APPLICATION

To operate a
Partnership School | Kura Hourua opening in 2014

1 Notice of Intent to Respond

Please copy this page into a new word document, complete and send to partnership.schools@minedu.govt.nz by **5:00pm Friday 22nd March 2013.**

The purpose of this notice is to advise the evaluators of your intent to respond to this RFA and the location you are considering proposing in your application. This section will not be evaluated, and provides the evaluators with an indication of the potential number of Applicant(s) to assist with our planning.

NOTE: Completing this section does not bind you to submitting an Application or limit you to the location which you have indicated your interest in operating a PSKH.

Notice of Intent to Respond

Attention: ███████████████████████████ ─s 9(2)(a) OIA

C/- the Ministry of Education

partnership.schools@minedu.govt.nz

This notification confirms that our organisation intends to submit a formal response to the RFA for operation of a Partnership School dated 6th March 2013. We acknowledge the terms and conditions of this RFA and that our Application must be received before the Closing Date (12:00 noon 16 April 2013).

Notification:	Dated	21 March 2013
Respondent:	Organisation	Kirikiriroa Marae
	Address	180 Dey Street
Primary Contact:	Name	Wikuki Kingi
	Position	Chairman, Marae Trustees
	DDI	███████████
	Mobile	
	Email	
	Signed	████ s 9(2)(a) OIA

Our intention is to submit an Application in consideration of operating a PSKH in the following location [Hamilton].

2 APPLICANT PROFILE

1. Contact person for this Application

Contact person:	Mr Wikuki Kingi
Position:	Chairman, Trustees
Phone number:	
Mobile number:	s 9(2)(a) OIA
Email address:	
Fax number:	
Is the contact person authorised to negotiate?	**Yes** ✓ **No**

2. Applicant's organisational profile

Full legal name:	Kirikiriroa Marae Reservation
Trading name: (if different)	Maori and Pacific Leadership Academy
Name of parent organisation:	Kirikiriroa Marae Reservation
Physical address:	180 Dey Street, Hamilton 3216
Postal address:	P.O. Box 7197, Hamilton East 3247
Company website:	www.kirikiriroamarae.com
Location of head office:	Hamilton
Type of entity (legal status):	Marae Reservation Trust
Company registration #:	Incorporated Society Number 212319 Charities Commission application currently being processed
Country of residence:	New Zealand
GST registration number:	GST Number:

3. Overview of Applicant's organisation

Type of organisation:	Marae Reservation
Year established:	1984
History:	Fundraising began in the 1950s,opened in 1984 now a flag ship whanau ora centre and urban marae complex
Summary of experience relevant to this RFA:	A cohort of ex principles,teachers,current Maori pacific academics and Maori culture experts
Total number of staff in NZ:	3

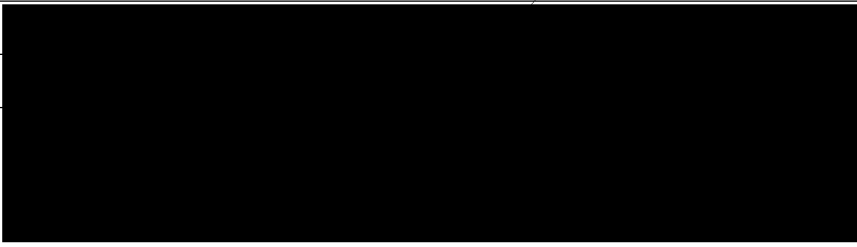| Number of locations in NZ:	Marae in Hamilton, waka hourua floating classroom in Auckland
Overseas locations:	As required

4. Current business commitments & proposed key personnel

Business commitments:	1. Agreement with the Ministry of Justice to hold "Te Kooti Rangatahi" on the marae every Tuesday fortnight.
	2. Contract the Life Unlimited to deliver day programme for people with intellectual disabilities.
	3. Agreement with Tioro Education Tools to deliver Te Ataarangi programmes on the marae.
	4. Collaborative programme with the Hamilton Police to deliver Mau Rakau programme for rangatahi who have come to the attention of the police (Alternative Action).
	5. Awaiting CYFS sign off on recently reviewed "fee for service" contract to supervise rangatahi completing their court imposed community hours.
	6 Te kohao health clinic our health arm of the marae to deliver health related advise and training
Other Contracts with government	

5. Probity

List any pending claims against the organisation:	Nil
List any court judgements or other decisions that have been made against the organisation in the last 6 years:	Nil

6. Disclosure of proposed partners

Disclosure:	Applicants must indicate and provide details below if they intend any person or organisation, who is not an employee, to sub-contract on any part of the application requirements.

Collaborative Partner / Sub-contractor #1 (see below)	
Partner / Sub-contractor name:	Pou Kapua Creations Trust s 9(2)(a) OIA
Address:	
Specialisation:	
Describe the deliverables the Partner / sub-contractor will be responsible for:	

Pou Kapua Academy OF CULTURE, ARTS, SCIENCE & ENTERPRISE

Pou Kapua Academy seeks to ignite and empower traditional knowledge holders, contemporary scholars, educators, practitioners and artisans from Aotearoa New Zealand, the Pacific, and from around the globe to come together and collectively expand the horizons of Indigenous knowledge and practice. With thought, word and symbol, we focus on making our natural native world visible through our culture, art and science.

Pou Kapua Academy supports the aim of our Global Kainga to participate more fully in the knowledge society and economy by enhancing education, stimulating innovation, combining action research and development with dynamic evaluation to achieve socio-cultural health and wellbeing, holistic wealth, and realise their vision of Whānau Ora.

Pou Kapua Academy creates wonderful Taonga Oranga. These keep our Māori, Pacific and Indigenous cultures alive through nurturing our creative spirit; they provide us with a safe space and place for connecting / re-building relationships; teach us as they express ancient stories of health, hauora, moui lelei, and remind us of our responsibilities regarding the earth, seas, skies, nature, our communities - indeed of all living things!

Our multidisciplinary team has decades of research experience across multiple disciplines that are vital and appropriate for this study, with tohunga and kaumātua providing a deep understanding of te ao Māori, Pacific worldviews and philosophies, te reo me nga tikanga, whakapapa / genealogies and an intimate knowledge of traditional Māori and Pacific realities. The team has expertise in health, human and organisational studies, management, history, policy and law, economics, philosophy and religion, culture and the arts, language, and behavioural and cognitive sciences.

The team has also undertaken research with multiple approaches and methodologies, wānanga, hui and discussions with iwi, hapu, marae, mana whenua, urban Māori, Pacific and Māori organisations and whānau from around the country across diverse action research, evaluation and development projects. The knowledge gained from these experiences integrated with many decades of study across learning domains has provided us with both a sound theoretical and experiential basis for our practice. Our team has the capability to lead and manage the implementation of an action research programme in the context of Whānau Ora / Fanau Ola for the advancement of our Māori and Pacific peoples and communities.

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COMMUNITY ENGAGEMENT

Whānau Ora / Fanau Ola encompasses a broad sphere of communities of engagement and practice. While 'community' has many meanings in the context of this research, we build upon the research teams extensive community relationships and networks. These begin with whakapapa, family, and collegial connections. From there 'community' groups of peoples communing and connected for various reasons / kaupapa (e.g. tribal/mana whenua, geographic/local, social, business, environmental, academic) bring their local/specialised community realities and this will provide validity given that they are involved in the various stages of the research.

CAPACITY AND CAPABILITY BUILDING

The research team engages community stakeholders and researchers through multiple entities, supporting them through training workshops of research components (inc. scoping, planning, research approaches, methodology, analysis, reporting) and demonstrating how they can be involved in particular case studies (e.g. hapu, marae, provider / Māori and Pacific collectives). The team leaders will build capacity in governance and management, presentation and communications skills with continual engagement in dialogue, seminars, conferences, followed through with publishing in various formats (e.g. reports, journals) for diverse audiences, including Māori, Pacific academic, and government entities, locally, nationally and in appropriate global contexts.

ACTION RESEARCH PROJECTS

In recent decades our team has undertaken and been involved in a broad range of research, analysis, evaluation and consultation projects involving local, regional and central government agencies, NGOs and not-for-profit groups, Pacific and Māori communities, and a broad range of organisations across the country. We have always actively supported, promoted and undertaken research that leads to positive outcomes for all peoples engaged in the research process, including:

- Developing creative and transformative solutions
- Promoting sustainable economic development
- Enhancing the health and wellbeing of our people
- Developing sustainable positive health solutions and outcomes
- Implementing effective, efficient and strategic evaluation and monitoring systems
- Facilitating the creation of strategic alliances, associations and networks across and within communities at a local, regional, national and international level.

Through our work we have come to recognise and understand the strengths of our peoples' cultures, ethics, values and philosophies and find ways that they can make distinctive and positive contributions to the economic, social, environmental and cultural development of our region and nation.

POU KAPUA / TE RANGA - CREATIVE ARTS – CULTURE AND HERITAGE

Client/s, Communities, Employers	Position / Projects – Responsibilities
Novotel- Tainui, Auckland International Airport	Design and create two taonga – for Kiingi Tuheitia (basalt / metal) PM John Key (granite / metal)
Pou Kapua – 80 ft high totem	Conceptualise, create, project manage, produce the world's tallest and largest Maori/pacific totem pole-pou ihi (four yrs, thirty two NZ artists, twelve international artists, $3 million)
Waikato Museum of Art & History Hamilton	Designer/Master Carver Tainui Gallery Current member of W.A.M.H Association Te Winika Gallery - 14 pou 16 ft high Assistant Curator and established the displays
Tainui Endowment College	Design and carve Tawhaki – 64 feet, 12 tonne pou ihi Standing at the Endowment College Hopuhopu
Te Kohao Health Centre, Kirikiriroa Marae	Purpose-built primary health care centre for GP, nurse, health and social services
Trust Waikato	Design and carve a 12 ft model war canoe
Te Arikinui Te Ata-i-rangi Kahu Wikuki has been part of Te Ranga Carvers, the personal carvers of the Māori Queen since our inception, and have been privileged to do many pieces, ranging from bowls, waka hoia, weapons, canoe paddles in a variety of materials. Each piece is unique, specially crafted and of exceptional quality.	Design and carving of hundreds of gifts to overseas visitors inc. • King of Tonga • Nelson Mandela • Queen Elizabeth II • Pope John Paul II • Archbishop of Canterbury • President Carter • Prime Ministers of New Zealand, • Ratu Sir Kamasese Mara • Other Kings, Queens, Heads of State, Ambassadors, Commissioners and Consuls from around the world
Auckland International Airport	Design and carve with Tainui team – Gateway entrance and poupou for Auckland International Marae

Frankton Primary School	Design and carve an Entrance gateway
Whatawhata Primary School	Design and carve Entrance gateway
Te Ranga Carving School	Executive Member – Chief Designer/Master Carver develop training programmes, contracts
Atamira Maori in the City 2007, 2009, 2011	Collaboration with Ngati Whatua - Responsible for the design and implementation of the live carving and sculpture displays for the three day event
Matariki Celebrations	Maori/Pacific celebration, exhibition, invited dinner. Created designed – live telecast through Maori TV, radio Waatea - live performances by Ruia, Whirimako Black, Ardija, and Alimayu. Organised whole event. Contracted sponsorship included Maori TV, Te Puni Kokiri, Te Taurawhiri o te Reo Maori, Manukau City Council, Telstra Clear Pacific.
Kirikiriroa Marae, Hamilton Current Position: Marae Chairman	A Kirikiriroa Marae member since 1984, Wikuki was on the original development team for Kirikiriroa Marae from conceptualisation, design and building, including constitution, consultation, governance and management, operationalising the project, mediating between key stakeholders, including iwi, people of Hamilton, central government, and the Hamilton City Council. I continue to be actively involved in the development and planning of the many education, health and social services programmes that it supports. • Carving Whare Tupuna-meeting house
Hui Te Rangiora Marae, Hamilton	Carvings and gateway for Marae
Whatawhata Marae, Raglan	Design and carve a Flagpole for the Marae
Whanganui Bay, Taupo	Whare Tupuna Currently designing and carving one of the country's largest meeting houses on Lake Taupo
Whitianga Marae	Development of Whare Tupuna-meeting house
Torere Marae – Bay of Plenty	Development of Whare Tupuna-meeting house
Piritahi Marae – Waiheke Island	Developing strategic plan for the marae and island community. Accessing community feedback for communications and business plan. Assist with carving of Whare Tupuna

CREATIVE ARTS–CULTURE & HERITAGE–INTERNATIONAL

Client/s, Communities, Employers	Position / Projects – Responsibilities
Māori Community, Perth, Australia	Design and carve a 40 ft war canoe Train paddlers in sea craft, kapahaka, maintenance (four months, thirty warriors, twenty artists, forty support team)
Wu Xi City, China (Hamilton Sister City)	Design and carve a Tainui Gateway Accompanied this to Japan and China with the Mayoral delegation from Hamilton City Council
Sacramento California (Hamilton Sister City)	2 Poupou-wall panels for Sacramento City
University of Wisconsin	1 Poupou and 2 Maihi for the University
Institute of American Indian Arts (IAIA) – Museum Santa Fe	Demonstrate and carve large bowls, wakahuia, pukaea, wahaika for IAIA A number of pieces remain on display
Native Science Academy, Berkeley – Chaco Canyon / Shenandoah / Albuquerque - With National Science Foundation USA	Carved numerous pieces including 2 pukaea and 2 tokotoko for Native Science Academy – Indian knowledge holders and native astronomers – teaching and sharing information with National Science Foundation
University of New Mexico Native Studies Division	Demonstrate and carve large bowls, wakahuia, pukaea, wahaika for UNM A number of pieces remain on display
South West American Indian Arts Market (SWAIA) - 2006	Demonstrate and carve and paint various taonga for SWAIA – pieces left with SWAIA
Bioneers – San Francisco	Create and carve numerous pieces for Bioneers 2009 and Bioneers 2010 and 2011

PARTNERSHIPS AND STRATEGIC ALLIANCES

Our network relationships reflect partnerships with organisations who will actively participate in realising the aspirations of the **ACADEMY**. We will strengthen existing strategic relationships built with the many the **ACADEMY** persons and organisations we work with, and promote research alliances and collaborative partnerships, both indigenous and non-indigenous, with central and local government; philanthropic trusts; academic institutions and communities.

PROJECT DEVELOPMENT, RESEARCH, EVALUATION, CONSULTATION

Over the last decade, Tania has undertaken and been involved in a broad range of research, evaluation, analysis and consultation involving local, regional and central government agencies, NGOs and not-for-profit groups, Pacific and Maori communities, and a broad range of organisations in Auckland, across the country and in the Pacific. She has always actively supported, promoted and undertaken project that lead to positive outcomes for all peoples engaged, including:

- Developing creative and transformative solutions
- Promoting sustainable economic development
- Enhancing the health and wellbeing of our people
- Developing sustainable positive health solutions and outcomes
- Implementing effective, efficient and strategic evaluation and monitoring systems
- Facilitating the creation of strategic alliances, associations and networks across and within communities at a local, regional, national and international level

Through her work she has come to recognise and understand the strengths of our peoples' cultures, ethics, values and philosophies and find ways that they can make distinctive and positive contributions to the economic, social, environmental and cultural development of our communities in Aotearoa New Zealand, the Pacific region and Island nations.

HEALTH AND WELLBEING

- Victim Support Suicide Postvention Initial Response Service – evaluation of service (With Pam Oliver & Assoc. for *Ministry of Health*)
- Te Ira Tangata – Cultural Assessment for Suicide Prevention with Maori – evaluation of randomised control trial (*Department of Psychological Medicine, University of Auckland*)
- Pacific Family Nurse Innovation / Aere Ki Mua / Waikato International Community Gardening Project / Fanau Ola – project development, model and toolkit development, research and evaluation with (*K'aute Pasifika, Pacific Health Provider, Midlands*)
- Whānau Ora Action Research – with Pacific Care Trust Collective (*Te Puni Kokiri*)
- Evaluation of Alzheimer's Auckland Services – evaluation involved interviewing several caregivers of people with Alzheimer's (With Pam Oliver & Assoc. *Alzheimer's Auckland*)
- Evaluation of the Health Could B4U Programme – evaluation of a 'pipeline' model for recruiting secondary schools students into the health sector workforce (With Pam Oliver & Assoc. for *Health Workforce New Zealand*)
- Evaluation of the Physician Assistant Trial – working with CMDHB to evaluate the trial of a new clinical health workforce role (With Pam Oliver & Assoc. for *Health Workforce New Zealand)*
- Whānau Ora – research and development/evaluation - working alongside a number of organisations developing Whānau Ora systems for programmes and services, including Whānau Ora evaluation training and capacity building *(National Maori PHO Coalition, Te Puna PHO, Toi Ora PHO, Te Ao Hou PHO, Kirikiriroa Marae)*

- Evaluation of the Midwifery Complex Care Clinical Training – the evaluation is focused in 12 DHB regions and involves working with DHB personnel, including the CMDHB (CCCT) Programme (With Pam Oliver & Assoc. for *Ministry of Health*)
- Action research and evaluation of the HEHA Innovations Fund – included evaluating the capacity-building outcomes of <u>20</u> HEHA-funded programmes for community health workers working with Māori, Pacific and low income communities (With Pam Oliver & Assoc. for *Ministry of Health*)
- Evaluation of Mum 4 Mum Breastfeeding Support programme– included evaluating the capacity-building outcomes of the programme for community health workers, including DHB and PHO personnel, and others working with Māori, Pacific and low income communities (With Pam Oliver & Assoc. for *Hutt Valley District Health Board*)
- Research into recruitment and retention of rural midwives– focused on barriers and solutions to the workforce recruitment and retention of rural midwives (With Pam Oliver & Assoc. for *Ministry of Health*)
- Evaluation of the Midwifery First Year of Practice Pilot Programme – focused on the effectiveness of a first year of practice mentoring programme in supporting newly graduated midwives and promoting workforce retention (With Pam Oliver & Assoc. for *Ministry of Health*)
- Testing and development of Concepts / Messages for Safe Sex Campaign - "No Rubba, No Hubba". This testing involved facilitating a number of focus groups with Rangatahi / young people in Auckland and Northland to find meaningful ways to transmit 'safe sex' messages. *(With TNS for Ministry of Health)*
- Evaluation of Youth Transition from Care Programmes. This involved interviews with young people who had been in CYFS care for a number of years and who at the age of 17 were transitioning to independence. *(With TNS for Department of Child, Youth and Family)*
- Evaluation of internet website for Breast / Cervical Screening. This involved surveys and interviews with a number of Maori and Pacific Island women to assess the content, form, relevance and information dissemination techniques of the material. *(With TNS for Ministry of Health)*

STRENGTHENING FAMILIES, YOUNG AND OLD
- Evaluation and analysis of Te Rito, Young Mothers Support Groups / Domestic Violence Education Awareness Programme. This evaluation was to analyse a programme designed to assist young mothers into training and/or employment. Most of these young mothers were teenagers who had experienced domestic violence. Fortunately for the young mothers, their children and families, the programme was very successful. *(With Pam Oliver & Assoc. for Auckland Women's Centre)*
- Evaluation and analysis of Te Aronga Hou service for takataapui. The programme was to provide support to the transgender community (many of whom were involved in "street work") through targeted assistance - social, cultural, educational and training – to help them to find meaningful pathways of training and employment. The evaluation found

that the service had some excellent outcomes. *(With Pam Oliver & Assoc. for Child, Youth and Family Service)*

- Strategic analysis of design of Working for Families Programme. This included facilitating a number of focus groups around the country, data collection and analysis and the provision of advice to IRD and MSD in relation to the WFF programme rollout. (With TNS for *Ministry of Social Development/ Inland Revenue Department*)
- Strategic analysis and evaluation of Amokura Kaitiakitanga Against Violence Programme. This included several visits over a couple of years to Te Tai Tokerau service providers and organisations – interviews, hui and focus groups, research, consultation, data collection, analysis, reporting back to all stakeholders about programme developments, issues and recommendations. (With Pam Oliver & Assoc. for *Child, Youth and Family Service*)
- Evaluation of the Mortgage Insurance Scheme/Kiwibank in Reach Programme. This evaluation involved a number of interviews and focus groups to discuss housing needs, issues and relationships between Housing New Zealand and Kiwibanks' mortgage responses and criteria. Interestingly Kiwibank acknowledged the many extended family arrangements (including Maori and Pacific whanau / famili) and allowed for multiple borrowers, thus reflecting those living arrangements. *(With Pam Oliver & Assoc. for HNZ & Kiwibank)*

CREATIVE ARTS / DESIGN / MAORI-PACIFIC IDENTITY
- Research and development of the HAKAMANA Māori/English Multilingual Keyboard. This involved the research, design, project management, implementation, evaluation and analysis of data for the development of the keyboard. *(Creatrix International)*
- Research, design and creation of Pou Kapua. A very exciting project which included research, creative design, project development and management of the creation of Pou Kapua, the largest Maori/Pacific sculpture in the world – a gift to the nation. *(Pou Kapua Creations)*
- Fale Vaka / Whare Waka – Solomon Islands – design / creation of carved canoe house – a gift for the people of the Solomon Islands *(Pacific Voyagers / Pou Kapua Creations)*

ACCIDENT COMPENSATION CORPORATION
- **Analysis and design of the Code of ACC Claimants Rights.** This involved the analysis of policy, design, consultation, research and facilitation of Māori and Pacific focus groups for the development of the Code of ACC Claimants Rights - approved and in force since 1 Feb 2003. *(With TNS for Accident Compensation Corporation)*
- **Policy analysis and review of ACC Medical Misadventure** procedures and practices. This included research and consultation with Māori and Pacific focus groups, and design of a number of recommendations. *(With TNS for Accident Compensation Corporation)*

JUSTICE, COURTS, CORRECTIONS, CRIME PREVENTION
- Development of a Māori Crime and Safety Framework for Auckland City. This research included a number of key stakeholder interviews, focus groups and stakeholder hui / meetings to work on the development of a robust and long-term framework for tackling

critical issues in Auckland. *(With Pam Oliver & Assoc. for Safer Auckland City, Auckland City Council, NZ Police & Ngāti Whatua)*

- Analysis and evaluation of Counties Manukau Crime Prevention Projects - Te Arai Taihara. This project involved a number of interviews and focus groups, visits to service provider sites, marae and schools, Police, and other local, regional and central government agencies. *(With Pam Oliver & Assoc. for Crime Prevention Unit, Ministry of Justice)*

- Analysis of material for Court Education for Young Witnesses - He Whakaakoranga Koti mo ngā Kaiwhakaatu e Tamariki Ana, Whakaroto i roto i Te Ao Māori. This involved close analysis of material, design, content and cultural appropriateness of the court material from a Māori perspective, with recommendations approved for action. *(With AUT for Department for Courts)*

ECONOMIC TRANSFORMATION
- EMPLOYMENT, ENTERPRISE, MAORI / PACIFIC DEVELOPMENT

- Analysis and evaluation of Māori Community Development Strategy - Te Whakamotuhaketanga Hapu. This involved several visits to various Māori communities, hapu, marae groups to discuss this strategy and implementation processes and practices. We found some excellent outcomes and benefits to many of these groups which provided useful information for local and central government decision making. (With Pam Oliver & Assoc. for *Local Government & Community Branch, Department of Internal Affairs*)

- Evaluation of the Pasifika Youth on Track Programme. This involved research and consultation with Pacific school leavers, their families, trainers and communities. Again the programme had some excellent results which were able to be replicated in other settings. *(With Pam Oliver & Assoc. for Work and Income New Zealand / Ministry of Social Development)*

- Analysis and evaluation of the Pacific Value Jobs Initiative. This programme was focused on training Pacific peoples for entry into the NZ Police. It involved a number of interviews, focus groups and hui over a two year period. The programme had some excellent results and was rolled out into other areas of employment including the fire service. *(With Pam Oliver & Assoc. for Work and Income New Zealand / Ministry of Social Development)*

- Analysis and evaluation of the Social Entrepreneur Scheme. This evaluation required traveling to a number of Māori communities throughout the country, discussions, interviews and hui, analysis and reporting. Again there were many excellent outcomes for these communities. *(With Pam Oliver & Assoc. for Department of Internal Affairs)*

- Formative and impacts evaluation of the SCOPE Capacity Building Programme for Not For Profit Organisations This involved meetings and hui with NFP organisations mentors and trainers. *(With Pam Oliver & Assoc. for Tindall Foundation)*

- Action research on Māori "voluntary" work – "mahi aroha" - and cultural obligations. This research and consultation included many hui and interviews with Māori around the

region and the country. Thousands of Māori are involved in such voluntary work – "mahi aroha" in social, culture, health, education, business - on a daily basis, contributing not only to their own wellbeing, but that of our nation. *(With Pam Oliver & Assoc. for Office for the Community and Voluntary Sector, Ministry of Social Development)*

Other Projects include:

- In Country Director for Global Entrepreneurship Monitor, GEM Tonga 2009 (1200 household survey – representative / stratified and randomised across Tonga)
- In Country Director for Kaha'uTonga International 2009 (3000 household survey across Tonga)
- Treaty of Waitangi Claims (WAI 1813; WAI 1920)
  - Rourou – (Historical / Generic) Māori Economy and Economic Development
  - Oranga – (Historical / Generic) Māori Health and Social Development
  - Whakatōhea – Descendants of Te Rangatira Rangihaerepo
- Waitangi Tribunal Reports – Document Banks (primary evidence for the reports, including source / primary archival material)
  - Waimate Taiamai Alliance
  - Tribal Landscape
- Kaha'uTonga – Tonga Futures
  - Creating a Legendary Future together as one - a futures-focused development project that, in relation to Tonga and Tongans, evaluates the present situation, drivers of change, key opportunities and threats and desired futures.

DEMONSTRATING LEADERSHIP IN ACTION

We believe that an internalised understanding of, together with the externalised ability to express our sovereignty is essential for the wellbeing and advancement of people and their communities. We have been gifted with a strong sense of leadership and have continued to express this in many ways, particularly through:

- *Intellectual, academic and philosophical leadership* – co-creating and developing new knowledge
- *Ethical leadership* – according mana to ancestral, spiritual and cultural facets of Māori and Pacific social engagement; reflexively reorienting and reinforcing our individual and collective sense of cultural, social and spiritual identity.
- *Strategic leadership* – visioning and realising the need to move our region and nation forward
- *Business leadership* – assisting with the economic transformation of our peoples
- *Social leadership* – facilitating, mediating and advancing societal wellbeing
- *Symbolic leadership* – helping our region to lead through symbols – through iconic structures that integrate our diverse cultures and reflect the collective yet unique identity of our region and our nation.

PRODUCTIONS, PRESENTATIONS, CONFERENCES, WORKSHOPS

Our team has an extensive record of some of their research projects, a few of which are listed below:

- Wolfgramm, T. & Kingi, W. (2010). Understanding Mâori / Pacific / Indigenous worldviews and the development of native science. Faculty of Native Science Academy in Learning Circles with the US National Science Foundation, Shenandoah Washington and Albuquerque New Mexico.

- Wolfgramm, T. & Kingi, W. (2010). Pacific / Mâori / Indigenous issues of sustainability. Workshops at the Bioneers Conference, San Francisco.

- Wolfgramm, T. & Kingi, W. (2009). How traditional and contemporary Mâori / Pacific / Indigenous technologies can reflect our consciousness. Workshops at the Bioneers Conference, San Francisco.

- Wolfgramm, T. (2009). Being Mâori/Pacific; evaluation with, within and across Mâori / Pacific. Aotearoa New Zealand Evaluation Association, Hui / Fono Convenor and presenter.

- Wolfgramm, R. (2009). Evoking the gods in story and metaphor to ignite passion and energize the study of organisation, European Group Organisation Studies Colloquium, Barcelona, Spain.

- Wolfgramm, R, Waetford C, M. (2009). Accessing the contemplative in Maori organisation, Critical Management Studies Conference, Warwick University, United Kingdom.

- Wolfgramm R, M, Waetford C, M. Spirituality in the workplace: Contributions from an indigenous perspective, Journal of Management, Religion and Spirituality, Sage.

- Ruwhiu, D, Wolfgramm R.M. Indigenous paradigms and perspectives in qualitative research. Qualitative Inquiry, Sage.

- Wolfgramm, R, M Research in cross cultural organisation behaviour: An indigenous perspective, International Journal of Cross-Cultural Management, Sage

- Wolfgramm, R, M, Henry E. Transformative paradigms for sustainable enterprise: An indigenous perspective, Business and Society Review, Blackwell.

- Pringle, J, Wolfgramm R., and Henry E .(2008) Expanding Diversity research through cross-ethnic research partnerships, in Working for Inclusion and Diversity: Positive Experiences from Academics across the world: Eds: Katila, S, Merilainen, S and Tiernari, J, Edward Elgar Publishing, UK.

- Wolfgramm, R. (2008) .Creativity and Institutional Innovation in intercultural research, Maori and Indigenous Review, 3: (6) Nga Pae o te Maramatanga, New Zealand.

- Wolfgramm, T. & Porima, L. (2008). Building Māori evaluation capacity. Workshop at Aotearoa New Zealand Evaluation Association, Rotorua.

- Wolfgramm, R.M, Waetford C, M (2007) Spirituality in the workplace: Contributions from an indigenous Māori perspective, Australia New Zealand Academy of Management Conference, Sofitel Hotel, Sydney, Australia (4-7 December)

- Pringle J, Wolfgramm, R, M. (2007) So who is leading the dance? Cross-ethnic research partnerships, European Group Organisation Studies, 23rd Colloquium, Vienna University of Economics and Business Administration, Vienna, Austria, (4-7 July).

- Wolfgramm, T. & Kingi, W. (2006). Creating computer technologies to revive and maintain Indigenous language. Presentation at University of New Mexico.

- Wolfgramm, T. & Kingi, W. (2006). Creating traditional and contemporary taonga for the expression and communication of Indigenous identity. Presentation to Institute of American Indian Arts, Santa Fe, New Mexico.

- Henare, M, Clayton, G, Petrie. H, Wolfgramm, R, Spiller C, Ruwhiu, D (2006), Globalisation of Māori Business: A case study of Indigenous economic, political and social response to cultural contact: 6th Global Conference on Business and Economics; Harvard University, Boston, USA (October 2006).

- Wolfgramm, R,M. (2006). Transformative enterprise paradigms beyond sustainability: Towards a Māori perspective, MAI Doctoral Conference, Orakei Marae, Tamaki Makaurau, Nga Pae o te Maramatanga, The National Institute for Research Excellence for Māori Development and Advancement, Aotearoa, New Zealand (26-28 October).

- Wolfgramm, R ,M Henry E (2006) Ancient Wisdom In A Knowledge Economy Before And Beyond Sustainability: Valuing An Indigenous Perspective, International Indigenous Business Conference, Albuquerque, New Mexico, USA (19-22 June)

- Ruwhiu, D, Wolfgramm R, M (2006) Kaupapa Māori Research, A Contribution to critical management studies in New Zealand, Critical Management in Aotearoa, New Zealand Symposium, Victoria School of Management, Victoria University of Wellington (9-10 February)

- Wolfgramm, R (2005) The Dynamic and collective self in self-determination: Māori organizations in sustainable enterprise, International Sustainability Conference for social, cultural, environmental and economic development, East West Centre, University of Hawaii, Manoa, Hawaii (25-28 October)

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- Ruwhiu, D, Wolfgramm R,M (2005) Revealing the key to Research in Organizations: An indigenous centred perspective, European Group Organisation Studies, 21st Colloquium, Friere Universitat, Berlin, Germany (29 June-2 July)

- Wolfgramm R (2005) Kainga as a metaphor for transformative enterprise in the 21st century, Te Ara Matariki Conference, University of Auckland Business School, Rotorua, Aotearoa, New Zealand (17-20 June)

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- Wolfgramm R (2004) The collective self in self-determination; the dynamics of institutional change and cultural diversity in contemporary Māori organisations, Inaugural Māori PhD Conference, Auckland University of Technology, Nga Pae o te Maramatanga, The National Institute for Research Excellence for Māori Development and Advancement Aotearoa, New Zealand (12-14 November)

- Wolfgramm, T., Oliver, P., & Spee, K. (2003) A partnership approach to evaluating in communities. In Lunt, N., Davidson., C. and McKegg, K. (eds) Evaluating Policy and Practice: A New Zealand Reader. Pearson Education New Zealand Limited, Auckland.

- Wolfgramm T. (2003) Pharisees, Scribes or Good Samaritans. Who are we as evaluators? Australasian Evaluation Society Conference, Auckland.

- Wolfgramm T. (2003) Formulating evaluation plans for Māori service providers using a collaborative approach. Workshop, Australasian Evaluation Society Indigenous Wānanga, Waipapa Marae, Auckland.

- Wolfgramm T. (2003) Evaluation in partnership with Pacific peoples. Workshop, Australasian Evaluation Society Fono Pasifika, Waipuna, Auckland.

- Henare, M, Wolfgramm, R (2003) The importance of cultural legitimation in the context and process of evaluation, Australasian Evaluation Conference, Waipuna, Aotearoa, New Zealand, 2003

- Henare, M, Soakai, M, Wolfgramm, R, Keynote address (2002) Seeking the Pacific Way, Pacific Economic Development Symposium, Waipuna, Aotearoa, New Zealand

- Wolfgramm, R (2002) Cultural complexity and structural differentiation: Contemporary Māori organisations and the modern Māori bureaucracy. IFSAM/ANZAM VIth World Congress, Queensland, Australia

- Wolfgramm T. (2002) Cultural Trauma in Aotearoa, Workshop, Australasian Society for Trauma and Stress Studies Conference, Auckland.

- Wolfgramm T. (2001) Māori and Psychology, Symposium, New Zealand Psychological Society Conference, Auckland.

- Wolfgramm T. (2001) Pacific Peoples and Psychology, Symposium, New Zealand Psychological Society Conference, Auckland.

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- Pringle, J, Wolfgramm, R (2001) 'Gender and ethnicity in women run organisations, A complex odyssey: The odyssey of organising, European Group of Organisational Studies 17th Colloquium, E.M Lyon, Universite Lumiere Lyon 2, Universite Jean Moulin, , Lyon, France' (6-7 July)

- Wolfgramm, R (2000) Cultural complexities and strategic orientation in contemporary Māori organisations, Asian Pacific Doctoral Conference, University of Auckland, New Zealand (December, 2000)

Pou Kapua Academy OF CULTURE, ARTS, SCIENCE & ENTERPRISE

Organisational Details

Entity:	**Pou Kapua Creations Trust**
Charities Registration:	CC37676
IRD Number:	86-744-902
Postal Address:	P.O. Box 7197 Hamilton East 3247
Physical Address	180 Dey Street Hamilton East
Contact:	Tania Wolfgramm
Designation:	Evaluation and Research Director
Email:	tania.wolfgramm@gmail.com
Phone:	████████ s 9(2)(a) OIA

7. Financial information

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Current financial status:	████████████████████
Gross revenue:	████████████████████
Gross profit:	████████████████████
Last audited financial accounts:	2011

Copy of latest audited accounts attached?	**Yes**		**No**	
Copy of latest annual report attached?	**Yes**	Being finalised	**No**	
Is organisation in dispute with any trade union?	**Yes**		**No**	

8. Quality standards – Marae policies currently under review by Marae Trustees

Certificates held:	None held
Quality assurance systems:	Marae Policies and Procedures – monitored by Trustees
Internal audit:	Ongoing through regular Marae Committee and Trustee meetings – policies and procedures under review
Contract management:	Per various contracts – managed by Marae Committee and governed by Marae Trustees
Monitoring & evaluation:	Ongoing evaluation with evaluation specialists (Tania Wolfgramm, Pou Kapua Creations)
Reporting:	Regular reporting from Marae Committee to Marae Trustees; reporting as required by various contracts / entities
Financial management:	Marae Treasurer works with accountant; reports to Marae Committee and Marae Trustees
Risk management:	Risk management policies and procedures ongoing; schedule currently under review
Records management:	Records managed and held by Marae Treasurer and Marae Chairman; currently under review
Staff training:	Staff training is ongoing in matters of tikanga and mātauranga Maoril training also undertaken depending on contractual requirements
Codes of conduct	The Marae has a Pou Tikanga which oversees the codes of conduct and tikanga of the marae – this informs all activities and conduct of all associated with the marae.

9. Occupational Health & Safety (OHS)

Health & Safety Management:

Do you have a written health & safety policy?	**Yes**		**No**	
Do you have an employee participation scheme for dealing with health & safety issues?	**Yes**	Under development	**No**	
Is formal health and safety training given to employees?	**Yes**	Project driven	**No**	

Records: Which of the following safety records do you maintain?

- Accident Register (as required by Health & Safety Act)?	**Yes**		**No**	
- Hazard Register?	**Yes**		**No**	
- Hazard information?	**Yes**		**No**	

History: Have you received health and safety award/s?	**Yes**		**No**	
If yes provide details:				
Have you had health and safety related notice/warning/fine/prosecution?	**Yes**		**No**	
If yes provide details:				

Health & safety procedures:

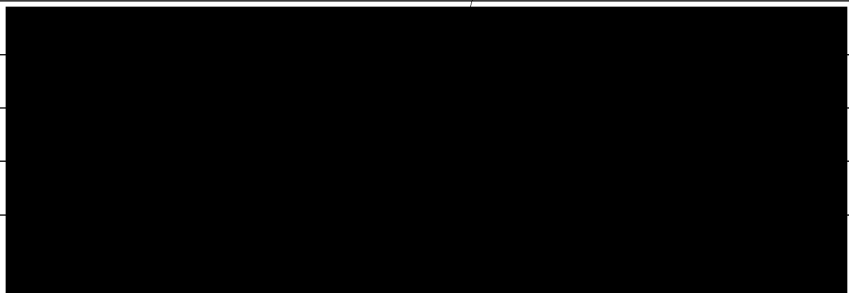|				
Do you have an emergency procedures plan?	**Yes**		**No**	
Are formal hazard assessments carried out and recorded?	**Yes**		**No**	
Is there always an investigation into any accident that results in harm, or could have resulted in harm?	**Yes**		**No**	
Are vehicles and equipment regularly inspected, tested, examined and maintained?	**Yes**		**No**	

10. Referees

Please supply the details of three referees who have relevance to your Application to operate a PSKH. Include a summary of the nature of the relationship they have held with you and when. Please do not provide the Ministry of Education or any of its employees as referees.

Referee #1	
Name of organisation:	███████████████████████
Name of referee:	███████████████████████
Address:	███████████████████████
Telephone:	███████████████████████
Email:	███████████████████████
Relationship:	███████████████████████
when:	The last twenty years with the Tainui endowed colledge

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Referee #2	
Name of organisation:	███████████████████████
Name of referee:	███████████████████████
Address:	███████████████████████
Telephone:	███████████████████████
Email:	███████████████████████
Relationship:	███████████████████████
when:	Over twenty years through Auckland university and Waikato law school

Referee #3	s 9(2)(a) OIA
Name of organisation:	University of Waikato
Name of referee:	███████████████████████
Address:	███████████████████████
Telephone:	███████████████████████
Email:	███████████████████████
Relationship:	███████████████████████
when:	The last forty years with urban marae,Waikato university and kohanga reo.

3   PURPOSE AND GOALS

Vision

Intelligent, creative, caring and courageous future leaders.

Mission

To enlighten, inspire, and empower our young scholars to realise their full potential.

Objectives

1. Vision – to share the same vision
2. Fanau – to embrace fanau
3. Culture – to engender cultural pride
4. Spirit – to free the spirit
5. Heart – to nurture a caring heart
6. Mind – to challenge the intellect
7. Body/Physical – to cherish health and wellbeing
8. Context/Environment – to be dynamic and resilient
9. Leadership – to be audacious and strategic
10.   Resources – to be innovative, enterprising and sustainable.

4   EDUCATIONAL PLAN

Maori Pacific Leadership Academy

Te Uranga o Te Ra - The Rising Sun
"that which is yet to be realised ... potential"

PRINCIPLES

The Maori Pacific Leadership Academy of excellence will be modelled on the evolution of traditional & contemporary epistemology of Maori & Pacific knowledge practice & customs. The Curriculum embodies the analogy of a fleet of Waka Hourua. This will include an academy for day scholars and include a Waka Atea/Correspondence/E-learning option to enable access to a wider audience of potential scholars. The curriculum is founded on the following principles:

➢ Maori & Pacific Cultural Identity - Culture is the characteristics of a particular group of people, defined by language, religion, cuisine, social habits, music and arts
➢ Support the retention & survival the Maori & Pacific languages & dialects, including classical, formal & colloquial - refer to Professor Richard Benton's Living Language Garden
➢ To study & retain families and tracing their lineages/whakapapa and history within Te Moana Nui A Kiwa and beyond
➢ Whânaungatanga – relationships through shared experiences and working collectively together which provides people with a sense of belonging. This involves forming relationships at all levels from micro to macro, that is, enrolled scholars, their whânau, community, business sponsors and government agencies.
➢ Values – animate values, to fill with spirit, courage, resolution, inspire to action, encourage with affirmations to advance social justice of Indigenous and marginalised cultures; to impart motion or activity to broad preferences concerning appropriate courses of action or outcomes.
➢ Spirituality - a fusion of humanistic psychology with esoteric traditions and religions of the world aimed at personal well-being and development – wairua, karakia, tapu, noa, atua.
➢ Rangatiratanga – a process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common good for the collective.
➢ Whanau Ora / Fanau Ola– self-sustaining, restoring our sense of collective responsibility to care for our own; ultimately ensure a better future, as generations inherit the world we create for them
➢ Kaitiakitanga – The exercise of guardianship by tangata whenua of an area in accordance with tikanga in relation to natural and physical resources, including the ethic of stewardship.

The Maori Pacific Leadership Academy curriculum honours Te Tiriti o Waitangi.

The Maori Pacific Leadership Academy curriculum prepares our scholars to be intelligent, creative, caring and courageous leaders of excellence.

KEY COMPETENCIES – Cross-sector alignment

Maori Pacific Leadership Academy Curriculum	Te Whāriki	Te Mātauranga o Aotearoa	Tertiary	
Matakite – Vision Thinking about or planning the future with imagination or wisdom	**Exploration - Mana Aoturoa** The scholars experience an environment where their knowledge & input is valued as meaningful and scholar-led learning; they gain confidence in holistic & scholarly success; they learn, model & implement strategies for active exploration, thinking, and reasoning; and they research & synthesise working theories for making sense of the natural, social, physical, and material worlds.	**Managing-self** Methods, skills, and strategies by which scholars can effectively direct their own activities toward the achievement of objectives, and includes goal setting, decision making, focusing, planning, scheduling, time management, task tracking, self-evaluation, self-intervention, and self-development. Also known as executive processes.	**Innovation** The development of new values through solutions that meet new requirements, inarticulate needs. Interweaving entrepreneurial & enterprising new ways to sustain long term holistic well-being & lifelong learning.	
Hangahanga – diplomacy The art and practice of conducting negotiations between representatives of groups to advance Maori and Pacific succession of the collective.	**Communication** Conveying and showcasing information through the exchange of thoughts, messages, or information, as by speech, visuals, signals, writing, or artistic expression and behaviours.	**Maori & Pacific symbolism** Ideas that represent the epistemological view of something other than itself, often of a more abstract nature connected to Te Aoturoa (environment).	**Using tools interactively** Intergenerational interaction of people and resources optimising technological advancements to enhance traditional and contemporary Maori and Pacific succession.	**Confident** **Connected** **Actively involved** **Lifelong learners**
Rangatiratanga – refer key principals **Whakapapa** – refer key principals **Whānaungatanga** – refer key principals	**Well-being – Oranga Ngakau** Philosophy toward health is based on a holistic health and wellness model called Te Whare Tapa Wha: te taha hinengaro (psychological health); te taha wairua (spiritual health); te taha tinana (physical health); and te taha whānau (family health) **Reciprocation**	**Thinking** Reflective reasoning about beliefs and actions; scholar-led enquiry learning and multiple intelligence learning	**Acting autonomously** One who gives and actions their own potential. It is the capacity of a rational individual to make an informed, un-coerced decision to determine their pathway and support the advancement of the collective.	

	The concept and expression of receiving and giving, that is, attaining success and excellence within the academy.			

EFFECTIVE ASSESSMENT (REFER HAKAMANA)

- Benefits scholars
- Involves scholars

- Supports teaching and learning goals

- Is planned and communicated

- Is suited to the purpose

- Is valid and fair

NATIONAL QUALIFICATIONS

- Maori Pacific Leadership Academy will strive for excellence at all levels
- There will be greater specialisation in years 11, 12, 13
- Participate in programmes or studies offered by workplaces and tertiary institutions

    o Credit gained may be transferred to tertiary qualifications

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TE HUARAHI AKORANGA

- Each stage prepares them well for the next stage of learning

- Positive transitions

- Clear sense of continuity and direction

CORE ELEMENTS	TEACHING AREAS	ALIGNED WITH NEW ZEALAND CURRICULUM AREAS (HERE)
MATAKITE VISION	Planning/Shared Vision / Goals / Objectives Tikanga,	Developing Ideas; developing practical knowledge; communicating / interpreting thinking
WHANAU FAMILY	Relationships / Caring Connections Whakapapa, Whanaungatanga, Ko Wai Au	Relationships; managing self; planning
AHUREA CULTURE	Tradition / Identity / Language Te Reo, Maoritanga, Te Ao Hurihuri, Whenua	Culture and languages – Pacific / Maori / Indigenous / English / Other – Worldview / Identity
WAIRUA	Wairua / Spirituality / Religion	Hauora; attitudes and values;

SPIRIT	Karakia, Tapu, Noa, Atua, Mana	socio-ecological perspectives; *spirituality / philosophy*
MANAWA HEART	Emotional Wellbeing / Love / Support Arohatanga, Manaakitanga, Kaitiakitanga	Emotional health; arts – dance; drama; music
IHOMATUA MIND	Learning / Intellect / Education / Skilled Pangarau, Putaiao, Tatauranga	Mental health; mathematics, geometry, statistics; social science; nature of science
TINANA BODY	Quality of Long Life / Conditions / Risks Hakinakina, Kapa Haka, Mau Rakau, Nga Mahi a Rehia,	Body care; personal health; food and nutrition; sexuality; physical activity; sports; motor skills
CONTEXT	Environment / Community / Systems Taiao	Place and environment; physical world; continuity and change; planet earth; living world
MANA TANGATA LEADERSHIP	Governance / Management / Industry Leaders Mana Whenua, Tangata Whenua,	Organisation; healthy communities; citizenship; globalisation
RAUEMI RESOURCES	Resources / Housing / Income / Jobs / Business Pakihi,	Economic world; material world; sustainability; enterprise; technology

Maori Pacific Leadership Academy - Waka Hourua Curriculum
Partnership curriculum model of cultural education

Our whānau need a model of education that reflects their history, ecology and future skill base that will ensure a stronger whānau, stronger community, stronger economy, stronger workforce, and stronger nation.

New Zealand will require a personalized student learning plan that is encompassed by a culturally, spiritually and emotionally resilient learning environment – our academy. The Maori Pacific Leadership Academy, academy grounded at Kirikiriroa Marae will deliver that learning and development potential to our whānau. Our model of interpretive dynamic learning is the ancient **waka hourua** canoe.

The *waka hourua* is a traditional live example of ancient knowledge and resilience in action. The waka itself is the model of actual transformation and enlightenment. The waka is the premium example of personal and whānau development through environmental relationship and sustainability. The re-emergence of the waka is a reminder of global climate change and rising oceans.

The hulls represent the *marei kura* and *whatu kura* the female and male energies in unison. The hulls also represent the principles and values required to undertake this "journey of transformation and discovery'. The hulls are the storage place for our rations, water and supplies. In this sense the hulls also sustain us physically and so our marae, buildings and transport will be encompassed here.

The steering paddle, "Te hoe Umanga", is our Principle / CEO who steers the waka both rough times and fine weather. The *taurapa* or stern ends represent the ancestors who give strength and fortitude to the waka and hold the traditional knowledge of the sacred baskets.

The *tau ihu* of bow carvings carry the karakia to search out the destination in this case our intention to produce leaders of whānau, community and nations.

The central *whare* is the kura itself which carries out other aspects of experiential learning, wānanga learning and technology learning.

The masts –"*Nga toko rua o Tane-nui-a-rangi*" represent the strong community and whānau who will capture and refine future funds and partners, sponsors and stakeholders.

The anchor "Te Haika o Papatuanuku" provides our link back to land constantly and the realization that while all learning is continuous we must leave the waka and join the economy to become law-abiding, productive citizens.

The Maori Pacific Leadership Academy is aligned with the New Zealand Curriculum
Key competencies
- Thinking
- Using language, symbols, and texts
- Managing self - plan
- Relating to others
- Participating and contributing

Future Focus
- Sustainability
- Citizenship
- Enterprise
- Globalisation

Learning areas
- In **English** – scholars study, use, and enjoy language and literature communicated orally, visually, or in writing.
    - Making meaning of ideas or information received
        - Listening / Reading / Viewing
    - Creating meaning for themselves and others
        - Speaking / Writing / Presenting

- In **the arts**, scholars explore, refine, and communicate ideas as they connect thinking, imagination, senses, and feelings to create works and respond to the works of others.
    - Understanding Arts in Context
    - Developing Practical Knowledge
    - Developing Ideas
    - Communicating and Interpreting
        - Dance
        - Drama
        - Music – Sound Arts
        - Visual Arts

- In **health and physical education**, scholars learn about their own well-being, and that of others and society, in health-related and movement contexts.
    - Hauora
    - Attitudes and values
    - Socio-ecological perspectives
    - Health promotion
        - Personal health and physical development
        - Movement concepts and motor skills
        - Relationships with other people
        - Healthy communities and environments
    - Mental health
    - Sexuality education
    - Food and nutrition
    - Body care and physical safety
    - Physical activity
    - Sport studies
    - Outdoor education

- o   Health education
- o   Home economics
- o   Physical education

- In **learning languages**, scholars learn to communicate in an additional language, develop their capacity to learn further languages, and explore different world views in relation to their own.
  - o   Communication
    - ▪ Language knowledge
    - ▪ Cultural knowledge

- In **mathematics and statistics**, scholars explore relationships in quantities, space, and data and learn to express these relationships in ways that help them to make sense of the world around them.
  - o   Number and Algebra
  - o   Geometry and Measurement
  - o   Statistics

- In **science**, scholars explore how both the natural physical world and science itself work so that they can participate as critical, informed, and responsible citizens in a society in which science plays a significant role.
  - o   Nature of Science
  - o   Living World
  - o   Planet Earth and Beyond
  - o   Physical World
  - o   Material World

- In the **social sciences**, scholars explore how societies work and how they themselves can participate and take action as critical, informed, and responsible citizens.
  - o   Identity, Culture and Organisation
  - o   Place and Environment
  - o   Continuity and Change
  - o   Economic World

- In **technology**, scholars learn to be innovative developers of products and systems and discerning consumers who will make a difference in the world.
  - o   Technological Practice
  - o   Technological Knowledge
  - o   Nature of Technology

Effective Pedagogy – Teachers actions promoting student learning

Scholars learn best when teachers:
- Create a supportive learning environment
- Encourage reflective thought and action
- Enhance the relevance of new learning
Facilitate shared learning
- Make connections to prior learning and experience
- Provide sufficient opportunities to learn
- Inquire into the teaching-learning relationship

E-learning
- Learning supported by or facilitated by Information and Communication Technology (ICT) – allow teachers / learners to *Connect / Share / Support / Enhance* learning opportunities

Educational Focus

Objective

The Maori Pacific Leadership Academy will enlighten, inspire and empower our young scholars to realise their full potential and achieve success as Maori and Pacific scholars within this academy.

- Our target population are Maori and Pacific young scholars
- The site location of the academy will be at the Kirikiriroa Marae and attached classroom and whānau room as the scholars' campus.
- The academy's focal *Education Outside the Classroom* pedagogy is designed to reconnect and endear our scholars to be courageous eco-warriors and protect our environment/taiao for future generations.
- The *kite-a-whatu, rongo-a-taringa, tae-a-tinana*/authentic learning experiences envisioned with the proposed regular and co-ordinated field trips are to create authentic opportunities to inspire our scholars to advance their problem solving and leadership skills.
- The regular field trips and noho marae enhances whānaungatanga and strengthens social capital.
- The on-site multimedia centre infusing the traditional and contemporary arts and technology will enable the academies scholars to advance literacy skills when reporting and showcase skills and knowledge learned on field trips.
- The opportunity to build a waka hourua on-site and connect with the current Maori and Pacific navigators and seafarers to gain experience sailing short coastal trips will engender leadership excellence.
- Comparing traditional and contemporary seafaring crafts and navigational techniques will advance scholars mathematical and physics knowledge.
- To contract content specialists and optimise access and familiarity with the natural coastal and inland environments to promote earth and aqua marine sciences.
- To analyse traditional and contemporary environmental, social and political systems including western and Maori, Pacific and eastern systems.

Proposed student population	- Years 9-13 - Refer to spread sheet for roll numbers - Hamilton / Waikato and prospective scholars would be well served by this academy because of the proposed curriculum design and culturally relevant pedagogies to advance achievement and leadership excellence for Maori and Pacific scholars - An unacceptably high percentage of Maori and Pacific scholars continue to leave secondary school with no or limited NCEA qualifications. These statistics have not changed in the past forty years of schooling. - Successive governments and the ministry have been unable to effectively improve intergenerational failure and effectively implement a strategy to raise achievement for Maori and Pacific scholars. - The academy will appreciate the opportunity to accelerate Maori and Pacific student achievement using culturally relevant and innovative pedagogies.
Learning environment and teaching **Instructional Methods**	1. Rangatiratanga – Scholar led learning 2. Te ako motuhake – Self- directed learning 3. Tuakana/Teina – Peer tutoring and mentoring 4. Whakaako – Reciprocal teaching and learning 5. Rangahau – Research kaupapa relevant to individual education plan determined by the scholar

Learning environment and teaching **Instructional Methods**	6. Tataritanga - Self and peer analysis 7. Aromatawai - Anecdotal, formal assessments and informal practical and theoritical assessments 8. Whakamatautau- formal and informal planned and impromptu practical tests including internal and external preparation and actual exams. 9. Mahi tahi – Co-operative learning is an approach to organising the academies activities into academic and social learning experiences. It differs from group work, and it has been described as 'structuring positive interdependence'. 10. Wānanga tahi – Inter-generational knowledge transmission through noho marae, and regular overnight field trips to advance specialist knowledge including advancing the social capital and social networks, bonding similar people and bridging between diverse people, with norms of reciprocation. 11. Knowledge retention synthesising traditional and contemporary practices, customs and protocols. 12. Hui tahi – Meeting face to face with common objectives to attain holistic scholarly excellence. 13. Noho tahi – Learning together at a designated location and regular overnight field trips to imbue specialist knowledge. 14. Kai tahi – To learn to collectively plan, grow and prepare organic nutritional food to feed the mind, soul and body/physical being. 15. Rongomomoe – Transcendental /subliminal learning a method of retaining comprehensive bodies of knowledge subconsciously transferred into the conscious mind to enhance learning – which may encompass increased memory skills; ability to learn philosophies, history, karakia, whakatauki and affirmations and their application in contemporary society. 16. Takutaku – Repetitious learning as a method to commit information for recall memory; for example, whakapapa, tauparapara, patere, pao, waiata ngahau, study skills for exam preparation. 17. Nga Toi – The arts - the on-site multimedia centre will be resourced to advance scholars opportunities in many fields including traditional and contemporary whakairo, raranga and tukutuku. Hinerehia thus will be a centre of leadership and excellence in the multiple disciplines of the performing arts; Nga taonga puoro , fashioning traditional and contemporary music instruments and compositions; Kiriata ; film making; DJ reo irirangi; fine arts painting, multi medium arts clay, fashion design and other learning areas. 18. Access to the latest IT resources will be available to scholars to enhance essential skills and knowledge; to create opportunities for scholars to design, develop, and create multi-media graphics, services and new technology products.

	19. Tae-a-tinana, Kite-a-whatu, Rongo-a-taringa / authentic experiential learning – Regularly co-ordinated education outside the classroom field trips to advance critical and specialist hands-on experience and knowledge will be organised. This real life learning style and experience promotes the retention of practical and scholarly knowledge, to nurture and provide the necessary criteria, planning, timelines, resources and support to inspire and accelerate our scholars' leadership qualities. The mature scholar/teacher facilitates and guides young scholars to project manage, assess progress and prepare reports to showcase their enhanced experience and knowledge. 20. Empathy for social justice and sustaining global environmental resources for the survival of the planet and humanity. 21. Entrepreneurial – Sustainable indigenous business model and practices. 22. Enterprising – Innovative Indigenous resourcefulness that uses their initiative to create and promote a healthy environment and enhance sustainability of our general wellbeing through the implementation of effective services and products.
Locations	• Kirikiriroa Marae complex and current classroom facility centrally located in Hamilton. • Kirikiriroa marae complex and surrounding buildings and entities currently provide essential services for multiple whānau (including those with a lower socio-economic status) and community members in general • Regular and co-ordinated field trips will also create authentic opportunities to inspire our scholars to advance their problem solving and leadership skills
Outcomes	Through the passion and commitment to improve outcomes for Maori and Pacific scholars the Academy proposes to effectively engage, inspire and empower our scholars to attain 100 % achievement at NCEA level 1,2 and 3, and more importantly advance the succession of innovative, intelligent, creative, courageous, caring future leaders of excellence.
Student progress and achievement	Refer HAKAMANA Evaluation System outlining core elements and evaluation.
Support for Learning **Parent / Whanau and Community Participation**	**'Ehara taku toa he toa takitahi, engari he toa takitini'** Success is not the work of one, but the work of many • Traditional Maori and Pacific values imbue and engender collective responsibility, commitment and effort. Colonisation has dissipated this, however the academy seeks to strengthen collective responsibility and engage parents, whānau and the community to actively participate and advance the succession of all involved • The scholars of leadership and excellence will be responsible for engaging their parents and whānau through showcasing and creating multiple opportunities and events that motivate and inspire their parents, whānau and wider community involvement.

Safe Learning Environment	• The academy will engender a culture of genuine care and safety in the pursuit of leadership excellence • Kaiamahi, scholars parents and whānau will model and emulate values to ensure a safe environment and practices are embodied with in the academy • The values and responsibilities to maintain a safe learning environment will be documented in the academies health and safety policy endorsed at governance level
Staff development and training	• As education is an ongoing process our principle/ceo, full time and part time staff will have a personalised development programme tailored for their needs and requirements to be an effective teacher in the twentyfirst century.we expect all our staff to upgrade and re tool on a personnel and professional basis.

THE HAKAMANA EVALUATION SYSTEM

The Polynesian kupu / word **HAKAMANA** contains many important elements, including

A – the light and warmth of our whānau; 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 fanau uses to grow and transform

MA – the presence of all of our 'light'; knowing our whānau/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 fanau has; our 'thunder'; prestige; leadership

HAKAMANA – the creative process of bringing our family's power and authority to light and being

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HAKAMANA - System of Assessment[1]

		Learning	Activities	Achieving
I	VISION	Acknowledging the uniqueness of each participant and their dreams and visions. Allowing a free-flow of expression and ideas while promoting planning.	Talk about / draw / write up dreams / vision for future Create a plan with goals, objectives and activities, expected learnings and outcomes	**Dreaming of and planning my future** **What I can dream** **What I can plan**
O	CREATE	The student is inspired to create culturally meaningful symbols that tell powerful stories. Participants learn the importance of relationship and collaboration.	Share stories Do research Discuss materials – messages Debate key messages Write up expectations	**Being creative and connected** **What I can make** **Who I relate to**
E	ACTIVATE	Interesting and interactive learning experiences identifies, expands awareness, deepens understanding of issues. Motivating participants to advance their knowledge within 'real-life' contexts.	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	**Learning through my experiences** **What I see** **What I can do**
A	ENLIGHTEN	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.	Write reflective journal Evaluate experiences through talking / writing / drawing / sculpting / creating Apply learnings in various settings	**Increasing my knowledge** **What I understand** **What I want to change**
U	REALISE	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.	Present learnings in various formats Share learnings with family, friends, community – be proactive in helping Have celebrations	**Realising my potential** **What I can share** **How I can help**

HAKAMANA

Evaluation, Monitoring and Assessment System

I		O		E		A		U	
1	2	3	4	5	6	7	8	9	10 +
REFLECT LEARN	DREAM VISION	DESIGN PLAN	ENGAGE SUPPORT	ACTIVE FIRST STEPS	PROGRESS IMPROVE	ADVANCE PERFORM	DEDICATE SUCCESS	ACHIEVE VISION	REJOICE CELEBRATE
10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
STARTING	SCOPING	PLANNING	ACTIVATING	HALF-WAY THERE		PROGRESSING	IMPROVING	ACHIEVING	COMPLETED

PERCENTAGE COMPLETE

╷ Realise your vision and dreams ☺

╷ We honour you as creative, smart and energetic Maori and Pacific scholars!

╷ You decide, as a student, 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 Maori Pacific identities.

╷ This is your path – enjoy your journey as you travel to your destination ...

╷ Learn from Maori Pacific legends, histories, stories, traditional knowledge holders.

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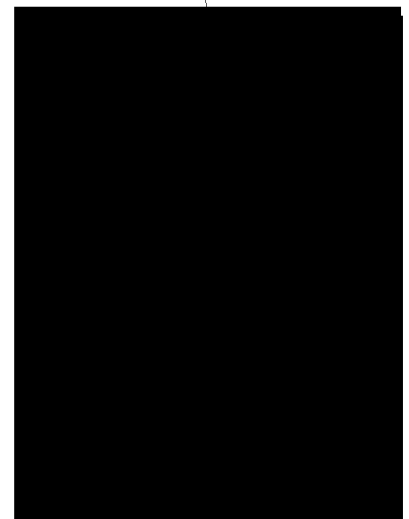
5 BUSINESS PLAN

Part A – Governance, Management, and Administration

1. Describe your proposed structures and design rationale covering:

    a) Governance;

The overall governance will be a joint governance Taumata or board structure between the Marae reserve trustee exec and the academy advisory board of 5-6 members chosen from the community, education experts and professional specialists.

    b) Management;

The management of the academy will be directed from the taumata and carried out by the ceo/principle, the Marae management secretary and academy chartered accountant,and from time to time specialists they deem necessary.

    c) Administration; and

The administration will overseen by the taumata, and coordinated by the ceo/principle, and academy accountant.

    d) Subcontract arrangements (if applicable).

Any sub contracts will be the responsibility of the taumata with devolved authority to the management arm to secure relevant legal and procedural requirements. All contracts will be subject to contractual law and open and transparent process.

2. Clearly describe the relationships between the Sponsor organisation(s) and the school leadership (including governance body) and your proposed strategies to manage this.

The Kirikiriroa marae reserve trust is the parent sponsor of the leadership Academy. Other sponsor organisations will include our health arm te kohao health who operate under the marae at our Dey street complex. Te toki voyaging trust who will operate our Waka hourua floating classroom from Auckland.

Our strategy is to coordinate our teaching methods and curriculum in a way that takes advantage of teaching hours being aimed at expediential learning, learning with nature and community arts and welfare projects.

We will manage this type of organic community ecology teaching methodology with cultural, spiritual ,emotional and physical specialists, and expertise.

3. Describe the nature and extent of teacher, parent/family and student input to decisions that affect the school.

All decisions that effect the academy will be taken after extensive discussion and input from all relevant stakeholders and people effected .individual cases involving staff,students and community will be examined on a case by case basis but with an overview of best practise and reflective of the Taumata.

Part B – Planning and Establishment

4. Provide a detailed implementation and establishment plan which covers the period from gaining approval to the end of the 2014 school year.

After acceptance of the Academy concept by the ministry, and approval of the teaching methodology a full establishment plan covering the time frame can be developed.this is necessary as we need to contract and sub contract expertise and programme time into our plan. This cannot be ensured until we have an agreement or contract offer from the ministry.

Part C – Finance

5. Detail your proposed financial plan demonstrating how it will ensure the availability of funds throughout the year.

   (see attached spreadsheet)

6. Provide in a separate Microsoft Excel workbook a detailed and itemised financial forecast for the first three years of the contract, in terms of what funding you consider will be required to operate your PSKH. List the assumptions and basis of calculations alongside each of the cost areas.

   (see attached spreadsheet)

7. Describe any funding (additional to funding to be provided by the Crown) that is to be provided to the school, including:
   a) what you propose this funding will be used to provide; and

   (see spreadsheet)

   a) What the nature of the relationship between the school and the funder will be.

   A contractual relationship

8. Describe your proposed:

a) financial management and internal accounting procedures for the school, including controls that will be put in place to ensure appropriate fiscal accountability;

the ceo/principle and academy accountant will oversee the financial and fiscal controls with direct input and oversee from the taumata.

b) provisions for conducting annual audits of the financial operations of the school; and

We will conduct both internal audits as well as have an independent audit annually.

c) types and levels of insurance that you propose as required to operate a PSKH.

We will engage an insurance broker who is a specialist in this field and ensure that all insurances necessary will be held.

Part D – Facilities

9. Describe your proposed facilities covering:

a) where you propose the school will be located when it opens;

b) the type of property arrangement and the terms of the tenancy (if applicable);

c) if a permanent site has been identified, how this site would be a suitable facility for the proposed school, including any plans to renovate; or

d) if a permanent site has not been identified, your present options for the school site, including a timetable for identifying and acquiring a facility;

e) if proposing to convert an existing public school, what renovations are planned and whether any capital improvements will be required; and

f) your financing plans for acquisition and renovation of a facility.

10. Describe your proposed strategies for asset management and maintenance of your proposed facility, including assurance processes that ensure applicable codes and standards are maintained for the term of the Agreement.

Part E – Enrolment and School Marketing

<u>Outreach to the community</u>

11. Describe how the school and its program will:

a) be publicised throughout the community;

b) how the school will target parents/family/whānau who may not be engaged in their child's learning;

c) identify and develop relationships with community organisations that can assist in engagement with parents/family/whānau; and

> d) if proposing to convert an existing school, the nature and medium to advise the community of the proposed conversion.

We will develop a marketing and advertising arm with our sponsor/stakeholder group using expertise available in the community.

We intend to activate local and regional national and international rmedia, and whanau networks.

<u>Future expansion and improvements</u>

12. Describe your proposed enrolment targets for each age/year level for the first five years of operation. If targets reflect an increasing enrolment describe plans for expanding school facilities, attracting additional qualified staff, and acquiring other resources needed to serve a larger student body.

Maori Pacific Leadership Academy
E-KURA [E-Learning Correspondence Academy]

Vision

Intelligent, creative, courageous, caring global leaders in a world without borders

Mission

Traversing time and space, to enlighten, inspire, and empower our young scholars to realise their full potential

Do not follow where the path may lead...
Go instead where there is no path and leave a trail…

Executive Summary

The Goal of E-KURA is

> *"to create innovative and expressive new technologies that engage and enlighten Maori and Pacific scholars, providing the best e-learning products in New Zealand, that will enhance their educational, cultural, social and economic opportunities."*

This is the future - highly customised and ultra-efficient learning. Maori and Pacific scholars are not currently getting what they want out of the correspondence educational products they use - they want to learn more, and faster. We offer a complete solution to this problem.

The Pain Point - Unsatisfactory E-Learning Progress

Many Maori and Pacific scholars are falling short of their goals, needing and wanting to learn a range of subjects faster than they currently are. Primary research shows that 75% of individuals are not learning as fast as they would like, and despite their motivation, people cannot find excellent e-learning products which suit their individual requirements.

E-KURA - Our Painkiller – Engaged and Enlightening E-Learning

Our team has scoured the web to define the ultimate next generation e-learning tools, and have designed an adaptive, cloud based SRS engine that incorporates native media, centred on an online, interactive community of like-minded e-learners. This novel approach has promises significant learning advantages over current systems.

E-KURA Opportunity

No other e-learning provider offers this service. The closest thing is 'smart flash cards' programs and features, and we have made advances on that model. This is truly a revolution in e-learning, and the potential for helping Maori and Pacific students across the country is enormous.

The Demographic

Based on our primary research, we plan to target young scholars with access to a computer or similar device, and an internet connection. These e-learners will be learning for educational purposes, whether to enhance their study, improve grades for subjects they are studying, or to assist in passing certain proficiency tests (these learners sometimes came under several categories). The last major group we identified were those with business aspirations, in order to improve their career prospects, or drive various business results.

These young scholars have been coined the 'cellular generation', and have grown up with an awareness of cell phones being part of their daily lives[i]. They are also the most prevalent on social networks, with 92% social network user penetration as of 2012[ii]. Another interesting factor we have uncovered about this demographic is that their income has significantly decreased over the past 5 years[iii], suggesting more cost-effective solutions will have greater efficacy in the short and long-term

E-KURA E-Learning Tools

The E-KURA Approach

The next gen in language learning software, E-KURA combines an online, adaptive SRS engine with native content, built around an active online community to help users on their path to excellence in even the most challenging of subjects.

E-KURA Intelligence

The software will learn as the user learns, taking note of how difficult they find the content they review, and whether or not it interests them, in order to optimise and create their own personalised

learning courses. This will allow them to remember more, faster, and easier than ever before. For example, in language products, instead of using pre-recorded words and phrases in a linear fashion, we are integrating native content designed for native users, so that users will learn the language as it is actually spoken.

Cloud Based E-KURA

We are building right into the cloud, incorporating content from YouTube, and enabling crowd sourcing – so our users will have access to an abundance of immersive audio and video from anywhere, on any device. Centred around an active online community of learners with complete social integration, they will also be able to interact with their friends and other like-minded e-learners through Facebook, Twitter, and even Google Plus video calls – so that they can start interactive learning opportunities from day one and chat with other e-learners at similar levels while they learn, allowing for the fastest uptake possible.

Intrinsic Value

We will use deep-level gamification to create intrinsic rewards through participation itself in order to make the software more engaging. This will help to draw in new users while improving retention rates.

E-KURA Product Validation

What is important about our approach is that we have validated each aspect of the product - from the science behind learning faster, to the benefits of an active learning community. What we have also clearly identified is that there is no single competitor offering these services as a whole in the market, nor anyone developing such a solution.

E-KURA Features

Challenged with our own language learning difficulties, through research, conversations and surveys we set out to determine what others have found to be the most useful features when learning a new language. We combined our findings with both expert advice and our own team experience to define the ultimate feature-set for the next generation of e-learning software. Based on our results, we have developed three excellent features along with ancillary functionality as below:
- Adaptive SRS engine with structured lessons
  - Personalised statistics
  - Proficiency test preparation
- Native content & YouTube integration
  - Crowd-sourced content
- Online & Community Based
  - Live video connections
  - Social media integration
  - Gamification

E-KURA Adaptive SRS engine with structured lessons

The biggest problem language learners commonly cite is unsatisfactory learning progress - that is they want to learn more, faster, and without forgetting what they have already learnt. Welcome to SRS - the Spaced Repetition System style of learning. Unlike traditional teaching methods, an SRS does not just show you new content in a linear fashion, it also reviews content according to how difficult you find it, and schedules it in at the exact time before you would otherwise forget it. SRS has been shown to be much more effective than the traditional 'cram' learning, with a 90% improvement in recall[iv]. SRS learning has also been shown to have huge benefits in long term memory recall, which is perfectly suited for e-learning, including language learning[v].

However, while SRS itself is not new and has been implemented in flash card learning software in the past, we plan to revolutionise its use by integrating structured lessons. Following any given lesson, the SRS will schedule in reviews to improve learning and memory retention accordingly. For example, in language learning, during this phase users will also be encouraged to start speaking the language, either by mimicking what they are hearing, or through video chats with other language learners. This is important as speaking the language is suggested to be one of the fastest ways to pick it up[vi]. Regularly testing users on their material will also be integrated directly into the SRS engine which will

plan out what material and when to test users, as students learning while being tested recall up to 80% of the learned material as opposed to 35% of the material for participants who do not take regular tests[vii].

Personalised statistics

The power of the adaptive SRS engine does not stop at improved learning times and recall, though the wealth of statistics that come from using it. Through interaction with the user, the SRS engine will not only know how far a user is through their various courses, though also how much ground they have covered in terms of learning various subjects. It will be able to show them how fast they have picked up new content and how well they are recalling it (and then slow them down or speed them up accordingly); alongside how much they have left to go. It is no wonder that survey respondents listed in-depth, personalised statistics as their most highly sought after feature with an importance of 4.5 out of 5.

Being connected to such a huge number of users, we will also be able to gather statistics on language progress from a number of people, and we will be able to break those down accordingly. We will then be able to use this information for business oriented focuses such as honing in on our largest markets, and also to enhance the e-learning itself. This way the SRS won't just learn from individual users, it will learn from the whole user base, and it will use everything it learns in order to create very powerful e-learning access.

Proficiency test preparation

Because of the huge growth in e-learners we plan to incorporate preparation material into the SRS to provide a high tech, efficient preparation solution. This will both serve as a marketing tool for our more comprehensive courses, and a service for users who enjoy the other learning features of the site.

E-KURA courses, modules, lessons and content is structured into the software

When a user wants to learn a new subject, one of the first things they get to choose from is the **Subject [e.g. Language]** itself, such as Maori, Samoan, Mandarin, and so forth. Following this, the user then chooses a **Category** to start learning, such as Everyday Maori, Business Mandarin, or Proficiency Test preparation. From here they choose the level of difficult, or **Course** (such as Stage I for Beginners, Stage II for Intermediary learning, and so on).

Once a user has started a specific course, they are now ready to get into the individual **Modules** such as General Greetings, Shopping, etc., that comprise that course. Lastly, each module will be broken down into small **Lessons**. The lessons will run the user through some background and general learning, and also link them to the individual **Linked Content Items** tied into the **SRS**. The user will be asked to review content stored within the SRS periodically according to their progress and their individually optimised learning schedule, though they will also be able to review material within the SRS at any time in order to gain an edge on their learning and recall - giving them the best of both a forward looking learning course to teach them more content, and an adaptive memory based learning course to help them remember everything they have learnt.

From a referential data point of view, this looks like:
Subject
→ **Category**
→ **Courses**
→ **Modules**
→ **Lessons**
→ **Lesson Nodes + Linked Content Items / SRS.**

E-KURA Native content & YouTube integration

When learning a new language it would be no fun sounding like a robot, nor should you be taught like that. Rated with an importance of 4.1 out of 5, native content constantly came up as one of the most useful and helpful features for learning a language. We plan to use native content throughout E-KURA to promote natural learning, as if being taught by a native.

Running completely online, we also plan to take full advantage of the plethora of real content already available on the web. With its huge library of content, ease of integration and mass appeal, we plan to

integrate directly into YouTube, along with a number of other content providers. This will give our users an edge in speaking like a native from day one, and will prepare them for real life interactions.

E-KURA Crowd sourced content

While there is a huge amount of content to be gathered for the courses, we have a specific advantage with our online approach - welcome to crowdsourcing. We will load in all of the default content to get users started, and once we have an active community of learners we will provide them with the tools to add and peer review content from anywhere across the web themselves. They will be given extra points for their participation (this has been shown to be very effective on LiveMocha), and we may even incorporate a rewards system to encourage the optimal level of participation.

This will allow not only the designated e-learning courses we start with to grow, though it will also allow users to create whole new e-learning subject libraries. With our workload reduced from adding the entire content library to instead moderating the user added content and tools they use, we will be able to achieve a rapid level of growth with targeted investment otherwise inaccessible with traditional software approaches. Not only will this provide us with a limitless supply of content for the software, It will result in a library that is self updating and always current.

E-KURA Online & Community Based

Building an online web based software means that both we and our users can access the underlying SRS learning engine and its content any time, from any device - all that is needed is an internet connection. On top of this, we can implement offline Apps which run natively on their respective operating systems such as Windows 8, iOS, and Android. Building the underlying engine into the cloud allows these Apps, along with any number of interfaces we choose to develop (whether it be for various websites and applications, gaming, third party software or anything else), to connect to the SRS engine directly via a myriad of API's which we will be able to develop, without having to rebuild the engine into each App or Interface.

Evidence has shown that as of 2010 learners prefer using a computer over a smartphone for the same task around 80% of the time[viii], which is perfectly suited to our online interface combined with supplementary apps. We can also offer free apps with the core services in order to increase brand proliferation.

While building an online solution has its own direct merits, perhaps the greatest advantage is the ability to create an active community that seamlessly interacts with the software. We will create the space for a vibrant community of scholars where members can assist in each other's learning, have open discussions with one another, and contribute in the form of content and other learning assistance.

E-KURA Live video connections

As we mentioned earlier, sharing learnings from day one has been noted as a vital step in picking up new subjects such as new languages as fast as possible[ix], and respondents commonly cited working (and speaking) with others as a huge help when learning new subjects. We plan to cater for this directly by taking advantage of online chat/video conferencing API's such as Google+ Hangout, in order to facilitate video conversations between language learners at any time during their course. Not only will they be able to connect and chat with people learning the same subjects who are at a similar level to them, they will also be able to connect with people who are experts in the subjects they are learning, (as the SRS will know exactly how adept any user is at any given language).

E-KURA Social media integration

Aside from a rich community where users interact with each other and the software, we will also connect directly with Facebook and Twitter. This will provide the users with a connection to their outside world, letting their friends know what they are doing (and how well they are doing it). Users will be able to able to publish their learning statistics, challenge their friends, and even read tweets from known figures in the subjects they are learning. While this will provide motivation and commitment to various users who draw on their network of friends for support, it will also spread the word of the software itself to draw in new users.

E-KURA Gamification

In order to create a solution which will truly enable the fastest and most effective path to e-learning excellence, we considered multiple elements which improve both learning and retention. The key

elements that constantly came up were the scientific points behind learning (such as how the brain works); the community to support learning, and lastly that it should be engaging.

When we talk about gamification we don't just means building games into the software which users can choose to play, we mean building an intrinsic, rewards based approach to the whole user experience which both motivates and compels users to keep learning. Whether it is something small and subtle such as describing reviewing content as watering the plants (before they dry out), or something more direct as the ability to compete with others, we plan to build gamification directly into the software itself. Given the ability to create a myriad of interfaces which connect to the underlying SRS engine, we will also be able to try any number of approaches and modifications with minimal disturbance. Following this, the statistics themselves will let us know what approaches impact user learning the most, highlighting those which we should follow.

The practicalities of building an online based solution
While being web based does require an internet connection, research has shown that internet usage is growing rapidly around the world, with double the number of users online than just 5 years ago[x], and nearly a third of the entire world population online (that is over 2.2 billion users, or 520% more than 10 years ago[xi]). To cater for people who don't always have an internet connection, we aim to develop Apps and software packages which connect to the SRS periodically when online, though store content locally so the user can keep reviewing their material within the SRS. Another advantage is the ability to connect to other API's, such as Acapela Text to Speech[xii] - while all content within the SRS will be native, this for example would allow us to present the whole interface and learning lessons in the designated language as well. The possibilities are limitless.

Further advantages of an online based solution over traditional software packages include:
- No installation requirements for users - anyone with a web browser and internet connection will be able to start using the online software directly, and immediately
- Centralised data with usage statistics from all users, allowing for a wealth of information to draw on for both directed and automated improvement
- An always up to date system that never requires any updating (or effort) on the users side
- Real-time and live, so that users are able to interact with each other while they learn
- Tighter security and control over accounts, so users find it much more difficult to get paid features for free
- Decreased development and running costs using well supported environments such as PHP/Apache or C#/Microsoft Azure - along with many more[xiii]

E-KURA the MVP
In order to mitigate the initial development risks, we plan to develop a Minimum Viable Product (MVP) in order to gain invaluable market feedback and hone the product development.
Within building our MVP we are aiming to create the most feature rich software possible with the targeted amount of investment. The product will only be a small reflection of the overall software planned, though will provide invaluable user feedback and validation without creating huge sunk costs. Our initial MVP is planned with the following features:
- Online Interface
  - o Ability to create accounts and login
  - o Ability to select language courses
  - o Ability to interact and chat with other members
- Content Integration
  - o Ability for us as moderators to tag content items against a number of variables (such as words, context, complexity, etc.) for the SRS
  - o Ability to incorporate YouTube media
  - o Both internal (preloaded) and external (YouTube) content items
- SRS based learning
  - o Implement initial SRS engine to define when to provide content for learning
  - o Ability for users to define how difficult they find content items during review

      o   Track basic statistics/progress

Software Development team

- Programmers familiar with the chosen programming language or authoring tool
- Graphic designers, to produce pictures and icons, and to advise on fonts, colours, screen layout; experienced in photography to assist with course development
- Sound engineers and video technicians where the package is to contain substantial amounts of sound and video

E-KURA Course Development

- Subject specialists / teachers (also known as a content provider) responsible for providing the content and pedagogical input - for CALL projects
- Instructional designers. Developing a CALL package is more than just putting a text book into a computer; with experience in cognitive psychology and media technology, instructional designers advise the subject specialists in the team on the appropriate use of the chosen technology

Technology expresses, informs and transforms culture, and **E-KURA** is committed to the development and dissemination of excellent e-learning tools that are designed to help our young scholars to reach their full potential – regardless of where they are in the world!

E-KURA Project Director:
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      tania.wolfgramm@gmail.com

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Footnotes - References

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6   OPERATIONS PLAN

6.1   Student Policies and Procedures

Part A - Timeline for registering and enrolling

1. Outline your enrolment policy and describe your proposed timeline for registering and enrolling students for the 2014 school year.

    We intend to begin pre enrolment in October/November 2013 with interviews and enrolment beginning in January 2014

Part B - Policies and procedures for withdrawal, suspension and expulsion of students

2. Describe the suspension, expulsion and other disciplinary policies and procedures of the proposed school, and the criteria for making decisions on such matters, demonstrating how this aligns with the terms of the Bill, Section 158U and the Ministry of Education's Stand-downs, Suspensions, Exclusions And Expulsions Guidelines.

    All cases of suspension, stand downs and expulsion will be on a case by case basis under the direction of the taumata and management of the ceo/principle. And in accordance with all relevant and current legislation.

Part C – Grievance Process

3. Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

    All grievances must be in writing and submitted to the ceo/principle and taumata to be investigated.

6.2   Personnel

Part A - Key leadership roles

1. Provide in a table the names and qualifications of persons that will hold key leadership roles in the school. Provide CV's (or position descriptions for positions which will need to be recruited) as an appendix to your Application.

2. Describe the standards that will be used in hiring teachers, administrators, and other school staff and the professional backgrounds, depth of experience and personal qualities that you will seek in teachers and other school staff and how these qualities will help the school implement its vision and achieve the stated goals.

Confirmed Staff selection not yet begun.

Our criteria for selecting all staff and student/academy helpers will be in line with national standards and legal requirement. Our cultural orientation as the basis for a teaching curriculum and methodology will determine the qualities and extra value expertise, qualities and experience in selecting those people.

Part B - Qualifications of school staff

3. Indicate the number or percentage of teaching positions that you propose must be filled by registered teachers or holders of a Limited Authority to Teach (LAT).

4. Describe the employment process that will be used to achieve the desired quality of staff and controls you will apply to ensure that background checks, including Police vetting, are conducted on all school personnel, including volunteers and contractors, prior to the beginning of their employment or service.

1 xceo/principle with at least 10 years experience and proven ability in the education arena with relevant NZ or international qualifications

2x teachers with at least 5 years experience and proven capability in a high school with relevant NZ or international accreditation match

2-4 partime teachers with at least 5 years teaching experience and relevant NZ of international qualifications match

All staff and volunteers will be vetted by police and community checks.

Part C - Staffing Plan

5. Provide your proposed staffing plan describing the anticipated number of staff members, their positions, and the optimal student: teacher ratio.

One ceo/principle

Two fulltime teachers until year three then add two more teachers from there on.

Two to four part time teachers/specialists as required

The ratio is one teacher to twenty students max

Part D – Employment Policies

6. Describe policies regarding salaries, contracts, hiring and dismissal, evaluation of staff, benefit plans, and other matters related to staffing. Attach applicable policies as an appendix to your application.

Employment policies and salaries will be developed upon approval from the ministry and by negotiation with successful staff

Part E - Volunteers and contractors

7. If you propose to use volunteers and/or contractors, describe:
    a) the possible roles;
    b) how volunteers and/or contractors will be organised to accomplish the school's mission and goals; and
    c) how they will be identified, vetted and trained.

All volunteers will have previous experience and qualifications in order to be part of the academy. they will be carefully selected to undertake specific tasks under our qualified staff. they will all be vetted by police check and community check

Part F - Performance Management and Appraisal

8. Describe how your teaching practices will be assessed, including appraisal processes.

Our teaching practices and methodology will be validated and assessed by the Taumata and community to ensure a robust and transparent quality and control matrix is applied to all we teach and say.

6.3 Legislative and Health & Safety

Part A – Health and Safety

1. Detail how the school proposes to meet and maintain the required health and safety standards.

2. Describe your proposed actions to ensure the safety of students and staff at all times.

Our staff will meet health and safety standards along with community stake holders who are involved with the academy. all students will be under direct control and protection of the taumata and staff at all times while in our care.

Part B – Records and Information Management

3. Describe your proposed systems for:

   a) recording enrolment, attendance and achievement; and

   b) maintaining school records to provide any information required by the Government.

A stand alone management information control system will be used to ensure all records are safely held, controlled and secured.

7   Acceptance of Draft Agreement

The Crown's commercial position is reflected in the draft Partnership Schools | Kura Hourua Key Agreement Terms and Principles attached as Schedule 1 to this RFA (the **Draft Agreement**).

The Draft Agreement is indicative of the clauses to be included in, and the structure of, the final Contract. However, the clauses in the Draft Agreement are not necessarily in their final form although they do give an indication of the Crown's commercial position in relation to each clause. The Draft Agreement also notes that there are some final positions that may need to be reflected in the final Contract that are still under consideration.

Clause 1 of the Draft Agreement provides an introductory 'road map' summary of the Draft Agreement to assist in understanding how the Draft Agreement is structured.

The Crown may amend or add to the terms in the Draft Agreement prior to execution as the terms of the Draft Agreement are refined or to include necessary detail from the Sponsor's proposal. The population of the Schedules is one key area of the Draft Agreement that will need to be completed as a result of the Sponsor's proposal. This will occur during the contract negotiation phase if an Applicant is invited to enter into commercial negotiations with the Crown.

Each Applicant is asked to confirm its acceptance of the Draft Agreement. If you would not be prepared to enter into the Draft Agreement in the form attached, please include in your proposal the amendments you require to the form of contract and the reasons you are requesting them, propose an alternative position that would protect the interests of both parties and confirm that all the other clauses in the agreement are acceptable.

Clause number	Detailed explanation of why the clause is unacceptable	Proposed new position that protects the interests of both parties

The Crown will, in its absolute discretion, take such proposed amendments into account during the evaluation process, but the Minister is under no obligation to accept any such proposed amendments.

Should an Applicant be selected to proceed to contract negotiations, only those provisions identified as requiring amendment in the Application and any entirely new provisions that the Minister may introduce as forming part of the final Contract can be the subject of contract negotiations. Any attempt by any Applicant to raise new or different issues may result in the Minister terminating contract negotiations with that Applicant.

8   Assumptions, Risks and Caveats

Requirement: Please provide a table that lists ALL noted assumptions, risks and caveats made throughout your proposal.

Reference	Type (A / R / C)	Subject	Comment
1			
2			

9   Applicant Declaration

Each Applicant is required to complete the following Declaration. For joint or consortium Applications each party must complete a separate Declaration.

Declaration		
Topic	**Requirement**	**Applicant's declaration**
RFA response:	The Applicant has prepared this application independently to operate a PSKH. **OR** jointly with [insert name of Applicant#2] **OR** in consortium with [insert names of consortium Applicants]	**agree**
RFA terms:	The Applicant has read and fully understands this RFA, and the RFA terms in Part Three of this RFA, and agrees to be bound by them.	**agree**
Collection of further information:	The Applicant authorises the evaluators to: a. collect any information about the Applicant, from any relevant third party, including a referee, or previous or existing client b. to use such information in the evaluation of the Applicant's Application.	**agree**
Objectives and Requirements:	The Applicant has read and fully understands the nature and extent of what is required by the Ministry and the Minister as described in part one and two of this RFA. The Applicant has the necessary capacity and capability to fully meet or exceed the deliverables in the operation of a PSKH and will be available to operate their PSKH throughout the proposed contract period.	**agree**
Contract terms and conditions:	The Applicant has read and fully understands and accepts the Agreement terms and conditions as stated in our proposed conditions of contract or has completed the table of proposed contract derogations in the form set out in paragraph 7 of this Part Two of the RFA. If successful, the Applicant agrees to sign a contract based on these terms and conditions.	**agree**
Conflict of interest:	The Applicant warrants that it has no actual, potential or perceived conflict of interest in submitting this Application, or entering into a contract to operate a PSKH. Where a conflict of interest arises during the RFA process the Applicant will report it immediately to the Contact Person.	**agree**
Ethics:	The Applicant warrants that in submitting this Application it has not: a. entered into any improper, illegal, collusive or anti-competitive arrangements with any	**agree**

	competitor	
	b. directly or indirectly, approached any representative of the Minister, Ministry or the Board to lobby or solicit information in relation to the RFA (except where allowed for during the Clarification period). c. has not attempted to influence, or provide any form of personal inducement, reward or benefit to any representative of the Minister, Ministry or the Board.	
Offer validity period:	The Applicant confirms that this Application remains open for acceptance for a period of 180 days from the Closing Date.	**agree**
Applicant interview	The Applicant acknowledges that if requested, the Applicant will be available to attend an interview in Wellington at a location to be determined by the Board over a one week period, with time slots given on a first-in first-served basis.	**agree**
Declaration:	The Applicant declares that in preparing this Application it: a. has provided complete and accurate information in all parts of the Application, in all material respects b. has secured all appropriate authorisations to submit this Application and is not aware of any impediments to its ability to enter into a formal contract to deliver the outcomes. The Applicant understands that should it be successful in being awarded a contract with the Minister then the falsification of information, supplying misleading information or the suppression of material information in relation to this RFA will be grounds for termination of the contract.	**agree**

DECLARATION

This Application has been approved, and is signed by, a representative of the Applicant who has the authority to do so. This representative is named below.

This representative declares that the particulars provided above and in the attached Application documents are accurate, true and correct.

Signature:	
Full name:	Wikuki Kingi
Title / position:	Chairman, Kirikiriroa Marae Trustees
Date:	15 April 2013

10   Applicant Check List

A check list is included below, for your reference only.

Action Required	Done
1. Submit the Intent to Respond Notification (Application Section 1) to applications@partnsershipschools.education.nz by 5:00 PM Friday 22nd March 2013	X
2. Submit all questions requiring clarification (if required) by 5:00pm, Friday 5th April 2013	X
3. Complete all required sections of the application.	X
4. Nominate and provide details on 3 suitable referees	X
5. Submit your CD Rom / memory stick and paper copies of the following documents by 12:00 (Noon) Tuesday 16th April 2013	X
Seven paper copies of your Application in a Word format (with at least one copy unbound and/or stapled)	X
One paper copy of the Excel spread sheet containing your commercial information/financial details	X
One CD Rom or memory stick containing an electronic copy of each of the sections of your response	X
Applicant declaration of compliance	X

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[i] Consumers in the 18-to-24 Age Segment View Cell Phones as Multi-Functional Accessories:
http://www.comscore.com/Press_Events/Press_Releases/2007/01/Cell_Phones_and_18-24_Year_Olds

[ii] The Most Social Networked Age Group - Not Teens: http://mmoorejones.com/2011/08/29/the-most-social-networked-age-group-not-teens/

[iii] Young, Underemployed and Optimistic: http://www.pewsocialtrends.org/files/2012/02/SDT-Youth-and-Economy.pdf

[iv] Spaced Repetition: http://www.gwern.net/Spaced%20repetition

[v] Spacing Learning Events Over Time - What the Research Says: http://www.leerbeleving.nl/wp-content/uploads/2011/11/Spacing_Learning_Over_Time__March2009v1_.pdf

[vi] Speak from Day One: http://www.fluentin3months.com/tedx/

[vii] Spaced Repetition: http://www.gwern.net/Spaced%20repetition

[viii] Using Mobile Phones For Vocabulary Activities: http://llt.msu.edu/vol14num2/stockwell.pdf

[ix] Speak from Day One: http://www.fluentin3months.com/tedx/

[x] World Internet population has doubled in the last 5 years: http://royal.pingdom.com/2012/04/19/world-internet-population-has-doubled-in-the-last-5-years/

[xi] Internet Usage Statistics: http://www.internetworldstats.com/stats.htm

[xii] Acapela Text to Speech: http://www.acapela-group.com/text-to-speech-interactive-demo.html

[xiii] Advantages of Web Applications: http://www.pssuk.com/AdvantagesWebApplications.htm; Benefits of Web Based Applications: http://www.dbnetsolutions.co.uk/Articles/BenefitsOfWebBasedApplications.aspx; Web apps vs. desktop apps: http://valums.com/web-apps/