



## Briefing Note: Teaching and learning during COVID-19 response: Next phase of our work programme

<b>To:</b>	Hon Chris Hipkins, Minister of Education		
<b>Date:</b>	29 April 2020	<b>Priority:</b>	Medium
<b>Security Level:</b>	In Confidence	<b>METIS No:</b>	1226744
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<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:

- **Note** the approach the Ministry of Education is taking to the next phase of our work programme on supporting distance teaching and learning during the COVID-19 response, which includes continuing online connectivity, television broadcasting, hard packs, websites and professional supports for leaders, kaiako and teachers to build their confidence and competence in delivering distance teaching and learning.
- **Agree** to forward this briefing to Hon Kelvin Davis, Hon Tracey Martin and Hon Jenny Salesa for their visibility.
- **Agree** that this Briefing will be proactively released.

☒ Agree / Disagree

☒ Agree / Disagree



Chris Hipkins 1/5/2020

## Summary

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- 1 In Alert Level 3 of the COVID-19 response framework, most children and young people will continue to learn at home. This means that distance education, including online teaching and learning, will continue to be the dominant mode of delivery for now. The Ministry of Education (the Ministry) has been rolling out a comprehensive package of supports to assist and complement the efforts of early learning services, kōhanga reo, schools and kura in providing distance teaching and learning.
- 2 Over the coming weeks we will continue to connect households to the Internet, provide devices to students who need them and operate the two education TV channels (this will require an extension with TVNZ which is in train). We also moving on to phase two of hard packs, continuing to support access to professional learning and development, and adding and improving content on our Learning From Home and Ki te ao Mārama websites.
- 3 We had initially made arrangements with TVNZ for three weeks of television broadcasting for English medium education. While our approach of producing new content led by local kaiako, teachers and experts has been challenging in the COVID-19 context, it has been well-received and helps ensure educational quality. We will continue the arrangements with TVNZ until the end of Term Two 2020. These costs can be met from the \$2.025 million agreed for this purpose by COVID-19 Ministers on 7 April 2020. We will also refresh our presenters during this period and continue to strengthen the quality of programming in response to feedback. Note that arrangements with Māori TV were already in place for a ten week period.
- 4 On 7 April 2020, COVID-19 Ministers agreed to provide \$33.297 million for packs with physical and/or hard copy resources. We have dispatched over 150,000 hard packs so far across English and Māori Medium pathways, and are nearing completion of delivery of the phase 1 packs for schooling and kōhanga reo. Distribution of home packs for children in other targeted early learning services is taking longer than anticipated, particularly because of delays in the supply chain with overseas supplied goods.
- 5 For the next phase, we intend to take a mixed approach to using this funding for the intended purpose. This includes supporting early learning services, kōhanga reo, kura and schools to provide their own materials, alongside centrally producing more hard-packs for some parts of the pathways.
- 6 Unlike under Alert Level 4 of the COVID-19 response framework, Alert Level 3 enables services, kura and schools to access and distribute their own resources, including creating and distributing hard-copy materials and ordering additional resources where they need them and in consultation with families and whānau. The Ministry's Regional Directors will each be provided with a small discretionary fund for supporting places of learning incurring additional costs meeting their learners' hard pack needs.
- 7 These are, however still challenging times and there will still be a need for the Ministry to support schools to reach all learners. We will:
  - a. produce a second tranche of hard packs for English Medium and Māori Medium Years 1-10 that supplement what schools and kura are able to do themselves
  - b. produce hard packs designed for students with complex educational needs (including ORS students)
  - c. consider the need for a second tranche of hard packs for kōhanga reo and early learning services once we have completed delivery of the first tranche, which will be around the time of Cabinet's next review of Covid-19 Alert Levels.

- 8 By 11 May we will have distributed hard copy packs for a full year's learning in each subject to all NCEA students who have requested them this month, which will supplement the priority access we have provided to Year 11 to 13 students to digital devices and internet connections. This means that further NCEA resources can be targeted on an as-needed basis to those schools, kura and students who need more support.



Ellen MacGregor-Reid  
Deputy Secretary  
**Early Learning and Student Achievement**

29/04/2020



Hon Chris Hipkins  
**Minister of Education**

1 / 5 / 2020

## Background

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1. In Alert Level 3 of the COVID-19 response framework, most children and young people will continue to learn at home. Early learning services, kōhanga reo, schools and kura will be able to open for children and young people up until year 10 who cannot learn at home, and they will have access to their premises and resources to support the education of children and young people learning at home.
2. This means that distance education, including online teaching and learning, will continue to be the dominant mode of delivery for now. Like face-to-face education, distance education is led by early learning services, schools and kura, but the Ministry of Education (the Ministry) also has an important role supplementing and supporting their efforts, and in ensuring continuity of access to learning support services.
3. We have previously briefed you on the initial steps of our distance learning work programme [METIS 1225140 refers], which focussed on creating the conditions for children and young people, with their families and whānau, in both Māori and English medium pathways to have access to at least one channel for distance education (online, hard-packs of material or television broadcast).
4. An \$87.78 million emergency funding package was agreed to support those initial steps and sustain supports through until the end of June 2020 [CAB-MIN-20-0136 and COVID-19 Ministers decisions of 7 April 2020 refer]. This package includes digital enablement and capability building, as well as teaching and learning supports. We have separately briefed you on funding implications beyond 2019/20, and opportunities for further investment to strengthen our response to the COVID-19 emergency and provide lasting benefits for wellbeing, learning and digital transformation. This briefing sets out:
  - a. The overall approach we are using to guide the next phase of our work programme supporting distance teaching and learning during the COVID-19 response.
  - b. Our plan to extend television broadcasting in English-medium until the end of Term Two 2020. Arrangements for television broadcasting for those learning te reo Māori and those in Māori-medium education are already in place for ten weeks.
  - c. Our planned approach to ensuring that hard-copy materials and physical resources are available to those who need them to support their distance education.
  - d. An update on Professional Learning Development and our websites to support distance education and learning at home.

### Overall approach to the next phase of our work programme for teaching and learning during the response to COVID-19

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5. The emergency response created a sudden shift from teaching in-person to a fully distance alternate delivery model due to crisis circumstances. The response to COVID-19 does not change where responsibility for leadership of teaching and learning sits in our education system – this continues to be the role of early learning services, kōhanga reo, schools and kura.
6. This means that they decide what distance education looks like for their children and young people, working in partnership with parents, caregivers and whānau through regular and positive engagement and seeking feedback for improvement. This includes decisions about the use of digital technology and online teaching and learning, which will reflect in part where they are in their own digital transformation journey. Ultimately parents,

caregivers and whānau are key decision-makers in how distance learning happens in their home.

7. While some early learning services, kōhanga reo, schools and kura were more prepared than others, everyone is learning and we need to continue working together to ensure all children and young people have access to quality education. There are ongoing risks of disruption to progress in learning and qualification attainment due to the wide range of complex factors that impact on distance education being successful. There are also significant risks that existing inequities in educational outcomes will be perpetuated or increased during the COVID-19 response.
8. The Ministry's role is to make it easier for teachers and kaiako to keep delivering teaching and learning in the COVID-19 context and reduce the stress involved with the sudden shift in delivery models. This includes being clear about expectations, providing support to those that need it (including to children and young people, and their families and whānau), helping facilitate system learning, removing barriers, and putting in place supplementary channels so that all children and young people have access to education.
9. The roadmap in Annex 1 sets out how we are broadly thinking about the purpose of our work programme over the coming weeks and the associated key activities. These are simultaneous and interwoven streams of work that are both delivering on-the-ground support and ensuring we are prepared if there is extended disruption to face-to-face education. We will test and refine this roadmap with our sector reference group<sup>1</sup> in order to create a shared understanding of the goals guiding our work together in this next phase, and to help focus discussion on the points of challenge and opportunity for wellbeing, teaching, learning and equity when we look ahead.
10. Annex 2 provides a draft view of what 'good' might look like for learning at home in the immediate response, and what it might need to shift to if disruption to face-to-face education continues for some time. This provides a whole of pathways view, the details will be different along learner pathways and/or for different learners. We intend to use this as a starting point for discussion with our sector reference group, which will include considering where specific guidance would be beneficial and what is achievable under what contexts.
11. As time goes on, it is becoming increasingly urgent that we shift the conversation to what it will take to ensure that children and young people continue to make progress in the learning that is too important to leave to chance (such as oral language, numeracy, literacy and socio-emotional learning) and to address barriers to young people attaining their qualifications. There may be some things that we can support or adapt for during the response, but others will need to be considered as part of the recovery phase such as additional support to re-engage or 'catch up' children and young people whose educational outcomes are adversely impacted.
12. We are conscious that there is variability in the quality of distance education right now and uncertainty about what is expected if disruption to face-to-face education continues. A key focus of the next stage of work is quickly creating clarity on what is expected, and aligning our supports to help achieve more consistency in the quality of distance education experienced across Aotearoa New Zealand. This is not about standardisation, it is about improving clarity of the common goals that need to underpin how people work together

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<sup>1</sup> This reference group was setup prior to the level 4 lockdown and includes sector and peak body representatives. The curriculum team meets with them weekly to ensure that the distance learning support provided is fit for purpose. The feedback from this group has been invaluable to ensuring the continuation of learning. Members of the group have been both constructive and positive regarding the Ministry of Education's response to Covid-19.

within their networks as a 'system that learns' (as envisaged by the Curriculum, Progress and Achievement Ministerial Advisory Group). We want to help people identify their development needs and navigate available supports, and improve the coverage, design and targeting of our supports.

### Continuation of television broadcasting for English-medium education

13. Arrangements for television broadcasting for English-medium education were originally put in place for three weeks to cover the initial lockdown period so that we would have an opportunity to review ongoing need. Television broadcasting has been well-received and we now know that distance education will continue during level 3 for most children and young people. As a result, we recommend extending the arrangements through until the end of Term Two 2020.
14. The current approach has focussed on providing quality learning experiences led by New Zealand teachers. This is intended to ensure that the channel's content (along with learning provided by schools) supports learners to make progress while learning from home. This is a point of difference from television broadcasting put in place in other countries, and has come with both opportunities and challenges. Much has been learnt in this process and there is now considerable expertise to draw from to continue improving our service, and retain the focus on quality learning for those students who do not have access to other channels of education delivery. We do, however, need to broaden and refresh the workforce for the programming to ensure greater resilience and recognise the work involved for kaiako and teachers who have been released to support this channel.
15. The email and text feedback loops have generally been providing positive commentary about how learners are enjoying the channel, sending in photos of their learning, and giving "shout-outs" to TV channel presenters and the teacher presenters. The Ministry of Education Facebook page has received more content related feedback, which is valuable for feeding forward to our writers.
16. Daily ratings information shows that our content for older students (Years 7-10) is consistently lower than our early learning to Year 6 content. This could be for a number of reasons including that this age group are less likely to have broadcast television as their preferred genre, and that the household names we have in the younger age segments (e.g. Suzy Cato and Karen O'Leary) are draw cards. However, we see this as an opportunity to refresh and rebrand our afternoon content. This could include enabling our older learners to interact with digital tools they currently use in school, refreshing content and marketing to include tween/teenage influencers, and having more relatable teenage content, contexts, mentors, and presenters. We also see this as an opportunity to seek advice and guidance from our sector reference group to see how the broadcasting offering can complement school's remote learning programmes.
17. We received early feedback that there was not enough Pacific representation or content in early programming. Of 163 lessons quality assured to date, approximately 39.3 per cent have specific Māori content and approximately 20.8 per cent have specific Pacific content. While some lessons were using content that was specifically about Māori or Pacific people and cultures to explore key curriculum ideas, there were missed learning opportunities and gaps across some year levels which are now being addressed. Television broadcasting is complemented by the Talanoa Ako radio programme and mobile application, which provides key education information and learning tips for Pacific parents, families and communities to support their children with distance learning. The information is available in English and seven Pacific languages (Samoan, Tongan, Cook Island Māori, Niuean, Fijian, Tokelauan and Tuvaluan).

18. We have also received feedback from the learning support community, including gifted education. This has been invaluable for improving our programming, and also provided insight into opportunities for us to think about how we could provide different models for accessing and personalising education as part of strengthening our future education to better meet the needs of our diverse children and young people, with their families and whānau.
19. While extending the television broadcasting until the end of Term Two may in the end prove to have been unnecessary from a COVID-19 response perspective, it will still provide access to education for some children and young people, continued opportunities for system learning, and contribute to a growing bank of educational programming that could be used 'on demand' on an ongoing basis.

### Provision of hard-copy materials and physical resources under level 3

20. As much as possible, we want to enable early learning services, kōhanga reo, schools and kura to provide distance learning packages that reflect their local curriculum and are personalised to the needs of their students. The emergency funding package includes \$33.297 million for packs with physical and/or hard copy resources across early learning (including Kōhanga Reo) and schooling (English medium and Māori medium), to be provided in two phases. Annex 3 provides an overview of progress to date and our planned approach for the next phase across the learning pathways.
21. Increasing numbers of children and young people (particularly in older age groups) are being provided with Internet connectivity and/or fit-for education devices, increasing access to online teaching and learning. In particular, Year 11 to 13 students are receiving priority access to digital devices and internet connectivity so that as many of them as possible can continue to make progress on their preferred NCEA pathway online. It may take some weeks yet to ensure access for every Year 11 to 13 student, and even with access to online learning a small number may continue to need hard copy supports for NCEA.
22. Not all learning will happen online, however, so there is an ongoing need for hard-copy materials as part of distance education. This will depend on both the design of local programmes and the needs of individual students. Unlike under Alert Level 4 of the COVID-19 response framework, Alert Level 3 enables places of learning to access and distribute their own resources, including creating and distributing hard-copy materials and ordering additional resources where they need them and in consultation with families and whānau. We will be providing services, schools and kura with guidance on how to do this safely within the public health restrictions of Level 3 (including the requirement that Year 11 to 13 students must continue learning remotely) and identifying where we can address barriers or make this more efficient for them.
23. We will also be providing each of the Ministry's Regional Directors with a small discretionary fund that they can use to support places of learning incurring additional costs meeting their learners' hard pack needs. This recognises that while places of learning will already have suitable hard-copy materials and physical resources (or be able to produce or purchase them) aligned to their local curriculum, there are likely to be additional costs associated with this. This contribution will support packaging and couriers, replacing unreturned resources and/or accessing additional resources because they cannot be easily shared in the same ways as occurs at places of learning. After the first two weeks in Level 3, we will review the level of demand for this fund and consider whether there is a need to extend this form of support.
24. In an early survey, a large proportion of schools and kura indicated that they did not feel well prepared to shift to distance education. Teachers, kaiako, leaders and tumuaki are

still strengthening their capability and refining their approaches, particularly in how they can make use of online teaching and learning. The Ministry can help make it easier for them by continuing to provide some supplementary hard pack materials from the centre. We want to ensure that children and young people impacted by socio-economic disadvantage are well supported, and we have had requests to provide hard packs designed for learners with highly complex education needs (including recipients of the Ongoing Resourcing Scheme 'ORS') and home learning content relevant to the needs of Pacific families and whānau Māori.

25. We will be providing a second tranche of hard packs for Years 1 to 10 in English-medium and Year 1-10 te reo Māori learners y1-10. We will also provide up to 10,000 hard packs for children and young people who receive support through the ORS and children and young people working long term within Level 1 of the curriculum. This will support learning at home for this group of children and young people who have complex educational needs. The packs will contain both stationery and play based, sensory and life skills activities to support the sensory and developmental needs of this group of children and young people. They can be ordered by schools and kura in consultation with families and whānau. We have consulted with representatives from special schools on the contents of the packs.
26. In early learning we are still focussing on completing dispatch of the first round of 76,000 packs. We are nearing completion of distribution to whānau in kōhanga reo, but distribution of home packs for children in other targeted early learning services is taking longer than anticipated. This has been particularly impacted by delays in the supply chain with overseas supplied goods. We will consider the need for a second tranche of hard packs for kōhanga reo and early learning services once we have completed delivery of the first tranche, which will be around the time of Cabinet's next review of Covid-19 Alert Levels.
27. Demand for the initial round of hard packs has been high, especially in the younger years, even amongst those who have good access to online technology and/or are in families not affected by socio-economic disadvantage and with ready access to a wide range of resources and learning opportunities within their home environment. While we prioritised allocation of the initial round of packs to try and target to greatest needs, we have also been focussed on making sure that they do get to children and young people quickly. This means there has been pragmatism in our approach to targeting (e.g. on the basis of the concentration of disadvantage at place of learning rather than on the needs of individual children), and that we have to monitor requests and rebalance prioritisation as delayed requests from lower decile schools and kura come in. We will continue to distribute hard packs according to the prioritisation approach agreed by you [METIS 1225018 refers]:
  - a. In years 1 to 10 of English-medium schooling, we will prioritise children and young people in low decile schools (starting with deciles 1 to 3) and those without the ability to access online learning. Given the relatively small numbers involved, all reo Māori and Māori medium years 1 to 10 learners (starting distribution with deciles 1 to three) will have access to a second round of hard packs.
  - b. In years 11 to 13, students requiring subject-specific hard packs have already been given access to resources for a full school year's learning. By May 11, we will have distributed all orders received for hard-copy materials which were received by 1 May, and will continue to respond to requests for further hard packs and other support on a school-by-school basis.
28. Targeted Funding For Disadvantage (TFFD) and decile are the best existing proxies for reaching communities where there is concentrated socio-economic disadvantage, but we will be reliant on each place of learning to decide which of their learners have the greatest need when requesting hard packs.



## Senior secondary and NCEA

29. During Phase 1, the Ministry funded access to subject-specific NCEA content packs for students, which teachers ordered bespoke for individual students' NCEA pathways. Each of these packs was sufficient to support a full school year's learning, such as through textbooks or workbooks covering whole subjects or courses. This approach has ensured access to relevant and tailored NCEA content for all students, and has resulted in relatively low demand for further hard copy resources. As we are also prioritising Internet connectivity and the distribution of fit-for-education devices to senior secondary, we do not expect that further bulk hard-copy content will be required for senior secondary students.
30. Under Level 3 of the COVID-19 framework, schools and kura will now have more ability to print and distribute hard-copy resources to students. These resources may be localised, or schools can continue to draw from the subject-specific content already licensed as part of Phase 1, which will remain available. Schools will continue to be able to apply for hard packs for students where there may be a specific need, and we will maintain discretion to provide further support to specific schools, kura and students where there are further barriers to ongoing learning.
31. In addition to the above teaching and learning supports, some schools, kura and students will require further support to conduct NCEA assessments at distance. Levels of maturity in delivering distance assessment vary significantly across the sector, but most schools and kura will want to run some assessment at distance to ensure students have every chance at attaining an NCEA. To meet this need and to ensure no student is disadvantaged, the Ministry will continue to acquire access to distance assessment resources to support NCEA standards, so that schools and kura may also access these using any central funding allocated to them. This will include access to Te Kura's Brightspace platform, which will support teachers to adapt their practices to assess students by distance.

## Professional Learning and Development (PLD)

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32. The COVID-PLD Support Package has been provided by repurposing funding that would have been spent up to 30 June 2020 on Locally Focused PLD. The package is sufficient to allow up to 50 percent of schools and kura to receive five days of support for distance learning. Currently no funds have been allocated post 30 June 2020.
33. As of 29 April 2020, 880 schools are receiving PLD support as either i) new PLD days or ii) repurposing existing PLD allocations to support distance learning. To date, all school and kura who have asked for support have received it. We are aware that some schools, which Regional Office teams consider need support, have declined the offer to date for various reasons.
34. The next wave of support is aimed at providing a toolkit for Regional Offices to use with Principals and School Leaders (including a rubric) to aid diagnosis of need. The focus is on developing pedagogies, procedures and platforms that will support distance learning and address current variability in quality.
35. Schools, kura and Kāhui Ako who have existing PLD contracts have been told that they can pause existing work. The initial expectation was that work would recommence before the end of Term Two, but this will depend on how the response to COVID-19 develops. We are aiming for pre-existing PLD proposals made during Term One to be processed by Area Allocation Panels and recommendation approved by Regional Directors before the end of Term Two, so that delivery can begin for new contracts in Term Three.

## Websites to support distance education and learning at home

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36. The Learning From Home and Ki te ao Mārama websites provide guidance and information for parents and whānau, teachers and leaders as they establish and support distance learning for children and young people from early years through to year 13. The aim has been to provide practical support about how to cope with the changes to daily life, well-being aspects and how to use technologies, as well as to resources and tools that can be used to support learning from home.
37. Since the launch of Learning From Home, we have been focussed on improving the user experience and increasing the amount of quality content available. In particular, we are ensuring there is a range of content which reflects and responds to the needs of different learners and communities, such as Pacific people and cultures. We have also added specific content and guidance for adapting and supporting distance learning for children and young people with additional learning support needs. We will continue to update information for teachers and whānau, about how distance learning can be managed for those whose home languages are not English, including providing some guidance in other languages.
38. Since the launch of Ki te Ao Marama, we have reviewed and reformatted the content to enhance the user experience. We have worked with a range of curriculum providers to develop new material to complement teaching and learning programmes across the full education pathway. Resources include online posters, reading activity sheets, links to pāngarau activities, lesson plans aligned to Te Whāriki a Te Kōhanga Reo and a range of topic based unit plans. Resources are designed to promote play, project and place based learning where kaiako and whānau can contextualise learning to their marau ā-kura.
39. Across both websites we are continuing to receive new resources and will make these available while we move to a greater focus on supporting kaiako, teachers, leaders and tumuaki who are at the forefront of designing and delivering local programmes to their learners and whānau at a distance. We have identified the need and opportunity to build greater connection between the websites, television broadcasting and hard packs to support and complement kaiako and teacher planning and management of their programmes.
40. As children and young people begin to move back to face-to-face learning, we will be refining our focus to ensure that the websites support learning occurring in different ways. It is likely that blended learning practices will become the norm while New Zealand continues to respond to COVID-19. This means that the websites need to support education which is a mix of online and offline experiences, face-to-face or distant teaching and learning, and ongoing partnership and collaboration with parents, caregivers and whānau in the home environment.

## Financial implications

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41. All costs are being met within baseline and the emergency funding package.

## Communications

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42. Public interest in how education from a distance is being supported during the response to the COVID-19 pandemic remains high. This includes high awareness of, and demand for, the hard packs.

43. During the next phase of communications we will be clearly explaining the approach to hard-copy materials and physical resources so that early learning services, kōhanga reo, schools and kura are clear about what they need to do and what support is available. This includes clearly communicating that we will stop taking orders for NCEA subject specific hard copy packs at 11.59pm on Friday 1 May 2020. We also want children, young people, parents, caregivers and whānau to be clear about what they can expect from their place of learning, and to avoid raising expectations about what will be provided by the Ministry given the need to more strongly focus the emergency package funding on those whose needs are greatest.

## Proactive Release

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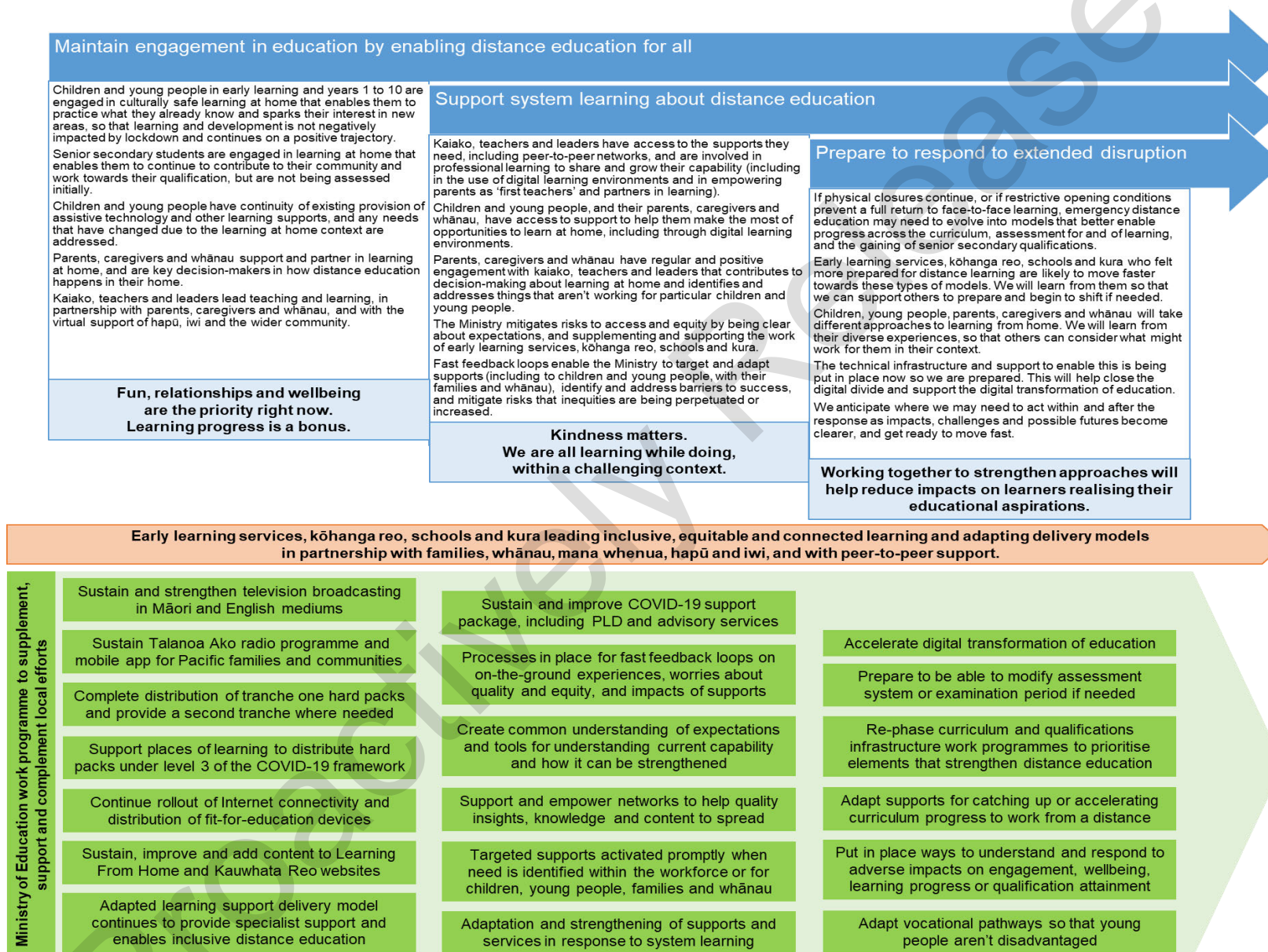
44. We recommend that this Education Report is proactively released as per your expectation that information be released as soon as possible. Any information which may need to be withheld will be done so in line with the provisions of the Official Information Act 1982.

## Annexes

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| Annex 1: | Road map for our work programme supporting teaching and learning during COVID-19 (draft for discussion with the sector) |
| Annex 2: | What 'good' might look like for distance education during COVID-19 response (draft for discussion with sector)          |
| Annex 3: | Overview of plan for next phase of hard copy materials and physical resources   |

## Annex 1: Road map for our work programme supporting teaching and learning during COVID-19 (draft for discussion with the sector)





## Annex 2: What ‘good’ might look like for distance education during COVID-19 response (draft for discussion with sector)

Aim of teaching and learning response: **Minimise disruption to learning progress and qualification attainment, and avoid increasing inequities.**

	During the immediate response	If distance education needs to be sustained for an extended period
	<p>The timing for when things need to move to the ‘extended period’ approach may vary along the pathways and in different locations. For example, senior secondary schools or regions predicted to be impacted by the COVID-19 response for longer may need to make the shift faster.</p>	
Experience of children and young people	<ul style="list-style-type: none"> <li>• Maintain relationships with peers, kaiako, teachers and any others supporting their education (eg teacher aides or specialist learning support roles), alongside their parents, caregivers or whānau.</li> <li>• With the support of their kaiako, teachers, parents, caregivers and/or whānau, participate in culturally safe learning activities designed to increase social-belonging, participation and well-being including with their local community, hapū and/or iwi.</li> <li>• Feel safe and stimulated through rich opportunities to play and learn as appropriate to their age and stage, and have the space to engage with educational activities at a time and pace that works for them and their family or whānau.</li> <li>• Secondary students have good routines in place and are motivated to engage in the learning relevant to their pathway, including contributing to their community and/or working towards qualifications.</li> <li>• Have access to, and understand how to safely use, online and/or physical tools and materials that are relevant to their learning and/or help them collaborate and connect with others.</li> <li>• Have any additional learning supports in place that are needed to enable them to engage in education.</li> </ul>	<p>As for short-term plus:</p> <ul style="list-style-type: none"> <li>• Have regular learning focused engagement with their kaiako or teachers, and enjoy the active involvement and support of parents, caregivers and whānau in their learning.</li> <li>• Participate in learning activities designed to support them to make progress in their development and learning across the curriculum, including dual and multi literacies where relevant, and feel a sense of accomplishment as they learn new things.</li> <li>• Secondary students are fully engaged in the learning and assessment relevant to their pathway, and are able to specialise in the capabilities that are important to transitioning into further study, life, and work.</li> <li>• Are confident using online tools to connect and learn, and are increasingly realising the benefits of distance learning for personalising learning so that it is meaningful to them and their family or whānau.</li> <li>• Have any additional learning supports needed to enable them to make progress across the curriculum in place (eg access to interventions for literacy, numeracy and/or social-emotional wellbeing).</li> </ul>
Experience of parents, caregivers and whānau	<ul style="list-style-type: none"> <li>• Recognise how they and their home environment already support their child’s learning, and understand what is expected from them to support their child’s distance education.</li> <li>• Feel well supported to play and learn with their child, in ways that are appropriate to their child’s age, stage and needs, make sense in their context, use home languages and are culturally safe.</li> <li>• Have regular check-ins with kaiako, teachers and others involved in their child’s education, who support them to be confident ‘first teachers’ of their child and to empower independence and self-motivation for older learners.</li> <li>• Have access to the information and tools they need, and know how to keep their child and themselves safe online.</li> <li>• Are able to manage their role supporting learning alongside other demands without compromising their wellbeing, and feel confident about doing what is right for their family.</li> <li>• Understand how family, friends, hapū and iwi outside of the bubble can also support their child’s learning (eg via online communication).</li> </ul>	<p>As for short-term plus:</p> <ul style="list-style-type: none"> <li>• Understand any extra expectations on them for supporting their child to make progress in their learning and assessment through distance education.</li> <li>• Have the time, information, tools and support they need to play their role in their child’s education, and don’t feel that they or their child are disadvantaged by their context.</li> <li>• Understand their local curriculum and how it supports the aspirations of them and their child, alongside those of local communities, hapū and iwi, and links to pathways.</li> <li>• Notice their child’s development, progress and interests, and partner with kaiako or teachers plan for next learning steps and influence local curriculum.</li> <li>• Non-, or less confident, speakers of te reo Māori grow their understanding of te ao Māori and increase their use of te reo Māori as part of supporting learning across all pathways.</li> <li>• Are confident that additional learning support needs have been provided for, and feel they and their child are well-equipped for learning to progress in a home-based context.</li> </ul>
Experience of kaiako and teachers	<ul style="list-style-type: none"> <li>• Use multiple channels of communication to support relationships with and between students, and their families and whānau, including to quickly understand the context in each child’s bubble.</li> <li>• Know how to keep themselves, their students and families and whānau safe online.</li> <li>• Grow their confidence to lead learning at home programmes that work for the diverse contexts of children and their families, including adapting lessons and materials to individual learner needs.</li> <li>• Feel connected to and supported by leaders, peers and learning support specialists, actively sharing information and knowledge with others and seeking peer feedback.</li> <li>• Engaged in professional learning to grow or strengthen their capability to lead teaching and learning from a distance, including making use of digital technology and online platforms alongside learning opportunities in the home environment.</li> <li>• Notice what is and isn’t working, and adapt approaches in partnership with families, whānau and, where appropriate, learning support staff, hapū or iwi. Know how to trigger additional support for a child and their family or whānau when they notice it may be needed.</li> <li>• Are able to manage their role supporting learning alongside other demands without compromising their wellbeing.</li> </ul>	<p>As for short-term plus:</p> <ul style="list-style-type: none"> <li>• Confident leading teaching and learning from a distance, understand what is required to adapt lessons and approaches to the distance context, make pedagogically appropriate use of digital technology and online learning alongside learning in the home environment.</li> <li>• Engage meaningfully with families and whānau to support outcomes for learners, and grow their confidence in distance learning, including making use of online tools.</li> <li>• Develop best practice skills and knowledge to deliver assessment flexibly so that it is appropriate to the distance learning context and don’t add to risks of students being disadvantaged by COVID-19.</li> <li>• Notice and respond to children’s learning progress, providing or accessing additional supports to remediate or accelerate learning where there have been adverse impacts from COVID-19 disruption.</li> <li>• More confident designing local curriculum that reflects and enables true learner-parent-teacher partnerships, including reflecting home languages and cultures and integrating them within learning opportunities, working with local communities and mana whenua.</li> </ul>

## Annex 3: Overview of plan for next phase of hard copy materials and physical resources

As we move from Phase 1 into Phase 2 of delivering hard packs, we are aiming to:

- Shift to an approach led by early learning services, kōhanga reo, schools and kura supporting local curriculum delivery wherever possible, keeping parity across deciles and settings, and those learning on- and off-site.
- Invest to promote equity and support early learning services, kōhanga reo, schools, kura, families and whānau to sustain a positive trajectory in the learning and development of all children and young people.

Setting	Phase 1 – progress to date	Phase 2 – planned approach	Target by date
Learners with complex educational needs	Learning support services and specialists available to assist with the development of tailored distance learning programmes based on the existing goals in the student's IEP.	Targeted learning support packs for ORS students and those students working long term within Level 1 of the curriculum.	Up to 10,000 learners to receive learning support packs by end of Term 2.
Early learning	Over 10,000 early learning resource packs dispatched so far to early learners in services who receive Targeted Funding for Disadvantage, with 76,000 to be distributed in total.  In addition, almost 10,000 whānau so far in kōhanga reo have received packs designed for te reo Māori learners.	Immediate focus is on completing dispatch of phase 1 early learning resource packs. Advice is still to be developed on a second round of packs for children who need them to support learning at home.	Targets for a potential second round of packs still to be worked through.
Te reo Māori learners years 1-10	Ki Te Ao Mārama launched to provide access to hard-copy resources for Māori medium settings. Over 15,000 packs dispatched to ākonga in kura and wharekura who have requested hard-copy support.	25,000 hard-copy packs to be sent to ākonga across years 1 to 10, and a pack of digital content for each kura and wharekura, tailored for students across year and curriculum levels to supplement content delivered directly by kura tied to local curriculum.	25,000 ākonga to have received further hard packs by end of Term 2.
Years 1-10	Over 115,000 packs dispatched to learners who have requested hard-copy support (including Learning Support).	100,000 further packs available for students learning at home, and some developmental packs for students learning at home from Decile 1 to 3 schools, to supplement content delivered directly by schools tied to local curriculum.  Targeted mathematics and literacy resources available for all students which ensure inclusion of community and whānau cultural contexts.	Up to 100,000 learners to have received further hard packs by end of Term 2.
Years 11-13	Launched Salesforce online interface for schools to order subject-specific content packs for learners requiring hard-copy resources across NCEA Levels 1 to 3.  Filling orders for English-medium content packs to over 7,000 learners, targeting those most at need first, and circa 500 content packs for Māori-medium.	By 11 May we will have distributed hard copy packs for a full year's learning in each subject to all NCEA students who have requested them this month, which will supplement the priority access we have provided to Year 11 to 13 students to digital devices and internet connections. Further NCEA resources can be targeted on an as-needed basis to those schools, kura and students who need more support.	Up to 9,000 learners to have received further content directly from schools and kura by end of Term 2 if required.

These centrally provided hard packs will be complemented by discretionary funds held by the Ministry's regional directors to contribute to the costs of locally produced hard packs.