INDICATION OF INTEREST

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

Pacific College (Midlands)

ISSUED 14 DECEMBER 2012
DUE 1 FEBRUARY 2013

Please send the completed document and direct all questions to chair@partnerships.schools.education.govt.nz
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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.
In completing this indication of interest please single click on the shaded text box and type in your text.

**Proposed School**

Name  Pacific College (Midlands)

**Proposed Sponsor**

Sponsor is the formal term for the entity that contracts with the Crown to operate a Partnership School / Kura Houmū. The sponsor of a Partnership School has to be a “body” such as a board, trust, company, or other legal entity.

The sponsor is able to delegate any of their responsibilities to a third party, for example they may nominate a person to manage the school from day to day, but they are ultimately responsible for the contract with the Crown.

Despite the name, the sponsor is not necessarily required to provide funding for the school, although they may do so.

Name  K'āute Pasifika Trust / Pacific Fānūo Ola Network (Midlands)

**Primary Contact**

Identify the person who will be the primary point of contact for your team. This individual will serve as the contact for all communications, scheduling, and issues regarding your indication of interest.

Name  S 9(2)(a) OIA

Mailing Address  P.O. Box 285, Hamilton 3200

Phone: Day  S 9(2)(a) OIA  

Email  S 9(2)(a) OIA

Cell phone:  S 9(2)(a) OIA

Fax  S 9(2)(a) OIA

**School Profile**

School Type (e.g. primary, middle, secondary, bilingual, immersion)  Middle / Secondary / Bilingual

Proposed location  Pacific College will be based in Hamilton for the Midlands Region

Year levels in first year of operation  2014

Year levels at full enrolment  Year 7 = 20; Year 8 = 20; Year 9 = 20; Year 10 = 20; Year 11 = 20; Year 12 = 20; Year 13 = 15
Why do you propose to open this school?

Pacific people in New Zealand number close to 300,000 and this is projected to rise to nearly half a million by 2026 – giving birth to a new generation of thousands of young Pacific learners. Of importance to Pacific peoples are their fanau and maintaining close family relationships, their spiritual foundations and links to their churches, their cultures, languages, traditional knowledge and practices. They have a natural curiosity, love learning and take great pride in educational achievement, their acquired knowledge they readily apply to their employment and entrepreneurial endeavours. Most of all, Pacific peoples are renowned worldwide for their values of hospitality, generosity, kindness and compassion.

While the Government’s vision may be for a ‘safe, prosperous and successful New Zealand that creates opportunities for all New Zealanders to reach their personal goals and dreams’, and for every child to ‘thrive, belong, and achieve’, the reality for thousands of Pacific children and fanau is a life of poverty; overcrowded housing, poor education outcomes, unemployment and fewer business opportunities; poor physical, mental and emotional health. As long as these problems continue on a large scale and remain unaddressed, New Zealand cannot be considered truly ‘safe, prosperous and successful’. The current education system has failed our Pacific children. Our children are underachieving and leaving school early in droves.

Hence to face these challenges it is imperative that we have visionary leaders to look into the future with courage and commitment. This requires innovation and organisations capable of working effectively with multiple stakeholders who span a range of sectors including housing, education and employment, social development, health and disability, and justice. In order to provide the best solutions to problems persistent to Pacific fanau and unlikely to change in the current ‘business as usual’ environment, we present a creative and sustainable innovation – a Pacific Partnership School – **PACIFIC COLLEGE (MIDLANDS)**.

**PACIFIC COLLEGE (MIDLANDS)** will be a by-Pacific for-Pacific school providing quality education, grounded in Pacific values, philosophies and cultures. This means Pacific ways of organising leadership, teaching, learning, research and management will be most evident within our school. **PACIFIC COLLEGE** will be a school that is Pacific learner and fanau focused; has a special character where spirituality plays a key role in building Pacific learner capacity to face challenges whether it’s academic, psychological, cultural or sociological. It will build their capacity to achieve their goals and aspirations, create opportunities and clear
pathways for future participation in the workforce, thus contributing not only to their own wellbeing, but that of their whānau, their communities, and to the growth of New Zealand.

PACIFIC COLLEGE reaching Pacific learners and whānau, presents an opportunity for change, and the OLA CURRICULUM AND LEARNING SYSTEM provides a blueprint to bring positive and sustainable outcomes for Pacific learners. Culturally connected, well educated, healthy of body and mind, resourced and supported Pacific learners will lead to a more productive workforce and more engaged business leaders. Furthermore, the development and growth of the PACIFIC COLLEGE will lead to the creation of many jobs for Pacific people as they are educated, trained and professionally developed as OLA TEACHERS AND PRACTITIONERS with the capacity and skills to deliver a full suite of Pacific learner centred programmes and courses.

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

OLA as the ancient Polynesian word which brings together the concepts of creativity; interpersonal and universal relationships, ‘to be’; truth, enlightenment and warmth. For millennia OLA has been bound across the vast Pacific when speaking of life; to be alive; health; nourishment; learning; growth; and satisfaction.

OLA expresses ten essential elements

It starts with the dream, the vision, ‘looking to the mountain’.

The learner and their whānau; while at the centre, are part of the wider natural world; the water, their rivers and oceans, symbolise their vairua, their spirit.

The Pacific learners are active, bodies dancing ... having fun. Holding hands as they move together, they reach out to others in the community.

Their minds are in motion as they seek new horizons of learning, across stepping stones on their journey to OLA, as they have planned with tenacity, hope and courage.

The sun rising on the horizon is Pacific whānau as they grow and seek the warmth of the sun, and as they realise OLA ... the rays of the sun.
VISION
Curious, expressive, creative, enlightened, caring, balanced and poised Pacific learners; happily contributing to the wellbeing of their fanau, community and nation.

MISSION
Developing and implementing a ‘By-Pacific, for Pacific’ Partnership School – the Pacific College (Midlands); delivering OLA CURRICULUM AND LEARNING SYSTEM, effectively assessed through the HAKAMANA evaluation system; in order to achieve the vision of excellent learning and education outcomes for Pacific learners and their fanau.

Pacific College will provide a critical pathway for realising excellence learning outcomes determined by Pacific learners and their fanau in conjunction with the OLA Curriculum. This provides an environment of continuous learning and improvement for learners and their fanau, providers, their local groups, churches and communities and all stakeholders who will be engaged in critical aspects of the design and development of the systems of learning as they demonstrate their support for them. The realisation of OLA for Pacific learner will be not only be dreaming, visioning, goal-setting, strategic planning and implementation, and a multiplicity of diverse and interconnected activities, but will also occur through critical assessment, research, reflection and evaluation, so that all that is learned can inform the ongoing development and advancement of OLA.

21. Goals

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

Pacific College exemplifies a unique and special character that is founded in and reflective of our knowledge and understanding of Pacific learners and their fanau; their values, life principles and protocols of engagement with each other, their local groups, churches, communities, and their organisations within the wider environment. It is Pacific learner-centred, and is designed and developed to achieve positive Pacific learner outcomes through implementing the OLA CURRICULUM. Cognisant of the complex environments in which we are operating, Pacific College captures the dynamics and resilience of Pacific whānau, their current circumstances and trajectories for growth, while remaining inclusive and engaged with all relevant stakeholders, groups and communities.
GUIDING PRINCIPLES

The PACIFIC COLLEGE is firmly founded in Pacific values and special Pacific character that universally honours the cultural, spiritual and social importance of what we are doing, is enhanced by core principles of good leadership and best practice including:

- Pacific culture and identity, language and expression
- Pacific student-centred care, based on their unique Pacific values and needs
- Honouring diversity and authenticity
- Spirit of generosity and hospitality
- Self-determination and self-management
- Transparency and clarity of communication
- Respect and trust for local knowledge and commitment
- Cooperation and collaboration
- Building on student and fakākotuku strengths and resources
- Wise and effective use of resources
- Creativity and innovation
- Safety and protection – safe systems and practices
- Continuous learning, skills enhancement and knowledge development
- Culturally relevant research and Pacific values-centred evaluation systems
- Evidence-based decision-making

Good leadership – ethical, cultural, intellectual, business, creative, environmental

PACIFIC COLLEGE – DLA CURRICULUM honours Te Tiriti o Waitangi and acknowledges the work of Māori to realise the potential of whānau through Matauranga Māori

Evaluation

Reviewers will be looking for a statements of purpose and goals which:

- are clear, focused and compelling
- are likely to produce high-quality outcomes
- express clear guiding principles, and
- are the driving force behind all other components of the IOI.

It needs to be clear to reviewers that the school’s proposed educational, operations and business plans are all aligned in support of the purpose, mission/vision and goals. Goals should be specific, measurable, attainable, relevant and time bound.
1. Proposed Student Population and Educational Need

Describe the proposed student population and their educational needs.

Young people who identify as Pacific (have Pacific Island heritage) who live in the Hamilton / Midlands region who have completed schooling to Year 6 and who wish to study from Year 7 through to Year 13.

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

Many young Pacific learners face challenges within their own home environments. For example, overcrowding may not provide them with quiet study spaces; the need to work or care for other family members while parents work may make it challenging for learners to complete homework tasks. Lack of funds for certain resources is always challenging for fanau and learners. Thus PACIFIC COLLEGE will work closely with fanau to identify any risks or challenges to their learning and develop strategies to help them mitigate those risks.

Evaluation

Reviewers will be looking for statements that demonstrate:

- a knowledge of the educational and other needs of the proposed student population and the areas in which the school will be located, and
- a clear intention to target and attract the Government's priority learners, including Maori, Pasifika, learners from low socio-economic backgrounds and learners with special education needs.

2. Learning Environment, Teaching and Curriculum

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

<table>
<thead>
<tr>
<th>Pacific College OUA Curriculum</th>
<th>Te Whariki</th>
<th>NZ Curriculum</th>
<th>Tertiary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curiosity Visionary</td>
<td>Exploration</td>
<td>Thinking</td>
<td>Thinking</td>
</tr>
<tr>
<td>Creative Experiential Expressive</td>
<td>Communication</td>
<td>Using language, symbols, and texts</td>
<td>Using tools interactively</td>
</tr>
<tr>
<td>Interactive Balanced / Focused</td>
<td>Well-being</td>
<td>Managing self</td>
<td>Acting autonomously</td>
</tr>
</tbody>
</table>
Please refer to APPENDIX ONE – HAKAMANA Evaluation, Monitoring and Assessment

EFFECTIVE ASSESSMENT
- Honours learners
- Benefits learners
- Involves learners
- Supports teaching and learning goals
- Is planned and communicated
- Is suited to the purpose
- Is valid and fair
- Celebrates all learning achievements

TEACHERS HELP LEARNERS BY
- Creating supportive learning environments
- Encouraging reflective thought and action
- Enhancing the relevance of new learning
- Facilitating shared learning
- Making connections to prior learning and experience
- Providing sufficient opportunities to learn

LEARNING PATHWAYS
- Each stage prepares students well for the next stage of learning
- Transitions are well-understood and positive
- Students have a clear sense of continuity and direction

NATIONAL QUALIFICATIONS
- Pacific College students will strive for excellence at all levels
- There will be greater specialisation in years 11, 12, 13
- Students will participate in programmes or studies offered by workplaces and tertiary institutions. Credit gained may be transferred to tertiary qualifications.

E-LEARNING
- Learning will be supported by cutting-edge Information and Communication Technology (ICT) thus allowing teachers and learners to Connect / Share / Support / Enhance learning opportunities provided through the College
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.

The Pacific College OLA curriculum is aligned with the New Zealand Curriculum

<table>
<thead>
<tr>
<th>CORE ELEMENTS</th>
<th>OLA – CURRICULUM CORE STRANDS</th>
<th>KEY LEARNING AREAS</th>
<th>ALIGNED WITH NEW ZEALAND CURRICULUM AREAS (HERE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>VISION</td>
<td>Shared Vision / Goals / Objectives</td>
<td>Humanity / Futures thinking Conceptualising and design</td>
<td>Developing ideas, developing practical knowledge, communicating, interpreting / reflection</td>
</tr>
<tr>
<td>FAMILY</td>
<td>Relationships / Caring Connections</td>
<td>Social Systems and Organisations Ancient and Contemporary Civilisations</td>
<td>Relationships, managing self, planning</td>
</tr>
<tr>
<td>CULTURE</td>
<td>Worldview / Tradition / Identity Language Local Cultures and Globalisation / Politics of Knowledge Information, Resource</td>
<td>Culture and languages – Pacific / Maori, Indigenous / English / Other Worldview / Identity</td>
<td></td>
</tr>
<tr>
<td>SPIRIT</td>
<td>Vairua / Spirituality / Religion Worldviews / Philosophy</td>
<td>Hauora, attitudes and values, socio-ecological perspectives</td>
<td></td>
</tr>
<tr>
<td>HEART</td>
<td>Emotional Wellbeing / Love / Support Communication for Human Harmony Prejudice and Discrimination</td>
<td>Emotional health; arts – dance; drama; music</td>
<td></td>
</tr>
<tr>
<td>MIND</td>
<td>Learning / Intellect / Education Skilled Comparative Knowledge Systems (Pacific / Indigenous / Eurocentric / World)</td>
<td>Mental health; mathematics; geometry, statistics; social science; nature of science</td>
<td></td>
</tr>
<tr>
<td>BODY</td>
<td>Quality of Long Life / Conditions / Risks Gender</td>
<td>Body care; personal health; food and nutrition; sexuality; physical activity; sports; motor skills</td>
<td></td>
</tr>
<tr>
<td>CONTEXT</td>
<td>Environment / Community / Systems Sustainability Science Food and community</td>
<td>Place and environment; physical world; continuity and change; planet earth; living world</td>
<td></td>
</tr>
<tr>
<td>LEADERSHIP</td>
<td>Governance / Management / Industry Leaders National and International Politics Leadership, Governance, Management</td>
<td>Organisation; healthy communities; citizenship; globalisation</td>
<td></td>
</tr>
</tbody>
</table>
Explain why you believe the education programme you are proposing will be successful in improving achievement for the proposed student population.

It will be successful because it is uniquely tailored for Pacific learners, and delivered by Pacific teachers and staff who have the skills, knowledge and competencies to deliver the curriculum in a culturally sensitive and relevant way.

We will be developing a programme that is relevant to the needs of the learner, the community, the local agencies and stakeholders. It will be interesting, engaging, challenging and flexible, sensitive and responsive to cultural and spiritual values. The environment will be conducive to learning; staff will be knowledgeable to Pacific teaching and learning styles.

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

All teaching staff will be culturally competent and skilled – for further information please see the HAKAMANA Evaluation, Monitoring and Assessment – Appendix One.

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

Pacific College will be welcoming and warm environment that allows teachers and learners to work well together in a caring and happy environment that is well-supported by fanau and community.

**Evaluation**

Reviewers will be looking for an overview which demonstrates the following qualities:

- The learning, teaching and curriculum overview is clearly presented and strongly supports the school’s statement of purpose and goals.
  - If the NZC / TMoA are not the core documents, there is a clear description of how the proposed curriculum aligns with one of these documents and there is clear reasoning behind the selection of the proposed curriculum.
  - There is a coherent explanation of why the proposed model will meet the needs of the proposed population.
  - The strategies described in the learning, teaching and curriculum overview will enable the school to achieve its stated goals.