

March 2007

Tēnā koutou katoa

I am pleased to introduce this report, which was prepared for The Correspondence School (TCS) by Wira Gardiner and Apryll Parata, and presented to the Board of Trustees in February 2007.

Raising Māori student achievement is an issue facing the education sector as a whole. For TCS, it means we must engage, develop and support Māori learners to be successful, and to do so in ways that support their identity as Māori.

This report builds on previous documents and strategies developed by TCS to raise Māori student achievement. It provides an analysis of current practice, and suggests a practical and positive way forward. I believe it offers a solid foundation on which TCS can improve its performance and increase Māori student achievement.

The Board has accepted the recommendations presented by Gardiner and Parata. The Senior Leadership Team is now considering how the recommendations should best be implemented.

I urge you to read this report and to consider what it means for us as teachers and facilitators of learning, and how we can use this knowledge to increase Māori student achievement.

Naku noa na



Mike Hollings
Chief Executive Officer
The Correspondence School

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EXECUTIVE SUMMARY

Maori learners succeeding... ... as Maori

1. The Correspondence School of Aotearoa New Zealand (TCS) retained Gardiner & Parata Limited (Gardiner Parata) to prepare a feasibility report that would lead to the design of a *Maori Learners' Success Framework* that:
 - Gives practical effect to the National Education Guidelines;
 - Aligns with the strategic direction of TCS;
 - Captures and reflects the Government's Maori Potential Approach;
 - Identifies the key dimensions of the proposed framework; and
 - Recommends an approach for operationalising the proposed framework.
2. In August 2006, the new Chief Executive was appointed and an internal review of the Maori education strategy was undertaken in October. A management decision was subsequently made to find a way forward that is informed and influenced by all the work done to date in this area, and which provides a sound conceptual framework that would provide the basis for a comprehensive strategy and implementation plan. This report is the first step in that process.
3. Maori learners, access TCS services through 54 different gateways and the Maori learner population at 30 September 2006 was 2,475 or 15.83% of the total roll. Maori participation in TCS poses significant challenges. The majority of enrolments represent learners who have been excluded from other learning options, for their own or institutional reasons. By definition, their learning opportunities and pathways will require more skilled engagement than might normally be the case. This places a particular responsibility on TCS to be active, creative, engaging in its efforts to produce successful outcomes *with* Maori learners.
4. There appears to be a very strong sense amongst staff that TCS needs to improve its performance in terms of Maori learners' achievement and education outcomes. However, when pressed, staff are not generally able to speak with any authority or specificity about either what the current performance is, or what success might look like in the future other than in very vague terms, "*We need to do better.*"
5. In summary, there are a number of issues relating to the general operating context of TCS, and the institutional culture, that will need to be addressed if there are to be specific improvements in the Maori learner experience of TCS and measurable improvements in Maori

learners' achievement. While on the one hand this could be exceedingly depressing, on the other, it offers TCS the opportunity to explore options for Maori learners that, if successful, can be applied to the wider TCS environment.

6. A key underlying theme was that of performance. The sample of interviewees given the time of the year was only large enough to be indicative rather than conclusive. However, the range of representation and the range of views were sufficient to support some inferences and some extrapolation. In this regard, it was apparent that TCS is rather a protected environment.
7. Despite being the largest school in the country, with the challenges but also the luxury of being distance teachers, there was little observable sense of ownership of the responsibility to work at a successful relationship with learners as a precursor to a successful teaching and learning process, and ultimately to improved learning outcomes. The prevailing attitude was at best willing but at a loss, at worst uncaring and untouchable, and most commonly, seemingly indifferent.
8. The success of the proposed framework for Maori learners' achievement is reliant upon a performance oriented culture being established and rewarded in TCS. Until teachers see learners' success - Maori or other kind - as directly related to their competency, their inputs, their accountabilities, Maori success will continue to be by accident and not design.
9. The proposed Maori Learners' Success Framework is directed at designing for success, realising potential at micro (individual), meta (departments and directorates) and macro (school wide) levels of the TCS community.
10. This report recommends that The Correspondence School of Aotearoa New Zealand adopt the Government's Maori Potential Approach (MPA), as the conceptual framework for developing, evaluating, reporting, and planning for Maori learners' achievement and success. By design.
11. The principles that underpin the Maori Potential Approach reflect a world view that Maori are full of potential, culturally distinct, and inherently capable. They are based on a change of emphasis to assist in making a conscious mind shift in the way Maori are seen and related to, towards a concerted focus on the positive opportunities for interaction between the Government and Maori, going forward. Three guiding principles have been developed. They are:

(i) Maori Potential

The first principle reflects that Maori are multi-dimensional, aspirational people, supported by a distinctive culture and value system. This principle drives at providing opportunities for Maori to change their life circumstances, to improve life choices, and achieve a better quality of life.

(ii) Culturally Distinct

The second principle reflects the role of Maori and their indigenous culture within the wider society. This principle drives towards respect for Maori as first people of Aotearoa New Zealand, and the cultural advantage with which Maori enrich their communities.

(iii) Maori Capability

The third principle reflects the need to invest in Maori people as the catalyst for change. This principle drives towards building the capability of Maori people and their sense of their choices and the power to act.

12. The practical effect of TCS adopting this approach would be threefold. The first, at the organisational level, would be the adaptation of the generic Maori Potential Framework to the particular learning outcomes of Maori within TCS community. The second would be the engagement of TCS in the wider education sector uptake of the MPA led by the Ministry of Education through its recently launched *Kia Hikitia* Maori policy. The third, at the whole-of-government level, would be the opportunity to locate TCS efforts and performance within the macro overview that Te Puni Kokiri leads for the Government in Maori public policy.

The Framework

13. A Maori Potential Framework has been developed that translates these guiding principles into an organised and consistent system of activity. The Framework is intended to assist in achieving government's strategic outcome of *Maori succeeding as Maori*, through activating Maori potential at an individual, organisational, and collective level. It is aimed at lifting Maori performance while not unfairly advantaging Maori who are already succeeding, and who do not require government assistance.
14. The Framework does this by assisting users to:
- Determine those enablers that are necessary to Maori achieving their potential
 - Consider what outcomes might look like within and across each of these enablers

- Map the contributions of users and stakeholders to achieving the outcome states
- Prioritise the interventions that are expected to optimise the benefits for both government and Maori
- Provide a consistent focus for collecting, evaluating, and reporting on outcome performance

15. The Framework first identifies Maori potential as essentially the practice of self-development, self-determination, self-responsibility within a community of support, exercised for the benefit of the individual and their community. It recognises that Maori potential may be experienced at an individual, organisational, and collective level, and considers how this potential might be unlocked, nurtured, matured, and ultimately realised in ways that contribute to Maori succeeding as Maori.

16. The generic framework is still at a relatively developmental and experimental stage. The end outcome has been defined, the enablers have been identified, the outcome states have been articulated, and dimensions of qualitative achievement have been elaborated. The Table below (see page 7) outlines the Maori Potential Framework as Te Puni Kokiri has currently described it.

Maori Potential Framework

END OUTCOME		
<p>TE IRA TANGATA</p> <p>The exercise of confident choices about the quality of life that individuals and collectives experience.</p> <p><u>Outcome State:</u></p> <p><i>Maori are making choices about the lives they live, and being accountable for those choices.</i></p>		
ENABLERS		
<p>RAWA</p> <p>The resources to realise potential</p> <p><u>Outcome State:</u></p> <p><i>Maori are resourced, wealthy and enterprising</i></p>	<p>MĀTAURANGA</p> <p>The knowledge to realise potential</p> <p><u>Outcome State:</u></p> <p><i>Maori are skilled, learned and innovative</i></p>	<p>WHAKAMANA</p> <p>The authority to realise potential</p> <p><u>Outcome State:</u></p> <p><i>Maori are leading, influential and empowering</i></p>
ACHIEVEMENT LEVELS		
<p>PUĀWAITANGA - REALISATION</p> <p>Maori are experiencing <u>optimal and sustainable success</u> across these outcome states¹.</p> <p>Maori collectives are realising their potential and the potential of their members; are nurturing new potential; and are flourishing as world citizens.</p>		
<p>MANAAKITANGA - DEVELOPMENT</p> <p>Maori are shaping, developing and influencing opportunities to realise their potential and are leveraging off their realised potential for the benefit of themselves and others.</p>		
<p>TIPURANGA –ACTIVATION</p> <p>Maori are taking positive, constructive action to participate in opportunities to activate and develop their positive potential.</p>		
<p>TE KĀKANO – EXISTENCE</p> <p>Maori potential exists in a positive, unfettered, latent form that is capable of capture, development and transformation.</p>		

Developing the Maori Learners' Success Framework

17. It is intended that organisations tailor the Maori Potential Framework to their specific circumstances while Te Puni Kokiri maintains the macro

¹ Optimal success refers to a level or state of success that is the best possible, or most advantageous within a given set of circumstances. Sustainable success refers to a level or state of success that once achieved can be sustained over time to the extent that it becomes universally accepted, recognised and defined as a normal or ordinary state of being for Maori.

approach, allowing it to learn from and report on the learnings gleaned from its use across the organisations engaging with it. Accordingly, the Maori Potential Framework has been specifically designed to be used at a micro level (individuals, families and whanau), meta level (iwi, organisations, departments), and a macro level (across sectors, society, and internationally).

18. In summary, the proposed approach to developing a TCS Maori Learners' Success Framework is in three phases. This report provides detailed proposals for the first phase:

- Phase 1 - Short Term: Strategy and Framework Defined
- Phase 2 - Medium term: Implementation and Growth
- Phase 3 - Long Term: Maturation

19. The operational approach required for Phase 1 will include:

- the development of a strategic outcome statement;
- the interpretation of the guiding principles in a TCS context; and
- the adaptation of the Maori Potential Framework to TCS purposes

Strategic Outcome

20. The development of an approach and the use of a framework requires there to be a vision, outcome, result sought. As a first step in working with the Maori Potential Approach, TCS will need to articulate its strategic outcome to drive the application of the generic Maori Potential Framework to the organisation. The TCS strategic outcome might, in a modern interpretation of Sir Apirana Ngata's exhortation (overleaf), be expressed as:

Maori learners are able to:

- exercise confident and responsible choices about their life quality
- in culturally affirming ways
- based on a broad and balanced education
- leading to a positive and contributing citizenship.

21. Given the priority TCS has attached to Maori learner achievement, it is appropriate that there be a focus of this kind on Maori learners. However, it is equally clear that having found a formula for success for Maori learners, it would be but a short step to apply the formula to the total TCS population. In this contest, investment in Maori learners will ultimately be an investment in the whole school environment.

E tipu e rea mo nga ra o tou ao

**Ko to ringa ki nga rakau a te Pakeha
hei oranga mo to tinana**

**Ko to ngakau ki nga taonga a o
tipuna hei tikitiki mo to mahuna**

**A, ko to wairua ki te Atua, nana nei
nga mea katoa**

**Grow up o tender youth and fulfil the
needs of your generation**

**Your hand grasping the arts of the
Pakeha for your material wellbeing
Your heart cherishing the treasures of
your ancestors as a plume for your
head**

**Your soul given to God, author of all
things**

Sir Apirana Ngata, circa 1950

Sir Apirana Ngata was an educated New Zealander in the fullest sense. He was blessed with a belief in all learning and an instinctive consciousness that a strong sense of identity, based on an authentic cultural self, provided the foundation for success in life.

His life's journey provided lessons in the value of whanau and whakapapa, the sense of being part of a whole, linked to others before and after; turangawaewae and iwi, the connection to a place and a people; reo and tikanga, the use of language and of literature to frame a worldview; the role of learning and education to expand and elaborate that worldview; the commitment to community and civil society, to public service; the unshakeable conviction that Maori could and would pay the price of citizenship, and their reward would be the making of an inclusive nation.

Today's Maori learner adds one more link to this legacy; their success is the nation's success. It is high civic duty, public service indeed, to strengthen that link, to assure a legacy and strengthen a nation.

PART ONE: CONTEXT

Introduction

Maori learners succeeding... ... as Maori

1. Education, the delivery and acquisition of learning, is both a means and an end, or to use today's terminology, a process and an outcome. While learning providers are responsible for both, in terms of Maori learner experience, they routinely deliver only the process resisting accountability for the end result. It is the learner's fault for failing, while ironically the institutions, the teacher and the learner all share in the glory of success.
2. The learner is invariably held responsible for both the experience and, inescapably, the outcome, while being able to determine and control very little of the actual inputs. Learners are hostage to their home environment, societal pressures, teachers' personalities, prejudices, expectations and practices. Research verifies this.
3. Teachers, and their institutions, are in turn susceptible to the collective belief system, the culture generated by it, and the practices that reflect it. If the belief system, the culture and the practice are aligned to the expressed values of the institution, success is assured. Learners, Maori and non-Maori alike, will enjoy both the process and the successful outcome. If not, then the learners will at best be survivors and at worst, victims. The Correspondence School of Aotearoa New Zealand has it completely within its powers to determine which.

The Contract

4. The Correspondence School of Aotearoa New Zealand (TCS) retained Gardiner & Parata Limited (Gardiner Parata) to prepare a feasibility report that would lead to the design of a *Maori Learners' Success Framework* that:
 - Gives practical effect to the National Education Guidelines;
 - Aligns with the strategic direction of TCS;
 - Captures and reflects the Government's Maori Potential Approach;
 - Identifies the key dimensions of the proposed framework; and
 - Recommends an approach for operationalising the proposed framework.

Background

5. In September 2005 the Board of Trustees approved a 3 year business plan, *Positioning and Outlook 2005-2008*. This strategy is informed by the national education initiatives, particularly *The Schooling Strategy* which strongly recognises the inter-relationship between teachers, learners and their families, and optimum education outcomes. The TCS strategy is designed to achieve three key outcomes by 2008:
 - i. Improved student education outcomes and achievement levels as evidenced by improved internal and external reviews;
 - ii. The organisational capability and infrastructure to enable the efficient, effective and appropriate delivery of high quality distance education; and,
 - iii. Operating on a sustainable financial basis to enable the delivery of high quality education.
6. TCS has approximately 17,000 learners enrolled at any one time, ranging in age from 3 - 82 years, with the majority of secondary school age. The *2005 Annual Report* states that Maori make up a large proportion of the school's roll with, for example, 23% of the full time primary roll and 35% of the full time secondary roll being Maori. TCS has given high priority to developing an appropriate Maori education strategy informed by its existing *Treaty of Waitangi Framework* (2002) and the *Maori Strategic Framework* (2005).
7. In August 2006, the new Chief Executive was appointed and an internal review of the Maori education strategy was undertaken in October. A management decision was subsequently made to find a way forward that is informed and influenced by all the work done to date, and which provides a sound conceptual framework that would provide the basis for a comprehensive strategy and implementation plan. This report is the first step in that process.

Context

The Correspondence School

8. The Chief Executive has made it clear that TCS is committed to learning pathways that engage, develop and support Maori learners to be successful, and to do so in ways that support their identity as Maori. It is a priority to measurably improve the achievement and education outcomes of Maori learners, with their family and whanau, and to do so in authentic, culturally affirming ways. In practice, this means exploring different approaches to the design and delivery of its teaching and learning services.

Maori Learners' Enrolment Categories

9. There are 54 categories or gateways through which Maori learners access TCS services. The Maori learner population at 30 September 2006 was 2,475 or 15.83% of the total roll. A complete summary of all Maori learner enrolments is contained in Appendix I. The following table documents the categories where there are significant numbers (50 or more) of Maori learners from highest to lowest. There are other categories where Maori learners number between 30–49 of the category.

Table 1: Categories where Maori Learners' representation is 50 or more

Type	Number	Percentage of TCS Roll Category
Full time - alienation	245	44.95
Adults - prisoners / institutionalised	223	43.80
Referral – FT exclusion/expulsion	88	39.11
Adults – DC contract	162	38.84
Full time – young parents	152	29.57
Referral – psychological or psycho-social	170	22.45
Duals – special education needs	178	19.45
Full time - itinerancy	58	18.18
Full time – isolation	158	15.14
Duals - remedial	112	14.37
Adults - to gain qualifications	212	10.33
Duals – subjects not available	191	7.91
Duals – small senior class	78	5.61

10. Clearly, this breakdown of Maori participation in TCS poses substantial challenges. The majority of enrolments represent learners who have been excluded from other learning options, for their own or institutional

reasons. By definition, their learning opportunities and pathways will require more skilled engagement than might normally be the case. This places a particular responsibility on TCS to be active, creative, engaging in its efforts to produce successful outcomes with Maori learners.

Approach

11. Gardiner Parata prepared for this report by reviewing key documents recommended by the Chief Executive, and interviewing a range of stakeholders. The documents reviewed were:

- Positioning and Outlook 2005-2008 Business Plan
- Draft Strategic Plan for Maori Student Achievement (May 2006)
- Draft Maori Student Achievement Implementation Plan 2006-7 (July 2006)
- Annual Report 2005
- Leadership for Maori in the Correspondence School (November 2004)

12. A series of individual interviews and focus group discussions were held with:

- Board member (1)
- Chief Executive
- Directors (3)
- National Manager (Liaison Teachers)
- Heads of Departments (3)
- Teachers (8)
- Parents/Whanau members (5)
- Individual Maori learners (10)

13. The Maori learner interviewees were from a mix of urban, provincial and rural backgrounds, all of secondary school age, and dual enrolments at years 11-13. Three are in wharekura, 2 in an area school and 5 in secondary schools; 8 female, 2 not; 7 have been on correspondence programmes for two years.

14. Individual interviews were on average 40-60 minutes and focus group interviews 60-90 minutes. Most of the interviews were with individuals. A different set of questions was used for the TCS staff, and for the learners and their whanau.

15. TCS Staff members were prompted with the following questions:

- What do you do now that is successful for Maori learners? What and where is the evidence for this?
- What needs to be improved for Maori learners? What and where is the evidence for this?
- What is not available for Maori learners that you think should be? What and where is the evidence for this?

16. Learners and their whanau members were prompted with the following questions:

- What do you like about the Correspondence School and the work you do with it?
- What could be improved? How?
- What is missing that you would like to see introduced? Why?

Feed Forward

17. Due to the short timeframe (3 weeks) and the time of year (late November and early December 2006) that the interviews were held, while the representative range was good (all levels), the actual number of interviewees was relatively small. However, the information provided, and the issues canvassed, were sufficiently consistent and resonant, to warrant serious attention; they are indicative, if not conclusive.

Anecdotally rich - information poor

18. Interviewees observed that TCS is rich in anecdotal data but information poor as a school. While excellent individual records kept by teachers are well maintained, they are not easily or routinely shared. Nor are they aggregated to give fuller pictures, whether at individual, subject or year level; they are not readily available, nor subjected to analysis to identify trends within and across subjects, departments and Directorates, to inform programme planning.

19. There is a lack of value placed on systematically collected and analysed data, information and results. That which can and should be used by multiple audiences is neither thought about nor sought or shared. Directors advise that this is being addressed, but progress is slow.

Focus on administration rather than learning and achievement

20. The standard mechanisms used in most face to face schools for sharing information and discussing what it all means, and then what actions or initiatives will arise, are reported as not being the norm. Subject,

department, year level meetings, form and subject teacher meetings, assessment, curriculum, policy, professional development committees meet very infrequently if at all, and when they do meet, the information is not shared with everyone, or the focus tends to be on administrative matters rather than learners, learning and achievement.

21. Time, systems and workload that arises from '*huge teacher-learner ratios*' are cited as the main factors that prevent teachers from meeting to share information or from being proactive in looking for ways to improve the performance of learners. The impression received is that while TCS Board and management have - for the purposes of funding negotiations and arrangements with the Ministry - been able to differentiate how TCS operates and delivers its services from others in the education sector, this has not been done for teachers and the nature of their workload. That is, the impact and implications of the different and distinct features in distance service delivery are not recognised in real terms in the daily conduct of business.

22. It appeared that staff observing these issues were waiting for management to address them without any apparent energy to find solutions themselves.

Communications - variable interpretations and attitudes

23. A key business process seemed to have wide ranging interpretations amongst staff. There were differing understandings of what DSM stands for, what it means in practice, and why the model is used. Consequently, attitudes were variable and mostly negative. Staff referred to the process as, "*Distance service model*," "*Distributed service model*", "*Different service model*" and, "*Differentiated service model*."

24. The practical effect of this disaffection is that the quadrant analysis in the model is reportedly being used by staff as a barrier to establishing relationships with learners in their professional care. Additionally, some staff advised that they have been explicitly told by their Heads of Departments not to invest time in relationship building, and where some staff have ignored this, they have been reprimanded for not using 'form letters' prepared for learners, particularly those in the high support quadrants. This is contrary to recent research that underpins *The Schooling Strategy* which strongly recognises the inter-relationship between teacher, learner, and their family and Whanau, and optimum education outcomes. Effective teaching relies on effective relationships.

25. While staff are aware of the DSM 'business rules' it is apparent from discussions that they are not valued very highly, inconsistently referred

to and unevenly applied. There appeared to be a cynicism, expressed in sarcasm, that will need to be addressed to achieve clarity and consistency, and ultimately, to achieve effective teaching and learning.

Lack of authority or specificity about Maori learners

26. There appears to be a very strong sense amongst staff that TCS needs to improve its performance in terms of Maori learners' achievement and education outcomes. However, when pressed, staff are not generally able to speak with any authority or specificity about either what the current performance is, or what success might look like in the future other than in very vague terms, *"We need to do better."*

Response to individual curriculum needs identified as a strength

27. All stakeholders consistently reported that ability to respond to the specific needs and interests of individual learners, designing and shaping programmes according to the ability of the learner within a curriculum context, is a significant strength of TCS. This was considered to be a general strength, and not one that was particularly or noticeably applied to Maori learners. With the exception of the Early Childhood sector, there is no deliberate consideration given to the cultural needs and interests of Maori learners; where this does occur, it was reported as ad-hoc and dependent on the knowledge and relationship a subject teacher had with the learner.
28. Teachers can quite literally decide for themselves whether and what approach they take in developing cultural content, responsiveness and congruence. All those interviewed acknowledged that the quality of the relationship a teacher has with a learner is based on their knowledge of the learner, and is a critical determinant in learning and achievement. The cause and effect correlation, regrettably, went unremarked.

Some responsiveness and cultural inclusivity

29. It is clear that some departments and teachers are making a real effort to be culturally responsive and cite the inclusive nature of resources and the content of some units in certain subject areas. It was apparent, however, that where this occurs it can be difficult to achieve. This is, it was reported, because of the outdated nature of the contexts in numerous TCS resources which cannot be easily changed, as *"the review cycle varies from 10 -20 years which is a long time to wait to change something to make it relevant."*

30. It was also reported that the costs of re-design and publication are prohibitive, so, once prepared, a resource *"stays for time immemorial"*. It was opined that printed resources in black and white hold little appeal for today's youth no matter how great the content.

Evidence of mutually rewarding partnerships in Early Childhood Sector

31. The Early Childhood sector seems to be well organised. There was documented evidence of programme planning and practice that has been designed in partnership with Maori parents, caregivers and whanau. There was an observable sense of pride and pleasure with their processes, the co-constructed programme content, and the results that are being achieved. They report this as a mutually rewarding experience.

Parents impressed with content and layout of TCS work packs

32. Parents and whanau members advised that they were impressed with the subject content and layout of the *"work packs"* their children receive. Similarly, they were pleased with the positive feedback and guidance subject teachers give - despite time delays.
33. There are two main issues for parents and whanau. They centred on finding ways to get their children to do *"a little regularly rather than leaving the correspondence for weeks then cramming and being crabby,"* and their concern that *'there is just too much reading and writing, which puts the kids off and they get virtually no help at school until the teacher in charge gets in to panic mode because credits are under threat. They don't really do regular checks.'*

Cultural congruence – "That would be nice."

34. When asked specifically about improvements that could be made in terms of cultural congruence and pedagogy, parents said that they had not really thought about it, *'but that would be nice'*. One parent said, *"I monitor deadlines and leave the rest up to the teacher and I barely manage that."* Another said, *"I'm sick of talking about teachers and our kids, it's gone on for years and nothing changes for the better."*

"Everything you need is in the packs, bar the teacher"

35. With the exception of one Kura Kaupapa Maori learner doing a Level 3 subject, all the other learner interviewees were very happy with the work they do with TCS. One learner advised that *"everything you need is in the packs bar the teacher, which is about the only improvement that I can think of."*

36. The kura learner did not attribute her problems to TCS, but rather, to her general lack of knowledge, understanding, and ability to write in the English language. When asked if she thought her TCS teacher could have helped her with this, the response was, *"Is it their job though?"*

More regular contact with subject teachers and other learners

37. Six learners believed that it would be beneficial to have more regular contact with their subject teachers and other learners doing the same subjects - but only if it did not involve more reading and writing! The interviewees were keen to be able to ask questions and get more instant responses when it is needed.
38. Learner interviewees also thought that this would assist in changing for the better the behaviour of *'holding off for as long as you can doing your work and then going hard out, cos you know you can't get help or stuff you need from the teacher as you go. It all comes at the end - and it's too late, you've made the mistakes.'*

Maori learners forthcoming about improvements

39. Maori learners were most forthcoming when asked for suggestions of ways that TCS staff could better meet their learning needs and interests. Their suggestions included the following:
- *More reo* - course materials in te reo Maori, or bilingual subject glossaries for jargon, or the assessment tasks in te reo Maori. (Wharekura learners).
 - *More Maori* and New Zealand topics, scenarios, contexts and examples (kapa haka, waka ama, social settings and celebrations), and more up to date.
 - *More variety* - opportunities to explore oral, aural, visual, and physical presentations of course work and assessments, with less reliance on reading and writing.
 - *More interaction* - meeting other TCS learners and teachers, and knowing more about them for the social interaction, but also to share knowledge, problems, advice and guidance.
 - *More coverage* - being able to do one assessment to meet more than one subject's requirements, for example, in research.
 - *More access* - regular and consistent access to subject teachers to be able to get help or discuss and clarify work.
 - *More respect* - teachers knowing *"at least where tribes are, and something about us, like our pepeha or one of our waiata, I don't know, something that says they know we are different."*

Summary

40. In summary, there are a number of issues relating to the general operating context of TCS, and the institutional culture, that will need to be addressed if there are to be specific improvements in the Maori learner experience of TCS and measurable improvements in Maori learners' achievement. While on the one hand this could be exceedingly depressing, on the other, it offers TCS the opportunity to explore options for Maori learners that, if successful, can be applied to the wider TCS environment.
41. A key underlying theme was that of performance. As noted earlier, the sample of interviewees was only large enough to be indicative rather than conclusive. However, the range of representation and the range of views were sufficient to support some inferences and some extrapolation. In this regard, it was apparent that TCS is rather a protected environment.
42. Despite being the largest school in the country, with the challenges but also the luxury of being distance teachers, there was little observable sense of ownership of the responsibility to work at a successful relationship with learners as a precursor to a successful teaching and learning process, and ultimately to improved learning outcomes. The prevailing attitude was at best willing but at a loss, at worst uncaring and untouchable, and most commonly, seemingly indifferent verging on apathetic.
43. While the next section outlines a proposed framework for Maori learners' achievement, its success is reliant upon a performance oriented culture being established and rewarded in TCS. Until teachers see learners' success - Maori or otherkind - as directly related to their competency, their inputs, their accountabilities, Maori success will continue to be by accident and not design.
44. The proposed Maori Learners' Success Framework is directed at designing for success, realising potential at micro, meta and macro levels of the TCS community.

PART TWO: PROPOSED FRAMEWORK

Proposal

45. This report proposes that The Correspondence School of Aotearoa New Zealand adopt the Government's Maori Potential Approach, as the conceptual framework for developing, evaluating, reporting, and planning for Maori learners' achievement and success. By design.
46. The practical effect of this approach would be threefold. The first, at the organisational level, would be the adaptation of the generic Maori Potential Framework to the particular learning outcomes of Maori within TCS community. The second would be the engagement of TCS in the wider education sector uptake of the MPA led by the Ministry of Education through its recently launched *Kia Hikitia* Maori policy. The third, at the whole-of-government level, would be the opportunity to locate TCS efforts and performance within the macro overview that Te Puni Kokiri leads for the Government in Maori public policy.

Background

47. In 2004 the Minister of Maori Affairs, Hon Parekura Horomia, proposed that the Government update its approach to Maori Affairs. The principal driver was to move to a more balanced policy approach that more accurately contextualised population disparity indicators within a multidimensional consideration of Maori potential to improve life quality. In effect, a move from a deficit focused policy paradigm to a strengths-based world view; one that Maori recognised themselves in culturally, was success orientated, and which understood that Maori are the most powerful actors in their own lives.
48. Te Puni Kokiri, charged with achieving the strategic outcome of **Maori succeeding as Maori**, has been further developing the Maori Potential Approach. It comprises two main components, the Maori Potential Principles and the Maori Potential Framework. It has been specifically designed to provide a macro overview of Maori achievement and success, across all sectors, government and non-government, and amongst Maori organisations. Te Puni Kokiri is keen to see it adopted and adapted at the meta level of organisations, and, over time, to be applied at the micro level of the individual.

The Principles

49. The principles that underpin the Maori Potential Approach reflect a world view that Maori are full of potential, culturally distinct, and

inherently capable. They are based on a change of emphasis as set out in the following table.

Table 2: Guiding Principles

Towards achieving balance between realising potential and remedying deficit	
<i>More emphasis on...</i>	<i>Less emphasis on ...</i>
Multi-dimensional Maori potential, strengths, and opportunities	Single dimension repair of deficit, disparity and dysfunction
Investing in Maori as an integrated, but culturally distinct, indigenous community	Targeting Maori as a socio-economically disadvantaged ethnic minority
Investment in Maori people	Predominant focus on institutional responses

50. To assist in making a conscious mind shift in the way Maori are seen and related to, towards a concerted focus on the positive opportunities for interaction between the Government and Maori, going forward, three guiding principles have been developed. They are:

(i) Maori Potential

The first principle reflects that Maori are multi-dimensional, aspirational people, supported by a distinctive culture and value system. This principle drives at providing opportunities for Maori to change their life circumstances, to improve life choices, and achieve a better quality of life.

(ii) Culturally Distinct

The second principle reflects the role of Maori and their indigenous culture within the wider society. This principle drives towards respect for Maori as first people of Aotearoa New Zealand, and the cultural advantage with which Maori enrich their communities.

(iii) Maori Capability

The third principle reflects the need to invest in Maori people as the catalyst for change. This principle drives towards building the capability of Maori people and their sense of their choices and the power to act.

The Framework

51. A Maori Potential Framework has been developed that translates these guiding principles into an organised and consistent system of activity. The Framework is intended to assist in achieving government's strategic outcome of *Maori succeeding as Maori*, through activating Maori potential at an individual, organisational, and collective level. It is aimed at lifting Maori performance while not unfairly advantaging Maori who are already succeeding, and who do not require government assistance.

52. The Framework does this by assisting users to:

- Determine those enablers that are necessary to Maori achieving their potential
- Consider what outcomes might look like within and across each of these enablers
- Map the contributions of users and stakeholders to achieving the outcome states
- Prioritise the interventions that are expected to optimise the benefits for both government and Maori
- Provide a consistent focus for collecting, evaluating, and reporting on outcome performance

53. The Framework first identifies Maori potential as essentially the practice of self-development, self-determination, self-responsibility within a community of support, exercised for the benefit of the individual and their community. It recognises that Maori potential may be experienced at an individual, organisational, and collective level, and considers how this potential might be unlocked, nurtured, matured, and ultimately realised in ways that contribute to Maori succeeding as Maori.

54. The generic framework is still at a relatively developmental and experimental stage. The end outcome has been defined, the enablers have been identified, the outcome states have been articulated, and dimensions of qualitative achievement have been elaborated. Table 3 below outlines the Maori Potential Framework as Te Puni Kokiri has currently described it.

Table 3: Maori Potential Framework

END OUTCOME		
<p>TE IRA TANGATA</p> <p>The exercise of confident choices about the quality of life that individuals and collectives experience.</p> <p><i>Outcome State:</i> Maori are making choices about the lives they live, and being accountable for those choices.</p>		
ENABLERS		
<p>RAWA</p> <p>The resources to realise potential</p> <p><i>Outcome State:</i> Maori are resourced, wealthy and enterprising</p>	<p>MĀTAURANGA</p> <p>The knowledge to realise potential</p> <p><i>Outcome State:</i> Maori are skilled, learned and innovative</p>	<p>WHAKAMANA</p> <p>The authority to realise potential</p> <p><i>Outcome State:</i> Maori are leading, influential and empowering</p>
ACHIEVEMENT LEVELS		
<p>PUĀWAITANGA - REALISATION</p> <p>Maori are experiencing <u>optimal and sustainable success</u> across these outcome states².</p> <p>Maori collectives are realising their potential and the potential of their members; are nurturing new potential; and are flourishing as world citizens.</p>		
<p>MANAAKITANGA - DEVELOPMENT</p> <p>Maori are shaping, developing and influencing opportunities to realise their potential and are leveraging off their realised potential for the benefit of themselves and others.</p>		
<p>TIPURANGA –ACTIVATION</p> <p>Maori are taking positive, constructive action to participate in opportunities to activate and develop their positive potential.</p>		
<p>TE KĀKANO – EXISTENCE</p> <p>Maori potential exists in a positive, unfettered, latent form that is capable of capture, development and transformation.</p>		

² Optimal success refers to a level or state of success that is the best possible, or most advantageous within a given set of circumstances. Sustainable success refers to a level or state of success that once achieved can be sustained over time to the extent that it becomes universally accepted, recognised and defined as a normal or ordinary state of being for Maori.

PART THREE: DEVELOPING THE MAORI LEARNERS' SUCCESS FRAMEWORK

55. It is intended that organisations tailor the Maori Potential Framework to their specific circumstances while Te Puni Kokiri maintains the macro approach, allowing it to learn from and report on the learnings gleaned from its use across the organisations engaging with it. Accordingly, the Maori Potential Framework has been specifically designed to be used at a micro level (individuals, families and whanau), meta level (iwi, organisations, departments), and a macro level (across sectors, society, and internationally).

56. In summary, the proposed approach to developing a TCS Maori Learners' Success Framework is in three phases. This report provides detailed proposals for the first phase:

- Phase 1 - Short Term: Strategy and Framework Defined
- Phase 2 - Medium term: Implementation and Growth
- Phase 3 - Long Term: Maturation

57. The operational approach required for Phase 1 will include:

- the development of a strategic outcome statement;
- the interpretation of the guiding principles in a TCS context; and
- the adaptation of the Maori Potential Framework to TCS purposes

Strategic Outcome

58. The development of an approach and the use of a framework requires there to be a vision, outcome, result sought. As a first step in working with the Maori Potential Approach, TCS will need to articulate its strategic outcome to drive the application of the generic Maori Potential Framework to the organisation. The TCS strategic outcome might, in a modern interpretation of Sir Apirana Ngata's exhortation, be expressed as:

Maori learners are able to:

- exercise confident and responsible choices about their life quality
- in culturally affirming ways
- based on a broad and balanced education
- leading to a positive and contributing citizenship.

59. Given the priority TCS has attached to Maori learner achievement, it is appropriate that there be a focus of this kind on Maori learners. However, it is equally clear that having found a formula for success for Maori learners, it would be but a short step to apply the formula to the

total TCS population. In this contest, investment in Maori learners will ultimately be an investment in the whole school environment.

Next Steps

60. The next steps to developing a Maori Learners' Success Framework would initially be twofold. TCS will first need to consider the adoption of the Maori Potential Approach and its guiding principles. There is a high degree of congruence between the purposes of TCS and the Maori Potential Approach. To realise potential, people need access to learning, success, and fulfilment. TCS has the potential to provide all of these.
61. The second step would be the interpretation of the guiding principles in a TCS context, and the adaptation of the Maori Potential Framework for TCS purposes.
62. The practical effect of this approach would be to replace the generic "Maori" focus in the Maori Potential Framework with TCS Maori learner, as follows in Table 4 below, while at the same time testing whether the definitions and outcome states articulated in the Maori Potential Framework align with learners, their family and whanau aspirations.
63. Taking this approach would allow TCS to maintain a macro view across the Directorates and their departments, in order to learn from, report on, and plan for next phases of development at a school wide level while supporting and being informed by Directorate engagements and outcomes.
64. When this has been achieved the proposed framework should be further tailored to individual staff members to be used for Maori learners in their professional care, and for improving their own professional learning. This will have the effect of personalising responsibility which is fundamental to improved performance. It can then also be used to prepare a professional development plan for the individual staff member, by examining the gap between their current state, and that which they identify as a desired state, in the context of resources, knowledge and ability to influence the learning and achievement of Maori learners.

Table 4: Proposed Customising of MPF to The Correspondence School

<p style="text-align: center;">TE IRA TANGATA</p> <p>The exercise of confident choices about the quality of life that individuals and collectives experience.</p> <p><i>Outcome State: TCS Maori learners are making choices about the lives they live, and being accountable for those choices.</i></p>		
<p style="text-align: center;">RAWA</p> <p>The resources to realise potential</p> <p><i>Outcome State:</i> TCS Maori learners are resourced, wealthy and enterprising</p>	<p style="text-align: center;">MĀTAURANGA</p> <p>The knowledge to realise potential</p> <p><i>Outcome State:</i> TCS Maori learners are skilled, learned and innovative</p>	<p style="text-align: center;">WHAKAMANA</p> <p>The authoritative capacity to realise potential</p> <p><i>Outcome State:</i> TCS Maori learners are leading, influential and empowering</p>
<p style="text-align: center;">PUĀWAITANGA - REALISATION</p> <p>TCS Maori learners are experiencing optimal and sustainable success across these outcome states.</p> <p>TCS Maori learners' are realising their potential; are nurturing new potential; and are flourishing as world citizens.</p>		
<p style="text-align: center;">MANAAKITANGA - DEVELOPMENT</p> <p>TCS Maori learners are shaping, developing and influencing opportunities to realise their potential and are leveraging off their realised potential for the benefit of themselves and others.</p>		
<p style="text-align: center;">TIPURANGA –ACTIVATION</p> <p>TCS Maori learners are taking positive, constructive action to participate in opportunities to activate and develop their positive potential.</p>		
<p style="text-align: center;">TE KĀKANO – EXISTENCE</p> <p>TCS Maori learners' potential exists in a positive, unfettered, latent form that is capable of capture, development and transformation.</p>		

Validation

65. Good process would suggest that in customising the Maori Potential Framework for TCS purposes and then at Directorate (and department) level, opportunities to engage with it will be necessary. This would allow participants to validate the adoption and adaptation of the macro

framework to the relevant level. A set of guided questions will need to be designed to stimulate informed discussion for this purpose.

Proposed Key Dimensions

66. The next stage of design and development of a Maori Learners' Success Framework would be to translate these high level outcome statements into meaningful time horizons that provide measurable milestones for Directorates (departments and teachers) to work towards within their priority areas. All the while ensuring that the ultimate vision of success, expressed in the high level outcome statements, remains the goal.
67. This would entail testing the desirability of the high level outcome statements with Maori learners and providing for them to articulate their aims and ambitions across the dimensions of the proposed Framework in a curriculum context:
- Ngā poutokomanawa (the enablers)
 - Te poutama (the outcomes and indicators)
 - Nga wehenga (timeframes - periods for achievement)
 - Nga tapuwae (development initiatives and activities)

Framework parts discrete but always linked

68. It is important to appreciate that the proposed Framework, while made up of a number of parts, that can and do operate as discrete elements, are always linked and connected to the other parts. The power lies in all the pou working together to produce a desired result en-route to an identified outcome. Just as a whare comprises discrete parts (pou, heke, tahuhu) it relies for its usefulness on all parts to perform their different functions in order to make the whole whare work as a whare.
69. A trip to the dairy on a bike serves as a simple and useful analogy to convey the complexity of both a strategic outcome (Maori succeeding as Maori) and the proposed operational framework (Maori Learners' Success Framework) by which it might be achieved. The bike requires the wheels to go forward (eg. Rawa), the pedals for energy and momentum (eg. Matauranga), and the handlebars for guidance and direction (eg. Whakamana); together these parts create a functional vehicle – the bike; separately, they serve no useful purpose. But even as an assembled bike, it is not an end in itself; it exists to take people somewhere, to achieve an end. The bike ride to the dairy to buy milk is a short term outcome, to contribute to a meal is a medium term outcome, and to provide for a healthy whanau is a long term outcome.

Ngā Poutokomanwa (enablers)

70. These discrete but linked pou – Rawa (access, use and development of resources), Matauranga (building knowledge and skills) and Whakamana (strengthening leadership, decision making and influence) are the enablers, or building blocks, that Maori learners need to consider in determining their priority development areas. This will allow them to focus on the life quality change they are aiming for through learning, guided by some key questions, for example:

- What skills, knowledge or qualifications do I have? Wish to improve? Gain?
- What information, resources, access do I have? Wish to improve? Gain?

71. A range of subsidiary prompts and questions will need to be explored for each of the high level questions above before engaging with learners. When they have been confirmed they would become a significant content area in the existing Student Education Plan (SEP) and process.

Te Poutama me Nga Wehenga (outcome indicators and timeframes)

72. This describes and defines four broad outcome stages that are also potential indicators of progress. Maori learners will, based on decisions made in the context of the poutokomanawa, identify where they want to be located in the future on the poutama, where they are currently, and how long they would like to spend getting to their identified outcome target. A Maori learner can be on different levels of the poutama across the pou in any given curriculum and subject context.

- What would my ideal profile and status be?
- Where am I now? How much can I take on to achieve my ideal? How will I know I am succeeding?
- What decisions will I need to make now? In the future?

Nga Tapuwae (learning initiatives and activities)

73. When Maori learners have identified and examined with their teachers their subjects, topics and assessment standards of their choice, within and across the pou, established their outcome targets and timeframes on the poutama, they will use these decisions and information gathered along the way to determine their priorities and time investment areas. This will lead them on to identifying the 'activities' they need to undertake, and prepare a set of success strategies for

each subject, topic and standard. The aggregation of all of this information will be captured and reflected in the Student Education Plan (SEP).

Creating an environment for success

74. The proposed Maori Learners' Success Framework is a conceptual approach, a way of viewing Maori in an organised fashion, which will lead to them realising their own potential and thus improved life quality. Building understanding of the aims, intent and purpose will grow a constituency that subscribes to the thinking the framework captures and reflects which in turn, will identify drivers of and for change. People need to think differently if they are to behave differently.

75. The challenge for TCS is to create through internal and external processes and practices an environment for success that sees it cement its position as an integrated and integral part of our national education system. This will require a concerted, collaborative and cohesive approach from all staff.

Collaboration and cohesion a priority for leadership

76. The interviews and focus group consultations strongly suggest that there is a need for a school wide identity and pride. The apparent silo mentality constitutes a huge risk to progress at TCS generally and to any developments in this context specifically. Addressing the fragmentation and its detrimental impacts must therefore be a priority for leadership at all levels.

Framework will serve multiple purposes

77. The adoption and implementation of the Maori Learners' Success Framework as outlined will serve a number of useful purposes. It will:

- Provide a sound conceptual basis, focus, rationale and vehicle for progress for the immediate and intended audience, Maori learners;
- Clarify what success looks like so everyone is clear about what they are aspiring to;
- Invite change in the way TCS staff think and operate including taking personal responsibility for their own performance professionally and in achieving significantly improved achievement for Maori learners;

- Offer specific direction for programmes of learning and strengthen the purpose, processes and products of the Student Education Plans;
- Contribute to building cohesion and organisational effectiveness through a single co-ordinated school wide focus;
- Facilitate new, and grow, established external relationships with Maori learners, their families and Whanau, sponsoring entities, referral agencies and other key stakeholders while also providing a focus on and for success; and
- Allow TCS to have a monitoring and reporting 'tool' at a number of organisational levels (school wide, directorate, department, teacher, individual learner and the associated gateway for entry) that over time will see it build a very healthy success indicators framework through the aggregation of data and information collected.

78. Given the current status of TCS, its size and culture, a sensitive and sensible approach is required to ensure that what is done in the future is meaningful, manageable and sustainable for all involved.

79. As previously noted *The Schooling Strategy*, informed and influenced by substantive research and evidence, strongly recognises the inter-relationship between teachers, learners and their families and Whanau for optimum education outcomes. It would seem logical then that in addition to inspired and purposeful leadership, that building the capability of these three players is a priority.

80. The extent and degree to which this occurs, will be a management discretion. To assist decision making in this regard a number of recommendations are made within an establishment phase while simultaneously embedding the proposed Maori Learners' Success Framework as the key intervention for significantly improving Maori learners' achievement.

81. In the course of implementing and applying the proposed Framework the recommended processes will identify additional interventions. These will involve teachers, learners and their families and whanau and relate to:

- Professional leadership, direction, learning and development.
- Curriculum design, delivery and assessment processes and practices.

- Relationship building, growing and management internally and externally.
- Appropriateness and relevance of a range of technologies and resources.
- Culture, comfort, confidence, competence, congruence and capability building.
- Success in learning and achievement.

82. As baselines are established and desired outcome levels identified in different contexts by learners, their families, whanau and teachers, the gaps once analysed will determine priorities, allow for targeted interventions and efficient and effective use of available resources. These interventions will contribute to the strategy and work programme for improving learning, achievement and education outcomes of Maori learners.

83. There is no 'one stop shop' for realising potential or a place at which learner success can be purchased. Development is a process not an event. It requires dedication and long term commitment built on, and driven by, a strong and enduring framework. The proposed Maori Learners' Success Framework can be designed to meet all these interests.

PART FOUR: OPERATIONALISING PROPOSED FRAMEWORK

84. It is proposed that TCS invest in a first phase of approximately 18 months to define the strategy and develop the Maori Learners' Success Framework. The key components are set out below noting some steps could occur concurrently while others are staggered, depending on the achievement of earlier steps.

85. It should also be noted that each of these steps is linked but would of course be altered according to decisions made by TCS at any given point. The detail outline is set out below.

Key Steps

- a) The formal adoption of the Maori Potential Approach, and adaptation of the Maori Potential Framework (MPF) by TCS Board of Trustees as the TCS Maori Learners' Success Framework.
 - To interpret the three guiding principles within a TCS context;
 - To consider the MPF outcome statements in the context of TCS Maori learners' and their families and whanau aspirations, and modification if required.
- b) The customisation of the framework at a directorate, departmental and teacher level and testing with representatives.
 - To consider the outcome statements in the TCS Maori Learners' Success Framework in the context of the constituent groups' professional aspirations for directorates, departments, teachers and learners, and modification if required.
- c) The signing of a Performance Agreement (or some other document of accountability) between directorates, departments, and teachers and the Chief Executive on behalf of the Board.
 - To formally document and mark the accord between parties as they embark on their journey of realising Maori learners' potential.
- d) Appoint a Maori Learners' Success Framework co-ordinator.
 - To ensure that there is a coordinated and focused driver of all parties' involvement in the development and application of the framework to their endeavours, within, across and between directorates and departments.

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- e) The training of TCS Board members, management, teaching and administrative staff in the Maori Learners' Success Framework.
- To ensure a shared understanding and common approach school wide.
 - To drive and coordinate the application of the framework; to link and work with each other, to build a body of experience across TCS.
 - To ensure that staff are equipped with a basic set of tools, and have the confidence to undertake their role.
- f) The review of all existing TCS programmes by responsible Directors and Heads of Departments to align with, and report against the Maori Learners' Success Framework.
- To train professional leaders to think in terms of effecting life quality no matter what work they are doing;
 - To embed a consistent approach across all TCS activities that allows for comparisons of relative performance.
- g) Selection of a reasonable number of curriculum areas or departments within sector groupings to pilot the framework with selected full time learners based on designed and agreed criteria.
- It will be important to ensure that those involved in a pilot have sufficient capacity, capability, and motivation to be involved in the process;
 - Development of criteria will allow departments/curriculum areas and full time learners to effectively self-select into the pilot.
- h) Communications strategy.
- To ensure constant and consistent information both to keep people informed and to stimulate a learning community around the framework development process.
- i) Monitoring, evaluation and reporting.
- To create critical awareness, reflection, and a performance focus.
- j) Building a constituency through encouraging all other agents/agencies that TCS engages with to adopt the proposed Framework, for example, Department of Corrections, Children and Young Persons Services.

Possible Processes Tools and Templates

86. These tools and templates are considered necessary to support a successful implementation of the above steps.

- a) Power point presentation on the Maori Potential Approach (MPA)
 - Guiding principles
 - Maori Potential Framework
- b) Set of questions to guide considerations and discussions on the MPA being adopted and MPF adapted at TCS level.
- c) A revised version of both of the above, suitable for directorates, departments, teacher representatives.
- d) A Maori Learners' Strategy for the next 5 years to drive the Framework.
- e) A Performance Agreement template between the Chief Executive and Directors, heads of departments, teachers and administrative staff that sets out the aims, purpose, objectives of the Framework, the principles that will underpin the conduct of the working relationship and the results to be achieved.
- f) An appointment process and package for a Maori Learners' Success Framework Co-ordinator:
 - Prepare person specifications and position description
 - Determine advertising process
 - Prepare advertisement
 - Convene appointment panel
 - Prepare interview questions and criteria for appointment
 - Determine dates and timelines
 - Letters of appointment and 'disappointment'
- g) Power point presentation on the Maori Learners' Success Framework supported by briefing paper.
- h) A training programme with supporting tools and templates for the Co-ordinator.
- i) Tools and templates to support implementation of the Framework and strategy.

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- Briefing notes on the Framework and its links to the Maori Potential Approach.
 - The Guiding Principles – a set of questions for each principle that assists knowledge, understanding, interpretation and translation of these in to practice.
 - Laminated copy of the Framework.
 - Copy of key messages about the purpose, objectives and intent of the Framework and strategy.
 - Set of questions to guide general discussions and understanding of the Framework.
 - Exemplar/s of the Framework applied to use as examples when engaging with staff and learners and their families and whanau.
 - A mapping/planning tool/template to capture learners and staff aspirations across the dimensions of the Framework that includes:
 - i. where they want to be
 - ii. why
 - iii. by when
 - iv. priorities
 - v. their current status
 - vi. what activities they will invest in to achieve the desired results en-route to an outcome state; and
 - vii. what resources they have and need.
 - An index of subjects, topics, sub-topics and assessment standards with generic and specific related questions to prompt thinking for staff and learner success to include in SEP (Student/Staff Education Plan).
 - Administrative templates for recording activities undertaken.
 - Reporting templates that reflect 'data' needs of TCS for internal purposes and then 'others'.
- j) A Maori Learners' Success Framework work programme for years 1-2.
- k) A Communications Strategy - key messages.
- l) A stakeholder map with interests.
- m) Design of criteria to assist selection of the pilot curriculum areas/departments within sector groups and full time learners that takes account of receptivity, enthusiasm, preparedness, capacity and capability to launch immediately.
- n) An application package to be included in the pilot with application form designed against the criteria.

- o) Training programme/workshop with tools and templates for Board, management and all staff on the Framework.
- p) Training programme with tools and templates for all pilot staff on locating their professional learning, and then learners' programmes in the Framework ensuring Student Education Plans and processes are aligned.
- q) Power point presentation for briefing all staff on the strategy and approach in Phase 1.
- r) A briefing schedule.
- s) Monitoring, evaluation and reporting tools and templates at a macro and micro level.
- t) Power point presentation and briefing paper for other agencies.

87. It might be that all or some of the above activities and the associated tasks are designed and managed internally and all or some externally.

Conclusion

88. The Correspondence School of Aotearoa New Zealand has a grand opportunity to lead the education sector in significantly improving learning, achievement and education outcomes *with* Maori learners, their family and whanau, through the introduction and implementation of the Framework proposed. To ensure Maori learners' positive participation in and contribution to Maori society, the national community and abroad. To assure and grow the legacy. To strengthen our nation.

***Kotahi tonu te hiringa
i kake ai Tane
ki Tikitikirangi
ko te hiringa i te mahara***

***There is only one power
that allowed Tane to ascend
to the uppermost heaven
and that was the power of the mind***

[He oriori mo Tuteremoana Nga Moteatea 201 Part III – Translation Professor Tamati Reedy]

APPENDIX ONE: CATERGORIES OF MAORI LEARNER ENROLMENTS

No of Categories	Type of Enrolment	Number
1	Adult	1
2	Alienation	245
3	Alternative Education Unit	1
4	Child Youth Family	23
5	Adults – DC Contract	162
6	ECH Dual Enrolment	12
7	DUALS – Emergency Staff Vacancy	11
8	English as a Secondary Language	1
9	Exceptional Arts & Sports Programme	17
10	Referral Full Time – Exclusion/Expulsion	88
11	Fee Paying full course primary	2
12	Fee Paying full course secondary	28
13	Fee Paying half course secondary	32
14	Adults – For personal satisfaction	8
15	Fee Payers – Fee Paying Foreigner	1
16	Fulltime including ECH – Geographical inaccessibility	2
17	Fulltime including ECH – Geographical isolation	158
18	Referral (2006) – Health School full programme	30
19	Referral (2006) – Health School part programme	17
20	High Health Needs ECH only	3
21	Institution	4

22	Full Time including ECH – Itinerancy	58
23	Full Time including ECH – Medical	3
24	Full Time including ECH – Other	6
25	Full Time excluding ECH – Overseas	27
26	Full Time excluding ECH – NZ Citizen/permanent resident	1
27	Full Time excluding ECH – NZ Missionaries	2
28	Full time excluding ECH – Overseas New Zealander	2
29	Adults – Prisoner/institutionalized	223
30	Referral – Psychological or Psycho-social	170
31	Full Time – Reintegration	4
32	Full Time – Reintegration – Medical	2
33	DUALS – Remedial	112
34	DUALS – Small Senior Classes	78
35	Full Time – Special Circumstances	46
36	Full Time – Special Circumstances – MOE	3
37	DUALS – Special Education Needs	178
38	Special Education Needs – Psychological or psycho-social	8
39	Special Education Needs – Risk of exclusion or expulsion	5
40	DUALS – Special Needs – Activity Centre	13
41	Special Needs – Exchange Student	1
42	DUALS – Special Needs – Gifted	6
43	DUALS – Special Needs – Language for ethnic	46
44	DUALS- Subject not available	191

45	DUALS – Te Reo Maori – Qualifications	32
46	DUALS – Technology	3
47	DUALS – no further enrolments in this category – time table clash	16
48	Adults – To gain qualifications	212
49	Adults – To help get a job	2
50	Adults – To help my children	1
51	Adults – To improve general education	10
52	Adults – To prepare for further study	10
53	DUALS – Transferring students	3
54	DUALS – Transferring students – te reo Maori	3
55	Full Time (excluding ECH) – Young Parents	152