



**Te Kura**

TE AHO O TE KURA POUNAMU

THE CORRESPONDENCE SCHOOL

# **Te Tūtohinga me te Mahere ā-Tau 2020**

Charter and Annual Plan 2020

## Ngā Ihirangi | Contents

Tirohanga whānui nā te Heamana Poari me te Tumu Whakarae   Overview from the Board Chair and Chief Executive .....	3
Tō mātou wawata, ō mātou uara, ō mātou whakapono   Vision, values and beliefs .....	10
Ā mātou kaupapa matua rautaki   Strategic Priorities .....	11
Tā mātou anga whakamahere   Planning Framework .....	14
Mahere Rautaki 2020-2022   Strategic Plan 2020-2022 .....	16
Mahere ā-Tau 2020   Annual Plan 2020 .....	22
Ngā Tōtohu Kauneke   Progress Indicators .....	25
Tāpiritanga 1 - Mō Te Kura   Appendix 1 – About Te Kura .....	27
Āpitianga 2 – Te Kōmata o Whaitake   Appendix 2 – Te Kura Big Picture .....	32

## 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
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

Kua tino rangatira au i te whakatūnga hei Heamana Poari o tētahi whakahaere rongonui o Aotearoa i tino nui ai ngā panoni i ēnei tau 98 kua hipa, ā, e haere tonu ana hei whakahaere uruhi panonitanga i ngā ao o te tokomaha o ā tātou tamariki, rangatahi anō hoki.

Mai i te whakatūnga hei Heamana Poari i te mutunga o te tau 2019, e piki tonu ana taku mīharo ki ngā mahi e mahia nei i Te Aho o Te Kura Pounamu. Ka whāngaia tēnei Tūtohunga 2020 me te Mahere ā-Tau mā te Kura e aua mahi.

E aratakina ana mātou e te whakapono kei ia ākongā te motika kia ōrite tana whai wāhi ki te mātauranga kounga e āhei ai te puta o tōna ihu i te ao o āpōpō. Otirā, ki a mātou he pounamu ā mātou ākongā: he taonga e panonitia ana mā te ako.

Hei tautoko i tō mātou wawata mō ā mātou ākongā kua whakatakotoria e Te Kura ngā kaupapa matua rautaki e rima mō te 2019-2024.

Ko tētahi o aua rautaki ko te tāmau i te ako Tirohanga Whānui o Te Kura – te ara nā mātou i kōwhiri ki te whakarato i ngā akoranga tūturu, whaiaro hoki. I te otinga atu o tā mātou whakamātau ako Tirohanga Whānui e whā tau te roa, ka whiwhi mātou i te pūtea \$2.6 miriona mai i te Kāwanatanga i te tau 2019 mō ētahi atu tau e whā. He tohu tērā o tō te kāwanatanga whakamanawa ki tō mātou kaha ki te whakarato hōtaka mātauranga whaikiko, hāngai anō hoki ki te tautoko i ērā ākongā e takeo haere ana ki te mātauranga.

Ka taea hoki te whakarite kia hira tonu tō mātou pāpātanga ki te tokomaha o ngā tamariki, taiohi hoki. Nō reira, ko ētahi atu kaupapa matua e rima ko te haere tonu o tō Te Kura aro ki Ngā Taiohi, ina koa ērā kāore e whai wāhi ana ki te mātauranga, te hunga mahi, te whakangungu rānei. Ka āhei ngā Taiohi katoa 16 – 19 tau te pakeke te kōwhiri ki te ako i Te Kura, mō te kore utu.

I te tau 2019 ka para huarahi hou mātou ki roto i tō mātou rautaki taiohi – mā te whakawhanake mōhiohio mō te hunga whai pānga me te torotoro i ngā pātuitanga ki ētahi atu umanga e mahi ana me ngā taiohi.

I te mea e kī ana te 50% o ā mātou ākongā he Māori rātou, e kitea ana te reo me ngā tikanga Māori hei kaupapa matua, nā reira e ū ana ki te mahi hei whakahaere reorua.

He kaupapa matua anō hoki ngā ākonga Moananui-a-Kiwa ki Te Kura, me tā mātou whakapau kaha haere tonu ki te whakatutuki i ngā whāinga o tō mātou Rautaki Moananui-a-Kiwa. Mā mātou e whakarite kia kitea tūturutia e ō mātou aiga me ā mātou ākonga Moananui-a-Kiwa ko rātou anō hei tino wāhanga o tō mātou whakahaere.

Ko tā mātou kaupapa matua tuarima ko Te Kōrero i ā mātou Kōrero. Kua mōhio haere au hei Heamana Poari ki te maha o ō Te Kura kōrero whakamīharo hei kōrero atu, mā te whānuitanga hoki o ngā momo pāpāho.

I runga anō i tērā, mā ngā momo whakawhitiwhiti kōrero taketake anō hoki pēnei i ngā pānuitanga pāpāho, ngā pānuitanga whakatairanga, me ētahi atu momo whakatairanga, e ngana ana mātou kia nui ake te horapa o aua kōrero i runga i ngā pāhopori, mā ngā pāhopori anō hoki. He whai wāhitanga hira te Kura Raumati o Te Kura hei whakaatu i Te Kura i tua atu i te raumati anō, ki ērā ākonga hoki kua whakaarotauhia e mātou.

I te 2019 ka kite mātou i te otinga o ētahi arotake hira ki roto i ētahi wāhi o te rāngai mātauranga, pēnei i te arotake o Ngā Kura mō Āpōpō, te "taupū tōkeke" hou hei whakakapi i te pūnaha ā-rōpū ngahuru o nāianei, me ngā huringa ki te NCEA.

Tērā tonu pea ka pāngia Te Kura e te katoa o ēnei, ā, ka tāria e mātou te whakatinana i ngā whai wāhitanga mātauranga hou i a mātou e ngana tonu ana kia papai rawa ka taea ā mātou mahi mō ā mātou ākonga.

I feel very privileged to have been appointed as the Board Chair of a New Zealand institution that has made such a remarkable transformation over the past 98 years, and that continues to be such a transformative force for change in the lives of many of our tamariki and rangitahi.

Since becoming Board Chair towards the end of 2019, I have been increasingly impressed by the work that is taking place at Te Aho o Te Kura Pounamu. That work feeds into this 2020 Charter and Annual Plan for Te Kura.

We are guided by the belief that every learner has the right to equitable access to high quality education that enables them to be successful in the future world. Indeed, we see our ākonga as precious greenstone, a treasure undergoing change through learning.

To support our vision for our ākonga, Te Kura decided on five strategic priorities for 2019-2024.

One of those strategies is to embed Te Kura Big Picture learning – our chosen approach for delivering authentic and personalised learning. With the conclusion of our four-year Big Picture learning pilot in 2018, we received Government funding of \$2.6 million in 2019 for a further four years, a vote of confidence in our ability to deliver meaningful and relevant educational programmes to support learners at risk of disengaging from education.

We also have the opportunity to have a significant impact on many young people, and another of our five priorities is to continue Te Kura's focus on Young Adults, particularly those not in education, employment or training. Any Young Adult aged 16 – 19 can choose to come to Te Kura, free of charge.

In 2019, we made inroads into our young adult strategy – developing information for stakeholders and investigating partnerships with other agencies that are working with young adults.

With 50 per cent of our ākonga identifying as Māori, we recognise ākonga Māori as a priority and we are committed to becoming a bilingual organisation.

Pacific learners are also a priority for Te Kura, and we will continue to work to realise the goals of our Pacific Strategy. We will ensure that our Pacific aiga and ākonga see themselves authentically reflected throughout the organisation.

Our fifth priority is Telling our Story. As I have become aware, in my time so far as Board Chair, Te Kura has many wonderful stories to tell and on a range of platforms.

To that end, as well as through traditional communications such as media releases, advertising and other promotions, we are trying to have a much greater presence in and through social media. Te Kura Summer School has been a great opportunity to showcase Te Kura beyond the summer, including to those ākonga we have prioritised.

In 2019, we saw the outcome of some significant reviews of parts of the education sector, such as the review of Tomorrow's Schools, the new 'equity index' to replace the current decile system, and changes to NCEA.

All of these are likely to have an impact on Te Kura and we look forward to implementing new educational opportunities as we continue in our determination to strive to do our best for our ākongā.

Nākū noa, nā



Barbara Ala'alatoa  
**Heamana Poari**

He mea tino whakawaireka i te tau 2019 taku kite i te tino nui o te koke ki te whakatinana i ā mātou kaupapa matua rautaki i whakapūmautia i te tau kotahi i mua.

Ka whakatakoto te Tūtohi me te Mahere ā-Tau mō Te Kura i tā mātou mahere mō te 2020, ā, kua rite ināianei ki te tāmau me te turuki i aua kaupapa matua e tautoko ana i tō mātou wawata kia pahawa i ngā ākongā o rātou anō whāinga mātauranga, whaiaro anō hoki. Mā reira e āhei ai rātou te whai wāhi i runga i te tōtika hei mema o o rātou hapori.

Kua whakakaha tonutia tō mātou ū ki tō mātou rapunga whakaaro mātauranga, te Tirohanga Whānui o Te Kura, tērā ka whakarite ko te ākongā te iho o ngā akoranga katoa. I te tau nei kua tahuri ki te whakatinana katoa i te Tirohanga Whānui mā te whakarite ka whakarawe paitia, ka tautokona ērā ka tauwhitiwhiti tika atu ki ā mātou ākongā ki te whakarato i te hōtaka, he mea hanga me te whakapuaki e ngā tīma whakawhiti marau.

Ko te mutunga iho o tā mātou Arotake Marautanga, i tū puta noa i te nuinga o te tau 2019, ko te otinga o tā mātou hoahoa marautanga, tōna whakawhanaketanga me te whakapuakanga puta noa i Te Kura hei whakarite kia whakarawe katoatia, kia āta tautokona ērā ka tauwhitiwhiti tika atu ki ā mātou ākongā, ki te whakapuaki i ngā akoranga Tirohanga Whānui.

E mau tonu ana ki tō mātou ū kia mahi hei whakahaere reorua e whakapuaki ana i te *Rautaki Reorua* hei takoha atu ki te whakarauora me te toitūtanga o te reo Māori.

I te tau kua hori, kua whakanuia te maha o ngā whakaurunga ki roto i ngā Kaupapa Māori, ko te whāinga ko te whai i ngā tikanga me te āhukahuka i te angitu hei Māori. Kua whakarohaina ā mātou tukunga i te whā wāhi ako i te tīmatanga o te 2019 ki te 11 wāhi ako i te 2020 – Tikanga, Manaaki Marae, Environment Māori, Tourism Māori, Hauora, Māori Performing Arts, Te Reo Māori, Whenua, Tāniko me Raranga.

E tautoko ana ētahi atu whāinga rautaki i tō mātou wawata mō ā mātou ākongā, tae atu ki ngā ākongā Moananui-a-Kiwa, he rōpū whakaarotau anō mā Te Kura. He takunetanga te Wiki o te Reo Hāmoa i Haratua 2019 ki te whakatairanga i te akoranga hou, i Gagana Sāmoa, kātahi tonu ka tīmataria i te NCEA Taumata 1. Hei te 2020 ka whakaurua te Anga Matatau Ahurea Tapasā ki Te Kura hei utauta whakapakari i te matatau o ngā ākongā Moananui-a-Kiwa. Kua tīmata anō hoki te hanga pātuitanga ki ngā umanga kaiwhaipānga, me te arotahi ki te whakawhanaunga tika atu ki ngā kiriawe me ngā kaiwhakatakoto whakatau i ngā hāpori Moananui-a-Kiwa.

E aro tonu ana mātou ki ngā Taiohi – 19 ki te 19 ngā tau, ina koa ērā kāore i te mahi, kāore i te whai i te mātauranga, whakangungu rānei. Kei te whai rangapū matou ki ngā whakahaere e mahi tahi ana me ngā taiohi, me tā mātou ngana tonu ki te mahi tahi ki ngā taiohi kia mārāma ake ai rātou ki ngā kōwhiringa e wātea ana ki a rātou i Te Kura.

Kei te whakapakari i te raukaha o ā mātou pūnaha. Hei kura tuihono, he mea hira kia tino pai rawa ka taea tā mātou whakamahi i te hangarau ki te tautoko i ō mātou kaiako me ngā akoranga. Kua hira tā mātou koke i te panonitanga mai i te whakahaere pōhi rauemi atu ki tērā e whakapuaki tuihono ana i ngā rauemi. Hei wāhanga o tā mātou kaupapa Haerenga Ākongā, kua whakamatihikotia te nuinga o ngā mōhiohio whakaurunga mō ngā ākongā hou, e whakaata ana i te āhua tuihono piki haere o tō mātou kura me ā mātou ākongā.

Ko tā mātou kaupapa whāinga rautaki tuarima ko Te Kōrero i ā Mātou Kōrero. I tēnei tau ka haere tonu tā mātou whakatutuki i taua whakaarotau, mā te whakawhanake i ētahi atu ihirangi, te whakanui i te maha o ngā kōrero mō Te Kura ka whakaputaina ā-waho, tae atu ki te moheni Ngā Kaitaki Kura, i roto hoki i rawa pāpāho. Ka whakapakari i tā mātou ū tōpū ā te 2019 ki te whakamahi pāhopori ki te kōrero i tā mātou kōrero, ina koa mō ngā paetae ākongā. Mā te whakamahi i Pukamata, Tīhau me Kapoata e kaha ake ai tō mātou kitea i ngā pāhopori, ā, he tino whakamanawa ā mohoa noa nei te urupare ki tēnei. He takunetanga hira tō mātou Kura Raumati, kei tōna tau tuarima ināiane, ki te whakatairanga i Te Kura.

Kei te uho o Te Kōrero i ā Mātou Kōrero ko te aweko nui atu ki tā Te Kura e tuku ai, ina koa mō te hunga taiohi, ngā ākongā Moananui-a-Kiwa me te Māori, ngā whānau me ngā hāpori. Ko tōna tikanga anō hoki, me whakanui i tā mātou whai wāhi ki ngā kaiwhaipānga me ō mātou hoa pēnei i te Tāhuhu o te Mātauranga me ērā atu umanga mātauranga.

Hei te tau 2020 e haere tonu ana tā mātou kōrero i ā mātou kōrero i runga i te whakahīhi ki ā mātou ākonga, me ā rātou paetae, ahakoa he iti te tūponotanga i ētahi wā ka pahawa ērā.

It has been very gratifying over 2019 to see such significant progress on our key strategic priorities, set in place just a year ago.

This Charter and Annual Plan for Te Kura lays out our plan for 2020, with the stage now set for us to embed and re-enforce those priorities, all of which support our vision that ākonga achieve their educational and personal goals, enabling them to participate effectively as members of their communities.

We have increasingly upscaled our commitment to our educational philosophy, Te Kura Big Picture, which puts ākonga at the centre of their learning. This year we have moved to fully implement Big Picture by ensuring that those directly engaged with our ākonga are equipped and supported to provide the programme, created and delivered through cross-curricular teams.

Our Curriculum Review, which took place over most of 2019, has resulted in a final structure of curriculum design, development and delivery across Te Kura to ensure those directly engaged with our ākonga are fully equipped and supported to deliver Big Picture learning.

We remain determined in our commitment to become a bilingual organisation and delivering *Te Rautaki Reorua* to contribute to the revitalisation and sustainability of te reo Māori.

In the past year, we have scaled up enrolments in Kaupapa Māori, aimed at continuing traditions and acknowledging success as Māori, extending offerings from four learning areas at the start of 2019 to eleven areas in 2020 – Tikanga, Manaaki Marae, Environment Māori, Tourism Māori, Hauora, Māori Performing Arts, Te Reo Māori, Whenua, Tāniko and Raranga.

Other strategic goals support our vision for our ākonga, including Pacific learners, another priority group for Te Kura. Samoan Language Week in May 2019 was an opportunity to promote Te Kura's newly introduced Gagana Sāmoa course at NCEA Level 1. In 2020 we will introduce the Tapasā Cultural Competency Framework at Te Kura as a tool to build the capability of all kaiako of Pacific learners. We have also begun building partnerships with stakeholder agencies and are focusing on forming direct relationships with influencers and decision makers in Pacific communities.

We continue our focus on Young Adults – 16 to 19- year-olds, particularly those not in a job, education, or training. We have embarked on partnerships with organisations working with young people, and we are constantly trying to engage with young adults to raise awareness of Te Aho o Te Kura Pounamu | Te Tūtohunga me te Mahere ā-Tau 2020 | Charter and Annual Plan 2020



what options are available to them at Te Kura.

We are building our systems capability. As an online school, it is important that we make the best use of technology to support our kaiako and learning. We have made significant strides in our transition from postal to online delivery of resources for our ākongā. As part of our Student Journey project, enrolment information for new ākongā has largely become digital, reflecting the increasingly online nature of our school and our ākongā.

Our fifth strategic goal is Telling Our Story. This year, we will continue to tackle this priority with more content developed and with an increase in numbers of stories on Te Kura being published externally, including in the Education Gazette, the School Trustees magazine, and in the media. We will build on our concerted effort in 2019 to use social media to tell our story, particularly ākongā achievement. Through Facebook, Twitter and Instagram we have upped our presence on social media and the response so far is very encouraging. Our Summer School, now in its fifth year, creates a great opportunity to promote Te Kura.

At the heart of Telling Our Story is creating a much greater awareness of what Te Kura can offer, particularly for young adults, Pacific and Māori learners, whānau and communities. It also means increasing our engagement with stakeholders and partners such as the Ministry of Education and other education agencies.

In 2020, we will continue to tell our story with a real sense of pride in our ākongā and what they achieve, often against the odds.

Ngā mihi nui

A handwritten signature in green ink, appearing to read 'Mike Hollings', written in a cursive style.

Mike Hollings  
**Tumu Whakarae**

## **Tō mātou wawata | Our vision**

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

## **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 strategic 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 21<sup>st</sup> century.

## Ā mātou kaupapa matua rautaki | Our strategic priorities

In 2018, Te Kura’s Board of Trustees identified five strategic priorities that are the focus of our work from 2019-2024: 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. We also have three strategic focus areas: Māori success, Pacific success and Learning Support.

### Implement Big Picture learning

Big Picture learning is Te Kura’s chosen approach to delivering authentic and personalised learning experiences to our ākonga. Big Picture learning delivers cross-curricular, project-based learning built around ākonga passions and interests; and builds on the Authentic Learning strategic priority in our previous strategic plan.

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

We have developed a pedagogical framework called Te Kōmata o Whaitake that describes the mātāpono (principles) of Te Kura Big Picture. These principles draw on tikanga Māori and provide the cultural foundation for Te Kura Big Picture practice:

<i>Whakamana</i>	<ul style="list-style-type: none"><li>• Empowering and enabling the mana of each ākonga and their whānau by respecting their voice, choice and diversity.</li></ul>
<i>Kotahitanga</i>	<ul style="list-style-type: none"><li>• Uniting all aspects of ākonga wellbeing through learning experiences that nurture and develop each ākonga.</li></ul>
<i>Whaitake</i>	<ul style="list-style-type: none"><li>• Creating pathways with ākonga and whānau that are directly relevant to their needs, interests and aspirations.</li></ul>
<i>Whakawhanaungatanga</i>	<ul style="list-style-type: none"><li>• Developing mutually respectful relationships that uphold the mana of everyone.</li></ul>
<i>Māramatonutanga</i>	<ul style="list-style-type: none"><li>• Building new knowledge, understanding and skills.</li></ul>

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

Te Kura Big Picture provides ākongā with:

- A kaimanaaki who is their first point of contact and responsible for the development, overview and cohesiveness of their learning programme
- A learning programme that is personalised, strength 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**

Over 80,000 New Zealanders under the age of 25 are not in employment, education, or training (NEET)<sup>2</sup>. There is a significant opportunity 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.

### **Te Rautaki Reorua | Become a bilingual organisation**

We are committed to delivering *Te Rautaki Reorua* to contribute to the revitalisation and sustainability of te reo Māori. 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 and ensure ākongā Māori feel comfortable, valued and able to achieve their potential.

Te Kura has a high proportion of ākongā Māori and recognises ākongā Māori as a priority. The public sector also has obligations under Te Ture mō Te Reo Māori 2016 to deliver the Maihi Karauna strategy<sup>3</sup>.

---

<sup>2</sup> <https://www.stats.govt.nz/news/rates-of-young-men-and-women-not-earning-or-learning-converge>

<sup>3</sup> <https://www.tpk.govt.nz/en/a-matou-kaupapa/maihi-karauna>

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.*

**Build systems capability**

Te Kura is an online, ICT-oriented organisation. We need to keep up with, and make best use of, systems and technology for the benefit of our ākongā.

We have made the transition from paper-based to online delivery of teaching for our Curriculum Level 1-5 and NCEA courses. Implementing Big Picture learning requires further developments in online platforms to support ākongā engagement and learning.

**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 will build our presence and engagement on social media and have a presence at selected 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 ākongā, whānau and the community. We will continue to support kaimahi to attend and present at conferences that have relevance to our work.

## Tā mātou anga whakamahere | Our planning framework

### *Principles*

- There is a line of sight from vision and strategic priorities through planning, monitoring and reporting to outcomes for ākongā.
- There is alignment of planning and budgeting.
- Kaimahi can see their work is connected to the vision and to outcomes for ākongā.
- 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 ākongā, whānau, kaimahi, Board of Trustees 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, ākongā and parents and whānau.

### *Annual Plan*

- Our annual plan provides a high level summary of our key development actions for each strategic priority.
- The Te Kura annual plan is supported by operational plans held by regional teams, business function teams and project teams. Regional plans also have more detailed ākongā targets which contribute to whole school progress indicators.

### *Monitoring*

- Progress, issues and next steps for each strategic priority are discussed fortnightly 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 ākongā.

### *Reporting*

- The Board receives a monthly report on progress, issues and next steps 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*

- We are becoming more proactive in seeking feedback about our overall direction and about the progress we are making in meeting the needs of our ākongā.
- We see consultation as an ongoing process, including diverse groups and methods. We want to actively check in with different groups on particular issues, as well as taking opportunities as they arise.
- In 2019, we sought the views of ākongā and whānau on their enrolment experience. Their input informed changes to the enrolment process as part of our Student Journey project. We also surveyed kaiako on their confidence and capability in delivering Te Kura Big Picture learning. The feedback we received enabled us to plan tailored PLD, develop resources and share good practice. We engaged with ākongā, whānau, kaimahi and sector partners about our key objectives for 2020 through our charter consultation.
- In 2020, we will plan our engagement over the year with our ākongā, whānau, kaimahi and sector partners.

### *Legislative requirements*

- We monitor legislative compliance, including with National Administration Guidelines (NAGs), 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 Portfolio Work Programme*

- The Government's vision for the education portfolio is a high quality, fair, and inclusive education system that provides all New Zealanders with learning opportunities and prepares them for the future.
- Te Kura's strategic goals and priorities align with this vision and are closely connected to the elements of the work programme.
- The Education Portfolio Work programme is made up of big reviews, medium term strategies, and some key initiatives already underway.
- We are responding to each part of the programme as it evolves, engaging in consultation and updating our planning as required.

# Strategic Plan 2020–2022

## 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

### Vision

Ākonga achieve their educational  
and personal goals, enabling them  
to participate effectively as  
members of their communities.

### Te Kura Big Picture

**Whakamana:** Learner 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

Implement Big  
Picture learning

Become a  
bilingual  
organisation

Focus on 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 2020-2022 | Strategic objectives 2020-2022

2020	2021	2022
<b>Strategic priority:</b>		
<b>Implement Big Picture learning</b>		
<ul style="list-style-type: none"> <li>• Te Kura Big Picture (TKBP) introduced to all Early Childhood-Year 10 Full-Time ākonga</li> <li>• TKBP is the established approach for all ākonga</li> <li>• New Curriculum roles are established and develop new ways of working to support TKBP mātāpono with ākonga at the centre</li> <li>• A shared vocabulary is developed for talking about curriculum in relation to TKBP</li> <li>• The big ideas in each curriculum learning area and their connection to TKBP are articulated</li> <li>• TKBP assessment for learning strategy is designed and developed, initially focusing on Early Childhood, Y1-10 and Learning Support</li> <li>• Our response to the review of NCEA achievement standards identifies opportunities to embed our TKBP approach in assessment for qualifications</li> <li>• Ākonga wellbeing is actively supported through strengths-based curriculum design and delivery</li> <li>• Kaiako capability and confidence in Te Kura Big Picture pedagogy has made an overall positive shift</li> <li>• There is a regional and national PLD plan to support the capability building of kaiako</li> <li>• Support is in place for cross curricular learning in regional teams</li> <li>• The quality of TKBP pedagogy is reviewed regularly</li> </ul>	<ul style="list-style-type: none"> <li>• New ways of working are embedded leading to acceleration in outcomes</li> <li>• The big ideas in each curriculum learning area are part of the personalisation of TKBP curriculum design and delivery</li> <li>• Our response to the review of NCEA achievement standards results in opportunities to strengthen our TKBP approach in assessment for qualifications</li> <li>• TKBP assessment for learning strategy is designed and introduced for Y11-13 and refined for Early Childhood, Y1-10 and Learning Support</li> <li>• Ākonga wellbeing is actively supported through strengths-based curriculum design and delivery</li> <li>• Curriculum connections are a key feature of TKBP for ākonga</li> <li>• Regions are leading the review of the quality of TKBP pedagogy</li> <li>• All Te Kura fulltime ākonga and kaiako are using My Korowai</li> <li>• TKBP pedagogy is used with dual ākonga</li> <li>• All ākonga are enrolled and engaged quickly with their learning</li> <li>• Ākonga and whānau are working in partnership with kaiako to develop and reflect on learning programmes</li> </ul>	<ul style="list-style-type: none"> <li>• New ways of working are embedded leading to acceleration in outcomes</li> <li>• The big ideas in each curriculum learning area are part of the personalisation of TKBP curriculum design and delivery</li> <li>• Our response to the review of NCEA achievement standards provides opportunities to further strengthen our TKBP approach in assessment for qualifications</li> <li>• TKBP assessment for learning strategy is operational</li> <li>• Te Kura is supporting other educators to implement Big Picture across Aotearoa New Zealand</li> <li>• Te Kura is reviewing TKBP pedagogy to further strengthen outcomes for ākonga</li> </ul>

<ul style="list-style-type: none"> <li>• My Korowai is used by Early Childhood-Year 8 fulltime ākonga and kaiako</li> <li>• My Korowai is on the landing page for all Full-Time students and is the basis for their personalised programme</li> <li>• A Learning Object Repository is available to kaiako to personalise learning programmes</li> <li>• Full-Time ākonga enrolment and engagement is within five working days</li> <li>• Continuous reporting is available to all ākonga</li> <li>• There is an attendance tool available to capture student attendance at huinga ako, STAR, Gateway, Trades Academy, job shadowing and Internships</li> <li>• Ākonga and whānau voice is used to identify further opportunities to strengthen TKBP</li> </ul>	<ul style="list-style-type: none"> <li>• Ākonga have personalised timeframes linked to their personalised learning programmes</li> <li>• Continuous reporting is available to all ākonga and whānau</li> <li>• Leaving to Learn is a key feature of TKBP learning programmes for ākonga</li> <li>• TKBP is available in Te Reo Māori</li> <li>• Ākonga and whānau voice is used to identify further opportunities to strengthen TKBP</li> </ul>	
<b>Focus on Young Adults and NEET</b>		
<ul style="list-style-type: none"> <li>• Measurable gains in engagement and achievement of Young Adults</li> <li>• Current programmes further developed to support Young Adults' engagement and achievement</li> <li>• Ākonga voice informs developments in projects including onboarding</li> <li>• Organisations working with young people have current information about Te Kura opportunities and pathways</li> <li>• Awareness of opportunities at Te Kura for young Pacific people is raised</li> <li>• Summer School enables ākonga to progress in their chosen pathway</li> </ul>	<ul style="list-style-type: none"> <li>• Measurable gains in engagement and achievement of Young Adults</li> <li>• Current programmes further developed to support Young Adults' engagement and achievement</li> <li>• Summer School enables ākonga to progress in their chosen pathway</li> </ul>	
<b>Become a bilingual organisation</b>		
<ul style="list-style-type: none"> <li>• Staff have made measurable progress in Te Reo Māori proficiency</li> </ul>	<ul style="list-style-type: none"> <li>• Te Kura Big Picture is available in Te Reo Māori</li> </ul>	<ul style="list-style-type: none"> <li>• Te reo Māori language courses for all levels are provided</li> </ul>

<ul style="list-style-type: none"> <li>• There are established waahi (domains) for Te Reo Māori</li> <li>• Bilingual signs are visible across all physical spaces in Te Kura</li> <li>• All staff are involved in Te Reo Māori learning</li> <li>• Te Kura Te Tiriti o Waitangi policy is implemented</li> <li>• Key Māori events are celebrated</li> </ul>	<ul style="list-style-type: none"> <li>• Te reo Māori language courses for all levels are provided</li> <li>• Key Māori events are celebrated</li> </ul>	<ul style="list-style-type: none"> <li>• Key Māori events are celebrated</li> </ul>
<p><b>Build systems capability</b></p>		
<ul style="list-style-type: none"> <li>• System development supports assessment and reporting against national curriculums and TKBP curriculum</li> <li>• My Te Kura including Te Ara Tipu is the springboard for learning for curriculum levels 1-4+</li> <li>• My Te Kura including My Early Childhood is the springboard for learning for early childhood</li> <li>• Ākonga enrolment in curriculum third party platforms is automated</li> <li>• Student Journey processes and systems are reviewed and updated as needed so that ākonga experience a positive, effective onboarding process</li> <li>• The Learning Support database has visibility of automation of identification of LS ākonga, automation of agency processes, and updated business processes</li> <li>• Salesforce is in place to support Human Resources (HR), Finance and Creative Services helpdesks</li> <li>• The possible use of Salesforce for regional administration is investigated</li> <li>• Staff use Skype for Business for communications and virtual meetings</li> </ul>	<ul style="list-style-type: none"> <li>• System development supports assessment and reporting against national curriculums and TKBP curriculum</li> <li>• Ākonga access to diagnostic tools is automated</li> <li>• Student Journey processes and systems are reviewed and updated as needed so that ākonga experience a positive, effective onboarding process</li> <li>• Salesforce development supports a 360° view of ākonga information</li> </ul>	<ul style="list-style-type: none"> <li>• System development supports assessment and reporting against national curriculums and TKBP curriculum</li> <li>• Our SMS (student management system) is fully depreciated</li> </ul>

<ul style="list-style-type: none"> <li>• AI (artificial intelligence) functionality is explored</li> <li>• Remote working arrangements are implemented</li> <li>• Our HR system review and improvement plan is confirmed</li> <li>• Phase two automation of finance processes is implemented</li> <li>• The possible transfer of finance systems to the cloud is investigated</li> </ul>		
<b>Tell our story</b>		
<ul style="list-style-type: none"> <li>• Young Adults, including those who are NEET, are aware of what Te Kura has to offer and how we can support them</li> <li>• Our intranet is easy to use and supports Te Kura kaimahi to tell our story</li> <li>• Our website is easy to use and informative</li> <li>• Te Kura’s educational opportunities are understood by our partners and stakeholders</li> <li>• A strong presence on social media is maintained</li> <li>• A strong presence at key events such as Te Matatini is maintained</li> <li>• Te Kura kaimahi are supported to present at selected conferences and other forums</li> <li>• Collateral is available for kaimahi to use and distribute, and is tailored to different audiences</li> </ul>	<ul style="list-style-type: none"> <li>• Te Kura’s educational opportunities are understood by our partners and stakeholders</li> <li>• A strong presence on social media is maintained</li> <li>• A strong presence at key events such as Te Matatini is maintained</li> <li>• Te Kura kaimahi are supported to present at selected conferences and other forums</li> <li>• Collateral is available for kaimahi to use and distribute, and is tailored to different audiences</li> </ul>	<ul style="list-style-type: none"> <li>• Te Kura’s educational opportunities are understood by our partners and stakeholders</li> <li>• A strong presence on social media is maintained</li> <li>• A strong presence at key events such as Te Matatini is maintained</li> <li>• Te Kura kaimahi are supported to present at selected conferences and other forums</li> <li>• Collateral is available for kaimahi to use and distribute, and is tailored to different audiences</li> </ul>
<b>Strategic focus area:</b>		
<b>Māori Success</b>		
<ul style="list-style-type: none"> <li>• Measurable gains in engagement and achievement of ākongā Māori</li> <li>• Regional partnerships in place to support ākongā Māori</li> </ul>	<ul style="list-style-type: none"> <li>• Measurable gains in engagement and achievement of ākongā Māori</li> <li>• Measurable gains in the participation of ākongā Māori in Te Kura Big Picture</li> </ul>	<ul style="list-style-type: none"> <li>• National and regional PLD is in place to further develop kaimahi capability</li> </ul>

<ul style="list-style-type: none"> <li>• Consultation in place with Māori communities</li> <li>• Curriculum offerings respond to the cultural diversity of ākonga Māori</li> <li>• National and regional Professional Learning and Development (PLD) is in place to further develop kaimahi capability</li> <li>• Ākonga and whānau voice is used to identify further opportunities to strengthen our engagement</li> </ul>	<ul style="list-style-type: none"> <li>• National and regional PLD is in place to further develop kaimahi capability</li> </ul>	
<b>Pacific Success</b>		
<ul style="list-style-type: none"> <li>• Pacific Stakeholder Engagement and Communications Plan reviewed and updated for 2020 actions</li> <li>• Pacific Strategy implemented with updated 2020 actions</li> <li>• Kaimahi PLD reviewed</li> <li>• Samoan NCEA level 2 available online</li> <li>• Measurable gains in engagement and achievement of Pacific students</li> <li>• Consultation in place with Pacific communities</li> <li>• Curriculum offerings respond to the cultural diversity of Pacific ākonga</li> <li>• Ākonga and whānau voice is used to identify further opportunities to strengthen our engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Measurable gains in engagement and achievement of Pacific ākonga</li> <li>• Samoan NCEA level 3 available online</li> <li>• Measurable gains in the participation of Pacific ākonga in Te Kura Big Picture</li> <li>• National and regional PLD is in place to further develop kaimahi capability</li> </ul>	<ul style="list-style-type: none"> <li>• National and regional PLD is in place to further develop kaimahi capability</li> </ul>
<b>Learning Support</b>		
<ul style="list-style-type: none"> <li>• System for sharing of successes and issues is in place for Learning Support team leaders</li> <li>• Existing recording and reporting systems are reviewed</li> </ul>		

## **Mahere ā-Tau 2020 – Ngā mahi whakawhanake matua | Annual Plan 2020 – Key development actions**

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

Here we will highlight some of our key development actions for 2020:

- In 2019, we reviewed our support for teaching and learning. Following consultation with kaimahi we developed a new model for curriculum design, development and delivery across Te Kura, including the establishment of National and Regional Leaders of Learning. The model will ensure those directly engaged with our ākonga are well-equipped and supported, and build the foundation for a way of working that scales up, consolidates and accelerates the implementation of Te Kura Big Picture (TKBP) to the benefit of all ākonga and whānau. In 2020, the new roles in this model will be in place and will plan together to support curriculum and pedagogy, learning systems, and our assessment strategy. We see this development taking three years, with ongoing review and evaluation during that time.
- The first phase of the Te Kura assessment strategy will be developed in 2020.
- In 2020, we will articulate the big ideas in each curriculum learning area and their connection to TKBP.
- In 2019, we supported the continued development of Te Kura Big Picture practice through regional TKBP champs and Team Leaders, sharing updates, and Professional Learning and Development (PLD) for all kaiako. In 2020, we will continue to evolve and improve our practice through the newly established National Leaders of Learning. We will implement a self-review programme with a focus on quality practice to inform and drive improvement cycles. We surveyed kaiako in mid 2019 about their confidence and capability in implementing TKBP, we will run the survey again in mid 2020 to see what has changed for kaiako and to gather information to inform further PLD.
- The Student Journey project was set up in 2019 to identify opportunities to improve the journey of all ākonga into and through Te Kura. In 2020, we will introduce a partially automated system for enrolling ākonga to ensure they are enrolled, contacted and gain access to their chosen learning programme as quickly as possible.
- As well as the automation of processes to improve ākonga enrolment experience, we will be working on systems improvements to minimise administrative processes and to access Te Kura data sources to enhance information management.

- In 2020, we will design a tool for capturing all ākongā information in one place, including their attendance at huinga ako, internships, work experience, voluntary work, and Trades Academy courses. This will provide a more holistic picture to support kaimanaaki and kaiako to engage and plan with each ākongā.
- We have developed a Learning Object Repository (LOR) which will be fully operational in 2020. The LOR is an important enabler of Big Picture learning; it stores learning content in a way that supports kaiako to develop project-based cross-curricular learning programmes for ākongā based on their interests and needs. In 2020, we will explore the use of the LOR to support learning design and delivery for Early Childhood and Years 1-10. We will work with kaiako to build guidelines for the effective use of the LOR in responding to ākongā interests while also addressing foundational learning needs.
- Our policy statement on Te Tiriti o Waitangi will be finalised and implemented in 2020. The statement will emphasise our ongoing commitment to actively engage with the principles of Te Tiriti throughout all aspects of the school.
- As part of Te Rautaki Reorua, our bilingual strategy, we will increase the visibility of te reo Māori through signage and establishing waahi (areas for speaking te reo Māori) across Te Kura.
- In 2019, we established *Ngā Tohu o Te Aho – Te Aho o Te Kura Pounamu Te Reo Māori Recognition Awards*. The purpose of *Ngā Tohu o Te Aho* is to recognise Te Kura staff who have made a significant contribution to the revitalisation of te reo Māori at Te Kura throughout the year. In 2020, to support further participation, we will establish and implement an organisational language plan across Te Kura (Te Taura Whiri model) and a te reo Māori competency framework for kaimahi to use to review and evaluate their progress.
- Te Kura will continue to work with other education agencies on the development of Ka Hikitia – The Māori Education Strategy and Tau Mai Te Reo – The Maori Language Strategy. These strategies are due to be released by the Government in 2020.
- In 2019, we met with the Ministry of Pacific Peoples (MPP) about our shared focus on young adults, including those who are NEET. In 2020, we will work with MPP on our pedagogical approach to language learning; MPP will promote Te Kura’s Samoan course through social media, provide Te Kura with regional introductions and work with Te Kura on our Pacific pathways workstream.
- We will use our growing network of Pacific relationships to engage with Pacific groups to understand any barriers to enrolment and to provide information about opportunities at Te Kura.

- To support telling our story we will refresh our website landing pages to make it more intuitive and informative for visitors, update our intranet to make information about Te Kura easier to find for kaimahi, continue to build a strong presence on social media, and continue to proactively promote stories about Te Kura to the media.
- Te Kura's Summer School has been running since 2014/2015. Ākonga are able to enrol over the summer break to earn additional credits for specific internal standards in NCEA. In 2019, we targeted information to secondary schools, tertiary providers (including TEC) and youth services to ensure that young adults know about Summer School. In 2020, we expect to increase the number of enrolments and the number of ākonga who are then able to enter their chosen course or employment due to credits achieved through Summer School.



## 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 enrolls 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 four 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. Over 2019, we progressively introduced My Korowai for our ākonga in Y11-13 and Y9-10. We are developing further versions of My Korowai for early childhood, primary and Learning Support.

*By the end of 2019, 80% of Y11-13 Full-Time and Young Adult ākonga were engaged in My Korowai.*

*In 2020, we want to see an increase in the percentage of Y11-13 ākonga engaged in 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 2019, an average of 65% of Y1-13 Full-Time ākonga and Y11-13 Young Adult ākonga logged in to My Te Kura monthly and an average of 34% of Y1-13 Full-Time ākonga and Y11-13 Young Adult ākonga submitted work each month.*

*In 2020, 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 2019, 9% of our Y9-13 Full-Time ākonga and 6% of our Y11-13 Young Adult ākonga had completed the survey at least once.*

*In 2020, we want to see an increase in the percentage of ākonga who complete the survey at least once during the year.*

### **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 2019, our average rate of NCEA standard achievement for Full-Time and Young Adult ākonga was 95.1%. 58.6% of Full-Time ākonga and 53.7% of Young Adults achieved Te Kura assessed NCEA standards.*

*In 2020, 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 2019, 40.1% of Full-Time ākonga and 74.6% of Young Adult ākonga met NCEA Literacy requirements and 35% of Full-Time ākonga and 71.1% of Young Adult ākonga met Numeracy requirements.*

*In 2020 we want to see an increase in the percentage of ākonga who meet NCEA Literacy and Numeracy requirements.*

## 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 20,000 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 practical work, social 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 95 of the Education Act 1989. The Board is supported by the Risk Assurance Committee and the Employer Committee.

<u>Board Member</u>	<u>Term expiry date</u>
Barbara Ala’alatoa (Chair) – appointed September 2019	September 2022
Stuart Middleton – reappointed April 2017	April 2020
Ruma Karaitiana - appointed April 2017	April 2020
Mele Wendt - appointed July 2017	July 2020
John Chemis – reappointed September 2018	September 2021
Maxine Moana-Tuwhangai – reappointed November 2019	October 2022

## 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) Learning Design and Evaluation, DCE Systems and Support, the Chief Advisor Curriculum and the Chief Advisor Strategy.

Te Kura is organised into five wāhanga (areas):

- CE’s Office
- Curriculum
- Learner Services- with Regional Managers for our Southern, Central South, Central North, Northern, and Overseas and Early Childhood regions.
- Learning Design and Evaluation- including Student and Whānau Support and Creative Services
- Systems and Support- including our Information Resourcing Group, Finance, and Human Resources.

As at 30 November 2019, Te Kura employed 397 kaimahi (staff), covering the equivalent of approximately 360.92 full-time positions.

In addition, we employed 115 teacher aides and 25 additional teachers (5.2 FTE).

Approximately 48% (191) of kaimahi were based in regional offices outside Wellington, with all teaching staff located in their region.

## Ā mātou ākonga | Our students

The enrolment of ākonga is governed by sections 7 and 7A of the Education Act 1989 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 2019 calendar year Te Kura had a cumulative roll of 22,152 with approximately 12,000 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 students 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 28% of the early childhood and Full-Time year 1 to 6 roll and approximately 43% of Full-Time year 7 to 13 enrolments. Pacific enrolments dipped slightly, down to 5% in 2019 from 6% in 2018. 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 85% of early childhood ākongā 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 kaimanaaki (hosts) and children engaged with MoE-supported playgroups.

### ***Years 1 to 6***

In 2019, ākongā in years 1 to 6 made up approximately 14% of our Full-Time roll. We also deliver dual-registered curriculum services to a significant number of primary-aged ākongā.

### ***Years 7 to 10***

In 2019, ākongā in years 7 to 10 made up approximately 41% of our Full-Time roll. These students generally enrol in Te Ara Hou, an integrated programme of work. Kaimanaaki ensure each ākongā covers all the curriculum areas and that they are ready for NCEA level courses in year 11.

### ***Years 11 to 13***

In 2019, ākongā in years 11 to 13 made up approximately 40% of our Full-time roll. We deliver dual-registered curriculum services to a substantial number of secondary ākongā for curriculum access, adaptation or extension. Te Kura also provides secondary education to ākongā enrolled at attached units (including alternative education providers, teen parent units and activity centres), as well as ākongā with learning support needs (including through remedial and gifted gateways, regional health schools and special 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 ākongā to earn additional credits or specific internal standards in NCEA.

### ***Adults***

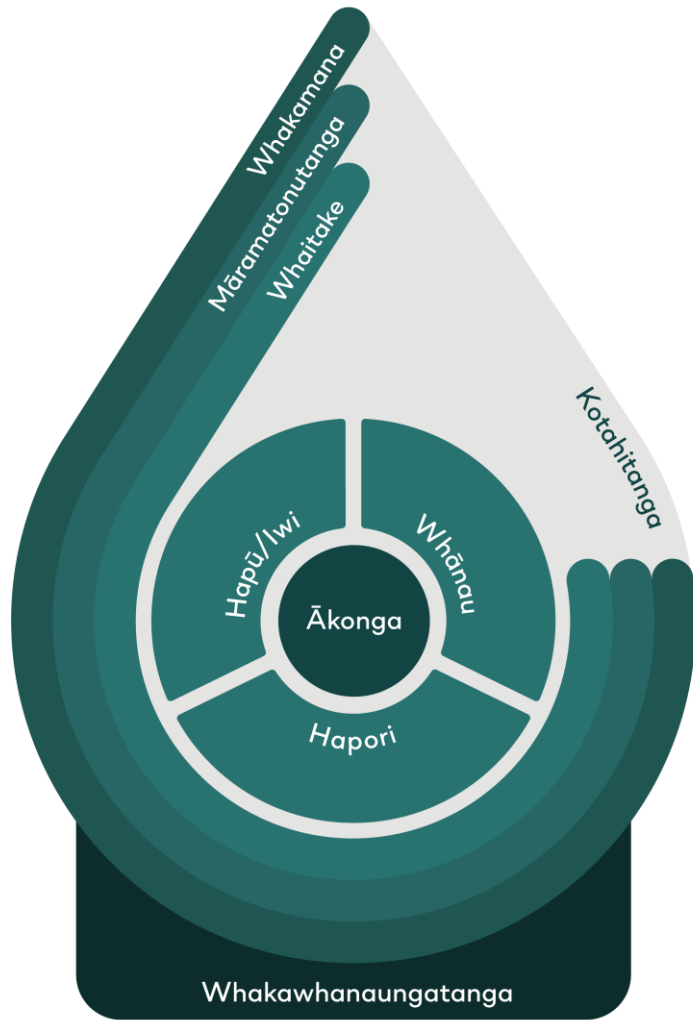
Te Kura works with adult students who enrol to gain specific credits, skills or qualifications. This group includes Department of Corrections adult student enrolments.

### **Enrolment numbers at 31 December 2019**

<b>Enrolment type</b>	<b>2019 actual cumulative enrolments – All<sup>1</sup></b>	<b>2019 actual cumulative enrolments – Māori</b>	<b>2019 actual cumulative enrolments – Pacific</b>
Full-Time <sup>2</sup>	4164	1709	97
Adults <sup>3</sup>	2161	684	114
Young Adults	5838	1387	366
Fee-payers	335	32	7
Dual Year 1-8	539	278	14
Dual Year 9-13 <sup>4</sup>	8619	2922	595
Early Childhood	496	117	5
<b>Total</b>	<b>22152</b>	<b>7129</b>	<b>1198</b>

1. These figures represent the total number of enrolments throughout the year, not a count of students.
2. Full-Time actual enrolment numbers for 2019 were made up of approximately:
  - 5% Learning Support
  - 14% Year 0-6
  - 41% Year 7-10
  - 40% Year 11-13
3. Adult student numbers include adult enrolments from the Department of Corrections.
4. Dual Year 9-13 actual enrolment numbers for 2019 were made up of approximately:
  - 33% Subject not available
  - 17% Attached units (includes alternative education, teen parent units and activity centres)
  - 30% Special education needs (includes regional health schools, remedial, language for ethnic, gifted, special schools and exchange students)
  - 12% Small class sizes
  - 8% Other reasons (includes emergency staffing, psychological/psycho-social, reintegration, transitional).

## Āpitianga 2 - Te Kōmata o Whaitake | Appendix 2 - Te Kura Big Picture



The Te Kura matau captures our Big Picture philosophy.

This fish hook has our ākonga at the centre, held close by the people in their world. The matau catches them and wraps around them the principles of Whakamana (learner and whānau agency), Kotahitanga (wellbeing), Whaitake (relevance) and Māramatonutanga (rigour) - all underpinned by the foundation of Whakawhanaungatanga (building relationships).

The matau also denotes prosperity, strength and successful voyages. The colour green represents the pounamu – a treasure able to take on different forms and different shades.