



Education Report: COVID-19 Response - Distance learning package

To:	Hon Chris Hipkins, Minister of Education		
CC:	Hon Jenny Salesa, Associate Minister of Education Hon Kelvin Davis, Associate Minister of Education Hon Tracey Martin, Associate Minister of Education		
Date:	29 July 2020	Priority:	High
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Drafter:	s 9(2)(a)	DDI:	s 9(2)(a)
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Messaging seen by Communications team:	Yes	Round Robin:	Yes

Purpose of Report

- This report provides a comprehensive summary of activities undertaken within the Ministry of Education's \$87 million COVID-19 related distance learning package. It also details further COVID-19 response activities undertaken within the existing Ministry baseline.
- It provides you with details of funding allocated to minimising disruption to the education of early learners and school students, as well as the Ministry's business continuity planning for any possible future COVID-19 related disruption.
- It also seeks your agreement to a communications approach and key messages relating to the Ministry's provision of devices.

Summary

- The Ministry's distance learning package was designed to support and empower parents, whānau and caregivers to support their children's learning from home, in partnership with kaiako and teachers, in response to COVID-19. It included provision of hard packs, television broadcasting, access to online learning and teaching, as well as devices and connectivity.
- As at 7 July, of the overall allocation of \$87.780 million:
 - \$53.068 million has been spent;
 - a further \$21.535 million has been committed; and
 - \$13.135 million was not committed in financial year 2019/20, principally due to the need to continue work into the 2020/21 financial year, especially to

complete the provision of internet subsidised services to student households and to continue foundational work for a virtual learning environment.

- While some work-streams have been transitioned into business-as-usual processes (as New Zealand has changed COVID-19 Alert Levels and a new normal is established), the Ministry continues preparedness work. We are well-placed to respond in the event of further disruption to the usual provision of schooling and early learning education. However, there is a risk that funding spent to-date and ongoing baseline funded activities may not enable us to sufficiently respond to a series of large scale closures. In this scenario, it is likely that additional investment would be required.
- Detailed distribution information for devices, connectivity and hard packs is available in Annex 2.

Recommended Actions

The Ministry of Education recommends you:

- a) **Note** the following breakdown of emergency funding agreed by Cabinet to “enable distance learning for early learning and schooling” [CAB-MIN-20-0136 refers], as at 7 July 2020;

s 9(2)(f) (iv)				

- b) **Note** that \$13.135 million of the allocated funding has not yet been committed, and is required to support sustainability and ongoing preparedness activities – particularly the Ministry’s business continuity planning and creation of a virtual learning environment;
- c) **Note** the Ministry’s business continuity plan for both possible future COVID-19 related disruption to teaching and learning, and to continue to build on foundational work to make systemic change in the education sector;
- d) **Note** a separate report will be provided on learning support for children in managed isolation and quarantine;
- e) **Agree** key messages and proposed communications approach associated with devices; and

Agree / disagree

- f) **Agree** to proactively release this report.

Agree / disagree

Ellen MacGregor-Reid
Deputy Secretary
Early Learning and Student Achievement

Hon Chris Hipkins
Minister of Education

29/07/2020

08/08/2020

Background

1. On 23 March 2020, Cabinet authorised the Minister of Finance and Minister of Education to approve the provision of immediate funding of \$36.440 million in 2019/20 and 2020/21 to ensure students can access teaching and learning online if their school is temporarily closed [CAB-MIN-20-0136 refers].
2. Following further work to scope what was needed to enable distance learning for all learners in early learning and schooling, on 7 April 2020, an additional \$51.340 million was authorised by Cabinet to ensure "reach and equity".
3. COVID-19 response and recovery funding was allocated to minimise disruption to the education of early learners and school students by improving learners' access to suitable teaching and learning from home.
4. For many schools, kura and early learning services, the shift to online teaching and learning was significant. When the emergency started, many signalled that they were not ready or that they weren't sure that they were ready. The Ministry responded quickly to provide a comprehensive distance learning package to respond to the diverse needs of New Zealand learners and their whānau.
5. The Ministry's distance learning package included delivery of hard packs, television broadcasts, access to online learning and teaching, as well as devices and connectivity. It was designed to support and empower parents, whānau and caregivers to support their children's learning from home, in partnership with kaiako and teachers.¹
6. Aotearoa New Zealand has now been at COVID Alert Level 1 for an extended period of time. However, it is important that we continue to prepare to support learners, whānau and education workforce through any possible future disruption.
7. We are undertaking a robust 'lessons learned' process helping us to identify what we do to better enable and support the sector to be resilient, to improve on status quo, to support quality leadership and transparency, and to grow the public and education sector's confidence in the Ministry.

Connectivity and devices

8. \$36.440 million was allocated to enable as many learners as possible to access online teaching and learning. This included internet connections and fit-for-education devices allocated in tranches for learners without these, taking into account prioritised needs.
9. Of this, \$20.126 million has been allocated to provision of new internet connections and \$13.878 million has been allocated to devices (laptops and Chromebooks). There is currently \$2.435 million remaining to be allocated. The Ministry is still working with schools and network providers to finalise the number of home internet connections required. A financial breakdown is provided below.

¹ Note that the \$87 million 'distance learning package' targeted learners in schools and kura (Years 1-13) as well as early learning services. Support for the tertiary sector should be considered a separate response.

Internet connections and fit-for-education devices financials (as at 30 June) - \$m				
	Actual	Committed	Uncommitted	Total
Connectivity	2.614	17.511	2.435	22.561
Devices	12.254	1.624	-	13.878

Connectivity

What we did

10. After working with the education sector to understand how many student households required connections to the internet, the Ministry has contracted with internet service providers (ISPs) to connect a total of 53,267 households. Many of these households have more than one school-aged learner.
11. This number is lower than the Ministry's original target of 82,000 households which was based on information provided by ISPs in March 2020 and student address information provided in the March 2020 roll returns. Corroborated information came from schools and kura to refine and validate ISP information, giving us a clearer idea of which of their learners needed to be connected to the internet. ISPs were also able to provide clearer numbers about how many of these households had taken up a commercial service in the interim.
12. As of 7 July:
 - 33,021 connections have been made or are in the process of being made;²
 - 20,246 connections are booked with ISPs but awaiting further detail from schools before they can be delivered or installed (in particular, we are reliant on schools and kura collecting appropriate contact information for the adult in each household).
13. Current projections show that we expect to have provided internet connections to over 50,000 student households in September 2020.
14. Connecting households on this scale is complex and challenging. The Ministry is aware that households currently awaiting connection are likely to be the most complex for reasons of geography (hardest to reach households or areas) or infrastructure (installed fibre, cellular network capacity and reach etc.). A number of these outstanding connections are dependent on new infrastructure builds planned by Crown Infrastructure Partners Ltd³.
15. During COVID Alert Levels 3-4, ISPs sent modems directly to students' homes because of social distancing rules. However, under more flexible distancing rules in Alert Levels 1-2, these have gone directly to schools and kura for distribution to student households. This was the preferred approach due to the strength and trust in relationships between schools/kura and whānau.

² This includes 18,687 connections made direct to student households under the logistically challenging conditions of COVID Alert Levels 3-4 (in addition to 14,565 internet connections allocated to internet service providers for school-based delivery).

³ <https://www.beehive.govt.nz/release/rural-broadband-upgrade-boost-covid-19-recovery-remote-communities>

16. The Ministry contracts with ISPs on the basis of 'internet service subscription'. For the vast majority of households, this means the Ministry only incurs costs when successful connections are made - a process which includes both delivery of a modem (or other hardware) and a usable service being available to the household. To support rapid early provision, the Ministry also purchased 5,000 modems.⁴
17. This approach helps us to minimise possible wastage because, if fewer than 53,267 connections are ultimately required (because they are not needed or desired), the Ministry is not committed to cover costs (except any courier fees for hardware).
18. Schools and kura make a decision about whether a certain student household does or does not require a connection, in consultation with that whānau. Any decision to return a modem can be due to a variety of factors such as the household having made an internet connection in the interim or because the specific type of connection did not work at their household. Schools and kura are not expected to explain their reasons for this decision.
19. We are aware that in the changeover to school-based delivery some schools received more modems than they required. This was due to a variance between the number of students the school believed were connected to the internet and what the telecommunications provider data indicated.
20. As of 7 July, 2,167 modems have been returned to ISPs via the Ministry of Education. In the event of any returns, any and all modems are reallocated to another student household, minimising possible wastage.
21. Our ISP partners have also made us aware of up to 4,500 returns they are dealing with as part of their business-as-usual operational processes. There are a number of reasons why modems may have been returned directly to ISPs, including factors like incorrect address data due to whānau moving home, a fault with the modem or technical issues relating to a particular household's geography or infrastructure.
22. For the vast majority of connections, the Ministry contracts with ISPs on the basis of successful connections rather than purchasing modems or other hardware, information about how many modems (or other hardware) have been returned is not indicative of how many connections are unwanted or unneeded. It is also not indicative of a Ministry commitment to cover these costs.

What we do next

23. Our immediate priority has been to deliver access to internet connections for student households as an emergency response to school and service closures.
24. While much of this effort has put in place sustainable infrastructure and access to the internet for whānau across the country, available funding and current arrangements with ISPs limit the extent to which free data is available. The household is eligible for a free internet connection for six-months from the time of the connection, if the connection was made before 30 June 2020. If the connection is made after 30 June, the free period will end at the end of December 2020 (this is the majority of

⁴ The Ministry chose to purchase 5,000 modems at the beginning of COVID Alert Level 4 to ensure that we could deliver on commitments in a commercial environment where the supply of telecommunication equipment was stretched, both nationally and overseas. This reduced pressure on our telecommunications partners and allowed us to prioritise connections for those households most at-need in a logistically complex environment. All 5,000 Ministry-owned modems have been allocated to student households and, in the event any are returned, are able to be re-allocated. Approximately 120 have been returned to the Ministry and re-allocated.

households). For wireless connections, the 6-month free period is from the time of connection, if connected before 30 November 2020.

25. Planning is in place to ensure this, and any other service options, are well-communicated to our stakeholders in advance.
26. At the end of this period, no whānau will be under any obligation to take up a commercial service but will have the opportunity to transition, if they so choose. If the whānau decides not to take up a commercial service, there is no risk that they are billed as each connection is subject to contractual arrangements directly between the Ministry and ISPs.
27. The Ministry is undertaking work to provide advice on options to support households and has made necessary commercial arrangements to cover any scenario where whānau either (a) do not take up a commercial service beyond the period of the subsidised service; or (b) do not return the modem to the ISP. Sufficient contingency funding is available to cover any possible associated costs.
28. The Ministry is in the early phases of working with various agencies and ISPs on cross-industry approaches to identify options to make online internet access an available and sustainable service for households across Aotearoa New Zealand.

Devices

What we did

29. Schools and kura told the Ministry that 98,029 learners were in need of Chromebook/laptop devices. As at 9 July:
 - 25,725 devices have been dispatched by the Ministry; and
 - 627 are in the process of being distributed to schools.
30. To support the online safety of learners, the Network for Learning (N4L) provided the 'Switch on Safety' internet filtering service free to all New Zealanders. All Ministry supplied laptops were configured to use the service and parents were also encouraged to use this for their child's 'bring your own device' (BYOD) devices. The service is available free-of-charge until at least May 2022.
31. During the lockdown, schools also supported requests for devices by providing over 16,000 devices to students from their own stocks.
32. Given high demand and available funding, priority was given to students studying NCEA subjects in Years 11-13, starting with deciles 1-3. The majority of device demand in has been met across all deciles for this cohort.
33. A total of 53% of requested devices for students in Years 9 and 10 across all decile levels have been fulfilled. Most of the remaining demand for devices is within the primary school sector.
34. As at 14 July, there are limited cases of devices being returned to our distributor (approximately 2,371). The causes of this have been:
 - Schools and kura have reviewed their requirements and have cancelled or returned devices they realise they don't need;

- The courier network had delivery issues and returned devices for reasons such as student address changes during COVID Alert Levels 3-4; and
- Schools realised they had requested the wrong device type (e.g. Chromebook or Laptop). We offer them the opportunity to return these devices to be exchanged for the devices of the type they do use at the school. Currently this is only 3 schools, representing less than 100 devices.

What we do next

35. While the Ministry has supported a significant number of students through provision of these devices, the remaining unmet demand expressed by schools and kura (especially in the primary sector) is significant, at around 70,000 devices.
36. s 9(2)(f)(iv)
- 37.
38. We acknowledge much more needs to be done to truly close the digital divide but we also know that this problem is not unique to the education system and that real change needs broader collaboration across both social and private sectors. The Ministry will continue to work with industry and other agencies and partners to address this challenge as part of the Equitable Digital Access programme.

Hard packs

What we did

39. Not all learners were able to access online learning immediately and online options were not available in all circumstances (particularly for younger children). Hard packs (packs with physical and/or hard copy resources) were a critical means to ensure that no learner was left without access to education during the pandemic. \$33.297 million was allocated to fund hard packs across early learning (including Kōhanga Reo and puna reo) and schooling (English and Māori-medium).
40. As at 7 July, a total of 280,420 packs have been dispatched.⁶ This includes:

⁵ This was initially intended to inform contingency funding rather than immediate funding due to constraints on the in-country supply of devices (both for connectivity and learning) and some of the infrastructural work that still needs to be undertaken to connect some areas of the country. On the advice of The Treasury, a contingency was not requested and this need was signalled for future consideration by Cabinet.

⁶ For early learners, children enrolled with early learning services receiving Targeted Funding for Disadvantage (TFFD). Note that a number of these packs also went to eligible TFFD Kōhanga reo and puna reo.

Hard packs dispatched to learners	
Early learning settings	66,585
English-medium Years 1 to 10;	159,559
Individualised NCEA resource packs for Years 11-13;	9,245
Māori-medium packs for Kōhanga Reo Puna Reo, Schools, Kura and Wharekura ⁷	40,331
Realm Countries;	4,700
TOTAL	280,420

41. In addition, the Ministry has dispatched 6,415 hard packs for more targeted distance learning support for students with additional learning support needs. These hard packs were designed for two target priority groups: (a) Sensory play-based packs; and (b) Youth – play-based packs for learners within Level 1 of the New Zealand Curriculum.

What we do next

Business continuity planning (BCP)

42. We already have a good stock of hard packs with new content, ensuring we are prepared for any possible future disruption to teaching and learning as a result of COVID-19. We expect to mobilise these through the Ministry's regional offices in the event of future school or early learning service closure, including larger scale scenarios where clusters of schools and services may be closed. We will work with schools, kura and services to decide on the appropriate distribution model depending on the scenario.
43. This includes approximately:
- 58,000 early learning packs, including 8,700 te reo Māori packs for kōhungahunga learning in te reo Māori in puna reo and kōhanga reo;
 - 100,000 packs for schooling Years 1-8; with
 - A further 6,000 Year 9 and 10 packs in development; and
 - 35,000 te reo Māori packs for all reo Māori learners in Years 1-10. In accordance with our national student numbers we have 14,100 for Years 1-4, 16,000 packs for Years 5-8 and 4,900 packs available for Years 9-10;
44. Due to the breadth of possible NCEA resources (220+), we have a 'print on-demand' model for Years 11-13 for any future COVID-19 related disruption

Managed isolation and quarantine hard packs

45. The Ministry have dispatched 2,255 packs across Years 1-10, and 123 early learning kits to regional offices. These offices have established processes for the distribution of hard packs to managed isolation and quarantine facilities. They have processes to safely and efficiently distribute hard packs to these families via the facilities directly or

⁷ Note that, due to ordering processes, further detail of which Māori-medium packs went to different services is not currently possible.

working with the District Health Board who are distributing the packs on their behalf. We have used stock we had in storage for this.

46. While we are creating a second tranche of hard packs for the BCP stock for any future lockdown scenarios (as above), we do not recommend using this stock for children in two weeks managed isolation or quarantine. This is because these packs are designed to last for a month or more and are an important part of being ready for the potential of future lock-downs, particularly where households do not have devices or devices are not suitable.
47. The Ministry are currently investigating different ways of ensuring families and whānau in managed isolation access learning and we will provide advice on this to you later this week.

Live and on-demand broadcasts

What we did

48. The Ministry also allocated \$4.825 million to providing distance learning across live and On-Demand television services. Home Learning TV | Papa Kāinga TV on TVNZ and Mauri Reo, Mauri Ora on Te Reo Channel were launched on 15 April 2020. Respectively, these provided teacher-led programming for 2-to 15-year-olds and 0-18 year olds respectively (as well as their whānau). Mauri Reo, Mauri Ora targeted tamariki and rangatahi learning in kura Māori and their whānau, and was available to support all learners of te reo Māori.
49. Feedback from whānau and the sector has been overwhelmingly positive and engagement has been high. Daily Home Learning TV | Papa Kāinga TV ratings for Alert Levels 3 and 4 showed that total viewing numbers for early learning and ages 5-7 were consistently higher than viewers of content for 8-15 year old ākonga. Home Learning TV | Papa Kāinga TV ratings reduced from an initial high of over 235,000 on the first day on 15 April to 100,000 in June.
50. Mauri Reo, Mauri Ora ratings data showed live programming was most popular with kōhungahunga, while older tamariki preferred 'On-Demand' provision. Ratings remained fairly consistent, with a drop of approximately 30 percent of live viewers once kura and early learning service opened in Alert Level 2.

Television/on-demand viewership		
	Total viewership	Period
Mauri Reo, Mauri Ora - Live	186,668	15 April - 12 June
Mauri Reo, Mauri Ora – On Demand	64,456	15 April - 17 June ⁸
Home Learning TV Papa Kāinga TV - Live	3,253,989	15 April - 11 June
Home Learning TV Papa Kāinga TV - TNVZ OnDemand	179,922	15 April - 11 June

⁸ This total excludes approximately one days' viewership as data was temporarily unavailable.

51. Home Learning | Papa Kāinga TV lessons are being used by schools for the Deaf through their TuriTV television site, with a sign language overlay. These are available throughout the Pacific, with some countries such as the Cook Islands and Fiji looking to host the lessons on their own television networks.

What we do next

52. The Home Learning TV | Papa Kāinga TV preparedness plan is based on a combination of new and existing content for up to six weeks duration from early learning through to Year 8 (i.e. up to curriculum level 4) - ages 2 to 12. We will not be developing new programming for Years 9 and above due to the low numbers of ākonga in this age group viewing the content. Programming has been developed around relevant curriculum themes (e.g. belonging, careers, construction, identities, Matariki, NZ history, social justice) and individual segments will complement the whole week's programming.
53. The Mauri Reo, Mauri Ora channel s 9(2)(f)(iv)
54. The development process to date has made available a bank of educational programming for English-medium that can be used 'On-Demand' on an ongoing basis. All Home Learning TV | Papa Kāinga TV lessons broadcast during COVID-19 Levels 1 to 4 are available on TVNZ OnDemand until the end of the year, and lesson plans are now available on the Learning from Home website. Mauri Reo, Mauri Ora content broadcast during Levels 1 to 4 is also available to view anytime at Māori Television OnDemand with support materials available on Kauwhata Reo.

What this cost

- 55.

Online teaching and learning

56. Many schools and kura also needed support to deliver teaching and learning in an online environment, and needed ready-to-use content. \$13.218 million was allocated to provide online learning and teaching tools and resources for the sector, learners and whānau, parents and caregivers.

Support package across schooling sector

What we did

57. The Ministry rolled out a suite of tactical online responses to ensure learners could continue to learn from home. This included:

- The establishment of *Learning From Home* and *Ki Te Ao Marama*, two websites developed to support kura, schools and whānau to provide access to distance learning resources during school, kura and early learning site closures. These websites will continue to be updated in the event of future disruptions. We are also considering how these sites can support whānau in isolation who have returned from overseas, ensuring their children can continue their learning;
- NCEA resources for Māori medium on Kauwhata Reo and on *Te Kete Ipurangi*;
- Re-opening StudyIt NCEA forums for the duration of March-June 2020; these will be re-opened for students in September to prepare for NCEA exams. We are also undertaking a User Experience review of StudyIt to explore enhancements of delivery to match student needs;
- Extending the reach of the Virtual Learning Network to more primary and secondary students and re-established the Connected Advisory Services. Students who enrolled in the Virtual Learning Network during term 2 will be able to access this support until the end of the 2020 school year; and
- The establishment and phased rollout of ClassroomNZ2020 with course content developed by Te Aho o Te Kura Pounamu (Te Kura) (delivered via a learning management system called Brightspace) as an interim support for NCEA learners – this is available until February 2021 to assist with continuity throughout the NCEA submission period. The phased rollout began in May 2020.

What this cost

58. As at 1 July, \$2.7 million has been spent and a further \$2 million committed.

What we do next

s 9(2)(f)(iv)

59. [REDACTED]

■ [REDACTED]

■ [REDACTED]

60. [REDACTED]

• [REDACTED]

■ [REDACTED]

- [REDACTED]

COVID-19 Professional Learning and Development Support Package

61. The COVID-19 Professional Learning and Development (PLD) Support Package provided support to schools and kura to help them transition to distance learning. The Ministry repurposed \$6.8 million of the Term 1 2019 locally focussed PLD round and contracted 61 PLD providers to provide the support as follows:
- 819 Schools were allocated Distance Learning Support;
 - 226 schools repurposed their existing PLD to distance learning support; and
 - 1,045 schools received support (40.85% of all schools supported).
62. The COVID-19 PLD Support Package is now being made available to help with the transition from distance learning to in-classroom teaching. The support is being delivered by the Ministry of Education's network of PLD providers and facilitators.

Other

63. Funding totalling \$1.996m was sought to provide new connections to kaiako and teachers' homes. On review, a process has been created to enable teachers, kaiako, schools and kura to claim this as a subsidy where needed. As at 31 May, no claims had been received and, as a result, the balance of this funding will be returned.
64. Funding was also sought to extend the TELA+ (Digital Devices for Principals and Teachers) programme to 5,000 additional staff. Funding was agreed by Cabinet to fund the first six months of new leases. However, as out-years funding is not available, the Ministry has not provided new devices in order to avoid a \$2 million per annum funding gap in future years.

Other activities

65. In addition to activities directly associated to CRRF allocated to distance learning support, the Ministry has re-prioritised existing funding to ensure parents, whānau and educators have the resources and capabilities to support effective learning from home.

Talanoa Ako Pacific Parent Programme

66. As part of the Ministry's Pacific Education response to COVID-19, two products were created in the suite of online resource support we provide as part of the Talanoa Ako Pacific Parent programme - Talanoa Ako on Air radio programme and Talanoa Ako Digital App. s 9(2)(f)(iv) [REDACTED]
67. The Talanoa Ako on Air radio programme launched on 20 April 2020, with the last session on 28 June 2020. The radio programme has enabled Pacific parents to access the Talanoa Ako sessions at home and supported distance learning during lockdown.
68. The radio programme aired on eight Pacific Media Network language programmes (Tongan, Samoan, Niuean, Cook Island Maori, Tuvaluan, Tokelauan, Fijian and English). The programme was presented by a Pacific primary and a secondary school

teacher proficient in each language. There have been over 85,000 views of the radio programme on Facebook Live, 650 video shares and the videos reached 170,166.

69. The Talanoa Ako Digital App provides ongoing access for Pacific parents to education and learning information. This access ensures parents and families can build their knowledge and confidence in their own time. The App also provides greater reach to support Pacific families who may not have access to an Ako Centre programme.
70. The app content is in plain English and ten Pacific languages - 'Gana Tuvalu, Gagana Samoa, Gagana Tokelau, Gasav Ne Faeag Rotuam, Lea Faka Tonga, Na Vosa Vakaviti, Solomon Islands, Taetae ni Kiribati, Te Reo Māori Kuki Airani and Vagahau Niue. Each Pacific language is also available in audio. The App also has visually impaired functionality. There have been over 1,500 downloads of the app since its launch on 3 June.

Continued provision of learning support via telepractice

71. Ministry Learning Support specialists used telepractice to provide virtual support to children, and their educators and whānau during the lockdown period. This involved continuing support to children and whānau we were already working with, as well as beginning support for children who had been on our waiting list.
72. The experience of using telepractice and virtual provision of learning support services demonstrated the potential effectiveness and efficiency gains in this way of working. During April and May 2020, for example, our specialists 'started service' in 1,535 Early Intervention Service cases, 131 more cases than over the same April - May period in 2019.
73. In addition to providing individual support for children and whānau, Ministry specialists also used telepractice to deliver targeted programmes (for example Incredible Years and Positive Behaviour for Learning School-Wide) for groups of teachers and whānau.
74. For some staff who work across remote areas (e.g. in Timaru), telepractice was already an established part of how they provided support. However for many staff, it was the first time working in this way.
75. Some whānau reported feeling 'more equal' working with specialists via telepractice. Often it meant that more family members were available to participate and hear support strategies. Some whānau contacted Kaitakawaenga directly for support during lockdown to help troubleshoot in a te ao Māori context. Telepractice also enabled us to engage with some whānau we have previously been unable to. Our specialists noted that telepractice sessions were often shorter in length, but more focussed and deliberate.
76. We have convened an internal telepractice working group made up of regional champions to build on COVID-19 innovations and experience. This group is also considering what professional development our regional staff might need to ensure effective telepractice is embedded into how we work going forward.

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77. s 9(2)(g)(i)

78. s 9(2)(g)(i) [Redacted]
[Redacted]
[Redacted]

79. [Redacted]
[Redacted]
[Redacted]
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80. [Redacted]
[Redacted]
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81. [Redacted]
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82. s 9(2)(g)(i) [Redacted]
[Redacted]
[Redacted]
[Redacted]
[Redacted]
[Redacted]

83. [Redacted]
[Redacted]
[Redacted]

84. [Redacted]
[Redacted]
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Proactive Release

85. We recommend that this Briefing is proactively released as per your expectation that information be released as soon as possible. Any information which may need to be withheld will be done so in line with the provisions of the Official Information Act 1982.

Annexes

- **Annex 1:** Detailed breakdown for provision of devices, connectivity and hard packs (including education region data).
- [Redacted]

⁹ The majority of costs are amortised over the six months of service delivery and the Ministry has budgeted for any residual commitment (which is the maximum total possible of \$3.676 million – if every household made a decision to discontinue service).

Annex 1: Detailed breakdown for provision of devices, connectivity and hard packs (including education region data).

Proactively Released



Annex 1: Distance learning package | Education region data

- Information presented in this annex represents data available at points-in-time. This detail and additional contextual notes are provided with each breakdown.
- Note that, due to the complexity of the Māori-medium pack distribution process, region-by-region data is not available.

Table 1: New internet connections made or in the process of being made

	Education Region	Allocated
1	Auckland	9,624
2	Bay of Plenty/Waiariki	2,554
3	Canterbury/Chatham Islands	2,770
4	Hawke's Bay/Tairāwhiti	1,753
5	Nelson/Marlborough/West Coast	1,158
6	Otago/Southland	2,217
7	Tai Tokerau	2,169
8	Taranaki/Whanganui/Manawatu	2,259
9	Waikato	3,480
10	Wellington	4,344
11	NA	693
	Total	33,021

General notes:

- Note 1: Data provided is as at 9 July. This data is extracted from a live database. It is subject to change
- Note 2: Education Region has been defined by the location of the school, not the residential address of a student.
- Note 3: Some devices were manually distributed directly to student households (rather than via schools or kura). "NA" reflects those deliveries where insufficient data was available to match them to a specific school or kura at this point-in-time.

Table 2: Devices dispatched (Laptops and Chromebooks)

	Education Region	Devices dispatched
1	Auckland	9,999
2	Bay of Plenty/Waiariki	2,009
3	Canterbury/Chatham Islands	748
4	Hawke's Bay/Tairāwhiti	1,688
5	Nelson/Marlborough/West Coast	518
6	Otago/Southland	323
7	Tai Tokerau	2,147
8	Taranaki/Whanganui/Manawatu	2,542
9	Waikato	3,368
10	Wellington	2,383
	Total	25,725

General notes:

- Note 1: Data provided is as at 9 July. This data is extracted from a live database. It is subject to change.
- Note 2: This data represents a total increase of 941 from dispatch numbers reported in the 7 July 2020 Rapid Response [METIS 1232896 refers]. This increase represents ongoing distribution of devices.
- Note 3: Education Region has been defined by the location of the school, not the residential address of a student.
- Note 4: Dispatch includes the following scenarios: 1) an order has been placed for a device to ship 2) a device has been shipped 3) a device has been delivered.

Table 3: Early learning hard packs dispatched

	Education Region	Packs
1	Tai Tokerau	4,357
2	Auckland	16,029
3	Waikato	7,143
4	Bay of Plenty/Waiariki	6,597
5	Hawke's Bay/Tairāwhiti	5,409
6	Taranaki/Whanganui/Manawatu	5,952
7	Wellington	5,614
8	Nelson/Marlborough/West Coast	2,416
9	Canterbury/Chatham Islands	5,538
10	Otago/Southland	3,731
11	Engaging Priority Families and Poipoiā te Mōkōpuna	1,151
12	NA	2,648
	Overall Total	66,585

General notes:

- Note 1: Data provided is as at as at 3 July. This data is extracted from both a live database and based on work done outside the database, and is subject to change and may differ if re-run at a later date.
- Note 2: This data represents a total increase of 136 from dispatch numbers reported in the 7 July 2020 Rapid Response [METIS 1232896 refers]. This increase represents ongoing distribution of packs.
- Note 3: Data collection was not as accurate in the early stages for distribution, and we couldn't quickly and accurately measure against region. This is reflected as "NA" in the below tables.

Table 4: English-medium schooling (Years 1-10) hard packs dispatched

	Education Region	English HCLM Count
1	Auckland	53,513
2	Bay of Plenty/Waiariki	13,088
3	Canterbury/Chatham Islands	12,916
4	Hawke's Bay/Tairāwhiti	10,192
5	Nelson/Marlborough/West Coast	4,117
6	Otago/Southland	6,630
7	Tai Tokerau	10,205
8	Taranaki/Whanganui/Manawatu	13,528
9	Waikato	16,463
10	Wellington	12,692
11	NA	6,215
	Overall Total	159,559

General notes:

- Note 1: Data provided is as at as at 30 June. This data is extracted from both a live database and based on work done outside the database, and is subject to change and may differ if re-run at a later date.
- Note 2: This data represents a total increase of 1,308 from dispatch numbers reported in the 7 July 2020 Rapid Response [METIS 1232896 refers]. This increase represents ongoing data refinement.
- Note 3: "NA" Education Region includes packs dispatched where school and/or delivery information were subsequently corrected. Packs needed to be re-ordered due to address information or other information being incorrect in initial orders.
- Note 4: The Education Region breakdown provided is based on the school that the student is enrolled in not where the student resides.

Table 5: NCEA resource hard packs dispatched

	Education Region	NCEA Resource Orders
1	Auckland	2,921
2	Bay of Plenty/Waiariki	790
3	Canterbury/Chatham Islands	484
4	Hawke's Bay/Tairāwhiti	428
5	Nelson/Marlborough/West Coast	160
6	Otago/Southland	327
7	Tai Tokerau	1,221
8	Taranaki/Whanganui/Manawatu	914
9	Waikato	1,305
10	Wellington	675
11	NA	20
	Overall Total	9,245

General notes:

- Note 1: Data provided is as at 29 June. This data is extracted from both a live database and based on work done outside the database, and is subject to change and may differ if re-run at a later date.
- Note 2: This data represents a total increase of 25 from dispatch numbers reported in the 7 July 2020 Rapid Response [METIS 1232896 refers]. This represents ongoing distribution of packs.
- Note 3: Education Region breakdown provided is based on the school that the student is enrolled in not where the student resides.
- Note 4: This data reflects dispatched NCEA orders. In cases where a student's order did not have corresponding school details (i.e. processed outside of Salesforce), their education region will be marked as "NA".