

Charter and Annual Plan 2015

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Overview from the Chair and Chief Executive

This charter and annual plan provides the blueprint for the activities we will undertake in 2015 towards achieving our strategic priorities.

Implementation of our online learning strategy will be a major focus for Te Kura in 2015. Alongside the completion of our new online courses at curriculum levels 3–5, the integrated programme Te Ara Hou will be converted for online delivery and work will begin on redeveloping NCEA course materials as interactive online courses. A key element of our strategy will be ensuring our full-time students have access to a suitable device and connectivity. During 2015 we will explore opportunities to increase access to connectivity among those students, including philanthropic support and community-based initiatives.

The online learning strategy sits alongside our commitment to develop teaching practice in line with the principles of future-oriented teaching and learning and Education 3.0. In 2015 we will implement a comprehensive programme of professional development for all Te Kura staff. We will continue our focus on personalised, authentic learning programmes by consolidating our authentic learning practices and further increasing the number of teaching staff located closer to their students. We will enter year two of our four-year authentic learning pilot, set up to determine the impact of our Big Picture-based authentic learning approach and face to face support for students who are at risk of not achieving at school.

Te Kura plays an integral role in the New Zealand education system. As such, we are well-positioned to contribute to the Better Public Service targets, in particular the target for increasing the proportion of 18-year olds with NCEA level 2 or an equivalent qualification. We will work closely with the Ministry of Education to implement practical solutions to increase the number of full-time and young adult students aged 16 to 18 who are participating in and achieving NCEA, with a focus on Māori, Pasifika and other priority groups. Our Māori Student Success Framework and Pasifika strategy provide the foundations for our initiatives to increase the achievement of these students at all levels of the school. These efforts will be supported by the development of new ways of monitoring and measuring how effective we are at delivering teaching and learning based on the principles of Education 3.0.

Our strategic priorities of online learning, improving education outcomes for priority groups, and authentic and engaging learning experiences for students are supported by key enablers and capability improvements. In 2015 we will continue our efforts to build partnerships at the local, regional and national levels, and to increase the number of teaching staff based in the regions. Curriculum development will remain a key focus as we implement our online learning strategy, refine our programme delivery to include the Ministry's Vocational Pathways strategy and continue the development of authentic contexts for learning in a cross-curricular environment.

Paetāwhiti e
Te kāinga ō mātiro
Ngā pae tata e
Whakamua kia tina TINA

The far horizon
Is the home of aspirations
While the goals of today
Let them be pursued and achieved

Karen Sewell, QSO
Chair

Mike Hollings
Chief Executive

Introduction

The Correspondence School (Te Kura) was set up in 1922 to provide education at primary school level for 83 students living in remote areas. Seven years later 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 over time.

We are New Zealand's largest education provider in the early childhood and compulsory education sectors. We also provide education programmes for adult learners who are returning to qualification-based learning.

The Ministry of Education funds Te Kura in accordance with section 81A of the Education Act 1989. Funding is based on student enrolments and engagement.

The enrolment of students is governed by sections 7 and 7A of the Education Act 1989. The enrolment policy is reviewed annually 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>Term expiry date</u>
Karen Sewell (Chair) – appointed September 2012	September 2015
Paul Adams – appointed September 2012	September 2015
Gillian Heald – appointed September 2012	September 2015
Maxine Moana-Tuwhangai – appointed June 2012	September 2015
John Sproat (Deputy Chair) – appointed June 2012	September 2015
Stuart Middleton – appointed May 2014	May 2017
Lalita Rajasingham – appointed May 2014	May 2017

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 (page 8, Vision), 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 the contributions they bring
- 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, and lifelong learners’.

The NZ Curriculum (page 16, Learning Areas) 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 end and means: valuable in itself and valuable for 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
- students are engaged in personalised, authentic, collaborative work
- partnerships are the basis of effective engagement with schools, family/whānau and other community organisations
- the majority of our teachers are based in the regions, closer to their students
- online learning and blended learning are embedded within the school’s pedagogy
- the digital distribution of resources is the default setting
- 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 recognised as a strength
- there is increased student achievement by Māori and other priority groups.

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 whanau and our partner organisations
- see strength in diversity
- celebrate innovation and success
- communicate openly and honestly.

What we do

Te Kura provides educational services to early childhood and years 1 to 13 students for whom we are the best current option. 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 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 and Nelson. Event days, advisories 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. Parallel programmes for learning supervisors augment the skills they use when working with their students. Our staff are able to work alongside students and their whānau; they also work closely with local schools, agencies and community groups which support students' learning. Regional Reference Groups ensure all our stakeholders have the chance to hear more about what is happening at their school and provide feedback.

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 Education Review Office
- other schools, alternative education providers, teen parent units and activity centres
- 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 2014 Te Kura had a cumulative roll of close to 25,000 with around 13,000 students enrolled at any one time. Te Kura students are very diverse. Along with 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 Special Education, young parents and students who

have been referred by Child, Youth and Family. Together, these students make up 51 per cent of our full-time roll.

While the majority of Te Kura's students are of secondary school age, our students 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-enrolled students from primary and secondary schools, enrolled for curriculum access, adaptation or extension. Through these enrolments, the school has developed solid working relationships with many of the country's primary and secondary schools. This relationship is based on a Service Level Agreement (SLA) that formalises each party's responsibilities for student education.

Te Kura has a large number of Māori students –approximately 25 per cent of the early childhood and full-time year 1 to 6 roll and approximately 37 per cent of full-time year 7 to 13 enrolments. Pasifika enrolments, particularly in early childhood education, are growing as a result of our engagement with playgroups and Ministry initiatives in lower economic urban areas. Our roll also includes students from a wide range of other ethnic groups.

Early childhood

Our early childhood enrolments encompass a diversity of lifestyle and socio-economic backgrounds, although they continue to be drawn mainly from rural areas. Most of these students go on to attend their local primary school. As part of the Ministry of Education (the Ministry) programme to increase participation in early childhood education, a new gateway was introduced in 2011 to enable children who are ineligible under any other early childhood gateway to enrol at Te Kura with a Ministry referral. The Ministry and Te Kura also provide a service of mentoring and resourcing to kaimanaaki and children engaged with Ministry-supported playgroups.

Years 1 to 6

Our students in years 1 to 6 make up approximately 16% of our full-time roll. We also deliver dual enrolment curriculum services to a significant number of primary-aged students.

Years 7 to 10

Students in years 7 to 10 make up approximately 30% 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.

Years 11 to 13

Students in years 11 to 13 make up approximately 50% of our full-time roll. In addition, we deliver dual enrolment curriculum services to a substantial number of secondary students enrolled 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 – those aged 16 or over who left the schooling system but have since chosen to return to school to gain specific credits or qualifications.

Adults

Te Kura caters for adult students who, like young adults, enrol to gain specific credits, skills or qualifications. This group includes Department of Corrections adult enrolments.

Enrolment numbers

Enrolment type	2014 actual cumulative enrolments ¹	2015 forecast cumulative enrolments ¹	2014 actual equivalent full time students (EFTS) ²	2015 forecast equivalent full time students (EFTS) ³
Full-time ⁴	3,193	3,230	1,911	1,933
Adults ⁵	3,962	4,022	2,020	2,051
Young Adults	4,866	4,941		
Fee-payers ⁶	209	200		
Dual Year 1-8	818	874	265	283
Dual Year 9-13 ⁷	10,659	11,258	2,561	2,705
Early Childhood	828	815	559	550
Total	24,535	25,340	7,316	7,522

1. These figures represent the total number of enrolments throughout the year, not a count of students.

2. Total actual EFTS for 2014 will be subject to audit.

3. EFTS according to the 2015 Resourcing Notice provided by the Ministry of Education:

Early Childhood	550
Primary (years 1 to 8)	535
Secondary (years 9 to 13, including duals, young adults and adults)	6,154
Special Education	283
Total	7,522

The resourcing notice also includes a provision of 300 EFTS for broadened access

4. Full-time actual enrolment numbers for 2014 were made up of approximately:

4%	Special Education
16%	Year 0-6
30%	Year 7-10
50%	Year 11-13

5. Adult student numbers include adult enrolments from the Department of Corrections.

6. Fee payers do not generate EFTS.

7. Dual Year 9-13 actual enrolment numbers for 2014 were made up of approximately:

34%	Subject not available
27%	Attached units (includes alternative education, teen parent units and activity centres)
26%	Special education needs (includes regional health schools, remedial, language for ethnic, gifted, special schools and exchange students)
9%	Small class sizes
5%	Other reasons (includes emergency staffing, psychological/psycho-social, reintegration, transitional).

Māori student success

Ngā paetae o ngā ākonga Māori

Māori students are a significant proportion of Te Kura's roll and a high priority in our planning.

Our Māori Student Success Framework (2013-2018) is designed to enable Māori students enrolled with Te Kura to enjoy and achieve education success as Māori, and includes initiatives specifically targeted at supporting this group of priority students.

The Framework incorporates the following four principles which are based on the principles that also underpin the Government's Māori Education Strategy, Ka Hikitia – Accelerating Success 2013-2017:

- Māori potential
- Ako – a two-way teaching and learning process
- Identity, language and culture count
- Productive partnerships.

In 2015, our focus will continue to be on achieving four strategic goals:

- Every Māori student has high expectations and feels supported by Te Kura to take action and achieve their potential.
- Ako is the accepted pedagogy for all Māori students at Te Kura.
- Every Māori student's identity, language and culture is nurtured, supported, reflected and valued.
- Every Māori student's learning is supported through productive partnerships.

Our teachers have high expectations of Māori students and during 2015 we will continue to build relationships with iwi, hapū and whānau to provide authentic learning opportunities for students.

Our participation in the Ministry's Building on Success programme and Auckland University's Starpath will support our work to build staff capability, and embed language, culture and identity into our programmes and resources.

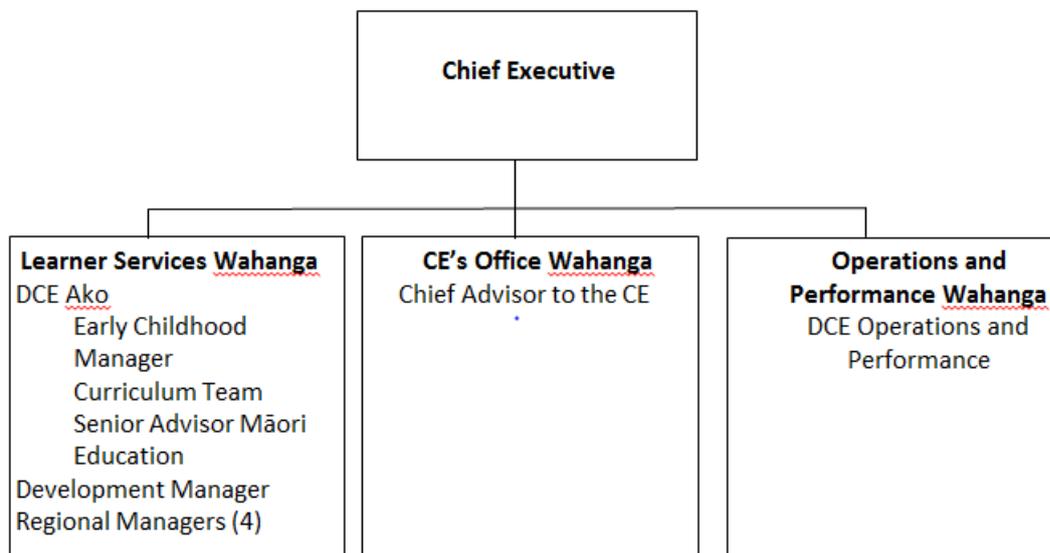
Our learning from best evidence, our participation in the Building on Success Programme, and student and staff feedback have identified that in 2018:

- 90% of all Māori students in years 1-8 will meet National Standards in literacy and numeracy
- at least 85% of all full-time Māori students enrolled at Te Kura will achieve NCEA Level 2
- all Māori students who are enrolled in 3 or more courses at Te Kura will participate in authentic learning
- Te Kura will have at least 10 partnerships with Māori organisations that lead to enhanced community-based support for Māori students.

To achieve these targets by 2018, Te Kura has devised some school-wide actions for implementation. Over the three years ahead, each of those school-wide actions will be reflected in each team's annual action plan.

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. The Chief Executive and the Board are supported by the Chief Advisor.

The Senior Leadership Team has responsibility for the overall leadership and strategic direction of the school, and comprises the Chief Executive, DCE Ako, DCE Operations and Performance, and the Chief Advisor.

Te Kura employs 475 staff members, the equivalent of approximately 431 full-timers. This table shows the number of teaching and non-teaching staff:

Teaching	338
Non-teaching	137
Total	475

In addition, we employ 129 teacher aides.

Around 35% of staff are based in regional offices outside Wellington.

Strategic context

Contribution to the education sector

The Ministry of Education's priorities for the sector over the next four years are focused on ensuring the education system delivers on the Government's key goals for Better Public Services. These deliver improved outcomes to equip all New Zealanders with the knowledge, skills and values to be successful citizens in the 21st century (refer the Ministry's Statement of Intent 2014 – 2018).

To achieve this, the Ministry has set targets for the education sector with the student as the central focus, starting with increased participation in high-quality early childhood education, continuing through to attainment of core skills and qualifications. It has identified the following key priority groups for improved education outcomes: Māori students, Pasifika students, students with special education needs and students from low socio-economic backgrounds.

Te Kura's strategic goals and priorities fit within and align to the Ministry's priorities and the wider education system outcomes. In particular, four of the Better Public Service targets which we aim to contribute towards are:

- Increase the proportion of children starting school who have participated in quality early childhood education.
- Increase the proportion of students achieving expected literacy and numeracy standards.
- All schools demonstrating inclusive practice for students with special education needs.
- Increase the proportion of 18-year olds with NCEA level 2 or an equivalent qualification.

Te Kura's strategic plan covers the period through to 2018. The key documents that have informed the development of our strategic direction and contribution to the education sector are:

- Supporting future-oriented learning and teaching – a New Zealand perspective (Ministry of Education [MoE], 2012)
- The future role of Te Aho o Te Kura Pounamu in New Zealand's education network (MoE, 2012)
- Māori Education Strategy: Ka Hikitia - Accelerating Success 2013-2017 (MoE, 2013)
- Māori Language in Education Strategy: Tau Mai Te Reo 2013-2017 (MoE, 2013)
- Pasifika Education Plan 2013-2017 (MoE and Ministry of Pacific Island Affairs, 2013)
- Inquiry into 21st century learning environments and digital literacy (Education and Science Select Committee, 2012)
- A 21st Century Body for the Education Profession (MoE, 2013)
- Statement of Intent 2014-2018 (MoE, 2014)
- Me Korero - Let's Talk! (MoE, 2013)
- Leadership Statement for International Education (MoE, 2011)
- Te Aho o Te Kura Pounamu Education Review (Education Review Office, 2013).

This Charter and Annual Plan should be read alongside our Strategic Plan 2013-2018, which provides more detail about our long-term planning.

Our strategic direction

Te Kura's strategic direction for the next four years is centred on three overarching and integrated strategic goals, which are the focus of everything we do, within the context of core delivery of teaching and learning.

Student Presence => Student Engagement => Student Achievement

We will focus on three strategic priorities:

- Online learning
- Improving education outcomes for Māori and Pasifika students and other priority groups
- Authentic and engaging learning experiences.

These priorities are the important changes we want to make to achieve our vision and move to an Education 3.0 model of teaching and learning for our students. Key characteristics of Education 3.0 are a transfer of ownership of learning from teachers to students, authentic learning and collaborative learning techniques. Education 3.0 is a future-oriented learning system in which family and whānau view schools as a place for them to learn as well.

The key priorities are supported by three enabling strategies which highlight the things we need to do across the school to support the achievement of our strategic goals and priorities, and core delivery of teaching and learning. The enabling strategies intersect with every aspect of the school's operations and typically contribute to more than one of our strategic priorities.

Our strategy to 2018 is underpinned by three capability improvement initiatives which focus on ensuring our resources, tools and systems are fit for purpose and help achieve our goals.

Personalising learning

The theme that connects every aspect of our strategic plan is personalising learning. As a distance education provider we are free from some of the constraints that a face-to-face school has, such as managing classes and timetables. Teaching 'one student at a time' is a fact of life for Te Kura and remains the starting point for our relationship with every student. Our large student base with a wide range of circumstances and needs compels us to deliver a differentiated service where 'one size fits one'. Personalising learning is a key component in the literature about future learning systems.

At Te Kura, as at every NZ school and as stated in the NZ Curriculum (pages 37-42, The School Curriculum: Design and Review), '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...' of Te Kura's students and community, so that Te Kura students 'should experience a rich and balanced education that embraces the intent of the national curriculum'. Personalising learning emphasises the place of students, their values, context and needs at the centre of all teaching and learning experiences. Students, together with their families, whānau and teachers, are actively involved in creating their learning pathways and plans which recognise their unique potential, talents and strengths, meet a particular mix of requirements and are tailored to ensure students have the opportunity to succeed. By putting personalising learning at the centre of everything we do, and by applying ongoing self-review of the teaching and learning we deliver, we can develop strategies that are consistent, inclusive, regularly evaluated to test their effectiveness and which will provide improved educational outcomes for our students.

Te Kura's strategic framework for 2013-2018 is summarised in the strategy map that follows. Detail on specific actions for the next four years is provided in a high level Action Plan within our Strategic Plan 2013-2018. Key actions are incorporated into team annual plans each year.

Education 3.0

Another theme in our strategic plan is the focus on future-oriented learning and teaching, to move to Education 3.0. It is widely argued that current educational systems, structures and practices are not sufficient to address and support learning needs for all students in the 21st century¹. Education 3.0 describes the transformation necessary in order for the current system of education (developed in the age of industrialisation) to meet the evolving and dynamic challenges of the 21st century. It is synonymous with the terms '21st century learning' and 'future learning'.

Education 3.0 borrows from terminology used to describe the development of the internet (Web 1.0, 2.0, 3.0). It characterises education during the agricultural age as Education 1.0; education for the industrial age as Education 2.0; and education for the knowledge age as Education 3.0.

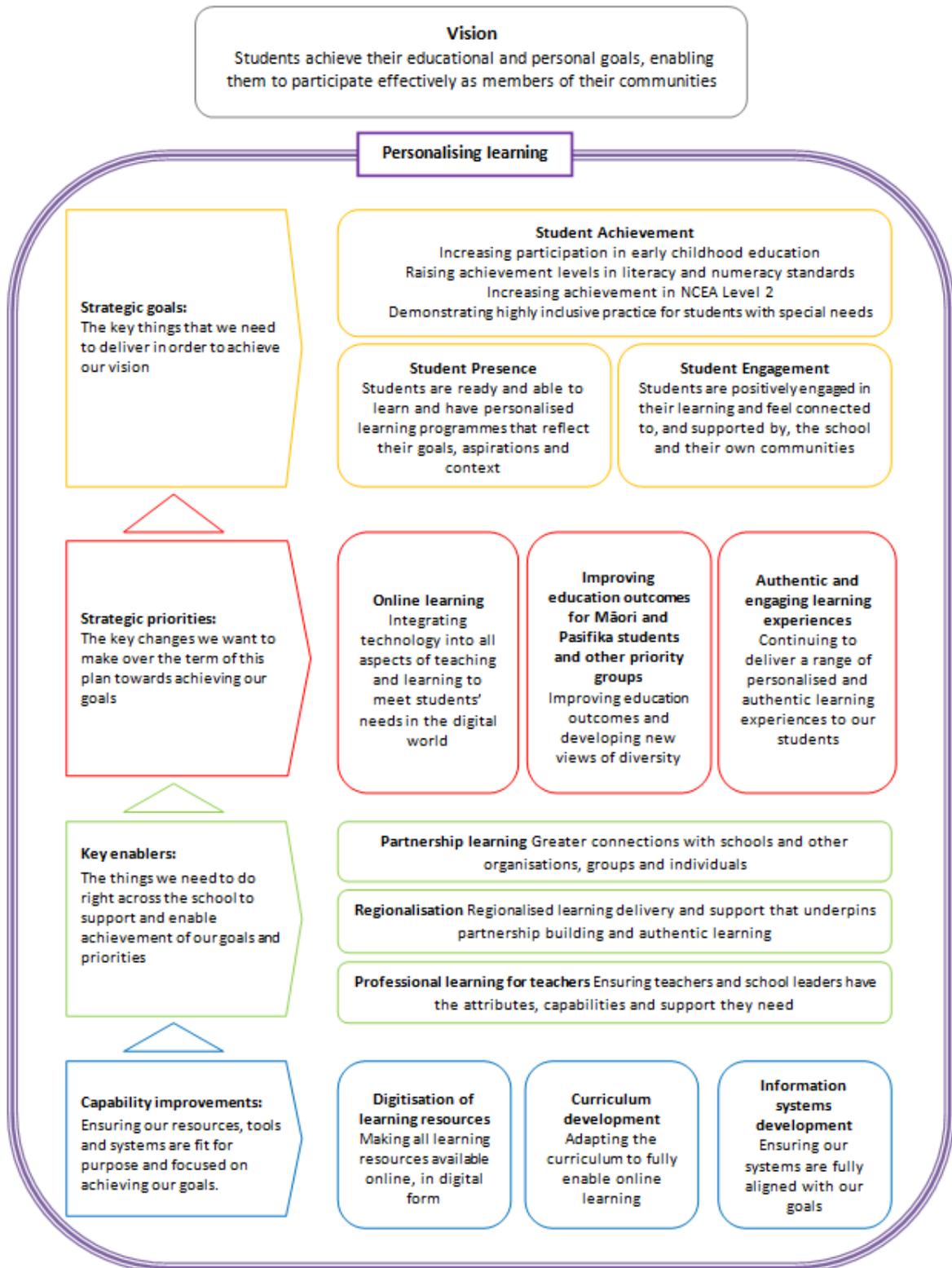
The NZ Curriculum document (pages 34-36, Effective pedagogy – Teacher actions promoting student learning) states that 'evidence tells us that students learn best when teachers:

- 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 Education 3.0 teachers include everybody, working 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 a place for them to learn too.

¹ Supporting future-oriented learning and teaching – a New Zealand perspective (Ministry of Education, 2012)

Strategy Map 2013 – 2018



Our planning framework

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

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

Flowing from the Charter and Annual Plan are team annual plans and budgets consistent with the annual plan and providing a meaningful breakdown of activities and accountability. In particular, each region's annual plan includes specific interventions targeted at the students whom evidence shows are most in need in that region. For example, the Northern region has the highest number of Pasifika students in the school and has specific actions in its annual plan that relate to those students.

Other implementation plans, such as professional learning and development, procurement, and project plans also support the 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 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, 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 is 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.

Individual wāhanga report 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.

Key initiatives for 2015

Key initiatives are the significant work to be undertaken in 2015 to deliver teaching and learning, and help achieve our three strategic goals – Student Presence, Student Engagement and Student Achievement. Key initiatives for 2015 are:

Online learning

In 2015 we will increase our capacity and capability to develop resources to deliver teaching and learning online. Te Kura is redeveloping 20 courses at curriculum levels 3 to 5, to be offered as partially online courses in 2015 and fully online from 2016. In 2015 we will also convert the delivery of Te Ara Hou resources and NCEA Level 1 resources.

The focus on online learning is supported by the NZ Curriculum (page 36, E-Learning and pedagogy) which states that 'e-learning (that is, learning supported by or facilitated by ICT) has considerable potential to support ...teaching approaches ... and may assist the making of connections, facilitate shared learning, assist in creating supportive learning environments, and enhance opportunities to learn'. The development work (at curriculum levels 3 to 5 and NCEA Level 1) will continue to be supported by ongoing teacher professional development on online delivery of Te Kura's curriculum.

Te Kura has already digitised NCEA materials which are available to download as PDF files through the Online Teaching and Learning Environment (OTLE). In 2015 secondary dual students will be required to access all NCEA materials in this way.

Te Kura's staff will receive professional learning and support to make full use of the OTLE and to facilitate students' learning via the OTLE. The learning of staff will contribute to a shared understanding of Te Kura's curriculum and will sharpen the focus on our strategy of increasingly delivering it online. By encouraging 'Teaching as Inquiry' as an approach (page 35, NZ Curriculum), Te Kura demonstrates the importance of continual inquiry regarding whether we are making a difference to the engagement, motivation and learning outcomes of Te Kura learners.

Te Kura will work with schools and other providers such as Alternative Education (AE) centres to help them make best use of our online provision.

Personalising learning

In 2015 we will develop opportunities for student voice to be gathered and acted upon. Te Kura's students should be as involved in education as their teachers. They need opportunities to participate in decisions about the teaching and learning offered to them. Seeking students' perceptions of their schooling can have positive outcomes for their academic success. However, asking students for their views on schooling is not enough. We must expand our students' knowledge and understanding about their own learning and enhance their ability to contribute their insights, knowledge and opinions (through meaningful dialogue).

Student Education Plans (SEPs) are the record of a student's aspirational goals, developed and agreed between the learning advisor, the student and supervisor. We plan to use SEPs to ensure all our students set SMART (specific, measurable, attainable, realistic and timely) goals that will enable rigorous and useful measures of progress.

The role of the learning advisor will be enhanced in online advisories with students. Advisories represent the student's basic 'learning group'. Regular advisory activity, together with face to face meetings with the

learning advisor, will strengthen each student's awareness of being part of a small scale Education 3.0 learning community where people learn and teach.

The Authentic Learning pilot will continue to deliver a sustained, authentic learning programme to 80 'at-risk' students in years 9-11 in multiple geographic locations.

Achievement of priority groups

In 2015 we will continue to support the Ministry of Education's goal of improved education outcomes for the key priority student groups of Māori, Pasifika, those with special education needs and those from low socio-economic backgrounds.

We recognise that the additional focus and effort we have put in place over several years to lift the achievement of Te Kura's Māori students has not been reflected in National Standards and NCEA results for the majority of those students. Addressing that achievement gap remains a high priority in 2015. We are keen participants in the Ministry of Education-funded Building on Success programme.

We will increase our capacity to address the needs of a growing number of Pasifika student enrolments who, having left their face to face school without qualifications, require second-chance access to education that targets their specific needs to improve their longer term life choices.

Schools are entitled to register students with special education needs with Te Kura if they are unable to provide a specialist programme and curriculum adaptation appropriate to the needs of these students. In 2015 we will work more closely with schools to identify what programme and adaptation capability they need to develop in order to fully support or integrate students.

Assessment

During 2015 we will investigate new assessment for our students.

In particular, year 9 and 10 students would benefit from assessment designed specifically to measure their readiness to achieve NCEA level 1 in year 11.

We will investigate whether students can gain credits for their internship and exhibition work.

We will focus on the development of new metrics to assess aspects of future-focused learning that we deliver in Education 3.0. The desired outcomes for our students include competencies such as critical thinking, career management, entrepreneurship and emotional intelligence.

Regionalisation

In 2015 we will accelerate the process of locating our teaching staff in the regions so that more of our students can benefit from increased opportunities for face to face contact with their teachers. We know such contact has a positive impact on students' engagement and learning. Other incentives for fully regionalising include improved relationships with education and social service providers and opportunities for greater engagement with iwi and whanau. We know that by working in partnership with schools and communities, we can achieve better outcomes for our students.

Regionalisation enables us to optimise the way our staff work together to meet the diverse curriculum and pastoral needs of our students.

The actions to support the strategic priorities, key enablers and capability improvements of our strategy map are detailed below.

Strategic priorities

Strategic priorities are key changes to be made to achieve our goals. Strategic priorities are supplementary to, but not at the expense of, our core business of delivering teaching and learning. In 2015, our focus will be:

- Online learning – integrating technology into all aspects of teaching and learning to meet students’ learning needs in the digital world.
- Improving education outcomes for Māori and Pasifika students and other priority groups and developing new views of diversity.
- Authentic and engaging learning experiences – continuing to deliver a range of personalised and authentic learning experiences for our students.

Online learning

The digital world now extends into all aspects of people’s lives. By February 2018, Te Kura aims to have all courses purpose-designed for online learning.

Te Kura uses an online teaching and learning environment (OTLE) and a student management system (SMS). In 2015, we will continue to upgrade the capability and connectivity of these systems to meet online learning requirements and ensure that the OTLE offers an engaging experience for students and teachers.

Other work in 2015 to support the implementation of our online learning strategy is to:

- complete development of year 9 and 10 learning resources including languages for online learning
- redevelop NCEA Level 1 resources from PDF booklets to fully interactive HTML based resources
- redevelop Te Ara Hou resources’ booklet form to be suitable for online delivery
- identify options/solutions for learners who do not have access to high-quality, up-to-date technology, particularly priority learners
- assist teachers to develop and support new curriculum design for online delivery
- deliver professional development in using online learning and digital technologies
- continue to optimise best practice in the use of ICT hardware and services for teaching and learning.

Improving education outcomes for Māori and Pasifika students, and other priority groups

Te Kura has many students from priority groups identified by the Ministry of Education. These students are over-represented in our ‘at-risk’ enrolments and are under-represented in our achievement statistics.

Te Kura has implemented initiatives to support students from priority groups. The regionalisation and authentic learning strategies were designed specifically with the needs of these students in mind. We have also conducted deeper analysis of data about our students to identify where targeted interventions should be made.

In 2015, we will align our annual targets for Māori and Pasifika achievement in NCEA level 2, implement targeted interventions to improve the student achievement of priority groups, and work towards developing Te Kura’s views of equity, diversity and inclusivity.

Development of online courses in te reo and Samoan will address the diverse nature, interests and equity needs of a wider group of our students.

Māori student achievement

Additional focus and effort we have put in place over several years to lift the achievement of Te Kura's Māori students has not been reflected in National Standards and NCEA results for many of these students.

In 2015, to improve Māori engagement and achievement, we will:

- Implement new/revised policy to promote more equity, diversity and inclusivity
- Capture and reflect Māori student voice across all Te Kura services to Māori students
- Nurture relationships with Māori parents and whānau to ensure Māori students enjoy and achieve education success
- Implement pedagogy for improving outcomes for Māori students enrolled at Te Kura
- Build Te Kura staff's Māori cultural competency
- Continue to build productive partnerships with iwi, hapū, whānau and Māori organisations
- Enhance staff understanding of Māori histories within their rohe, and hapū/iwi dynamics
- Integrate culture, language and identity into Te Kura's student resources and teaching practice
- Increase participation and progression for Māori students enrolled in authentic learning programmes
- Increase participation and improve achievement in Te Kura's Te Reo Māori programmes
- Design and implement a plan to improve ICT access and connectivity for Māori students enrolled at Te Kura

Te Kura will continue to be part of the Ministry of Education funded Building on Success programme.

Pasifika student achievement

Te Kura reviewed its Pasifika strategy in 2013 to align with the Ministry's revised Pasifika Education Plan 2013-2017. Our kaiako matua Pasifika education, based in our Auckland office, provides leadership for Te Kura teachers to promote engagement in learning and the achievement of Pasifika students.

In 2015 we will increase our capacity to address the needs of a growing number of Pasifika student enrolments who, having left their face to face school without qualifications, require second-chance access to education to improve their longer term life choices.

In 2015 we will:

- build partnerships with other providers to provide wrap-around support services for 'at risk' Pasifika students and bridging options for those transitioning into further education or work
- build internal capability to engage effectively with Pasifika students by developing 'Pasifika Communities of Practice' within each region
- focus on building relationships with Pasifika families and communities

- develop new approaches to engage parents, families and communities of Pasifika children under the age of six years in our early childhood programmes.

Special education students

Te Kura has a significant number of students with special education needs who enrol via the Ministry of Education Special Education gateways. In addition, we enrol full-time students whose special education needs are subsequently identified and provided for. Students with special education needs fall into one of the following categories:

1. Students working above the curriculum level for their age
2. Students working at level one of the curriculum for most (possibly all) of their schooling
3. Students struggling to work at the curriculum level for their age
4. Students working at the curriculum level for their age that have a specific learning disability and need assistance to reach their true potential.

Te Kura provides personalised education plans to suit the individual needs of each student with special education needs. We aim to achieve our strategic goals of student presence, engagement and achievement.

In 2015, we will continue to focus on analysing the results for these students, including gathering data on the achievement of gifted and talented students, establishing the support required for each student and encouraging each student to prosper. In the case of dual-enrolled students, we will work more closely with their home schools to identify what capability staff need to develop in order to be able to provide specialist programmes and curriculum adaptation to suit the special education needs of their students. The 2014 performance measures and targets aimed at progress and/or achievement will be carried over in 2015, so that we can continue to monitor their progress.

Authentic and engaging learning experiences

Te Kura's approach to authentic learning draws from Big Picture Learning.

In 2015, we will support Te Kura staff to deliver personalised and authentic learning experiences for our students by providing on-going professional learning opportunities through on-line and face to face forums, supporting learning advisors and other staff to identify flexible programmes which support authentic learning opportunities. Secondary/tertiary interface opportunities, such as those provided for senior students through Huarahi, our trades academy programme, STAR and Gateway, are essential components of our authentic learning strategy. Another key element is the provision of opportunities for students to progress through the course we have called 'AL000' where students follow passions and interests supported by personalised programmes through to internships and secondary/tertiary programmes. Regional managers, team leaders and learning advisors will actively support and monitor student achievement with a constant focus on improving engagement and achievement including attainment of improved numeracy and literacy levels. This will be supported by ongoing cross-curricula development work undertaken by Te Kura staff.

We will expand regional capacity to support Trades Academy and other authentic learning students, through work with our own staff and other opportunities. By developing closer relationships and partnerships in the communities where our students live, we will increase the level of support available to them. Learning advisors will continue to encourage students to attend our face-to-face advisories and event days. Where appropriate, students will be encouraged to demonstrate their learning through exhibitions which will link to Individual Learning Plans and steps undertaken through AL000 including

shadow days, informational interviews, internships and secondary-tertiary experiences, supported by their personalised Te Kura programmes of learning.

Authentic learning pilot

In July 2015 Te Kura will enter year two of a four year pilot designed to deliver a sustained, authentic learning programme to 80 students in years 9-11, who are considered by the Ministry of Education to be at risk of not achieving at school. The pilot tests a different approach to resourcing Te Kura's full-time students. Pilot groups have been set up in multiple locations. They are designed to test authentic learning Big Picture pedagogy as a means of engagement of students leading to increased achievement. We look forward to the 2015 and 2016 evaluation of the pilot by the Education Review Office, contracted by the Ministry of Education.

Assessment

Years 9 and 10

In 2015 we will investigate existing testing options to identify an effective method for assessing the progress and achievement of this cohort of our students as they prepare for NCEA level study from year 11. We will develop an assessment plan for years 9 and 10 students at Te Kura.

Authentic assessment

For students at NCEA level (years 11-13+) who are engaged in authentic, real life learning, extra planning is required to enable them to gain credits for the products of their learning. The settings for such learning can vary from students working in advisories and participating in internships, through to students attending Gateway, STAR, Tertiary Link and Huarahi programmes. In 2015 we will design learning programmes to enhance student opportunities to earn NCEA credits for project work, internships and exhibitions.

New metrics

As delivery of teaching and learning moves towards Education 3.0, we recognise the need to develop new ways of monitoring and measuring how effectively we have delivered that learning. In 2015 we will develop new metrics to demonstrate our students' learning growth in areas such as the key competencies of the NZ Curriculum and beyond.

Personalising Learning

Student agency

In 2015 we will continue work to capture 'student voice' – meaningful information collected from our students about enhancing their learning experiences and increasing their understanding of their own learning in order to develop autonomy in their learning.

Student Education Plans (SEPs)

We will work with our students and their supervisors to develop a SEP based on an Individual Learning Plan (ILP) which will motivate and challenge our students to strive for success on their own terms.

Learning advisor role

Learning advisors work with students to develop a learning programme based on the student's interests and abilities and to provide ongoing support and encouragement to each student. During 2015 learning advisors will expand the ways they communicate with their students to include conducting online advisories and as well as periodic face to face meetings. These 'advisories' or learning sessions will represent the student's basic or home 'learning group'.

Key enablers

Key enablers are the means we employ across the school to support and enable achievement of goals and priorities. Their focus is on 'the way we do things'.

The three key enablers for 2015 are:

- Partnerships – having greater connections with schools and other organisations, groups and individuals.
- Regionalisation – providing regionalised learning delivery and support that underpins partnership building and authentic learning.
- Professional learning for teachers – ensuring teachers and school leaders have the attributes, capabilities and support they need.

Partnerships

Te Kura has established partnerships with schools and a wide range of organisations and individuals in local communities. In 2015 we will continue to work closely with the Ministry of Education to establish how we can more effectively blend the contributions of Te Kura, schools and other partners into a flexible model of teaching and learning.

Key activities will include:

- increase partnerships with iwi, Pasifika families, communities, and churches through regional and national fono
- increase partnerships with agencies e.g. supporting vulnerable children who are prevented from fully participating in education
- explore partnerships to provide access to technology for our students
- work with Alternative Education providers to improve student outcomes, particularly in literacy, numeracy and vocational pathways
- increase the number of secondary/tertiary programmes available through Te Kura
- further investigate international education opportunities.

Regionalisation

Our aim is to have the majority of teaching staff based in the region they serve within the next three years. In 2015 we will accelerate this process so that more of our students can benefit from having their teachers located closer to them and to the local agencies and services which help support our students. We will work on improved staff collaboration across Te Kura's wahanga to provide the holistic support required to meet the teaching and learning and pastoral needs of our students.

In 2015 we will:

- maintain student advisory groups in localities of significant student population
- examine decentralisation of other Te Kura services
- take opportunities to establish regional office and/or learning facilities in response to identified need.

Professional learning for teachers

Te Kura's Learning and Development strategy in 2015 supports the school's approach to Education 3.0 and the development of online learning resources. We will evaluate the strategy to identify changes to enhance teaching pedagogy, leadership training, and specialist and support staff training. Just as increasingly we are delivering teaching and learning via the OTLE, we also expect to deliver this teacher professional development via the OTLE.

Capability improvements

In 2015 we will continue to ensure data, tools and systems provide good support for teaching and learning, and that learning resources are current and digitised or delivered in HTML ready to support our online strategy.

Digitisation of learning resources

The digitisation of our learning resources by making booklets into PDF files was the first stage of our online learning strategy in 2014. Te Kura has digitised all NCEA course materials and these are now available to download as PDF files through the OTLE. In 2015, secondary dual students will be required to access all NCEA materials through the OTLE.

New online courses

Te Kura is redeveloping 13 courses at curriculum levels 3 to 5, which will be offered as online courses in 2015. Further development planned in 2015 will enable the courses to be delivered fully online from 2016. Many of the students enrolled in these courses are dual enrolled students. Te Kura is working with schools and Alternative Education providers, to ensure the students they enrol with Te Kura have access to appropriate devices and connectivity.

Te Kura is committed to assisting full-time Te Kura students who wish to enrol in these courses but do not currently have access to a suitable device and/or internet connection. We have developed partnerships with Computers in Homes and Remarkit to source devices and connectivity for those who need assistance in 2015.

Curriculum development

A key focus 2015 to 2018 is full adaptation of the curriculum for online learning.

In 2015, the key priorities are:

- further development of online teaching resources at years 9 and 10, NCEA level 1 and Te Ara Hou
- scaffolding resources to further address literacy and numeracy
- refining programme delivery to include the Ministry's Vocational Pathways strategy
- continuing the development of authentic contexts for learning in a cross-curricula environment for senior courses
- reviewing and monitoring the quality of teaching and assessment within subject areas.

Information systems development

Te Kura will continue to develop information systems and management to ensure they are fully aligned with our strategic goals. There will be ongoing development to improve the usability of our SMS and OTLE.

In 2015, we will focus on:

- improving and automating processes
- identifying and resolving issues about online access and capability for students
- delivering training for teachers and students in the OTLE
- upgrading the OTLE to increase functionality for students, parents/whānau and teachers
- aligning processes and systems in the enhanced OTLE to support teaching and learning
- improving process systems for the dispatch and receipt of learning resources (items).

Performance measures and standards

Students enrolled with Te Kura come from a wide range of backgrounds and have differing aspirations, needs and levels of support available to them. 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 and standards to gauge progress in ensuring student presence, student engagement and student achievement.

Our strategic goals and priorities align with the Ministry's priorities and the wider education system outcomes.

Te Kura has six key areas of measurement for reporting in 2015:

1. Increase participation in early childhood education.
2. Lift achievement in National Standards in reading, writing and mathematics.
3. Lift achievement in NCEA.
4. Lift achievement of students with special education needs.
5. Lift student presence and engagement.
6. To have an efficient and effective school by ensuring our people, systems and processes are adaptive, responsive and capable of achieving our goals.

Our targets are based on the latest baseline data available to Te Kura. National Standards and NCEA targets will be confirmed once final results for 2014 are available.

Unless otherwise stated all increases or improvements are against the 2014 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%.

1. Increase participation in early childhood education

Te Kura aims to increase participation in early childhood education by providing a high quality service.

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

2. Lift achievement in National Standards in reading, writing and mathematics

The percentage of full-time students in years 1 to 8 who are achieving 'at' or 'above' in National Standards in reading, writing and mathematics will increase from end-2014 to end-2015.

National Standard Results, Y1-8 full-time students

Ethnicity	National Standard	2014 % At/Above	2015 Target
Māori	Reading	58 % (80/137)	69%
	Maths	47 % (65/137)	65%
	Writing	50% (69/137)	61%
All	Reading	68% (344/504)	78%
	Maths	62 % (310/499)	75%
	Writing	62% (314/503)	71%

2015 targets are based on the national average for 2013.

3. Lift achievement in NCEA

Goal 1: Improve participation and achievement in NCEA certificates

Te Kura aims to increase the proportion of students who participate in NCEA certificates, as well as the proportion of students who achieve the respective NCEA certificates in 2015.

Participating students are [defined by NZQA](#) as students who 'Achieved the Qualification' during the current year and students who had sufficient entries (and results from previous years) to gain an NCEA but they fell short of the 80 credits required for the NCEA (see p.37 of linked document).

NCEA participation & achievement, Y11-13 full-time & young adult students

Offering Type	NCEA Level	2014 Participation	2015 Participation Target	2014 Achievement	2015 Achievement Target
FT	L1	22% (128/591)	30%	65% (83/128)	80%
	L2	13% (85/673)	20%	64% (54/85)	85%
YA	L1	28% (264/952)	35%	66% (173/264)	80%
	L2	18% (230/1264)	30%	62% (142/230)	85%

NCEA participation & achievement, Y11-13 full-time & young adult Māori students

Offering Type	NCEA Level	2014 Participation	2015 Participation Target	2014 Achievement	2015 Achievement Target
FT	L1	13% (26/206)	30%	58% (15/26)	71%
	L2	4% (9/217)	20%	78% (7/9)	78%
YA	L1	20% (52/254)	35%	46% (24/52)	71%
	L2	11% (37/334)	30%	41% (15/37)	78%

NCEA participation & achievement, Huarahi Trades Academy students

Cohort	NCEA Level	2014 Participation	2015 Participation Target	2014 Achievement	2015 Achievement Target
Huarahi	L1	48% (36/75)	60 %	83% (30/36)	80%
	L2	35% (29/84)	50 %	72% (21/29)	85%

NCEA participation & achievement, Huarahi Trades Academy Māori students

Cohort	NCEA Level	2014 Participation	2015 Participation Target	2014 Achievement	2015 Achievement Target
Huarahi	L1	27% (4/15)	50 %	100% (4/4)	71%
	L2	0% (0/16)	30 %	0% (0/0)	78%

2015 targets are based on the national average for participating students 2014 (preliminary results).

Goal 2: Maintain high NCEA standard pass rates

To achieve an NCEA certificate, students are required to pass NCEA standards and gain credits at the respective levels. Te Kura students have very high pass rates for NCEA standards. This highlights that Te Kura's programmes are working well for our students, and as a distance education provider we are also helping dual-enrolled students across New Zealand to work towards their NCEA certificates.

Te Kura aims to maintain or increase high pass rates for NCEA standards at all levels in 2015.

NCEA std pass rates, Y11-13 dual, full-time & young adult students (stds achieved at Te Kura only)

Offering Type	NCEA level	2014 Pass rate	2015 Target
Dual	L1	92%	90 %
	L2	88%	90 %
	L3	86%	90 %
	All	90%	90 %
FT	L1	88%	90 %
	L2	90%	90 %
	L3	91%	90 %
	All	89%	90 %
YA	L1	88%	90 %
	L2	87%	90 %
	L3	85%	90 %
	All	87%	90 %

NCEA std pass rates, Y11-13 dual, full-time & young adult Māori students (stds achieved at Te Kura only)

Offering Type	NCEA level	2014 Pass rate	2015 Target
Dual	L1	91%	90 %
	L2	85%	90 %
	L3	86%	90 %
	All	89%	90 %
FT	L1	83%	90 %
	L2	90%	90 %
	L3	89%	90 %
	All	85%	90 %
YA	L1	87%	90 %
	L2	87%	90 %
	L3	79%	90 %
	All	86%	90 %

NCEA std pass rates, Huarahi Trades Academy students (stds achieved at Te Kura only)

Cohort	NCEA level	2014 Pass rate	2015 Target
Huarahi	L1	88%	90 %
	L2	85%	90 %
	L3	93%	90 %
	All	87%	90 %

NCEA std pass rates, Huarahi Trades Academy Māori students (stds achieved at Te Kura only)

Cohort	NCEA level	2014 Pass rate	2015 Target
Huarahi	L1	87%	90 %
	L2	89%	90 %
	L3		90 %
	All	88%	90 %

4. Lift achievement of students with special education needs

Te Kura aims for progress to be made by all full-time students with special education needs who are working at Curriculum level 1 or early level 2 for all of their compulsory schooling years.

Percentage of students with special education needs who progressed

	2014 Baseline	2015 Target
Reading	39%	44%
Writing	31%	36%
Numeracy	39%	44%

Students who have been granted special assessment conditions (SAC) receive extra support from Te Kura for their assessments, such as a reader and/or a writer. We aim to increase the proportion of SAC students who participate in NCEA certificates, as well as the proportion of SAC students who achieve the respective NCEA certificates in 2015.

NCEA participation & achievement, SEASAC students

Cohort	NCEA Level	2014 Participation	2015 Participation Target	2014 Achievement	2015 Achievement Target
SEASAC	L1	43% (9/21)	50 %	67% (6/9)	80%
	L2	31% (8/26)	50 %	75% (6/8)	85%

We aim to maintain or increase high pass rates for SAC students for NCEA standards at all levels in 2015.

NCEA Standard pass rates, SEASAC students (stds achieved at Te Kura only)

Cohort	NCEA level	2014 Pass rate	2015 Target
SEASAC	L1	94%	90 %
	L2	95%	90 %
	L3	84%	90 %
	All	94%	90 %

NCEA Standard pass rates, Māori SEASAC students (stds achieved at Te Kura only)

Cohort	NCEA level	2014 Pass rate	2015 Target
SEASAC	L1	100%	90 %
	L2	100%	90 %
	L3	75%	90 %
	All	98%	90 %

5. Lift student presence and engagement

- Enrolments are processed as quickly as possible.
Target: 90% of all students are enrolled within 10 working days of receipt of enrolment documents.
- Enrolment Services will answer all calls as quickly as possible.
Target: Abandonment level no greater than 3%.
- Students' learning resources are dispatched within five working days of being ordered.
Target: 95% of orders dispatched within 5 days.
- The percentage of students from the Alienation/Exclusion enrolment gateways who are removed from the roll (by receiving Letter 2 through the non-returners process) will decrease by 1.5% from 2014 to 2015.

6. To have an efficient and effective school by ensuring our people, systems and processes are adaptive, responsive and capable of achieving our goals.

- Te Kura achieves its operating and capital budget targets within variance acceptable to the Chief Executive and Board.
Target: Te Kura operates within its approved budget.
- Te Kura assets will be well-managed and updated according to the replacement cycle.
Target: The Capital Management policy is adhered to.
- Te Kura will comply with all statutory, regulatory and audit requirements and the school's policies and procedures.
Targets:
 - 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.

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 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.

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

All enrolments in the Early Childhood Service are based on access criteria. The majority of enrolments are from rural areas where little or no access is available. Other types of enrolments include itinerant families and enrolments for medical reasons or special circumstances, which may also be urban-based families. Some enrolments continue with Te Kura for their schooling, but most go on to attend a local school. The programme aims to accommodate the diversity of lifestyle and socio-economic backgrounds and be flexible enough to operate at varying levels of complexity.

Fees and statement of financial accountability

Parents provide the venue, heating, lighting and supervision. They do not pay fees. The statement of financial accountability is covered in the section *Performance measures and standards* in this charter and annual plan.

Statement of Desirable Objectives and Practices

Guiding principles – Nga Kaupapa Arahi

Management² and educators³ of this chartered Early Childhood Service⁴, in partnership with parents/guardians and whānau, will promote and extend the learning and development of each child attending or receiving the Service, through the provision of quality early childhood education and care.

Te Whāriki, the Ministry of Education's early childhood curriculum policy statement, provides the framework within which educators will develop and implement curriculum which assists all children to grow up as competent and confident learners and communicators, healthy in mind, body, and spirit, secure in their sense of belonging and in the knowledge that they make a valued contribution to society.

Learning and development – Te Akoranga me te Whakatipuranga

1. The educators will enhance children's learning and development through:
 - a) relationships and interactions which are responsive, reciprocal, positive and encouraging
 - b) extending children's thinking and actions through sensitive and informed guidance, interventions and support
 - c) respecting children's preferences and involving children in decisions about their participation in activities
 - d) planning and evaluating the physical environment and providing resources to support the needs of each child and to facilitate quality curriculum and interactions
 - e) modelling non-discriminatory behaviour and promoting this with children
 - f) implementing strategies to include all children.

² 'Management' is the charter holder.

³ 'Educators' include all trained and untrained personnel who work with children in the service on a regular or formal basis.

⁴ 'Service' means licensed early childhood centre or home-based service.

2. The educators will demonstrate understanding of current theory and principles of learning and development and of the different characteristics of infants, toddlers and young children.
3. The educators will demonstrate knowledge and understanding of the learning and development of each child, identify learning goals for individual children and use this information as a basis for planning, evaluating and improving curriculum programmes.
4. The educators will implement curriculum and assessment practices which:
 - a) reflect the holistic way that children learn
 - b) reflect the reciprocal relationships between the child, people and the learning environment
 - c) involve parents/guardians and, where appropriate, whānau
 - d) enhance children's sense of themselves as capable people and competent learners.
5. The educators will plan, implement and evaluate curriculum for children in which:
 - a) their health is promoted and emotional well-being nurtured and they are kept safe from harm
 - b) connecting links with the family and the wider world are affirmed and extended; children know they have a place and feel comfortable with routines, customs and regular events; and children know the limits and boundaries of acceptable behaviour
 - c) there are equitable opportunities for learning for each child, irrespective of gender, ability, age, ethnicity or background; children are affirmed as individuals; and children are encouraged to work with and alongside others
 - d) children develop verbal and non-verbal communication skills for a range of purposes; children experience the stories and symbols of their own and other cultures; and children discover and develop different ways to be creative and expressive
 - e) children's play is valued as meaningful learning and the importance of spontaneous play is recognised; children gain confidence in and control of their bodies; children learn strategies for active exploration, thinking and reasoning; and children develop working theories for making sense of the natural, social, physical and material worlds.

Communication and consultation – Te Whakawhitiwhiti Korero me te Korero Whanui

6. The management and educators will ensure that communication and consultation with each other and with parents/guardians, whānau, hapu, iwi and local communities acknowledges and respects all parties' values, needs and aspirations.
7. The educators will seek information and guidance from specialist services where appropriate, to enable them to work effectively with children and their parents/guardians and whānau.
8. The educators will provide opportunities for parents/guardians and, where appropriate, whānau to:
 - a) feel welcome to discuss concerns and participate in decision-making concerning their child
 - b) discuss both informally and formally their child's progress, interests, abilities and areas for development on a regular basis, sharing specific observation-based evidence
 - c) have access to information concerning their child, the operation of the Service and Education Review Office (ERO) reports regarding the Service.

Operation and administration – Te Mahinga me te Whakahaerenga

9. The management will develop and regularly review a statement of the Service's philosophy and the charter, in consultation with educators, parents/guardians and, where appropriate, whānau.
10. The management and educators will implement policies, objectives and practices which:
 - a) reflect the Service's philosophy, quality curriculum, current theories of learning and development, the requirements of the Desirable Objectives and Practices and legislation
 - b) acknowledge parents/guardians and whānau needs and aspirations for their child

- c) reflect the unique place of Māori as tangata whenua and the principle of partnership inherent in Te Tiriti o Waitangi
- d) are inclusive, equitable and culturally appropriate
- e) are regularly evaluated and modified by an ongoing recorded process of internal review.

11. The management will implement:

- a) personnel policies which promote quality practices including appointment of competent staff, staff appraisal and professional development for both management and educators
- b) employment policies which incorporate the principles of being a good employer, including equal employment opportunities
- c) financial management policies which include budgeting to ensure that policies and objectives are met.

12. The management will make the audited financial statement available to educators, parents / guardians, whānau, the local community and government, to account for the use of Ministry of Education funding.