INDICATION OF INTEREST

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

Kura Hourua o Ngati Kahungunu

Ngati Kahungunu Iwi Incorporated

Kura Hourua o Ngati Kahungunu
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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.

<table>
<thead>
<tr>
<th>Proposed School</th>
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<td>Kura Hourua o Ngāti Kahungunu</td>
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<th>Proposed Sponsor</th>
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<td>Sponsor is the formal term for the entity that contracts with the Crown to operate a Partnership School / Kura Hourua. The sponsor of a Partnership School has to be a “body” such as a board, trust company, or other legal entity.</td>
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<td>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.</td>
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<td>Despite the name, the sponsor is not necessarily required to provide funding for the school, although they may do so.</td>
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<td>Name</td>
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<td>Ngāti Kahungunu Ltd. Incorporated</td>
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<th>Primary Contact</th>
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<td>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 notices regarding your indication of interest.</td>
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School Profile

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

Proposed location  
Napier

Year levels in first year of operation  
Yr 9 - 13

Year levels at full enrolment  
YR1 – YR13
Why do you propose to open this school?

In September 2001 the Ngāti Kahungunu Iwi Incorporated began consultation with whānau throughout the rohe of Kahungunu. Whānau shared their views, aspirations and desires which helped shape the development of a vision to guide Ngāti Kahungunu into the future. The vision, known as Kahungunu 2026, outlined the vision and mission statements and identified seven strategic objectives to focus on. The Ngāti Kahungunu Iwi Inc. planning framework continues to outline priorities, activities and desired outcomes that link directly to the strategic objectives within the Kahungunu 2026 vision.

The 25 year vision (to 2026) for Ngāti Kahungunu Iwi Incorporated describes seven key strategic objectives as follows:

- Economic strength
- Participate as a contributing nation in the world
- Tiorangi Mātauranga: Independence and self-determination
- Environmental Health and Well-being
- Culturally Strong
- Strong, Vibrant, Healthy whānau
- Making our Mark

The Ngāti Kahungunu 25 Year Vision has statements that describe each of the 7 strategic objectives. These strategic objectives became the foundation for all planning.

Then in 2006 the Board reviewed the first five years of the 25 Year Vision and decided to group the seven key strategic objectives under four strategic planning themes:

- Tiorangi Mātauranga: Independence and self-determination, economic strength
- Kahungunu Mātanga: Cultural strength, making our mark, participating as a contributing nation in the world
- Taiao: Environmental health and well-being
- Whānau mugatanga: Strong vibrant, healthy whānau

Thus the purpose for the establishment of a Kura Hourua, within the context of this proverb, a

Educational need for our Iwi begins to take shape. This Education model is inclusive of:

- Early Childhood
- Primary
- Secondary
- Tertiary
HOW DO WE INTEND TO IMPLEMENT THIS PURPOSE:

Ngāti Kahungunu Tīwai—Hoa Rā

Whaia Te Iri Kahurangi O Te Waka Tākitimu
Search for the treasures of our tipuna.

Te Waka Tapu O Tākitimu is a symbol of the spiritual and physical achievements of our tipuna to enhance the well-being and mana of the people... ki te whai ariki te anだろうasured
It is a metaphor of how that mission motivated the existing capabilities, skills and courage of our people across uncharted oceans - to where we are today - and inspires and encourages us to move positively and with confidence into the future.

Notwithstanding that over 50% of Māori living in the Ngāti Kahungunu rohe are not Kahungunu and that the bulk of Māori tamariki / rangatahi attend mainstream educational institutions, there have been / are many positive Māori educational developments and achievements, especially over the last 10 years or so, throughout Ngāti Kahungunu, that uplift all Māori and all peoples.

Within the rohe of Ngāti Kahungunu there are 62 Te Kohanga Reo and 7 Kura Kaupapa Māori. Te Wānanga Whare Tūpuna O Tākitimu delivered the first tertiary degree in Hawkes Bay and Te Manga Māori at the Eastern Institute of Technology delivers the BA (Māori) and an honours degree based on Pōwhiri Te Kūra.

The role of the current Ngāti Kahungunu Incorporated (NKII) Mātauranga Board, with representation at the 6 Taiwhenua, the 2 Kahungunu Pouwhakataki and the NKII Board, is to maintain the overview of the iwi, to further develop the mātauranga strategic plan and to action agreed strategic objectives as soon as practicable.

Mātauranga underpins all areas of the Ngāti Kahungunu Tīwai Vision and we adopt and adopted the mātauranga goals given by Mason Dunie. That is,

To be Kahungunu
To participate as contributing citizens in the world. To be healthy and enjoy a high standard of living.

Thus the reason for Ngāti Kahungunu Tīwai signalling its Indication of Interest for a Kura Houra.
Describe the school’s distinctive mission/vision and how will it enable student engagement and achievement.

The Kura Hourua o Ngāti Kahungunu will provide an integrated curriculum across subject areas that is culturally appropriate to Māori children, which will be centred around a Reo-Economics philosophy under pinned with our Kahungunutanga

Reo-Economics:
Our students will be able to converse in Te Reo Māori, English and Mandarin to undertake a journey of economic development based around our Iwi resources of History, Farming, Fisheries, Forestry, Tourism with our Waka Hourua named “Te Mātau a Maui” as our symbol of our journey to pursue excellence for all students.

Kahungunutanga
Our students will pursue all objectives as outlined.

Objectives:

- All Kahungunu students will have the opportunity to learn Kahungunu History, Whakapapa, Korakā, Te Ori, Moteatea, Paka a Hinemo.
- All Kahungunu students will be able to stand at Ngāti Kahungunu Iwi at any hui or event throughout Aotearoa and the world, thus the focus of Te Reo Māori, English and Mandarin as the main languages of instruction.
- All Kahungunu students will experience cultural excellence that will promote Kahungunu identity and strong, healthy and vibrant whānau.

Outcomes:

- General improved outcomes sought in the long term are educational, social, environmental and cultural wellbeing of all students.

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

Kura Hourua o Kahungunu Mission

“To enhance the mana and well-being of Ngāti Kahungunu.”

- Promote or assist the education of our students of Ngāti Kahungunu Iwi
- Promote the custody and preservation of the beliefs, customs and language of Ngāti Kahungunu Iwi
Promote the educational, social and economic welfare and advancement and vocational training of Ngāti Kahungunu Iwi.

Promote the physical, spiritual and mental health & fitness and of our students of Ngāti Kahungunu Iwi.

These goals will be measured by the achievement of our students obtaining:

- NCEA Level 1
- NCEA Level 2
- NCEA Level 3
- Diploma of Mātauranga Māori Level 5 – (in conjunction with Te Wānanga o Raukawa)
- Bach of Mātauranga Māori Level 7 – (in conjunction with Te Wānanga o Raukawa)
- Masters of Mātauranga Māori Level 9 – (in conjunction with Te Wānanga o Raukawa)
- Trade Training Apprenticeships Level 2 – 6
- Tourism Training
- Farming Training
- Agriculture Training
- Horticulture Training
- Marine Services Training

Timeframe will be concurrent with when the students start their educational journey aboard the Kura Hou rua o Ngāti Kahungunu.

The initial start will be at Year 9 in 2014. Our expectations are;

SECONDARY

Year 9
- Establish Kura Hou rua Year 9
- NCEA Level 1 2015
- NCEA Level 2 2016
- Trade Training All Areas
- Diploma MM Level 5 2016
- NCEA Level 3 2017
- Bach MM Level 7 2018
Describe the proposed student population and their educational needs.

Our student population is based in the Napier/Hastings region, with the intention of expanding to include coverage from Waioa in the northern region to Featherston in the southern region.

Ngāti Kahungunu has the third largest iwi population.

The 2006 NZ Census and Local Government statistics show that 59,946 people, or 12 percent of the Māori population, belong to Ngāti Kahungunu. This was 5,044 more than at the 2001 Census. A large percentage of Kahungunu people reside outside the traditional iwi boundaries. Many more, not included in the census count, reside overseas. Geographically, Ngāti Kahungunu has the second largest tribal rohe in the country, from the Wairarapa ranges in the Wairarapa District extending to Cape Palliser in South Wairarapa. The coastal boundaries are Porirua in the North to Turakirae in the South.

The educational needs are reflected in the Pa Hikitia Report 2000 which highlight the deficiencies of educational achievement in our Māori community.

The development of an integrated curriculum across subject areas that is culturally appropriate to all Māori children and as a iwi Ngāti Kahungunu have an obligation to ensure all children living in Ngāti Kahungunu receive a qualitatively enriched educational experience. This will require negotiated effort between the MOE, Ngāti Kahungunu, Taiwhenua and other relevant stakeholders in the development of appropriate educational programmes.

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

The challenge that students may face initially is that this proposed learning journey will follow the nautical journey of our ancestors on the Waaka Tapu o Takitimu, and thus the journey of our ancestors they will be venturing into unchartered waters. But by believing in themselves and their capabilities and having faith like our ancestors when they began their migration to better lands, we the Kura Houara o Ngāti Kahungunu intend support all our students whom wish make this educational voyage. It will be only if the student refuses to accept these challenges that issues will arise. They will be guided by use of educational models appropriate to Māori such as "Tuakana-Teina" learning as well as "Intergenerational Knowledge" learning.

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

➢ The Ngāti Kahungunu iwi - Rohe is the learning community
➢ Students are the Kāhūrāo of their learning journey
➢ Students are the Kāhūrāo of their educational aspirations
➢ Curriculum and qualifications needs are met through the students chosen pathway and not a prescribed curriculum
➢ The Whānau, Hapū and Iwi are the partners in the students journey
➢ Pokohiwa ki te Pokohiwa, Kanohi ki te Kanohi

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.

➢ Te Mātauranga o Aotearoa
➢ Te Māriaautanga o Kahungunu

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

Why Ngāti Kahungunu Iwi needs to provide successful models of achievement for our students?

Their has been Consultation within Ngāti Kahungunu and a significant body of research including Ka Hikitia - Managing for Success. The Maori Education Strategy 2008-2012 has found that in line with Sir Apirana Ngata’s famous aphorism about pursuing the benefits of a dual heritage, Maori parents are adamant their children should be exposed to the best of all worlds (Penelito, 1998; Tomomae, 2005). The educational aspirations of Maori parents in Ngāti Kahungunu are no different to those found elsewhere that our children do well, finish school and go on to tertiary education (Cunningham, Stevenson, & Tassell, 2005). From a Maori point of view, why culture and language are important considerations in the education of Maori children in Aotearoa is ultimately linked to issues about identity. Dr Wally Penelito states: "Why is there a problem with Māori student school performance? – because the cultural discontinuity between Māori student home and family and the institution of school are gross (Penelito, 1996, p. 102).

The Iwi continues to identify what works and what doesn't work for Māori learners in the mainstream educational setting. The use Te Tōpūi Tāuwhāinga is a tool that can assist students, whānau, hapū, mānake, schools, teachers, principals, boards of trustees and communities to co-construct a set of 'cultural' standards that incorporate students' cultural awareness and wellness into their classrooms and schools.

Then as a follow up the Iwi's primary aim to contribute to student achievement outcomes by supporting Iwi, hapū and whānau and to develop and strengthen their knowledge and ability to have
greater involvement in education, and to strengthen student engagement in education. In doing so, establishing a Kura Houora will contribute to the fulliment and realisation of the Ngati Kahungunu Mātauranga goals of facilitating pathways for whānau, hapū, marae, tāwhanua and hapori:

To be Kahungunu
To be healthy and enjoy a high standard of living
To participate as contributing citizens in the world

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

[Diagram showing REO, TIKANGA, and ECONOMICS with the following:
- REO: Maori, English, Mandarin
- TIKANGA: Kahungunutanga, Te Ao Pakeha
- ECONOMICS: Education, Finance]

How will the learning environment look through the eyes of a learner in your school?
Briefly describe the steps you have already taken to assess demand and/or support for the school and summarise your findings.