

**Charter and Annual Plan 2018**

**Consultation Document**

# Introduction

Welcome to Te Aho o Te Kura Pounamu’s Charter and Annual Plan 2018 consultation document.

Te Kura offers personalised, high quality learning programmes to over students throughout New Zealand. We offer programmes from early childhood up to NCEA Level 3 qualifications. We have students who access all their learning with us, and students who access some of their learning with us through dual tuition arrangements with their school of enrolment.

Te Kura is the largest school in New Zealand, with nearly 100 years’ experience in distance education.

Today, we use online delivery for much of our educational provision. This move from providing printed learning materials by post, to the latest digital technology enables more responsive, engaging and effective teaching and learning. We use a range of technologies and techniques in our online provision and blend this with offline activities and face-to-face support.

We have more than 300 registered teachers based in locations from Christchurch to Whangarei.

This regional presence provides regular opportunities for face-to-face interaction between teachers and students. Students who are enrolled with us full-time meet with teachers to receive guidance and support in their learning, as well as meeting other students. The role of whānau in the educational process is also an important part of our teaching and learning.

Personalised and authentic learning is at the heart of Te Kura’s approach. Our authentic learning is based on the principles of the international Big Picture Learning model, adapted for alignment with the New Zealand Curriculum.

In this document we focus on the key initiatives we will work on next year.

We look forward to hearing your thoughts on our planning for 2018. To submit your feedback on this document you can call, email, send us a Facebook message or a letter.

Please direct your feedback to Vidya Singh, Planning and Reporting Advisor

Phone: 0800 65 99 88 extension 8494

Email: vidya.singh@tekura.school.nz

Post: Private Bag 39992, Wellington Mail Centre, Lower Hutt 5045

# Overview from the Chair and Chief Executive

This Charter and Annual Plan for Te Aho o Te Kura Pounamu sets out what we will do in 2018 towards achieving our strategic goals. In this, as in everything we do, the success of our students is central.

Te Kura is well placed to become a Community of Online Learning (COOL) [[1]](#footnote-1) no later than 31 December 2019. We will continue discussions with the Ministry of Education about this. Becoming a COOL reflects the direction Te Kura is already heading in to meet the future needs of our students and their whānau by encouraging flexibility, authenticity and greater personalisation of learning. This will also contribute to changes in the wider education system which will give all students in New Zealand more options.

By the end of 2018, our goal is for most of our students to be learning online. We have officially named our online learning environment My Te Kura, this name reflects that this is a personalised space for our learners and unique to our school. We are committed to making this digital platform as user-friendly and future-focused as possible.

The majority of our NCEA and Year 7-10 Te Ara Hou courses are now delivered online, and the work to adapt and deliver the remaining courses continues apace. In the coming year, we will look for further opportunities to incorporate online learning into early childhood, primary and special education programmes so all our students are able to develop digital literacy and fluency. Our programmes will blend online delivery with offline activities and face-to-face support.

This integration of technology into all aspects of teaching and learning to meet students’ needs in the digital world sits well with our focus on personalised, authentic learning.

Our authentic learning is based on the principles of the international Big Picture Learning model, adapted for alignment with the New Zealand Curriculum. We offer flexible, responsive learning programmes based on students’ passions and goals. We have seen great success with learning pilots based on Big Picture Learning, which focus on some of our most at-risk learners. We will extend this work in 2018, developing both learners’ experience and teachers’ understanding of authentic learning, and providing the tools and systems to support and encourage it.

The 16-19 age group has access to Te Kura learning via our Young Adult enrolment gateway. In 2018, we will be focused on ensuring young adults who are not in education, employment or training are aware of what we have to offer. As a continuing part of this work we will ensure our systems and processes continue to meet the varied and changing needs of these learners.

We will continue to make our Māori students a priority and take steps to ensure they are able to reach their potential. This includes embedding Te Reo Māori across our school, particularly in the provision of language in our online environment.

We will revitalise our Pasifika Strategy. Our responsibilities in this area include Pasifika students in New Zealand and those living and learning in the Realm of New Zealand – Tokelau, The Cook Islands, and Niue. As New Zealand’s state distance education provider Te Kura has responsibility for supporting and contributing to the learning of these students. Our provision of online teaching and learning gives us an even greater ability to do this effectively. We need to ensure we are prioritising target groups in the Pacific community and working closely with our Pacific neighbours.

Te Kura’s delivery of online learning expands our ability to support the Government’s Leadership Statement for International Education (2011) in other aspects of the provision of education offshore and we plan to investigate this further in 2018.

The opportunities technology offers for supporting teaching and learning is phenomenal. It is an exciting time for education. In all our planning, we must anticipate change and equip ourselves and our learners with resilience to grow and the ability to innovate and adapt.

Dame Karen Sewell, DNZM, QSO Mike Hollings

**Chair Chief Executive**

# Key Points

These are the key initiatives we will focus on in 2018.

***The transition to becoming a Community of Online Learning***

Te Kura is well placed to become the first Community of Online Learning (COOL). We believe the proposed changes reflect the direction we are already heading in. Our goal is to have most of our students learning online by the end of 2018. Being a COOL will give learners and their whānau greater flexibility to choose the education that suits them. During 2018 we will continue discussions with the Ministry of Education about becoming a COOL no later than 31 December 2019.

***Focus on young people who are not in education, employment or training***

A cohort who already have open access to Te Kura is the 16 – 19 age-group who can enrol via our Young Adult enrolment gateway. In 2018, we will be focused on ensuring young adults not in education, employment or training are aware of what Te Kura has to offer them and that our learning programmes, systems and processes continue to meet the varied needs of these students.

***Strengthen our involvement in Kāhui Ako | Communities of Learning***

Te Kura sees great value in being involved in Kāhui Ako (Communities of Learning). Many of our dual students are enrolled in schools that are part of Kāhui Ako and many of our full-time and young adult students have come from, or will return to, schools that are part of Kāhui Ako. In 2018 we will continue to work with the Ministry of Education and individual Kāhui Ako to maximise the opportunities available to students.

***Make our digital platform as user-friendly and future-focused as possible***

Te Kura’s move from paper-based to online delivery will continue in 2018. We aim to have most of our students learning online by the end of the year. We are committed to making our online learning environment, My Te Kura, as user-friendly and future-focused as possible. Utilising technology allows teachers and students to better communicate and learn digital literacy skills in a safe and supportive environment.

The majority of our NCEA and year 7-10 Te Ara Hou courses are now delivered online. From the start of next year, all our primary students will be enrolled in our online learning environment: My Te Kura, and we will begin to facilitate teaching and learning from this interactive, online space. We will also start to develop online provision for our early childhood and special education students. We will work with students and their supervisors and whānau to understand what works best for these students. As with other levels learning programmes will be a mix of online and offline activities aligned with the New Zealand Curriculum.

***Develop authentic, cross-curricula, project-based learning***

Te Kura wants our learners to be able to pursue authentic, project-based learning that enables learning across the curriculum and a high degree of personalisation. We will continue to invest in our people and systems to enable this. We will also continue to improve our understanding of learning dispositions and how they affect learning growth and development.

***Prioritise Māori learners and embed Te Reo Māori within our approach***

Māori students will continue to be a priority in 2018 and we will take further steps to ensure they are able to reach their potential. This will include embedding Te Reo Māori across our school, particularly in our online learning environment.

***Revitalise and renew our Pasifika Strategy***

In 2018 we will revitalise our Pasifika Strategy. We will build our internal capability and culture to ensure that we are well placed to help our Pasifika students achieve their potential. We will develop our external relationships and partnerships and make sure that Pasifika communities know what we have to offer and how we can help. In 2018 we will develop an NCEA Level 1 Samoan language course for delivery in 2019. We will also review our support for New Zealand’s Pacific Realm countries (Tokelau, the Cook Islands and Niue).

***Support New Zealand’s international education goals***

Te Kura’s progress with online learning enable us to work with others in the education sector to achieve the goals within the Government’s Leadership Statement for International Education (2011). This may take a variety of forms including introductory or ‘bridging’ courses for overseas students coming to New Zealand for University; a link for students wishing to update and improve their English language skills; educational resources in languages which reflect and value learners’ identity, language, culture (such as for Pasifika students); or providing training for teachers in how to deliver online learning, whether or not they are using Te Kura systems.

# Strategic context

## **Education (Update) Amendment Bill**

Young people today live in a hyper-connected, touch screen world where they can instantly access information with the touch of a button or a quick screen-swipe. The Government’s aim is to future-proof our education system by providing options which cater to students’ wider needs and aspirations. Learning is becoming more self-directed, with teachers increasingly using online networks and social media to support engaged students to connect with others around the world, following personal interests and learning anywhere, anytime. Learning practice needs to be flexible to meet the individual differences of diverse learners.[[2]](#footnote-2)

To facilitate this, in 2017 the Government introduced legislation to create Communities of Online Learning (COOL). COOLs are intended to supplement the learning provided in schools and connect students with 21st century opportunities. The Education (Update) Amendment Act aims to ‘enable schools to provide a flexible 21st century education focused on the achievement of every young New Zealander. The overall approach of the Act is to enable choices that ensure parents and whānau have options for their children’s education; early learning providers, schools and kura have flexibility to meet the particular needs of their students; and that those students are getting real results.’[[3]](#footnote-3)

The Act proposes that any registered school or tertiary provider can apply to be a COOL. Students may enrol full-time or part-time with a COOL, and schools – as well as other COOL – may register their students with a COOL for particular courses or programmes. Te Kura will become the first accredited COOL, no later than 31 December 2019. In 2018 our focus will be on ensuring Te Kura is ready for the change and able to meet the challenges of being a different type of organisation operating in a new environment from 2020.

## **Contribution to the education sector**

In 2016 the Education System Stewardship Blueprint, developed by the State Services Commission and education agencies, identified a range of areas agencies could work on together for a positive collective impact. The common vision and plan is to support every learner to be successful. The education agencies involved are:

* the Ministry of Education
* the New Zealand Qualifications Authority (NZQA)
* the Tertiary Education Commission
* the Education Review Office (ERO)
* Education New Zealand
* the Education Council (independent professional body).

The development of the Blueprint reflects an increasing commitment to, and practice of, working together with shared aims and cross-agency teams and activities. While not directly involved in development of the Blueprint, Te Kura’s work was, and continues to be, influenced by its intentions.

The three characteristics of a high performing system identified in the Blueprint are a system which:

* will deliver on its purpose – that every learner succeeds, and New Zealand prospers through an education system that works for all,
* ensures that the available information, talent and money are best used to meet the system's aims and challenges,
* innovates and improves over time and evolves in a way that best meets these aims and challenges.

Four priorities identified by the agencies for joint action over the next few years are:

1. Māori and Pasifika Learning and Success.
2. Powering Up Learners, Parents, Communities and Employers to influence the quality and relevance of teaching and learning and lift achievement.
3. Quality Teaching, Leadership and Assessment (a workforce and curriculum fit for purpose in an international and digital era).
4. Information Management and Technology.

Te Kura’s strategic goals and priorities fit within and align to wider education system outcomes including the Blueprint’s four priorities, the Ministry’s priorities and its intermediate outcomes of higher and more equitable levels of participation, engagement and achievement. There are four of the Ministry’s key indicators which we aim to contribute towards:

* Increase participation in Early Childhood Education.
* Increase the proportion of enrolled students at or above National Standards levels.
* Increase the proportion of 18-year-olds with NCEA Level 2 or equivalent qualification.
* Decrease the proportion of youth not in employment, education or training.

Te Kura’s strategic plan covers the period through to 2018. The key documents that inform the development of our strategic direction and contribution to the education sector are:

* A Blueprint for Education System Stewardship (State Services Commission, the Treasury and the Department of the Prime Minister and Cabinet, 2016)
* Education (Update) Amendment Act (2017)
* School Evaluation Indicators: Effective Practice for Improvement and Learner Success (Education Review Office, 2016)
* Vocational pathways: authentic and relevant learning (Education Review Office, 2016)
* *Ambitious for New Zealand:* Ministry of Education Four Year Plan 2016-2020 (Ministry of Education, 2016)
* Te Aho o Te Kura Pounamu Education Review (Education Review Office, 2015)
* School Evaluation Indicators: Effective Practice for Improvement and Learner Success (Education Review Office, 2016)
* Statement of Intent 2014-2018 (Ministry of Education, 2014)
* Pasifika Education Plan 2013-2017 (MoE and Ministry of Pacific Island Affairs, 2013)
* Māori Education Strategy: Ka Hikitia ‒ Accelerating Success 2013-2017 (Ministry of Education, 2013)

This Charter and Annual Plan should be read alongside our Strategic Plan 2013-2018, which provides more detail about our long-term planning.

## **Our strategic direction**

Te Kura’s strategic direction in 2018 is centred on three overarching and integrated strategic goals, which are the focus of everything we do within the context of core delivery teaching and learning.

**Student Presence (or participation) => Student Engagement => Student Achievement**

We continue our focus on three strategic priorities:

* *Online learning*
* *Improving education outcomes for Māori and Pasifika students and other priority groups*
* *Authentic and engaging learning experiences.*

To achieve our vision, we have moved to a future-focused model of teaching and learning for our students. Key characteristics of this are a transfer of ownership of learning from teachers to students, authentic learning, and collaborative learning techniques. Te Kura intends to be a learning environment in which family and whānau view schools as a place for collaboration in learning.

### Personalising learning

This is the theme connecting every aspect of our strategic plan. As Te Kura is free from some of the constraints of a face-to-face school, such as managing classes and timetables, teaching ‘one student at a time’ remains the starting point for our relationship with every student. Our large student base with a wide range of circumstances and needs compels and encourages us to deliver a differentiated service where *‘one size fits one’*. Personalising learning is a key component in the literature about future learning systems.

At Te Kura, as stated in the NZ Curriculum[[4]](#footnote-4), ‘…*curriculum design and review is a continuous, cyclic process. It involves making decisions about how to give effect to the national curriculum in ways that best address the particular needs, interests and circumstances*…’

For Te Kura’s students and their communities this is focused on students experiencing a rich and balanced education that embraces the intent of the national curriculum. Where possible in 2018, Te Kura will work with partner organisations to find ways our curriculum can be adapted to meet the future-focused learning goals of Te Kura students.

Personalising learning emphasises the place of students, their values, context, aspirations and needs at the centre of all teaching and learning. Students, together with their families, whānau and teachers, are actively involved in creating learning pathways and plans. These plans are designed to recognise students’ unique potential, talents and strengths and requirements, and to ensure they have access to opportunities to succeed.

### Future-focused learning

It is widely accepted that current educational systems, structures and practices are not sufficient to address and support learning needs for all students in the 21st century[[5]](#footnote-5). Future-focused learning describes the transformation necessary for the current system of education (developed in the age of industrialisation) to meet the evolving and dynamic challenges of the future.

Future focused learning characterises education during our current knowledge age.

The NZ Curriculum document[[6]](#footnote-6) states ‘*evidence tells us that students 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*.’

In future-focused learning ‘teachers’ can include everyone who works alongside licensed professionals. Teaching can be delivered teacher to student, student to student or student to teacher. Teaching and learning can occur anywhere and family and whānau view schools as inclusive learning environments. We intend to investigate the applications of Artificial or Augmented Intelligence and its possible applications in supporting our future vision for Te Kura.

Te Kura’s strategic framework for 2013 - 2018 is summarised in the strategy map that follows. Detail on specific actions are provided in an Action Plan within our Strategic Plan 2013-2018. Key actions from the Strategic Plan are incorporated into individual team annual plans each year.

### Strategy Map 2013 – 2018

****

# Key initiatives for 2018

These are our top priorities for 2018. These initiatives will enhance our delivery of teaching and learning, and help achieve our three strategic goals – *Student Presence (or Participation), Student Engagement and Student Achievement*. Many of them are a continuation of our 2017 work programme.

## **Communities of Online Learning**

During 2017, the government passed into law the Education (Update) Amendment Act. The Act introduces changes which reinforce the direction already being taken by education in New Zealand and Te Kura. Our focus on online learning, personalised and authentic learning experiences, and priority groups have positioned us well to respond to the changes implemented in the Act.

Among the proposed changes, ‘correspondence’ education would be replaced in the legislation with ‘online learning’. Te Kura would become a (COOL), and other providers would be able to seek accreditation to become a COOL as well. COOLs will not necessarily need to be schools, but Te Kura would continue to be a school and to employ registered teachers as under the current arrangements.

Te Kura’s Board believes these changes, if enacted, will bring more flexibility to our education system and enable a greater personalisation of learning, giving young people and their whānau the right to choose the education that best suits their needs.

Many of the young people referred to Te Kura enrol with us after long periods of disengagement from education and when all other options have been exhausted. Under the proposed changes, students with the support of their whānau or school could choose to come to Te Kura – or to another COOL – and continue with their learning programme in an environment which may be better suited to them. Students could choose to learn online or face-to-face, or through a mix of both, and have access to a broader range of subjects regardless of the size and type of school they are attending.

Te Kura already provides flexible, personalised learning programmes to over 20,000 students across New Zealand a year, including to around 3,000 full-time students. Our programmes are increasingly delivered online, supplemented with face-to-face support for students at locations around the country. We also work with students of other schools, approximately half of our students are enrolled with another school and register with Te Kura for subjects or curriculum adaptation their own school does not provide. For Te Kura this is a familiar model of service delivery.

Until the Education (Update) Amendment Act’s associated regulations are drafted under the new Government the precise implications for Te Kura remain unclear. However, the initial information available in 2016/17 allowed us to start high level planning. It is also clear that our current strategic direction has put us in a strong position to transition to a COOL. During 2018 we will continue to progress the strategic priorities, key enablers and capability improvements in our 2013-2018 strategic plan.

|  |
| --- |
| Strategic priorities |

These are key changes which need to be made to achieve our goals*.* Strategic priorities are supplementary to, but not at the expense of, our core business of delivering teaching and learning. In 2018, we will focus on:

* Online learning – integrating technology into all aspects of teaching and learning to meet students’ learning needs in the digital world
* Authentic and engaging learning experiences – continuing to deliver a range of personalised and authentic learning experiences for our students.
* Improving education outcomes for Māori and Pasifika students and other priority groups and ensuring effective cultural competencies support diversity for Te Kura students.

### Online learning

As a distance education provider, Te Kura faces challenges in ensuring our students have the same access to technology as students in face-to-face schooling, so they learn to use technology effectively. The best way for students to benefit from greater use of technology and learn digital literacy skills is for technology to be integrated into all aspects of teaching and learning. Research[[7]](#footnote-7) shows that use of technology should not be an ‘add on’ to learning, but an essential part of it. Since 2016 we have been in the process of transitioning our systems for our teachers and students online and this programme will be largely completed in 2018.

Te Kura is transforming the way our teaching and learning is delivered; we are moving from a predominantly paper-based mode to online delivery, replacing print-based courses with online resources. This move towards online learning is supported by the NZ Curriculum[[8]](#footnote-8) which states ‘e-learning (that is, learning supported by or facilitated by ICT) has considerable potential to support …teaching approaches … and may assist the making of connections, facilitate shared learning, assist in creating supportive learning environments, and enhance opportunities to learn.’

As a largely online learning school, Te Kura strives to make best use of available technologies. In 2017 Te Kura has utilised our Student and Whānau Support Hub to help students be successful in their online courses and gain knowledge and understanding of gaps in this knowledge. Our students’ needs may range from basic navigation of their computer, making use of apps such as Google Docs that will support their learning, to a smooth introduction to our online learning environment called My Te Kura. Effectively these steps will help students to gain the familiarity necessary to engage with their online learning. We introduced the Student and Whānau Support Hub in January 2017 which has been supporting Te Kura students, supervisors, whānau, school coordinators and external support staff such as additional teachers and teacher aides with online learning-related queries.

Our experience in providing authentic learning tells us that a student’s engagement with their learning is stimulated when the subject matter links to a significant interest. Identifying a module or resource according to a subject or theme is intended to allow teachers to build a cross-curricula programme based on the student’s interest or passions. In our role as a provider of authentic learning, we support students to identify and access opportunities to explore their interests and passions. In future we will explore the potential for students who are skilled and/or knowledgeable in some area to share their abilities and expertise with other Te Kura students.

At the qualifications level, this approach could enable more students to achieve NCEA credits from standards in a range of subject courses. We are keen to investigate opportunities for our students to pursue their passions through the improved links we will seek with local tertiary and other providers.

In 2016, we operated 20 interactive online courses at curriculum levels 3-5 (years 9-10). By the end of 2017 most of our courses at curriculum levels 3 – 5 will be delivered fully online. The remaining modules are scheduled for completion by the end of 2018.

During 2017 work has continued adapting Te Ara Hou (our integrated programme for students in years 7-10) for online delivery. Along with the integrated units available online, the Te Ara Hou online course also has over 300 subject related modules available for students (based on their passions and interests).

In addition, Te Kura is supporting ongoing teacher professional development in online delivery. Staff learning contributes to a shared understanding of Te Kura’s curriculum and sharpens the focus on increasingly delivering this online. By encouraging ‘Teaching as Inquiry’ as an approach[[9]](#footnote-9), Te Kura demonstrates the importance of continual inquiry regarding whether we are making a difference to the engagement, motivation and learning outcomes of Te Kura learners.

Student voice is integral to the way learning resources are developed and delivered. We collect student feedback on newly released online modules and take it into account when developing the next round of modules.

These are the actions we will take in 2018 to support achievement of this strategic priority:

* Teachers will continue to use the online learning environment My Te Kura to deliver effective personalised and authentic learning experiences. My Te Kura will be the digital space where student collaboration takes place, where teachers and their students work, and where student performance is managed.
* To optimise students’ experience of online learning all students will be able to work through a personalised ‘starter module’ from early 2018.
* Our online learning support service (‘the Hub’) will continue to assist with online learning related queries from Te Kura students, supervisors, whānau, school coordinators and external support staff such as additional teachers and teacher aides. This will help to ensure students are set up in My Te Kura with accurate information, and have the tools and information they need to navigate through and engage with their learning programme.
* We will look to increase opportunities for collaboration and partnership development with individuals, agencies and groups in the communities where our students live.
* We will support students who are skilled and/or knowledgeable to share that ability and expertise with other Te Kura students in a structured way.
* We will investigate options for improving ability of our systems to link topics for student enquiry across the curriculum, for all year levels.
* Students in Te Ara Hou (our integrated programme for students in years 7-10) and their teachers will continue to use Google Classroom to access a wide range of educational applications and a safe environment for communicating with each other and keeping track of assignments, we are also trialling other online tools we may use.

We will progress our three-year programme of adapting NCEA booklet-based courses. Level 3 will be fully completed by end of 2018. Level 2 will be largely completed by the end of 2017.

* We will investigate new ways to examine how our students engage online so we can proactively assist students to fully engage and achieve in the online space.
* Te Kura will continue to work with schools and other providers such as Alternative Education (AE) centres to help them make best use of our online provision.
* Where possible we will investigate the potential applications of Artificial Intelligence (AI) to assist with a future focus for our students.
* We will continue to provide help to get online to eligible Te Kura students who wish to enrol in our online courses, subject to budgetary requirements we will investigate ways to provide this service to our Primary and Early Childhood students.

### Ako – a reciprocal process of learning and teaching

After commissioning research in 2016 on how best to consolidate implementation of authentic, cross curricular, personalised online learning for Te Kura students, in 2017 we have carried out initiatives to do this. Consultation with teachers, team leaders, the Curriculum team and managers is an important feature of this work.

After piloting the use of the CLARA survey tool as a means of student self-evaluation regarding dispositions for learning in 2016, in 2017 we have continued to run professional learning and development for all learner services staff on the Learning Power approach, with the intention of embedding best practice to build the resilient agency learners need to cope with setbacks and challenges and to deepen curiosity and open readiness for learning.

In seminars early in 2017 teachers made critical links between learning power, authentic learning, individual learning plan development (ILP), and the EDUCANZ Professional Standards launched this year. Standards regarding professional inquiry are particularly relevant to the cohesion of this work.

In roundtables held in September 2017, teachers have demonstrated deeper understanding of the connections between Authentic Learning, Teaching as Inquiry, Learner Agency, Tātaiako and the standards for the Teaching Profession.

In 2017, 325 teachers have now taken the CLARA survey to more fully understand themselves as learners. It is expected that up to 200 students will also complete the survey by the end of the year. We will continue to embed the Learning Power approach with Te Kura learners through the work of Learning advisors and subject teachers in 2018.

Advisories are a key component of Te Kura’s authentic learning programme. Regular advisory activity and face-to-face meetings with the learning advisor, supports student engagement and achievement while giving students an opportunity to work together with others in a group situation. We track the difference that advisories make to student learning outcomes and in 2018 we will continue to undertake this evaluation.

Our Authentic Learning/Big Picture pilot continues until 2018 with the purpose of delivering a sustained, authentic learning programme to 80 ‘at-risk’ students in years 9-13 in multiple geographic locations. In 2017 we have honed our systems to track and monitor student entry data, attendance, Individual Learning Plans (ILPs), programmes and delivery, and exit information and have added measurements of student wellbeing.

The pilot follows the international Big Picture model to support each student into a programme of learning based on their passions and interests, leading to internships and Secondary-Tertiary programmes. Student progression through the Building Blocks of Big Picture pedagogy is monitored and reported on. In 2017 the students have self-assessed against ERO Wellness indicators on entry to the Pilots and continue to monitor their progress against these through their participation. ERO has carried out its 2017 evaluation as part of the ongoing evaluation schedule of the pilot. Te Kura has received a very favourable evaluation report and we continue to be guided by the ERO recommendations.

In 2017 we initiated a Big Picture online learning advisory pilot. Ten learning advisors based in various locations around New Zealand worked online with approximately 50 of their students. A dedicated space was set up for Learning advisors and students within the online learning environment. The pilot trialled virtual meeting room technology as a mechanism for providing online advisories for individuals and groups of students. Online advisories can provide students, who are attending face-to-face advisories, with additional support if required and enable us to reach the students who cannot attend advisories in person. Online advisories are based on the same Authentic Learning/Big Picture principles i.e. supporting students into a programme of learning based on their passions and interests, leading to internships and Secondary-Tertiary programmes.

We also ran a workshop in October for Regional Managers, Team Leaders and Curriculum leaders to work together on potential authentic learning opportunities for Te Kura students and to generate ideas about how authentic learning and cross curricular learning can be better supported and assessed in all regions. In 2018 we will carry out some of the envisioned authentic cross curricular learning projects. Ten narratives of cross curricular work and assessment have been documented for the intranet in 2017.

In 2017 we carried out a review of Careers Information Guidance and Education. As an outcome of the review we have initiated structural and pedagogical changes to further improve the effectiveness of getting careers information directly to Te Kura learners in 2018. This involves better integration of careers education through curriculum delivery, alignment of vocational pathways and pathways learning opportunities in the online advisory space in 2018. Following this, there will be a repositioning of staffing in the Development Team, which will be renamed the Youth Transitions Team from 2018.

In 2017 we also carried out a review of Special Education. We have changed the name and broadened our focus to include all students with learning support needs. Structural changes to the central team include preparation for a move to regionalised delivery of the SEA and SAC funds in 2018 in an effort to ensure optimal delivery to and support for learners and their families. The change programme and professional development for teachers will continue in 2018 to deliver better services and support to learners and families.

There has been extensive development within our online learning environment, My Te Kura as we have completed the delivery of NCEA Level 1, 2 and most of Level 3 modules for learning in 2017. This includes full implementation of Dropbox for return of student work, development of better teacher feedback processes and automatic population of the Gradebook. In addition, in 2017 we have begun the realignment of assessment/feedback rubrics for online delivery.

The development of an online space for advisories has been interesting and challenging. Staff have contributed willingly to trialling and aligning materials. This area houses students’ Individual Learning Plans, the guide for authentic learning building blocks and resources the learner may require for furthering their learning power. This work will continue in 2018 as we focus on developing competencies and dispositions for learning and employment in Te Kura students.

In addition, development work is underway for Early Childhood and Primary online. The necessary renewal of primary resources for online delivery will continue in 2018.

**Assessment**A continuing focus for teachers at NCEA level is the close monitoring of student achievement to ensure that the online environment is not a barrier to achievement. In 2017 at Level 1 NCEA, which is now fully online, we have seen no implementation dip to date, in the number of credits gained. This is a pleasing outcome in a time of major change.

We will continue to work closely with NZQA to ensure Te Kura mid-year examinations are delivered with authenticated assessment conditions. We will make changes for 2018 to ensure invigilation and authentication practices for overseas students meet revised NZQA requirements. We will examine the potentials for extending online delivery and proctoring for this purpose.

At Years 1-7 we will closely monitor any changes to National Standards and ensure that the transition to any new reporting regime is a smooth one for students and whanau. Regardless, adaptive testing, learning progressions and moderating objective teacher judgements will continue to be a priority in professional learning and development for teachers in 2018.

We will also review current practice in assessing Years 9-10 students, examining possibilities for change with the structure of observed learning outcomes (SOLO) taxonomy[[10]](#footnote-10) and learning progressions in 2018

These are the actions we will take in 2018 to support curriculum implementation and student achievement:

* Consolidating and streamlining our approach to authentic, cross curricular, personalised learning for Te Kura students.
* Embedding the Learning Power approach with Te Kura teachers and use of the CLARA survey tool with groups of learners.
* We will use the Learning Power approach as a key opportunity to develop student voice and agency in relation to Individual Learning plans and authentic learning opportunities
* Continue to refine the use of data and explore how to better use it to provide the evidence for ongoing self-review.
* Continue to embed numeracy and literacy support for students attending advisories
* Continue development of online advisories as part of our consideration of the effectiveness of advisories as an educational process and their contribution to improved outcomes.
* Further refine data collection and analysis on the engagement and achievement of our authentic learning pilot students, while working with students on Individual Learning Plans (ILPs).
* We will continue implementation of the outcomes of the Special Education and Careers Education reviews.
* We will continue the professional development of Year 1-10 teachers to meet the achievement challenges identified for learners in each region.

### Achievement of priority groups

In 2018 we will continue to support the Ministry of Education’s goal of improved education outcomes for the key priority student groups of Māori, Pasifika, those needing additional Learning Support, and students from low socio-economic backgrounds. Many of our key initiatives are designed specifically to improve the engagement and achievement of these students. We have a very clear focus on the achievement of NCEA Level 2 by these students, and are working with the Ministry of Education (MOE) to target them for additional support.

Since being established in 2013, Te Kura’s Huarahi Trades Academy has worked to develop partnerships to support Māori and Pasifika students and to ensure that those students within other partnerships are also well supported. We have encouraged students to enter Trades Academy programmes by providing regular contact with Te Kura staff who ensure students are engaged in their learning and are achieving towards NCEA Level 2.

Gateway, funded by the Tertiary Education Commission, is a very successful initiative at Te Kura, with numbers over-subscribed in recent years. Gateway’s purpose is to provide senior students (year 11 and above) with opportunities to access structured workplace learning[[11]](#footnote-11). Secondary Tertiary Alignment Resource (STAR) continues to be the basis of student experiences in tertiary programmes through short courses, tertiary distance programmes and camps which encourage students to explore their interests, leading them through into authentic learning opportunities including advisories, internships, Trades Academy and Gateway. We have over 60 Memoranda of Understanding (MoU) in place with providers across the tertiary sector to deliver these programmes to our students, and plan to build on this in 2018.

Additional focus and effort has been made to lift the achievement of Te Kura’s Māori students. There is improvement, particularly as measured by National Standards. The rate of progress by Māori students against the National Standards has increased. However, there is still a gap between Māori students and the rest of the school. In 2016 Te Kura examined our practice and commissioned work which made recommendations on how to better enable and accelerate the success of all Te Kura’s Māori students. We sought the views of our staff on how Te Kura could better support staff to achieve this goal in relation to all our Māori students – full time and part time, dual enrolled, young adults, primary, secondary aged students, and in our early childhood programme. An essential element of this research was gathering the voice of Māori students and their supervisors and whānau. The recommendations made as a result of this research has guided us during 2017 as we worked to address the achievement gap between Māori students and the rest of the school, and will continue to inform our progress in 2018.

We will build on our previous work as active participants in the Ministry of Education-funded Kia Eke Panuku programme to develop strategic leadership and a culturally responsive pedagogy of relationships across the school and within Māori communities. Ongoing work in 2018 will focus on integrating language, culture and identity into Te Kura’s learning programmes and resources, promoting the use of Te Reo Māori across Te Kura and developing productive relationships with iwi, community groups and education providers. These focus areas align with the priority areas of Te Kura’s Māori Students’ Success Framework.

In 2018 Te Kura will continue to work closely with schools to identify which programmes and adaptation capability they need to develop to fully support and integrate students’ learning support needs.

During 2018 Te Kura will continue to assist full-time students, and young adult students doing three or more subjects who wish to enrol in online courses but may need help to get online. In 2017 we extended this assistance to eligible students in years 7 and 8, as well as students in year 13. To qualify for this assistance, the student or their immediate family member need to meet the criteria (further information is available on our website). Depending on budget availability, Te Kura is considering extending this assistance in 2018. We will also continue to work with the Ministry of Education and Ministry of Business, Innovation and Employment to develop solutions for students living in areas without access to high speed internet connectivity.

These are the actions we will take in 2018 to support achievement of this strategic priority:

* We will build on our efforts to raise awareness, particularly among young people and priority audiences of Te Kura’s emphasis on future-focused learning.
* We will continue to seek new Trades Academy partnerships with tertiary providers, particularly in regional areas where fewer of our existing partners offer programmes.
* We will aim to increase the number of Māori and Pasifika young women students engaged in Huarahi, our Trades Academy.
* We will continue to build on the goals of Kia Eke Panuku by working with Enviroskills students to encourage their academic progress during their Huarahi enrolment.
* We will renew our focus on Pasifika student achievement through updating and revitalising our Pasifika strategy.
* We will focus on better enabling and accelerating the success of all Te Kura’s Māori students to reduce the gap in achievement between Māori students and the rest of the school.
* Devices and connectivity assistance to students will be extended to include eligible students in years 7 and 8, and those enrolled at NCEA levels 2 and 3.
* We will implement our review of Te Kura’s special education policy, strategies and services and restructure these for better learner support and learning outcomes

|  |
| --- |
| Key enablers |

Key enablers are the means we employ across the school to support and enable achievement of goals and priorities. Their focus is on ‘the way we do things’.

The three key enablers for 2018 are:

* Partnerships – having greater connections with schools and other organisations, groups and individuals.
* Regionalisation – providing regionalised learning delivery and support that underpins partnership building and authentic learning.
* Professional learning for teachers – ensuring teachers and school leaders have the attributes, capabilities and support they need.

### Partnerships

Te Kura has established partnerships with schools and a wide range of organisations and individuals in local communities. In 2017 we have continued to work with the Ministry of Education to investigate ways to optimise the flexibility COOLs may bring to the education system and the benefits for learners when Te Kura, schools and other partners work together, and we will continue this work in 2018. We will also look for opportunities to play a greater role in Kahui Ako, Communities of Learning and build stronger relationships with Maori and Pasifika communities.

### Regionalisation

By the end of 2018, Te Kura aims to have most teaching staff based in the region they serve. In 2017 we continued this process, so our students benefit from having their teachers located closer to them, and our teachers have links to the neighbourhood communities as well as the local agencies and services which help support our students. We will continuously evaluate and improve our staff collaboration across Te Kura’s wāhanga to provide the best possible support to our students.

### Professional learning for teachers

Te Kura’s Professional Learning and Development strategy supports the school’s approach to future-focused learning and the continuing support of online learning. In 2018 we will monitor and evaluate the strategy to identify changes to enhance teaching pedagogy, leadership training, and specialist and support staff training.  The learning of our staff contributes to a shared understanding of Te Kura’s curriculum and sharpens the focus on our online strategy. 2018 will see ongoing teacher professional learning and development in online delivery and will focus on improving the quality of personalised authentic learning, with the aim of achieving greater levels of student and whānau agency and student achievement.

1. To reflect the impact of digital technology on the delivery of education, a new regulatory framework for online learning has been created. Further information about this can be found at this link: <http://bit.ly/2kwgu79> [↑](#footnote-ref-1)
2. <https://www.beehive.govt.nz/speech/speech-ulearn16-conference-%E2%80%93-rotorua> [↑](#footnote-ref-2)
3. <https://www.beehive.govt.nz/release/biggest-update-education-27-years> [↑](#footnote-ref-3)
4. pages 37-42, The School Curriculum: Design and Review [↑](#footnote-ref-4)
5. Supporting future-oriented learning and teaching – a New Zealand perspective (Ministry of Education, 2012) [↑](#footnote-ref-5)
6. pages 34-36, Effective pedagogy – Teacher actions promoting student learning [↑](#footnote-ref-6)
7. Hassler et al, ‘Perspectives on Technology, Resources and Learning’, Faculty of Education, University of Cambridge (2016); UNESCO Learning Portal. [↑](#footnote-ref-7)
8. page 36, E-Learning and pedagogy [↑](#footnote-ref-8)
9. Page 35, New Zealand Curriculum [↑](#footnote-ref-9)
10. this describes levels of increasing complexity in student's understanding of subjects. It was proposed by J.B. Biggs and K. Collis, further information can be found here: <http://classes.stac.school.nz/pluginfile.php/27846/mod_resource/content/1/SOLO%20Flyer%20%283%29.pdf> [↑](#footnote-ref-10)
11. Further information can be found at http://www.tec.govt.nz/funding/funding-and-performance/funding/fund-finder/gateway/ [↑](#footnote-ref-11)