Literacy, Numeracy, Sciences must be covered by trained qualified teachers. Tutors with experience and skills will be employed to instruct in technology, the arts and music.

For all positions at our Kura Wananga there will be dual standards of appointment. These standards will be of equal importance and this reflects our duality in our philosophy. That is: our students will emerge as young adults into senior secondary school confident and proud of their Māoritanga and having abilities, skills and understanding in Tikanga and Te Reo Māori. They will also possess the skills and knowledge to achieve in the Pakeha world and will be equipped to succeed in NCEA in a wide range of subjects.

A key factor in our employment strategy will be the employment of Māori men. Research tells us that many young Māori boys lack good male role models, mentors and confidants.

Part B - Qualifications of school staff

Percentage of registered teachers

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).

In Year 1 there will be two lead teachers/Kaiwhakahaere focusing on Years 7 and 8. That is one teacher to potentially 25 pupils but in reality there will be other part time teachers, tutors and volunteers involved in the teaching learning process so this ratio is more likely 1:15

The economies of scale work against small schools. In a normal state school 50 students would generate 2.1 teaching positions so we need to be creative to give us part time teachers to cover the mix of curriculum needs. In this light, our Kaiwhakahaere/Educational Leader/s will be classroom teachers involved in the day-to-day teaching of our children. This would give us more teacher time to employ other specialist teachers.

We have two lead teachers who will be full time augmented by part time teachers and supported by LAT or teacher aides. This is summarised as follows:

- 2.0 Kaiwhakahaere (registered teachers)

- 0.2 Technology Teacher (non-registered teacher)

- 0.3 Pro rata teacher time in specialist areas on short term contracts .

Employment process

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.

Our Kura will have a Police Vetting Policy. The Managing Director will sign off every appointment in the Kura Wananga. Throughout our organisation, our recruitment processes are thorough and involve multiple interviews plus reference and police checks for all staff including subcontractors. Our comprehensive internal processes ensure compliance with government and contract standards:

- Vacancies are advertised, applicants short listed based on key qualifying factors

- A robust interview follows using scored questions that invite the applicant to demonstrate knowledge of strengths-based ideology, practice models and comprehension of ethical conduct.

- The interview panel consists of three to four individuals encompassing Te Kōhao Health management and staff. After the interview process a further short listing procedure takes place and it is at this time that we look to referees for further information. The panel meets again to discuss each member's scoring and any additional information and to make a decision.

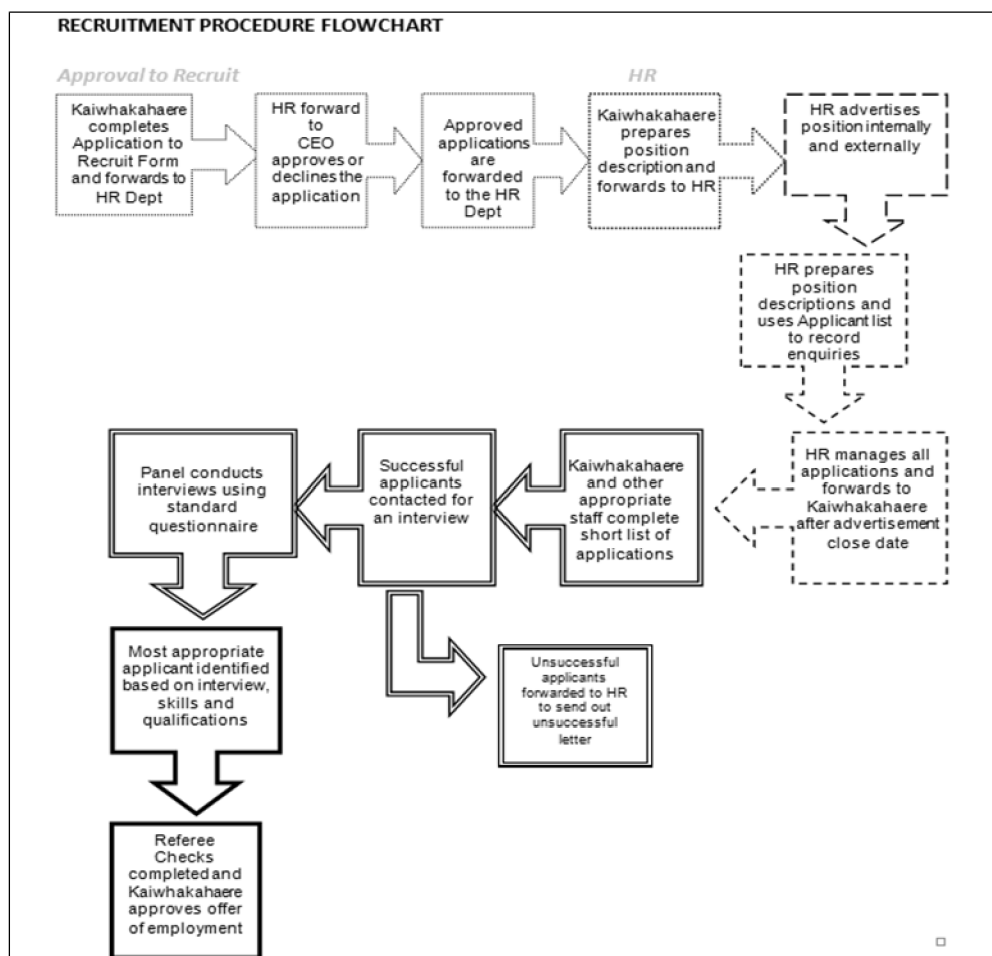This process is summed up in the following diagram.

RECRUITMENT PROCEDURE FLOWCHART

Approval to Recruit   *HR*

```
Kaiwhakahaere        HR forward      Approved        Kaiwhakahaere      HR advertises
completes            to              applications    prepares           position internally
Application to       CEO             are             position           and externally
Recruit Form         approves or     forwarded       description and
and forwards to      declines the    to the HR       forwards to HR
HR Dept              application     Dept
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                                                                       HR prepares
                                                                       position
                                                                       descriptions and
                                                                       uses Applicant list
                                                                       to record
                                                                       enquiries
```

```
Panel conducts       Successful      Kaiwhakahaere      HR manages all
interviews using     applicants      and other          applications and
standard             contacted for   appropriate        forwards to
questionnaire        an interview    staff complete     Kaiwhakahaere
                                     short list of      after advertisement
                                     applications       close date
```

```
Most appropriate                     Unsuccessful
applicant identified                 applicants
based on interview,                  forwarded to HR
skills and                           to send out
qualifications                       unsuccessful
                                     letter
```

```
Referee
Checks
completed and
Kaiwhakahaere
approves offer
of employment
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Figure 2: Recruitment process

To further incorporate and implement the strategic outcomes of Whānau Ora ('Carriers of Culture', 'Gateways to Te Ao Māori', 'Models of Lifestyle', 'Economic Units' and 'Guardians of Landscape') we have placed major emphasis on our core competencies. These core competencies are intertwined with the technical competencies that enable us to deliver and model Mataora – Whānau Tahi and Whānau Ora with our whānau. They are detailed in the table below.

Core Competency	Entry Level
Whānaungatanga *(Multiple Relationship Dynamics)*	■ Committed to learning the principles of Whānaungatanga ■ Committed to learning Māori communicative methods ■ Committed to values of Te Kōhao Health
Wairuatanga *(Spiritual appropriateness)*	■ Acknowledge respect and understanding of Karakia ■ Acknowledge the significance and importance of Wairuatanga ■ Committed to learning the function of Wairuatanga in the protection and care of Whānau
Whakapapa *(Reflection, Consolidation and Progression)*	■ Committed to learning the principles of Whakapapa ■ Acknowledge the significance and importance of Whakapapa within a Whānau Ora and Whānau Tahi context ■ Committed to learning the values of Whakapapa in the care of Whānau
Manaakitanga *(Hospitality, fairness and respect)*	■ Committed to learning the principles of Manaakitanga ■ Acknowledge the significance and importance of Manaakitanga in the care and support of Whānau

Core Competency	Entry Level
Aroha *(An action of empowerment)*	■ Committed to learning the principles of Aroha ■ Acknowledge the significance and importance of Aroha within a tuturu Māori context
Tautoko *(Effective Support Systems)*	■ Committed to learning the principles of Tautoko ■ Committed to learning effective Māori support methods ■ Have an awareness of effective Māori support systems
Kawa *(Appropriate approaches)*	■ Acknowledge the significance of Kawa in the care and support of Whānau ■ Committed to learning the values of Kawa in care of Whānau
Powhiri *(Interactive engagement)*	■ Committed to learning the principles of Powhiri ■ Acknowledge the role of Powhiri in regards to the interactive engagement with Whānau
Te Reo Māori *(Effective and appropriate communication)*	■ Acknowledge respect and understanding of Te Reo Māori and ■ Tikanga Māori ■ Committed to learning Te Reo Māori and Tikanga Māori ■ Committed to learning all the waiata of Te Kohao Health
Kotahitanga *(Effective Integrative Services)*	■ Committed to learning the principles of Kotahitanga ■ Acknowledge the significance and importance of Kotahitanga within a Whānau Ora and Whānau Tahi context ■ Committed to learning the values of Kotahitanga in care of Whānau

Table 5: Core competencies for all employees

Vetting Policy and Review Cycle

Our vetting processes are thorough and involve multiple interviews plus reference and police checks

- There are comprehensive job descriptions that form the basis of selection and are tuned to ensure skills and personality traits are matched to roles

- The chain of supervision and management is strong – our environment is naturally transparent and feedback, be it positive or corrective, occurs on-the-spot

- While managers and staff are cognisant of performance and ambitions on a daily basis, there is still a robust annual performance review process that underpins remuneration levels and training programmes

- In the unusual event that disciplinary action or severance is necessary, we are thoroughly conversant with the recommended framework of warnings, etc. and follow Department of Labour best practice.

Training is pursued assiduously. Much of this will be on-the-job in a mentoring or 'apprentice' mode. The Māori cultural concepts that underpin Te Kōhao Health are particularly suited to mentoring and group learning. Our on-the-job familiarisation and training activities are enjoyable, participative and effective.

That said we encourage formal training and, whenever demand is apparent, we will instigate focused and specialised professional training.

In summary, we ensure that all recruitment, employment and appointments of staff is in accordance with the Employment Relations Act 2000 and the best practice principles of HR management. We keep our HR policies and procedures up-to-date in a manual. They are compliant with our DAA Group and Royal College of GP's Cornerstone Accreditations.

Figure 3 below captures the salient features of our approach to staff vetting and training.

Part C - Staffing Plan

Staffing plan

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

In the first three years of implementation the Managing Director will appoint the Kaiwhakahaere who are experienced educationalists to guide the school through its implementation. The Kaiwhakahaere will be responsible to the Managing Director and will be the interface between the Kura Wananga and the whanau and tauira/students.

Two Lead teachers will be known as Kaiwhakahaere.

In year 1 2014 there will be two full time teacher working with the introductory Year 7 and 8 intake. Their role is to deliver core curriculum. In 2015 that will increase to three or four full time teachers depending on enrolments.

Part time tutors and mentors will be appointed to instruct the students in technology, sport, music, drama as required. These tutors need not be trained or qualified teachers.

Figure 3: Staff selection and training

There will not be a Principal in the current sense of the term/position. The two Kaiwhakahaere will act as co principals or lead teachers reporting directly to the Managing Director. The Board Chair will be the spokesperson for the Sponsors and accountability of staff is through the Managing Director.

All staff are expected to contribute to the development of the school and the development and implementation of Policies and programmes.

In 2015 with an increase in the school roll further appointments will be made. There will be a Kura Wananga maximum roll of 80 students in 2015. Effectively there will be one class for administration purposes. We anticipate an adult/student ratio of 1:5 but no more than 1:10 in every situation of teaching and learning.

Part D – Employment Policies

Our 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.

At our Kura Wananga the Policies and Procedures relating to Human Resources and personnel will be encompassed in the National Administrative Guidelines (NAG). Most; but not all will be in NaG 3 and will include policies on:

- Appointment of staff
- Staff Appraisals
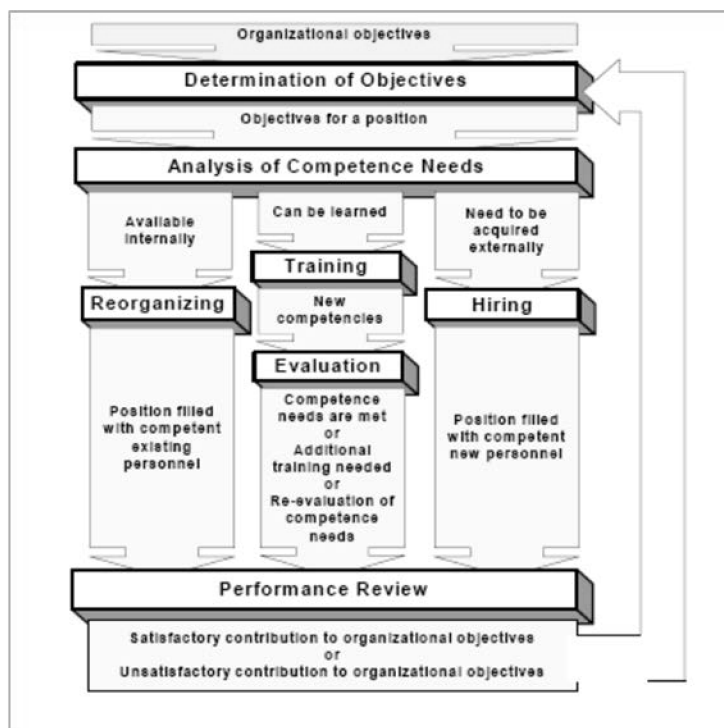- Teacher Registration
- Staff Professional Development

- Leave for Staff

- Disclosures

- Teacher Conduct and Discipline

- Sexual Harassment

- Police Vets

- Conflict Resolution and Personal Grievance

- Equal Employment Opportunity

- Privacy

Please find a copy of these policies attached in Appendix 3.

Part E - Volunteers and contractors

How we'll use volunteers and contractors

7. If you propose to use volunteers and/or contractors, describe:

Roles

a. the possible roles

We will use contractors on an as-required basis for specific educational programmes and external training assessments. However, our aim is to draw the bulk of our expertise from within the organisation as we have links to a range of skills and expertise.

Possible roles for volunteers include:

- Fundraising

- Transporting students

- Food preparation

- Sports Coaching

- Arts and Crafts classes

- Support for excursions

Organisation to complement goals

b. how volunteers and/or contractors will be organised to accomplish the school's mission and goals; and

Our Kura Wananga differentiates between Volunteers and Contractors. Contractors by definition will be paid for their services based upon a Contractual Agreement with normal legal parameters and controls.

The Managing Director and Kaiwhakahaere will determine who we will need to supplement the skills and knowledge of our staff. Kura programmes and timetabling will determine when we will need extra assistance. We recognise that some but not all volunteers/contractors might be engaged off site while others may be Marae or Kura based.

On a day to day basis Kaiwhakahaere will manage our Volunteers and Contractors.

Finding and vetting contractors and volunteers

c. how they will be identified, vetted and trained.

Contractors employed to deliver educational programmes such as Education outside the Classroom will have different criteria for Vetting and control, than Contractors who will not be involved directly with our Tamariki but may be on our school site. Volunteers and contractors will undergo full induction.

Educational Contractors will be assessed on their standards of operation prior to their initial contract of employment being completed.

Volunteers to help in school activities (cultural, sporting, visits, etc.) will be drawn from our large network of relationships as well as whānau and kaumatua and kuia. Vetting of people based on their Maori dimension will be undertaken by Kaumatua.

Volunteers working with tauira will need to go through normal police vetting like all other volunteers.

Part F - Performance Management and Appraisal

Assessing our staff

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

Every staff member will have an Annual performance Appraisal. The Performance Management Policy will clearly show each staff member's self-selected goals for the year, plus individual Goals that have been discussed with the Educational Leaders.

All staff will have goals that are common across the Kura within their annual Performance Appraisal Goal. These are considered School-wide Goals and form part of the School Annual Plan and Strategic Plan.

Teaching staff will need appraisal procedures that are sufficiently robust to meet NZ Teacher Registration requirements.

The Educational Leader(s) will be responsible to the Sponsor Chair for ensuring all staff are appraised to the appropriate standards in a timely fashion. They also need to ensure they conform to the Kura's Annual Plan.

The Sponsors will approve the completed Staff Management and Appraisal procedure each year.

Legislative

6.3   Legislative and Health & Safety

6.3.1 Objective:

To ensure that the PSKH you are proposing meets all of the legislative and occupational health and safety requirements.

6.3.2 Questions:

Part A – Health and Safety

Meeting standards

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

The goals of our Health and Safety Policy are to:

- Protect all staff, students, visitors, providers, contractors and sub-contractors from workplace hazards.
- Identify and either eliminate, isolate or minimise workplace hazards.
- Implement a best practice health and safety approach and seek continuous improvement.
- Minimise hazards, accidents or injuries through education, training and learning across the organisation.
- Minimise costs associated with downtime, injury or rehabilitation.
- Ensure compliance with all statutory health and safety requirements within the Health and Safety in Employment Act 1992, appropriate regulations and codes of practice.

To achieve this, we will develop a comprehensive Health and Safety Management Programme which will be a combination of the following systems:

- Identifying and managing hazards.
- Recording, reporting and investigating accidents.

- Informing staff of hazards, training and supervision.

- Managing foreseeable emergencies.

- Managing the health and safety of contractors.

- Managing the safe use of equipment.

- Consulting with staff on health and safety issues.

We comply with OSH requirements and ensure high safety standards are met. The organisation provides first aid training to all staff.

In addition to our own comprehensive health and safety management policies, programmes and tools, we will implement the various MoE-driven initiatives. This includes carrying out safety training with children and delivering campaigns on issues such as the prevention of flu spreading and promoting healthy lifestyles. Through our clinic we will also run immunisation programmes.

Student and staff safety

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

We will have a policy of zero harm to all students at all times. This will be a large part of our daily activities where we constantly remind students of the responsibilities by practicing safe behaviour. This will include:

- All new students will undergo a school induction

- Safety information and material will be up throughout the school

- Safe behaviour and making good choices will be a part of our curriculum.

In addition to these measures we will take a register every morning and carry out a headcount at lunch time. No child will be allowed to leave the premises without an adult who has informed staff and signed the child out in our register.

All staff will go through a comprehensive induction which will include comprehensive first aid training. Staff will not be permitted to meet with whānau off school premises unless consultation has taken place with the Educational Leader and the sign off has been given.

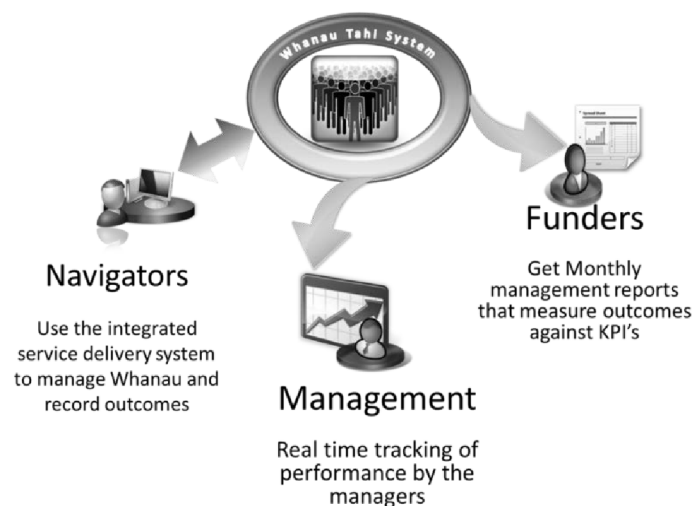## Part B – Records and Information Management

Our records systems

3. Describe your proposed systems for:

Enrolment, attendance and achievement

a. recording enrolment, attendance and achievement; and

Te Kōhao Health is a DAA Group and Royal College of GP's Cornerstone accredited organisation; this means that we have an internal audit system that monitors all contracts throughout the organisation. We also have the following quality systems in place: Internal Audit Summary Report, a Corrective Action Report and a Quality Assurance Committee made up of staff, administration and management.

Navigators
Use the integrated service delivery system to manage Whanau and record outcomes

Management
Real time tracking of performance by the managers

Funders
Get Monthly management reports that measure outcomes against KPI's

Our Whānau Tahi Navigator IT system allows us to effectively manage information and performance.

Whānau Ora has given us the ability to be creative in exploration and data collecting – outside traditional contract requirements. Te Kōhao Health sees this as a crucial element of managing what will be extensive information linked to all students. Our method of evaluation incorporates a 360-degree view of our efforts.

Our Whānau Tahi Navigator system will clearly capture every enrolled student's information including attendance, demographic information, individual learning programme assessment and progress, achievements and milestones. The system ill also provide outcome/client feedback data.

Overleaf are sample screenshots from Whānau Tahi.

Information for the Government

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

As detailed above, all school records will be kept within our Whānau Tahi Navigator system. At any time, the system can generate a variety of reports. For example, if the Government requests attendance records, we will be able to produce this information within hours.

Sample system screen shots are shown below:

Figure 4: Contact screen

Figure 5: Intervention Screen

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Appendix 1: Forms   59

- ■ Acceptance of Draft Agreement
- ■ Assumptions, Risks and Caveats
- ■ Applicant Declaration

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
	We have no concerns with the Draft Agreement	

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	A	Successful application	That we will be successful in achieving this contract
2	A	Enrolment numbers	That we start with 50, level 7-8 students
3	R	Enrolments exceed target numbers	There may not be enough space to accommodate demand on the marae in the first stage
4	A	Highly qualified, skilled motivator Kaiwhakahaere	That the Kaiwhakahaere can implement the learnings of the global innovators of education to inspire tauira/students to succeed.
5	R	Passionate educators and leaders	Lack the drive and the passion to inspire
6	R	Starting with the end in mind – Setting goals, dreaming	Could create disillusionment if don't succeed.
7	R	Secure land on green belt	Hamilton City Council may reject our request and therefore future growth may have to be off site.
8	A	Secure land off site to build school	Would need to seek funds from funders Lottery, Trust Waikato, Bryant Trust and apply for a bank loan. Te Kohao Health has an exceptional relationship with them all.
9	R	High Schools will continue the positive work that we have done	Low expectations of local High Schools may create low achievement. Tauira/students are not valued or challenged to maintain high level of achievement.
10	C/R	The Government may change in next election	Policy may change and Te Kura Wananga reverts to being the same as the rest putting school and tauira/students at risk.
11	A	Government wants this to succeed	A world leader in education
12	A	Tauira/students will succeed	Leaders of tomorrow
13	A/R	The Act will be passed in Parliament	This Application is passed on time in Parliament. That we progress the Planning on the assumption this will proceed.
14	C	Land and Building Availability	That the land for the Kura will be available at 180 Dey Street and released by the Marae and Te Kohao Health for the Kura

Reference	Type (A / R / C)	Subject	Comment
15	A	Community Interest and Support	That the community will support this new approach to Education and enrolments meet goals
16	R	Availability of Funding	That long term funding is available for sustainability of the Kura
17	A /R	Teaching Pedogogy	That the models planned as the foundation for Teaching and Learning deliver positive outcomes
18	R	Success at Secondary School	That our graduates do in fact stay through to Year 13 and Succeed at NCEA
19	R	Governance model is sound	That the Planned Governance Model leads to exceptional Kura management and student achievement
20	R	The Sponsors move to fast to grow the Kura	It is imperative that over the first 3 years the culture of the Kura is imbedded and teaching practice is sound
21	R	The Vision is compromised	That Directors change in Governance resulting in compromise of our Goals

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.	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 competitor b. directly or indirectly, approached any	agree