**A guide to being a coordinator for Te Kura**

(formerly The Correspondence School)

**The coordinator role**

A Te Kura coordinator is the person responsible for managing students who are dual enrolled with Te Kura.

As coordinator you are pivotal to the success of your dual enrolled students by ensuring that:

* they are enrolled in the appropriate courses
* they organise their work
* good standards are set and deadlines met
* they have sufficient access to computers to be able to work online and/or have printed materials as required.

You are also the main contact for Te Kura teachers. Your regional Relationship Coordinator is your Te Kura support person and a useful person to keep in touch with, to answer questions and to assist with any difficulties. Refer to the Dual Tuition/Getting Started pages on our website [www.tekura.school.nz](http://www.tekura.school.nz) .

Refer to the current [Service Level Agreement](http://www.tekura.school.nz/information-for-schools/service-level-agreement) for detailed information of the roles and responsibilities of Te Kura and each school/provider**.**

**Working with Te Kura to support student engagement and achievement**

To enjoy and succeed in Te Kura courses, dual enrolled students need a supportive and structured environment, clear expectations of what study with Te Kura involves, adequate study time and the necessary resources for their courses.

**Guidelines for Schools/Providers**

| **Getting Started Tasks** | **Guidelines for Schools/Providers** |
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| **Ensure staff are familiar with the Service Level Agreement (SLA)** | * Read the current [Service Level Agreement](file:///C:\Users\nikki.douglas\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.Outlook\X7D8YG2J\Refer%20to%20the%20current%20Service%20Level%20Agreement%20for%20detailed%20information%20of%20the%20roles%20and%20responsibilities%20of%20Te%20Kura%20and%20each%20school\provider) prior to registering students with Te Kura. This outlines both parties’ responsibilities in relation to the dual registration. * Ensure the following staff have a copy of the SLA for reference: the Principal, the Principal’s Nominee, Te Kura Coordinator and any staff (e.g. teacher aides) who are working with dual students. |

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| **Getting Started Tasks** | **Guidelines for Schools/Providers** |
| **Provide adequate resourcing** | * Provide a coordinator, supervisor and/or teacher aide able to help students manage their Te Kura coursework. * Allocate sufficient time for the coordinator to carry out the role. * Encourage new coordinators to contact the Te Kura Relationship Coordinator for your region. * Provide up to date contact details to Te Kura, via the ‘Request for Information’ screen on Te Kura Enrolment System (TES), including contacts for the school, Coordinator, Principal and Principal’s Nominee. * Provide a suitable learning environment and adequate time during the school day for students’ Te Kura study. * Ensure students have the resources and regular, sufficient access during the day to technology they need for their Te Kura courses, including: * texts and journals * computers with broadband Internet access * printers * video conferencing facilities * software such as Skype and Adobe Connect * CD and DVD players * software and hardware for language students to make and return recordings to their Te Kura subject teacher. * Provide Dean and senior staff-level support for the coordinator. |
| **Consider developing a distance learning policy** | * We recommend schools ensure that student support is ongoing by putting in place a Distance Learning Policy. Such a policy defines coordinator and other staff responsibilities and ensures that the appropriate level of resourcing is provided, e.g. staff release time for the coordinator, a budget to cover printing and other administrative costs, etc. |

**Guidelines and best practice ideas for coordinators**

There is no single recipe for successful student engagement and achievement. These simple best practice guidelines, ideas and resources are designed to help you, as coordinator, provide the best support for dual students. Please read them and use whatever is useful and relevant to you and your students.

| **Getting Started Tasks** | **Guidelines, ideas and tips for Coordinators** |
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| **Considering whether Te Kura is the best option for your student** | When determining whether Te Kura is the best option for your student, we suggest coordinators:   * Note the mode of delivery for each course and ensure, before registration, that the student has access to any technology necessary to enable them to complete the course. * Give information to students about how study with Te Kura works and how the course is delivered (e.g. fully online, digital delivery or booklet-based). * Give students a pre-enrolment questionnaire, interview or pre–study contract * Check prospective students’ homework records and discuss with previous teachers. * Consider whether the student is motivated and able to work independently while under supervision. * Match the student’s interests, capabilities, academic and career goals with courses. * Discuss the requirements of Te Kura enrolment – particularly the requirement to return one piece of assessable work per calendar month per subject – with the student and their whanau, through family interviews, letters and information to home (‘Information sheet for parents’ Te Kura template provided on www.tekura.school.nz – Dual Tuition pages) and/or Parent Contracts.   Get parent or guardian consent for the dual enrolment (refer suggested template on the Te Kura website).  ***Resources:***   * [Parent/guardian letter and consent template](http://www.tekura.school.nz/_media/doc/Parents-Letter-and-AppForm_PreEnrolmnt_November-2012.docx) * [Student questionnaire](http://www.tekura.school.nz/_media/doc/Student-questionnaire.doc). |
| **Advise students** | * Ensure you have a good working knowledge of qualifications, pathways and requirements and are able to advise students on courses that will help them achieve their goals. * Ensure the student is being enrolled at the appropriate curriculum level in their chosen subject by reading the summary in the current Choice guide and check our website for course information or guides. * Talk to a Te Kura subject teacher, senior teacher or your regional Relationship Coordinator for further information, before submitting the enrolment application.   ***Resources:***   * Choice guide for the current year * [Te Kura website - subjects and courses](http://www.tekura.school.nz/subjects-and-courses) * Senior teacher contact list (available from the Relationship Coordinator) * [NZQA Website](http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/) * [Careers NZ Website](http://www.careers.govt.nz/) * Refer to relevant university/tertiary websites. |

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| **Enrol students using Te Kura Enrolment System (TES)** | Refer to the current [Service Level Agreement](http://www.tekura.school.nz/information-for-schools/service-level-agreement) requirements for detailed information.   * Ensure that students are eligible to study with Te Kura. Refer to the current MoE Te Kura Enrolment Policy, accessible through Te Kura’s website under [Dual Tuition](http://www.tekura.school.nz/dual-tuition). * Contact Enrolment Services at [enrolment@tekura.school.nz](mailto:enrolment@tekura.school.nz) or 0800 65 99 88 extension 5044, or your region’s Relationship Coordinator for information/questions about dual enrolment entry criteria or a dual student’s registration. * Use the latest Te Kura Enrolment system (TES) User Guide as a resource to make full use of all online information and confirm it is accurate, e.g. to see the progress of applications, check registration and subject details, view subject teacher contact details, make student or subject cancellations and to update your contact details. * If the ‘Applications’ screens on TES don’t match your record for each student’s application, contact Enrolment Services ([enrolment@tekura.school.nz](mailto:enrolment@tekura.school.nz) or 0800 65 99 88 ext. 5044) and provide the Enrolment Request ID number. If in doubt, follow up with your RC. * Ensure the student data entered on the application screens matches that in the Ministry of Education ENROL database. * Provide up-to-date information about students with your enrolment applications, so that Te Kura teachers understand their ability, literacy, numeracy and curriculum levels. * Wherever possible, provide a school or personal email address for each Year 9 to 13 student enrolled (refer to the current Service Level Agreement). * If an Individual Education Plan (IEP) is required under the MOE enrolment policy criteria, provide one that is less than six months old, along with the enrolment application for the student. * Attach IEPs for secondary age SE students also, if one is available. * Note the Enrolment Request ID number on the last application form screen and check all subjects applied for are listed.   NB: all dual students are automatically withdrawn at the end of each academic year. Continuing students will need to be re-enrolled for the following year.   * Pre-enrol students in November/December for the following year if possible. This will ensure that students are fully registered for the start of term 1 and will have access to their OTLE login details.   **Resources:**   * Te Kura Enrolment System (TES) user guides, Resources page, from the Dual Tuition page, or available from your Relationship Coordinator. * An IEP template is available from Relationship Coordinators. |

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| **Student Support**  **Tasks** | **Guidelines, ideas and tips for Coordinators and supervisors** |
| **Support students’ learning:**  **Coordinator role**  **Support students’ learning:**  **Coordinator role** | Refer to the current [Service Level Agreement](http://www.tekura.school.nz/information-for-schools/service-level-agreement) requirements for detailed information.  The Coordinator role and the tasks involved will depend on the arrangements and supervision that your school/centre has in place.   * Maintain an overview of all student support and supervision and keep in touch with supervisors, teachers and teacher aides – so that students organise their work, maintain good standards and meet deadlines. * Ensure students know that you are the school’s Te Kura Coordinator and have your contact details. * Coordinate any troubleshooting or intervention needed, to ensure that each student is monitored and their progress is regularly reviewed. * Ensure that the student’s Te Kura subject workload is achievable, taking into account their full school programme. * In accordance with your school’s policy, arrange for any necessary NCEA Level 1, 2 or 3 subject resources and workbooks to be downloaded and/or printed from the OTLE or our website [www.tekura.school.nz/subjects-and-courses](http://www.tekura.school.nz/subjects-and-courses) (for the course guides and first workbook) as required. * At the beginning of term 1, or as soon as possible after registrations are confirmed on your TES screen, provide students with their Te Kura teachers’ contact details and ensure that each student ‘touches base’ with their Te Kura teacher. NB: contact details for subject teachers are shown on the TES ’Registered Students’ screen (refer to the TES User Guide, part 3). Students are often very shy about doing this and need encouragement. One way for Coordinators/supervisors to achieve this during the first week of term 1 is to arrange a relief teacher for the first week, book computer access and arrange for each student to leave their regular class for a short period whilst they write and send the email to their Te Kura subject teacher. * Facilitate ongoing access to Te Kura subject teachers via phone, email, fax and online communication if required (e.g. Skype and Adobe Connect). * Get in touch with Te Kura teachers as soon as possible after their registration is confirmed on your TES ‘Registered Students’ screen. Ensure they have any information relevant to the students’ Te Kura course/programme (e.g. relevant prior learning). * Ensure that all students and supervisors are aware of any equipment that the student requires for course work that is not provided by Te Kura, e.g. science or art materials. Help to arrange for the supply of those resources. * Organise subject mentors (staff or students) if possible. * Reward and acknowledge student achievement - distance learning is often a challenge and a new experience for students. |

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| **Support students’ learning: supervisor support** | Refer to the current [Service Level Agreement](http://www.tekura.school.nz/information-for-schools/service-level-agreement) requirements for detailed information.  **Recommended supervisor support tasks:**   * If required, support students in their use of Te Kura’s Online Teaching and Learning Environment (OTLE) by checking that their OTLE login is working, they have successfully logged on and that the OTLE helpdesk is used if needed. * Support students to make full use of their Course and Assessment Guides and use those to monitor their own progress. For example; look at it with the student, put a copy in their files, give a copy to the Principal’s Nominee (PN) and the student, identify standards, encourage Year 11 to 13 students to plan and set work completion goals, mark the student’s progress in the Course and Assessment Guide as they move through the course. * Ensure that students have firmed up with their Te Kura subject teachers which NCEA standards they are doing, which credits will be from internals/externals etc. * Ensure that students are using the NCEA assessment task material sent to them by their Te Kura subject teacher, or the latest version available for download from OTLE. NB: NCEA assessment tasks are often amended. If a student completes and returns an out-of-date task it cannot be assessed because it is not valid. * Meet regularly with students to check their progress and email updates or concerns to parents. * Put students on a group internal email or send texts for quick communication. * Encourage students to hand in each booklet for return as soon as they have finished it. NB: all students should aim for completion of one piece of assessable work in each subject every 2-3 weeks. * Check that self-marking exercises are completed before booklets are returned. * Use the ‘Cancel Subject’ or ‘Cancel Enrolment’ screens in TES if everyone agrees the student is not coping, or no longer wishes to continue, or needs some time out (they may be re-enrolled, via TES).   **Resources:**  Regional Relationship Coordinators regularly provide information and website links to assist with finding Te Kura course resources online. |

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| **Student tracking and records** | **Guidelines, ideas and tips for Coordinators** |
| **Tasks** | Refer to the current [Service Level Agreement](http://www.tekura.school.nz/information-for-schools/service-level-agreement) requirements for detailed information.  Maintain full records for all students:   * Set up, use and maintain tracking records for each student’s course details, booklet dates (received and posted) and booklet codes. Ensure that emailed and online work return (ie work uploaded into OTLE Dropboxes) is recorded by students and a copy is available to you. For example create a shared online student tracking system (e.g. Google Docs spreadsheet) and inform parents and whānau about how to access it. * Use the ‘Registered Students’ screen, each student’s ‘Subjects of a Student’ screen and the ‘Non Returners’ screens in TES to check and compare with your own tracking record (refer to TES User Guide parts 3 and 5). * For fully online courses (e.g. Te Reo Maori, Art) use the OTLE Auditor to monitor online engagement (e.g. shows login dates and number of items completed). Auditor also provides information about any student who has submitted work online via a course Dropbox, or has completed an online test for any of their NCEA Level 1, 2 or 3 courses. * Organise a clear system for distributing/collecting student work e.g. pigeon holes, individual student filing boxes, basket for returned work, etc. * Copy the course outline chart from the Course and Assessment Guide booklet, put a copy into student files and send one to parents. * Ensure you use Te Kura barcode labels correctly. * Contact students’ subject teachers if booklets don’t arrive or if marked booklets are not returned promptly. * Inform parents if students are not keeping up with workload, etc * Record teacher feedback and assessment results - including NZQA standards results - relating to all Te Kura courses, for use in your student reports. * Create a ‘ghost’ class called ‘correspondence’ in KAMAR for reporting purposes.  Write a brief report when the rest of the school’s reports are done.   **Resources:**   * Excel tracking template 1 and 2 on the ‘Dual Tuition’ ‘Resources’ page * [Word tracking template](http://www.tekura.school.nz/_media/doc/StudentTrackingSheet_Template.doc) * [OTLE login](https://tekura.desire2learn.com/) (Request OTLE Auditor instructions from your Relationship Coordinator) |

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| **Monitor student engagement** | **Guidelines, ideas and tips for Coordinators** |
| **Monitor student engagement - tasks** | Refer to the current [Service Level Agreement](http://www.tekura.school.nz/information-for-schools/service-level-agreement) requirements for detailed information.  Te Kura has an automated, computerised process in place as part of the Student Management System. The Non Returners process runs a monthly check from March 31 each year for work return in each registered subject, from each student. If a student does not return work over a two month period the student is automatically withdrawn and is not allowed to be registered in the same course for the remainder of the year. NB: the role of the Regional Relationship Coordinators is to follow up on any Coordinator requests for the Non Returner status of students to be over ridden or removed.   * Oversee staff and processes to ensure students keep up with their course work and return a minimum of one item of assessable work each month, or contact Te Kura subject teachers as necessary. * Contact the student’s subject teacher urgently if a student has not received course work or if there is a delay in receiving marked work. * Regularly check the ‘Non Returners’ screen on TES and follow-up with the student and relevant Te Kura teacher (if necessary) to ensure assessable work is returned prior to the two month deadline. * Email your Relationship Coordinator re any errors in the list of students or dates of last work received and dispatched, including all relevant student details of * Email your Relationship Coordinator during the first week of the month, to request any over rides of the one month non returner status, providing a reason. * If a student’s subject has been cancelled by the automatic 2 month non returner process and there are special circumstances to explain the delay in work return, immediately send all relevant information to your Relationship Coordinator and request reinstatement to the subject. NB: reinstatement requests can only be approved by the Enrolment Manager of Te Kura if received and actioned within 30 days of the non returner cancellation date. * Send out a blanket email to all Year 9 to 13 students in the third week of each month, reminding them of the requirement to return one piece of work per subject in the following month. * During week 3 of each month, use that month’s ‘Non Returners’ screen list of NR1 students (one month notifications) and your work return records, to ensure that all listed students have returned one piece of work for the listed subject, by the end of week 3 of the month. * Copy and paste the ‘Non Returner’ screen lines into an email when communicating with your Relationship Coordinator or Te Kura subject teacher about students with Non Returner status. That will give them the information needed to quickly check Student Management System records for the student.   ***Resources:***  [Letter to parents template for 1 month non engaged student](http://www.tekura.school.nz/_media/doc/Parents-letter-template-for-1-month-non-engaged-studentOctVrs.doc) |

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| **Qualifications Tasks** | Guidelines, ideas and tips for Coordinators |
| **Records , authentication and accreditation tasks**  **Internal assessment tasks**  **External assessment tasks** | Refer to the current [Service Level Agreement](http://www.tekura.school.nz/information-for-schools/service-level-agreement) requirements for detailed information.  Te Kura coordinators ensure that the school/managing school meets the above requirements regarding qualifications that students achieve in Te Kura courses:   * Ensure there is prompt and full cooperation with Te Kura in the investigation of any authentication issues. * Set up a system for collecting NZQA fees and paying to NZQA * Check all internal assessment results received from Te Kura match your records and are entered onto the school’s student management system using our Te Kura provider code: 0498. * Help to check and ensure the accuracy of all results and included the file submissions to NZQA * Ensure students know of their right to appeal an assessment result and the process they should follow.   For external NCEA standards the coordinator’s role is to:   * Access the list of externally assessed standards from the Te Kura website * Identify the externally assessed standards that are recommended for each Te Kura course. * Encourage students to contact their subject teachers for advice about selecting appropriate externally assessed standards. * Keep in close contact with your school’s Principal’s Nominee – help to ensure that all NCEA entries match the NCEA standard numbers in Te Kura course guides.   **Resources:**   * [NZQA](http://www.nzqa.govt.nz/) website link * Guide for PNs (available from Te Kura Qualifications Team or your Relationship Coordinator). |

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| **Complaints policy and procedures** | **Guidelines, ideas and tips** |
|  | Te Kura has policies and procedures in place to cover complaints about Te Kura staff, policy, systems, services and processes. Refer to the current [Service Level Agreement](http://www.tekura.school.nz/information-for-schools/service-level-agreement) requirements for detailed information.  As Te Kura Coordinator, it is your role to address any concerns with your regional Relationship Coordinator immediately that you become aware of the problem.  Your RC will coordinate follow up and keep you informed of the outcomes. The best outcome is an early resolution that is satisfactory for all concerned, so that there is no need for a formal written complaint. |