

# Charter and Annual Plan 2019

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## Overview from the Chair and Chief Executive

This Charter and Annual Plan for Te Aho o Te Kura Pounamu sets out what we will do in 2019 to support our vision that *students achieve their educational and personal goals, enabling them to participate effectively as members of their communities.*

In 2018, we decided on five strategic priorities for our five-year strategic plan that begins in 2019. This is within our context of Te Tiriti o Waitangi and it informs our annual planning.

One of our strategic priorities is to become a Big Picture learning school. This is our chosen approach for delivering authentic and personalised learning. In 2018, our four-year Big Picture learning pilot concluded. This pilot proved Big Picture learning does significantly improve student engagement, achievement and wellbeing. We have adapted this international learning model to be relevant to our learners, and their whānau and community context. In 2019, we will begin to progressively scale up Te Kura Big Picture learning so in time all our students will have the opportunity to participate.

Another of our five priorities is that Te Kura continues to focus on young adults, particularly those not in education, employment or training. Any young adult aged 16 to 19 can choose to enrol with Te Kura, with no enrolment fees. Adults can enrol for a small administrative tuition fee. There is an opportunity here to have a significant and positive impact on many young people, which brings benefits to our whole society.

We are committed to becoming a bilingual organisation. Our school has a high proportion of Māori students and recognises Māori students as a priority. The public sector also has obligations under Te Ture mō Te Reo Māori 2016 to deliver the Maihi Karauna strategy. Moving towards becoming a bilingual organisation is one of the key ways that Te Kura can give effect to the Treaty of Waitangi principles and ensure Māori students feel respected, valued and able to achieve their potential. In 2019 we will continue to develop our bilingual strategy Te Rautaki Reoruatanga and an action plan to implement this.

Pacific learners are also a priority for Te Kura. We will continue to work on components of our Pacific Strategy, including implementing a Pacific stakeholder and engagement plan.

We will build our systems capability. Our programmes include online provision and it's important that we make the best use of technology to support our teaching and learning. Our transition from postal to online delivery of resources for our year 7-10 and NCEA courses is now largely complete. During 2019, we will focus on the shift to online provision for early childhood, primary and learning support modules.

The fifth and final priority in our five-year strategy is that we tell our story. Te Kura offers unique educational opportunities and we want to ensure more people are aware of these, particularly young adults, Pacific and Māori learners, whānau and communities. We value our partnerships and will seek to further develop these.

The reviews of various parts of the education sector are all likely to have some effect on Te Kura. We look forward to continuing to deliver teaching of the highest quality for our learners and to implementing any changes the Government makes as they are determined.

Above all, we will continue to put our students at the centre.

Ngā mihi nui,



Karen Sewell, DNZM, QSO  
**Chair**



Mike Hollings  
**Chief Executive**

## Summary of key pieces of work in 2019

We will prioritise these pieces of work in 2019:

- Deliver Big Picture learning to a much larger group of students. Big Picture is Te Kura's preferred approach to delivering authentic and personalised learning experiences. In 2019 we will develop our Big Picture curriculum and pedagogy, including processes, systems, assessment design, progress and achievement measures, and evaluation.
- Ensure young New Zealanders not in education, employment or training are aware of what Te Kura has to offer them and that our learning programmes, systems and processes continue to meet the varied needs of these students.
- Develop our Summer School offering which is largely targeted at young adults who want to use the summer break to earn additional credits or specific internal standards in NCEA. This may be to get into a tertiary course, training, or employment the following year.
- Develop and implement our bilingual strategy - Te Rautaki Reoruatanga. This will include engaging managers and leaders to lead language initiatives across the organisation and identifying and promoting offerings for staff development programmes via external providers.
- Move to online provision for Early Childhood and Primary. We will continue to develop these areas of the online learning environment and examine the resources required to deliver a full programme of learning. Development of Learning Support online modules will also continue in 2019.
- Develop a Learning Objects Repository. This will be an important enabler of Big Picture learning. The goal is to store learning content in a way that makes it easy for teachers to develop project-based cross-curricular learning programmes for students based on their interests.
- Focus on telling our story through good stakeholder engagement, promotion and communications. We will continue to build a strong presence on social media and have a presence at key community events. We will investigate ways in which we can support and enable Te Kura staff to help tell our story through their daily work and the many contacts they have with students, whānau and the community.
- Complete our Pacific Stakeholder Engagement Plan and begin its implementation. We will continue to work on the other components of our Pacific Strategy, including the provision of our new Samoan NCEA Level 1 course.
- Review our Māori Student Success Framework to ensure it is current and relevant. This will include ensuring that it reflects our five strategic priorities, with a focus on Big Picture learning.

- Develop our Kaupapa Māori (Field Māori) offering. NZQA Field Māori are Mātauranga Māori Qualifications ranging from Level 1-6 that provide rich contexts for learning that connect authentically to the lives of many of our students. During 2019 we will be working on an online delivery model of five courses.
- Develop a Treaty of Waitangi Policy that formalises how the Treaty principles are applied in our work and define Te Kura as a place.
- Continue to develop our monitoring, reporting and data analysis capability, with a focus on supporting the needs of Māori and Pacific students and students with learning support needs.

## Strategic priorities

In 2018, Te Kura's Board of Trustees identified five strategic priorities that will be the focus of our work in 2019 and beyond.

### Implement Big Picture learning

Over the past few years Big Picture learning has emerged as Te Kura's chosen approach to delivering authentic and personalised learning experiences to our students. Big Picture learning delivers cross-curricular, project-based learning built around a student's passions and interests and is the natural evolution of the Authentic Learning strategic priority in our previous strategic plan. Big Picture is an approach that now has a strong foothold in Te Kura and staff surveys indicate a high level of confidence and understanding around BPL. It also aligns well with much of the current thinking about the future of education and cross-curricular, project-based learning. Te Kura ran a successful 4-year Big Picture pilot that proved it can significantly improve student engagement, achievement and well-being. The pilot was funded by the Ministry of Education so the next step for Te Kura is to focus on delivering Big Picture learning at a larger scale.

Te Kura has developed five Big Picture principles. These principles draw on tikanga Māori and provide the cultural foundation for Te Kura Big Picture practice. Three of the five principles (Māramatonutanga, Whakawhanaungatanga and Whaitake) are strongly aligned to the 'three Rs of Big Picture learning' of Relevance, Relationships and Rigour. These principles underline the importance of maintaining the integrity of the Big Picture philosophy while also responding to the cultural context of Aotearoa New Zealand.

The two additional principles are Kotahitanga and Whakamana. The principle of Kotahitanga (holistic development) acknowledges the significance the New Zealand education system places on the whole development of each learner within the context of whānau and community. This is reflected in our key curriculum documents, Te Whāriki, Te Marautanga o Aotearoa and the New Zealand Curriculum. The principle of Whakamana places the learner and their whānau at the centre of our practice, recognising the importance of learner and whānau agency within the process of ako (teaching and learning).

### 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>1</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 students.

### Become a bilingual organisation

Te Kura has high proportion of Māori students and recognises Māori students as a priority. The public sector also has obligations under Te Ture mō Te Reo Māori 2016 to deliver the Maihi Karauna strategy. Moving towards becoming a bilingual organisation is one of the key ways that Te Kura can give effect to the Treaty of Waitangi principles and ensure Māori students feel comfortable, valued and able to achieve their potential.

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<sup>1</sup> <https://www.stats.govt.nz/news/rates-of-young-men-and-women-not-earning-or-learning-converge>

### **Build systems capability**

Te Kura is increasingly an online, IT-oriented organisation. We need to keep up with, and make best use of, systems and technology for the benefit of our students. We have now largely completed our transition from paper-based to online delivery of teaching for our Curriculum Level 1-5 and NCEA courses, and staff surveys indicate a high level of confidence and understanding about online learning. Positioning Te Kura as a Big Picture learning school will also require the appropriate systems to support it.

### **Tell our story**

We are aware that there is currently a lack of understanding externally about what Te Kura has to offer. Becoming a Big Picture learning school will provide a new point of difference that needs to be promoted. Attracting a larger number of young people not in employment, education, or training will also require us to better tell our story. In addition to good stakeholder engagement, telling our story will involve enabling our staff to promote Te Kura through their daily work and the many contacts they have with students, whānau and the community. We will continue to support staff to attend and present at conferences that have relevance to our work. We will build our presence and engagement on social media and have a presence at selected community events.

These strategic priorities sit within a strategic context that includes the following:

### **The Treaty of Waitangi**

Te Kura acknowledges the Treaty of Waitangi as Aotearoa New Zealand's founding document and the basis of a mutually beneficial relationship between Māori and the Crown. Māori students are a priority for Te Kura and it is important that we can place our work in the context of the Treaty principles.

### **Putting students at the centre of everything we do**

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

### **Delivering high-quality, future-focused teaching and learning**

This is our core role and it is widely accepted that current educational systems, structures and practices are not sufficient to address and support learning needs for all students in the 21<sup>st</sup> century. Future-focused learning describes the transformation necessary for the current system of education (developed in the age of industrialisation) to meet the evolving and dynamic challenges of the future.

Te Kura's strategic framework is summarised in the strategy map that follows.



**Our context: Te Tiriti o Waitangi | The Treaty of Waitangi**

**Our strategic priorities:**

**Our core role:**

**Delivering high quality teaching & learning**

**Putting students at the centre of everything we do**

**Supporting priority learners:**

- **Māori**
- **Pacific**
- **Students with learning support needs**

**Implement Big Picture Learning**

**Tell our story**

**Focus on Young Adults & NEETs**

**Build systems capability**

**Become a bilingual organisation**

## **Key initiatives for 2019**

These are the key initiatives that we will be focused on in 2019. These initiatives will contribute to our five strategic priorities and enhance our delivery of teaching and learning. Many of them are a continuation of our 2018 work programme.

### **Implement Big Picture learning**

Big Picture learning is Te Kura's preferred approach to delivering authentic and personalised learning experiences to our students. It is the natural evolution of the Authentic Learning strategic priority in our previous strategic plan and in 2019 the focus will be on delivering Big Picture to a much larger group of students.

The workstreams we will be focused on in 2019 include:

- Big Picture curriculum and pedagogy, including processes, systems, assessment design, progress and achievement, evaluation
- Service design, including enrolment and onboarding, teacher allocations, policies and procedures, resources, My Korowai
- Workforce, including professional development, teacher support, teacher/student ratios
- Budget, including venues, vehicles, trades courses, teacher resources
- Leaving to learn
- Inter-agency partnerships
- Communication and engagement

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

A cohort who have open access to Te Kura is the 16 – 19 age-group who can enrol via our Young Adult enrolment gateway. Students over the age of 19 can also access Te Kura via our Adult gateway for a small tuition administration fee. In 2019, we will be focused on ensuring young New Zealanders not in education, employment or training are aware of what Te Kura has to offer them and that our learning programmes, systems and processes continue to meet the varied needs of these students. This will involve the development of a stakeholder engagement plan for this cohort.

Te Kura will also continue to develop its Summer School offering which is largely targeted at young adults who want to use the summer break to earn additional credits or specific internal standards in NCEA. This may be to get into a tertiary course, training, or employment the following year.

### **Become a bilingual organisation**

In early 2019, Te Kura will commence workshops and staff consultation for our bilingual strategy - Te Rautaki Reoruatanga. During the year we will collect and analyse consultation results and start developing an action plan to implement Te Rautaki Reoruatanga over 2019-2020. This will include engaging managers and leaders to lead language initiatives across the organisation and identifying and promoting offerings for staff development programmes via external providers. We will

identify other resources to support Te Kura teachers of Māori students and te reo Māori learners, and collaborate with resource developers to design course materials that support total immersion settings. We will also build relationships with other agencies and organisations who are working towards becoming bilingual.

### **Build systems capability**

The transition from paper to online delivery of resources for Year 7—13 courses, including NCEA levels 1, 2 and 3, is now largely complete. During 2019, we will focus on the move to online provision for Early Childhood and Primary. We will continue to develop these areas of the online learning environment and examine the resources required to deliver a full programme of learning. Development of Learning Support online modules will also continue in 2019.

We will proceed with the development of a Learning Objects Repository. This will be an important enabler of Big Picture learning. The goal is to store learning content in a way that makes it easy for teachers to develop project-based cross-curricular learning programmes for students based on their interests.

We will continue to investigate the implementation of online proctoring tools. These tools are an important component of conducting and supervising online assessments.

### **Tell our story**

We are aware that there is currently a lack of understanding externally about what Te Kura has to offer. During 2019 our efforts to improve this situation will be focused in two key areas:

- Positioning Te Kura as a Big Picture learning school will provide a new point of difference that needs to be well understood and promoted
- Ensuring young people not in employment, education, or training are aware of what Te Kura has to offer and how we can support them.

Stakeholder engagement, promotion and communications will also be a key part of refreshing our Māori Student Success Framework and we will also implement our Pacific Stakeholder Engagement Plan during 2019. We will continue to build relationships with other key stakeholders at a national and regional level.

We will continue to focus on building a strong presence on social media and having a presence at key community events.

We will investigate ways in which we can support and enable Te Kura staff to help tell our story through their daily work and the many contacts they have with students, whānau and the community. This will include supporting staff to attend and present at selected conferences and other forums.

## **Māori student success**

During 2019 we will review our Māori Student Success Framework to ensure it is current and relevant. This will include ensuring that it reflects our five strategic priorities, with a focus on Big Picture learning.

Te Kura is offering Field Māori standards as Kaupapa Māori and we will continue to develop this offering in 2019. NZQA Field Māori are Mātauranga Māori Qualifications ranging from Level 1-6. Field Māori provides rich contexts for learning through multiple subfields that connect authentically to the lives of many of our students. These subfields in turn connect to the learning areas of Te Marautanga o Aotearoa and the New Zealand Curriculum. During 2019, we will be working on an online delivery model for a total of five courses. We believe this will be a powerful step towards re-engaging students in relevant and culturally authentic ways.

Te Kura acknowledges the Treaty of Waitangi as Aotearoa New Zealand's founding document and the basis of a mutually beneficial relationship between Māori and the Crown. Māori students are a priority for Te Kura and it is important that we can place our work in the context of the Treaty principles. During 2019, Te Kura will be developing a Treaty of Waitangi Policy that formalises how the Treaty principles are applied in our work and define Te Kura as a place.

In early 2019 Te Kura will commence workshops and staff consultation for our bilingual strategy - Te Rautaki Reoruatanga. During the year we will start developing an action plan to implement Te Rautaki Reoruatanga over 2019-2020.

Māori students' engagement and achievement will continue to be a focus of our monitoring, reporting and data analysis.

## **Pacific student success**

During late 2018 we developed a Pacific Stakeholder Engagement Plan and we will be implementing this during 2019. Our focus will be on working with regional and national-level Pacific groups to understand and respond to the needs of students, and the needs of their communities. We will work to ensure Pacific communities know what Te Kura has to offer them, so they can make informed decisions about how we can support them.

We will also continue to work on the other components of our Pacific Strategy. During 2019 we will implement our new Samoan NCEA Level 1 course. We will continue to build our internal capability and understanding of protocols and cultures in Pacific communities, so we are able to better engage with our Pacific students to achieve their educational goals. We will strengthen our relationships with the Pacific Realm countries – Niue, Tokelau and the Cook Islands.

Pacific students are a priority at Te Kura and their engagement and achievement will continue to be a focus of our ongoing monitoring, reporting and data analysis.

## Performance measures

Students 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 student progress and achievement.

Te Kura has internal measures to monitor progress in ensuring student presence, student engagement and student achievement.

We have four key performance measures for 2019:

1. Provide high quality education and outstanding service
2. Lift student presence and engagement
3. Lift achievement in NCEA
4. Ensure school efficiency and effectiveness

The goals for each measure are based on the latest baseline data available. Each goal is either a threshold goal or an improvement goal:

- A threshold goal is set when we have seen increasing high performance in a key area over time, and we want to monitor that area to ensure the performance is maintained.
- An improvement goal is set when we want to lift performance in a particular area.

Please note:

- Unless otherwise stated all increases or improvements are against the 2018 calendar year.
- Unless otherwise stated, a percentage increase means a change in the overall percentage declared, e.g. an improvement from 60% to 62% will be acknowledged as an increase of 2%.
- 2018 baselines for goals under performance measure three, Lift achievement in NCEA, are subject to change until results are finalised in April 2019.

### 1. Provide high quality education and outstanding service

Te Kura provides high quality education to our students and outstanding service to all our stakeholders.

#### **Goal 1.1: Ensure families and whānau are satisfied with Te Kura's Early Childhood programme**

80% of families and whānau who respond to a survey are 'satisfied' or 'very satisfied' with the programme of learning offered.

*Threshold goal of 90%. 2018 baseline: 98%*

#### **Goal 1.2: Ensure Te Kura teachers give helpful feedback to our students**

90% of students who respond to a survey 'agree' or 'strongly agree' that the feedback they receive from their teacher helps them to understand and improve their learning.

*Threshold goal of 90%. 2018 baseline: 87%*

### **Goal 1.3: Provide high quality online learning resources**

90% of respondents to a survey 'agree' or 'strongly agree' that the content of our online modules is clear, the topics are interesting, that there is a good mixture of activities and that the activities help with their learning.

*Threshold goal of 90%. 2018 baselines: 91% content is clear, 88% topics are interesting, 89% good mixture of activities, 91% activities help with learning*

### **Goal 1.4: Te Kura's Student and Whānau Hub resolves queries in a timely manner**

The Hub aims to resolve 95% of all queries within the appropriate timeframe.

*Threshold goal of 95%. 2018 baseline: 95%*

## **2. Lift student presence and engagement**

As Te Kura continues to transform the way our teaching and learning is delivered, we strive to lift student presence and engagement in our online learning environment My Te Kura. This will lead to better outcomes for our students and reduce the number of students who are removed from the roll for non-engagement.

### **Goal 2.1: Ensure year 11 - 13 Full-time and young adult students engage regularly with their learning advisors in My Korowai**

We aim to lift the proportion of year 11-13 full-time and young adult students who regularly engage with their Learning Advisor in My Korowai.

*Improvement over prior year goal. 2018 baselines: 45% access My Korowai, 31% submit individual learning plan*

### **Goal 2.2: Lift student presence and engagement in My Te Kura**

We aim to increase student presence and engagement by lifting the proportion of full-time and young adult students who regularly access My Te Kura and who return work online.

*Improvement over prior year goal. 2018 baselines: up to 74% monthly access, up to 49% monthly work return*

### **Goal 2.3: Reduce proportion of non-engaged students**

We aim to reduce the proportion of full-time and young adult students who are removed from the roll through the non-returners process.

*Improvement over prior year goal. 2018 baselines: full-time 8%, young adults 17%*

### 3. Lift achievement in NCEA

To achieve an NCEA certificate, students need to gain 80 credits that count towards the respective level and meet the Literacy and Numeracy requirements. Te Kura aims to increase participation in and achievement of NCEA certificates by close monitoring and tracking of students to ensure they achieve as many NCEA credits as possible.

#### **Goal 3.1: Reduce proportion of Full-time and Young Adult students with no credits**

Te Kura aims to reduce the proportion of enrolled year 11-13 full-time and young adult students who have not gained Te Kura assessed credits in the year to date.

*Improvement over prior year goal. 2018 baselines: full-time 29%, young adults 36%*

#### **Goal 3.2: Increase proportion of Full-time and Young Adult students with credits**

Te Kura aims to maximise the proportion of enrolled year 11-13 full-time and young adult students who have gained Te Kura assessed credits in the year to date.

*Improvement over prior year goal. 2018 baselines: full-time 71%, young adults 64%*

#### **Goal 3.3: Decrease proportion of Full-time and Young Adult students removed by the non-returners process who have 0 credits**

Te Kura aims to reduce the proportion of year 11-13 full-time and young adult students removed by the non-returners process who have not gained any Te Kura assessed credits in the year to date.

*Improvement over prior year goal. 2018 baselines: full-time 20%, young adults 25%*

#### **Goal 3.4: Increase proportion of enrolled Full-time and Young Adult students who have results in their NCEA subjects**

Te Kura aims to increase the proportion of enrolled year 11-13 full-time and young adult students (enrolled for 60+ days) who have achieved internal standard results in the NCEA subjects they are enrolled in.

*Improvement over prior year goal. 2018 baselines: full-time 37%, young adults 28%*

#### **Goal 3.5: Increase proportion of Full-time and Young Adult students who meet the Literacy and Numeracy requirements for NCEA**

Te Kura aims to increase the proportion of enrolled year 11-13 full-time and young adult students who meet the Literacy and Numeracy requirements.

*Improvement over prior year goal. 2018 baselines: full-time 54% Literacy, 47% Numeracy; young adults 71% Literacy, 67% Numeracy*

#### **Goal 3.6: Maintain high NCEA standard pass rates**

Te Kura will maintain or increase high achievement rates for NCEA standards at all levels.

*Threshold goal of 90%. 2018 baselines: level 1 91%, level 2 87%, level 3 90%*

#### 4. Ensure school efficiency and effectiveness

Te Kura is committed to being an efficient and effective school by ensuring our people, systems and processes are adaptive, responsive and capable of achieving our goals.

**Goal 4.1: Te Kura achieves its operating and capital budget targets within variance acceptable to the Chief Executive and Board.**

Te Kura operates within its approved budget.

**Goal 4.2: Te Kura assets will be well-managed and updated according to the replacement cycle.**

The Capital Management policy is adhered to.

**Goal 4.3: Te Kura will comply with all statutory, regulatory and audit requirements and the school's policies and procedures.**

- Te Kura receives an 'unqualified' opinion from the Auditor General.
- No incidents of imprudence or non-compliance with legislation arise that may compromise Te Kura, its stakeholders or the Board.



## Appendix 1 - About Te Kura

The Correspondence School was set up in 1922 to provide education at primary school level for 83 students living in remote areas. In 1929, it expanded to cater for secondary school students. 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 staff, we introduced the school's current name – Te Aho o Te Kura Pounamu, which refers to connecting students with learning. There is a wealth of meaning to the name, reflecting the role we play within the education sector, the students themselves and our vision for their achievement.

Te Kura's current role in the education sector is to provide distance education programmes for students from early childhood to Year 13 as well as adult learners returning to qualification-based learning. We are New Zealand's largest education provider in the early childhood and compulsory education sectors. Our vision is that our students achieve their educational and personal goals, enabling them to participate effectively as members of their communities.

The Ministry of Education funds Te Kura in accordance with section 81A of the Education Act 1989. Funding is based on student enrolment numbers and work return information.

The enrolment of students 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.

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, which between them deal with much of the detailed work prior to consideration by the Board.

<u>Board Member</u>	<u>Term expiry date</u>
Karen Sewell (Chair) – reappointed September 2018	September 2019
Maxine Moana-Tuwangai – reappointed December 2016	November 2019
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

## Vision

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

Our vision for Te Kura learners draws from and is set within the context of the New Zealand Curriculum<sup>2</sup> which envisions young people:

- who will be creative, energetic, and enterprising
- who will seize the opportunities offered by new knowledge and technologies to secure a sustainable social, cultural, economic, and environmental future for our country
- who will work to create an Aotearoa New Zealand in which Māori and Pākehā recognise each other as full Treaty partners, and in which all cultures are valued for their contributions
- who, in their school years, will continue to develop the values, knowledge, and competencies that will enable them to live full and satisfying lives
- who will be confident, connected, actively involved lifelong learners.

The NZ Curriculum<sup>3</sup> specifies eight learning areas: English, The Arts, Health and Physical Education, Learning Languages, Mathematics and Statistics, Science, Social Sciences, and Technology.

The learning associated with each area is part of a broad, general education and lays a foundation for later specialisation. Like the key competencies, this learning is both means and end: valuable of itself and the pathways it opens to other learning.

Achievement of our vision will be reflected in a school where:

- teachers and students work within a variety of flexible, interactive and engaging learning environments supported through effective policies and procedures
- students are engaged in personalised, authentic and collaborative work
- partnerships are the basis of effective engagement with schools, family/whānau and other community organisations
- the majority of teachers at Te Kura are based in the regions, closer to their students
- online learning and blended learning are embedded within the school's pedagogy
- teachers and students have access to a high standard of ICT resources (hardware, software, connectivity, content and support)
- the curriculum is flexible, adaptive and responsive
- diversity is a strength
- there is increased and measurable student achievement by Māori, Pacific and other priority groups.

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<sup>2</sup> Page 8, Vision

<sup>3</sup> Page 16, Learning Areas

## Core values and behaviours

At Te Kura we demonstrate by our actions that we:

- put the success of our students at the forefront of everything we do
- respect each other, students, their whānau and our partner organisations
- see strength in diversity
- celebrate innovation and success
- communicate openly and honestly.

## Creating a healthy and safe workplace

Te Kura's Board of Trustees is committed to the creation of a healthy and safe workplace for workers and visitors. As part of this commitment the Board, through the Senior Leadership Team, takes all practicable steps to ensure compliance with all health and safety legislation, with a focus on critical risk identification, assessment, control, monitoring, and review. In doing so, the Board aims to ensure that sound health and safety workplace practices and those relating to student events organised by Te Kura are an integral part of the day to day operations.

As a further demonstration of its commitment the Board will, so far as is practicable, ensure:

- relevant data is reviewed to manage risk effectively and ensure sound understanding of and confidence in Te Kura's health and safety practices
- workers are consulted about health and safety policies and practices and are actively encouraged to participate in health and safety matters
- hazards are monitored and managed to prevent harm to workers and other people who come on to Te Kura premises
- workers are aware of hazards in their role and at their workplaces and that the Hazard Register is available to all workers
- a register of accidents and notifiable events is maintained
- an accessible safe, healthy and clean physical working environment is provided at all Te Kura sites
- procedures are maintained for dealing with emergencies and communicating them appropriately
- an adequate programme is in place for training workers in the safe use of plant and equipment, and in the handling of hazardous substances
- an adequate programme is in place for worker induction in the health and safety practices within Te Kura.

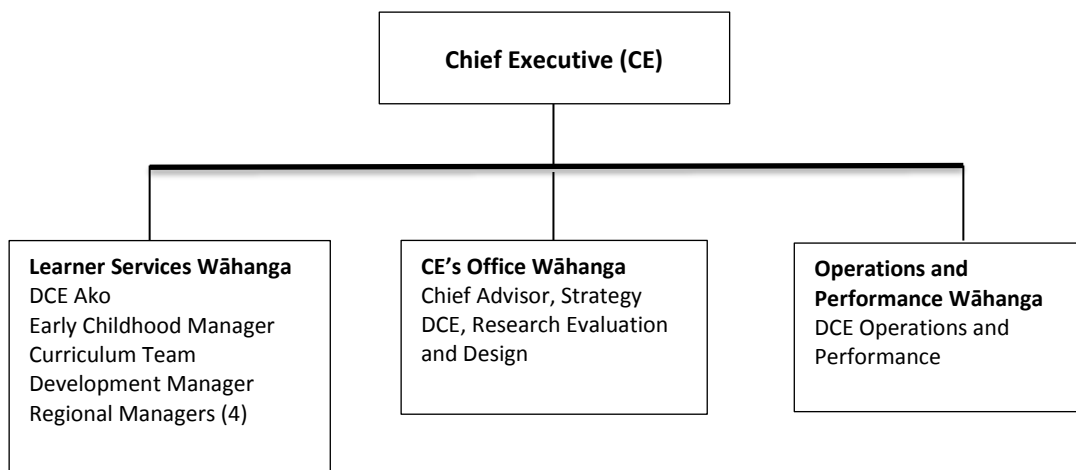
## What we do

Te Kura provides educational services to early childhood and years 1 to 13 students as well as adult learners returning to qualification-based learning. The circumstances of our students are many and varied. This diversity is evident in terms of age and ethnicity, location, educational need and the level of support available to each student.

Our focus is to work with students, their whānau, communities, and other agencies to provide effective teaching and learning personalised to each student’s individual needs and aspirations.

## Our structure

Our management structure is detailed in the diagram below.



Te Kura is organised into three wāhanga (areas) – Learner Services, Operations and Performance, and the Chief Executive’s Office. Research, Evaluation and Design forms part of the Chief Executive’s Office. The Chief Executive and the Board are supported by the Chief Advisor, Strategy.

The Senior Leadership Team has responsibility for the overall leadership and strategic direction of the school, and comprises the Chief Executive, Deputy Chief Executive (DCE) Ako, DCE Operations and Performance, DCE Research, Evaluation and Design, and the Chief Advisor, Strategy.

As at 30 November 2018, Te Kura employed 477 staff members, covering the equivalent of approximately 439 full-time positions. The table below shows a headcount of teaching staff, specialist and support staff:

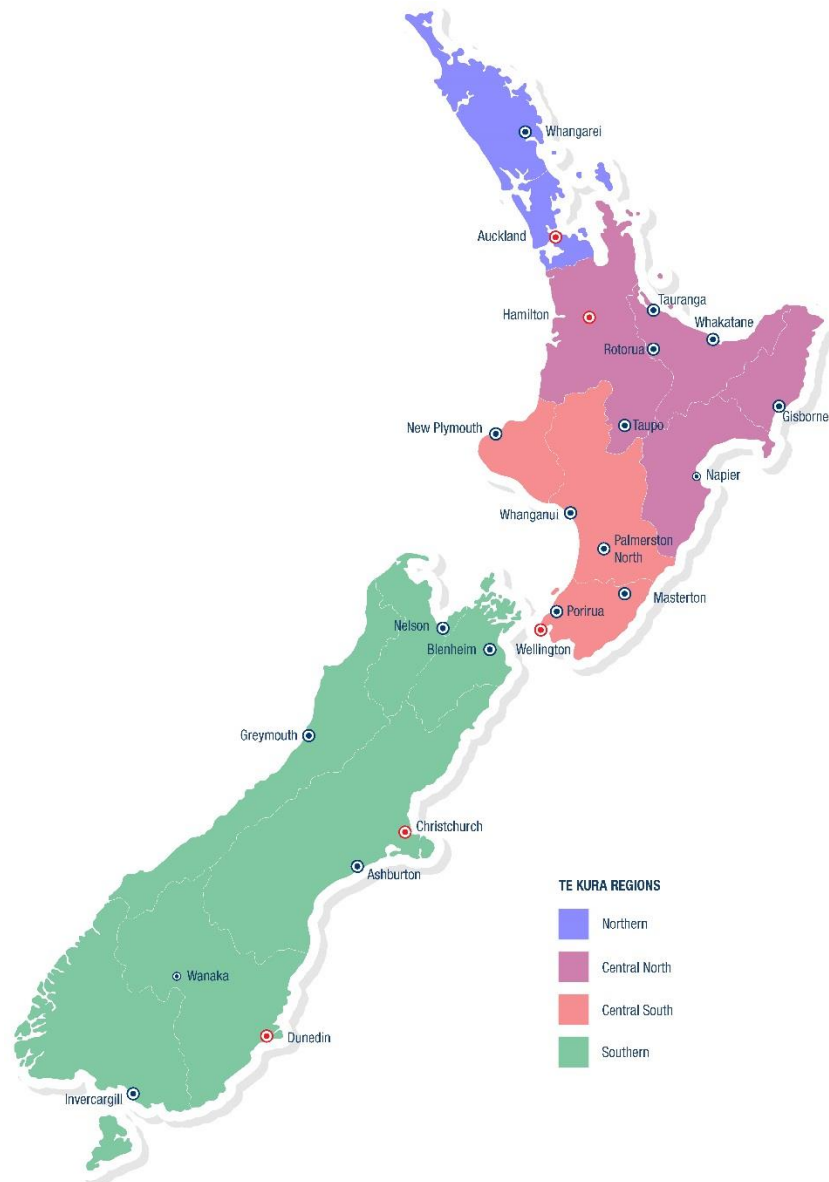
<b>POSITION TYPE</b>	<b>2017</b>	<b>2018</b>
Teaching	313	319
Specialist and support	162	158
Total	475 (435 FTE)	477 (439FTE)

In addition, we employed 101 teacher aides and 23 additional teachers. These 23 teachers covered 4.7 full-time equivalent (FTE) positions.

Approximately 50% (239) of staff were based in regional offices outside Wellington, with all teaching staff located in their region.

Our regionalised structure allows us to deliver education to our students across New Zealand through four regional offices (Northern, Central North, Central South and Southern) and some smaller offices, including Whangarei, Hastings and Nelson.

**Fig 1. Map indicating Te Kura Regions**



Advisories, event days and tutorials offer opportunities for students to connect with their teachers and with other students in their area. These events help Te Kura students develop their practical work, social and relationship-building skills within a local context. Programmes for learning supervisors augment the skills they use when working with their students. Secondary Tertiary Alignment Resource (STAR) camps enable older students to develop skills and earn NCEA credits. Being located within students' communities means our staff can work alongside students and their whānau; they also work closely with local schools, agencies and community groups which support students' learning. Each region personalises their approach depending on the needs of their students and families/whānau.

Te Kura works in partnership with students, their whānau, schools, a number of government agencies, organisations and communities. Some of our key stakeholders include:

- the Ministry of Education, New Zealand Qualifications Authority and the Education Review Office
- other schools, alternative education providers, teen parent units and activity centres
- Kāhui Ako (Communities of Learning)
- trades academies
- youth services
- city councils
- district health boards
- early childhood education providers
- industry training organisations
- iwi
- service suppliers
- tertiary providers
- the business community
- wānanga.

Te Kura is responsible for the on-payment of supplementary 0.1/0.2 services for Full-time, years 1-13, Ongoing Resourcing Scheme (ORS) verified students. On behalf of the Ministry of Education, Te Kura also administers the on-payment of allowances to eligible supervisors of our Full-time students.

## **Our students and community**

### ***Student roll***

In the 2018 calendar year Te Kura had a cumulative roll of 21,187 with approximately 11,500 students enrolled at any one time. Te Kura's student body is diverse. We have students who are geographically isolated, itinerant or living overseas. Our Full-time students 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's students 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 students 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 student education.

Te Kura has a large number of Māori students – approximately 28% of the early childhood and Full-time year 1 to 6 roll and approximately 42% of Full-time year 7 to 13 enrolments. Pacific student enrolments continue to grow, up from 5% in 2017 to 6% in 2018. Our roll also includes students 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 80% of early childhood students are from rural areas. Most of these students 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 2018, students in years 1 to 6 made up approximately 18% of our Full-time roll. We also deliver dual-registered curriculum services to a significant number of primary-aged students.

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

In 2018, students in years 7 to 10 made up approximately 39% of our Full-time roll. These students generally enrol in Te Ara Hou, which offers an integrated programme of work combining skills and knowledge from two or more subjects as well as more traditional subject-based learning. Learning advisors ensure each student's programme covers all the curriculum areas and that they are ready for qualifications level courses in year 11. Te Ara Hou online is now known as Tō Kupenga.

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

In 2018, students in years 11 to 13 made up approximately 43% of our Full-time roll. We deliver dual-registered curriculum services to a substantial number of secondary students for curriculum access, adaptation or extension. Te Kura also provides secondary education to students enrolled at attached units (including alternative education providers, teen parent units and activity centres), as well as students with special education needs (including regional health schools, remedial, gifted, and special schools). Our years 11 to 13 roll includes a large number of young adult students – aged 16 or over - who left the schooling system but have since chosen to return to school to gain specific credits or qualifications.

### ***Adults***

In 2018, Te Kura has continued to work 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 2018

Enrolment type	2018 actual cumulative enrolments <sup>1</sup>	2019 forecast cumulative enrolments <sup>1</sup>	2018 actual equivalent Full-time students (EFTS) <sup>2</sup>	2019 forecast equivalent Full-time students (EFTS)
Full-time <sup>3</sup>	3658	3687	2244	2262
Adults <sup>4</sup>	2233	2727	402	491
Young Adults	5301	5627	1756	1864
Fee-payers <sup>5</sup>	169	170		
Dual Year 1-8	455	299	146	96
Dual Year 9-13 <sup>6</sup>	8834	7249	1996	1638
Early Childhood	537	444	370	306
<b>Total</b>	<b>21187</b>	<b>20203</b>	<b>6914</b>	<b>6657</b>

1. These figures represent the total number of enrolments throughout the year, not a count of students.
2. Total actual EFTS for 2018 will be subject to audit.
3. Full-time actual enrolment numbers for 2018 were made up of approximately:
  - 5% Learning Support
  - 16% Year 0-6
  - 37% Year 7-10
  - 41% Year 11-13
4. Adult student numbers include adult enrolments from the Department of Corrections.
5. Fee-payers do not generate EFTS.
6. Dual Year 9-13 actual enrolment numbers for 2018 were made up of approximately:
  - 35% Subject not available
  - 20% Attached units (includes alternative education, teen parent units and activity centres)
  - 28% Special education needs (includes regional health schools, remedial, language for ethnic, gifted, special schools and exchange students)
  - 8% Small class sizes
  - 9% Other reasons (includes emergency staffing, psychological/psycho-social, reintegration, transitional).



## Appendix 2 - Strategic context

### 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. To meet these aspirations our education system needs to change to meet the needs of the 21st century. As the way we live and work continues to change rapidly, so too do the demands we place on our education system. This requires broad engagement and getting broad support about objectives then setting out clear strategies to work towards achieving them.<sup>4</sup>

The Government’s 30 year vision for education in Aotearoa New Zealand, Te Pae Tawhiti, has a work programme made up of:

- big reviews of parts of the system,
- medium term strategies to map out priorities and actions over the next three or more years
- some key initiatives for things to get underway now.<sup>5</sup>

Big Reviews	Medium Term Strategies	Key Initiatives
Tomorrow’s Schools Review	Pacific Education	Te Kawa Mata Kura / Te Ahu o Te Reo
Reform of School Property	National Education and Learning Priorities (NELP)	Review of Home-based ECE
NCEA Review	Tertiary Education Strategy	Disability & Learning Support Action Plan
Reform of Vocational Education	International Education Strategy	Curriculum, Progress and Achievement
	Māori Education	Careers Action Plan
	Early Learning Strategy	Ongoing Tertiary Fees Free
	Education Workforce	

Te Kura’s strategic goals and priorities align with this vision and are closely connected to the elements of the work programme.

Other key documents that inform the development of our strategic direction and contribution to the education sector are:

- School Evaluation Indicators: Effective Practice for Improvement and Learner Success (Education Review Office, 2016)
- Vocational pathways: authentic and relevant learning (Education Review Office, 2016)
- Te Aho o Te Kura Pounamu Education Review (Education Review Office, 2015)

<sup>4</sup> [www.education.govt.nz/ministry-of-education/information-releases/education-portfolio-work-programme](http://www.education.govt.nz/ministry-of-education/information-releases/education-portfolio-work-programme)

<sup>5</sup> <https://conversation.education.govt.nz/about/>

- School Evaluation Indicators: Effective Practice for Improvement and Learner Success (Education Review Office, 2016)
- Pasifika Education Plan 2013-2017 (MoE and Ministry of Pacific Island Affairs, 2013)
- Māori Education Strategy: Ka Hikitia – Accelerating Success 2013-2017 (Ministry of Education, 2013)
- Tau Mai Te Reo – The Māori Language in Education Strategy 2013-2017 (Ministry of Education, 2013)

### The Treaty of Waitangi

Te Kura acknowledges the Treaty of Waitangi as Aotearoa New Zealand’s founding document and the basis of a mutually beneficial relationship between Māori and the Crown. Māori students are a priority for Te Kura and it is important that we can place our work in the context of the Treaty principles.

Te Kura believes the principles developed by the Waitangi Tribunal while inquiring into the historical claims of the Te Tau Ihu district (the northern South Island) provide an interpretation of the Treaty that is useful because it is derived not just from the strict terms of the Treaty’s two texts, but also from the surrounding circumstances in which the Treaty agreement was entered into<sup>6</sup>. The nine principles are:

Partnership	Mutual benefit
Reciprocity	Equity
Autonomy	Equal treatment
Active protection	Redress
Options	

During 2019, Te Kura will be developing a Treaty of Waitangi Policy that formalises how the Treaty principles are applied in our work and define Te Kura as a place.

### Putting students at the centre of everything we do

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

At Te Kura, as stated in the NZ Curriculum<sup>7</sup>, ‘...curriculum design and review is a continuous, cyclic process. It involves making decisions about how to give effect to the national curriculum in ways that best address the particular needs, interests and circumstances...’

For Te Kura’s students and their communities this is focused on students experiencing a rich and balanced education that embraces the intent of the national curriculum. Where possible in 2019, Te Kura will work with partner organisations to find ways our curriculum can be adapted to meet the future-focused learning goals of Te Kura students.

<sup>6</sup> [www.waitangitribunal.govt.nz/treaty-of-waitangi/principles-of-the-treaty](http://www.waitangitribunal.govt.nz/treaty-of-waitangi/principles-of-the-treaty)

<sup>7</sup> pages 37-42, The School Curriculum: Design and Review

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

### **Prioritising Māori students**

Māori students have been identified by the Ministry of Education as a priority and make up a significant proportion of Te Kura's roll. To be successful as a school Te Kura must be a place where Māori students feel comfortable, valued and able to achieve their potential. Our curricula and teaching practice should be relevant to the future needs of these young New Zealanders and help give them the foundation to contribute locally and compete globally.

### **Prioritising Pacific students**

In recognising our position as a South Pacific nation Te Kura appreciates New Zealand's need to equip Pacific students with educational tools to help meet future regional challenges. As the largest school in New Zealand with a presence throughout the country, we have a responsibility to ensure Pacific students, their families and communities understand how Te Kura can help them achieve the best possible educational outcomes.

### **Strengthening inclusion**

Te Kura's student population is increasingly diverse, and our students come to us with a wide variety of education needs. Many children will receive additional learning support at some point as they move through their education pathway. Some children with long-term learning or behavioural difficulties or physical and intellectual disabilities may need ongoing learning support throughout their education to make progress. Others only require short-term support.

### **Delivering high-quality, future-focused teaching and learning**

It is widely accepted that current educational systems, structures and practices are not sufficient to address and support learning needs for all students in the 21<sup>st</sup> century<sup>8</sup>. Future-focused learning describes the transformation necessary for the current system of education (developed in the age of industrialisation) to meet the evolving and dynamic challenges of the future.

The NZ Curriculum document<sup>9</sup> states *"evidence tells us that students learn best when teachers: create a supportive learning environment, encourage reflective thought and action, enhance the relevance of new learning, facilitate shared learning, make connections to prior learning and experience, provide sufficient opportunities to learn, inquire into the teaching/learning relationship"*.

In future-focused learning 'teachers' can include everyone who works alongside licensed professionals: teaching can be delivered teacher to student, student to student or student to teacher; teaching and learning can occur anywhere; and family and whānau view schools as inclusive learning environments.

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<sup>8</sup> Supporting future-oriented learning and teaching – a New Zealand perspective (Ministry of Education, 2012)

<sup>9</sup> Pages 34-36, Effective pedagogy – Teacher actions promoting student learning

## Appendix 3 - Our planning framework

Te Kura's Charter and Annual Plan is reviewed annually. The Board approves the document for community consultation which is carried out through the Te Kura website towards the end of each year. Feedback from our community is advised to the Board and considered before the final version of the Charter and Annual Plan is published early in term 1.

The school's planning framework aims to ensure that all strategic and operational planning activity within Te Kura contributes to enhanced school performance in teaching and learning, student engagement and ultimately student achievement.

The framework outlines the key processes and outputs associated with planning and how they are connected to each other. The components are:

strategic planning	performance development and achievement
annual planning	implementation and delivery
budgeting	ongoing monitoring and self-review.

The Charter and Annual Plan forms the basis of team annual plans and budgets. These team annual plans provide a breakdown of activities and accountability. Each region's annual plan includes specific interventions targeted at those students whom evidence shows are most in need in that region.

Other implementation plans, such as professional learning and development, procurement, and project plans also support the Charter and Annual Plan. Every Te Kura staff member has a Performance Development and Achievement (PDA) agreement used to develop their performance and, in turn, link individual performance to the achievement of Te Kura objectives as stated in annual plans. PDA is an ongoing process, with feedback given at set periods throughout the year. Performance reviews offer staff the opportunity to discuss progress with their manager and provide an opportunity to plan for and reflect on their individual professional growth and development.

Te Kura ensures that ongoing self-review of its policies, plans and programmes informs its strategic and annual planning, focuses on improving student achievement, and is used as part of a continuous improvement process.

Regular review and reporting of progress against annual plan targets are undertaken at both management and Board level. Progress against the targets in the school's Annual Plan is reported at the end of each year in the Annual Report.

Each wāhanga reports on specific compliance-related review processes in support of the Board's legislative and contractual obligations, the self-review cycle and the overall goal of improving student achievement.

Other self-review includes the quality of curriculum delivery, analysis of student assessment, and policies and procedures for assessment for qualifications on the New Zealand Qualifications Framework.

## **Appendix 4 - Early Childhood Service Charter**

### **Te Tutohinga a Te Ratonga Kohungahunga**

#### **Description of the service – He kupu whakaahua mo te Ratonga**

The Early Childhood Service is a distance education programme for families within Aotearoa New Zealand who have limited or no access to any other licensed and funded early childhood service or centre. Eligibility for enrolment is specified in the school's enrolment policy as determined by the Ministry of Education from time to time. This policy can be accessed via the Te Kura website.

#### **Description of the service's community – He kupu whakaahua mo te Hapori o te Ratonga**

Most enrolments in the Early Childhood Service are based on access criteria. Many of our early childhood enrolments are from rural areas where little or no access to any other licensed and funded early childhood service or centre is available. Other types of enrolments include itinerant families and enrolments for medical reasons, special circumstances or Ministry of Education referrals.

Some learners continue with Te Kura for their schooling, but most go on to attend a local school. The programme aims to accommodate the diversity of our learners and their whānau, including being flexible and adaptable to support different levels of developmental needs.

#### **Our Vision**

All students achieve their potential.

#### **Our Mission**

We collaborate with learners, whānau and communities to provide effective teaching and personalised learning.

#### **Our Philosophy**

We believe all children have the right to early childhood education. We are committed to honouring *Te Tiriti o Waitangi* and working in partnership with tangata whenua. We believe that a partnership between parents, whānau and kaiako is the most effective way to provide quality distance education for children.

Our approach is based on the national Early Childhood Curriculum, *Te Whāriki*, "an inclusive curriculum – a curriculum for all children. Inclusion encompasses gender and ethnicity, diversity of ability and learning needs, family structure and values, socio-economic status and religion."<sup>10</sup>

Individual programmes of learning are created within the framework of *Te Whāriki* and will:

- empower mokopuna to learn and grow
- reflect the holistic way mokopuna learn
- respect the reciprocal relationships between mokopuna, whānau and community
- focus on mokopuna strengths, interests and everyday experiences
- follow sound pedagogy and practice
- provide parent education and support.

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<sup>10</sup> <https://education.govt.nz/assets/Documents/Early-Childhood/ELS-Te-Whariki-Early-Childhood-Curriculum-ENG-Web.pdf>

We believe in the application of the principles of equity for teachers, parents, whānau, children and communities.

### **Te Whāriki – He whāriki mātauranga mō ngā mokopuna o Aotearoa**

Leaders and kaiako work in partnerships with children, parents and whānau to unpack the strands, goals and learning outcomes of *Te Whāriki*, interpreting these and setting priorities which promote individual programmes of learning, responding to the context of each child’s home and community environment, and responsive to Te Kura’s Early Childhood context.

The four curriculum principles are interwoven with five curriculum strands, which give expression to the vision for children at the heart of *Te Whāriki*. In collaboration with parents, whānau and communities, kaiako will create a curriculum which supports each child’s individual learning and development within their environment.

principles	strands
EMPOWERMENT   WHAKAMANA	WELLBEING   MANA ATUA
HOLISTIC DEVELOPMENT   KOTAHITANGA	BELONGING   MANA WHENUA
FAMILY AND COMMUNITY   WHĀNAU TANGATA	CONTRIBUTION   MANA TANGATA
RELATIONSHIPS   NGĀ HONONGA	COMMUNICATION   MANA REO
	EXPLORATION   MANA AOTŪROA

#### The Principles:

- Empowerment - Whakamana: early childhood curriculum empowers the child to grow and learn.
- Holistic Development - Kotahitanga: early childhood curriculum reflects the holistic way that children learn and grow.
- Family and community - Whānau tangata: the wider world of family and community is an integral part of early childhood curriculum.
- Relationships - Ngā hononga: children learn through responsive and reciprocal relationships with people and things.

#### The Strands:

- Wellbeing - Mana atu: the health and wellbeing of the child are protected and nurtured.
- Belonging - Mana whenua: children and their families feel a sense of belonging
- Contribution - Mana tangata: opportunities for learning are equitable, and each child’s contribution is valued.
- Communication - Mana reo: the languages and symbols of children’s own and other cultures are promoted and protected.
- Exploration - Mana aotūroa: the child learns through active exploration of the environment

At Te Kura, leaders and kaiako provide individual programmes of learning where:

- A culture is created that values and promotes the health and wellbeing of children. Kaiako model positive attitudes towards hauora, healthy eating and activity.

- All children and their families are accepted, their diversity is valued and welcomed, and they are actively supported to participate and learn.
- Children, parents and whānau are welcomed and contribute to the Te Kura early childhood programme.
- The early childhood programme gives expression to and extends children's understandings of their own and other languages and cultures.
- Kaiako build relationships of trust and respect children's rights by acknowledging feelings and individuality, explaining procedures, taking children's fears and concerns seriously, and responding sensitively.
- The early childhood programme offers a variety of possibilities for exploring, planning, reasoning and learning. New challenges in familiar settings encourage children to develop confidence.

**Fees and statement of financial accountability**

Parents provide the venue, heating, lighting and supervision. They do not pay fees.