

# **Strategic Plan 2013 — 2018**

# Contents

- FOREWORD ..... 2**
- INTRODUCTION ..... 3**
- VISION AND STRATEGIC DIRECTION ..... 3**
- STRATEGY MAP 2013-2018..... 6**
- STRATEGIC GOALS ..... 7**
- STRATEGIC PRIORITIES ..... 8**
  - ONLINE LEARNING..... 8
  - IMPROVING EDUCATION OUTCOMES FOR MĀORI AND PASIFIKA STUDENTS AND OTHER PRIORITY GROUPS ..... 10
  - AUTHENTIC AND ENGAGING LEARNING EXPERIENCES ..... 12
- KEY ENABLERS ..... 13**
  - PARTNERSHIP LEARNING..... 13
  - REGIONALISATION..... 14
  - PROFESSIONAL LEARNING FOR TEACHERS ..... 15
- CAPABILITY IMPROVEMENT INITIATIVES..... 16**
  - DIGITISATION OF LEARNING RESOURCES ..... 16
  - CURRICULUM DEVELOPMENT ..... 16
  - INFORMATION SYSTEMS DEVELOPMENT..... 16
- APPENDIX 1 – ACTION PLAN 2013 – 2018..... 18**

## Foreword

The next five years will bring significant opportunities and challenges for Te Kura. This strategic plan details our response to them and how we intend to achieve our vision that *students achieve their educational and personal goals, enabling them to participate effectively as members of their communities.*

There are some similarities with our previous strategic plan in that we are continuing to focus on improving student presence, engagement and achievement. However, in this plan we have specified some particular goals around student achievement: increasing participation in early childhood education, raising achievement levels in literacy and numeracy, increasing achievement in NCEA Level 2, and demonstrating highly inclusive practice for students with special needs.

Over the next five years we will focus on three strategic priorities. They are the key changes we want to make towards achieving our vision. The strategic priorities are supported by key enablers, things we need to do across the school to support achievement of our goals, and capability improvements that will ensure our resources, tools and systems are fit for purpose.

### *Online learning*

One of the biggest challenges Te Kura faces is integrating technology into all aspects of teaching and learning to meet students' needs in the digital world. We have developed an online strategy that will guide our transformation into a truly online school. This will be a significant change programme that involves building a solid technology and policy platform; conducting all teaching, learning and support activities online; creating compelling, effective digital teaching resources; and dedicating skilled resource to the transformation.

### *Improving education outcomes for Māori and Pasifika learners and other priority groups*

Te Kura already has in place a number of initiatives specifically targeted to support priority students. Māori students, in particular, are a significant part of our roll and a high priority in our planning. Our Māori Responsiveness Strategy has been revised and renamed the Māori Student Success Framework for 2013-2018. This framework has been aligned with the Government's Māori education strategy: Ka Hikitia and the Māori Language in Education Strategy: Tau Mai Te Reo. A separate strategy has been developed for Pasifika students and we will be developing a strategy to better support students with special education needs.

### *Authentic and engaging learning experiences*

Our aim over the next five years will be to extend both the breadth and depth of our authentic learning approach so that it becomes even more flexible and adaptable to individual student needs and reaches a larger number of students.

In response to feedback we received during consultation on the draft strategic plan, we have provided a high level Action Plan (see Appendix 1) that details some specific actions to be taken over the next five years in support of this strategic plan. More details will be included in our annual and team plans for each year.

## Introduction

*The strategic plan outlines the strategic direction for the school over the next five years (2013-2018). It summarises our key goals and priorities, as well as the steps we will take to realise our vision.*

The plan builds on our previous strategic plan and highlights the specific areas where our efforts will be focused over the next five years. An essential part of the development of the plan was to harness the knowledge and experience within Te Kura through a series of workshops with staff, management and the Board early in 2013. In addition, we reviewed a wide range of literature relevant to the school's unique role in the New Zealand education sector and in the latter part of 2013, we consulted with our students, parents/whanau and other key stakeholders.

The key documents that have informed the development of our strategic plan are:

- Supporting future-oriented learning and teaching – a New Zealand perspective (Ministry of Education [MoE], 2012)
- The future role of Te Aho o Te Kura Pounamu in New Zealand's education network (MoE, 2012)
- Māori Education Strategy: Ka Hikitia - Accelerating Success 2013-2017 (MoE, 2013)
- Māori Language in Education Strategy: Tau Mai Te Reo 2013-2017 (MoE, 2013)
- Pasifika Education Plan 2013-2017 (MoE, 2013)
- Inquiry into 21st century learning environments and digital literacy (Education and Science Select Committee, 2012)
- A 21st Century Body for the Education Profession (MoE, 2013)
- Statement of Intent 2013-2018 (MoE, 2013)
- Me Korero - Let's Talk! (MoE, 2013)
- Leadership Statement for International Education (MoE, 2011)
- Te Aho o Te Kura Pounamu Education Review (Education Review Office, 2013).

The strategic plan should be read in conjunction with the current Te Kura Charter and Annual Plan.

## Vision and strategic direction

*Our vision is that our students achieve their educational and personal goals, enabling them to participate effectively as members of their communities.*

Achievement of our vision will be reflected in a school where:

- teachers and students work within a variety of flexible, interactive and engaging learning environments
- students are engaged in personalised, authentic and collaborative work
- partnerships are the basis of effective engagement with schools, family/whānau and other community organisations
- the majority of our teachers are based in the regions, closer to their students
- online learning and blended learning are embedded within the school's pedagogy
- the digital distribution of resources is the default setting
- teachers and students have access to a high standard of ICT resources (hardware, software, connectivity, content and support)
- the curriculum is flexible, adaptive and responsive
- diversity is recognised as a strength
- there is increased student achievement by Māori and other priority groups.

## Personalising learning

The key theme that runs through every aspect of our strategic plan is personalising learning. As a distance education provider, we are free from some of the constraints that a face-to-face school has to deal with, such as managing classes and timetables. That means teaching 'one student at a time' is something that is a fact of life for Te Kura and embedded deep into our DNA. We also have a large student base with a wide range of circumstances and needs. This compels us to deliver a differentiated service where 'one size fits one'. In addition, we are well aware that personalising learning features consistently in the literature as a key component of future learning systems.

Personalising learning emphasises the place of students, their values, context and needs at the centre of all teaching and learning experiences. Students, together with their families, whānau and teachers, are actively involved in creating their own personalised learning pathways and plans. These recognise their unique potential, talents and strengths, meet their particular mix of requirements and are tailored to ensure they have the opportunity to succeed. By putting personalised learning at the centre of everything we do, we are also able to develop supporting strategies that are consistent and inclusive and which will provide improved educational outcomes for all of our students.

## Education 3.0

Another key theme in our strategic plan is a focus on future-oriented learning and teaching, and moving to Education 3.0. It is widely argued that current educational systems, structures and practices are not sufficient to address and support learning needs for all students in the 21<sup>st</sup> century<sup>1</sup>. Education 3.0 describes the transformation that is necessary in order for the current system of education, developed in the age of industrialisation, to meet the evolving and dynamic challenges of the 21<sup>st</sup> century<sup>2</sup>. It is synonymous with the terms '21<sup>st</sup> century learning' and 'future learning'.

It borrows from terminology used to describe the development of the internet (Web 1.0, 2.0, 3.0) and characterises education during the agricultural age as Education 1.0; education for the industrial age as Education 2.0; and education for the knowledge age as Education 3.0.

Within Education 3.0 teachers include everybody, working alongside licensed professionals, and teaching can be delivered teacher to student, student to student or student to teacher. Teaching and learning can occur anywhere and family and whanau view schools as a place for them to learn too<sup>3</sup>.

The Global Education Leaders Programme describes a transformed Education 3.0 system as:

- aiming to provide equitable access to higher-order capabilities
- achieved through holistic change because the system is complex and interdependent
- characterised by a transfer of ownership from teachers to learners; and
- accelerated by collaborative learning techniques.

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<sup>1</sup> Supporting future-oriented learning and teaching – a New Zealand perspective (Ministry of Education, 2012)

<sup>2</sup> Global Education Leaders Programme: <http://gelponline.org/node/14/what-education-30>

<sup>3</sup> Toward Society 3.0: A New Paradigm for 21st century education (Dr John Moravec, 2008)

Te Kura's strategic direction is centred on three overarching and integrated strategic goals, which are the focus of everything we do, within the context of teaching and learning being core delivery for the school.

Student Presence => Student Engagement => Student Achievement

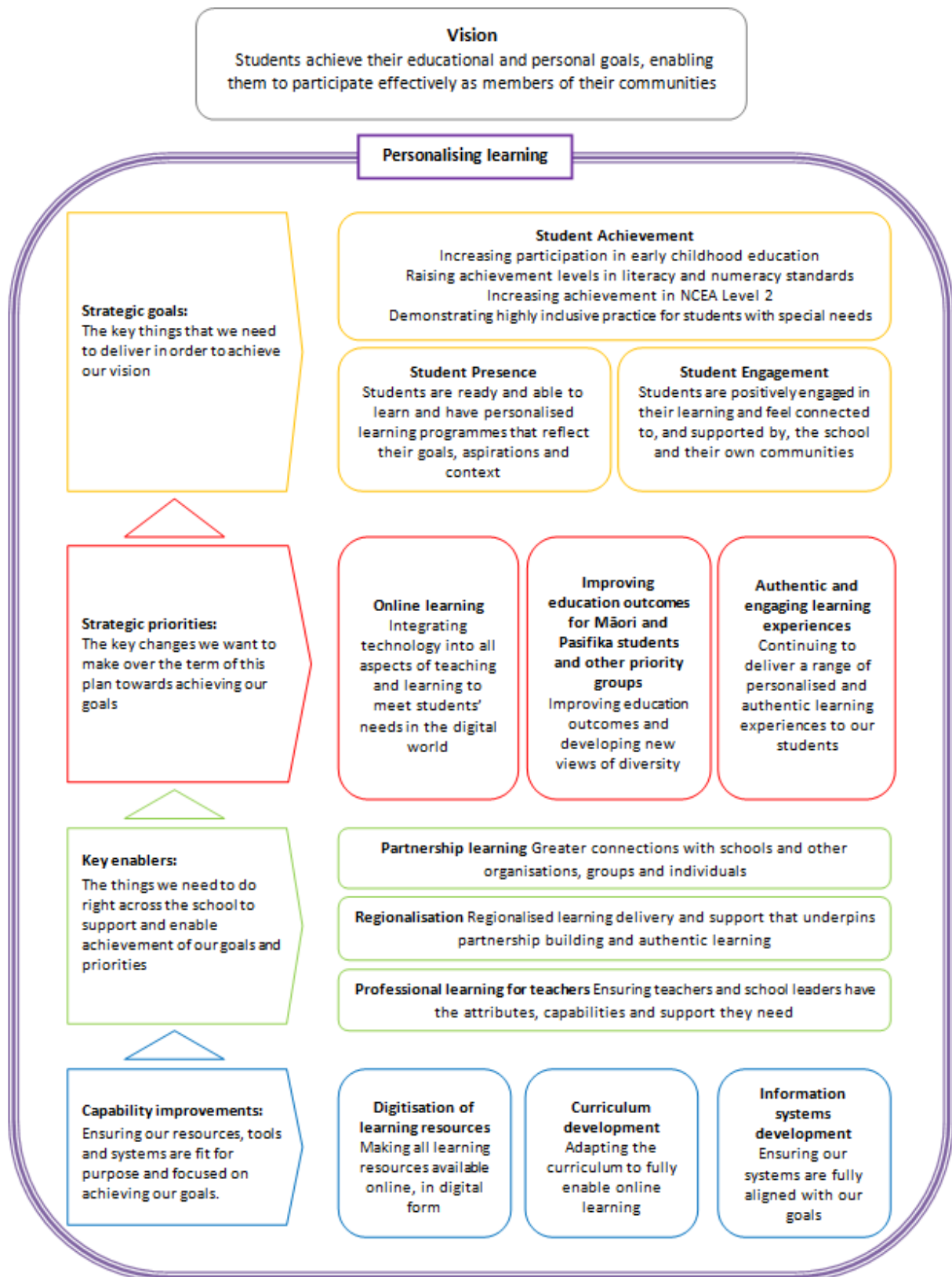
Underpinning the three strategic goals are three strategic priorities, which will fundamentally change the way the school looks and functions in the future, and will position the school to realise our vision. These are the key strategic changes that we aim to deliver over the term of this plan. The strategic priorities will guide the development of the key initiatives that will be implemented through our annual planning over the next five years.

The plan also includes three significant enabling strategies which highlight the key things we need to do across the school to support the achievement of our strategic goals and priorities, and our core delivery of teaching and learning. These cut across every aspect of the school's operations and typically contribute to more than one of our strategic priorities.

Finally, our strategy is under-pinned by three capability improvement initiatives. These are focused on ensuring our resources, tools and systems are fit for purpose and focused on achieving our goals.

Our strategic framework is summarised in the strategy map that follows. The main body of the strategic plan reiterates our three strategic goals and describes in more detail our strategic priorities, enabling strategies and capability improvement initiatives for 2013 – 2018.

# Strategy map 2013-2018



## **Strategic goals**

Our three strategic goals of student presence, engagement and achievement are the focus of everything we do.

### **Student presence**

Presence for our students refers to the state where they are ready and able to learn. For this to occur potential students, schools and other referral agents need to be aware of the ways we can support and facilitate student learning and achievement. Often, this can be achieved through partnering with other education providers or community-based organisations such as local iwi, to enable students to participate in learning in a supported environment. Our enrolment processes must be quick and responsive to students' needs. Our programmes and our teaching approach need to be relevant for our students and reflect the diverse range of their interests, aspirations and needs.

### **Student engagement**

By student engagement we mean the state where our students are actively involved in their learning programmes. For this to occur, students' learning programmes need to be personalised and delivered in ways that are relevant and meaningful for them as 21st century learners. We also enhance student engagement by effectively working with students, their families, other government and non-government agencies to maximise the use and value of resources available. We acknowledge the significant role our student supervisors play in encouraging and supporting students to engage in their learning.

### **Student achievement**

Achievement is demonstrated when students are making measurable progress towards their individual goals and towards attaining national qualifications.

We recognise that Te Kura is an important contributor to the Government's Better Public Services (BPS) goals for Education<sup>4</sup>, and it is against these that we will ultimately be measured. The Ministry of Education has set education sector targets for 2013-2018 within the overall BPS framework, four of which specifically relate to Te Kura:

- Increase the proportion of children starting school who have participated in quality early childhood education.
- Increase the proportion of students achieving expected literacy and numeracy standards.
- All schools demonstrating inclusive practice for students with special education needs.
- Increase the proportion of 18-year-olds with NCEA Level 2 or an equivalent qualification.

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<sup>4</sup> Statement of Intent 2013-2018 (Ministry of Education, 2013)



## Strategic priorities

### Online learning

*Integrating technology into all aspects of teaching and learning to meet students' needs in the digital world.*

#### What we want to achieve

The importance of online learning as part of Education 3.0 and the move towards 21<sup>st</sup> century learning models cannot be over-stated. These are vitally important areas of development for Te Kura over the next five years.

As noted in the Ministry of Education's 2012 review of Te Kura, we have continued to seek opportunities to grow our value as a distance education provider by expanding online teaching and learning offerings. Our two main technology foundations for online learning are already in place: the Student Management System (SMS) and the Online Teaching and Learning Environment (OTLE). Fourteen of our NCEA courses are now being delivered wholly online, as well as Te reo Maori and Spanish at year 7 and Visual Art at years 9-10. Many of our teachers regularly use online tools in their practice. However, Te Kura remains a school primarily delivering teaching in a manual, paper-based way.

One of the biggest challenges Te Kura will face over the next five years is to embed an online learning by distance pedagogy within the school. The Ministry's review of Te Kura pointed out that staff working in modern distance learning environments need to be technologically savvy, with a good understanding of distance learning pedagogy and employment arrangements that reflect the anytime, anywhere needs of students. In New Zealand there are currently no formal requirements for teacher training in online education, let alone online distance education. How Te Kura ensures that it has the right skills for a pedagogically based and teacher-led transformation to online learning will be a crucial part of our online learning strategy and will affect our approach to recruitment and professional development.

Te Kura is already developing an online strategy that will guide our transformation into a truly online school. This will be a significant change programme that will need to be managed while we also maintain our business as usual delivery and it is likely to extend beyond the life of this strategic plan. The online learning strategy has five key steps:

#### **Build a solid technology and policy platform for online learning delivery**

Base technology is not a barrier to Te Kura achieving its strategic aims. Technologies to support teaching and learning and for the production of flexible, compelling delivery of courses and the management and analysis of data are widely available. The school already has a learning management system and a student management system, so there are no major decisions to make about which technology to choose. Those technologies will be upgraded to meet online learning requirements and support future change. Te Kura will:

- ensure that the OTLE is capable of supporting teaching and learning as well as quality analytics
- improve connectivity between the SMS and OTLE
- move all relevant printed material to the OTLE by the end of 2014 as the first step in providing digitised courses
- fund the upgrades through savings in printing, copying and posting hard copy materials

- develop policies for digitally storing and delivering materials including ensuring that all students have their own device, particularly those students that cannot afford to own one and that students have connectivity in locations where they can do their coursework.

### **Conduct all teaching, learn and support activities in an online environment**

To be an online learning school Te Kura will make the best use of the technologies available to it. This means the OTLE will be used to its best effect, as the digital space where all student contact takes place and student performance is managed. The OTLE, supported by the SMS, will be the place where teachers and their students work. Through the OTLE and the support that the SMS provides to it, teachers will be able to deliver effective personalised and authentic learning experiences by analysing, assessing and responding to student needs online.

This will be a new way of working and the OTLE will become the heart of the Te Kura online experience for students and teachers. As such, it will be transformed from its current status as an add-on to the website to a seamlessly integral part of it. This also means that the current user experience of the OTLE needs to change to reflect that integrated online experience.

### **Create compelling, effective teaching resources that develop students' digital skills**

Te Kura will create innovative learning environments designed to support students' development of 21st century capabilities. This means more than scanning existing courses and delivering PDFs through the OTLE. There is opportunity to develop flexible and engaging courses delivered through a variety of platforms that challenge students to be creative and innovative while solving difficult, ill-defined problems in the course of their work.

The quality of the courses will only be as good as its design. Creating compelling content will require a combination of pedagogy, technology and design capability. There will need to be a strong collaboration within the school by those with the skills to deliver quality, effective online learning material.

In implementing this strategy Te Kura will identify a programme of online course design to be implemented over the next three to five years. The programme of course design could include:

- upgrading existing digital courses to more interactive online courses
- accommodating the authentic learning approach
- developing year 9 and 10 online learning courses.

The aim is to have all courses available as purpose-designed online learning material by February 2019.

### **Dedicate skilled resource to the implementation**

Te Kura will need to develop, fund and resource the creation of online courses in parallel to its current educational offering and to successfully sustain the momentum of a change over the next five years without disruption to its existing educational responsibilities.

### **Manage digitisation as a transformation programme**

In pursuing this strategy Te Kura will transform the school into something very different from the one that currently exists. It will require vision, leadership and determination to succeed. This is a major transformation exercise and Te Kura will ensure that everyone is engaged, prepared, trained and supported for a major change over a reasonably long time period.

## **Improving education outcomes for Māori and Pasifika students and other priority groups**

*Improving education outcomes and developing new views of diversity.*

### **What we want to achieve**

One of the Ministry of Education's key priorities over the next four years is "Improving education outcomes for Māori students, Pasifika students, students with special education needs and students from low socio-economic backgrounds"<sup>5</sup>. At Te Kura we have a significant proportion of students from those groups and they are generally over-represented in enrolments through at-risk categories and under-represented in achievement statistics.

Te Kura already has in place a number of initiatives specifically targeted to support priority students. Our regionalisation and authentic learning strategies were designed first and foremost with the needs of priority students in mind. We are also putting an increased emphasis on rigorous analysis of data to identify the specific areas where targeted interventions should be made.

The Ministry of Education's 2012 review of Te Kura noted that distance education alone is often not the best option for many at-risk students. This is a key reason why partnerships are being given such emphasis in this plan. The review observed that a distance education provider, acting alone, is at a disadvantage in building the sorts of 1:1 relationships with a learner and their whānau that evidence tells us works, but others in the community can do this. Where local learning support has been put directly in place or where Te Kura has worked very closely with schools, iwi or other groups in order to access community knowledge, relationships and support for students, it has been very successful<sup>6</sup>.

### **Māori students**

Our Māori students make up approximately 25% of our full-time primary and 45% of our full-time secondary enrolments.

Specific activity related to Māori students over the next five years will include implementation of our Māori Student Success Framework for 2013-2018. The framework has been aligned with the Government's Māori Education Strategy: Ka Hikitia and the Māori Language in Education Strategy: Tau Mai Te Reo.

Establishing and maintaining productive partnerships with iwi, hapū and whānau that can contribute to our Māori students enjoying education success as Māori will remain an important priority.

We will continue to build staff capability, and embed language, culture and identity into our programmes and resources. Teachers will have high expectations of Māori students. We will also continue to drill down into our data to identify areas requiring targeted interventions and to learn from our successes, particularly in relation to National Standards and NCEA achievement.

### **Pasifika students**

Te Kura has a growing number of Pasifika enrolments, with increasing numbers enrolling in early childhood education.

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<sup>5</sup> Statement of Intent 2012-2017 (Ministry of Education, 2012)

<sup>6</sup> In Whanganui, for example, Te Kura has partnered with the Regional Public Health Organisation to provide a joined up health, education and employment facility, based in the Gonville Centre.

Our Pasifika Strategy aligns with the Ministry of Education’s Pasifika Education Plan 2013-2017. The key focus areas in it include building relationships with Pasifika families and communities, and partnerships with schools and providers to support Pasifika identities, languages, culture and achievement. We will identify Pasifika children under six years of age and develop new approaches to engage parents, families and communities in our early childhood programmes. Initiatives such as supported playgroups are an example. We will use our data to build an evidence base, set targets and improve the performance of Pasifika students in relation to National Standards and NCEA achievement. We will also make sure that all full-time Pasifika students have the opportunity to be engaged in an authentic learning programme.

### **Special Education students**

Our school roll includes a significant number of students with special education needs. Our analysis and reporting on these students will become more inclusive and we have incorporated their achievement into our reporting on National Standards. As a result of closer analysis, we have been developing a better understanding of this group of students. We will focus on incremental achievement and for those that are able, increase opportunities for these students to work and prosper in the future.

### **Equity, diversity and inclusivity**

As discussed in “Supporting future-oriented learning and teaching – a New Zealand perspective” (Ministry of Education, 2012) a future-oriented approach suggests that we need to develop new views of equity, diversity and inclusivity.

This will require greater engagement of students, whānau and communities in co-shaping education to address their individual needs, strengths, interests and aspirations, while also ensuring that all students have opportunities to develop and succeed according to the high-level educational aspirations set for, and agreed to, by New Zealanders as a whole. Our authentic learning and partnership strategies are specifically intended to create these outcomes. Our regionalisation programme and intention to strengthen our online learning offerings are also important contributors to being able to offer a more personalised, authentic, flexible and engaging learning experience to students from priority groups. Where students are identified as not having access to high-quality, up-to-date technology to support their learning, Te Kura will help to implement solutions for these students.

## **Authentic and engaging learning experiences**

*Continuing to deliver a range of personalised and authentic learning experiences to our students.*

### **What we want to achieve**

As noted in the Ministry of Education's 2012 review of Te Kura, a key priority in our previous strategic plan was the progressive introduction of an authentic learning approach for our full-time and young adult students.

Students taking an authentic learning approach work towards a qualification through a personalised learning programme based on their own interests. A key element of authentic learning is building knowledge and skills through practical learning experiences. These include internships, job shadowing, or work experience and support from locally based mentors. Authentic Learning is an approach that is aligned very well with the emerging principles for a 21<sup>st</sup> century education system described in "Supporting future-oriented learning & teaching – a New Zealand perspective" (Ministry of Education, 2012).

Authentic learning is based on an intervention logic connecting context relevant learning, practical experiences and the support of a significant adult, with achievement – particularly for students who have not enjoyed learning or achieved success at a face to face school<sup>7</sup>. Te Kura's approach to authentic learning draws from the experience of Big Picture Learning<sup>8</sup> and other sources of evidence on what works for 'at-risk'<sup>9</sup> students.

Our aim over the next five years will be to extend both the breadth and depth of our authentic learning approach so that it becomes even more flexible and adaptable to individual student needs and also reaches a larger number of students. This kind of 'deep personalisation' will challenge us to think about how we deploy the resources for learning (teachers, time, materials, technology) more flexibly and to also think about what new resources may be needed. It will also require us to think about how students and teachers work together in a 'knowledge-building' learning environment, where roles and relationships are structured in ways that draw on the strengths and knowledge of each other in order to best support learning<sup>10</sup>.

Our strategy to expand our partnerships with tertiary providers to support Huarahi, our trades academy, and the wider community will be vital to support this approach. We will look to strengthen student connections to the people and resources around them, thereby building their overall capability to learn and to actively participate within their communities.

There will be ongoing expansion of the trades academy, Gateway and STAR funded programmes so that we can offer wider coverage around New Zealand for our students. This will be supported by continuing with the cross-curricula development work being undertaken by teachers.

Regionalisation, which was a key priority in our previous strategic plan, will continue to enable our authentic learning approach as it allows us to develop closer relationships with the communities where our students live. With our teaching staff based in regions, we are also better placed to support and monitor student achievement more closely.

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<sup>7</sup> The Future Role of Te Aho o Te Kura Pounamu in New Zealand's Education Network (Ministry of Education, 2012)

<sup>8</sup> See <http://www.bigpicture.org/schools> for more information

<sup>9</sup> The enrolment policy of Te Kura is agreed with the Ministry of Education annually. Students enrolled through particular gateways are considered of higher risk of underachieving. This includes students that have been not-enrolled, excluded or expelled from local schools. It also includes students with special education needs.

<sup>10</sup> Supporting future-orientated learning and teaching – a New Zealand perspective (Ministry of Education, 2012)

## Key enablers

### Partnership learning

*Greater connections with schools and other organisations, groups and individuals.*

#### What we want to achieve

Partnerships are becoming an increasingly important part of learning for the 21<sup>st</sup> century and moving towards Education 3.0. As noted in “Supporting future-oriented learning and teaching – a New Zealand perspective” (Ministry of Education, 2012) in order for students to engage in knowledge-generating activities in authentic contexts, learning will need to be much more connected to the community. Teachers will still need strong pedagogical knowledge but they will also need to be able to collaborate with other people who can provide specific kinds of expertise, knowledge or access to learning opportunities. The understanding and support of the wider community will also be needed to undertake the kind of transformational changes in approach that Education 3.0 requires.

The Ministry of Education’s 2012 review noted the importance of partnerships for Te Kura. The review described ‘partnership learning’ as bringing together the evidence for what works about distance education, with what we know about the role of quality face-to-face relationships in supporting students to achieve success. The review recommended that Te Kura should have a role in the education network that is clearly defined as being a partner for schools and communities in personalised or blended teaching and learning.

Over the next five years Te Kura will continue to work closely with the Ministry to establish how we can more effectively blend the contributions of Te Kura, schools and other partners into a flexible model of teaching and learning.

Te Kura already has established partnerships with many other organisations, groups and individuals in local communities. In addition to enrolling children directly into our early childhood education service we are now working with the Ministry of Education to support playgroups. We have relationships with over 1,000 New Zealand schools who enrol their students with us as dual students. This can range from Te Kura providing specialist teaching in a single subject through to providing an entire programme of learning. We also provide learning resources and support to alternative education providers, health schools and teen parent units.

Our authentic learning approach has seen us form important relationships with Big Picture Learning, iwi groups, the business community and many other organisations in students’ local communities.

We are developing an important network of partnerships to support our trades. These are an important component of our authentic learning strategy and will be an area of significant development over the next five years.

Te Kura will be exploring opportunities to partner with other organisations that could provide alternative sources of support or funding that could assist Te Kura to achieve its strategic goals, including links with international education providers. We will also aim to work together more closely with government agencies and non-government organisations which have in place programmes to support vulnerable children to fully participate in education.

## **Regionalisation**

*Regionalised learning delivery and support that underpins partnership building and the delivery of authentic learning experiences for students.*

### **What we want to achieve**

Our aim is to have the majority of our teaching staff based in the region that they serve within the time-scale of this plan, focusing the delivery of teaching and learning around and physically closer to our students.

The provision of regionalised teaching and support remains a key strategic initiative for delivering personalised learning to students. In particular, it underpins our strategic priority of Authentic and engaging learning experiences and key enabler of Partnership learning.

Organising our teaching regionally enables us to create an environment in which collaboration, connection and responsiveness to individual students' needs, both within Te Kura and the student's community, are increased. Students become the focus of teaching and learning. We know personalising learning and improving community connectedness help to increase student engagement and achievement by improving the holistic delivery of learning for students. Regionalisation also provides Te Kura with the flexibility to recognise and respond to regional differences.

Over the past five years we have embedded a regional structure so that our teachers now work together in cross-curricula regional teams, in collaboration with curriculum leaders and supported by access to the right resources. Our regional teams are aligned with Ministry of Education regions to promote greater collaboration with the Ministry and other community organisations at a regional level. Going forward, we will continue to focus on providing high quality, responsive teaching resources and support within a regional model.

There will be some expansion of our regional offices in Christchurch and Auckland as we continue to increase our regional presence, and of our offices in Nelson and Whangarei. We also intend to set up a new office in Tauranga.

Our recruitment strategy sees teaching vacancies across the organisation shifted to the regions in order to engage more staff locally. In-region teachers are able to offer support to students, their supervisors and whānau in their own communities.

A significant regional presence, including in-region pastoral support, also affords greater opportunities to develop, extend and strengthen close collaborative partnerships, relationships and connections with schools, agencies and other community groups that provide face-to-face contact and support for our students and their whānau. The aim is to put in place a meaningful education and pastoral programme for students that will keep them connected with their communities and, where possible, the local school.

## **Professional learning for teachers**

*Ensuring teachers and school leaders have the attributes, capabilities and support they need in order to work with students in a knowledge-building learning environment.*

### **What we want to achieve**

It is well documented that the transformation to Education 3.0 and 21<sup>st</sup> century learning approaches will have a significant impact on teachers and teaching practice<sup>11</sup>.

One of the key themes in “Supporting future-oriented learning and teaching – a New Zealand perspective” (Ministry of Education, 2012) is the re-thinking of students’ and teachers’ roles to reflect a transformational shift away from the current paradigm of students acquiring or storing knowledge, to one of students creating or using knowledge. This requires a re-structuring of roles and relationships in ways that draw on the strengths and knowledge of teachers and students in order to best support learning. In future, teachers will adopt a role closer to that of a facilitator and work together with students in a ‘knowledge-building’ learning environment. This is a move that Te Kura has already started to make within the context of our authentic learning approach.

Teachers, school leaders and other adults supporting young people’s learning will need particular attributes and capabilities that enable them to work effectively towards a future-oriented learning system. This has implications for professional learning approaches and structures for teachers and school leaders. The inquiry into 21<sup>st</sup> century learning environments and digital literacy by the Education and Science Select Committee, noted that there is a general need to up-skill current teachers to offer such new ways of learning and, in particular, that teachers who do not embrace online are at risk of not being able to maximise learning opportunities for their students. The inquiry noted that teachers need to be life-long learners, particularly in relation to digital technologies, and be given more opportunities for professional development.

The way that Te Kura recruits teachers in the future and the provision of professional development will be a key part of our authentic learning and online learning strategies and will be reflected in our workforce planning. A learning and development strategy for 2014 is currently being finalised to support our staff as we move to align the school with an Education 3.0 approach.

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<sup>11</sup> A Vision for the Teaching Profession (Education Workforce Advisory Group, 2010), Supporting future-orientated learning and teaching – a New Zealand perspective (Ministry of Education, 2012), Inquiry into 21st century learning environments and digital literacy (Education and Science Select Committee, 2012), A 21<sup>st</sup> Century Body for the Education Profession (Ministry of Education, 2013)



## **Capability Improvement Initiatives**

### **Digitisation of learning resources**

*Making all learning resources available online, in digital form.*

#### **What we want to achieve**

The digitisation of our learning resources is the first stage of our online learning strategy. Some courses are already being delivered online and many of our teachers regularly use online tools in their practice. However, Te Kura remains a school primarily delivering teaching in a manual, paper-based way.

Our aim is for all printed material to be available in an online format by 2014. This will include components of year 9 and 10 learning resources and all NCEA levels 1-3 courses.

### **Curriculum development**

*Adapting the curriculum to fully enable online learning.*

#### **What we want to achieve**

Online learning environments require new curriculum design. As noted in “Supporting future-oriented learning and teaching – a New Zealand perspective” (Ministry of Education, 2012) a 21<sup>st</sup> century curriculum needs to reflect a transformational shift away from the current paradigm of students acquiring or storing knowledge, to one of students creating or using knowledge. While the New Zealand Curriculum already reflects and allows this, building learning environments that allow students to participate in designing their own learning, that support interdisciplinary and collaborative approaches, and which allow for a diversity of learning paths and methods is another matter. Creating, adapting and accessing appropriate resources is also a challenge.

Adapting the curriculum to fully enable online learning will be a key focus over the next five years and an important part of our online learning strategy. Over the next three years, this will include development of interactive online resources for NCEA levels 1-3. As part of this work, we will continue the development of authentic contexts for learning in a cross-curricula environment for our senior courses.

### **Information systems development**

*Ensuring our systems are fully aligned with our goals.*

#### **What we want to achieve**

In the technology space we will continue to develop our Student Management System (SMS) with a focus on process improvements and improving its usability. We will also put a renewed focus on the development of the Online Teaching and Learning Environment (OTLE) so that it becomes the place where all teaching and learning at Te Kura occurs. We will also look at our systems from a more holistic, integrated perspective and look for new opportunities to exploit their inter-connectivity.

There are other technology developments happening outside the school that will also affect us. The roll-out of Ultra-Fast Broadband and the Network for Learning (N4L) are existing initiatives that will further improve our ability to connect with students, whānau, schools, community organisations and other parts of the sector. We will work closely with the N4L over the next five years to determine how we can best work together. The rapid proliferation of mobile devices such as smart phones and tablets also has the potential to improve connectivity as well as changing the way students learn, and where and when they can learn. Considering how devices are best used in learning and creating a policy around their use at Te Kura will be a key part of our online learning strategy.

We will also place an increased emphasis on information management and our use and analysis of data. This will be a key part of building an evidence base to identify areas for targeted interventions to support students, as well as identifying potential performance improvements across the school.

## Appendix 1 – Action Plan 2013 – 2018

	2013-2014	2015-2016	2017-2018
<b>Strategic Priorities:</b> The key changes we want to make over the term of this plan towards achieving our goals.			
<p><b>Online learning</b> Integrating technology into all aspects of teaching and learning to meet students’ needs in the digital world</p>	<p>Implement the online learning strategy</p> <p>Recruit staff to support full implementation of the online learning strategy</p> <p>Ensure digital access to materials becomes mandatory for NCEA level 2 and 3 courses for secondary dual students</p> <p>Develop the Online Teaching and Learning Environment (OTLE) structure and teaching practices to enable Education 3.0 online learning</p> <p>Set-up a learning object repository in the OTLE</p> <p>Develop the interface between the OTLE and the Student Management System (SMS)</p> <p>Deliver staff professional development on working in the enhanced OTLE</p> <p>Commence development of all year 9 and 10 courses, that are suited to personalised learning, for online delivery.</p>	<p>Ensure Primary resources are available online with interactive components</p> <p>Identify options/solutions for learners who do not have access to high-quality, up-to-date technology, with particular emphasis on priority learners</p> <p>Teachers to develop and support new curriculum design for online delivery</p> <p>Deliver professional development in online learning and digital technologies</p> <p>Identify ‘best practices’ in the use of ICT hardware for teaching and learning</p> <p>Fully develop year 9 and 10 learning resources online by the end of 2015</p> <p>Adapt NCEA courses to include interactive components</p> <p>Develop tablet and applications to offer fully personalised courses.</p>	<p>Develop and implement online courses that offer collaborative discussions and virtual projects by the end of 2018</p> <p>Implement solutions for learners who do not have access to high-quality, up-to-date technology, with particular emphasis on priority learners</p> <p>Ensure the OTLE is the working environment and SMS is the database for storage</p> <p>Ongoing staff professional development in online learning and digital technologies</p> <p>Ensure all students have access to high-quality, up-to-date technology to fully engage in the OTLE</p> <p>Complete course development for all online courses.</p>
<p><b>Authentic and engaging learning experiences</b> Continuing to deliver a range of personalised and authentic learning experiences to our students</p>	<p>Monitor and report on complementary achievement through authentic learning initiatives and tertiary partner programmes</p> <p>Teachers to continue to identify flexible programmes to support authentic learning opportunities for students</p>	<p>Monitor and report on complementary achievement through authentic learning initiatives and tertiary partner programmes</p> <p>Teachers to continue to identify flexible programmes to support authentic learning opportunities for students</p>	<p>Monitor and report on complementary achievement through authentic learning initiatives and tertiary partner programmes.</p>

	2013-2014	2015-2016	2017-2018
	<p>Increase support offered to students and encouragement to attend advisories</p> <p>Actively support and monitor student achievement in Te Kura programmes to complement their Trades Academy placements e.g. with numeracy and literacy</p> <p>Negotiate further STAR/Gateway funded placements</p> <p>Continue with cross-curricula development work.</p>	<p>Continue to expand into the regions to support Trades Academy students and wider authentic learning students</p> <p>Increase the number of students who are undertaking exhibitions and internships to support their learning</p> <p>Continue with cross-curricula work-stream development work.</p>	
<p><b>Improving education outcomes for Māori and Pasifika learners and other priority groups</b></p> <p>Improving education outcomes and developing new views on diversity</p>	<p>Align annual targets for Māori and Pasifika 18-year old students gaining NCEA Level 2</p> <p>Analyse and develop Te Kura's views of equity, diversity and inclusivity</p> <p>Capture and reflect Māori student voice across all Te Kura services to Māori students</p> <p>Nurture relationships with Māori parents and whānau to ensure Māori students enjoy and achieve education success</p> <p>Design and implement a pedagogy for improving outcomes for Māori students enrolled at Te Kura</p> <p>Build Te Kura staff's Māori cultural competency</p> <p>Build productive partnerships with iwi, hapū, whānau and Māori organisations to enable Māori student success</p> <p>Build a process for integrating culture, language and identity into Te Kura's student resources and teaching practice</p> <p>Appoint a kaiako matua Pasifika Education, to</p>	<p>Implement new/revised policy to promote more equity, diversity and inclusivity</p> <p>Capture and reflect Māori student voice across all Te Kura services to Māori students</p> <p>Nurture relationships with Māori parents and whānau to ensure Māori students enjoy and achieve education success</p> <p>Implement pedagogy for improving outcomes for Māori students enrolled at Te Kura</p> <p>Build Te Kura staff's Māori cultural competency</p> <p>Continue to build productive partnerships with iwi, hapū, whānau and Māori organisations</p> <p>Enhance staff understanding of Māori histories within their rohe, and hapū/iwi dynamics</p> <p>Integrate culture, language and identity into Te Kura's student resources and teaching practice</p>	<p>Teachers to deliver new face-to-face learning opportunities and support for Māori and Pasifika students and supervisors</p> <p>Capture and reflect Māori student voice across all Te Kura services to Māori students</p> <p>Continue to nurture relationships with Māori parents and whānau to ensure Māori students enjoy and achieve education success</p> <p>Continue to build staff competency in Māori culture</p> <p>Maintain productive partnerships with iwi, hapū, whānau and Māori organisations to enable Māori student success</p> <p>Enhance staff understanding of Māori histories within their rohe, and hapū/iwi dynamics</p> <p>Increase participation and progression for Māori students enrolled in authentic learning programmes</p> <p>Implement a plan to improve access and connectivity for Māori students enrolled at</p>

	2013-2014	2015-2016	2017-2018
	<p>provide leadership to Te Kura teachers to promote Pasifika student engagement and achievement</p> <p>Build partnerships with other providers to provide wrap-around support services for 'at risk' Pasifika students and 'bridging options' for students transitioning into further education or work</p> <p>Consult with educators about offering a Samoan language course in partnership; the sharing expertise and skills for the development of resources</p> <p>Focus on building relationships with Pasifika families and communities</p> <p>Develop new approaches to engage parents, families and communities of Pasifika children in our early childhood programmes</p> <p>Continue to closely monitor the progress made by special education students; establish the support required for each student and encourage each student to prosper.</p>	<p>Increase participation and progression for Māori students enrolled in authentic learning programmes</p> <p>Increase participation and improve achievement in Te Kura's Te Reo Māori programmes</p> <p>Design and implement a plan to improve access and connectivity for Māori students enrolled at Te Kura</p> <p>Offer more opportunities to full-time learners with special education needs to prosper.</p>	<p>Te Kura.</p> <p>Offer more opportunities to full-time learners with special education needs to prosper.</p>
<p><b>Key enablers:</b> The things we need to do right across the school to support and enable achievement of our goals and priorities.</p>			
<p><b>Partnership learning</b> Greater connections with schools and other organisations, groups and individuals</p>	<p>Work with the Ministry of Education to establish how we can offer a more shared delivery model</p> <p>Increase the number of partnerships with:</p> <ul style="list-style-type: none"> <li>• Iwi, Pasifika families, communities, and churches through regional/national fono;</li> <li>• Government agencies/non-government organisations in programmes that support vulnerable children who are prevented from fully participating in education.</li> </ul>	<p>Develop and implement a more shared delivery model</p> <p>Review partnership model</p> <p>Implement post-feasibility study of international education opportunities.</p>	

	2013-2014	2015-2016	2017-2018
	<p>Explore partnerships to provide technology access for some students</p> <p>Continue to build Trades Academy numbers through discussions between students, Learning Advisors and the Development team</p> <p>Increase numbers of secondary/tertiary programmes</p> <p>Set-up advisories through the Department of Corrections in some prisons</p> <p>Complete international education feasibility study of China market.</p>		
<p><b>Regionalisation</b> Regionalised learning delivery and support that underpins partnership building and authentic learning</p>	<p>Set up offices in provincial locations where needed e.g. Tauranga</p> <p>Expand regional offices in Christchurch, Auckland, Whangarei and Nelson</p> <p>Maintain student advisory groups in localities of significant student population</p> <p>Examine decentralisation of other Te Kura services.</p>	<p>Set up offices in provincial locations where needed.</p>	<p>Implement final stages of regionalisation strategy.</p>
<p><b>Professional learning for teachers</b> Ensuring teachers and school leaders have the attributes, capabilities and support they need</p>	<p>Develop Te Kura's approach to Education 3.0</p> <p>Develop contextualised learning materials</p> <p>Finalise and implement the Learning and Development strategy for 2014.</p>	<p>Evaluate professional development programmes to identify changes/improvements to teaching pedagogy, leadership training, and specialist and support staff training</p> <p>Ongoing professional development.</p>	<p>Ongoing professional development.</p>
<p><b>Capability improvements:</b> Ensuring our resources, tools and systems are fit for purpose and focused on achieving our goals.</p>			
<p><b>Digitisation of learning resources</b> Making all learning resources available online, in digital form.</p>	<p>Develop components of Year 9 and 10 learning resources to be made available in a digital online format.</p> <p>Ensure all NCEA levels 1-3 courses will be</p>		

	2013-2014	2015-2016	2017-2018
	<p>available in the OTLE for 2014.</p> <p>Ensure learning resources for secondary dual students studying at NCEA levels 2 and 3 will be accessible digitally for 2014.</p>		
<p><b>Curriculum development</b> Adapting the curriculum to fully enable online learning.</p> <p><i>Note: These plans may change as a result of the Curriculum review to be completed by the end of 2013.</i></p>	<p>Continue to scaffold literacy and numeracy resources further</p> <p>Refine programme delivery to include the Ministry's Vocational Pathways strategy</p> <p>Adaptation of curriculum to support authentic learning and cross-curricula opportunities</p> <p>Review, scaffold and monitor the quality of teaching and assessment within subject areas.</p>	<p>Enhance NCEA levels 1-3 courses to become interactive online resources.</p> <p>Continue the development of authentic contexts for learning in a cross-curricula environment for senior courses.</p> <p>Enable teachers to share space on OTLE to cover cross-curricula offerings and assessment for NCEA level 1 courses.</p>	
<p><b>Information systems development</b> Ensuring our systems are fully aligned with our goals.</p>	<p>Make process improvements to the SMS.</p> <p>Validate all student email addresses (new and existing) by 2015.</p> <p>Align processes and systems to support teachers with enhanced capabilities of the OTLE.</p> <p>Identify and resolve issues about online access and capability for students.</p> <p>Upgrade OTLE to increase functionality for students, parents/whānau and teachers.</p> <p>Deliver training plan for teachers and students in OTLE during 2014.</p> <p>Improve process systems for the dispatch and receipt of learning resources (items).</p>	<p>Put in place the processes and capability to dispatch virtual items using the SMS by 2015.</p> <p>Ensure teaching and learning will take place in the OTLE with best practice use of online tools by 2015.</p> <p>Continue to improve the OTLE in line with programme and course implementation from 2014-2016.</p>	<p>Continue to improve the OTLE in line with programme and course implementation from 2014-2016.</p>