An Indication of Interest from the
Blue Light Canterbury Youth Development Programme Trust
to establish a
Partnership School / Kura Hourua
in Christchurch

January 2013
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION</td>
<td>3</td>
</tr>
<tr>
<td>SECTION A: Statement of Purpose and Goals</td>
<td>5</td>
</tr>
<tr>
<td>SECTION B: Educational Plan</td>
<td>6</td>
</tr>
<tr>
<td>Proposed Student Population and Educational Need</td>
<td>8</td>
</tr>
<tr>
<td>Learning Environment, Teaching, and Curriculum</td>
<td>6</td>
</tr>
<tr>
<td>Community and External Engagement</td>
<td>8</td>
</tr>
<tr>
<td>SECTION C: Operations Plan</td>
<td>9</td>
</tr>
<tr>
<td>Brief Overview of CYDP</td>
<td>9</td>
</tr>
<tr>
<td>Governance</td>
<td>10</td>
</tr>
<tr>
<td>Leadership and Management</td>
<td>11</td>
</tr>
<tr>
<td>Staffing</td>
<td>12</td>
</tr>
<tr>
<td>Proposed Enrolment</td>
<td>13</td>
</tr>
<tr>
<td>Proposed Facilities</td>
<td>14</td>
</tr>
<tr>
<td>SECTION D: Business Planning</td>
<td>15</td>
</tr>
</tbody>
</table>

*CYDP Staff winning the Champion Canterbury Small Charity Award 2012*
Introduction

This document is a formal Indication of Interest from the Blue Light Canterbury Youth Development Programme Trust (CYDP), submitted to the Chair of the Partnership Schools / Kura Hourua Working Group. It serves as notice to the Working Group that CYDP is exploring the viability of establishing and operating a Partnership School / Kura Hourua in Christchurch. As such, it has been submitted on the understanding that this is not a formal application to establish such a learning centre, and in no way commits CYDP to making a formal application when these are called for in April 2013.

Rather, this document is to be considered part of a wider feasibility process currently being undertaken by CYDP, with the intention of providing information regarding our initial thinking for feedback from the Working Group.

It is clear that the Partnership School / Kura Hourua initiative provides an opportunity for the establishment of a place of learning that is more relevant and specific to the needs of some young people in Christchurch. However, there are too many questions regarding the viability and funding of such a school that make it impossible to produce an accurate business plan at this early stage.

This document provides a brief outline of CYDP, a statement of purpose and vision, a list of the objectives, and a description of the guiding principles that will establish the kaupapa of the school. It then goes on to discuss how these objectives will be achieved through teaching and learning, how families and the wider community will be engaged, and how it will be governed, managed and staffed.

The CYDP Board wishes to make the following points to the Partnership Schools / Kura Hourua Working Group:

1. In order to establish the proposed school to the highest possible standards from the outset, it is necessary that a lead-in time of at least six full months is provided. It is noted that the current timeframe is extremely tight, due primarily to the need to pass the relevant legislation. Any significant delays in the process may lead to an inability for organisations to establish the necessary physical / HR / IT infrastructure in time;

2. Funding for the lead-in time must be factored in by the Ministry of Education to ensure the establishment of the proposed school is completed efficiently, thoroughly and effectively;

3. This Indication of Interest has been completed without recourse to any figures regarding funding / operational grants, etc. As such it is a concept paper only, not a formal business plan;

4. Any contract entered into with the Ministry of Education to establish and operate a Partnership School will require an initial five-year contract to ensure security and sustainability; and

5. We wish to reply to some of the specific concerns raised by opponents of the Partnership Schools / Kura Hourua initiative:

   a. Should CYDP be awarded a contract to establish and operate such a school, it is not our intention to attempt to turn a profit.
b. We will follow the New Zealand Curriculum document.

c. We are willing to be subject to an evaluation and review by the Education Review Office.

d. It will not be a requirement for tutors and staff employed by CYDP in the proposed school to be qualified/train teachers. However, those who are not qualified will be required to undergo an internal teacher training programme, and to be thoroughly police vetted.

e. At least some of the senior management staff will require educational qualifications and experience in the New Zealand educational system.

Proposed School Name: Yet to be established (needs consultation with Ngāi Tahu and wider community)

Proposed Sponsor: The Blue Light Canterbury Youth Development Programme Trust (CYDP)

Primary Contact: Mike Field, PhD  
CEO / Director  
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School Profile: Year 7 – 13

Proposed Location: Christchurch East

Year Level in first year: Year Seven

Year Levels at full enrolment: Year 7 – Year 13
Section A: Statement of Purpose and Goals

Statement of Purpose

The purpose of the proposed Partnership School is to provide the highest quality education possible for young people which is relevant, specific, challenging, and based on attaining excellence in all aspects of a young person's life. It will create a complete, stimulating environment and centre of learning where great teachers can fly and learners can soar.

Guiding Principles

- New Zealand is a bi-cultural society
- High quality, meaningful and trusting relationships are fundamental
- Tertiary study is an option for EVERY student
- Part-time paid employment at every year level will provide real-life learning opportunities
- Guaranteed employment is achievable for all learners
- Successful, positive families are crucial for successful, positive learners
- Great schools fully involve families and the wider community
- Great teachers can make permanent and positive impacts upon the lives of their students. This is both a great privilege and a huge responsibility
- Students learn best when they are able to influence what and how they learn
- It is important to promote striving for excellence in all aspects of life, including physical, academic, whakauru, mental, emotional and relationship components
- Everyone on campus is a learner
- Behaviour is managed through positive and restorative practices
- Frequent, data-driven assessments are necessary to measure progress

Vision

A centre of excellence in education which focuses on teaching the whole student, working towards excellence in every aspect of their lives, and empowering great teachers to do whatever it takes to fully prepare learners to take their place in 21st century society.

Goals

- 100% of learners will leave the proposed school with a clear pathway, either into guaranteed employment, or into tertiary education
- 100% of learners feel challenged, valued and engaged with the school
- 100% of learners make significant gains in their literacy and numeracy assessments each year
- CYF notifications for families involved in the proposed school drop by 50% at the end of their first year of engagement
Section B: Educational Plan

Proposed Student Population and their Needs

The proposed Partnership School / Kura Hourua will cater for:

- Learners and families wanting a complete ‘wrap around’ approach to education, supporting the whole student (physical, mental, emotional components), and their family

- Learners looking for guaranteed employment or tertiary education at the end of their schooling

- Learners looking for a learning centre which has frequent opportunities for paid work during the school day and year

- Learners looking for a stimulating environment which empowers students and teachers to be the best they can be

- Learners who may be ‘drifting’ through mainstream education and are not being challenged

- Learners who may struggle in a mainstream environment due to learning or behavioural challenges

- Identified priority groups who are statistically unlikely to achieve as well as their peers elsewhere

- Learners looking for teachers who are keen to build respectful, long-lasting, and meaningful relationships with them and their families

Learning Environment, Teaching and Curriculum

The learning environment will follow an ‘empowering’ pedagogy, based upon high quality, respectful relationships between staff, learners and families. Some characteristics of this model are:

- Relevant literacy and numeracy programmes will have the highest priority

- Programmes of learning will be co-constructed between learners, teachers and families, with learners gradually encouraged to take more control as they demonstrate an ability to do so. Teachers will attempt to do less ‘teaching’ and more ‘facilitating’ over time

- Teachers will visit young people and their families in their homes, and seek to find ways to cement respectful relationships
7

- Frequent outdoor education trips will be taken, including extended overnight periods in the bush. This will be for all staff and learners. This is to provide stimulating challenges for young people which they will need to overcome, a chance for them to broaden their horizons outside the city, and to enrich and solidify their relationships with their teachers.

- The school day will be extended, beginning at 8am and finishing at 4:30pm. All staff and young people eat breakfast, lunch, morning and afternoon break together.

- Weekly paid work experience will be compulsory for all students, beginning with four hours a week in Year Seven and gradually increasing throughout the year levels.

- Sport and physical exercises will be an essential part of the curriculum, and will occur every day.

- Te Reo Maori will be an essential part of the curriculum, right up to Year 13.

- Assessment will be frequent so that students can measure themselves and their progress. There are many tools which teachers are able to use.

The curriculum followed by the proposed school will be the existing New Zealand Curriculum document. This is an outstanding document, and allows skilled teachers to be creative.

The methods outlined above have proven successful in engaging young people in education, and particularly for the government’s priority learners. Many of these lessons were learned during the FLAMES programme as created and operated by the CYDP Director. There is a great deal of research (eg Bishop) documenting the benefits of high quality relationships between teachers and young people, particularly for Māori. Young people who are able to exert some control and influence over their learning have been shown to be more interested than the traditional ‘walk and chalk’ methods of instruction, and increased physical exercise and sport have been shown to have a range of positive outcomes in terms of brain development and learning social skills, quite apart from the health benefits.

Getting young people into the workforce early – as young as Year Seven – has clear downstream spinoffs in terms of learning about the world of work. If a young person comes from a family which does not value employment, or has no role models in the family who are employed, then it can be difficult for that young person to either see the value of work, to feel as though they could get a job, or even learn how find and maintain a position. It seems self-evident that a young person who has been earning wages part-time for 5-6 years prior to leaving school is more likely to find and maintain a paid position than someone who has never worked.
Community and External Engagement

The proposition to establish a Partnership School / Kura Houra comes from many informal discussions with community groups, Principals, teachers, families and young people over the past ten years. Those working in Alternative Education and other community agencies see firsthand the 'long tail of underachievement' frequently discussed in the media by politicians, academics, and teacher unions. At CYDP, only one young person of the 80 supported through the various programmes over the past four years has succeeded in attaining the age of 16 in the compulsory education system. These are real children who are clearly not having their right to a high quality education met.

Clearly, there is a need to add another choice to the current menu of educational options open for families and young people. However, it has not been appropriate up to this point to begin extensive community consultation at this stage of the proposed school's development. The next step then, is to undergo a process of discussion with the wider community to gauge the level of support for the initiative. This will require the assistance of a wide range of community groups, most of which are linked into CYDP through the various networks we are involved in. A series of community meetings will be planned over several weeks and months, as part of a comprehensive communications strategy.

Parents want what is best for their children, but many are either too busy or too intimidated to participate in the life of their schools. However, there are several methods used in low-decile schools to encourage parents to come in and engage in a meaningful way. For a learner to learn successfully, a three-way partnership between the learner, the teacher and the family is crucial. All parents and young people will be interviewed before enrolment to stress the need for this relationship.

CYDP young people working under contract to Fulton Hogan 2012
Section C: Operations Plan

CYDP Background Information:

The Blue Light Canterbury Youth Development Programme Trust (CYDP) is a registered Section 396 provider with CYF, and has been providing services since 2008. Additional details:

Date incorporated: 3 July 2008
Incorporation Number: 2149510
Registered with Charities Commission: 30 June 2008
Charities Commission Number: CC34564
Postal Address: PO Box 16541
Hororata 8441
Physical Address: 370 Waterloo Rd
Norton 8042
Office Telephone: 03 3494801
Geographical area serviced: All of Canterbury, incl. North and South
Currently funded by: 60% CYF contracts, 40% fundraising
Primary Contact for this document: Dr. Mike Field
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mike.field@cydp.org.nz
Patron: His Excellency, The Right Honourable Sir Jerry Mateparae, GNZM, QSO, Governor-General of New Zealand

CYDP Board of Governance:

Chair: Greg Hart, Lt. Col. (Ret.)
Treasurer: Mike Dormer
Secretary: Reg Garters

Ordinary Board Members:

CYDP Current Staff:

Chief Executive: Dr. Mike Field
Operations Manager: Tane Keapa
Office Manager: David Vujcich
Programme Facilitator: Hone Stevens
Youth Worker: Lee-Anne Dale
Case Manager: Janine Morris
Case Manager: 
Learning / Development Coordinator: 
Mentoring Coordinator: 
Admin. Support: 

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