qualities -
Passionate, inspirational, education advocate, positive female role model, reliable, supportive, political awareness, team player
Competencies -
Te reo Māori, tikanga Māori, tumuaki, kaiako, boards, governance & management, more than 5 year's experience
Qualifications -
Fully Registered Primary School Teacher, Master's – Tāhuhu Whakaakoranga

AP OR DP, HOD PĀNGARAU - NUMERACY
Qualities -
Passionate visionary, inspirational, hardworking, creative, pro-active lifestyle, reliable, supportive, decolonisation, political awareness, team player
Competencies -
Te reo Māori, tikanga Māori, mentor for pāngaru, acting tumuaki, kaiako, management, community participant, sport generally, music, art, more than 5 year's experience
Qualifications -
Primary School Teacher, Early Childcare, Whakapiki i te reo Māori

AP OR DP, HOD Te Reo Māori - LITERACY
Qualities -
Passionate, researcher, positive female role model, reliable, supportive, political awareness, team player
Competencies -
Te reo Māori, tikanga Māori, tumuaki, kaiako, boards, governance & management, more than 5 years' experience
Qualifications -
Qualified Registered Teacher, Whakapiki i te Reo Māori

TEACHING STAFF

Technology / I.T / Technicraft
Qualities -
Passionate, positive male role model, innovative, networker, creative, visionary, enthusiastic, reliable, supportive, pro-active, IT, team player
Competencies -
IT, yachting, senior management, more than 5 years' experience
Qualifications -
Qualified IT, Teacher, MBA, currently studying

Te Reo Māori
Qualities -
Passionate, positive female role model, innovative, networker, creative, visionary, enthusiastic, supportive, pro-active, team player

Competencies -
Te reo Māori, tikanga Māori, Research, Teaching ECE, Primary & Tertiary, decolonisation, political awareness, more than 5 years' experience
Qualifications -
Qualified, Registered Teacher, Masters - Tāhuhu Whakaakoranga, Masters – Te Reo Māori

English
Qualities -
Dedicated, inspirational, hardworking, creative, pro-active lifestyle, reliable, supportive, team player, a great Pākehā
Competencies -
English teaching, mentor for junior teachers, acting AP / DP, teacher, management, community participant, design, more than 5 years' experience
Qualifications -
Qualified, Registered Teacher

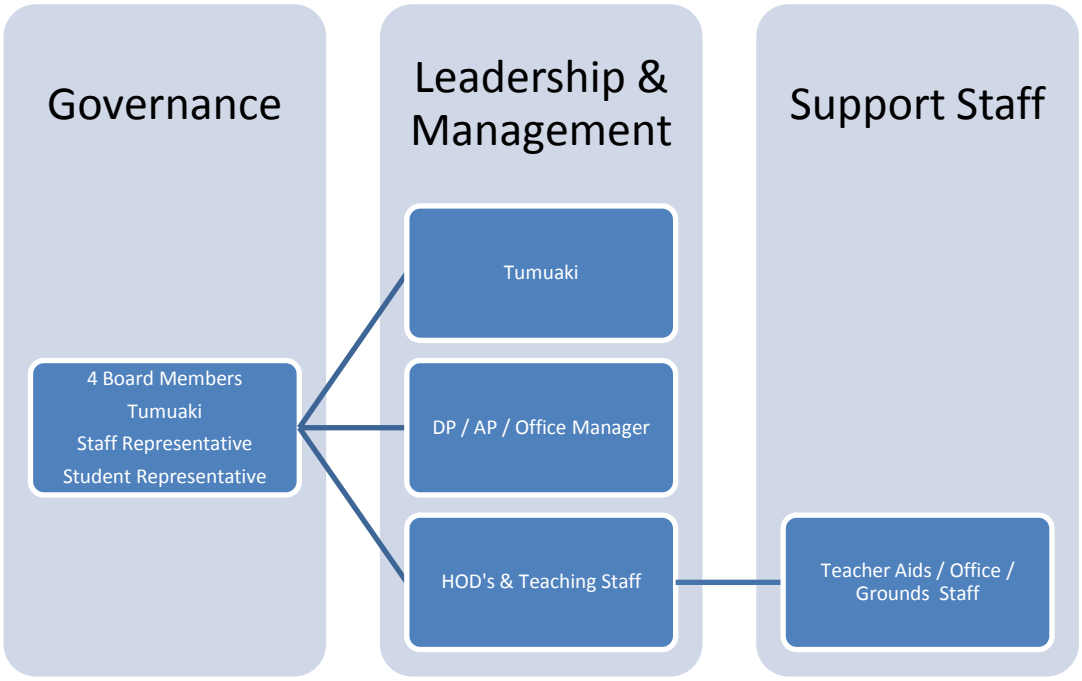
[redacted] **– Kaumatua**
Unsurpassed, qualified and appropriate for this role

SPECIALIST TEACHING ADVISORS – FRIENDS OR MENTORS IN RESIDENCE OF Te Kura Amorangi o Whakawātea
We have always been committed to seeking trained, skilled support when we need it and / or professional development to ensure we are capable of all tasks.

Proposed Administration

Teaching and Support Staff

STURCTURE - OVERVIEW



SUPPORT STAFF POSITIONS 2015

Office / Finance Manager
Teaching Assistant
Office Assistant
Grounds & Maintenance

STAFFING CHART 2015

Tumuaki	**DP / AP** **Office / Finance Manager**	Literacy HOD Teacher (could be one in the same)	Numeracy HOD Teacher (could be one in the same)	Science & Arts HOD Teacher (could be one in the same)	IT, Health & PE HOD Teacher (could be one in the same)
	Office Assistant & Grounds	**Teaching Assistant / s across the curriculum**			

More administration and support staff as the school grows.

Te Kura Amorangi o Whakawātea

Appendix 8

s 9(2)(a) OIA

[redacted]

Support Email

From: s 9(2)(a) OIA
Sent: Rāmere, 12 Paenga-whāwhā, 2013 7:16 a.m.
To: Susanne
Subject: [redacted] visit s 9(2)(a) OIA

Kia ora Susanne,

Great to catch up with you and discuss the Kura's kaupapa moving forward. In short,

1. I would keen to advance our discussion and explore ways that I could support your kura tauira with pathways to the banking and financial sector in the future.
2. I will discuss the needs to the kura with our commercial manager.

Please contact me at any time to discuss the above.

Nāku noa, nā

s 9(2)(a) OIA
[redacted]

Te Kura Amorangi o Whakawātea

Appendix 9

Think Tank Discussion Group Guidelines

The Center for Creative Community

THE THINK TANK TECHNIQUE

A Guide by Leslie Caliva and Ivan H. Scheier

The Center for Creative Community - Santa Fe, New Mexico, July 1992

Sourced at: http://academic.regis.edu/volunteer/ivan/sect03/sect03b.htm

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FOREWARD: People helping people has been a necessary way of life since the dawn of human kind. In essence, the majority of volunteer work is to this day on a one-to one basis. However, as societies grew and became more complex in nature and organizations developed the delivery of human needs, so did systems for the involvement of volunteers. Only in the past century have we seen the growth of these voluntary agencies blossom into a major industry of their own, thus leading to the need for specialized career fields targeted to management and administration of volunteer programs and training at all levels of these programs.

A myriad of materials, workshops, and seminars exist that address the specific and basic needs of volunteer programs. While these excellent resources assist the administrator in the daily functions of running a program, only a few are directed at the administrator's own personal growth. Consequently, many of those working in volunteer programs, eventually find themselves searching for something more, something to challenge them beyond the ongoing tasks of their jobs. Some find that they have become jaded and others suffer from burnout. They find then a need for a challenge and a change of pace.

The think tank or reflection pool was developed to aid in addressing the needs of those people and indeed for anyone who is looking for the opportunity to expand his or her thinking process in a free-wheeling, no-holds-barred environment. Prior think tank participants have come to term this releasing of the fetters as soaring. It is an exquisite description of the spirit that these groups experience and the participants take back to their respective work places.

As a result of dozens of think tanks coast to coast, these guidelines have been developed to assist any group which is interested in introducing the process to its members. This guide when used with "Exercises for Creative Gadflies" should provide a firm foundation for entering into the process. Throughout we have attempted to address both the philosophy and the nitty-gritty logistics of think tanks and to encourage the use of this method. To those of you joining us in the journey into the wild blue yonder of mental flight, we wish you gentle winds on which to soar beyond your dreams.

Leslie Caliva
Ivan H. Scheier

BEYOND CONSULATION AND CONFERENCES…
Why Organize A Think Tank?

Under the current scheme of things, the primary method of learning and problem solving for those involved in volunteer programming lies in workshops, conferences, consultations, and materials related to specific areas of volunteer administration. All must usually be relatively structured resources directed to goals, tasks, and immediate problem resolution. Each of these addressees the very real needs of volunteer leadership. The think tank process endeavors to step beyond practical needs and…

- challenge advanced or restlessly creative leaders
- provide powerful tools for dealing with deeper and longer-range issues
- develop holistic thinking patterns
- stimulate creativity in a field which today seems far more concerned with standardization, and
- renew the spirit of the participants.

The basis of these expectations lies in the outcome and feedback of dozens of think tanks held over the past decade. However, think tanks still remain relatively rare, and somewhat an elitist phenomenon in the field. The purpose of this guide is to change that, the belief being that a substantial proportion of volunteer leadership will find think tanks do-able as well as valuable.

What Is A Think Tank… Really???

The term "think tank" (some prefer "reflection pool") is a relatively new one, only appearing in standard dictionaries in the past twenty years or so. Most of these reference sources define a think tank in terms of an organization or group focused on the resolution of a particular problem or task, particularly in the reams of science and technology. However, the authors believe that the think tank is better defined in terms of a process rather than a structure. Therefore, for the purpose of these guidelines, a think tank is defined as a process for in-depth consideration of issues and challenges whose relevance reaches beyond the individual person or program and the immediate time frame.

Key to the definition and the process itself are the concepts "in-depth" and "beyond the individual and immediate." An in-depth approach seeks not just to list but to analyze potential factors or proposed solutions. It releases and identifies underlying assumptions, and even challenges their essential validity. Participants learn to question the question itself. Restated, the in-depth process goes beyond "how" to "why" and beyond "what" to "what if."

"Beyond the individual…" suggests a willingness to deliberately sacrifice relatively quick, concrete answers and solutions in favor of longer-term benefits and visionary ideas for a larger future.

To illustrate, a starting question might be "how can we design training for paid staff on the utilization of volunteers?" In a straightforward problem-solving session, the group might immediately brainstorm possible approaches, then prioritize, evaluate, and establish a plan for implementation. By contrast, a think tank might produce some unsettling but potentially energizing responses, such as:

- Will improving paid staff training help if they are not first motivated to work with volunteer staff?
- Why do we always assume that improving paid and volunteer staff relations means primarily educating the paid staff (rather than volunteers)?

- After decades of frustration, why are we still trying to get volunteers genuinely welcomed as partners with paid staff? Would the energy be better spent developing new avenues of direct volunteer services, e.g., entirely volunteer groups?

Such samples demonstrate why think tanks and think tankers are often misunderstood by more conventional or task-orientated individuals.
Of course, there is still room for problem solving in a think tank, but it is rarely all of it. Likewise, a think tank may produce a practical, specific action plan, although it should not be considered a necessary outcome.

What Can Be Expected?
Unrealistic exceptions can poison any process, especially think tanks. From prior think tank participants, the following are some reasonable, expected outcomes:

- General mental challenge
- Consciousness raising
- Shift in focus/new approaches/fresh perspectives
- Creative ideas
- New and better questions and problem statements
- Support and understanding of colleagues
- Cartharsis/ventilation
- Renewal and rededication

No one should expect all of these and every participant will bring their own set of expectations based on their own needs and ideas. Actual experience will differ from person to person and session to session.

The personal tone indicated in the above list is reflective of many think tanks or reflection pool sessions. Such a tone is to be expected when people in small groups are encouraged to take both emotional and intellectual risks with conventional assumptions, close to a bedrock of personal and social values. PLEASE NOTE: While the session may well get personal, participants should not be led to anticipate a group therapy session. Organizers and facilitators are clearly advised and warned against establishing that premise or atmosphere.

Perhaps the most eloquent and apt answer for why a think tank comes from a paper by Nancy Cole, an early participant: "To shake up the status quo… To encourage visions, dreams, possibilities… To generate ‘what if’s’ and ‘;why not’s’… To get in touch with our personal professional philosophies about education, leadership, volunteers… to get loose from the fetters… To move from ‘why’ to ‘why-not’.. To blow the lid off… To stir up… To make uncomfortable… To challenge the comfortable equilibrium… To re-examine attitudes, assumptions, beliefs… The think tank – an ongoing seminar. A place/time to process information rather than simply choose and prioritize facts to support a decision. Allow for differing behavioral styles and approaches to life. Suspend judgement. Talk about thinking. Work towards understanding rather than knowledge. Challenge and support. Enjoy!"

Who-Who-Who
In considering the many factors important to a successful think tank, the critical one is the gathering of participants, because in this process <u>THE PEOPLE ARE THE PROGRAM</u>!

Who Is It For?
Leaders of volunteers, community groups, non-profits, etc., who are:

- Mature and self disciplined
- Willing to share
- Willing to take risks
- Experienced
- Visionary and creative
- Explorers and chronic questioners
- Comfortable with unconventional approaches
- Committed to the idea and ideal of volunteerism
- Willing to reexamine basic assumptions
- Seekers of a broader perspective

Who Is It Not For?
Individuals who:

- Primarily need help with practical basics
- Have immediate program and professional problems
- Believe sheer longevity in volunteer or other leadership is the only qualification they need to attend.

How Do You Decide?
In the vast majority of cases, the decision for participation should lie with the potential participant. Given a thorough background on what the think tank is about and for who it is and is not targeted, most individuals are capable of making a suitable judgement of their own capacity to benefit from and contribute to the process.

NOTE: Only under rare conditions should organizers intervene to discourage or encourage the blatantly unsuited or suited.

Some organizers prefer the invitational method of participant selection, using numerical criteria, such as number of years in leadership, education, publications, etc. However, the authors firmly believe that the important qualifications for think tank participation are based more in the character and style of the person and are far better judged from the inside (by the individual) than from the outside.

Our observation and experience suggest that some people become more rigid over the years and others more restless. Neophytes are often overwhelmed with the "how-to" and cannot devote time or effort to the "why's" and "what if's." However, their newness can just as likely infuse a group with fresh approaches and energy. Again, experience from pervious groups leans strongly towards group heterogeneity, drawing on the power of a variety of experience levels, backgrounds, and mission orientations.

If you are planning a think tank for a particular group or organization, with renewal and motivation as the central theme, then of course the group will be somewhat homogeneous by the nature of their work.

How… The Elements and Logistics
A perfect pattern of ideal conditions is highly unlikely, nor do all factors pertain

equally well in every kind of think tank. In general, the following are basic ingredients.

Group Size: Ideally groups range between five and twelve participants. Larger groups can be facilitated by using a mix of general and break-out sessions, with the general session being as large as thirty but no larger.

Time Frame: The "ideal" think tank allows time for the participants to become aquatinted, adequate time for in depth discussion, and wrap-up time. A pattern utilized by most "Challenge" think tank organizers has been to start on one evening, proceed over one full day, and wrap-up by mid-afternoon of the third day. This pattern allows for the basic elements to take place and is functionally compatible with most people's work week or can be conducted over a weekend.

However, limited time should not be a deterrent in the initiation of this process. Some successful think tanks have been held on a one-day basis and there have even been one-evening gatherings. Much of the successes of abbreviated sessions will depend on the participants' level of think tank experience and congeniality and the time afforded by them and the organizer in pre-session preparation.

Climate: If there is one hard and fast rule about think tanks it is: Establish a suitable climate!!! Key elements include:

- Atmosphere should be casual and attire informal.
- Meeting place should be free from interruptions, quiet, relaxed, comfortable, and pleasing to the senses. Rural retreat centers are ideal, but quiet places in town have worked, too.
- Do away with barriers; participants should sit in an open circle – no tables, please!
- An understanding that participants are both students and teachers. Each brings his or her own expertise and experience to share openly, coupled wit the open-mindedness to learn and receive.
- Understanding, tolerance and support of ideas; no idea or question is stupid. Genuine risk-taking cannot take place unless there is a firm and confirmed feeling of safety in expression of personal values and ideas.
- Confidentiality is key to success. Participants must have the freedom to speak openly without fear of repercussions.

Organizing: Putting together a think tank is like organizing any other type of meeting or workshop, with certain steps necessary to ensure that the participants are well-informed about prospects and basic process, know how to get there, and are well-cared-for during the time they are together. Ideally, one of two persons will see to all of the logistical planning and if at all possible remain on site during the think tank to ensure that needs are met. Such persons may also participate in the process, but should understand that their job may sometimes take them away from the group to tend to overall climate-setting.

Employing Outside Help: While we believe think tanks can be effectively planned and conducted with the help of this manual, we may also be able to suggest a veteran think tanker or two from among the 300-plus people who have experienced the process. These persons, especially if they are nearby, might be invited to help or

serve in the role of facilitator. Please feel free to contact The Center of Creative Community for possible referrals (P.O. Box 2427, Santa Fe, NM 87504, or telephone 505-473-7711).

Think Tank "To Do's"

_____ Confirm facilitator(s) of the process
_____ Set dates and time frame
_____ Locate and confirm meeting site
- room accommodations
- arrangements for meals and breaks
- arrangements for meeting rooms

_____ Several moths prior: send out the initial announcement
(This is necessary so that potential participants can plan their time and for funding.) Conduct a survey of interest, suggestions regarding participant selection.
_____ Two months prior: send out registration forms with deadline.
Participants should include a short biography and stated expectation of the think tank. A short form can be provided.
_____ Two weeks prior: send information packets to participants.
- good map and directions to the site
- emergency telephone information
- information about the area, as appropriate
- preliminary material: think tank process background and exercises
- information about other participants from their registration forms

_____ One week, or as designated by the facility, confirm reservations and meals.
KEEP IN TOUCH WITH THESE FACILITY HOST PEOPE ON A REGULAR BASIS!
_____ On site:
- provide a sign-in/welcome area
- have extra copies of previously provided materials (someone is bound to have left theirs!)
- have copies of updated or additional materials
- bring needed supplies: flip chart or butcher paper, markers, and masking tape
- nametags, or supplies for name tags
- check daily with facilities' staff regarding plans: confirm meals, room arrangements, breaks, etc.
- provide for special needs of participants, as necessary
- give participants receipts for vouchering or tax purposes

_____ Follow up
- provide summary material as decided on by the group
- pay bills
- send appropriate thank you's to facilitators, hosts, etc.
- put up your feed and congratulate yourself!!!

The Program Process… How To Do It!!!

Having followed the guidelines to this point, you can now have an "electric" group sitting around an inspirational setting in their grubbies and prepped for take off… they are ready to soar!!! Okay, so the place is mediocre, it's raining, and some of the participants are cowering in the corner somewhat intimidated by the whole deal!!! So,

let’s look at methods and elements that will overcome the inhibitions and the weather… and loosen the mind.

A. A get-acquainted, climate-setting activity is a must to help people become comfortable… before dinner snacks, such as a "wine and cheese," a meal together, or just informal time to chat. If you choose a formal introduction "game," remember above all else to keep it simple and fun!!!
B. Review relevant conditions and reinforce them, if necessary:
    1. Establish a climate of trust, support, sharing, flexibility and tolerance. Talk about the responsibility of each person to create and maintain an atmosphere which is supportive and non-judgmental.
    2. Discuss, as much as needed, the danger of over structuring the discussion. This is not a classroom and every questions need not have an answer (or an immediate one).
    3. Develop and/or review guidelines and expectations for the think tank dealing with personal and/or job-related subjects.
    4. Reinforce the need for personal commitment to the process. Participants need to stay for the entire session and should avoid interruptions. The process is damaged by people who arrive late, leave early, or exit intermittently. The main equipment for a think tank tank is scissors to (figuratively) cut the phone line.
    5. Discuss various and possible group roles, but DO NOT get hung up on this. As the think tank progresses, roles such as monitor, facilitator, classifier, counselor, and "on-call iconoclast" become very fluid, indeed, with participants unconsciously assuming one or many roles for a time.
    6. Confirm or clarify the rules for choice of discussion areas. Generally, the group as a whole concentrates on one specific issue (agreed upon by consensus) or the approach may be for each participant to present an individual challenge within the scope of the subject and allot so much time for the group to address it.
    7. Should the focus of the think tank indicate possible recommendations for action, clarify beforehand the extent to which the group is responsible for implementation. Thus, John should not be disappointed that usually the group is not going to help him with the plan developed during the process nor will the group be shocked after creating a fantastic idea in theory that they are expected to carry it off – by next week!!!

NOTE: One type of think tank process deliberately excludes the obligation to implement and is often an attractive way to introduce people to the process. In this approach, the group is asked to visualize an ideal future with regard to a particular area. In such cases, the group is free to dream without worrying about "how to get from here to there." An example would be: "Imagine what ideal volunteerism will look like ten years from now. Wishful thinking is what we are looking for. Don’t worry about whether it seems practical as of today, just dream!"
AFTER the dream has been allowed to emerge, largely unfettered by feasibility, the group MIGHT want to address practicality by developing a step-by-step plan that will

achieve the dream. This is a real challenge but offers additional opportunities for creative and open thinking.

Sequence Example
The chronology of any think tank is apt to vary considerably from one group to another. The following provides an idea of the average process.

1. Climate setting: as discussed previously.
2. Participants introduce themselves both as resources and as seekers, either in writing before coming together, informally during the social time, and/or during the first gathering of the group. Time limits and formality are taboos. This time of getting to know each other is crucial in setting the tone.
3. Discuss the clarify relevant conditions, expectations, etc.
4. Loosen up the mental process by discussing and practicing one or more exercises, such as "Question, Question…," "Upside Down and Inside Out," "Anchors Away," etc. which are described in the companion piece to this manual, A Reconsideration of Volunteerism – Some Exercises for the Creative Gadfly, by Ivan H. Scheier. If the focus of the session is the think tank process as a tool, then of course more time should be allotted to these exercises.
5. Discuss, clarify and modify the starting question(s). Whenever possible, make the starting question(s) available ahead of time (if this is the focus of the think tank). Recognize that the starting question may not be the final, "best," or key question actually processed. In fact, the major achievement of a think tank may be to come out with a better question.
6. The process matures as the group's energy comes to bear on the issue. Identification, enumeration, and analysis of possible factors revolving around the issue are raised. Typically this includes identification and critical examination of underlying assumptions, and sometimes recommendations for future action.
7. If recommendations do occur, discuss what to do about them. Options include the group taking primary responsibility, delegating to others, or simply letting go as participants, having benefited from increased insight into the problem or issue discussed. At this point, the group may wish to make a decision on publication or some other sharing of sharing of think tank proceedings.

NOTE: In think tanks which extend over a number days, organizers may wish to include – and participants will probably rise up and demand – at least a few hours of "free time." This is usually scheduled mid-afternoon of the second day or is simply allowed to happen when people decide they need it. This provides time for everyone to digest and reflect. Additionally, a little fun time of singing, games, or story telling, one evening, has proven to be good for the spirit and the process.

SPECIAL NOTE for the reunion groups: Over the past years several Challenge think tanks have participated in reunion or seasoned think tank groups, the prerequisite being participation in a previous think tank. The authors' experience with such groups indicates an even less-structured sequence than described previously. These

seasoned think-tankers return with the idea already implanted to let go of conventional thinking and are anxious to soar with their colleagues and friends.

Consequently, many of the foregoing steps take care of themselves.
Additionally, in such groups the participants are more adept and practiced with group roles, shouldering them as needed and passing them on as appropriate. There is group rather than individual leadership. The group seems to find its questions in the needs of the participants and in the events currently affecting their field. Typically one issue slides easily into the next. Perhaps the greatest challenge with these groups is harnessing the energy and ideas… be prepared!!!

Instructions for the Facilitator…
or what the on-call iconoclast needs to know
Responsible iconoclasm is the main characteristic distinguishing think tanks from ordinary problem-solving. "Let no assumption go unchallenged" might be our motto, provided we're not wrecking conventional certainties for the sheer perverse joy of it. We should understand that analysis often produces even greater faith in previous assumptions, because now we understand why…

As previously discussed, the very success of a think tank may depend on the ability of the group to examine the question presented and analyze whether indeed it is the question needing to be addressed. Often groups are so anxious to get to "the problem," they fail to see that perhaps the question itself needs to be turned around to find the "real" problem. Hence, the job and value of iconoclast or devil's advocate. Here are a few examples of how astute challenging can assist the group to more effectively focus its attention. Again, the authors warn against the temptation to over-structure and control the process.

The iconoclast or group facilitator will regularly transform the "how-can-we" question into "why," thereby leading the group to root out underlying assumptions and issues. For example, look at a question, such as "How can I get more training for my board?" The facilitator may ask "Why does the board need more training?" or "What if the board had more training?" Such questions might open the door to the insight that the current board membership is not suitable to the needs of the organization or to its management. Thus, a better question becomes "How do I get rid of the current board and get better members?"

Sensitivity to words that indicate one particular function is also necessary, such as "How can our nominating committee choose better officers?" The work "choose" implies that there are a number of candidates from which to select. In fact, through further discussion, the point may be that there are not enough good people willing to run for office. A productive change takes place in a better-asked question, such as "How can we encourage more good people to run for office?"
Another trick of the iconoclast is to turn the question around. "How can we help the homeless, culturally diverse, poor, older, etc., people?" might become "How can they help us more or how can they help themselves more?"
These are not necessarily replacements for the original question but rather additional alternatives or enrichments to it. Such simple reversal of predicated can result in fresh, new ides, strategies, and perspectives for any program and consequently for the people it serves.

Working the Circle
As alluded to in these guidelines, the authors have found, not to our surprise, that this freethinking process is best facilitated when participants are gathered in a circle formation. We say "not to our surprise" because it is obvious that this method eliminates head tables, facilitator domination, and any back-of-the room hiding out. It does allow for and encourage feelings of openness, equality, and perhaps even suggests for some the magical qualities the circle has had through the ages… remember friendship circles and Stonehenge, just to name two? Physically, circles prevent blind spots and enable both the facilitator and the participants to maintain good eye contact with one another. This enhances general interaction and it is an important factor in managing the process. The circle concept can be enhanced through the utilization of casual seating options such as rockers, couches, and floor cushions, whatever is comfortable and available to the participants.

As previously mentioned, it is vital to set the ground rules for these sessions. Giving and taking feedback can be a threatening experience for the novice. First, remind participants that everyone's ideas and opinion are valid, at least to the contributor. It becomes the responsibility of others to relate new information to the question at hand or, perhaps, to past ideas. Perhaps the comment will lead to new discussion. Everyone should be reminded to offer differences of opinion in that mood… that the other's ideas are honored, but that the person has a different insight, belief, or experience to share. Pooh-poohing is never allowed… open, exploring questions are.

The way remarks are made sets the tone for what is heard. When comments begin in a negative or even an attack mode, e.g., "WRONG… when I did it…", the affected person and possibly the whole group reacts, often unconsciously, in a negative manner. That negative reaction inhibits positive, worthy information from being heard or accepted. Group members should take special care to "watch their tongues" at all times.

An example of more positive wording would be "That's an interesting point, but I've experienced something different…" The facilitator may wish to condition the group and emphasize the importance of tone through a brief practice exercise where the group turns examples of negative statements around. Perhaps the greatest outcome of working through this technique is that some will carry it away with them and put it to beneficial use in their day-to-day lives! Such positive attitude changes and certain aspects of the think tank process can be used in almost any problem-solving meeting or workshop. However, the authors feel strongly that the term "think tank" should be reserved for the full complement of activities described in order to preserve the uniqueness of this process.

In experience groups a trust pattern emerges naturally, perhaps because mutual respect has already been established and the safety net of mutual support is in place. But, if this is a first-time think tank group, much of the successes of the support circle depends upon the climate that is set and maintained.
To be effective, facilitators must be strong enough to guide the group's activities and agile enough to offer their own opinions and experiences in the conversations… or even to be the recipients themselves of enlightenment... no mean trick! To

accomplish this, facilitators need ample knowledge and experience in-group dynamics.

After explaining the necessary ground rules, the group leader should initiate the discussion either by using a pre-set question or perhaps piggybacking on something he or she has picked up on, utilizing some of the techniques mentioned in the exercises. Key elements of facilitating the discussion are to:

- Monitor participation, assuring that everyone has an opportunity to participate and that even the quietest participant adds something. This may mean actually interceding and asking for that person's ideas. HOWEVER, no one should be made to feel pressured into open verbalization. There are those who learn and gain through observation. The key here is assuring opportunity.
- Balance input, nothing not just who but what is being said, and seeing that all sides of issues receive fairly equal airing. And, when the issue seems too one-sided, perhaps even turning to the aforementioned "devil's advocate" just to shake thing s up.
- Read-the-group, more than just listen, watch all the faces and body language that may reveal a person's attitude toward topics on the table. Waking up the daydreamers, extracting the silent rage, getting the headnodders to verbalize, are all important to the success of the process.

Perhaps this sounds like an overwhelming task, but it actually is great fun once you get into it, for the reward lies in seeing that indeed the circle has worked its magic and the reflection pool has show its glimmering treasures to each person. Some participants signal this success in deep contemplation, others in exuberance, but all usually experience and indicate some sense of renewal and growth.

Summary

Think tanks provide a unique opportunity for individuals and groups to expand the thinking process. Key points to remember in utilizing the process include;

- Understanding of what a think tank is
- Understanding the process
- Setting realistic expectations
- Sound planning
- Suitable participants
- Experienced and flexible facilitation
- Desire to look beyond… TO SOAR!!!
- Enjoyment of the process… FUN!!!

Think tanks are not for the faint-hearted. Participants will have to take risks and question basic assumptions, possibly touching the shaking the very roots of their philosophy. However, once a person assumes the practice of less limited thinking, of looking beyond the now and obvious to "what if?" and "why not?" then indeed there will be no limit to the creativity, energy and visionary thinking set free. We wish you luck with your think tank/reflection pool and hope that these guidelines will help you in that quest.

WHATEVER YOU CAN DREAM, YOU CAN DO.
BEGIN IT
BOLDNESS HAS GENIUS, POWER, AND MAGIC IN IT.
--Goet

Te Kura Amorangi o Whakawātea

Appendix 10

Child Poverty Report

CHILD POVERTY

http://www.cpag.org.nz/

Rationale
No child should experience severe and persistent poverty, least of all in our 'land of plenty'.

Child poverty is extremely costly. For individual children, it can mean going to school hungry and living in a cold, damp house. Important childhood opportunities are missed like school outings and sports. This can influence educational achievement and health outcomes. In New Zealand each year there is at least $6 billion in additional health and education costs associated with child poverty, as well as reduced productivity.

As New Zealanders we like to believe our 'Godzone' is a great place for children. For most children this is true. But it is not true for children living in poverty. As many as 25 percent of New Zealand's children – about 270,000 – currently live in poverty. That's one in every four children. That's like filling Auckland's Eden Park to capacity five and half times, with children.

What is the role of education for solutions to child poverty?

While Mäori are found in all socioeconomic sectors of New Zealand society, Mäori children are over-represented in child poverty statistics.

There are particular issues about Mäori child poverty that pose distinctive policy challenges and require distinctive responses, including being mindful of whänau dynamics.

It is important to recognise the impact of the experience of colonisation on Mäori. The alienation of land and resources has seen the loss of a cultural and spiritual base and the loss of an economic base (Cram, 2011).

Any analysis of the financial and material deprivation of whänau today is incomplete without understanding this context (Baker K., et. al., 2012). While mindful of the past, Mäori whänau recognise the importance of investing in outcomes that will serve future generations and support strong, healthy and vibrant communities.

31
We recommend that the government take additional action to reduce poverty and mitigate its effects for Mäori children and young people so that they are on a par with other children in New Zealand, and report annually on progress.

We have proposed a range of targets for reducing child poverty in New Zealand. We expect that Mäori children's progress against these targets should be at least on par with, if we get it right for tamariki Mäori then we will get it right for all children.

Solutions to Child Poverty in New Zealand: Evidence for Action – 51 other children. If child poverty is to be reduced in New Zealand, the solutions will need to work for Mäori.

We recommend that the government increase the number of Mäori young people successfully transitioning to meaningful employment by extending training allowances and providing employer incentives (e.g. to expand the number of apprenticeships for Mäori youth).

Early labour market participation of young people is critical to alleviating poverty.

However, even during times of considerable economic growth Mäori unemployment figures remained high.

Mäori youth have experienced significant increases in unemployment with the unemployment rate for young Mäori doubling since 2008 to over 30 percent (Department of Labour, 2012).

In some rural areas and small towns the Mäori youth unemployment rate is likely to be even higher.

Young Mäori need support to transition from school to further education, training or work.

Training allowances, incentives for employees to take on young people and trade training through apprenticeships are important strategies.

Given the constraints in the labour market there is also a need for innovation to ensure early labour market engagement.

We recommend that the government scale up successful Mäori education initiatives.

New Zealand has a high-quality, low-equity education system (McKinley & Hoskins, 2011).

Mäori children are less likely than non-Mäori children to learn basic literacy and numeracy skills, and less likely to attend university.

Mäori make up the lowest proportion of students (51.3 percent) who leave school attaining at least NCEA Level 2 (MoE, 2012b).

We note that the achievement of Mäori students is a priority for the current Government.

Educational achievement for Mäori students features in three of the Better Public Service targets. Government agencies have been tasked with significantly increasing Mäori participation in ECE, increasing the numbers of Mäori learners with NCEA Level 2 or an equivalent qualification, and increasing the proportion of Mäori

in the 25 to 34 year old bracket who have NCEA qualification of Level 4 or above. **We endorse these targets.**

Mäori communities have made a significant contribution to education in New Zealand.

The development of köhanga reo, kura kaupapa, wharekura and wänanga has led to improvement in educational outcomes for Mäori children and increased Mäori participation at all educational levels.

Schooling must enable Mäori to live as Mäori and to fully participate in and contribute to Mäori communities and the broader society (Durie, 2001; McKinley & Hoskins, 2011).

5.10 Education

The education system cannot solve the problem of child poverty, but it can have a powerful impact on the lives of children living in financially disadvantaged circumstances.

When students achieve educationally, they bring more skills to the labour market, strengthening their earning potential over their working lives. Education can thus help reduce the likelihood of the intergenerational transfer of poverty. Children born into poor families are more likely to have lower educational achievement.

They are more likely to:

- have fewer resources and sources of stimulation, affecting early cognitive
- development
- go to school hungry
- move house and schools multiple times
- have parents and family who are not engaged with their school and learning
- live in an overcrowded home with inadequate space to do homework

The Government's commitment to improving student educational achievement and, as such, their life chances, is demonstrated in the Better Public Services targets. We endorse the following targets which aim to increase student achievement:

- increase participation in early childhood education from 94.7 percent currently to 98 percent by 2016
- increase the percentage of 18 year olds with NCEA Level 2 or equivalent qualification from around 68 percent currently to 85 percent by 2017
- increase the percentage of 25 to 34 year olds with NCEA Level 4 or above qualification from 52 percent to 55 percent by 2017

Given the Government's primary focus is on student achievement, our recommendations focus on what the education sector can do to mitigate the effects of poverty on children.

We believe this is a gap in current policy thinking and feedback from public consultation on the Issues and Options Paper reinforces our view.

- Respondents strongly supported improving the quality of ECE and increasing the availability of affordable ECE in poor neighbourhoods.
- Respondents from the disability sector emphasised the need for improving teacher education and in-service training regarding child disability, how to include children with disabilities, and how to engage with their families across all education levels.

58
We recommend that the government progress the current Ministry of Education work programme to raise the quality of existing ECE services and increase the supply of ECE services to low-income families.

59
We recommend that the government incentivise inclusive quality ECE and prioritise the provision of compulsory education, and tertiary education/training for children and young people with disabilities who are living in poverty.

- The benefits of good quality ECE are well documented in the international and New Zealand literature. ECE can mitigate the effects of poverty and risk for children (Barnett, 1995; Smith et al., 2000).
- Good quality ECE, combined with parenting support and education for low-income families, has positive impacts on children's cognitive and socio-emotional skills and later educational achievement.
- Long-term outcomes include higher qualifications and income, better health, increased maternal employment, reduced special education services, less justice system involvement, and reduced use of social services (Karoly et al., 2005).

Currently, over 95 percent of New Zealand children are enrolled and participate to some extent in ECE. Those living in poor neighbourhoods are less likely to participate: only 82.6 percent of children entering decile 1 schools reported participating, while 98.9 of those entering decile 10 schools did.

Participation rates for Mäori (89.4 percent) and Pasifika (85.3 percent) are lower than for Päkehä/European children (94.5 percent).

A Ministry of Education survey of parents who were not engaged with ECE found barriers to participation included: cost, lack of transport, family transience and lack of knowledge of available services.

Pasifika parents may feel young children should be at home and that they may struggle at ECE because of language and cultural barriers. The New Zealand ECE sector is currently receiving significant attention as a result of the recommendations of the Early Childhood Education Taskforce (2011).

The EAG supports these recommendations, and in particular, the Ministry of Education's Participation Programme which aims to engage parents better and their young children living in low participation and low-socioeconomic communities in ECE.

We look forward to the results of the evaluation of this Programme.

60

We recommend that the government design and implement a collaborative food-in-schools programme, commencing with decile 1 to 4 primary and intermediate schools.

- Living in poverty can be a barrier to learning at school.
- Poor children often come to school hungry, which affects their ability to learn.
- A Ministry of Health survey found that 20.1 percent of New Zealand households with school-age children did not have enough food for active and healthy living.
- This percentage significantly increased for Pasifika and Mäori families, large families, and those from the lowest socioeconomic groups (Parnell et al., 2003 in Yates et al., 2010).
- Children in low-income households are also more likely to have higher cholesterol intake and eat fewer healthy foods than their peers in higher income households (Smith & Brown, 2010).
- Organisations like KidsCan, Fonterra and Sanitarium currently provide food in some New Zealand schools.

However, we believe that central government has a responsibility to provide leadership and resources to assist schools through a national strategy for food in ECEs and schools in low-decile neighbourhoods.

61

We recommend that the government continue and expand the Positive Behaviour for Learning School-Wide intervention and other evidence-based targeted behavioural support interventions for parents and teachers.

- School culture influences educational achievement.
- Children from low-income families report that bullying and being rejected by more advantaged peer groups makes it difficult for them to go to school and focus on learning.
- In-school initiatives such as the school-wide component of the Positive Behaviour for Learning programme seek to make positive and sustainable changes in school culture and school achievement.
- This evidence-based intervention and others like it should continue to receive government support.

62

We recommend that the government establish sustained funding for youth-friendly health and social services (including mental health, sexual health and contraceptive support) in all secondary schools, commencing with low-decile schools.

Young people living in poverty are vulnerable to health and mental health problems, including sexual health issues, teen pregnancy, drug and alcohol abuse and depression (Anderson & Lowen, 2010; Winnard et al., 2005).

Findings from New Zealand research and I would like to see a much stronger emphasis on increasing the quality of ECE, using community development approaches to increase the participation of low-income families in ECE.

Make the breakfast club open to everyone so that there is no shame. If [children] are poor, people don't care about them, they get bullied.

Solutions to Child Poverty in New Zealand: Evidence for Action –61
programme evaluation support the provision of school-based health and social services for young people.

The Government is investing additional funding until June 2016 to provide school-based health services in all decile 1 to 3 secondary schools.

We support this investment and recommend that a plan for sustained funding, and evaluation of the service, be established.

63
We recommend that the government ensure that young people who are pregnant and/or parenting receive effective support to remain engaged in education by:

- expanding the number of Teen Parent Units
- encouraging young parents to remain in their local school by ensuring they receive the support needed to do so
- monitoring and reporting on their school achievement and post-secondary school transition.
- Being born to a teenage mother is an indicator for child poverty. In 2009, just 12 percent of all teenagers who had babies had been enrolled in a Teen Parent Unit (TPU).
- Services for young parents provided through TPUs should be expanded to enable more young parents to continue their education.
- While the Education Review Office (2011) found that the quality of teaching and learning in almost all TPUs was satisfactory, it noted that TPUs do not follow-up young people once they leave a unit.
- Funding should be provided to enable TPUs to evaluate student outcomes, including for those young people who leave a TPU before gaining a qualification.

64
We recommend that the government ensure all schools provide appropriate after-school opportunities for all children living in poverty by:

- amending the National Administrative Guideline (NAG) section one to require schools to develop and implement after-school educational experiences (e.g. mentoring and holiday programmes) to address the needs of children and young people from low-income families
- providing an inventory of activities currently underway to assist school principals and Boards when deciding on additional programmes that would work in their schools

Childhood poverty can seriously affect a child's educational achievement. Through the National Administration Guidelines, Boards of Trustees are required to identify students who are not achieving.

We suggest that a new guideline be introduced to require that Boards of Trustees develop after-school educational experiences to address the needs of children living in poverty. Examples include mentoring programmes, Computer Clubhouse, homework centres and kapa haka and other culture groups.

65
We recommend that the government support expansion of before-school, after-school and school holiday programmes for children (aged 5 to 13 inclusive) living in poverty by:

- providing sustainable funding for initiatives
- encouraging more schools and community organisations in low-socioeconomic communities to apply for programme start-up grants
- offering incentives for programmes that include children with disabilities and providing flexible hours to accommodate the needs of parents who work evenings and weekends.

In 2010 the Ministry of Social Development supported 12 low-decile urban schools to provide out-of-school care and recreation (OSCAR) 'extended services'.
In our view, this initiative should be expanded to more low-decile schools.

- A key function of OSCAR Girls get kicked out of school for getting pregnant or are made to not feel welcome.
- People think just cause you're from [a poor community] you're no good, you're trouble. But we've got lots of ideas, energy, gifts and talents.

5 Our Recommendations

62 – Solutions to Child Poverty in New Zealand: Evidence for Action programmes is that they enable parents to participate in the workforce or pre-employment training.

Low-income families are eligible for a subsidy for OSCAR fees.

Improving the schooling chances of New Zealand's poorest children: policy and community challenges

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Presentation to the AGM of the Child Poverty Action Group, St Columba Centre, Vermont Street, Ponsonby, Auckland, 24 July 2006

Kia ora koutou.

I was delighted to be asked to speak to you tonight as while I take the point that it is a difficult political environment in which to get much traction on child poverty issues, I think that over the years CPAG has been a very effective advocacy group for many of the most vulnerable children and families in our society. In particular, it has had a strong media presence despite its limited means. To my mind CPAG's strength lies in what Gerald Grace (who used to be Professor of Education at Victoria University) has called 'complex hope' (Grace 2004). Complex hope is an optimism of the will in relation to social inequality but one, which unlike naive hope, recognises the very real historical and structural difficulties which need to be overcome. It begins from a realistic and sophisticated assessment of the structural pressures against social inequality and the possibilities of human action in relation to those pressures. So I think it is 'complex hope' in relation to the life-chances of New Zealand's poorest children that brings us all here tonight and whether you are one of those who is often in the media in relation to child poverty or you work more behind the scenes, I'd like to sincerely thank you for your efforts to improve the lot of low income families in Aotearoa.

Tonight my topic is 'Improving the schooling chances of New Zealand's poorest children: policy and community challenges' and that's no small topic of course. So what I plan to do in the half hour or so I have is:

- give you a sense of my starting points, how I frame the issues.

- talk about four broad areas in which research has shown that poverty makes a difference to children's schooling.

- Finish by suggesting two or three ways to make a difference in each of those four areas – ten ideas in total. Most of them are directions that we in NZ – the Government, schools, the community – should be pursuing but I also want to keep an eye to what is happening in places like the UK and US and suggest a

> few policy directions we should be avoiding because they will just make things worse for the poorest children in our society.

Some starting points

Over 40 years of studies in the sociology of education have show that while there are some individuals who buck the trend, children from low socio-economic (SES) families tend to have significantly lower levels of school success in terms of academic achievement than children from middle and high SES families (Ball 2000). A 2002 Ministry of Education discussion of the Programme for International Student Assessment (PISA) test results for 15-year-olds in 32 countries, noted that,

> In all countries examined, students with higher family socio-economic status had higher achievement than students with lower family socio-economic status. New Zealand was no exception. In this country the gap was relatively wide. (Sturrock and May 2002: 97)

More directly related to income, the Competent Children study run by the NZ Council for Educational Research has found that parental income during the early years of childhood (0 – 5 years) continues to affect children's achievement throughout their primary schooling:

> Children whose family income was more than $60,000 at age 5 or younger continued to show higher scores for all the competencies at age 10. At the other end of the scale, children whose family income was below $30,000 at age 5 or younger continued to score lower than others on some competencies at age 10, regardless of whether their family income had improved. (Wylie 2001: 28)

The effects of childhood poverty have also been found to impact on participation in tertiary education in New Zealand. A Christchurch-based longitudinal study has suggested that 'able children from professional or managerial family backgrounds are about 1.5 times more likely to enter university than are children of similar ability from low SES families." (Fergusson and Woodward 2000:33).

One answer to this problem which is popular with governments, including our own, is to say if you raise the expectations of teachers and improve the quality of teaching and school management, there is no reason why children from low income families shouldn't achieve as well as the middle classes. And there are some educational researchers, such as those in the school effectiveness and improvement movement, who take this view also. So that's a stance which puts the onus on schools to solve the problem but actually I don't think schools hold many of the answers in ways commonly expected (teacher expectations, pedagogical innovation, school reform). These things can make some difference but most of the answers probably lie outside of schools. As Jean Anyon has put it in the US context:

> …we are aware – and over 30 years of research has consistently demonstrated – that academic achievement in US schools is closely correlated with student socio-economic status. To really improve ghetto children's' chances then, in school and out, we must (in addition to pursuing school based reforms) increase their social and economic well-being and status before and while they are students. We must ultimately, therefore, eliminate poverty: we must eliminate the ghetto school by eliminating the underlying causes of ghettoization…Unfortunately educational 'small victories' such as the restructuring of a school or the introduction of a new classroom pedagogical technique, no matter how satisfying to the individuals involved, without a long-range strategy to eradicate underlying causes of poverty and racial isolation, cannot add up to large victories in our inner cities with effects that are sustainable over time (Anyon 1997:164-5).

That said, I don't see schools as benign either, because in ways that are often not so obvious they help to reproduce social inequalities from generation to generation. To understand this we need to recognise that low income families are not only poor, or have 'low socio-economic status', they are (typically) in a subordinate social class position within society. (There are of course some low income households where a middle class family has fallen on hard times because of a relationship break up or something but those children can still typically capitalise on their middle class backgrounds and generally achieve much better.)

When we think in terms of social class that raises the cultural dimensions of poverty and schooling, and it can be recognised that the lower achievement of students from low income families is not just a question of material resources, it is a question of class culture - of perceptions, beliefs, experiences attitudes, behaviours and power relations. The work of Pierre Bourdieu – the acclaimed French sociologist who died in 2002 - points to schools having a more organic relationship with students from the dominant social class than with students from subordinate classes or ethnic minority students. In simple terms, Bourdieu argued that schools recognise and transmit only middle class forms of culture and therefore reproduce social class inequalities. Schools are not neutral but are set up to favour those already favoured – they have a cultural bias. So that whereas schools appear to be and claim to be to be fair and impartial they actually actively maintain inequality – their role is to quietly sort people into winners and losers based on their initial cultural characteristics, thereby maintaining the dominance of the middle classes.

So that's a challenging analysis but its where I'm coming from and there's a couple more points I want to make about it. First, within sociology, including sociology of education, class analysis is becoming fashionable again after going out of favour for a while (e.g. Devine et al. 2005) but as Diane Reay at Cambridge University has

noted the new understandings of class as everyday processes and practices have as yet had little impact on educational policy and practice (Reay 2006, forthcoming). While there is some growing recognition of the salience of class processes within health (Wilkinson 2005) and housing (Glennerster et al. 1999), within teacher education and education policy, classrooms are routinely presented as classless.

Second, I see class analysis as generally complementing rather than contradicting analyses of ethnic and gender inequalities in education. So for instance, many people and not just Maori, see Kohanga and Kura Kaupapa Maori as the preferred option for Maori. But one of the things I'm going to talk about tonight is the importance of the social class composition of schools and how academic success is somewhat more likely in middle class school settings. So for me one of the issues which is going to help or hinder the success of kura over the long term will be their social class composition and to recognise that not to deny the likely advantages in terms of ethnic culture which will accrue to young Maori who go through Kaupapa Maori education (which in fact fits nicely with the notion of curricular justice I'll be talking about later), its just adding more complexity to our understanding of the issues and I think we need that.

With all that in mind, I now want to look at four ways that poverty and a subordinate social class position depresses children's chances of success in schooling:

1. Their impact on children's learning at home and readiness for school.

This is where we get into many of the areas that CPAG campaigns around:

- Health problems
- Nutrition problems (CPAG in UK are currently campaigning for universal free school meals)
- Housing and overcrowding
- Mobility

Also relevant are:

- Lower take up of early childhood provision
- Fewer curriculum-relevant experiences and resources as a result of poverty (holidays and visits, books in the home, internet access, school stationery).
- Fewer literate practices within the home (less reading, newspapers, academic language development)
- Riskier prospect for working class children to have high aspirations with regard to tertiary education and employment because parents and friends

don't think of that as a possible future in the way that children going to university is more or less an assumed thing for many middle class families.

2. the way low income/subordinate class parents relate to teachers and schools (and vice versa).

For parents with little school success themselves there can be a lack of confidence in dealing with schools and sometimes distrust but research also shows that working class parents are also often too willing to hand over authority to schools. There is a well known US study by Annette Lareau called 'Home Advantage' (Lareau 1989) which shows that working class and middle class and parents tend to divide up responsibility for schooling in different ways. Working class parents tend to see the teacher as the professional, someone to be deferred to, whereas for middle class parents education is seen as a shared responsibility, a relationship between equals.

Roy Nash at Massey (Nash 1993) has also pointed to differences in parent expectations whereby working class parents tend to see 'satisfactory' or 'average' as OK whereas for middle class parents it means something is wrong and is a trigger for action. They will intervene if they perceive their child is slipping and have considerable resources available, for instance arranging extra tuition.

3. the way schools typically treat children from low income/subordinate class families.

There has been a lot of research on the subtle ways schools are still set up for the white middle classes in terms of choice of curriculum content, language, built in assumptions about behaviours and understandings, and numerous other biases in the curriculum, pedagogy, assessment. This is the so-called 'hidden curriculum' of schooling. Grouping practices within schools and classrooms which may ostensibly be about catering for different ability groups often constrain the curriculum for those who end up in 'lower ability'groups.

4. the social polarisation of schools.

New Zealanders perhaps don't like to think about it but especially in our cities, the levels of between-school social class and ethnic segregation is substantial, its pointed up of course by the decile system, and is due both to residential segregation and also to processes of school choice whereby the middle classes can and do choose away from low SES schools. However there are at least five reasons why this situation is not going to help the children of low income families who dominate the low SES schools.

- it leads to unequal flows of parental and community financial and other resources into schools, with low SES schools missing out substantially compared to middle class schools, equity funding isn't nearly enough to compensate.

- it leads to differential access to networks of power and information (the 'old school tie').

- it means that there isn't much electoral pressure from the middle classes to improve those schools, most middle class people have no contact with them at all.

- the social mix of schools may also affect levels of achievement through what are called compositional effects. This is a contested idea, but most evidence, including that from New Zealand, points to high SES school composition pushing up mean levels of achievement and low SES composition depressing them. (Thrupp 1999, Thrupp & Lupton 2006 forthcoming).

- the polarisation of school intakes can act back on the housing market and help to intensify inequalities of wealth within society because people who can live within the zones of popular high SES schools can make disproportionate financial gains on their properties.

Let me turn now to some ideas about what could be done in each of the above four areas through which poverty impacts on schooling

The impact of poverty and a subordinate class position on children's learning at home and readiness for school

1 More universal family assistance to better include families on benefits

The just released Ministry of Social Development report *New Zealand Living Standards 2004* (Jensen et al. 2006) shows that despite the economic recovery, the proportion of children experiencing significant or severe hardship has increased from 18 to 26%. The children experiencing the worst decline in living standards over this time were mainly in families supported by benefits, with an over representation of Maori and Pasifika families.

The governments stance on this is that the Working with Families package and the promotion of a work ethic will fix the problem. However in an article to be published in the *European Journal of Social Security*, Susan St John has carefully unpacked the impact of the Working for Families package and changes to other assistance on opening up the income gap between families 'in work' and those 'not

in work' and argues that

> …while the new spending on Working for Families will eventually significantly reduce the incidence of child poverty in working families, those children whose parents fail the qualifying criteria can be expected to slip further below the relative poverty line and experience increasing rather than decreasing social exclusion.

So what we need is a clear priority to ending child poverty in families on benefits by providing more universal family assistance.

2 Funding schools to better reflect the real effects of poverty

To my mind the increasing gap between the 'in work' and 'not in work' also raises the question of how well equity funding is being targeted to schools at the moment. At present there are about 15 programmes where the funding is determined by decile, especially the general Targeted Funding for Educational Achievement (TFEA, about $100million), the Resource Teachers for Learning and Behaviour (RTLB, about $50m), Special Education Grant funding (about $30m), Alternative Education funding (about $20m) and lots of other bits and pieces,(about $250m in all).

Deciles are based on census mesh blocks and funding is related to factors such as

- percentage of households with income in the lowest twenty per cent nationally;
- percentage of parents in the least skilled occupational groups;
- household crowding;
- percentage of parents with no educational qualifications;
- percentage of parents receiving income support benefits; and
- percentage of students who are Māori , Pasifika, and refugee students receiving ESOL funding.

The last category has been cut out now I think after Don Brash's speech a couple of years ago led to the Government taking fright and reviewing all programmes targeted by ethnicity. But in any case the mesh block approach is only a very general approach to recognising poverty and we need an approach which is better linked up to an understanding of how poverty actually works. So for instance if we are going to take seriously the particular plight of the 'not in work' at the moment, we could provide equity funding to schools according to the proportion of parents who are in receipt of a benefit. [And a point which came up in discussion following the presentation, we should also look at the overall level of equity funding and to what extent it really compensates for the poverty-related demands faced by low SES schools].

The way low income/subordinate class parents relate to teachers and schools (and vice versa)

3 Requiring strong representation of subordinate class and ethnic groups within schools.

There is no doubt that when you are from a group on the margins, having 'people like us' in positions of power in schools makes a difference. There are various ways you could address this issue – teaching staff, parents associations, Boards of Trustees membership. The Ministry's analysis of the composition of BOT members elected at the 2004 triennial BOT elections (MOE website) provides no analysis by SES, only by gender and ethnicity. The analysis shows that there are somewhat more women elected in low decile schools but ethnicity is not shown by deciles. What the figures do show us that at 778 (32%) schools there were proportionally more parent-elected representatives of NZ European / Pakeha ethnicity than the proportion of Pakeha students, while at the same time 448 (18%) schools had fewer Maori parent-elected representatives than the proportion of Maori students. Regarding Pasifika representation, there were no schools with more parent-elected representatives than the proportion of students, but only 4% had a smaller proportion. The MOE argues that the disproportionate representation of Pakeha on BOTs is not as bad as it seems because the proportion of the school-age population who are Maori or Pasifika is twice that of the population aged 25 to 50 (although I don't think the reasoning quite follows because we are not talking about the general population – those Maori and Pasifika students have parents and why aren't they more fully represented?) But more importantly it seems from the discussion that the Ministry would be content to have Maori and Pasifika parents represented in proportion to the number of students in the school, whereas I think that, especially in predominantly white middle class schools we need a disproportionate representation of working class, Maori and Pasifika parents to improve the home school relations for those groups.

4 Reporting to parents in more transparent ways.

Here I am talking about reporting in the broadest sense, how schools talk to parents about the progress of their children. Related to what I was talking about earlier, ('satisfactory' or 'average' raising alarm bells for middle class parents but not working class), we need to think more about decoding school success for low income parents. One of the concerns I would have, particularly thinking about my UK experience now, is that in pursuit of objectivity, schools have gone to criterion based reporting so you get reports which say things like 'your child knows their number facts up to 8'. To me as a parent that's meaningless actually, I don't know if its good, bad or indifferent so that like lots of parents I depend on informal discussion with the teacher, if that's not fruitful you are stuck. So its that kind of informal

interpretation which I think schools need to work on, but the other side of it is that we don't just want schools to be telling low income parents their children are failing, schools have to have something to offer as a way forward.

5 NOT becoming more punitive.

This is one of those areas which could get worse, in the UK it seems to me that policy on parents vacillates between carrot and stick, but it can get very punitive, there is fining and even imprisonment of parents of children who are truanting. I just don't think that's the answer, it only addresses the symptoms of lives in crisis and not very well at that.

The way schools typically treat children from low income/subordinate class families

6 Working towards curricular justice.

The main thing within schools is to disrupt forms of curriculum (and pedagogy and assessment) which privilege the cultures of some social and ethnic groups over others. This is what Connell calls 'curricular justice', a fundamental shift in curriculum, pedagogy and assessment to suit groups other than the white middle class (Connell 1994). An example might be, say, a programme which provided an authentic history of a particular Pasifika culture, say Samoan culture, was taught and assessed in a way which gave genuine weight to the language and culture of those students as it stands in New Zealand today, and where (crucially), the qualification gained was seen to be of equal standing to that gained in other kinds of courses. This is not an entirely utopian vision: a critical movement centred on race, gender and social class curricular issues developed in the over the 1970s and 1980s and remains an important strand of teacher culture today despite pressures against a progressive curriculum. As I noted earlier, it seems to me this is really what Kaupapa Maori education is trying to achieve and its admirable.

7 NOT increasing testing, target-setting or review

There is now much evidence to show how increased emphasis on assessment against narrow criteria reduces the curriculum as the 'tail wags the dog': schools and teachers are encouraged to teach to the test/target/inspection/performance

management appraisal. A particularly horrible effect of this is the commodification of children as staff in schools are encouraged to think of children not in terms of the children's needs but in terms of what advantages they can bring to the positional wellbeing of the school. This commodification occurs both in the initial recruitment of students and in the management of them once in the school. In highly performative systems schools are encouraged to recruit bright, middle class 'able' children and avoid taking on 'expensive' special needs students and students with behavioural issues wherever possible. Once in schools, children are commodified and some are marginalised through decisions around setting and testing. For instance Gillborn and Youdell (2000) note the occurrence of 'educational triage' where decisions are made to focus on some students at the expense of others, depending on whether or not they are seen to have the potential to enhance their school's position in the examination league-tables.

8 NOT increasing grouping, banding or setting by ability.

I'm not going to say much about this except that it is on the rise again in places like England where it is seen as a way of better targeting students and pushing up their performance. Its fine if you are in one of the top groups, bands or sets, not so good if you are in one of the lower ones, where there is a reduced curriculum and lower self and peer esteem.

The social polarisation of schools

9. Taking more control over the way schools set their zones.

Having been in the UK over last 6 years, I thought the form of zoning Labour has brought in since 2000 was like it used to be, i.e. the government determined the zones. But actually schools now draw up their own zones working only to the very general definition that a school has to be a "reasonably convenient school" for its students, that is a school that, taking into account a range of factors, a reasonable person would judge to be reasonably convenient. Recently I saw some unpublished research by Di Pearce and Liz Gordon on Christchurch primary schools which is disturbing because it shows that in the absence of government control zones are being drawn up in convoluted ways by schools to "bypass more deprived but closer areas in favour of further but wealthier suburbs" (Pearce and Gordon 2004, p. 7) Moreover Pearce and Gordon point out that school zones often overlap, some suburbs being claimed by three schools, others being left out, making zones "less the tidy product of the old system of regional planning… [and] far more reminiscent of the free market where businesses compete for customers and little or no co-operation exists" (Pearce and Gordon, 2004, p. 8). So I would like to see some more government control over zoning to prevent schools targeting middle class suburbs.

10 Encouraging more public debate about the costs of a socially polarised school system.

Reading a few things off the CPAG website in preparation for tonight, I was struck by how often authors are pointing to the self-interest of the middle classes creating problems for poor families. So for instance Susan St John talks about how it is hard to get much traction on better treatment for the young because of the electoral clout of the voters over 65 who are actually much better off because the pension is not clawed back in the way benefits are. Even more pointed is a critique, by Alan Johnson I think, of the way investment activity from middle class households has pushed up house prices in working class neighbourhoods and hence pushed home ownership out of the reach of lower-income households. This shift increased subsequent demand for rental accommodation and this demand increase, combined with the introduction of the Accommodation Supplement, fuelled rapid increases in rents between 1993 and 1995. As a result the housing position of the poorest 30% of households became one of dependence on the whim of their landlord and on sharply abating benefits.

It's the same in education. Those of us in the middle class create the problem when we concentrate our children in high socio-economic schools. We need to acknowledge that school choice is not value-free: enrolling one's own child in a high SES school has direct implications for the schooling and subsequent life chances experienced by other children from less advantaged families who attend the low SES schools which this action creates. However it would be neither reasonable nor realistic to ask middle class families to exercise individual responsibility for this, you can hardly blame people for wanting to advantage their children. But what we can do by highlighting the problem is create a climate of public opinion which might help support state intervention which responds to this problem, e.g. 'controlled choice' which balances the rights of individuals with the greater good of society. So as they say it's a 'biggie', but one which a fair society would need to grapple with sooner or later I think, in much the same way as individuals might need to be forced out of their cars and into public transport to prevent urban traffic congestion and pollution.

I just want to finish by noting that over the years I have written quite a bit on most of the themes I have mentioned tonight and these are some books where you can follow up the arguments and other related arguments if you are interested:

Thrupp, M. (1999). *Schools Making a Difference: Let's Be Realistic! School Mix, School Effectiveness and the Social Limits of Reform*. Buckingham: Open University Press - this book is about life in high and low SES New Zealand schools, about

compositional effects and about how policy and research doesn't respond enough to the social context of schools.

Thrupp, M. & Willmott, R. (2003). *Education Management in Managerialist Times: Beyond the Textual Apologists.* Maidenhead: Open University Press - This book turns the gaze back on academics, how we too often provide tacit or more overt support for harmful education policy.

Thrupp, M. (2005) *School Improvement: An Unofficial Approach*. London: Continuum - This book provides a critique of current education policy in England and how teachers can contest it.

Finally, I would be very happy to engage further with anyone about what I've presented tonight or indeed what I haven't talked about but should have – my email is thrupp@waikato.ac.nz. Thank you.

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Te Kura Amorangi o Whakawātea

Appendix 12

2013 PSKH Application
Feedback Response

To follow up with regard to the reasons our 2013 application (as attached) being unsuccessful we were concerned that potentially there were some aspects of our application missing. As you can see, there are several sections were it was noted that there was “No information provided” and in the summary that, “a significant portion of the application was missing or incomplete”, when in fact that was not the case, every aspect of the application was completed as per the instructions.

Another comment was that some panel members were caused “to have concerns for students’ safety and wellbeing”. Again, we are at a loss to phathom this interpretation as although we intend to execute the NAA Curriculum powerfully which we believe will if not eliminate, then minimalise behaviourial problems in the main but also we stated that we would follow NZ Law and MOE guidelines at all times. In our current educational practice we do not expel any of our students as we rigorously manage behaviour at all times and as a result we have very few behavioural issues – we are speaking from experience and practice a culture of continual improvement consistently in action with the latest research and high level performance at all levels, from board, staff and student perspectives.

There was also a note that in the previous application we referred to other sections which made viewing the application cumbersome. This time where we have noted something previously, we have also pasted the relevant information as well to assist the panel.

I need to reiterate that the entire purpose of this proposal is to significantly and positively impact the achievement outcomes of a priority group, Māori. Our organisation has been involved in high performance education delivery at both ECE and full primary level for over 20 years and I’m worried I’m not being specific enough because some of the things we do, have become invisible to us when in fact compared to other education provision they are pioneering, revolutionary and successful and should be mentioned.

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

Application Evaluation

Whakawātea Kaporeihana

The Partnership School Evaluation Process

The Ministry of Education Evaluation Support Team and the Authorisation Board carried out an assessment of your application in the following four areas:

- an evaluation against set criteria
- due diligence
- an evaluation of financial information provided
- an application SWOT (strengths and weaknesses) analysis.

The results of the evaluation are set out below. The Authorisation Board met on 9 May 2013 to consider the findings of the assessment. The Authorisation Board then determined a long-list of 17 applications to progress to the next stage of assessment. Your application did not progress further in the evaluation process.

1. Evaluation Criteria and Weightings

The table below sets out the evaluation criteria and your application's score against each.

Category	Information	Weight	Your score
Applicant Profile	General Information about the applicant and their partners, describing nature of business, commitments and established quality and related systems.	Risk Assessment	Not scored
Purpose and Goals	Describes the applicant's reasons for wanting to operate a school, and provides the distinctive purpose and the performance goals it proposes to achieve.	15%	5.82%
Education Plan	Details around the how the school will be structured, the learning experience students will have there and how they intend to evaluate the performance of both individual students and the school as a whole.	35%	9.01%
Business Plan	Details of how the school will be managed, students recruited, accommodated and funded.	17.5%	4.47%
Operational Plan	Details covering the applicant's proposed student policies and procedures, personnel and quality health and safety systems.	17.5%	4.93%
Financial (as a subset of the Business Plan)	Details of the proposed 3 year budget and associated financial considerations.	15%	8.83%
Total		**100%**	**33.07%**

2. Due Diligence

Each application contained details about the sponsor's organisation including:

- organisation overview – structure, employee numbers, nature of business, current commitments, other contracts with government
- policy and procedure – insurances, financial accounts, quality, health and safety
- proposed partners and subcontractors
- referees

The following table shows how this information was considered:

Category	Focus
Overview	The position of the contact person in organisation was reviewed to establish whether they had the requisite authority to negotiate. Evaluators looked for an indication of the value of the business to the applicant organisation.
Business Commitments and Government Contracts	Consideration was given to what other business activities the applicant is involved in, as a means to understanding what the applicant's current or relevant past experience is in working with government organisations.
Insurances	Confirmed that the applicant organisation has insurance provision consistent to the relative size of the organisation.
Probity	Due diligence was carried out to identify any Court judgements or claims against the organisation, or members of the governance boards/ Trust.
Proposed Partners / Subcontractors	Consideration was given to whether the applicant had provided or planned to provide collaborative partners to support the delivery of the service and in what capacities. This was reviewed against the size of the organisation and the risks of a smaller organisation having to meet the needs of a larger geographical area on their own.
Financial status and stability	A review was undertaken of the organisation's current financial status and stability. Consideration was given to the organisation's experience in managing funding relative to the service area in question.
Quality standards	Confirmation that the applicant had in place and understood the importance of maintaining quality standards.
Occupational Health and Safety	Evidence was assessed that the organisation had in place the necessary systems to ensure persons involved in the delivery of this service had all of the necessary tools to minimise harm. Including: Written health and safety policies Formal EH&S training Emergency procedures and planning.
Referees	Confirmation that the requested referees had been provided.

After this initial review, your application was allocated a Red/Amber/Green status against each category to indicate whether the required information had been provided.

Section	Subsection	RAG	Comment
Organisational profile	Overall	Red	No information provided
	Year established		No information provided
	No of Staff		No information provided
	No of Locations		No information provided
Company Overview	Overall	Red	No information provided
Commitments	Overall	Red	No information provided
Probity	Overall	Red	No information provided
Nominated Partners	Overall	Red	No information provided
Financial Summary	Overall	Red	No information provided
	Accounts provided		No information provided
Quality Assurance	Overall	Red	No information provided
Health and Safety	Overall	Red	No information provided
	Written EHS Policy		No information provided
	Formal EHS training		No information provided
	Emergency Procedures plans		No information provided
Referees	Overall	Red	No information provided
	No of Referees provided		No information provided

3. Evaluation of Financial Plan

A 15% weighting was applied to the financial components of the total score for the evaluation. Value was placed on applications that: did not exceed the available funding; provided a clear financial plan; and demonstrated a clear understanding of the full costs of running a school.

The table below sets out the financial criteria and your application's score against each:

Criterion	Description	Weighting	Your score
Quality of financial response	The evaluation has favoured applications that have provided a clear financial plan supported by sufficient assumptions to demonstrate the applicant's financial competence.	15%	9%
Completeness	The evaluation has favoured applications that have provided a broad range of proposed costs that are considered reasonable and reflect a comprehensive understanding of the costs drivers that are associated with running a school.	10%	6%
Affordability	Marks have been allocated based on the degree to which the proposed financial plan (including any third party funding) is considered sustainable, and reflects modest but acceptable surpluses over the term of the agreement.	35%	10.50%
Direct Cost Ratio	The evaluation favours applications that propose proportionately high direct investment into the delivery of its education plan.	20%	17%
Teacher Cost Ratio	The evaluation favours applications that propose proportionately high investment into the provision of teachers at its school.	20%	16%
Total		**100%**	**59%**

4. Applicant SWOT

A SWOT analysis (strengths, weaknesses, opportunities, threats) was carried out by the Ministry of Education Evaluation Support Team. The SWOT analysis focused on high-level comments about the strengths and weaknesses of your application. The results of this analysis are as follows:

Criterion	Description
Overall	Ranked in the bottom quartile for all sections except operations plan, which was ranked in the second quartile.
Application	▪ The application was poorly-presented and often lacked specificity in its answers to questions ▪ A significant portion of the application was missing or incomplete.
Strengths	▪ The vision and mission was aspirational and focused on the needs of Māori students
Weaknesses	▪ The application did not present a coherent and compelling reason for the establishment of the school in their local area ▪ The application was not able to demonstrate a strong educational plan that would help break down the barriers to achievement for students ▪ Partnerships that would add value to the educational offering were only partially completed, and did not demonstrate the applicant's knowledge of the community.
Panel Comments	▪ The application contained no plans to manage behaviour outside of the NAA curriculum's guiding principles, an approach that led some panel members to have concerns for students' safety and wellbeing ▪ The application did not provide a strong assessment of the local context or the current barriers to achievement ▪ The application often referred to earlier sections instead of addressing all the questions, making information difficult to locate.

Appendix 1 Request for Application to operate a Partnership Kura opening in 2015 - Proposed Budget - four pages withheld under section 9(2)(b)(ii) of the Official Information Act

REDACTED