



Te Kura

TE AHO O TE KURA POUNAMU

THE CORRESPONDENCE SCHOOL

Te Tūtohinga me te Mahere ā-Tau 2021

Charter and Annual Plan 2021

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	11
Ā mātou kaupapa matua rautaki Strategic Priorities	12
Mahere Rautaki 2021-2023 Strategic Plan 2021-2023	16
Mahere ā-Tau 2021 Annual Plan 2021	26
Ngā Tōtohu Kauneke Progress Indicators	27
Tāpiritanga 1 - Mō Te Kura Appendix 1 – About Te Kura	30
Āpitianga 2 – Tā mātou anga whakamahere Appendix 2 – Planning Framework.....	35

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
hāpori	community
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

Ko te āhua nei he kupu rārahu te kī he tino rerekē tērā tau i ō ērā atu i mua, engari kāore e kore he tokoiti ngā tāngata kua whakahē i te kōrero ko te tau 2020 he tau tino rerekē mārika nā te mea me whakatere tātou katoa i te waka o te urutā ā-ao i runga tētahi moana tē mōhiotia.

Ahakoia tērā, i angitu tā Te Kura whakatere i taua waka i te roanga atu o ētahi marama whakararuraru ki uta i herea mārōtia ai ki te tumu herenga mō ngā waka mātauranga o Aotearoa.

Nā ngā whetū whakatere e rima i ārahi mai me te kore e kotiti ko ā mātou whakaarotau rautaki, he mea hāngai me te pakari.

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. Hei tūāpapa mō taua matakite ko aua 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

He tino whakamanawa te kokenga kua tutuki i aua wāhi matua, me te aha kua tino whakakoia mātou, ahakoia te kaha pā mai o te whakatōhenehene me te haurokuroku nā te mate korona, e taea tonutia ana nā ā matou rautaki te urupare tōtika, otirā e tāmaua tonu ana ki ngā mea tino hira rawa.

Me mātua whakarite a Te Kura kia noho tonu mātou hei wāhanga tino whai wāhi, kei te haputa anō, o te rāngai me te hapori whānui o te mātauranga. Kei a mātou te nui hei takoha atu ki te rāngai, ina koa i tāna whakapakari i tōna raukaha pūnaha. I te tau 2020, i āta kite wheakotia ngā āhuahira ahurei o Te Kura puta noa i rāngai whānui.

Tino hiamō mātou ki te whakataunga a Te Tāhuhu o Te Mātauranga ki te whakawhānui atu i tō mātou Tirohanga Whānui, te whakaakoranga paparua, me te Kura Raumatī hei whakarato tautoko tāpiri ki ngā ākongā tuakana o ngā kura o Tāmakimakaurau i pā kinotia i te tau kura i kaha tauwhatia rā.

He maha ngā wero kei mua i aua ākonga, ka mutu kua wehe kē atu ētahi i te kura, ko ētahi atu kei muri rawa i a rātou mahi kura, e noho mōrearea ana rānei ki te kore whai wāhi.

He kaha te arotahi o te Tirohanga Whānui/Te Ara Pounamu ki te whakaū tonu i te whai wāhi me te oranga o ngā ākonga pērā.

He whanaketanga hira anō te Education and Training Act 2020 ka whakahau i ngā poari kia whakarite tonu ka noho te Tiriti o Waitangi me ngā motika ākonga e hāngai ana hei tūāpapa ki ngā mahi whakahaere i ngā kura.

I tua atu, ka tohu i ētahi anō whāinga. Tē noho ai te paetae mātauranga hei whainga matua, kua hīkina kētia ake ētahi atu whāinga kia ōrite ai te hira. Me whakarite ngā kura i te haumarua ā-tinana, aronganui hoki o ngā ākonga me ngā kaimahi, me tūhonohono, me whakatutuki i ngā matea rerekē o ngā ākonga, me te whakatutuki i Te Tiriti o Waitangi.

E noho whakahonohono ēnei ki ā mātou whakaarotau anō i Te Kura, e haere tonu ana tā mātou arotahi ki te hira o te oranga me te whai wāhi hei tohu o te kokenga whakamua o ā mātou ākonga.

Ko te tau kua hipa, kāore ōna rite. Ka rerekē anō hoki tērā tau e haere mai ana, engari ia ka tino pai taua rerekē, nō te mea ko te 2022 te tau e whakanuia ai te 100 tau o tēnei kura whakamīharo. Me whakanui i te hītori o Te Kura ka tika - he whakahaere inati kua whakarato mātauranga ki ngā mano tini o ngā tamariki o Aotearoa.

Hei whakamutunga, me mihi atu ki tō mātou Tumu Whakarae, ki a Mike, me ngā kaimahi katoa o Te Kura mō tā rātou uruparenga i te tau akaaka kua hori nei, me te whakaū i tōku whakaute ki tā rātou tautoko haere tonu i ā mātou ākonga me te hāpori mātauranga whānui atu.

It seems a cliché to say it was a year like no other, but very few would disagree that 2020 and the unprecedented experience of having to suddenly deal with a global pandemic threw all of us into uncharted waters.

For all that, Te Kura arguably successfully navigated several highly disruptive months and came through with its place even further cemented in the education landscape of Aotearoa.

Keeping us on course were our five strategic priorities, all of which proved relevant and robust.

Our central belief is that every learner has the right to equitable access to high quality education that enables them to be successful in the future world. Holding up that vision are those 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.

The progress being made in these key areas is very encouraging, and it has been so affirming that in a time of such disruption and uncertainty, our strategies enabled us to respond effectively while maintaining that which is most important.

Te Kura must ensure we are a present and participating member of the wider education sector and community. We have much to contribute to the sector, particularly as it builds its systems capability. In 2020, many of Te Kura's unique features made themselves felt in the wider sector.

We were very excited by the Ministry of Education's decision to expand our Big Picture, dual-tuition and Summer School to provide extra support for Auckland senior school ākonga, many of whom had been badly affected by a particularly disrupted school year.

These ākonga face a range of challenges, with some already having left school while others are significantly behind or at risk of not engaging. Big Picture/Te Ara Pounamu is particularly focused on maintaining engagement and wellbeing among such ākonga.

The Education and Training Act 2020 is another significant sector development and directs boards to ensure school governance is underpinned by Te Tiriti o Waitangi and relevant ākonga rights.

It also points to other objectives. Instead of the primary objective being educational achievement, other goals are elevated to the same importance. Schools must ensure the physical and emotional safety of ākonga and kaimahi, be inclusive and cater for ākonga with differing needs, and they must give effect to Te Tiriti o Waitangi.

This all sits cohesively alongside our own priorities at Te Kura, where we continue to focus on the importance of wellbeing and engagement as indicators of the progress of our ākonga.

Last year was like no other. Next year will also be unique, and in the best possible way as in 2022 we celebrate 100 years of this remarkable school. Te Kura's story deserves to be celebrated - an extraordinary organisation that has provided schooling to hundreds of thousands of young New Zealanders.

Finally, I must thank our Chief Executive, Mike, and all the Te Kura kaimahi for their response to a year of upheavals, and also express my great respect for their continued support of our ākonga, whānau and wider education community.

Nāku iti noa, nā



Barbara Ala'alatoa
Heamana Poari

Ahakoia he aha te paerewa, te inenga rānei, he tau tino rerekē te tau 2020. Heoi, i mārama haere mātou kiāhai ngā pānga i ōrite ki ngā tāngata katoa.

Mai rā anō i kitea te aumangea o Te Kura i ngā wā e tauwhatiwhati nuitia ai ngā mahi akoranga. I Te Pakanga Tuarua o te Ao ka piki te hira o te mātauranga tawhiti, ā, i te wā o te urutā whakamemeke i ngā tau 1940 i tino āhei a Te Kura te āwhina i muri i te katinga o te maha o ngā kura o Aotearoa.

I tērā tau anō hoki, i ahurei tō mātou tūnga ki te whakarato tohutohu me ngā rauemi ki ngā ākonga huri noa i te whenua i te wā o te noho rāhui KOWEHEORI-19 i Poutūterangi me Paengawhāwhā, me ngā katinga me ngā tīmatanga anō puta noa i te toenga o te tau.

He mea manawa reka te mahi tahi me Te Tāhuhu o Te Mātauranga me ētahi atu umanga mātauranga, me te tiritiri i tō mātou mākohakoha.

Heoi anō, mō ā mātou ākonga, me kī, haere tonu ai ngā mahi ako noa. Ahakoia te katinga taupua o ngā huinga ako, ko te tikanga ka haere tonu ngā mahi a ngā ākonga me te iti o te whakatōhenehene i ā ratou mahi ako.

Hei ngā wā pērā ānō nei kei te eke mātou i te ngaru whakateo, ā, nāna mātou i kawe ki ngā akoranga hou me ngā whakapainga. Nā taua ekenga i te ngaru whakateo tae noa mai ki uta i āwhina mai ki te whakawhanake i te kōtuituinga urutau ake, e nui ake ai tō mātou pakari ā-hangarau. Tētahi anō mutunga iho, ko te whai wāhitanga kia tāwariwari ake ki ā mātou ākonga, me te whakakaha hononga ki ō mātou hapori.

Mō Te Kura nei, i whakakahatia anō tō mātou rerekētanga i roto i te rāngai, ka whakatauiratia tō mātou āhei ki te whakarato akoranga i ngā wā katoa, ki ngā wāhi katoa, ki a wai ake hoki.

E kore ēnei whanaketanga e tūpono noa. Nā te kaha o ngā mahi a ā mātou kaimahi tautōhito me ā mātou whakamahere rautaki i pēnei ai, me te aha, e āta āngia ana mātou, me te korenga e taea te karo, ki te eke ki te taumata o te akoranga e āta aro ana ki te ākonga, kia tino puta ai ō rātou ihu mā ngā akoranga o Te Kura, mā ngā hōtaka pēnei i te Tirohanga Whānui/Te Ara Pounamu o Te Kura.

Mā taua huarahi ngāwari, whakawhaiaro ka āhei te ākonga te kōwhiri āhea ako ai ia me te wāhi e ako ai.

I tō mātou tau tekau o te akoranga tūturu, arā te pūtake mō te Tirohanga Whānui/Te Ara Pounamu o Te Kura, he manawa reka mai ki a mātou kua whakaūngia tā mātou hōtaka e tā te Tāhuhu o Te Mātauranga whakatau ki te utu i ētahi atu wāhi e 400 i te rohe o Tāmakimakaurau, hei āwhina i ngā ākonga whakaraerae i pā kinotia e ngā tauwhitinga KOWHEORI-19.

I whakanuia anō ngā wāhi wātea i te Kura Raumati o Te Kura, kei tōna tau tuaono ināianei, kia taea ai e ngā ākonga e ngaro ai ētahi whiwhinga e hiahiatia ana hei whakaoti i te NCEA, UE rānei, te whakamahi i te wā o te raumati ki te whiwhi tohu kia haere tonu ai ā rātou mahi ako, mahi, whakangungu rānei.

Akako te āhua tauwhatiwhati o te tau, e koke tonu ana tā Te Kura whakatinana i ana whakaarotau matua, me tōku māia ināianei ki te kī e mārama katoa ana ērā ki tō mātou kura.

Hei kōkiri tonu i aua whakaarotau, ka matua tonu te wāhi o Te Ara Pounamu - te tauākī marautanga o Te Kura - ki te whakamōhio mai i ā mātou mahi whakamahere.

E toru ōna huānga waiwai, piritahi anō hoki:

1. Ngā Mātāpono: ō mātou whakaaro, mātāpono ārahi
2. Ngā Āheinga; ngā pūkenga, waiaro, āhuetanga me ngā uara mō te ora, toiora tangata me te ako tūroa
3. Ara Ako: ngā horopaki ako kanorau kua whakawhaiarotia.

Ko tāna he whakaū i te hira o ērā wāhanga o te marautanga o Aotearoa e kaha tūhonohono ana ki ā mātou ako Tirohanga Whānui, ā, koia te atinga o tā mātou whakahehi i ā mātou ākonga kia momoho tā rātou tūhonohono ki ētahi atu wāhi o te marautanga.

Kua tāpiritia atu ki Te Ara Pounamu ētahi anō hōtaka hei tautoko i te whai wahi a te ākonga, pēnei i tā mātou kaupapa Haerenga Ākonga (te āwhina ki te whakapai ake i ngā wheako ākonga me Te Kura) me tā mātou kaupapa Tautoko Ako (hei whakawhānui atu anō i te akoranga puta noa i te kura me te whakarite kei a mātou ngā pūnaha me te raukaha ki te whakatutuki i ngā hiahia a ā mātou ākonga). Ka noho te Aotearoatanga, tō mātou ahurea tōpū ahurei o Aotearoa, hei tūāpapa mō te katoa o ēnei.

Ki te tutuki ngā hiahia o ā mātou ākonga tino whakaraerae, e iti ai te māramatanga ki a rātou, tūturu kua whakaratohia he taiao ako kotahi e tino nui rawa ai ngā painga ki tēnā, ki tēnā o ā mātou ākonga.

Me āhukahuka i te tauwhatinga i puta nā te KOWHEORI-19, me mihi hoki ki a Barbara me te Poari mō rātou i tautoko mai i ahau.

Me kī anō hoki i taku mīharo ki te ngākau atawhai me te urutau o ā mātou hāpori, e whakaatu nei i tā rātou mahi ngātahi tonu, ina koa i te wā o te kōarotanga.

Ka ora pea au i a koe
Ka ora koe i a au

By any standard, 2020 was an extraordinary year. However, it increasingly became evident that not everyone was affected in the same way.

Historically, Te Kura has proved its mettle in times of wide-spread disruptions affecting schooling. During the Second World War distance education took on increased importance, and during the polio epidemic of the 1940s Te Kura was well-placed to help when many of the country's schools closed.

And last year, as a fully online school, we were in a unique position to provide advice and resources to ākonga all over the country caught up in a nationwide COVID-19 lockdown in March and April, and the continuing stops and starts through most of the rest of the year.

It was very satisfying working with the Ministry of Education and other education agencies and being able to share our expertise.

Of course, for our own ākonga, it was in many ways business as usual. Despite the temporary closure of huinga ako, ākonga continued to work as usual with minimal interruption to their learning.

In such times comes opportunity, and for Te Kura this has helped us to learn and to improve. It has helped us develop a more agile and technologically robust network. It has also given us a chance to be even more flexible with our ākongā and to be more closely connected to our communities.

For Te Kura, it was also a further reinforcing of our point of difference in the sector, and exemplified our ability to be able to deliver anytime, anywhere and to anyone.

Such developments don't just happen and are a real testament to the mahi of our experienced kaimahi and our strategic planning, which has been surely and inexorably moving us towards the goal of ākongā-centred learning – putting our ākongā first, so they are able to make the most of their education with Te Kura, through programmes such as Te Kura Big Picture/Te Ara Pounamu.

This flexible, personalised approach means ākongā can choose when and where they learn.

In our tenth year of authentic learning, the basis for Te Kura Big Picture/Te Ara Pounamu, it was gratifying and affirming to have our programme endorsed by the decision of the Ministry of Education to fund a further 400 places in the Auckland region, to help vulnerable ākongā affected adversely by the COVID-19 disruptions.

Places in Te Kura's Summer School, now in its sixth year, were also expanded so that ākongā missing the few credits they needed to complete NCEA or UE could use the summer to acquire qualifications to enable them to continue further study, work or training.

Despite such a disruptive year, Te Kura was able to continue its progress to implement key priorities, and I am confident that our school now fully understands them.

To further advance those priorities, Te Ara Pounamu - Te Kura's curriculum statement - plays an important part in informing our planning. It has three core, interdependent elements:

1. Ngā Mātāpono: our guiding philosophy and principles
2. Ngā Āheinga; skills, attitudes, dispositions and values for living, wellbeing and lifelong learning
3. Ara Ako: diverse personalised contexts for active learning.

It reinforces the importance of those parts of the New Zealand curriculum that strongly connect to our Big Picture learning and is where we begin to enable our ākonga to connect and succeed with other parts of the curriculum.

Added to Te Ara Pounamu are further programmes to support ākonga engagement such as our Student Journey project (helping to improve ākonga experiences with Te Kura) and our Learning Support project (to further develop school-wide learning and ensure that we have the systems and capabilities to better meet the needs of our ākonga).

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

If we meet the needs of our most vulnerable and least understood ākonga, it means we have provided a learning environment that has the greatest benefit for every single one of our learners.

I want to acknowledge the disruption caused by COVID-19 and I want to thank Barbara and the Board for their support.

And I would also like to say how impressed I have been by the kindness and adaptiveness of our community, showing how well we are able to work together, especially in adversity.

Ka ora pea au i a koe
Ka ora koe i a au

Perhaps I survive because of you
And you survive because of me

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

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: 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.

Te Ara Pounamu

Big Picture learning is a pedagogical approach to teaching and learning that places ākongā 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 Report¹ on the pilot showed that Big Picture learning can significantly improve ākongā 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 ākongā, 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 ākongā.

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.

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 under the age of 25 are not in employment, education, or training (NEET)². In 2018, nearly 18% of all Māori and 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 11.6%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.

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 Revitalisation⁴.

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.

² <https://www.stats.govt.nz/information-releases/labour-market-statistics-december-2019-quarter>

³ <https://www.mbie.govt.nz/dmsdocument/10355-the-drivers-behind-the-higher-neet-rate-for-maori-and-pacific-youth-main-report>

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 ākongā, 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 ākongā, 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 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.

Strategic Plan 2021–2023



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

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 2021-2023 | Strategic objectives 2021-2023

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.

2021	2022	2023
Te Ara Pounamu		
Wellbeing <ul style="list-style-type: none"> Ngā Āheinga/Wellbeing plan is developed to support strengths-based curriculum design and delivery Ākonga experience community connectedness and a sense of belonging Kaimahi are working in culturally responsive partnerships with whānau and hapori to 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 Additional targeted support is given to At Risk ākonga. 	Wellbeing <ul style="list-style-type: none"> 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 	Wellbeing <ul style="list-style-type: none"> Ngā Āheinga/Wellbeing plan to support strengths-based curriculum design and delivery is embedded Ākonga and whānau voice reflect positive shifts in wellbeing as a result of deliberate rollout of Ngā Āheinga/Wellbeing plan 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 <ul style="list-style-type: none"> All ākonga are enrolled and engaged quickly with their learning All Te Kura fulltime ākonga are using My Korowai (our online environment for kaimanaaki to get to know ākonga) as the basis for their personalised programme 	Engagement <ul style="list-style-type: none"> Ākonga experience an enhanced student journey through Te Kura Te Kura is tracking the destination data of ākonga Ākonga disengagement is swiftly responded to through school wide escalation processes 	Engagement <ul style="list-style-type: none"> Online learning contexts are designed to maximise ākonga engagement

<ul style="list-style-type: none"> All fulltime ākonga have access to huinga ako (online and face to face group sessions) Collecting and responding to engagement data is a deliberate focus for all teams 	<ul style="list-style-type: none"> Ākonga engagement is reviewed across all online courses to identify key lessons for designing for ākonga engagement as part of the ākonga engagement challenge 	
<p>Te Ara Pounamu -our local curriculum</p> <ul style="list-style-type: none"> Te Kura Big Picture (TKBP) is the established approach for ākonga, visible in all layers of Te Ara Pounamu, our local curriculum Māori and Pacific bodies of knowledge and perspectives are valued and visible throughout Te Ara Pounamu There is a regional and national PLD plan to support the capability building of kaiako in working with Te Ara Pounamu and with Māori and Pacific learners 	<p>Te Ara Pounamu -our local curriculum</p> <ul style="list-style-type: none"> 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 There is a regional and national PLD to support the capability building of kaiako in working with Te Ara Pounamu and with Māori and Pacific learners 	<p>Te Ara Pounamu- our local curriculum</p> <ul style="list-style-type: none"> 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 Te Kura is supporting other educators to implement Big Picture across Aotearoa New Zealand
<p>Progress and achievement</p> <ul style="list-style-type: none"> Te reo Māori me ona Tikanga pathways for teaching and learning in TKBP are developed for Y1-10 Te Ara Pounamu assessment for learning strategy is designed and introduced for Y11-13 and refined for Early Childhood, Y1-10 and Learning Support Our response to the review of NCEA achievement standards strengthens our local curriculum approach in assessment for qualifications 	<p>Progress and achievement</p> <ul style="list-style-type: none"> Te reo Māori me ona Tikanga pathways are developed for Y11-13 Te Ara Pounamu provides pathways for all ākonga The Te Ara Pounamu assessment for learning strategy is operational Our response to the review of NCEA achievement standards further strengthens our local curriculum approach in assessment 	<p>Progress and achievement</p> <ul style="list-style-type: none"> The Te Ara Pounamu assessment for learning strategy is operational
<p>Partnerships with ākonga and whānau</p> <ul style="list-style-type: none"> Ākonga and whānau voice is used to identify opportunities to strengthen our local curriculum and delivery Partnerships are established between ākonga, whānau and kaiako to develop and reflect on learning programmes Continuous reporting is available to all ākonga and whānau 	<p>Partnerships with ākonga and whānau</p> <ul style="list-style-type: none"> 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 	<p>Partnerships with ākonga and whānau</p> <ul style="list-style-type: none"> Ākonga and whānau are working in partnership with kaiako to develop and reflect on learning programmes

<p>Partnerships with stakeholders</p> <ul style="list-style-type: none"> • Each region is building an understanding of its local educational ecosystem to enhance opportunities for ākongā • Youth Transitions programmes (including STAR, Gateway and Trades Academy), job shadowing and internships are an integrated part of Leaving to Learn • The 2020 stakeholder engagement review informs developments in engaging with stakeholders at regional and national levels to support ākongā engagement and achievement, with a particular focus on effective partnerships with Māori and Pacific stakeholders 	<p>Partnerships with stakeholders</p> <ul style="list-style-type: none"> • Each region is taking full advantage of its local educational ecosystem to enhance opportunities for ākongā • Leaving to Learn is a key feature of Te Ara Pounamu learning programmes for ākongā • Developments from the stakeholder engagement review are evaluated to ensure engagement with stakeholders at regional and national levels supports ākongā engagement and achievement, with a particular focus on effective partnerships with Māori and Pacific stakeholders 	<p>Partnerships with stakeholders</p> <ul style="list-style-type: none"> • Each region is taking full advantage of its local educational ecosystem to enhance opportunities for ākongā • Leaving to Learn is an established feature of Te Ara Pounamu learning programmes for ākongā • Engagement with stakeholders at regional and national levels supports ākongā engagement and achievement, with a particular focus on effective partnerships with Māori and Pacific stakeholders
<p>Focus on Young Adults including those who are NEET</p>		
<p>In addition to objectives for Te Ara Pounamu</p>		
<p>Engagement</p> <ul style="list-style-type: none"> • Successful enrolment and engagement of Young Adults is supported • Collecting and responding to Young Adult engagement data, including Māori and Pacific data, is a deliberate focus for all teams 	<p>Engagement</p> <ul style="list-style-type: none"> • 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 	<p>Engagement</p> <ul style="list-style-type: none"> • 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
<p>Progress and Achievement</p> <ul style="list-style-type: none"> • Integrated curriculum options are available to Young Adults re-engaging with their learning • Young Adults have access to kaimanaaki support • A programme to support the transition of Young Adults and NEETs (in particular Department of Corrections ākongā and those enrolling with no NCEA credits) is trialled 	<p>Progress and Achievement</p> <ul style="list-style-type: none"> • Current programmes are reviewed to support Young Adults' engagement and achievement • The programme to support the transition of Young Adults and NEETs is reviewed and refined based on the outcomes of the previous year 	<p>Progress and Achievement</p> <ul style="list-style-type: none"> • 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
<p>Partnerships</p> <ul style="list-style-type: none"> • A partnership is in place to support ākongā in Youth Justice settings 	<p>Partnerships</p> <ul style="list-style-type: none"> • Partnerships are in place with organisations working with young people to ensure they 	<p>Partnerships</p> <ul style="list-style-type: none"> • Partnerships with organisations working with young people are reviewed

	have access to updated information about Te Kura opportunities and pathways	
Summer School <ul style="list-style-type: none"> Summer School enables ākonga to progress in their chosen pathway There are Summer School partnerships across NZ 	Summer School <ul style="list-style-type: none"> Summer School processes and offerings are updated to enable ākonga to progress in their chosen pathway 	Summer School <ul style="list-style-type: none"> Summer School processes and offerings are reviewed and updated
Te Rautaki Reorua Become a bilingual organisation		
Uaratanga Value <ul style="list-style-type: none"> Kaimahi are acknowledged through annual 'Ngā Tohu o te Aho Te Reo' awards Te reo Māori champions are established Te Rūnanga Kōtuitui, our kaimahi Māori advisory group, provides strategic advice Ka Hikitia and Tau Mai Te Reo are key elements in planning learning design and delivery 	Uaratanga Value <ul style="list-style-type: none"> Increasing numbers of kaimahi are acknowledged for their support and use of te reo Māori through annual awards Ka Hikitia and Tau Mai Te Reo guide learning design and delivery 	Uaratanga Value <ul style="list-style-type: none"> Wānanga reo are held Regular competitive events are held internally and participated in externally
Ariā o te reo Visibility <ul style="list-style-type: none"> Te reo Māori is increasingly seen and heard across the school Te reo Māori terminology for Te Ara Pounamu is extended and used confidently by kaimahi Wāhi reo (language areas) are established across Te Kura Signage in te reo Māori is increased 	Ariā o te reo Visibility <ul style="list-style-type: none"> An increasing number of our key documents are bilingual Te reo Māori terminology developed for Te Ara Pounamu is seen in documents and communications 	Ariā o te reo Visibility <ul style="list-style-type: none"> All key signage is bilingual Wāhi reo are established online for whānau and ākonga
Āhuatanga mahi Participation <ul style="list-style-type: none"> An organisational language plan is developed Te Reo Māori me ona Tikanga PLD is offered to Te Kura kaimahi 	Āhuatanga mahi Participation <ul style="list-style-type: none"> The organisational language plan is supporting participation An increasing number of kaimahi participate in Te reo Māori language courses 	Āhuatanga mahi Participation <ul style="list-style-type: none"> The organisational language plan is reviewed Te Kura hosts an online Manu Kōrero
Nekenekehanga Progress <ul style="list-style-type: none"> A te reo Māori competency framework for Te Kura is implemented to support progress 	Nekenekehanga Progress <ul style="list-style-type: none"> A framework is in place to capture kaimahi participation and progress 	Nekenekehanga Progress <ul style="list-style-type: none"> Kaimahi continue to make measurable progress in understanding and using Te Reo Māori

<ul style="list-style-type: none"> • Kaimahi have te reo Māori development goals as part of He Hononga Aho (Appraisal) • Kaimahi are increasingly confident in understanding and using te reo Māori 	<ul style="list-style-type: none"> • Kaimahi set and lead their own te reo Māori goals • Kaimahi have made measurable progress in understanding and using Te Reo Māori 	<ul style="list-style-type: none"> • Kaimahi are able to participate in internal and external modes of evaluation for te reo me ngā tikanga
Build systems capability		
Wellbeing <ul style="list-style-type: none"> • Sustainable flexible working is in place to benefit kaimahi, ākonga and whānau • Health and Safety processes are known and used by kaimahi to support wellbeing and a safe working environment 	Wellbeing <ul style="list-style-type: none"> • 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 	Wellbeing <ul style="list-style-type: none"> • Flexible working practices are reviewed • Health and Safety processes support wellbeing and a safe environment
Engagement <ul style="list-style-type: none"> • Student Journey processes and systems are reviewed • The ākonga learning environment is personalised to their learning programmes 	Engagement <ul style="list-style-type: none"> • Student Journey processes and systems are updated to support a positive, effective onboarding process 	Engagement <ul style="list-style-type: none"> • Student Journey processes and systems provide a positive, effective onboarding process
Progress and achievement <ul style="list-style-type: none"> • System development supports assessment and reporting • Ākonga enrolment in and access to third party platforms is streamlined • Live data sets are available on multiple platforms 	Progress and achievement <ul style="list-style-type: none"> • System development supports assessment and reporting • Ākonga experience easy access to third party platforms • Live data sets are accessed by kaimahi 	Progress and achievement <ul style="list-style-type: none"> • System development supports assessment and reporting • Kaimahi data literacy is further developed
Systems development <ul style="list-style-type: none"> • Salesforce is in place to support Human Resources (HR), Finance and Creative Services helpdesks; the possible use of Salesforce for regional administration is investigated • The decision to continue use of our SMS (student management system) is monitored • AI (artificial intelligence) functionality is explored • Our HR system review and improvement plan is confirmed 	Systems development <ul style="list-style-type: none"> • Our SMS (student management system) is fully depreciated • Salesforce development supports a 360° view of ākonga information • AI (artificial intelligence) functionality is explored 	Systems development <ul style="list-style-type: none"> • Salesforce development supports a 360° view of ākonga information • AI (artificial intelligence) functionality is explored

<ul style="list-style-type: none"> The possible transfer of finance systems to the cloud is investigated 		
<p>Stewardship</p> <ul style="list-style-type: none"> Te Kura’s carbon impact is reviewed to support planning for sustainability in Te Kura operations Data, information and financial analysis is provided to inform the review of appropriate funding levels for Te Kura ākongā Strong financial management supports Te Kura’s work on positive outcomes for ākongā 	<p>Stewardship</p> <ul style="list-style-type: none"> Te Kura’s carbon impact is monitored and goals are set to support sustainability in Te Kura operations Strong financial management supports Te Kura’s work on positive outcomes for ākongā 	<p>Stewardship</p> <ul style="list-style-type: none"> Te Kura’s carbon impact is monitored and goals are set to further support sustainability in Te Kura operations Strong financial management supports Te Kura’s work on positive outcomes for ākongā
<p>Tell our story</p>		
<p>Partnerships</p> <ul style="list-style-type: none"> Te Kura’s educational opportunities are understood by our partners and stakeholders 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 ākongā and whānau 	<p>Partnerships</p> <ul style="list-style-type: none"> Through initiatives such as ClassroomNZ 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 	<p>Partnerships</p> <ul style="list-style-type: none"> 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
<p>Supporting kaimahi</p> <ul style="list-style-type: none"> Te Kura kaimahi are supported to present at selected conferences and other forums Collateral is available for kaimahi to use and distribute, and is tailored to different audiences and languages 	<p>Supporting kaimahi</p> <ul style="list-style-type: none"> 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 	<p>Supporting kaimahi</p> <ul style="list-style-type: none"> 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
<p>Digital presence</p> <ul style="list-style-type: none"> Our priority ākongā are represented in our storytelling (Māori, Pacific and Young Adult) A strong presence on social media is maintained 	<p>Digital presence</p> <ul style="list-style-type: none"> Centenary celebrations offer a broad range of opportunities for increased online presence and content 	<p>Digital presence</p> <ul style="list-style-type: none"> Our social media presence continues to increase Our updated website and intranet provide channels for improved means of communication

<ul style="list-style-type: none"> • Our intranet is easy to use and supports Te Kura kaimahi to tell our story • Our website is easy to use and informative 	<ul style="list-style-type: none"> • Our social media channels are important for sharing information • Our website is easy to navigate and provides rich information 	<ul style="list-style-type: none"> • Te Kura is seen as leading the sector in online learning – continually increasing our digital presence
<p>Centenary</p> <ul style="list-style-type: none"> • Planning for Te Kura’s centenary celebrations in 2022 is in place 	<p>Centenary</p> <ul style="list-style-type: none"> • 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 	<p>Centenary</p> <ul style="list-style-type: none"> • 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
<p>Māori Success</p>		
<p>In addition to objectives for Te Ara Pounamu</p>		
<p>Engagement</p> <ul style="list-style-type: none"> • Ākonga Māori engagement data is responded to as part of the ākonga engagement challenge 	<p>Engagement</p> <ul style="list-style-type: none"> • Partnerships support the increased engagement of ākonga Māori across all regions 	<p>Engagement</p> <ul style="list-style-type: none"> • Curriculum offerings respond to the cultural diversity of ākonga Māori
<p>Progress and achievement</p> <ul style="list-style-type: none"> • 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 • Review of online modules identifies opportunities to incorporate mātauranga Māori • Assessment tools for learning in te reo Māori and from a Māori world view are developed 	<p>Progress and achievement</p> <ul style="list-style-type: none"> • New Zealand histories is a visible strand in multiple learning contexts at Te Kura • The effectiveness of our programmes and outcomes for ākonga Māori are evaluated, including ākonga and whānau voice • Review of NCEA Achievement Standards identifies opportunities to incorporate mātauranga Māori 	<p>Progress and achievement</p> <ul style="list-style-type: none"> • The effectiveness of our programmes and outcomes for ākonga Māori are evaluated
<p>Partnerships</p> <ul style="list-style-type: none"> • Summer School partnerships focus on schools with a high Māori population 	<p>Partnerships</p> <ul style="list-style-type: none"> • Partnerships are mutually beneficial and respectful, using agreed protocols 	<p>Partnerships</p> <ul style="list-style-type: none"> • Consultation with local and national Māori communities is an established part of practice

<ul style="list-style-type: none"> • Connections with mana whenua contribute to the strength of NZ history delivery 		
Pacific Success		
In addition to objectives for Te Ara Pounamu		
Engagement <ul style="list-style-type: none"> • Pacific ākongā engagement data is responded to as part of the ākongā engagement challenge 	Engagement <ul style="list-style-type: none"> • Partnerships support increased engagement across all regions 	Engagement <ul style="list-style-type: none"> • Curriculum offerings respond to the cultural diversity of Pacific ākongā
Progress and achievement <ul style="list-style-type: none"> • Our Te Kura approach to New Zealand histories makes visible the histories of Pacific learners and their communities • Samoan NCEA level 3 is available online • Review of online modules identifies opportunities to incorporate Pacific knowledge and perspectives • Planning is in place to develop NCEA assessment tasks to be relevant and accessible for Pacific learners 	Progress and achievement <ul style="list-style-type: none"> • There is visibility of Pacific knowledge and perspectives across curriculum offerings including New Zealand histories • 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 <ul style="list-style-type: none"> • There is visibility of Pacific knowledge and perspectives across curriculum offerings including New Zealand histories • 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 completed
Partnerships <ul style="list-style-type: none"> • External relationships and partnerships are developed to support Pacific identities, languages, cultures and achievement • A programme to support the transition of ākongā in Realm countries and promote engagement and achievement in NCEA is developed and trialled 	Partnerships <ul style="list-style-type: none"> • Partnerships are mutually beneficial and respectful, using agreed protocols • The Realm programme is reviewed and refined 	Partnerships <ul style="list-style-type: none"> • External relationships and partnerships 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 <ul style="list-style-type: none"> • My Korowai Learning Support is available to support engagement and partnerships with whānau • Resources for Learning Support are identified 	Engagement <ul style="list-style-type: none"> • Ākongā with Learning Support needs experience an enhanced student journey • Resources for Learning Support are updated and developed 	Engagement <ul style="list-style-type: none"> • Resources for Learning Support are reviewed

<p>Progress and Achievement</p> <ul style="list-style-type: none"> • 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 • TKBP/Te Ara Pounamu assessment for learning strategy is refined for Learning Support 	<p>Progress and Achievement</p> <ul style="list-style-type: none"> • Te Ara Pounamu provides pathways for all ākonga including those with Learning Support needs • TKBP/Te Ara Pounamu assessment for learning strategy is operational 	<p>Progress and Achievement</p> <ul style="list-style-type: none"> • 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
<p>Partnerships</p> <ul style="list-style-type: none"> • Relationships with the Ministry of Education, the Intensive Wraparound Service and Regional Health Schools are strengthened to support ongoing improvements in Learning Support enrolment and resourcing processes 	<p>Partnerships</p> <ul style="list-style-type: none"> • Te Kura is referring LS ākonga to Regional Health Schools where appropriate 	<p>Partnerships</p> <ul style="list-style-type: none"> • Relationships with other services are strengthened
<p>Systems</p> <ul style="list-style-type: none"> • The reframing of Learning Support systems and technology is supported by HR, Finance and IRG teams • Planning is in place for the implementation of the Ministry of Education’s Standardised Learning Support Register 	<p>Systems</p> <ul style="list-style-type: none"> • Recording and reporting systems support monitoring and analysis of ākonga data • The Ministry of Education’s Standardised Learning Support Register is in place 	<p>Systems</p> <ul style="list-style-type: none"> • Learning Support systems are reviewed and updates planned
<p>Building capability</p> <ul style="list-style-type: none"> • National and regional PLD is developed • Induction systems and processes are reviewed • Our approach to Learning Support is reviewed and updated to guide planning and practice • A workforce strategy for Teacher Aides is in place 	<p>Building capability</p> <ul style="list-style-type: none"> • 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 	<p>Building capability</p> <ul style="list-style-type: none"> • National and regional PLD is reviewed • Our approach to Learning Support is reviewed to identify further opportunities for development

Mahere ā-Tau 2021 | Annual Plan 2021

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 2021 to support our strategic priorities are:

- ākongā **engagement**, including Student Journey and Learning Support
- **Te Ara Pounamu**, including a holistic approach to assessment and reporting
- the **systems** that support our work, including Salesforce and automation of manual processes.

All of these are underpinned by **Aotearoa tangā**, 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 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 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, and in 2020 for early childhood and Primary. In 2021 we are developing further versions of My Korowai for Learning Support.

By the end of 2020, 88% of Y11-13 Full-Time and Young Adult, 73% of Y1-10 and 9% of early childhood ākonga were engaged in My Korowai (ākonga who were enrolled for 40 days or more).

In 2021, 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 2020, an average of 67.2% of Y1-13 Full-Time ākonga and Y11-13 Young Adult ākonga logged in to My Te Kura monthly and an average of 37.3% 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 2021, 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 2020, 30% of our Y11-13 Full-Time/Young Adult ākonga, 20% of our Y1-10 ākonga had completed the survey at least once (ākonga who were enrolled for 40 days or more).

In 2021, 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 2020, our average rate of NCEA standard achievement for Full-Time and Young Adult ākonga was 95%.

39.5% of Full-Time ākonga and 36% of Young Adults achieved Te Kura assessed NCEA standards (ākonga who were enrolled for 40 days or more and enrolled in one or more NCEA subjects).

In 2021, 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 2020, 45.9% of Full-Time ākonga and 83.2% of Young Adult ākonga met NCEA Literacy requirements and 38.6% of Full-Time ākonga and 80.2% of Young Adult ākonga met Numeracy requirements (ākonga were enrolled for 40 days or more and enrolled in years 11+ and one or more NCEA subjects).

In 2021 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

In Years 0-10 we are using the Learning Progressions Framework to align learning intentions, modules of work, continuous assessment and reporting, and progress and achievement data. An expected outcome of this key piece of work is that potential progress indicators will be developed during 2021.

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 122 of the Education and Training Act 2020. 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 2020	April 2021
Ruma Karaitiana - reappointed April 2020	April 2021
Mele Wendt - reappointed July 2020	April 2021
Maxine Moana-Tuwhangai – reappointed November 2019	November 2022
John Nisbet (Staff representative)- appointed January 2021	December 2023

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 30 November 2020, Te Kura employed 382 permanent kaimahi. In addition, we employed 138 teacher aides and 30 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 2020 calendar year Te Kura had a cumulative roll of 23,198 with approximately 12,800 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 30% of the early childhood and Full-Time year 1 to 6 roll and approximately 45% of Full-Time year 7 to 13 enrolments. Pacific enrolments increased slightly, to 7% in 2020, up from 5% in 2019. 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 2020, ākongā 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 ākongā.

Years 7 to 10

In 2020, ākongā in years 7 to 10 made up approximately 44% of our Full-Time roll. These ākongā 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 2020, ākongā 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 ākongā to provide for curriculum access, adaptation or capability. 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 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 ākongā to earn additional credits or specific internal standards in NCEA.

Adults

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

Enrolment numbers at 31 December 2020

Enrolment type	2020 actual cumulative enrolments – All ¹	2020 actual cumulative enrolments – Māori	2020 actual cumulative enrolments – Pacific
Full-Time ²	5020	2189	215
Adults ³	1973	573	117
Young Adults	6154	1389	379
Fee-payers	227	16	4
Dual Year 1-8	458	209	13
Dual Year 9-13 ⁴	8865	2843	811
Early Childhood	501	101	5
Total	23198	7320	1544

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
 - 14% Year 0-6
 - 42% 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:
 - 31% Subject not available
 - 14% Attached units (includes alternative education, teen parent units and activity centres)
 - 28% Learning support needs (includes regional health schools, gifted, specialist schools and exchange students)
 - 14% Small class sizes
 - 14% 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 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 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 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 ākongā 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 ākongā.

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 ākongā and whānau. Feedback from these discussions is used to make immediate operational changes and to inform longer term planning.
- We survey ākongā, 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.