



Te Kura

TE AHO O TE KURA POUNAMU

THE CORRESPONDENCE SCHOOL

Strategic Plan 2010–2012

Students First – The next three years

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Introduction and overview

The strategic plan outlines the strategic direction for Te Aho o Te Kura Pounamu (Te Kura) over the next three years. It summarises our key goals and priorities, as well as the steps we will take to realise our vision.

This strategic plan is the culmination of thinking over the past two years regarding the role and direction of Te Kura. While the plan does not represent any significant shift in the overall direction for Te Kura, it outlines our strategic goals and the specific areas where our efforts will be focused over the next three years. In developing the plan, the approach has been to focus on the knowledge and experiences of Te Kura, taking the best from the past and present to build the pathway to the future.

The plan outlines our strategic direction but it does not provide details of specific initiatives, as these will be identified and implemented through the annual planning process.

The *intent* of the strategic plan comprises our:

Vision	<i>Our students achieve their potential</i>
Purpose	<i>We provide our students with anytime, anywhere personalised learning</i>
Strategic theme	<i>Students First</i>

The *Students First* theme conveys the school's application of the concepts of teaching one student at a time and 'one size fits one'. The theme also complements the focus on personalised learning encompassed within our purpose. The theme emphasises the place of students, their values, context and needs at the centre of all teaching and learning experiences. Students, together with their families, whanau and teachers, are actively involved in creating their own personalised learning pathways and plans. These recognise their unique potential, talents and strengths, meet their particular mix of requirements and are tailored to ensure they have the opportunity to succeed.

The school's medium-term strategic direction is centred on three overarching and integrated strategic goals, which are the focus of everything we do, within the context of teaching and learning being core delivery for Te Kura:

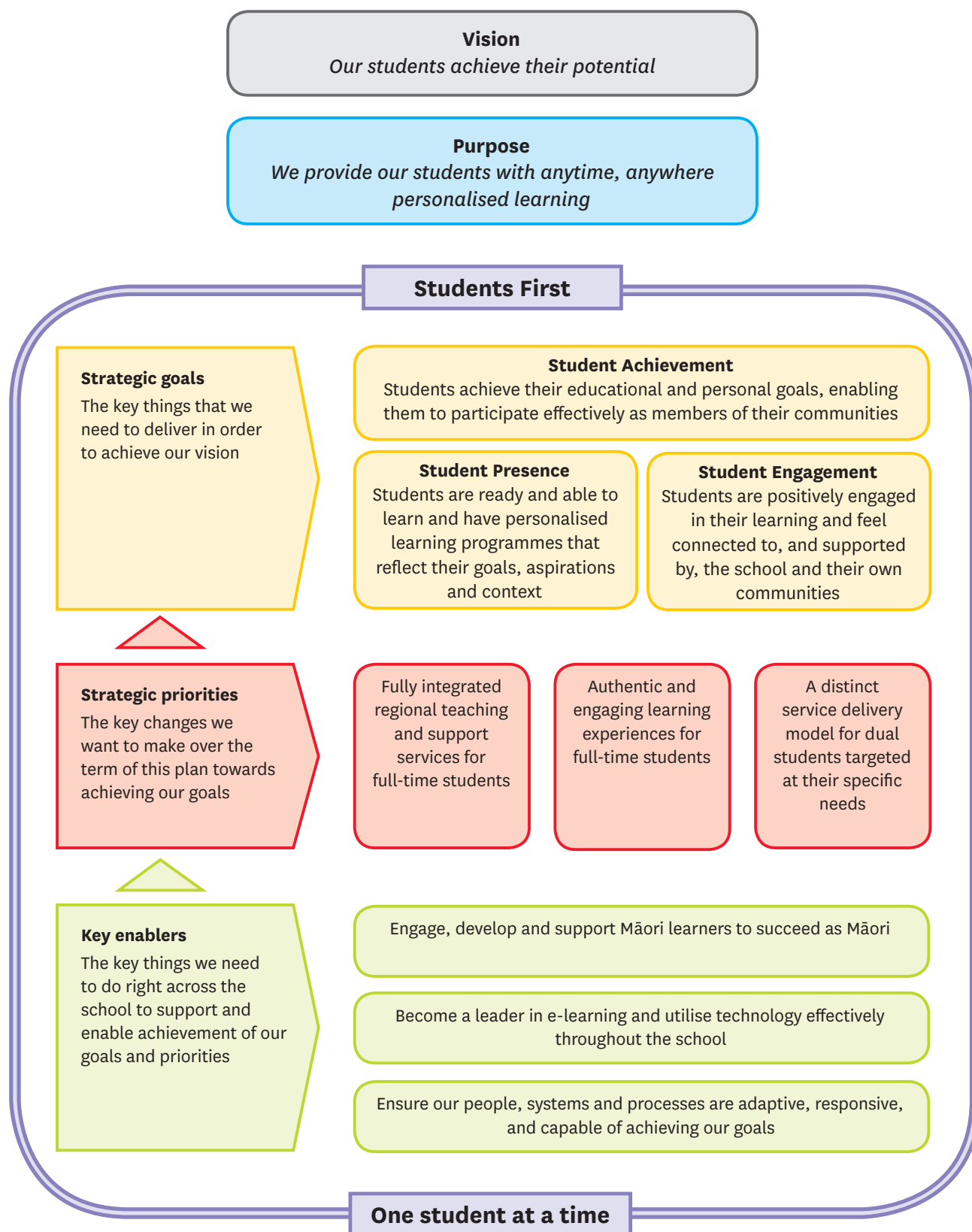
Student Presence ⇔ Student Engagement ⇔ Student Achievement

Underpinning the three strategic goals are three strategic priorities, which will fundamentally change the way Te Kura looks and functions in the future, and will position Te Kura to realise our vision. These are the key strategic changes that we aim to deliver over the term of this plan. The strategic priorities will guide the development of the key initiatives that will be implemented through our annual planning over the next three years.

The plan also includes three significant enabling strategies which highlight the key things we need to do across Te Kura to support the achievement of our strategic goals and priorities, and our core delivery of teaching and learning. These cut across every aspect of Te Kura operations and will be the foundation stones for our future success.

Our strategic framework is summarised in the strategy map that follows. The main body of the strategic plan reiterates our three strategic goals and describes in more detail the three key strategic priorities and the three enabling strategies for Te Kura over the period 2010–2012.

Strategy map – vision and strategic direction



Strategic goals

Our three strategic goals of student presence, engagement and achievement are the focus of everything we do.

Student presence

Presence for our students refers to the state where they are ready and able to learn. For this to occur potential students, schools and other referral agents need to be aware of the ways we can support and facilitate student learning and achievement. Our enrolment processes must be quick and responsive to students' needs. Our programmes and our teaching approach need to be relevant for our students and reflect the diverse range of their interests, aspirations and needs.

Student engagement

By student engagement we mean the state where our students are actively involved in their learning programmes. For this to occur, students' learning programmes need to be personalised and delivered in ways that are relevant and meaningful for them as 21st century learners. We also enhance student engagement by effectively working with students, their families, other agencies and community groups to maximise the use and value of the potential resources available.

Student achievement

Achievement is demonstrated when students are making measurable progress towards their individual goals and towards attaining national qualifications. This includes achieving in literacy and numeracy to meet the requirements of National Administration Guideline 1.

Strategic priorities

Fully integrated regional teaching and support services for full-time students

Regionalised learning delivery and support is an integrated model of teaching that is designed to help students achieve their potential.

What we want to achieve

The provision of regionalised teaching and support remains the school's key strategic initiative for delivering personalised learning to those students for whom we are their first school. This model is designed to improve student presence, engagement and achievement and help students achieve their potential.

Organising our teaching regionally enables us to create an environment in which collaboration, connection and responsiveness to individual student's needs, both within Te Kura and the student's community, are increased. Students become the focus of teaching and learning. We know personalising learning and improving community connectedness help to increase student engagement and achievement by improving the holistic delivery of learning for students. Regionalisation also provides Te Kura with the flexibility to recognise and respond to regional differences.

The regional structure is changing how we work within Te Kura, so that our teachers now work together in regional teams, in collaboration with curriculum, e-learning and assessment leaders

and supported by access to the right resources. ‘What’ we are teaching our students remains as important as ‘how’ and we will continue to focus on providing high quality, responsive teaching resources and support within a regional model.

More staff in the regions

Over the next three years we will continue to move towards locating the majority of our teaching staff in the regions, thus putting Students First by focusing the delivery of teaching and learning around, and physically closer to, our students. The four regional teams are aligned with Ministry of Education regions to promote greater collaboration with the Ministry and other community organisations at a regional level.

In-region teachers are able to offer support to students, their supervisors and whānau in their own communities.

A significant regional presence, including in-region pastoral support, also affords greater opportunities to develop, extend and strengthen close collaborative partnerships, relationships and connections with schools, agencies and other community groups that provide face-to-face contact and support for our students and their families and whānau. The aim is to put in place a meaningful education and pastoral programme for students that will keep them connected with their communities and, where possible, the local school.

Partnerships

We cannot deliver on our strategic goals and priorities on our own, and we recognise the importance of continuing to build and nurture the capabilities of families, whānau and communities to encourage active and effective involvement in their students’ education. The expertise of parents, whānau and the community as a whole can be harnessed to broaden the learning environment and the range of participants in it. Decisions can then be made collaboratively so that the community actively contributes to the education of, and shares responsibility for, students in their area.

Working with partners in the community is integral to our success and we need to ensure that we extend community partnerships and relationships with those who can work with us and/or contribute towards achieving our goals and priorities. Our focus on partnerships will, therefore, include a greater emphasis on the practicalities of turning these relationships into effective and enhanced services for students and the community.

Authentic and engaging learning experiences for full-time students

Creating authentic and engaging learning experiences is the next logical step in personalising learning for our full-time year 9–13 students.

What we want to achieve

A key initiative over the next three years is the introduction and implementation of authentic learning experiences for full-time students. This model is a logical extension of our current programmes within the personalised learning framework and reflects a positive response by Te Kura to the changing expectations of students, parents and communities. Evidence shows us that a stronger focus on learning to create new knowledge, as opposed to an emphasis on acquiring existing knowledge, is now essential for equipping today’s students for tomorrow. Learning will need to occur in ways that engage and motivate students, giving them opportunities to develop skills and confidence for new ways of thinking, knowing, being and doing.

Our focus to date has been on making learning meaningful for each of our students by recognising their individual learning needs and contexts, and encouraging them to take an active part in

determining their own learning. We help them recognise what they already know and build on their strengths. As far as possible we try to identify the barriers to learning and adapt the 'what' and 'how' of learning to suit the student. We will develop teaching and learning resources that meet student needs and support and enable authentic learning.

Internships for authentic learning

The next logical step in personalised learning is to introduce new ways to create authentic, interesting and engaging learning experiences for more of our year 9–13 students. A new model, involving the use of an internship supported by a mentor from within the internship, and linked to student interests, will provide an opportunity for a real-world authentic learning experience. Only trusted and respected members of the community will act as mentors and role models for students. Te Kura will continue to provide the critical one-to-one relationship between the student and teacher, but this will be enhanced by the additional support on the ground, as it is particularly important for many of our students to have a significant adult in their lives at the local level.

These concepts align with both the existing Gateway programme and the government's desire to create greater vocational opportunities.

The successful implementation of our authentic learning experiences model will create, and indeed requires, greater opportunities to develop and/or extend collaborative partnerships and relationships with schools, agencies and other groups that have face-to-face contact with our students and their whānau/families. This will enable students to be connected to their community in an inclusive, mutually supportive learning environment.

The internship/mentoring model will, therefore, be heavily dependent on developing a range of relationships within the community, in order that appropriate placements and suitable mentors can be identified.

A distinct service delivery model for dual students targeted at their specific needs

Streamlining and improving learning delivery for our dual students to reflect the particular needs of these students.

What we want to achieve

Our roll includes a significant number of dual students who have another school as their first school.

A new delivery model will be developed that is distinct from the model for full-time students, recognising that face to face schools are responsible for providing pastoral support and other legislative requirements for their dual-enrolled students.

The continuing focus will be on streamlining and improving the way we provide courses to dual students, such as increased online delivery, with a view to all dual students receiving and returning their work online by the end of 2011, if possible. We will also ensure that we are delivering relevant, responsive teaching and resources that meet NZ Curriculum requirements and the needs of 21st century learners.

There will be renewed emphasis on ensuring face-to-face schools take greater responsibility for supporting their students' learning. In this regard, we will seek to implement student engagement plans with the schools of dual-enrolled students, which will complement the existing Service Level Agreements.

Enabling strategies

Engage, develop and support Māori learners to succeed as Māori

To succeed overall, we must succeed for our Māori students. This requires a strong focus on improving the achievement of Māori students and ensuring that Māori enjoy education success as Māori.

What we want to achieve

Education has a huge impact on communities and the wider society. The high proportion of Māori students on the school roll requires that we are continuously aware of being effective for Māori, particularly in terms of our programmes and interactions. We have a strong focus on improving the achievement of Māori students and ensuring they enjoy education success as Māori. Our aim is to work with Māori students to realise their potential, understand that they are culturally distinct, and that they are inherently capable of taking advantage of the positive opportunities that exist.

Our Māori Responsiveness Strategy supports this strategic plan by highlighting areas of focus which will positively impact on Māori student achievement. These areas of focus are:

- building internal capability strategies for our staff, and
- providing external service delivery strategies for our students, whanau, hapu, iwi and Māori communities.

Our Māori learners will benefit significantly from the authentic learning experiences model. This model aligns well with the Māori Responsiveness Strategy through its emphasis on personalised learning focused on students' needs and interests. We will endeavour to find internship opportunities that are meaningful for, and reflective of, Māori students and will also look to recruit learning advisors and mentors who can work effectively with Māori students.

Strong partnerships are critical to improving Māori student achievement. Accordingly we will expand our work within the Māori community, whānau, hapu and iwi, to support and improve our learning delivery to Māori.

Te Kura will continue to use the valid information available on Māori student engagement and achievement to develop new ways of supporting the success of our Māori students. This will include the development of appropriate resources and teaching and learning materials. In addition to those initiatives for improving levels of achievement within the NZ Curriculum for all students, Te Kura will seek to specifically ensure all Māori students are making measurable progress towards their personal goals through the full implementation of the Māori Responsiveness Strategy.

We will give effect to our Māori Responsiveness Strategy by implementing our action plan for 2010–2012, and evaluating, reporting and planning for building Māori student success as Māori.

Become a leader in e-learning and utilise technology effectively throughout Te Kura

Our approach to learning delivery needs to reflect the ongoing, world-wide growth in technology and its impact on the way students live and learn. Te Kura must ensure the development of its technology and e-learning capability is appropriately prioritised and underpinned by clear linkages to results.

What we want to achieve

We want to ensure Te Kura is a leader in e-learning, and maintain our commitment to both employ

and strengthen our use of appropriate technology to support student presence, engagement and achievement.

It is critical that Te Kura ensures the development of its technology and e-learning capability to deliver high quality education programmes to our students. Te Kura has built an Information, Communications and Technology (ICT) service that enables student, content and learning management systems that support the growth of a knowledge management-based organisation.

We will seek to enhance our electronic delivery models to increase opportunities for our teachers and students to engage in e-learning. Such advances in our e-learning capability will:

- assist student connectedness, by enabling our students to enter new learning environments and overcome the barriers of distance and time;
- facilitate shared learning, by enabling our students to join or create communities of learners;
- assist in creating supportive learning environments, by offering resources that take account of the individual cultural and developmental differences of our students;
- enhance opportunities to learn, by offering our students virtual experiences and tools that save them time and allow them to take their learning further.

e-Learning is fundamental to the effective delivery of personalised learning programmes. We recognise that e-learning can enable us to connect with our students and engage them in learning. Unfortunately, many of our students, especially alienated students, have limited or no connectivity. We will improve this situation by developing community relationships that provide students with access to safe and reliable connectivity. Our focus will be to use whatever technologies are available to students to encourage them to participate in learning and have confidence in using appropriate technology.

Teachers also need to have the confidence and capability to engage in e-learning. We will continue to deliver our programme of focused school-wide professional development to assist teachers to develop this confidence and capability.

Ensure our people, systems and processes are adaptive, responsive, and capable of achieving our goals

To successfully achieve our strategic goals and priorities, and make the appropriate contribution to sector outcomes, Te Kura must ensure the development of its culture and its people.

What we want to achieve

We need to continue to place emphasis on building our organisational capability to deliver high quality education programmes to our students. We will continue to ensure the development of our people, systems and processes including enhancing our individual knowledge and skills and promoting high levels of staff performance.

It is also crucial that our key stakeholders have confidence in the ability of our management and staff to deliver the best possible achievement outcomes for students.

People

It is our people who make our vision real and who strive towards achievement of our priorities. Therefore it is the school's responsibility to equip our staff with the necessary skills, knowledge, systems and tools that will enable them to work effectively for our students. We are guided by our core values and behaviours, which describe the way we go about our work, and are central to the

development of our desired organisational culture.

We will support all staff members to quickly gain the required skills and become effective team members and we will maintain staff motivation and innovation. We will review systems to ensure they meet the real needs of the organisation and continue to improve information systems that support good decision making across Te Kura. Our relationships with unions will be characterised by an attitude of partnership, cooperation and honesty. We will work in an integrated manner to achieve our strategic goals.

Systems and processes

The implementation of our regionalised learning delivery and authentic learning experiences models will place significant pressure on the school's capacity to identify and place staff with the right skills in the locations they are required. While new staff will bring fresh ideas and enthusiasm, many of the skills required to manage students in a distance learning environment are learnt through experience. This means that we will need to ensure we recruit talented people and focus on supporting them to quickly develop the required skills to be effective in their roles.

There will be a range of opportunities for teachers to develop within the authentic learning experiences model, including the newly created and strengthened learning advisor role, which has a more holistic approach to full-time students and their learning.

There will be significant differences in the overall skill set required by a learning advisor and teacher in the future. It is the intention that many of our existing teachers will begin to focus more on the learning advisor role over this three year period. We will support and encourage the current teaching staff to develop in a way that makes best use of their skills and experience and will help our students to realise their potential. This may mean developing as a learning advisor or maintaining a pure teaching focus and/or subject specialism.

We will develop and implement teaching evaluation indicators and link these to performance measures to ensure and measure the consistency of teaching across Te Kura. We will also ensure that pedagogical approaches are relevant to learners.

We will enhance people capability and capacity through:

- developing managers and providing more effective support for managers
- assisting managers to develop the competence of frontline and support staff
- supporting managers and staff to align their actual practice with required policy and desired practice.

We will continue to ensure Te Kura operates within its budget and meets all compliance requirements. We will also look to further enhance our capability through the implementation of human resources and communications strategies.

Te Kura will develop and implement a customised sustainable development framework that contributes to the school's decision-making and core processes, including appropriate capability for planning and reporting on sustainable development. Our approach will be to identify relevant social, environmental, economic and cultural indicators so sustainable development performance can be measured on an ongoing basis. As an initial step, we will investigate existing best-practice frameworks and available standards and guidance material, both in New Zealand and overseas.

We will also carry out a stocktake of partnerships and relationships to clearly understand who our partners are, our mutual expectations, and how our relationships can be enhanced to ensure Students First.