Te Tūtohinga me te Mahere ā-Tau 2022

Charter and Annual Plan 2022

Ngā Ihirangi | Contents

Tā mātou whakamahi i te reo Māori | Our use of te reo Māori

As part of our commitment to becoming a bilingual organisation, we are using te reo Māori terms for our key concepts and people.
Throughout this document you will see:

ākonga	student/s
whānau	family, extended family
hapori	community
kaiāwhina	ākonga support
kaimahi	staff
kaiako	teacher/s
kaimanaaki	learning advisor/s
huinga ako	learning advisory/group meeting (face to face or online)
mātāpono	principles.

Tirohanga whānui nā te Heamana Poari me te Tumu Whakarae
Overview from the Board Chair and Chief Executive

I te hokinga o aku whakaaro ki ngā mahi o te tau nei, kīhai i makere i a au te whakaaoaro ki tētahi peha whakatairanga rongonui o ngā tau 1970 – You've Come a Long Way Baby!

Mōku nei, kua haoa e taua peha tētahi wā hira mō Te Kura. Kua 100 tau te kura ahurei, tino rahi rawa o te whenua e haere ana. Mai i tōna atinga iti me tētahi kaiako tōtahi ki tētahi kaiwhakarato hautū o te ako matihiko tuihono, e whaitake tonu ana a Te Kura i tēnei rā i ngā rā i tīmata ai i te tau 1922. He tino roa te ara i haeretia e mātou.

I te hokinga atu o ngā mahara ki te tau 2020 ki te wā i tae tuatahi mai tētahi urutā ā-ao, me huri rawa ngā whakaaro ki te roa o te ara kua takahia i a mātou e whakarite ana me te whakatutuki i ngā tauārai i tūpono noa i runga i taua ara – mō te taha ki ā mātou anō ākonga, mō ngā rangatahi i ētahi atu kura anō hoki, inarā ko ērā kei Tāmakimakaurau tērā pea ka huri tuarā ki te mātauranga, he rōpūtanga tērā i piki ai ō rātou whakaraeraetanga i te wā o te mate korona.

He mea whakaahua tō tātou hōtaka i Tāmakimakaurau i te 2020/21 hei tautoko ākonga i pāngia e ngā rāhui hei angitu whakaharahara e ERO. I tutuki taua angitu nā te paiherenga, te mōhiotanga me te tautōhito o ō tātou kaiako e mahi tahi ana me Te Tāhuhu o Te Mātauranga.

Ā, i te putanga mai o tētahi anō rāhuitanga i te 2021, he mea nunui anō tō Te Tāhuhu o Te Mātauranga rikarika ki te mahi tahi anō me mātou, me te kaha tautoko i tētahi tomokanga whakaakoranga paparua ohorere hōu. E whakamaioha atu ana anō hoki ki te tautoko a Te Tāhuhu mō te Kura Raumati o Te Kura – kei tōna tau tuawhitu i tēnei wā – ki te āwhina i ngā ākonga ki te whakatutuki i ā rātou whāinga.

Tino rawe hoki tā ngā kōwhiringa akoranga ngāwari o Te Kura āwhina ki te whakamauru i ngā akaaka ko te urutā te pūtake.

Ki ahau nei, ka ahu mai taua angitu i tō mātou whakapono pū kei ia ākonga te motika kia ōrite tana whai wāhi ki te mātauranga kounga e āhei ai te puta o tōna ihu i te ao o āpōpō.

E tautokona ana taua koromakinga ki ā mātau whakaarotau rautaki:

1. Whakatinana i te akoranga Tirohanga Whānui/Te Ara Pounamu
2. Te aro tonu ki ngā Taiohi, tae atu ki ērā kāore e whai wāhi ana ki te mātauranga, te hunga mahi, te whakangungu rānei.

3. Te mahi hei whakahaere reorua
4. Te hanga i te raukaha o ngā pūnaha
5. Te kōrero i ā mātou nei kōrero.

Mai i 2022 kua tāpirihia he whakaarotau rautaki tuaono, te huri hei kura orotau ki te āhuarangi. Ka whiriwhiri mātou i ngā huarahi e whakawhanakehia ai ngā āhuatanga katoa o tō mātou kura mā tētahi arotahi orotau ki te āhuarangi.

E whakatinana ana i ā mātou whakaarotau rautaki mā te whai wāhi a te ākonga, mā tā matou maurautanga Te Ara Pounamu, ā, mā te whakarite kia noho ngā pūnaha e tautoko ana i aua mahi tino hira hei wāhanga o tētahi pūnaha rauropi matihiko me te rauranga e whakahonohono ana.

Kia whai wāhi ai ā mātou ākonga, he kaupapa ā mātou pēnei i te Haerenga Ākonga, He Oranga Mahuru, me te Tautoko Akoranga.

He mea waiwai ki aua mahi ko ā mātou pūhara matua tae atu ki tā mātou Pūnaha Whakahaere Akoranga kua whakaritea ake, Tōku Kura, e noho tūāpapa ai te Aotearoatanga, tō mātou ahurea tōpū ahurei o Aotearoa.

Hei whakakapinga, me mihi atu ki tō mātou Tumu Whakarae, ki a Mike, me ngā kaimahi katoa o Te Kura, mei kore ake tō rātou ngaio, manawanui tino whakaohooho nei, tērā ka whakakaha i te tuku ihotanga 100 tau te roa o tēnei kura me tōna āheinga nui whakaharahara ki te puta ora i te kōripo marama.

Mamao rawa tā tātou nekehanga ake, e hika mā!

Thinking back over the year, I couldn't help thinking of an iconic advertising slogan of the 1970s – You've Come a Long Way Baby!

For me, it's a line that captures a special time for Te Kura. The country's unique and largest school is 100 years old. From its humble beginnings with a sole teacher to a leading practitioner of digital online learning, Te Kura is as relevant today as when it began its life in 1922. What a long way we've come.

And when I think back to 2020 when we were first confronted with a global pandemic, I can't help but think how far Te Kura has come in tackling and meeting the challenges that were thrown our way – and not just for our own ākonga, but for rangatahi in other schools, particularly those in Auckland at risk of disengaging from education, a group whose vulnerabilities have been heightened during COVID.

Our Auckland programme in 2020/2021 to support ākonga affected by lockdowns was described by ERO as a phenomenal success. That success was achieved through the commitment, knowledge and expertise of our kaiako, in partnership with the Ministry of Education.

And as we once more found ourselves in another lockdown in 2021, it was great to have the Ministry of Education keen to work with us again and to throw its weight behind a new emergency dual tuition gateway. We also appreciate the Ministry's support with Te Kura Summer School – now in its seventh year – again, to help ākonga attain their goals.

Te Kura's flexible learning options are lending themselves especially well to help mitigate the upheavals caused by the pandemic.

The success I believe is built on our central belief that every learner has the right to equitable access to high quality education that enables them to be successful in the future world.

We support that vision through our strategic priorities:

1. Implement Big Picture learning/Te Ara Pounamu
2. Focus on Young Adults, including those not in education, employment or training
3. Become a bilingual organisation
4. Build systems capability
5. Tell our story

From 2022 we have added a sixth strategic priority, to become a climate conscious school. We will be looking at how we can develop all aspects of our school, from Curriculum to facilities, through a climate conscious lens.

We implement our strategic priorities through ākonga engagement, our curriculum Te Ara Pounamu, and by ensuring the systems that support that important work are part of a cohesive digital and data ecosystem.

To engage our ākonga, we have projects such as Student Journey, He Oranga Mahuru (Enhancing Engagement and Wellbeing), and Learning Support.

Underlying that mahi, are our key platforms including our customised Learning Management System, My Te Kura, which in turn, are all underpinned by Aotearoatanga, our unique collective culture of Aotearoa New Zealand.

Finally, I must thank our Chief Executive, Mike, and all the Te Kura kaimahi, whose professionalism and dedication yet again have been truly inspiring and who fortify a now 100-year-old tradition of an institution with a remarkable ability to weather the storm.

We've come a long way baby!

Nāku iti noa, nā

Barbara Ala'alatoa
Heamana Poari

Titiro whakamuri, kōkiri whakamua

Look back and reflect so that we can move forward

E tino hāngai ana tēnei whakataukī i a mātou e whakanui ana i tō mātou Rautau i te tau nei.

I te hokinga whakamuri o ngā whakaaro, he whakamere te huritao ki ngā āhua i mau ai a Te Kura ki ngā mea papai rawa o mua.

I ngā tau 1940, tērā pea e kōrero ana a Peter Fraser, te Pirimia o Aotearoa i taua wā, nāna i whakaatu i mua atu i tōna matakite hei Minita o te Mātauranga, mō te rapunga whakaaro o Te Kura i ēnei rā tonu nei, i tana tuhituhi reta ki ngā kōtiro me ngā tama o Te Kura o taua wā, mō ngā hua ka whiwhi rātou.

"E whakaako tahitahitia ana koutou katoa, he mea tino pai tērā, nā te mea ka taea e koutou te koke tonu i tō koutou kotahi i tō koutou anō tere," ko tā Fraser.

He tino wāhanga anō tērā o Te Kura i tēnei rā e noho tonu ai te ākonga i te pokapū o ana anō ako. Nā mātou tēnei momo ako houtupu, whakawhaiaro anō hoki, hei whakarato i te tautoko pai ake ki aua ākonga e noho mōrea ana kei tāhapa i a rātou ngā mahi kura.

Koia ko Te Ara Pounamu o nāianei– tā matou marautanga Te Kura – tērā ka whakarato i te tautoko whakawhaiaro pai ake, te ako i rō hapori, te ako ngāwari e kapi ai ngā kaingākautanga me ngā pūmanawa o te ākonga, me te āhei ki te ako i ngā wāhi katoa me ngā wā katoa.

E āta mōhio ana mātou he mea matua te hononga i waenga i te ākonga me te kaiako – pērā i te tau 1922, i te wā i mōhiotia ā-manawa tērā e tō mātou kaiako tuatahi, e Janet MacKenzie, me tōna whakapau kaha ki te poipoi i taua hononga. Ā, ka whakaatatia tērā i roto i ā mātou whakaarotau rautaki me ngā kaupapa matua mō ā mātou mahi i te 2022 e tautoko ana i aua whakaarotau, te Whai Wāhi a te Ākonga, Te Ara Pounamu, me te Raukaha Punaha.

E whai wāhi mai ai te ākonga, me aro matua ki tōna toiora ka tika. Nā konā e whai ai tā mātou kaupapa Haerenga Ākonga ki te whakarite i te tīmatanga kia takatūria ā mātou ākonga kia puta te ihu, mā te whakawhaiaro i te mahi whakaurunga kia whakaatu ai i tā mātou huarahi, kaupapa anō hoki o Te Ara Pounamu.

Waihoki, e āwhina ana tētahi o ngā kaupapa tino whakahihiko, ki tōku whakaaro, kua whakahaeretia e Te Kura, arā tā mātou hōtaka whai wāhi me te toiora kua whakareia, He Oranga Mahuru, i tā mātou whakapakari i te whai wāhi me te taiora o ngā ākonga. E mārama ana nā ngā wheako he ānga tūturu te arotahi tōpū ki te ākonga me te uara o te whakamahi raraunga ki te pūrongo me te whakamahuki i te kokenga ākonga mō te whakapiki i te whai wāhi.

Pēnei i He Oranga Mahuru, e tautoro ana tā mātou kaupapa Tautoko Akoranga puta noa i te kura, ka arotahi ki te āhua e tautoko ai mātou i ngā mahi a ngā kaiako me ngā kaimanaaki i Te Kura, me te āhua e mahi tahi ai mātou me Te Tāhuhu o Te Mātauranga hei whakarite kia taea ai e ngā ākonga me ngā whānau te whiwhi tautoko tāpiri ina hiahiatia.

Ko tētahi mahi matua i roto i te tau nei ko te arotake i tō mātou taiao mahi, ā mātou utauta matihiko, me ngā mea he pai rawa te mahi mō ā mātou kaimahi me te whakaputa i ngā putanga pai rawa ki ngā ākonga. Ka whakawhānui tēnei kaupapa, Ngā Huarahi Mahi, i tā mātou i ako ai i mua tata nei i a mātou e mahi ana i raro i ngā herenga o te KOWHEORI-19.

Hei kupu whakamutunga, me mihi rawa ki tō mātou whānau Te Kura ka tika mō tō rātou manawanui ki ā mātou ākonga, inarā i tēnei wā o te urutā ā-ao, me te mihi anō hoki ki a Barbara me te Poari mō tā rātou tautoko me te whakatenatena haere tonu.

Titiro whakamuri, kōkiri whakamua

Look back and reflect so that we can move forward

This whakataukī is certainly appropriate as we celebrate our Centenary this year.

Looking back, it is very interesting to see how we at Te Kura have retained the best from the past.

In the 1940s, New Zealand's Prime Minister Peter Fraser, who earlier had shown himself to be a visionary Minister of Education, could have been talking about Te Kura philosophy today, when he wrote a letter to the girls and boys of the then Correspondence School, about the advantages they enjoyed.

"You are all taught individually, which is a very great benefit, because it enables you to make progress at your own pace, independent of the rest of your class," Fraser said.

This is very much a key part of Te Kura today where we place ākonga at the centre of their learning. We introduced this authentic and personalised learning to provide better support for those ākonga at risk of missing out on schooling.

This has now become Te Ara Pounamu – our Te Kura curriculum – which provides better personalised support, learning based in the community, flexible learning encompassing ākonga interests, passion and potential, and the ability to learn anywhere, anyplace, anytime.

We are also keenly aware that the relationship between ākonga and kaiako is key – just as it was in 1922, when our first teacher, Janet MacKenzie, intuitively understood and was at pains to nurture that bond. This key relationship is reflected in our strategic priorities and in the key themes for our work in 2022: ākonga engagement, Te Ara Pounamu, and systems capability.

To engage ākonga, their wellbeing must be front of mind. To that end our Student Journey project aims to ensure that from the outset our ākonga are set up for success, personalising the enrolment in a way that speaks to our Te Ara Pounamu approach and philosophy.

And in what I believe is one of the most exciting projects undertaken by Te Kura, our enhanced engagement and wellbeing programme, He Oranga Mahuru, is helping us build ākonga engagement and wellbeing. Experience has shown us a collective focus on ākonga and the value of using data to report on and explain progress are definite forces in increasing engagement.

Like He Oranga Mahuru, our Learning Support project is school-wide, and focuses on how we support the mahi of kaiako and kaimanaaki at Te Kura and how we work with the Ministry of Education to ensure ākonga and whānau are able to access the additional support they need.

A major piece of work over this year will be a review of our working environment, digital tools and what works best for our kaimahi to deliver the best outcomes for ākonga. This project, Ngā Huarahi Mahi, will build on what we have learnt during the recent past as we have been working under COVID-19 conditions.

Finally, I must thank our Te Kura whānau for their dedication to our ākonga, particularly in this time of a global pandemic, and my thanks also go to Barbara and the Board for their continued support and encouragement.

Ngā mihi nui

Mike Hollings
Tumu Whakarae

Tō mātou wawata | Our vision

Ki te tī ki te tā, ki te katoa   *Anytime, anywhere, anyone*

We want our ākonga to achieve their educational and personal goals, enabling them to participate effectively as members of their communities. That means putting our ākonga at the centre of their learning by providing a flexible, personalised approach, so that they can choose when and where they learn.

Ō mātou uara | Our values

At Te Kura we demonstrate by our actions that we:
- put the success of our ākonga at the forefront of everything we do
- respect each other, ākonga, their whānau and our partner organisations
- see strength in diversity
- celebrate innovation and success
- communicate openly and honestly.

Ō mātou whakapono | Our beliefs

Our planning is guided by three core beliefs:

Giving effect to Te Tiriti o Waitangi │The Treaty of Waitangi

Te Kura acknowledges Te Tiriti o Waitangi as Aotearoa New Zealand's founding document and the basis of a mutually beneficial relationship between Māori and the Crown. We place our work in the context of the Treaty principles.

Ensuring ākonga are at the centre of everything we do

This is the theme connecting every aspect of our planning. As Te Kura is free from some of the constraints of a face-to-face school, such as managing classes and timetables, teaching 'one ākonga at a time' remains the starting point for our relationship with every ākonga.

Delivering high-quality, future-focused teaching and learning

This is our core role. We are part of an educational system working to strengthen systems, structures and practices to address and support learning needs for all ākonga in the 21st century.

Ā mātou kaupapa matua rautaki | Our strategic priorities

In 2018, Te Kura's Board of Trustees identified five strategic priorities that are the current focus of our work from 2019-2024: Te Ara Pounamu-Implement Big Picture learning, Focus on Young Adults and NEETS (not in Education, Employment or Training), Become a bilingual organisation, Build systems capability, and Tell our story. For 2022, the Board has added a sixth strategic priority, Become a climate conscious school. We also have three strategic focus areas: Māori success, Pacific success and Learning Support.

Te Ara Pounamu

Big Picture learning is a pedagogical approach to teaching and learning that places ākonga and their whānau at the centre of our practice.

Te Kura ran a successful 4-year Big Picture pilot funded by the Ministry of Education. The Education Review Office's 2017 Report[1] on the pilot showed that Big Picture learning can significantly improve ākonga engagement, achievement and wellbeing.

Te Kura has renamed Te Kura Big Picture 'Te Ara Pounamu' in recognition of the uniqueness of our kura, Te Aho o Te Kura Pounamu, and the ākonga, whānau and hapori we serve.

Te Ara Pounamu is the conceptual framework that guides learning design at Te Kura. It sets out the elements of our local curriculum and ensures learning design and delivery are consistent and coherent, and underpinned by our shared principles. Te Ara Pounamu is our statement on what matters for our ākonga.

Te Ara Pounamu incorporates Te Whāriki (The Early Childhood Curriculum), the New Zealand Curriculum, and Te Marautanga o Aotearoa, and takes account of relevant National Administration Guidelines.

Te Ara Pounamu comprises three interdependent elements, aligned with the head, heart and hand of Big Picture practice:
- **Ngā Mātāpono** - the guiding philosophy and principles on which we base all learning conversations and decision making
- **Ngā Āheinga -** skills, attitudes, dispositions and values for living, wellbeing, and lifelong learning
- **Ara Ako** - diverse, personalised contexts for active learning.

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[1] https://www.tekura.school.nz/assets/publications/Te-Kura-Pilot-Evaluation-Phase-Four-October-2017.pdf

Ngā Mātāpono are the principles that guide and inform all aspects of our ākonga-centred pedagogy and practice. They are visible in all interactions with ākonga as we support them to achieve their educational and personal goals, enabling them to participate effectively as members of their community.

- Kotahitanga - uniting all aspects of ākonga wellbeing through balanced holistic development
- Whaitake - connecting ākonga with relevant pathways as determined by their aspirations and interests
- Māramatonutanga - the ongoing pursuit of knowledge and understanding
- Whakamana - empowering and enabling the mana of ākonga by respecting their voice and giving them choice
- Whakawhānaungatanga - honouring mutually respectful relationships that strengthen everyone.

Te Ara Pounamu, Te Kura Big Picture learning, provides ākonga with:

- A kaimanaaki who is their first point of contact and who is responsible for the development, overview and coherence of their learning programme
- A learning programme that is personalised, strengths based and has direct links between their life goals, needs, interests and aspirations
- Online and face-to-face huinga ako with kaiako and kaimanaaki
- Leaving to learn activities (virtual and face-to-face) including Informational interviews, Internships, Job Shadowing, Careers Exploration, Gateway, STAR and Trades Academy
- Opportunities to actively reflect on their learning, wellbeing and achievement.

Focus on Young Adults and NEETs

About 80,000 New Zealanders aged 15-24 years are not in employment, education, or training (NEET)[2]. As at June 2021, there were about 27,000 NEET who were Māori. Nearly 18% of Māori and 17% of Pacific youth (between the ages of 15 and 24) were not in Employment, Education, or Training (NEET). This was nearly twice the rate recorded for European and Asian youth, and significantly greater than the national rate of 10.8%[3]. There is much to be done to improve outcomes for this cohort and any impact that Te Kura can have will make a big difference to New Zealand.

Any young New Zealander who is between 16 and 19 years of age and not in employment, education, or training can choose to enrol with Te Kura for free so there is the opportunity to have a positive impact on a large number of young adults.

Our focus on this cohort includes ensuring that any young adults for whom Te Kura would be a good option know about us, that young adults who enrol with us have a good 'onboarding' experience, and that our programmes meet the needs of young adults who enrol with us.

Te Rautaki Reorua │ Become a bilingual organisation

Moving towards becoming a bilingual organisation is one of the key ways in which Te Kura can give effect to the principles of Te Tiriti o Waitangi. We are committed to delivering Te Rautaki Reorua, our Bilingual Strategy, to contribute to the revitalisation and sustainability of te reo Māori. The public sector also has obligations under Te Ture mō Te Reo Māori 2016 to deliver the Maihi Karauna strategy for Māori Language Revitalisation[4].

Te Kura has a high proportion of ākonga Māori and recognises ākonga Māori as a priority. We want to ensure ākonga Māori and kaimahi Māori feel comfortable, valued and able to achieve their potential. Through Te Rautaki Reorua and upholding Te Tiriti o Waitangi, we recognise our shared Aotearoatanga as New Zealanders.

Te Rautaki Reorua has four pou (pillars):

Uaratanga | Value	*Te Reo Māori is embraced, valued and supported across Te Kura*
Ariā o te reo | Visibility	*Te Reo Māori is seen and heard across Te Kura*
Āhuatanga mahi | Participation	*Te Kura kaimahi participate in, and are supported in, activities that use te reo Māori*
Nekenekehanga | Progress	*Te Kura kaimahi plan their te reo Māori goals, and can track and monitor their progress.*

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[2] https://www.mbie.govt.nz/dmsdocument/12809-monthly-labour-market-fact-sheet-january-2021
[3] https://www.mbie.govt.nz/dmsdocument/16892-maori-in-the-labour-market-june-2021-quarter-unadjusted
[4] https://www.tpk.govt.nz/en/a-matou-kaupapa/maihi-karauna

Build systems capability

Te Kura is an online, digitally-oriented organisation. We want to keep up with, and make best use of, systems and technology for the benefit of our ākonga, whānau and kaimahi.

Over time we have made the transition from paper-based to online delivery of teaching and learning. The main platforms used by ākonga, whānau and kaimahi are My Korowai and My Te Kura.

We have also developed internal ICT systems to support enrolment, teaching and learning, and our other support systems such as Finance and HR.

Tell our story

We are aware that people do not always have a clear and up to date understanding of what Te Kura has to offer. We want to make sure that we engage with young people, their whānau, other educational institutions, and community organisations so that they have the information they need about Te Kura as an educational option. We continue to build our presence and engagement on social media and at community events.

In addition to good stakeholder engagement, telling our story will involve enabling our kaimahi to promote Te Kura through their daily work and the many contacts they have with ākonga, whānau and the community. We will continue to support kaimahi to attend and present at conferences that have relevance to our work.

Become a climate conscious school

This year we are including a new strategic priority. We are starting our journey towards becoming a climate conscious school to support action on climate change and the transition to a low-carbon future.

We will focus on building knowledge about climate change, designing and implementing a climate conscious curriculum, reviewing our school operations, and taking positive action. These focus areas involve all aspects of our school, our ākonga and whānau, and our local partnerships. Developing a climate conscious curriculum will involve addressing climate and sustainability education through all subject areas, teaching for the development of critical, creative and futures thinking, and strengthening te reo Māori and mātauranga Māori within place-based and localised curriculum design[5].

[5] https://www.nzcer.org.nz/research/publications/climate-change-what-can-schools-do-research-briefing-1

Strategic Plan 2022–2024

Te Kura

What guides us

Giving effect to Te Tiriti o Waitangi	Ensuring ākonga are at the centre of everything we do	Delivering high-quality, future-focused teaching and learning
Ki te tī ki te tā, ki te katoa Anytime, Anywhere, Anyone Ākonga achieve their educational and personal goals, enabling them to participate effectively as members of their communities.	**Te Ara Pounamu** **Whakamana:** Ākonga and whānau agency **Kotahitanga:** Wellbeing **Whaitake:** Relevance **Whakawhanaungatanga:** Relationships **Māramatonutanga:** Rigour	**Te Rautaki Reorua** **Uaratanga:** Value **Ariā o te reo:** Visibility **Āhuatanga mahi:** Participation **Nekenekehanga:** Progress

What we have chosen to focus on

Become a climate conscious school	Implement Big Picture learning	Become a bilingual organisation	Young adults, including those not in education, employment or training	Build systems capability	Tell our story

What we want to see for our ākonga

Engagement	Wellbeing	Progress and Achievement	Māori success	Pacific success

Ngā whāinga rautaki 2022-2024 | Strategic objectives 2022-2024

For each strategic priority we plan out three-year objectives which inform our detailed annual planning. We continually review our objectives, plans and impact so that we can update our planning as required during our planning and reporting cycle.

Our strategic priorities are all linked together. The strategic objectives for Te Ara Pounamu also apply for Young Adults, Māori Success, Pacific Success and Learning Support and are not repeated in those sections.

2022	2023	2024
Te Ara Pounamu		
Wellbeing • Implementation of the Ngā Āheinga/Wellbeing plan to support strengths-based curriculum design and delivery • Culturally responsive practice and solutions support the wellbeing of ākonga Māori and Pacific ākonga • Guided by Ka Hikitia, Tau Mai Te Reo and the Action Plan for Pacific Education, our ākonga experience high expectations, freedom from discrimination, stigma and racism • There is ongoing support for At Risk ākonga to support their wellbeing, engagement and progress based on our emerging evidence base	**Wellbeing** • Ngā Āheinga/Wellbeing plan to support strengths-based curriculum design and delivery is embedded • Culturally responsive practice and solutions support the wellbeing of ākonga Māori and Pacific ākonga • Guided by Ka Hikitia, Tau Mai Te Reo and the Action Plan for Pacific Education, our ākonga experience high expectations, freedom from discrimination, stigma and racism • There is ongoing support for At Risk ākonga to support their wellbeing, engagement and progress based on our emerging evidence base	**Wellbeing** • Review and continuous improvement of Ngā Āheinga/Wellbeing in curriculum design and delivery • Ākonga and whānau voice influences ongoing improvements to Ngā Āheinga/Wellbeing curriculum • Culturally responsive practice and solutions support the wellbeing of ākonga Māori and Pacific ākonga • Guided by Ka Hikitia, Tau Mai Te Reo and the Action Plan for Pacific Education, our ākonga experience high expectations, freedom from discrimination, stigma and racism • There is ongoing support for At Risk ākonga
Engagement • Ākonga experience an enhanced student journey through Te Kura • Ākonga learning programmes are based on the aspirations, interests and needs of each ākonga as described in My Korowai • Te Kura is tracking the destination data of ākonga • Ākonga disengagement is swiftly responded to through school wide escalation processes • Ākonga engagement is reviewed across all online courses to identify key lessons for designing for ākonga engagement as part of the ākonga engagement challenge	**Engagement** • Online learning contexts are designed to maximise ākonga engagement • Analysis of ākonga engagement identifies and promotes areas of best practice and areas for review and improvement • An agile and responsive approach is taken to identifying and responding to shifts in ākonga engagement	**Engagement** • Systems for identifying and responding to shifts in ākonga engagement are agile, responsive and well-embedded

Te Ara Pounamu -our local curriculum • Te Ara Pounamu, our local curriculum, drives Big Picture learning for all ākonga in all contexts for learning at Te Kura • Māori and Pacific bodies of knowledge and perspectives are explored further in Te Ara Pounamu • Our response to national curriculum refresh and Review of Achievement Standards integrates all elements of Te Ara Pounamu and includes climate conscious strands • There is regional and national PLD to support the capability building of kaiako in working with Te Ara Pounamu and with Māori and Pacific learners	**Te Ara Pounamu- our local curriculum** • Te Ara Pounamu, our local curriculum, drives Big Picture learning for all ākonga in all contexts for learning at Te Kura • The interconnection of Te Ara Pounamu, national curriculum refresh and Review of Achievement Standards drives current and future planning. • Māori and Pacific bodies of knowledge and perspectives are visible in our response to curriculum and Achievement Standards reviews • Te Kura is supporting other educators to implement Big Picture across Aotearoa New Zealand	**Te Ara Pounamu – our local curriculum** • Te Ara Pounamu is embedded in local and national curriculum design and delivery at Te Kura • Māori and Pacific bodies of knowledge are prioritised in local and national curriculum design • Te Kura delivers a climate conscious curriculum
Progress and achievement • Te reo Māori me ona Tikanga pathways for teaching and learning in Te Kura Big Picture (TKBP) are developed for Y1-10 and Y11-13 • Further development of Te Ara Pounamu assessment for learning strategy for all levels, including Early Childhood and Learning Support, focusing on alignment with national curriculum refresh progressions and Review of Achievement Standards • Opportunities for ākonga and whānau voice as part of the assessment for learning strategy are developed and tested	**Progress and achievement** • Further alignment of Te Ara Pounamu assessment for learning strategy with national curriculum refresh progressions and Review of Achievement Standards • Opportunities for ākonga and whānau voice are formalised as part of the assessment for learning strategy	**Progress and achievement** • Further alignment of Te Ara Pounamu assessment for learning strategy with national curriculum refresh progressions and Review of Achievement Standards • Te Ara Pounamu assessment for learning strategy is fully operational by the end of 2024
Partnerships with ākonga and whānau • Ākonga and whānau voice is used to identify further opportunities to strengthen our local curriculum and delivery • Ākonga and whānau are working in partnership with kaiako to develop and reflect on learning programmes • Support for rigorous, ākonga-centred continuous reporting is ongoing	**Partnerships with ākonga and whānau** • Ākonga and whānau are working in partnership with kaiako to develop and reflect on learning programmes • Review of continuous reporting approaches and impact strengthens learning partnerships with ākonga and whānau	**Partnerships with ākonga and whānau** • Recommendations from the review of continuous reporting are put into action to strengthen learning partnerships with ākonga and whānau • Ākonga and whānau are working in partnership with kaiako to develop and reflect on learning programmes
Partnerships with stakeholders • Each region is taking full advantage of its local educational ecosystem to enhance opportunities for ākonga • Leaving to Learn is a key feature of Te Ara Pounamu learning programmes for ākonga	**Partnerships with stakeholders** • Each region is taking full advantage of its local educational ecosystem to enhance opportunities for ākonga • Leaving to Learn is an established feature of Te Ara Pounamu learning programmes for ākonga	**Partnerships with stakeholders** • Each region is taking full advantage of its local educational ecosystem to enhance opportunities for ākonga • Leaving to Learn is an established feature of Te Ara Pounamu learning programmes for ākonga

• Developments from the stakeholder engagement review are evaluated to ensure engagement with stakeholders at regional/national levels supports ākonga engagement and achievement, with a particular focus on effective partnerships with Māori and Pacific stakeholders	• Engagement with stakeholders at regional and national levels supports ākonga engagement and achievement, with a particular focus on effective partnerships with Māori and Pacific stakeholders	• Engagement with stakeholders at regional and national levels supports ākonga engagement and achievement, with a particular focus on effective partnerships with Māori and Pacific stakeholders

Focus on Young Adults and those who are NEET

In addition to objectives for Te Ara Pounamu

Engagement • There is increasing demand from Young Adults for Te Kura learning opportunities • Young Adult engagement data, including Māori and Pacific data, informs teaching and learning practices and programmes • The teaching team for Department of Corrections ākonga is centralised to support improved engagement, continuity of teaching and communication	**Engagement** • Demand from Young Adults for Te Kura learning opportunities continues to grow • Young Adult engagement data, including Māori and Pacific data, informs teaching and learning practices and programmes • There are systems in place to track and respond to the engagement needs of Corrections ākonga	**Engagement** • Demand from Young Adults for Te Kura learning opportunities continues to grow • Young Adult engagement data, including Māori and Pacific data, informs teaching and learning practices and programmes
Progress and Achievement • Integrated and project-based curriculum options are offered to support Young Adults re-engaging with their learning • Current programmes are reviewed to support Young Adults' engagement and achievement • Future pathways are deliberately incorporated in programmes of learning for Young Adults • Current offerings for Department of Corrections ākonga are reviewed for their relevance and suitability	**Progress and Achievement** • Current programmes across all contexts for learning are further developed to support Young Adults' engagement and achievement • An ongoing cycle of review is in place for the programme to support the transition of Young Adults and NEETs • Curriculum offerings for Department of Corrections ākonga are adapted to increase relevance and suitability	**Progress and Achievement** • An ongoing cycle of review is in place for the programme to support the transition of Young Adults and NEETs
Partnerships • Partnerships are developed with organisations working with young people to ensure they have access to updated information about Te Kura pathways	**Partnerships** • Partnerships are in place with organisations working with young people	**Partnerships** • Partnerships with organisations working with young people are reviewed
Summer School • Summer School processes and offerings are updated to enable ākonga to progress in their chosen pathway • A workforce plan is developed to support sustainable provision	**Summer School** • Summer School processes and offerings are reviewed and updated • The workforce plan is reviewed to ensure sustainable provision	**Summer School** • Summer School processes and offerings are reviewed and updated

Become a bilingual organisation

Uaratanga | Value	Uaratanga | Value	Uaratanga | Value
• Increasing numbers of kaimahi are acknowledged for their support and use of te reo Māori through annual awards • Te reo Māori champions are established • Ka Hikitia and Tau Mai Te Reo guide learning design and delivery	• Wānanga reo are held • Regular social and competitive events are held internally and participated in externally • Ka Hikitia and Tau Mai Te Reo guide learning design and delivery	• Wānanga reo are embedded in usual practice • Regular social and competitive events are held internally and participated in externally • Ka Hikitia and Tau Mai Te Reo guide learning design and delivery
Ariā o te reo | Visibility	**Ariā o te reo | Visibility**	**Ariā o te reo | Visibility**
• An increasing number of our key documents are bilingual • Te reo Maōri terminology developed for Te Ara Pounamu is seen in documents and communications • Te reo Māori terminology for all wāhanga is extended and used confidently by kaimahi • Wāhi reo (language areas) are established across Te Kura • Signage in te reo Māori is increased	• All key signage is bilingual • Wāhi reo are established online for whānau and ākonga • Te reo Māori terminology for all wāhanga is seen in documents and communications	• All key signage is bilingual • Online wāhi reo increase in response to whānau and ākonga demand • Te reo Māori terminology is ubiquitous in documents and communications across Te Kura
Āhuatanga mahi | Participation	**Āhuatanga mahi | Participation**	**Āhuatanga mahi | Participation**
• The organisational language plan is supporting participation • An increasing number of kaimahi participate in Te reo Māori language courses • Our bilingual and immersion offerings to ākonga are increased and broadened	• The organisational language plan is reviewed • Te Kura hosts an online Manu Kōrero	• Recommendations from the review of the organisational language plan are implemented
Nekenekehanga | Progress	**Nekenekehanga | Progress**	**Nekenekehanga | Progress**
• A framework is in place to capture kaimahi participation and progress • Kaimahi set and lead their own te reo Māori goals • Kaimahi have made measurable progress in understanding and using Te Reo Māori	• Kaimahi continue to make measurable progress in understanding and using Te Reo Māori • Kaimahi are able to participate in internal and external modes of evaluation for te reo me ngā tikanga	• Kaimahi continue to make measurable progress in understanding and using Te Reo Māori • Kaimahi are able to participate in internal and external modes of evaluation for te reo me ngā tikanga

Build systems capability

Wellbeing	Wellbeing	Wellbeing
• Sustainable flexible working is embedded to benefit kaimahi, ākonga and whānau • Health and Safety processes are further developed to support wellbeing and a safe environment	• Flexible working practices are reviewed • Health and Safety processes support wellbeing and a safe environment • Ways of Working become part of a continuous improvement business cycle with the goal of Te Kura being an employer of choice	• Continuation of Ways of Working as part of a continuous improvement business cycle with the goal of Te Kura being an employer of choice

• Ngā Huarahi Mahi (Ways of Working) initiative develops a workplace strategy that incorporates kaimahi wellbeing as a key success factor with flow-on effects to ākonga		
Engagement • Student Journey processes and systems are transformed to support a positive, effective onboarding process • The ākonga learning environment is personalised to their learning programmes • Searchable repositories support personalisation of learning programmes • Use of ImBlaze and the data generated provides visibility over Leaving to Learn opportunities accessed by ākonga	**Engagement** • Student Journey processes and systems provide a positive, effective onboarding process	**Engagement** • Student Journey processes and systems are reviewed and further developed to provide a positive, successful journey through Te Kura
Progress and achievement • System development supports assessment, reporting and analytics capabilities • Ākonga experience easy access to third party platforms in a secure manner • Ākonga experience easy, personalised and inclusive access to local and national curriculum choices • Live data sets are accessed by kaimahi	**Progress and achievement** • System development enables predictive analytics and machine learning • Kaimahi data literacy is further developed	**Progress and achievement** • System innovations are reviewed and refined
Systems development • Digital Strategy and investment plan for replacement or upgraded SMS platform supports a 360° view of ākonga information • Financial Management Information System is upgraded from Navision to Business Central (Microsoft) • Other Microsoft systems are implemented to support Te Kura digital platforms: o Microsoft SharePoint as replacement for existing EDRMS o Microsoft Teams as replacement for Skype for Business o Contract Management Systems • Data governance practice enables future exploration of AI (artificial intelligence) with high accuracy and low bias • Interactions are offered to all our users, ākonga and kaimahi, through their channels of choice	**Systems development** • SMS platform supports a 360° view of ākonga information • AI (artificial intelligence) functionality is explored • The Data Roadmap and Data Governance is integrated as part of Systems Governance and Te Kura has developed a central data repository • Te Kura utlisation of APIs and sharing and verification of data with the Ministry of Education • Cyber Security practices are fit-for-purpose across Te Kura's digital ecosystem.	**Systems development** • Te Kura utlisation of APIs and sharing and verification of data with the Ministry of Education and other key Education Sector partners • Disaster Recovery and BCP planning for all Te Kura systems is best practice, and cloud services predominate the Te Kura digital ecosystem

Stewardship	Stewardship	Stewardship
• Strong financial management supports Te Kura's work on positive outcomes for ākonga • Ākonga-kaiako ratios and future demands are proactively managed through data modelling and analytics • A high standard of cyber security practices and principles are assured for maintaining ākonga data and records	• Strong financial management supports Te Kura's work on positive outcomes for ākonga	• Strong financial management supports Te Kura's work on positive outcomes for ākonga

Tell our story

Partnerships	Partnerships	Partnerships
• A presence at key events such as Te Matatini, Polyfest and career expos is maintained • Celebrations of te reo Māori and Pacific language weeks are planned with input from ākonga and whānau • Through initiatives such as dual partnerships and Summer School, many partners and stakeholders have a far greater understanding of Te Kura's mahi • There is an increasing number of joint communications activities with stakeholders and partners	• There are increasing opportunities to expand partnerships with the Ministry of Education and other education agencies after successful joint enterprises • Joint communications activities with stakeholders and partners continue to grow	• Te Kura's educational opportunities are understood, supported and promoted by our partners and stakeholders
Supporting kaimahi	**Supporting kaimahi**	**Supporting kaimahi**
• The Chief Executive and kaimahi have opportunities to profile Te Kura and are supported to do so, with a strong focus on centenary activities • Collateral is available for kaimahi to use and distribute, and is tailored to different audiences and languages • Te Kura kaimahi are sought out locally, nationally and globally to share stories of curriculum, learning delivery and systems innovations	• A higher profile and widespread success stories mean kaimahi can feel greater pride in their work and are encouraged to take opportunities to promote the success of Te Kura • Greater visibility of Te Kura through story telling makes promotion of Te Kura easier for kaimahi • Te Kura kaimahi are sought out locally, nationally and globally to share stories of curriculum, learning delivery and systems innovations	• Kaimahi have the understanding, information and collateral needed to promote Te Kura • Kaimahi are confident to promote Te Kura offerings as part of their work • Te Kura kaimahi are sought out locally, nationally and globally to share stories of curriculum, learning delivery and systems innovations
Digital presence	**Digital presence**	**Digital presence**
• Our priority ākonga are represented in our storytelling (Māori, Pacific and Young Adult) • Centenary celebrations offer a broad range of opportunities for increased online presence and content • Our social media channels are important for sharing information • Our intranet is easy to use and supports Te Kura kaimahi to tell our story	• Our social media presence is maintained • Our updated website and intranet provide channels for improved means of communication • Te Kura is seen as leading the sector in online learning – continually increasing our digital presence	• We have the appropriate tools to maintain and develop our digital presence, including intranet, website and social media • Te Kura leads the sector in online learning that integrates local curriculum and national curriculum

• Our website is easy to navigate and provides rich information		
Centenary • Te Kura's centenary celebrations provide the opportunity to tell the story of our history and our journey to the present • Events throughout the year and throughout the regions promote Te Kura and increase visibility of our mahi • Collateral is available to promote Te Kura's centenary celebrations and to accompany events	**Centenary** • Te Kura's centenary leads to a higher profile and increased opportunities to reach media and stakeholders and to increase collateral, including having more permanent records of Te Kura's educational, social and historical importance	**Centenary** • A substantial archive is available in digital form, allowing for ongoing upkeep to support telling our story

Become a climate conscious school

Curriculum • Curriculum offerings are audited to identify and promote current climate-conscious resources • Scoping and planning for increased focus on climate-consciousness in English and Māori medium materials is completed • Te Ara Pounamu developments provide scope for ākonga to identify, research and take action on issues relating to climate-consciousness • Curriculum online design considers the need to reduce prompts for ākonga and whānau to download and print materials	**Curriculum** • Climate consciousness is embedded as a key strand of national curriculum refresh and Review of Achievement Standards in English and Māori medium materials • Te Ara Pounamu developments provide scope for ākonga to identify, research and take action on issues relating to climate-consciousness	**Curriculum** • A climate-conscious curriculum is embedded at Te Kura in both English and Māori medium contexts • Ākonga and whānau voice set the direction for further developments in our climate-conscious curriculum
Stewardship • Te Kura's carbon impact is monitored and goals are set to support sustainability in Te Kura operations • IT assets are selected for their efficiency and measured against carbon emissions • Te Kura's reporting requirements are defined as part of the Carbon Neutral Government Programme (CNGP) for reporting in 2023	**Stewardship** • Te Kura's carbon impact is monitored and goals are set to further support sustainability in Te Kura operations • A framework is developed to reduce IT-related carbon emissions per capita	**Stewardship** • Mature reporting of carbon emissions meets required external standards

Māori Success

In addition to objectives for Te Ara Pounamu

Engagement • Partnerships support the increased engagement of ākonga Māori across all regions	**Engagement** • Curriculum offerings respond to the cultural diversity of ākonga Māori	**Engagement**

		There is ongoing review of the impact of current curriculum offerings in consultation with ākonga, whānau and hapori
Progress and achievement • National curriculum refresh and the Review of Achievement Standards provide opportunities for interweaving of mātauranga Māori across all learning areas • Our Te Kura approach to New Zealand histories is collaborative, reflects the principles and pedagogy of Te Ara Pounamu and is guided by Ka Hikitia and Tau Mai Te Reo • The effectiveness of our programmes and outcomes for ākonga Māori are evaluated, including ākonga and whānau voice	**Progress and achievement** • There is deliberate interweaving of mātauranga Māori across all learning areas aligned to rollout of national curriculum refresh and Review of Achievement Standards • Aotearoa New Zealand's histories is a visible strand in multiple learning contexts at Te Kura • The effectiveness of our programmes and outcomes for ākonga Māori are evaluated	**Progress and achievement** • There is deliberate interweaving of mātauranga Māori across all learning areas aligned to rollout of national curriculum refresh and Review of Achievement Standards • There is ongoing review and evaluation of the effectiveness of our programmes and outcomes for ākonga Māori
Partnerships • Connections with mana whenua contribute to the strength of national curriculum review, including design of localised Aotearoa New Zealand's histories offerings • Partnerships are mutually beneficial and respectful, following agreed protocols	**Partnerships** • Connections with mana whenua inform ongoing development in response to national curriculum refresh • Consultation with local and national Māori communities is an established part of practice	**Partnerships** • Connections with mana whenua inform ongoing development in response to national curriculum refresh • Consultation with local and national Māori communities is an established part of practice

Pacific Success

In addition to objectives for Te Ara Pounamu

Engagement • The Te Kura Pacific kaimahi fono provides advice that promotes the engagement of Pacific ākonga • Partnerships support increased engagement in all regions	**Engagement** • Curriculum offerings respond to the cultural diversity of Pacific ākonga	**Engagement** • There is ongoing review of the impact of current curriculum offerings
Progress and achievement • Our Te Kura approach to Aotearoa New Zealand's histories makes visible the histories of Pacific learners and their communities • National curriculum refresh provides opportunities to increase visibility of Pacific knowledge and perspectives across curriculum levels and offerings • A review of NCEA Samoan courses is completed • Development of NCEA assessment tasks to make them relevant and accessible for Pacific learners continues	**Progress and achievement** • National curriculum refresh provides opportunities to increase visibility of Pacific knowledge and perspectives across curriculum levels and offerings • NCEA courses are progressively reviewed, to identify opportunities to incorporate Pacific knowledge and perspectives • Development of NCEA assessment tasks to make them relevant and accessible for Pacific learners is	**Progress and achievement** • National curriculum refresh provides opportunities to increase visibility of Pacific knowledge and perspectives across curriculum levels and offerings • Review of NCEA courses and identification of opportunities to incorporate Pacific knowledge and perspectives is completed • Development of NCEA assessment tasks that are relevant and accessible to all, including Pacific

	ongoing, aligned to the Review of Achievement Standards	learners is completed, aligned to the Review of Achievement Standards
Partnerships • Partnerships are mutually beneficial and respectful, using agreed protocols • The Realm programme to support the transition of ākonga in Realm countries and promote engagement and achievement in NCEA is reviewed and refined	**Partnerships** • External relationships and partnerships support Pacific identities, languages, cultures and achievement • Consultation with local and national Pacific communities is an established part of practice	**Partnerships** • External relationships and partnerships continue to grow and support Pacific identities, languages, cultures and achievement • Consultation with local and national Pacific communities is an established part of practice

Learning Support

In addition to objectives for Te Ara Pounamu

Engagement • Ākonga with Learning Support needs experience an enhanced student journey • Resources for Learning Support are updated to suit the online context and new resources for online are developed	**Engagement** • The impact and effectiveness of online Learning Support resources in engaging ākonga, including My Korowai, is reviewed in consultation with ākonga and whānau	**Engagement** • Recommendations from the review of online Learning Support resources, including My Korowai, are actioned
Progress and Achievement • Online development increases choice and personalisation for ākonga working at Curriculum Levels 1 & 2 • The configuration of My Te Kura is inclusive of all ākonga and supports a blended approach for ākonga with additional learning needs • Te Ara Pounamu provides pathways for all ākonga including those with Learning Support needs • TKBP/Te Ara Pounamu assessment for learning strategy is operational	**Progress and Achievement** • The TKBP/Te Ara Pounamu assessment for learning strategy is operational • The effectiveness of our programmes and outcomes for ākonga with learning Support needs are evaluated	**Progress and Achievement** • Recommendations from the review of programmes and outcomes for ākonga with learning support needs are actioned
Partnerships • Relationships with the Ministry of Education, Te Kahu Tōī | Intensive Wraparound Service, and Regional Health Schools are strengthened to support ongoing improvements in Learning Support enrolment and resourcing processes • Te Kura is referring ākonga to Regional Health Schools where appropriate	**Partnerships** • Relationships with other services are strengthened	**Partnerships** • We are working in partnership with the Ministry of Education on future Learning Support policy and initiatives
Systems • A new Learning Support tool is in place to support data collection and use across Learning Support, HR, IRG and Finance teams	**Systems** • The Learning Support tool is reviewed and updated as required	**Systems** • Learning Support systems are reviewed and updates planned

• Recording and reporting systems support monitoring and analysis of ākonga data • Planning is in place for the implementation of the Ministry of Education's Standardised Learning Support Register	• The Ministry of Education's Standardised Learning Support Register is in place	
Building capability • National and regional PLD is in place • Induction systems and processes are updated • Our approach to Learning Support is understood and used by all kaimahi • A workforce strategy for Teacher Aides is in place	**Building capability** • National and regional PLD is reviewed • Our approach to Learning Support is reviewed to identify further opportunities for development	**Building capability** • Induction and ongoing PLD for all Learning Support kaimahi are reviewed

Mahere ā-Tau 2022 | Annual Plan 2022

Te Kura's annual development actions are held in a series of plans for each strategic priority, project, region and team.

The key themes for our work in 2022 to support our strategic priorities are:

- ākonga **engagement**, including Student Journey and Learning Support

- **Te Ara Pounamu**, including a holistic approach to assessment for learning and reporting

- the **systems** that support our work as part of a cohesive digital and data ecosystem, including our Student Management System and other key platforms.

All of these are underpinned by **Aotearoatanga**, our unique collective culture of Aotearoa New Zealand.

Ngā Tōtohu Kauneke | Progress Indicators

Te Kura has a diverse and complex school roll. Ākonga enrolled with Te Kura come from a wide range of backgrounds and are enrolled for varying lengths of time. Each ākonga enrols for a particular reason and has particular goals.

Our strategic priorities have been chosen to ensure we support each ākonga to achieve their goals. To monitor and measure the intended impact of our strategic priorities and key development actions, we have chosen progress indicators which focus on outcomes for ākonga. These indicators cover engagement, wellbeing and achievement and will be monitored for **all ākonga, ākonga Māori, Pacific ākonga and Young Adults**.

School level data and analysis will be provided monthly to the Board. Regional Managers and all kaimahi will receive weekly data which can be disaggregated to support monitoring of regional, team and individual goals.

1. Engagement in My Korowai

My Korowai is the online environment for kaimanaaki to get to know ākonga. It includes spaces for sharing personal information, goals and interests, leaving to learn activities, and reflections.

By the end of 2021, 83% of Y11-13 Full-Time and Young Adult, 79% of Y7-10, 73% of Y0-6, 39% of Learning Support and 85% of Early Childhood ākonga were engaged in My Korowai (ākonga who were enrolled as at the end of 2021).

In 2022, we want to see an increase in the percentage of engagement in My Korowai and in the progression of ākonga across all sections of My Korowai.

2. Engagement in a learning programme in My Te Kura

My Te Kura is our online learning environment. Through My Te Kura we can track ākonga engagement in their learning through their online presence and work submission.

In 2021, an average of 69.3% of Y1-13 Full-Time ākonga and Y11-13 Young Adult ākonga logged in to My Te Kura monthly and an average of 42.8% of Y1-13 Full-Time ākonga and Y11-13 Young Adult ākonga submitted work each month or had an 'Engage' item completed by their kaiako.

In 2022, we want to see an increase in the percentage of online presence and work submission of ākonga in My Te Kura.

3. Wellbeing

We want Te Kura to be a good place for all ākonga. We recognise the need to understand the wellbeing of our ākonga and to respond to specific wellbeing concerns and issues.

In 2019, we introduced a voluntary Wellbeing survey as part of My Korowai. We are supporting kaimanaaki to build their knowledge and capability in responding to information ākonga share with them through the survey.

By the end of 2021, 43% of our Y11-13 Full-Time/Young Adult ākonga, 59% of our Y7-10, 43% of our Y0-6 and 12% of our Learning Support ākonga had completed the survey at least once (ākonga who were enrolled as at the end of 2021).

In 2021, 75% of the Wellbeing survey attempts were provided feedback by kaimanaaki.

In 2022, we want to see an increase in the percentage of ākonga who complete the survey at least once during the year, as well as an increase in the percentage of survey attempts with feedback by kaimanaaki.

In 2021, we introduced continuous reporting by kaimanaaki on ākonga progress against Ngā Mātāpono, the principles of Te Ara Pounamu.

In 2021, 45% of ākonga enrolled in My Korowai were provided feedback for progress against Ngā Mātāpono.

In 2022, we want to see an increase in the percentage of ākonga who receive feedback against Ngā Mātāpono.

4. Achievement at NCEA

Ākonga enrolled with Te Kura come from a wide range of backgrounds. The diversity and complexity of the school roll creates the challenge of how to measure and report on ākonga progress and achievement.

Monitoring of our NCEA achievement data shows that Te Kura ākonga are highly likely to achieve an NCEA standard when they are ready to attempt it.

In 2021, our average rate of NCEA standard achievement for Full-Time and Young Adult ākonga was 96.2%.

37.8% of Full-Time ākonga and 33.1% of Young Adults achieved Te Kura assessed NCEA standards (ākonga who were enrolled in one or more NCEA subjects).

In 2022, we want to maintain our high NCEA standard achievement rate and increase the percentage of ākonga who achieve NCEA standards.

Through our Big Picture approach we have a focus on designing cross-curricular learning programmes which start from the interests of the ākonga. We also want to ensure that we monitor ākonga achievement of the foundational skills of Literacy and Numeracy.

In 2021, 41.8% of Full-Time ākonga and 80.9% of Young Adult ākonga met NCEA Literacy requirements and 36.1% of Full-Time ākonga and 77.3% of Young Adult ākonga met Numeracy requirements (ākonga who were enrolled in years 11+ and one or more NCEA subjects).

In 2022, we want to see an increase in the percentage of ākonga who meet NCEA Literacy and Numeracy requirements.

5. Progress and Achievement in Y0-10

Guided by Te Ara Pounamu and the staged release of learning area materials to support the national curriculum refresh, we are developing Understand/Know/Do progress statements aligned to curriculum year groupings (Years 1-3; 4-6; 7-8; 9-10). These will start to be released during 2022.

Tāpiritanga 1 - Mō Te Kura | Appendix 1 - About Te Kura

Te Aho o Te Kura Pounamu (Te Kura) is New Zealand's state distance education provider, offering a wide range of programmes from early childhood through to NCEA Level 3.

With well over 24,000 enrolments a year, we are strongly connected to many diverse communities throughout New Zealand. We have full-time, young adult and adult learners, and we provide dual tuition to ākonga enrolled with other education providers.

The Correspondence School was set up in 1922 to provide education at primary school level for 83 ākonga living in remote areas. In 1929, it expanded to cater for secondary school ākonga. Since then, the school has grown and developed to meet the changing demands placed on it as its role in the education sector has evolved. In 2009, after a period of consultation with kaimahi, we introduced the school's current name – Te Aho o Te Kura Pounamu, which refers to connecting ākonga with learning. There is a wealth of meaning to the name, reflecting the role we play within the education sector, ākonga themselves and our vision for their achievement.

Our regionalised structure allows us to deliver education to our ākonga across New Zealand through four regional offices (Northern- Auckland, Central North- Hamilton, Central South- Wellington and Southern- Christchurch) and some smaller offices, including Whangarei, Hastings and Nelson. Being located within communities means our kaimahi can work alongside ākonga and their whānau; they also work closely with local schools/kura, agencies and community groups which support learning. Each region personalises their approach depending on the needs of their ākonga and whānau.

As a distance education provider, we ensure our ākonga have opportunities for a mixture of online and face to face learning. All of our learning modules are available online. Face to face group sessions (called huinga ako/advisories), event days and tutorials offer opportunities for ākonga to connect with their kaimanaaki, kaiako and other ākonga in their area. These face-to-face opportunities help Te Kura ākonga develop their social, practical, and relationship-building skills within a local context.

Tō Mātou Poari | Our Board

The composition of Te Kura's Board of Trustees is determined by the Minister of Education in accordance with section 122 of the Education and Training Act 2020. The Board is supported by the Risk Assurance Committee and the Employer Committee.

Board Member	Term expiry date
Barbara Ala'alatoa (Chair) – appointed September 2019	September 2022
Stuart Middleton – reappointed June 2021	June 2022
Maxine Moana-Tuwhangai – reappointed November 2019	November 2022
John Nisbet (Staff representative)- appointed January 2021	December 2023
Ruma Karaitiana - reappointed June 2021	June 2024
Mele Wendt - reappointed June 2021	June 2024
Barbara Cavanagh- appointed June 2021	June 2024
Simon Heath- appointed June 2021	June 2024

Ā mātou kaimahi | Our staff

The Senior Leadership Team has responsibility for the overall leadership and strategic direction of the school, and comprises the Chief Executive (CE), Deputy Chief Executive (DCE) Curriculum, DCE Learning Delivery, DCE Systems and Support, and the Chief Advisor Strategy.

Te Kura is organised into four wāhanga (areas):
- CE's Office
- Curriculum- including our Creative Services team
- Learning Delivery- with Regional Managers for our Southern, Central South, Central North, Northern, and Overseas and Early Childhood regions, and our Youth Transitions team
- Systems and Support- including Ākonga and Whānau Support, our Information Resourcing Group, Finance, and Human Resources.

As at 15 October 2021, Te Kura employed 777 kaimahi, permanent and fixed-term, covering the equivalent of approximately 570 full-time positions. This included 165 teacher aides and 18 additional teachers. Over half of our kaimahi were based in regional offices outside Wellington.

Ā mātou ākonga | Our students

The enrolment of ākonga is governed by section 68 of the Education and Training Act 2020 and is determined by the Ministry of Education's enrolment policy. The enrolment policy is reviewed as required by the Ministry of Education and Te Kura's Board of Trustees and is published by Gazette notice.

Student roll

In the 2021 calendar year Te Kura had a cumulative roll of 25,911 with approximately 15,100 ākonga enrolled at any one time. Te Kura's roll is diverse. We have ākonga who are geographically isolated, itinerant or living overseas. Our Full-Time ākonga also include those who have been alienated or excluded from a face-to-face school, those who have been referred by Ministry of Education Learning Support and Oranga Tamariki, and young parents.

The majority of Te Kura ākonga are of secondary school age. They include young adults (aged 16 to 19) as well as adult ākonga from all parts of New Zealand. Te Kura has a substantial number of dual-registered ākonga from primary and secondary schools who are enrolled for curriculum access, adaptation or extension. Through these enrolments, Te Kura has developed solid working relationships with many of the country's primary and secondary schools. The relationship with each school is based on a Partnership Agreement that formalises each party's responsibilities for ākonga education.

Te Kura has a large number of ākonga Māori – approximately 21% of the early childhood, 38% of the Full-Time year 1 to 6 roll and 45% of Full-Time year 7 to 13 enrolments. Pacific enrolments decreased slightly, to 6% in 2021, down from 7% in 2020. Our roll also includes ākonga who identify as being from a wide range of other ethnic groups.

Early childhood

Our early childhood enrolments encompass a diversity of lifestyle and socio-economic backgrounds. Approximately 88% of early childhood ākonga are from rural areas. Most go on to attend their local primary school. As part of the Ministry of Education (MoE) programme to increase participation in early childhood education, children who are ineligible under any other early childhood gateway may enrol at Te Kura with a Ministry referral. The MoE and Te Kura also provide a service of mentoring and resourcing to MoE-supported playgroups.

Years 1 to 6

In 2021, ākonga in years 1 to 6 made up approximately 15% of our Full-Time roll. We also deliver dual-registered curriculum services to a significant number of primary-aged ākonga.

Years 7 to 10

In 2021, ākonga in years 7 to 10 made up approximately 45% of our Full-Time roll. These ākonga generally enrol in Te Ara Hou, an integrated programme of work. Kaimanaaki ensure each ākonga covers all the curriculum areas and that they are ready for NCEA level courses in year 11.

Years 11 to 13

In 2021, ākonga in years 11 to 13 made up approximately 41% of our Full-time roll. We deliver dual-registered curriculum services to a substantial number of secondary ākonga to provide for curriculum access, adaptation or capability. Te Kura also provides secondary education to ākonga enrolled at attached units (including alternative education providers, teen parent units and activity centres), as well as ākonga with learning support needs (including through learning support and gifted gateways, regional health schools and specialist schools). Our years 11 to 13 roll includes a large number of young adults – aged 16 or over - who left the schooling system but have since chosen to return to school to gain specific credits or qualifications.

Summer School

Te Kura accepts short-term enrolments over the summer break for ākonga to earn additional credits or specific internal standards in NCEA.

Adults

Te Kura works with adult ākonga who enrol to gain specific credits, skills or qualifications. This group includes Department of Corrections adult enrolments.

Enrolment numbers at 31 December 2021

Enrolment type	2021 actual cumulative enrolments – All[1]	2021 actual cumulative enrolments – Māori	2021 actual cumulative enrolments – Pacific
Full-Time[2]	6079	2672	290
Adults[3]	2384	657	115
Young Adults	5943	1366	408
Fee-payers	203	17	2
Dual Year 1-8	510	194	26
Dual Year 9-13[4]	10239	3293	822
Early Childhood	553	114	3
Total	**25911**	**8313**	**1666**

1. These figures represent the total number of enrolments throughout the year, not a count of ākonga.
2. Full-Time actual enrolment numbers for 2020 were made up of approximately:
    5%   Learning Support
    13%   Year 0-6
    43%   Year 7-10
    39%   Year 11-13
3. Adult ākonga numbers include adult enrolments from the Department of Corrections.
4. Dual Year 9-13 actual enrolment numbers for 2020 were made up of approximately:
    29%   Subject not available
    13%   Attached units (includes alternative education, teen parent units and activity centres)
    24%   Learning support needs (includes regional health schools, gifted, specialist schools and exchange students)
    11%   Small class sizes
    23%   Other reasons (includes emergency staffing, psychological/psycho-social, reintegration).

Āpitihanga 2 - Tā mātou anga whakamahere | Appendix 2 - Our planning framework

Principles
- There is a line of sight from vision and strategic priorities through planning, monitoring and reporting to outcomes for ākonga.
- There is alignment of planning and budgeting.
- Kaimahi can see their work is connected to the vision and to outcomes for ākonga.
- The process is planned out, but we can make strategic changes as needed to respond to emerging ideas and developments in the education sector.
- We plan for the current year, and for future years.

Charter
- Our Charter provides an overview of our strategic direction and annual planning for our ākonga, whānau, kaimahi and education partners.

Strategic Plan
- Our strategic plan sets out objectives for each of our strategic priorities for the next three years.
- The strategic plan is informed by the analysis of our progress during the previous year and information gathered from kaimahi, ākonga and parents and whānau.

Annual Plan
- Our annual plan provides a high-level overview of our key themes for the year.
- Our annual development actions are held in a series of plans for each strategic priority, project, region and team. Regional plans also have more detailed ākonga targets which contribute to whole school progress indicators.

Monitoring
- Progress, challenges and next steps for each strategic priority are discussed regularly by Regional Managers and the Senior Leadership Team.
- Data relating to progress indicators is provided to all kaimahi through a weekly email, with detailed breakdowns available for particular teams, regions and groups of ākonga.

Reporting
- The Board receives a monthly report for each strategic priority and a monthly update on progress indicators.
- We summarise progress for each strategic priority in our Annual Report to our community. We also publish a summary of our NCEA achievements on our website.

Consultation and engagement
- We see consultation as an ongoing process, including diverse groups and methods. We plan to actively check in with different groups on particular issues, as well as taking opportunities as they arise.
- Our Regional Managers, Senior Leadership Team and Board members regularly meet with groups of ākonga and whānau. Feedback from these discussions is used to make immediate operational changes and to inform longer term planning.
- We survey ākonga, whānau, kaimahi and partner organisations at the end of each year about their views on Te Kura and future developments.
- In 2020, we reviewed our stakeholder engagement for Māori and Pacific groups. Actions are included in our planning.

Legislative requirements
- We monitor legislative compliance, including with the Education and Training Act 2020, through our legislative compliance framework.
- We have a Policy Framework with codes of conduct, Board procedures, governance policies, management guidelines and staff procedures.
- We actively monitor risks relating to Te Kura's strategic priorities and our two main operational risks (Cyber Security and Privacy, Health and Safety).

Education Work Programme
- The Government's 30-year objectives for education are: learners at the centre, barrier-free access, quality teaching and leadership, the future of learning and work, and world class inclusive public education.
- The Ministry of Education published updated strategies in 2020 including: Ka Hikitia-The Māori Education Strategy, Tau Mai Te Reo- The Māori Language Strategy and The Action Plan for Pacific Education.
- The Government published the National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) in November 2020. They set out the Government's priorities for education that will ensure the success and wellbeing of all learners. On 1 January 2023 the National Education Goals (NEGs) and National Education Guidelines (NAGs) will be replaced by a new school planning and reporting framework with clear links to the NELP.
- Te Kura's planning is informed by the Education Work Programme.