

He mihi whakatau ki te Minita hou
Briefing to the incoming Minister

30 November 2020

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

As part of our commitment to becoming a bilingual organisation, we are using te reo Māori terms for our key concepts and people.

Throughout this document you will see:

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

1. He Whakataki | Introduction

This briefing introduces Te Aho o Te Kura Pounamu (Te Kura), highlights our current areas of focus with the Ministry of Education, and outlines our strategic direction. Further information can be found on our website at: www.tekura.school.nz

Mō Te Kura | 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 full-time 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 in a community of learning and within a local context.

Our learning design for full-time ākonga is called Te Ara Pounamu. It is based on a Big Picture approach which places ākonga and their whānau at the centre of our practice. Ākonga have a personalised programme based on their interests, needs and aspirations.

We partner with schools and other education providers, including those in the Realm countries of Tokelau, Niue and the Cook Islands, to offer dual tuition in a range of subjects. Ākonga remain on the roll of their school and are supported by Te Kura kaiako in their chosen subjects.

2. Ngā Wāhanga Arotahi me te Tāhūhū o te Mātauranga | Current areas of focus with the Ministry of Education

The current key areas of focus of Te Kura's work with the Ministry of Education are:

- a. Covid-19 response
- b. Funding review
- c. Enrolment policy review
- d. Staff representative to join the Te Kura Board
- e. Te Kura centenary in 2022

a. Covid-19 response

ClassroomNZ2020

- ClassroomNZ2020 is a platform that delivers a range of online courses for Y7-13 developed by Te Kura. The Ministry of Education has made it available to kaiako in any school or kura to use. For NCEA level courses, kaiako in schools and kura will be handling NCEA assessments and monitoring students' progress, but they can also direct ākonga to learn and revise independently through ClassroomNZ2020. The platform is currently available to schools until February 2021 but Te Kura is in discussions with the Ministry about extending this.

Auckland

- Te Kura partnered with the Ministry at the start of term 4 2020 to support senior ākonga in Auckland most at risk of not achieving their NCEA goals. Auckland Ministry of Education kaimahi have worked with local schools and other education partners to refer ākonga to the three programmes available: Te Kura Big Picture (TK400), targeted dual-tuition, and Summer School.
- Our intensive Big Picture learning programme was set up with 400 additional places for this term. Big Picture can help ākonga who have already left school or are at risk of disengaging. Online and face-to-face learning is available at locations all around the Auckland region. In agreement with each ākonga and their whānau, ākonga can either enrol full time with Te Kura or stay enrolled at their school while they participate in the Big Picture learning programme.
- As at 25 November, there were 151 ākonga enrolled- including 75 ākonga Māori and 45 Pacific ākonga. Feedback from ākonga, whānau and education partners about attendance and engagement has been very positive.
- The Ministry has agreed to extend the programme into term 1 2021 for those ākonga who enrolled during term 4 and who need more time to engage and to transition to their next education or work setting.
- There are up to 3000 additional places in targeted dual-tuition and Summer School.

- Targeted dual-tuition is for Auckland ākonga who need support in one or two NCEA subjects. With the targeted dual-tuition programme, ākonga remain enrolled at their school while accessing targeted support from Te Kura in one or two NCEA subjects. This arrangement enables ākonga to work through their courses at their own pace.
- This programme has been accessed by 55 ākonga so far. The unutilised places will now be available for Summer School enrolments.
- Extra places are available in Summer School 2020/2021 for ākonga in Auckland who need up to 12 additional credits to attain an NCEA or University Entrance award. A range of subjects are offered, including Maths, English and Science, and are delivered online. Teaching and assessments are provided by Te Kura kaiako.
- We are preparing for high demand for Summer School from Auckland and the rest of Aotearoa New Zealand. Registrations will be accepted from 23 November, with Summer School running from 21 December 2020 to 10 February 2021.

b. Funding review

- In September 2019¹ you noted that Te Kura had identified some issues with its funding model, which has been in place since the 2007 school year.
- You agreed that the Ministry of Education undertake a review of funding for Te Kura, which reflects the ongoing work to redesign alternative education and to investigate the potential of online learning, as well as the recommendations of the Review of Tomorrow's Schools.
- You also agreed that as a first step Te Kura be included in work to replace deciles (Te Kura does not currently have a decile rating).
- In July 2020 Te Kura wrote to the Secretary for Education to request that an interim review of Te Kura's funding rates commence immediately, ahead of the wider review of the Te Kura funding model. The Secretary for Education agreed to consider current cost pressures, and whether the difference between Te Kura's funding model and the average per-student funding model for state and state-integrated schools warrants a funding top up, while the wider work is being completed and implemented. This interim review is currently underway.

c. Enrolment policy review

- The enrolment of ākonga is governed by section 68 of the Education and Training Act 2020 and is determined by a Gazette notice of the 'Enrolment and dual tuition policy'. The enrolment policy is reviewed as required by the Ministry of Education and Te Kura..
- The current version took effect on 1 January 2019².
- We are working with the Ministry of Education to review the enrolment policy. At the time of writing, an updated policy is expected to be in place by 1 January 2021.

¹ Education Report: Funding for Te Aho o Te Kura Pounamu METIS 1205000

² <https://www.tekura.school.nz/assets/enrolment/Te-Kura-Enrolment-and-Dual-Tuition-Policy-2019.pdf>

d. Staff representative to join the Te Kura Board

- The Education and Training Act 2020 included the formal establishment of a seat on the Te Kura Board for a staff representative.
- The new role will replace the current arrangement of having a co-opted ex-officio representative.
- Formally including a staff member on the Te Kura Board:
 - Recognises that staff have an important interest in the Board's decision-making;
 - Ensures that there are opportunities for staff to bring their particular expertise in decisions around the implementation of Board decisions; and
 - Provides a stronger connection for staff with the school because they have a voice in the school's governance.
- It is up to the Education Minister to determine whether the staff member is elected, co-opted by the Board or appointed by the Minister.
- You posted a Gazette notice in September 2020 advising that the position would be filled by holding an election. We have appointed an independent and experienced Returning Officer to run the election on our behalf this term.
- At the time of writing, voting papers have been distributed to kaimahi. The election date is 11 December and the result should be known by 18 December. It is expected that the new Board member will take up their role at the start of 2021.

e. Te Kura centenary in 2022

- Te Aho o Te Kura Pounamu – The Correspondence School will be celebrating its centenary in 2022. We believe this is a significant milestone and celebration for the New Zealand education sector.
- Planning for the centenary is underway within Te Kura. We will be communicating with your office and the Ministry of Education early in the New Year to determine the level of interest and involvement you may wish to have.

3. He Rautaki Kōkiri | Our strategic direction

Te Kura's 2020 Charter and Annual Plan has the detail of our strategic and annual plans³. To give an overview of our strategic direction, here are the guiding beliefs and strategic priorities from our Charter:

Ō mātou whakapono | Our beliefs

Our strategic planning is guided by three core beliefs:

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

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

Ensuring ākonga are at the centre of everything we do

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

Delivering high-quality, future-focused teaching and learning

This is our core role. We are part of an educational system working to strengthen systems, structures and practices to address and support learning needs for all ākonga in the 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 the ākonga and their whānau at the centre of our practice.

Te Kura ran a successful 4-year Big Picture pilot funded by the Ministry of Education. The Education Review Office's 2017 Report⁴ on the pilot showed that Big Picture learning can significantly improve ākonga engagement, achievement and wellbeing. The Ministry of Education currently funds Te Kura to provide 80 intensive Big Picture places for ākonga at risk of not engaging and achieving.

³ <https://www.tekura.school.nz/assets/publications/FINAL-2020-Charter-and-Annual-Plan-Te-Aho-o-Te-Kura-Pounamu.pdf>

⁴ <https://www.tekura.school.nz/assets/publications/Te-Kura-Pilot-Evaluation-Phase-Four-October-2017.pdf>

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 hāpori 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, 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

Ngā Mātāpono are the principles that guide and inform all aspects of our ākongā-centred pedagogy and practice. They are visible in all interactions with ākongā 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 ākongā wellbeing through balanced holistic development
- Whaitake - connecting ākongā 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 ākongā by respecting their voice and giving them choice
- Whakawhānaungatanga - honouring mutually respectful relationships that strengthen everyone.

Te Kura Big Picture provides ākongā with:

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

Focus on Young Adults and NEETs

Over 80,000 New Zealanders under the age of 25 are not in employment, education, or training (NEET)⁵. There is a significant opportunity to improve outcomes for this cohort and any impact that Te Kura can have will make a big difference to New Zealand.

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

Te Rautaki Reorua | Become a bilingual organisation

We are committed to delivering *Te Rautaki Reorua* to contribute to the revitalisation and sustainability of te reo Māori. Moving towards becoming a bilingual organisation is one of the key ways in which Te Kura can give effect to the principles of Te Tiriti o Waitangi and ensure ākongā Māori feel comfortable, valued and able to achieve their potential.

Te Kura has a high proportion of ākongā Māori and recognises ākongā Māori as a priority. The public sector also has obligations under Te Ture mō Te Reo Māori 2016 to deliver the Maihi Karauna strategy⁶.

Te Rautaki Reorua has four pou (pillars):

Uaratanga | Value

Te Reo Māori is embraced, valued and supported across Te Kura

Ariā o te reo | Visibility

Te Reo Māori is seen and heard across Te Kura

Āhuatanga mahi | Participation

Te Kura kaimahi participate in, and are supported in, activities that use te reo Māori

Nekenekehanga | Progress

Te Kura kaimahi plan their te reo Māori goals, and can track and monitor their progress.

Build systems capability

Te Kura is an online, ICT-oriented organisation. We 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.

⁵ <https://www.stats.govt.nz/news/rates-of-young-men-and-women-not-earning-or-learning-converge>

⁶ <https://www.tpk.govt.nz/en/a-matou-kaupapa/maihi-karauna>

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 ākonga, whānau and the community. We will continue to support kaimahi to attend and present at conferences that have relevance to our work.

Tāpiritanga 1 | Appendix 1

Ngā Tirohanga Whānau | Organisational overview

Tō Mātou Poari | Our Board

The composition of Te Kura's Board of Trustees is determined by the Minister of Education in accordance with section 95 of the Education Act 1989. The Board is supported by the Risk Assurance Committee and the Employer Committee.

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

Ā mātou kaimahi | Our staff

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

Te Kura is organised into four wāhanga (areas):

- CE's Office
- Curriculum- including Creative Services
- 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 our Student and Whānau Support, Information Resourcing Group, Finance, and Human Resources.

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

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

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

Ā mātou ākonga | Our students

The enrolment of ākonga is governed by 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 2019 calendar year Te Kura had a cumulative roll of 22,152 with approximately 12,000 ākonga enrolled at any one time. Te Kura's roll is diverse. We have ākonga who are geographically isolated, itinerant or living overseas. Our Full-Time ākonga also include those who have been alienated or excluded from a face-to-face school, those who have been referred by Ministry of Education Learning Support and Oranga Tamariki, and young parents.

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

Te Kura has a large number of ākonga Māori – approximately 28% of the early childhood and Full-Time year 1 to 6 roll and approximately 43% of Full-Time year 7 to 13 enrolments. Pacific enrolments were 5% of the roll 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 85% 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.

Years 1 to 6

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

Years 7 to 10

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

Years 11 to 13

In 2019, ākonga in years 11 to 13 made up approximately 40% of our Full-time roll. We deliver dual-registered curriculum services to a substantial number of secondary ākonga for

curriculum access, adaptation or extension. Te Kura also provides secondary education to ākonga enrolled at attached units (including alternative education providers, teen parent units and activity centres), as well as ākonga with learning support needs (including through remedial and gifted gateways, regional health schools and special schools). Our years 11 to 13 roll includes a large number of young adults – aged 16 or over - who left the schooling system but have since chosen to return to school to gain specific credits or qualifications.

Summer School

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

Adults

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

Enrolment numbers at 31 December 2019

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

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