

Ngatiwai ki Whangaruru whenua toopu trust

Question 1

If you propose to use some proportion of unregistered teachers, what is your compelling rationale for this?

Our compelling rationale for utilising a proportion of unregistered teachers includes but is not limited to the following areas:

Our Rationale linking to the Special Character of our Curriculum

Our curriculum necessitates experts and facilitators in their specific field to ensure an authentic learning experience for our learners. Our strategic plan includes goals focused on authentic learning experiences. The practical components, which are a part of the special character of our kura hourua curriculum, means that best learning outcomes are more likely when experts in their specific fields are able to utilise first – hand experience to teach and transfer skills and knowledge to our learners. As articulated in our application, our practical curriculum includes agriculture, horticulture, science on the land and water, literacy and numeracy embedded in practical projects, outdoor education, tourism, te reo me ngā tikanga o Ngātiwai. In addition to the practical components, theoretical instruction includes the essential learning areas as outlined in the New Zealand Curriculum (NZC) and Te Marautanga o Aotearoa (TMOA). The theoretical instruction will be co-constructed and co-delivered by registered teachers and practical experts [who are on a Limited Authority to Teach (LAT)]. The theoretical instruction will also be supported through Te Kura/ The Correspondence School (TCS) to ensure that Personalised Learning Plans are enabled for each student.

Our Rationale linking to ‘Relevant Contemporary Input’

The unregistered teachers will be specialists and practitioners in their field and will be able to make relevant contemporary input into the curriculum delivery. The unregistered teachers are likely to display passion and commitment to their discrete part of the curriculum (that they are delivering) because they are experts that love and know their craft intimately.

Our Rationale which supports ‘Links to Industry’

The unregistered teachers will be connected to and still working within their field which enables an immediate link to industry. These teachers/facilitators are facilitating part time to run practical rotations that align with the agriculture, horticulture, land science, water science, outdoor education, localised tikanga and reo Māori, animal husbandry and other subjects included in our practical components of the curriculum.

Our Rationale that supports a ‘Collaborative & Personal Development Approach’

A lead registered teacher will work alongside 2 unregistered teachers in our school. The lead teacher will make observations and give pedagogical support and guidance as part of the unregistered teachers’ professional learning development.

The unregistered teacher will work with a registered teacher in a reciprocal learning relationship which will ensure that the practitioner’s years of proven expertise is recognised and utilised to its potential in the teaching and learning environment.

The unregistered teachers will be encouraged and supported to pursue teaching qualifications enabling a culture of learning and self-development. The best case scenario is to ensure, when these unregistered teachers become registered, that they will continue to work partially in their industry to continue the relevant and contemporary links between our kura and industry.

Current Practice in Status Quo Schools

We feel that the political climate has accentuated the need for teachers to be registered but would like to make the following comments:

- Itinerant music teacher specialists, who can play and teach children how to play specific musical instruments, are already teaching/facilitating in status quo schools as unregistered teachers. We understand that itinerant teachers mostly work in a one on one situation.
- Kapa haka tutors, with the skill, are employed in many schools/kura to facilitate groups of between 15 and 60 students. Some status quo schools employ these tutors as an integral part of delivering the Māori Performing Arts program.
- There have been many recent tragedies where registered teachers have been involved in unlawful conduct which has put students in grave danger. We agree that a school/kura must take every step to ensure the educational, physical, spiritual and emotional well-being of the child. We will take every step to ensure that all staff are screened, police vetted and that references/referees are followed up to ensure the safety of our learners, staff and whānau.

Question 2

What would a typical teaching and learning programme look like for your students? (i.e what would a typical week's timetable look like for a student?). Please provide indicative timetables for two separate year groups from your proposed cohort.

Proposed Junior High Program – Automotive/Building Stream 2014 (Terms 1 & 2 for Years 9 – 11 mixed ages/similar ability)

ODD WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9.00 am	Assembly (Community led breakfast club)	Staff Briefing (Community led breakfast club)	Staff Briefing (Community led breakfast club)	Fortnightly Staff PLD session (Community led breakfast club)	Staff Briefing (Community led breakfast club)
Session 1: 10 – 11.30	Theory Te Reo me ngā tikanga o Ngātiwai	Theory Science (linked to the Automotive & Building curriculum)	Theory Numeracy (linked to practical Automotive & Building curriculum)		Theory Correspondence as per student personalised learning plans – accessing any of the learner's desired curriculum areas.
Session 2: Practical Rotation 12 – 1.30				Theory Literacy (linked to practical Automotive and building)	
WĀ KAI					
Session 3: Practical Rotation 2 – 3.30	Building Technology	Building Technology	Building Technology	Building Technology	Building Technology
3.30 - 4.30	After School Program	After School Program	After School Program	After School Program	After School Program
Evening 6 – 8pm				Te Reo me ngā tikanga o Ngātiwai students, staff	

				and community. Followed by a pastoral care activity which may include – campfire/shared community kai overnight stay	
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- This proposed Junior High timetable is on the basis that there will be 2 Junior High Classes of about 15 – 20 students. The classes will be mixed in age and diagnostic assessment, Personalised Learning Plan (PLP) interviews, PLPs and information about whether learners were in English or Māori Medium will determine which class the children will be in.
- The class will have 1 lead registered teacher who is responsible for pastoral care, PLP management, the correspondence session, making connections between the theoretical components and the practical components, working alongside the practical facilitators to ensure that there is an authentic connection between the theory and the practice, planning levelled projects that engage a range of curriculum areas and making links between learning and assessments.
- The lead teacher will attend practical sessions 2 & 3 to ensure a team teaching approach and to provide their group with ongoing pastoral care support.

**Proposed Junior High Program – Agriculture/Outdoor Ed Stream 2014
(Terms 3 & 4 for Years 9 – 11 mixed ages/similar ability)**

EVEN WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9.00 am	Assembly (Community led breakfast club)	Staff Briefing (Community led breakfast club)	Staff Briefing (Community led breakfast club)	Staff Briefing (Community led breakfast club)	Staff Briefing (Community led breakfast club)
Session 1: 10 – 11.30	Theory Te Reo me ngā tikanga o Ngātiwai	Theory Science (linked to the Ag & Outdoor Ed curric)	Theory Numeracy (linked to practical Ag & Outdoor Ed curric)	Theory Literacy (linked to practical Ag & Outdoor Ed curric)	Theory Correspondence as per student personalised learning plans
Session 2: Practical Rotation 12 – 1.30					
WĀ KAI					
Session 3: Practical Rotation 2 – 3.30	Outdoor Ed	Tourism & Hospitality	Outdoor Ed	Tourism & Hospitality	Outdoor Ed
3.30 - 4.30	After School Program	After School Program	After School Program	After School Program	After School Program
Evening 6 – 8pm				Te Reo me ngā tikanga o Ngātiwai students, staff and community. Followed by a	

				pastoral care activity which may include – campfire/shared community kai	
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- Te Reo me ngā tikanga o Ngātiwai will be integrated throughout the curriculum particularly as staff recruitment will focus on employing those with the skills and knowledge to deliver in Te Reo and one other subject area. In the absence of this, staff are all included in a Ngātiwai reo and tikanga PLD program

**Proposed Senior High Program – Agriculture/Outdoor Ed Stream 2014
(Terms 1 & 2 for Years 12 – 13 mixed ages/similar ability)**

ODD WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9.00 am	Assembly (Community led breakfast club)	Staff Briefing (Community led breakfast club)	Staff Briefing (Community led breakfast club)	Fortnightly Staff PLD session (Community led breakfast club)	Staff Briefing (Community led breakfast club)
Session 1: 10 – 11.30	Theory Correspondence as per student personalised learning plans	Theory Te Reo me ngā tikanga o Ngātiwai	Theory Science (linked to the Ag & Outdoor projects)		Theory Literacy (linked to practical Automotive projects – including financial literacy)
Session 2: Practical Rotation 12 – 1.30				Theory Numeracy (linked to practical Ag & Outdoor Ed projects)	
WĀ KAI					
Session 3: Practical Rotation 2 – 3.30	Building	Building	Building	Building	Building
3.30 - 4.30	After School Program	After School Program	After School Program	After School Program	After School Program
Evening 6 – 8pm				Te Reo me ngā tikanga o Ngātiwai students, staff and community. Followed by a pastoral care activity which may include – campfire/shared community kai overnight stay	

- This proposed Senior High timetable is on the basis that there will be 2 Senior High Classes of about 15 – 20 students. The classes will be mixed in age and diagnostic assessment, Personalised Learning Plan (PLP) interviews, PLPs and information about whether learners were in English or Māori Medium will determine which class the children will be in.
- The class will have 1 lead registered teacher who is responsible for pastoral care, PLP management, the correspondence session, making connections between the theoretical components and the practical components, working alongside the practical facilitators to ensure that there is an authentic connection between the theory and the practice, planning levelled projects that engage a range of curriculum areas and making links between learning and assessments.
- The lead teacher will attend practical sessions 2 & 3 to ensure a team teaching approach and to provide their group with ongoing pastoral care support.

**Proposed Senior High Program – Automotive/Building Stream 2014
(Terms 3 & 4 for Years 12 – 13 mixed ages/similar ability)**

EVEN WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9.00 am	Assembly (Community led breakfast club)	Staff Briefing (Community led breakfast club)	Staff Briefing (Community led breakfast club)	Staff Briefing (Community led breakfast club)	Staff Briefing (Community led breakfast club)
Session 1: 10 – 11.30	Theory Te Reo me ngā tikanga o Ngātiwai	Theory Science (linked to the Auto and Building curric)	Theory Numeracy (linked to Auto and Building curric)	Theory Literacy (linked to Auto and Building curric - including financial literacy)	Theory Correspondence as per student personalised learning plans
Session 2: Practical Rotation 12 – 1.30					
WĀ KAI					
Session 3: Practical Rotation 2 – 3.30	Outdoor Ed	Tourism & Hospitality	Outdoor Ed	Tourism & Hospitality	Outdoor Ed
3.30 - 4.30	After School Program	After School Program	After School Program	After School Program	After School Program
Evening 6 – 8pm				Te Reo me ngā tikanga o Ngātiwai students, staff and community. Followed by a pastoral care activity which may include – campfire/shared community kai	

Question 3**How will your teaching and learning programme support priority learners (please provide evidence)?**

See pages 34 – 37 of our application where statistical evidence identifies the inequitable student achievement outcomes for our Māori learners within the Northland Region. In 2011, 49.9% of our school cohort identified as Māori. Māori are the majority in Northland schools and yet they are still over-represented in negative student achievement data.

Our teaching and learning programme supports priority learners by:

- providing a new education option for Māori and other priority learners whom are currently underserved in status quo options
- providing a timetable that ensures a more robust pastoral care system where 1 lead teacher is able to foster more meaningful relationships with a core group of learners (whanaungatanga)
- providing a more engaging, authentic and contextually relevant curriculum
- involving our community; whānau, hapū, iwi and relevant stakeholders in the construction and delivery of the curriculum
- ensuring that the culture, language and identity of the child is acknowledged philosophically and at an operational level within our kura. Our connectedness to Ngātiwai ki Whangaruru and our surrounding rohe allows learners, staff and whānau alike to identify with the rich cultural heritage within the rohe. This connectedness and identity component is the lynch pin to hold together all the diverse elements we have identified throughout our application
- delivering a localised reo and tikanga program
- hiring high quality staff whom have proven records of high student engagement. Said staff will be either registered teachers and/or specialised experts in the curriculum areas that we intend to deliver
- developing individual personalised learning plans for every child who attends our kura
- providing a high quality curriculum for tamariki whom have come from either an English or a Māori medium pathway

Our curriculum (outlined in our PSKH application and in Question 2 of this clarification document) drives the selection of teachers (outlined in our PSKH application and in Question 1 of this document) and provides new education options for priority policy groups of students which we have focussed on in our response to Question 3 of this document.

We are professionals in the teaching and relevant industry sectors that are included in our curriculum. This has already been evidenced in our PSKH application and can be further evidenced via reference checks. Some of our team members have had up to 20 years in the Education Sector and have held regional and national positions. As professionals in the sector we have been exposed to the student achievement data that tell a negative story about Māori and we are confident that our experience in the field stands us in good stead to be part of a whānau centric solution.

The Tai Tokerau Whānau Ora Regional Leadership Group has developed a whānau centred strategy. The objectives within their strategic direction are:

- To increase whānau self determination and command of their potential
- To grow whānau leadership
- To establish and foster opportunities for whānau wealth creation
- To advance whānau kaupapa Māori

We believe that our application enables the said objectives for us as whānau whom are mostly impacted by the negative student achievement data, which has a flow on effect into socio-economic development and self determination.

We also understand that the Ministry of Education priority groups include:

- Māori
- Pasifika
- Children with special education needs
- Children from low socio-economic circumstances

Our rohe has a high proportion of Māori and children from low socio-economic circumstances and we are confident that our expertise in delivering educational programs to this cohort will ensure that our teaching and learning programme will support them.

We believe that our curriculum will also cater to the needs of children with special education needs as our strategic plan signals our intent to work alongside experts (RTLB, Special Education MOE, health professionals, psychologists and other supportive networks) to ensure a safe learning environment for these learners.

Although the 2011 statistics show that only 2% of our school cohort identified as Pasifika, we have a long standing history of Pasifika intermarriage within our rohe and we are confident that we will be able to cater to their learning needs. Our culture and identity curriculum will not be isolated to Ngātiwai but will encompass the learners' individual identity too.