INDICATION OF INTEREST

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

AHIKAA

ISSUED 14 DECEMBER 2012
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Please send the completed document and direct all questions to chair@partnershipschools.education.govt.nz

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

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

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

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

Proposed School

Name: Ahikaa

Proposed Sponsor

Name: Entrepreneurship New Zealand Trust. (Note: discussions with Wellington Tenths Trust, Port Nicholson Block Settlement Trust and Ernst Young are also ongoing - possible formation of a joint entity to act as sponsor)

Primary Contact

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School Profile

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

Proposed location: Pito-one (Petone, Lower Hutt)

Year levels in first year of operation: Years 9-13

Year levels at full enrolment: Years 9-13
A. STATEMENT OF PURPOSE AND GOALS

1. Purpose

Why do you propose to open this school?

To provide an environment that motivates and facilitates taiohi to achieve their potential and excel in education. Many mainstream schools do not provide the balance of experiential learning support, belonging/whanaungatanga that is required in order for many of our taiohi to achieve success in education as Maori.

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

1. Mana whenua taking responsibility, active and innovative leadership in education.

Our whanau, hapu, iwi have expressed grave concern at the disproportionate number of our taiohi who are leaving school with few or no qualifications – and the common flow-on effects of unemployment, isolation, depression and hopelessness, suicide, alcohol and drug abuse, crime and imprisonment. Ahiika Accelerated Learning Centre was formed in order for mana whenua to take responsibility and an active leadership role in the nurturing and development, education and career pathways of our taiohi and others in the tribe. Our whakapapa and community based relationships with taiohi and their whanau enable us to work closely with them and them with us as whanaunga, and work together as allies/partners in seeking the best outcomes for our shared taiohi, iwi and community.

2. Utilising two successful youth education and development programmes to provide the unique backbone of the organisation and philosophy.

Ahiika, Entrepreneurship education is the NZ partner of the international award-winning NFTE (Network for Teaching Entrepreneurship) organisation that specialises in developing entrepreneurial mindsets and skill sets in youth from low income communities. It has been extensively researched and endorsed by international (Harvard, Stanford, Babson College, Warwick University) and local organisations (VUW, the Families Commission). Taihoi Morehu produces social innovation through harnessing youth creativity in the performing arts. Taihoi Morehu as a group, and individuals with this have received awards (the Human Rights Commission Award, Upper Hutt Leadership Awards, Wellington Ahuwhenua Community Award, Lower Hutt Mayors Award) and has produced outstanding individuals who have received a range of awards.

Together, these two programmes provide a foundation for an integrated model of teaching and learning. Research is unequivocal that both programmes build youth confidence, motivation and capacity in education.

3. Immersing taiohi in the tikanga laid down by Te Whiti o Rongomai and Tohu Kakahi at Parihaka, and upheld by mana whenua at Te Upoko o te Ika to the present day.

Cultural identity is a key element in enabling taiohi to achieve educational success as Maori. Ahiika assists taiohi (and often their whanau) to find their 'place(s)', understand their history and identity. At the same time the tikanga of Parihaka - including the values of economic development and manaakitanga, whakawhitihiti korero, arohanui ki te tangata, are central to our kaupapa and enacted on a daily basis.
What are the school's performance goals and how will these be measured?

The primary tikanga or principles on which our goals are based include:
1. whanaungatanga
2. manaakitanga
3. hapaiingi te mana o ia tangata, ia tangata
4. tautoko, awhina
5. aroha

Our approach includes:
1. To inspire tātahi to recognise and embrace their potential.
2. To assist tātahi to acknowledge their areas of weakness, barriers to them achieving their goals, and support them to address these.
3. To enable tātahi to grow in their knowledge and confidence of their whakapapa and cultural identity.
4. To develop individual learning and development plans covering the dimensions of Te Whare Tapa Wha, and to regularly revisit and assess progress against these individual learning and development plans.
5. To facilitate opportunities for tātahi to build on their strengths through (a) gaining educational qualifications, (b) experiencing authentic learning environments in the workplace and (c) participating in whanau, hapu, iwi and community activities.

Our performance goals include:
1. All enrolled learners to complete the international NFTE (Network for Teaching Entrepreneurship) and the Atikaia entrepreneurship curriculum to at least Stage One, and 60% to at least Stage Two.
2. All enrolled learners to participate in at least one performing arts event or production.
3. All enrolled learners to be capable and confident to deliver mihi and pepeha.
4. 80% of enrolled learners aged 16 or older complete NCEA or equivalent to Level 2 or above within two years.
5. 85% of learners exiting Atikaia are pathwayed to tertiary education (including trades) or employment.
6. 90% of learning plan goals are achieved.
1. Proposed Student Population and Educational Need

The proposed Ahikaa Partnership School is open to all who wish to attend, subject to the capacity of our organisation and buildings to provide for them. The student population will build on our current taiohi attending the Ahikaa Accelerated Learning Centre.

The current student population is comprised largely of young people from Decile 1 areas of the Hutt Valley (including parts of Taita-Pomare, Timberlea, Wakefield, Petone), Wellington (Strathmore and Newtown) and Porirua (Cannons Creek).

Although we are open to all, we have found that most of those choosing to attend our facility to date have not excelled in mainstream schooling. Amongst the taiohi currently attending the Learning Centre, 91% have been stood down or excluded from their previous schools. A significant proportion of these youth have been out of mainstream schooling since the age of 13-14 years; and approximately 50% have had involvement with the youth justice or criminal justice system, and/or CYFS. All current students are of Maori and/or Pacific Nations descent. The remainder of the current student population are from low to middle income families who have found that the philosophy and pedagogy of the Ahikaa Accelerated Learning Centre works for them.

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

Many taiohi in our current student population come from challenging whanau backgrounds that feature:
- Low incomes
- Excessive alcohol and drug use
- Gang membership and/or affiliation
- Lack of formal education or career training
- Interaction with justice system and/or CYFS
- Imprisonment and ill-health

We have found that our taiohi tend to face the following challenges themselves:
- Access (e.g., transport to Ahikaa and other educational opportunities)
- Inadequate nutrition (no breakfast before attending or lunch brought)
- Alcohol and drug abuse
- Lack of positive cultural identity and knowledge
- Lack of confidence in unfamiliar environments
- Gang affiliations and gang-related peer pressure (including third generation whanau involvement, youth gangs and prospecting ambitions)
- Lack of experience of the world outside their 'hood'.
- Lack of whanau understanding of and/or confidence with the mainstream education system. This impedes the ability of whanau to support their taiohi in their educational journey.
- Limited motivation to identify or pursue goals initially
- Lack of dedicated mentoring and assertive guidance.
Provide an overview of the essential elements of the education programme of the proposed school, including key teaching practices and evaluation and assessment strategies.

We propose to provide a learning environment that changes the mind set of learners, empowering and supporting them to learn and achieve personal excellence regardless of their backgrounds, current situations and vision (or lack of) for the future.

We intend to facilitate a network of tutors from various formal and informal educators within our whanau and communities ensuring that learners are given a broad range of learning.

We have developed an innovative approach to educating talohi within our community. The themes of all lessons will be based on our core values and principles and will underpin our methods to assisting learners to develop confidence, connect and become actively involved in their learning experience.

1. Key Teaching Practices

Educators will be guided by the Ahiakaa pedagogy which is focussed on building strengths of learners, inspiring innovation and activating a passion and relevance to learning. All lessons delivered will be linked across our curriculum with a particular focus on English, Te Reo ma o tikanga, Maths and Statistics and Business Entrepreneurship.

Learners will be actively involved in the learning process and educators will work in partnership with the student on their progress and will encourage self-reflection and feedback to allow learners to further enhance or add value to work they produce.

2. Evaluation

Evaluation will be ongoing and include the learner and whanau in the process.

3. Assessment Strategies

We will use a range of assessment tools to ensure that all work submitted by learners is assessed fairly.

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

Although the delivery of lessons is targeted and uniquely designed for our talohi, the curriculum programme will be aligned to the vision, principles, values, key competencies and learning areas as defined in the NZ curriculum.

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

When designing our educational programme and learning plans templates, we have taken into consideration the 4 worlds that make up out talohi’s universe including; their whanau, their education, their culture and their communities. The intention is to facilitate a process where a connection to all 4 worlds of learners are maintained and kept in balance to ensure that talohi are operating at full capacity in their learning experience.

Explain how the key teaching practices and evaluation and assessment strategies described above will enable your school to meet its stated goals.
Given that taiohi and their whānau are an integral part in the learning process, this will encourage a system where learning is targeted and relevant to the learner's needs and aspirations.

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

Learners will see the learning environment as a place where they are not judged, where they are supported, where they are taught in ways that are relevant to their worlds and learning styles and where they are nurtured in and out of the classroom. Their eyes will be open to the opportunities that will surround them within the learning environment challenging them to open their hearts and minds to the possibilities that the world has to offer them.

Learners will feel connected and confident in the learning environment therefore undertaking a sense of ownership and pride in the learning process.

Please see Appendix Two for summary of the Ahikaa model of experiential and community embedded and responsive learning and teaching.

3. Community and External Engagement

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

Iwi, hapu and whānau consultation and the establishment of Education Working Groups to support the vision of the Ahikaa Learning Centre. Current levels of demand and support are outstanding.

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

Ongoing consultation hui with leaders (including youth leaders) within iwi, hapu and whānau as well as community leaders of communities we are currently providing educational programmes and services to.

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

Our educational programmes and learning environments provide various opportunities and activities for whānau to engage and participate in. We encourage our whānau to play a proactive part in all aspects of our programmes as well as assisting whānau in collective educational goals and aspirations. Approximately 50 of the whānau members of our taiohi (parents, grandparents, aunts, uncles and siblings) have already actively engaged in educational programmes provided by Ahikaa. Many more have attended the 'graduation and celebration' events, and hui that we hold on a regular basis.

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

We have formed working relationships with various educational providers including local, regional, national and international learning institutions who support the vision of our educational programmes.