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.

Over the past three years we have worked solidly to engage Pacific Ministers and community leaders in creating changes to benefit the wellbeing of Pacific peoples. Aere Ki Mua is a church-based programme which has proven to be a successful initiative that truly engages fanau and their communities in the many initiatives the K'auto Pasifika has implemented over the years. Through all of these, a considerable amount of data and intelligence has been gathered which strongly supports the need for a specifically Pacific-oriented approach to education and learning — hence this IOI for this Pacific College.

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

We will be working closely with fanau and the church ministers and local groups to ensure their full participation in the planning and implementation of all components of the College.

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

We will encourage parents to be part of the design and development from conception — so that it truly feels like it is “their school” that they are part of the ownership of the school. We would have regular activities, events, fono — with clear communications.

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.

Evaluation

Reviewers will be looking for:

- evidence that your choice of location and proposed student population is based on some genuine community engagement and identified support
- an understanding of ways to engage with the proposed community, including parents, and
- steps that have been taken to secure support from the wider community.
1. Leadership and Governance

List the known members of the school's proposed governing board and leadership team including their roles within the school. Include a brief description of the qualities, competencies and qualifications that each person brings to their role. Please provide as Attachment 1.

Evaluation

Reviewers will be looking for evidence of:

- a clear organisational structure with personnel who are capable of contributing the wide range of experience and expertise that will be needed to oversee the establishment and operation of a successful school; and
- evidence of an understanding of the differentiation between governance and management.

2. Staffing

Provide as Attachment 2, an indicative staffing chart for the school. The staffing chart should identify positions to be established in 2014 as well as positions to be added in future years. This information should include proposed:

- school leadership
- teaching positions
- support staff, and
- operational staff.

Please include the nature of qualification/experience which will be expected for each group. This chart should only identify positions, not specific individuals.

Evaluation

Reviewers will be looking for a staffing chart that clearly identifies roles that will support the statement of purpose and goals of the school.
Complete the following table for the year levels your school intends to serve.

<table>
<thead>
<tr>
<th>Year Level</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>At Capacity</th>
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<td>11</td>
<td>13</td>
<td>15</td>
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</tbody>
</table>

Describe the rationale for the number of students and year levels served in 2014 and the basis for any planned growth.

Pacific College will start with a realistic number of learners, growing from within local communities, groups and churches and their fanau. Pacific fanau and potential learners will also be involved in the development of the College, its systems and curriculum, which will ensure that the College itself remains on a pathway that is synergetic and responsive to their needs.

**Evaluation**

Reviewers will expect a table which demonstrates sustainable growth and a rationale which supports the statement of purpose.
What facilities will you need to accommodate your school at set-up and at full enrolment?

The design of the college will reflect Pacific tono setting — with village concept underpinning the structures — thus keeping it in line with it being relevant to Pacific.

Full facilities including land / grounds / buildings will be required at set-up as the numbers at full enrolment, although double in the initial year, are still fairly small.

Describe how you intend securing these facilities.

It is intended to utilise the capital expenditure and facilities funds to secure the facilities available through the Ministry of Education. Other stakeholders in the community may be approached for further support.

Evaluation

Reviewers will expect to see evidence that you know what facilities you need to support your school as it develops and how you will go about securing these.

BUSINESS LEARNING

Establishing a Partnership School, Kura Hourua will require expertise in areas such as:
- financial management
- fundraising and development, and
- accounting.

How will you access this expertise?

PACIFIC COLLEGE will be supported by the sponsor K'ALTE PASIFKA TRUST / PACIFIC FANAU OLA NETWORK (MIDLANDS) who will provide strategic oversight and infrastructure support, including financial management, business and accounting systems, fundraising, efficient technologies and essential resources and tools. All of these systems and processes are to make it easier for teaching staff and their associates to focus their time and energy as they work directly with Pacific learners and their fanau. The sponsor has financial management staff and administrators as well as external accountants and financial specialists to support the College. Further expertise is available from its extensive networks.
Describe any partnership arrangements that you have in place or planned to support the business plan and the operation of the school.

K’aute Pasifika Trust is leading a group of Pacific community health, social service and education providers in the Midlands Region – South Waikato Pacific Islands Community and Pacific Island Community Tauranga Trust. The three organisations signed an MOU to work collaboratively together in 2012 and have developed a Pacific Midland Network. This MOU outlines the intentions of these organisations to work together to improve the educational achievements of Pacific learners and their fanau.

Evaluation
Reviewers will be looking for evidence that:
- the school has access to financial expertise, and
- partnerships are appropriate and support the statement of purpose and goals.
ATTACHMENT ONE

LEADERSHIP AND GOVERNANCE

K'aute Pasifika Trust Board

S 9(2)(a) OIA

K'aute Pasifika Trust Staff

S 9(2)(a) OIA

South Waikato Pacific Island Community Services

S 9(2)(a) OIA

Pacific Peoples Trust Tauranga

S 9(2)(a) OIA

Pacific Fakahau Ola Network (Midlands)

S 9(2)(a) OIA
ATTACHMENT TWO

STAFFING

<table>
<thead>
<tr>
<th>Role</th>
<th>Equivalent FTE</th>
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<tr>
<td>Principal</td>
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</tr>
<tr>
<td>Finance Manager</td>
<td>1.0</td>
</tr>
<tr>
<td>Administrator / Receptionist</td>
<td>1.0</td>
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<tr>
<td>Technology / Equipment Support</td>
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<tr>
<td>Teaching Staff</td>
<td>7.0</td>
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<tr>
<td>Fanau Ola Youth Navigator</td>
<td>1.0</td>
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<tr>
<td>Maintenance / Facilities</td>
<td>0.5</td>
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<tr>
<td>Other support staff / associates</td>
<td>1.0</td>
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</tbody>
</table>

The Principal would be qualified to teach in particular subject areas.

Note that some of these may be split across more than one person (e.g. Fanau Ola Youth Navigator / Sport Coaches etc.)
The Polynesian kupu / word, HAKAMANA contains many important elements, including:

A – the light and warmth of our family; the world of light
HA – the breathe of life; the divine breath that connects all living beings
KA – the fire that burns within us; the energy our family uses to grow and transform
MA – the presence of all of our ‘light’; knowing our family, our world, our connections
NA – the relationships we have with each other and with the world; respecting our kinship
HAKA – the ‘dance of life and energy’; our expression through animation and activation
MANA – the power, strength and authority our family has; our ‘thunder’, prestige, leadership
HAKAMANA – the creative process of bringing our family’s power and authority to light and being
<table>
<thead>
<tr>
<th>Learning</th>
<th>Activities</th>
<th>Achieving</th>
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<tbody>
<tr>
<td><strong>I</strong> VISION</td>
<td>Acknowledging the uniqueness of each participant and their dreams and visions. Allowing a free-flow of expression and ideas while promoting planning.</td>
<td>Talk about / draw / write up dreams / vision for future Create a plan with goals, objectives and activities, expected learnings and outcomes</td>
</tr>
<tr>
<td><strong>O</strong> CREATE</td>
<td>The student is invited to create culturally meaningful symbols that tell powerful stories. Participants learn the importance of relationship and collaboration.</td>
<td>Share stories Do research Discuss materials – messages Debate key messages Write up expectations</td>
</tr>
<tr>
<td><strong>E</strong> ACTIVATE</td>
<td>Interesting and interactive learning experiences identifies, expands awareness, deepens understanding of issues. Motivating participants to advance their knowledge within ‘real-life’ contexts.</td>
<td>Interactive learning in variety of settings (internal / external / classrooms’) Visits to sites of interest Learn from personal experiences Advance knowledge and experience ‘real-life’ situations where possible</td>
</tr>
<tr>
<td><strong>A</strong> ENLIGHTEN</td>
<td>Reflective thinking, questioning and evaluation is stimulated. Applying learnings to strengthen cultural pride and support positive behaviour and enterprise is encouraged. Instilling confidence to be able to change.</td>
<td>Write reflective journal Evaluate experiences through writing / drawing / sculpting / creating Apply learnings in various settings</td>
</tr>
<tr>
<td><strong>U</strong> REALISE</td>
<td>Each participant, regardless of age and gender, is a potential leader whose spirit can be nurtured and who enjoys encouraging greater environmental and socio-cultural responsibility within others.</td>
<td>Present learnings in various formats Share learnings with family, friends, community – be proactive in helping Have celebrations</td>
</tr>
</tbody>
</table>

1 HAKAMANA System of Assessment is copyright © Tania Wolfram, Pou Kapua Pacific / Pacific Whānau Ora Network, 2013
# HAKAMANA

## EVALUATION, MONITORING AND ASSESSMENT SYSTEM

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## PERCENTAGE COMPLETE

- Realise your vision and dreams 😊
- We honour you as creative, smart and energetic Pacific learners!
- You decide, as a learner, how much you are learning, and how well you are doing!
- You celebrate all of your achievements – even all of the small steps 😊
- We honour the many dimensions of your life – spirit, body, mind, soul, heart ... 
- We know you can rate yourselves, based on your unique Pacific identity.
- This is your path – enjoy your journey as you travel to your destination ...
- Learn from Pacific legends, histories, stories, and traditional knowledge holders.