



## Briefing Note: Distance Learning Under the COVID-19 Protection Framework

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|---|--|---------------------|----------------|
| <b>To:</b>                                    | Hon Chris Hipkins, Minister of Education   |                     |                |
| <b>Cc:</b>                                    | Hon Kelvin Davis, Associate Minister of Education<br>Hon Jan Tinetti, Associate Minister of Education<br>Hon Aupito William Sio, Associate Minister of Education |                     |                |
| <b>Date:</b>                                  | 2 December 2021  | <b>Priority:</b>    | High           |
| <b>Security Level:</b>                        | Budget Sensitive   | <b>METIS No:</b>    | 1278469        |
| <b>Drafter:</b>                               | 9(2)(a)  | <b>DDI:</b>         | 9(2)(a)        |
| <b>Key Contact:</b>                           | Ellen MacGregor-Reid   | <b>DDI:</b>         | +64-4 463 8006 |
| <b>Messaging seen by Communications team:</b> | No   | <b>Round Robin:</b> | No             |

### Purpose of Report

The purpose of this paper is for you to:

- a) **Note** the Ministry of Education's intended direction for supporting schools, kura and early learning services with their distance and blended learning under the COVID-19 Protection Framework, and that this model will be more devolved, flexible, and localised [as previously signalled, METIS 1276791 refers];

**Noted**

- b) **Note** the key policy and operational workstreams in the attached A3: "COVID-19 Protection Framework: Impact on curriculum, pedagogy and assessment" (see Annex 1) which will prepare us to support schools, kura and early learning services in Term 1, 2022 (and beyond);

**Noted**

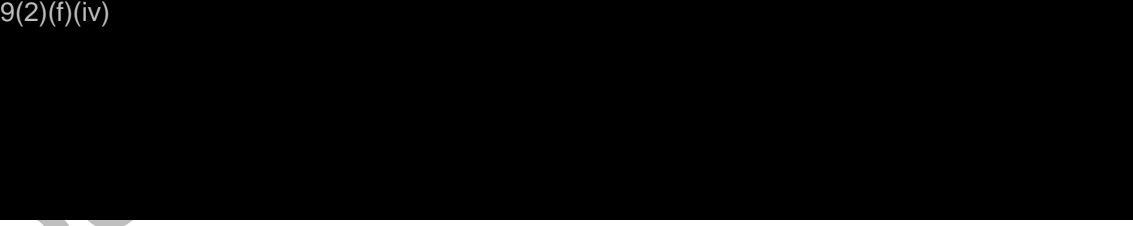
9(2)(f)(iv)

**Noted**

- d) **Agree** that this briefing will not be proactively released at this time due to Budget sensitivity;

**Agree / Disagree**

## Summary

- Over 2020-21, the Ministry of Education's distance learning support model has set us up well to respond to large-scale, longer-term lockdowns involving full school, kura and early learning service site closures. As a result, significant investment has been made in centrally designed and delivered supports, such as learning packs and television content.
- With the imminent move to the COVID-19 Protection Framework (CPF) and the intention that schools, kura and early learning services will largely remain open for face-to-face teaching and learning irrespective of 'traffic light' status, our support for distance and blended learning can evolve.
- Under the CPF, we intend to operate with a more devolved, flexible and localised response [METIS 1276791 refers].
- At the Agency Meeting with you on Monday 28 November, you requested an overview of the overall response. Annex 1 provides a full overview of the key workstreams and associated activities.
- While many of these workstreams are intended to be implemented prior to the beginning of the 2022 school year, several will take time and may need to be rolled-out iteratively. This is because we will need to work with schools and kura over Term 1.
- 9(2)(f)(iv)  

- This approach has been tested with our peak bodies group and has been generally supported.

  
Ellen MacGregor-Reid  
**Hautū | Deputy Secretary**  
**Te Poutāhū | Curriculum**

Hon Chris Hipkins  
**Minister of Education**

02/12/2021

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## Key activities

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1. Annex 1 provides a full overview of the key workstreams and associated activities we intend to undertake to support services and schools with distance and blended learning under the CPF.
2. The Ministry will ensure we continue to offer some central support to children and young people that have specific distance learning needs under the CPF (for example, centrally produced learning packs) but we expect demand for this to be low.

## Next Steps

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3. The Ministry will provide a further update on our plans for distance learning in early 2022.

## Annexes

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- Annex 1: "COVID-19 Protection Framework: Impact on curriculum, pedagogy and assessment"

# COVID-19 Protection Framework – Supporting schools and kura with their blended and distance learning

**Purpose:** The following describes a series of operational and policy workstreams which will help us shift to a new model for supporting distance and blended learning within the COVID-19 Protection Framework (CPF).

| Workstream            | Activity   | Key activities  | Timeframe  |
|-----------------------|--|---|------------|
| Curriculum & pedagogy | Create clearer expectations                            | Regional offices will work with schools, kura and early learning services to ensure refreshed business continuity plans are well-implemented, supported by blended and distance learning readiness checklists and guidelines.   | 9(2)(g)(i) |
|                       | Collaborate to share ‘what works’                      | We will collaborate with schools, kura and early learning services to identify and spotlight <b>effective blended and distance learning practice</b> . It is intended that by working with the sector to develop this material will also build a ‘community of support’.  |            |
|                       | Provide support through online resources and platforms | Make available a range of printable learning material that schools, kura and services can use to develop their own learning packs. Explore potential need for further expansion of 9(2)(f)(iv) digital platform/s.  |            |
|                       | Continue to support with learning packs, where needed  | Progressively make residual learning packs (c. 170K) available to regional offices to distribute as they see fit re: need, including via iwi and community groups. We will also design a further tranche of learning packs (for all ages) and ensure arrangements in-place should these need to be printed/distributed swiftly. |            |
|                       | Professional learning and development                  | Investigate and provide advice on any possible changes to, or expansion of, centrally-provided PLD to support blended/hybrid learning (including in a mātauranga Māori context).  |            |
|                       | Care packs for tamariki                                | Work with Caring for Communities (C4C) to get learning material incorporated in care packages.  |            |
| Additional resourcing | Explore additional resourcing                          | Provide advice on additional resourcing for schools, kura or services to plan/develop/print/disseminate resources.  |            |