Education Innovation Down Under

COSN DELEGATION TO NEW ZEALAND: OCTOBER 19–28, 2017
The Consortium for School Networking (CoSN) is committed to advancing a global dialogue focused on the strategic use of technology for the improvement of teaching and learning in elementary and secondary schools. As part of that commitment, CoSN has led delegations to Europe (2002), Australia (2004), Scandinavia (2007), Scotland and the Netherlands (2009), London and Paris (2011), South America (2011), Portugal (2013), Singapore (2015), India (2015) and Ireland (2016). In addition, CoSN co-hosts with UNESCO an International Symposium to explore global ICT issues during our Annual Conference.

To continue our international learning, CoSN organized a senior level delegation to New Zealand from October 19–28, 2017. The delegation was structured to provide the participants with the opportunity to discover, learn and experience the innovative ICT policies and practices being implemented in New Zealand and explore its applicability to US education.

Thanks to HP for the support that made this delegation possible.

**Why New Zealand?**

Over the last decade New Zealand has been among PISA’s top performers with a high proportion of its students scoring in the upper segments of the performance scale. Investments in education have paid off in economic terms with significant growth in GDP per capita and a low unemployment rate.

Shortly before our departure for New Zealand, The Economist issued a report, *Worldwide Educating for the Future Index* evaluating the extent to which education systems in 35 countries instill “future skills.” New Zealand was named as First in Class in terms of its curriculum framework for future skills, the effectiveness of its policy implementation system, teacher education, government education expenditure, career counselling in schools, collaboration between universities and industry, and cultural diversity and tolerance.

> “As a leader in advancing information and communications technology, New Zealand has demonstrated how to positively invent and advance modern education practices. We will use this opportunity to see how the country is successfully offering students a sense of autonomy while achieving high standards.”
> —KEITH KRUEGER, CEO OF COSN
With this as background the delegation hoped to find answers to the following questions:

- How did New Zealand achieve its ‘best in class’ status?
- What are the policies and practices that prepare students for future success?
- Are there lessons that US educators can learn from their approach and experience?
- What are the underlying policies that are transforming learning?

During our limited time in New Zealand we traveled to Queenstown, Christchurch and Auckland to meet with dedicated policymakers, committed private sector leaders and dynamic educators and visited inspiring schools that are taking learning to new levels. The agenda afforded rich opportunities for engagement and first hand observations. The blog posts captured the shared impressions of the delegation.

At the end of our visit to New Zealand, we were able to look back on our experiences and identify significant takeaways.

- The New Zealand model of governance maximizes the opportunity to create a high performing system by striking a balance between central and local authority.
- The learner-centered approach is supported by innovative designs for physical spaces.
- Technology is present, accessible, and ubiquitous, being used seamlessly as a tool to enhance the learning process and inspire creativity.
- There is a shared commitment to putting students first with a focus on personalized learning and collaboration.
- Strong school leadership allowing for flexibility and growth is critical for the success of student learning.

One week cannot provide all the answers to the questions of how and why New Zealand has reached such a high standard in international comparisons. But we came away with a renewed sense of what is possible when there is inspired leadership, strong foundations for learners and policies that support this journey.

*Education Innovation Down Under* represents the collective insights, thoughts, discoveries and observations of the delegation and identifies important lessons learned. We hope that *Education Innovation Down Under* will be a valuable and informative resource to North American policymakers and educators as they continue their journey of educational transformation.
I. NEW ZEALAND: EDUCATIONAL CONTEXT

The education system in New Zealand is a four-tier model that includes primary and intermediate schools, followed by secondary schools (high schools) and tertiary education at universities and polytechnics.

NEW ZEALAND EDUCATION BY THE NUMBERS

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population</td>
<td>4.8 million</td>
</tr>
<tr>
<td>National Education Budget</td>
<td>$13,183 billion (NZ Dollars)</td>
</tr>
<tr>
<td>Total K12 Enrollment</td>
<td>762,683</td>
</tr>
<tr>
<td>Number of elementary and secondary schools</td>
<td>1,951 (primary), 368 (secondary)</td>
</tr>
<tr>
<td>Attainment</td>
<td>88% achieve their secondary diploma</td>
</tr>
</tbody>
</table>

At the elementary and secondary level state (public) and state-integrated (those with some religious affiliation) schools educate 95 percent of the students. All state and state-integrated schools follow the national curriculum, The New Zealand Curriculum (NZC) for English-medium schools and Te Mātauranga o Aotearoa (TMoA) for Māori-medium schools. State schools are government funded, offering education at no cost, but families are expected to pay for stationery, uniforms, textbooks and school trips. There are approximately 100 independent (private) schools throughout New Zealand.

As part of the Tomorrows Schools reforms (see below) each state school is governed by an elected Board of Trustees, consisting of the school principal, a number of trustees (usually five) elected by the parents of the students, one staff trustee elected by the school staff, and in secondary schools, one student trustee elected by the students.

Over the last twenty-five years Māori language and culture have been increasingly incorporated into schooling for all learners. In the early twentieth century government policy discouraged the use of Māori language resulting in a sharp decline in the number of Māori who could speak their native language. In recent years there have been ongoing efforts to raise the availability and visibility of Māori language, the establishment of more Māori immersion schools with greater recognition of Māori as an official language. Under New Zealand’s current education laws, Māori language education is available in many locations throughout the country, both as a subject in an English-medium school and through immersion in a Māori-medium schools, Kura Kappa Māori, where teaching is based on Māori culture, values and language.

As the indigenous people of New Zealand, Māori play a critical role in the culture of the country. Their language and customs were evident to us throughout our visit. It is common to receive a greeting or welcome first in the Māori language, followed by an English translation. The traditional Māori greeting—which we heard often—is the phrase, “Kia oar,” which literally means “have life be well/healthy.” That greeting is used much in the way we might say “Hi.” Kia oar is also used to say “thank you.”

Our visit included a stop at the Te Pa o Rakaia, a Māori “immersion” school. The shared vision for the school is based on the belief that it takes a village to raise a child. Therefore, family engagement is a strong component of many of the functions within the school.

We were treated to Haka performances by both students and adults that reflected ancient Māori customs and traditions. Haka is a general term for Māori dance, originally used by Māori warriors to intimidate other tribes. Today the most recognized Haka is the “Ki Mate,” which is now a standard pre-game ritual of New Zealand’s national rugby union team. Haka is also performed for special guests and our delegation was honored to be considered special guests with two private performances coordinated by our hosts, CORE Education and HP.

—ANN MCMULLAN, EDUCATION CONSULTANT

SCHOOL MEETINGS AND VISITS

- Shotover Primary School, Queenstown
- Lemonwood Grove School, Christchurch
- Rolleston College, Christchurch
- Rāwhitie School, Christchurch
- Te Pa a Rakaia (Māori-language immersion schools), Christchurch
- Stonefields School, Auckland
Centralization vs. Decentralization

New Zealand balances a highly decentralized education system with an expectation that all students reach high standards specified by the state. Responsibility for the delivery of education is highly devolved to local schools and educational institutions. The Tomorrow’s Schools reforms and introduction of the Education Act 1989 shifted responsibility for the administration and management of individual schools to local Boards of Trustees. These elected Boards of Trustees have the authority to hire (and fire) principals, decide how to best meet the needs of its students and involve the surrounding community.

The national government sets strategy, regulates providers, provides funds, and supplied selected services such as infrastructure. Students are expected to reach high standards specified by the state using a curriculum framework, but creating the learning experiences that enable students to meet these standards is the responsibility of the school and faculty.

There have been missteps along way particularly in the late 1990’s and early 2000’s when the responsibility for network connectivity and infrastructure devolved to the schools. This did not prove to be successful and the network is now centralized at the national level. All schools have had their internal LANs and Wi-Fi systems upgraded over the past ten years, along with provision of fiber-based connectivity for NZ’s approximately 2,300 schools. Less than 40 lack fiber connectivity generally because of their extreme remote location. Internet provision, filtering (which is not mandatory) and network management now occur at the national level to ensure that every school has the funds and expertise for a robust network supporting digital learning.

One of the things I have been struck with after having the opportunity to visit many education systems around the world is the challenge of getting the right balance between centralized accountability and decentralized teacher autonomy. New Zealand, like Finland and other high performing education systems, seems to me to me headed in the right direction. They have a clear learning framework but lots of autonomy and collaboration at the school level.

—KEITH KRUEGER, COSN CEO

National Curriculum

In 2007 the Ministry of Education released The New Zealand National Curriculum outlining a vision for young people to develop “the competencies they need for study, work, and lifelong learning, so they may go on to realize their potential.” The focus is not on specific content goals, but rather a broad approach to achieving the skills those students will need to be successful. There are separate documents for English language schools and another for Māori schools.

The largest portion of the curriculum centers on defining a vision and identifying values, with only a small part at the end describing content. Within this framework, teachers are able to personalize learning to meet the individual needs of students and the community. In this new model students and teachers are “learners,” schools are “learning centers,” and problems and failures are an important part of the learning process.

Five key competencies are identified as the keys to learning in every area:

- Thinking
- Using Language, Symbols, and Texts
- Managing Self
- Relating to Others
- Participating and Contributing

It was after attending the 2008 CoSN event that I returned to NZ with the idea of a “National Education Network.” That concept came to mind after talking to various people at the CoSn event. The “problem” I had was then convincing the naysayers at the MoE as the devolved, Tomorrow’s School’s schooling model was not designed for (would not allow) for a joined up, centrally provided and managed approach (as is common on the US school district system).

The event that changed all that was change of government (from Labour to National) in late 2008. As part of their election manifesto they had the “fiber to the home” idea (which seemed wildly crazy at the time, but now is seen as a stroke of genius …)

Because the then newly elected government prioritized schools for the fiber-rollout, the MoE was then directed by them to “do more to support ICT in schools.” This allowed my newly minted National Education Network idea to get traction (and initial funding), the NEN then morphed into the N4L and the rest is history…)

—DOUGLAS HARRÉ CHIEF ENGAGEMENT OFFICER, REANNZ (REANNZ is NZ’s national research & education network)
The New Zealand Curriculum also includes specific skills necessary for success as a lifelong learner:

- Literate and Numerate
- Critical and Creative Thinkers
- Active Seekers, Creators, Users of Knowledge
- Informed Decision Makers

In conversations with education ministry officials, we learned that part of the motivation for the curriculum framework came from employers seeking a workforce that could engage in problem solving, teamwork, and critical thinking. Mastery of these skills and competencies could not be achieved by simply rewriting textbooks, assessments, and lesson plans but required a whole new approach to the direction and structure of the learning process. The framework is also viewed as a living document. After consultations with stakeholders, the government announced that digital technology would be fully integrated into the curriculum by 2018.

The educators we met with praised this curriculum—something that we rarely hear in US education circles. This same sentiment was expressed by private sector representatives.

Is more change coming?
The September 2017 general election saw the Labour Party regain power after nine years in opposition, the formation of a coalition government with Jacinda Ardern as Prime Minister and Chris Hipkins became the new Minister of Education. This shift to Labour is likely to result in some changes in educational structure. A series of briefing papers prepared by the Ministry of Education outline the issues and potential areas of change.
II. New Spaces & Accessible Technology: Space Matters

The schools we visited in New Zealand were quite different from the ones we usually encounter. We did not see classrooms with rows of desks and a teacher standing at the front. Instead learning took place in buildings that were designed with open spaces to encourage collaboration and allow for multi-age grouping of students. Longer periods of time (no 45 minute blocks) encouraged deeper exploration and discovery.

Technology was certainly present. However, the emphasis was not on the technology but rather on collaboration among students and teachers with technology as a tool. Supporting the pedagogically sound use of IT in the classroom is the Network 4 Learning (N4L) programs that aim to provide EVERY school, both city and rural, with good core network infrastructure and free fibre to the door... and it is essentially “free” to schools.

**Stonefields School**

How would you configure technology in large open-plan learning spaces designed to accommodate 40 to 60 students and 4-5 teachers in as flexible a format as possible?

The solution the ingenious Kiwis have come up with at Stonefields School in suburban Auckland, is to provide their technology with wheels—and that doesn’t mean wheels for each iPad or computer, but wheels for the storage and recharge units. Each unit can be wheeled into place to form an alcove or nook, placed out of the way against a wall or trundled to where the students happen to be working. Additionally the device storage and recharge units are equipped with cupboards whose doors serve as mini whiteboards or slide back to reveal a large screen TV and sound system. Students on both sides of the unit can work on their own projects without interfering with each other’s learning. A truly remarkable use of space and very clever design!

When Sarah Martin, Principal, was asked about student’s access to technology she replied that “tech is an extension of who kids are, we don’t even talk about it as a thing.” Stonefields has a 1-to-1 program across the school charging parents approximately $3.50 per week or a one-time charge of $500 for iPads in years 1-3 and Chromebooks in years 4-8.

—CINDY BINGMAN, EXECUTIVE DIRECTOR OF TECHNOLOGY SERVICES, ALDINE INDEPENDENT SCHOOL DISTRICT (TEXAS)
In an innovative collaboration with some tech-savvy parents, Stonefields developed Schooltalk to help students “plan, learn and reflect in efficient and transparent ways.” This software provides students with a clear graphical view of their learning so that they know what they have achieved and understand the calendar for their new learning plans. Parents see the goals of learning for every activity, find out how they can help using the selected resources and engage their child in meaningful conversations. For teachers the software enables them to plan their teaching and their students’ learning, capture evidence of learning, and report on progress.

**Lemonwood Grove School**

Principal Sean Bailey said that ICT is not given special status at his school explaining that there is no special ICT budget and that it is simply integrated as a tool. Sean was much more excited to talk about the way the school uses skylights to provide natural lighting. LED lights are used when needed and sensors trigger the opening of high-level windows to bring in fresh air when CO2 levels get too high. The ICT device ecosystem is varied with MacBooks, iPads, and Chromebooks in the school provided free for use by the school’s initial enrollment of 150 students. On the software side, the school uses Google Docs with management provided by Hapara, a New Zealand-born company.

The school’s design has many innovative features. One interesting innovation is that the principal does not have an office. While the leadership team does have a dedicated space for meetings, they spend time among the learners and less time sitting in their offices.

**Rebuilding schools in Christchurch**

In February 2011, Christchurch was hit by a devastating earthquake that caused disastrous destruction to the region including the downtown business center, eleven school buildings, full neighborhoods, and the loss of 185 lives. Rebuilding the city and helping families to relocate has been an enormous challenge.

As we walked through the quiet streets of downtown Christchurch at dusk seeing the remnants of container malls and partially rebuilt buildings and the sad reminder of the once beautiful Christchurch Cathedral now in ruins, we were inspired by the stories presented to us by the staff of CORE Education in the rebuild of the schools. “Out of the rubble we are building HOPE” was the commentary of Helen Cooper from CORE Education.

The efforts and results have yielded vibrant learning opportunities in schools that were damaged and had to be rebuilt. It has strengthened the connection between the community and the schools and designating them as learning hubs in rebuilt neighborhoods which are slowly but surely coming back to life, and it allowed veteran and new teachers to come together in rethinking how to deliver instruction in a more collaborative and open space that fosters creativity, critical thinking, and discovery.

The work being done in Christchurch, however, is a testimony that out of the rubble you can build renewed hope through innovative ways to meet the needs of all students while instilling a sense of pride and commitment in all involved. Bold initiatives like we saw in the schools in Christchurch are worthy of study in depth by education leaders in the USA.

—DR. BEVERLY KNOX-PIPES, ADJUNCT FACULTY/DISSERTATION CHAIR/EDUCATION CONSULTANT, DISTANCE EDUCATION & INSTRUCTIONAL TECHNOLOGY, NOVA SOUTHEASTERN UNIVERSITY

However, the massive destruction of public buildings, including schools, and the migration of families out of decimated neighborhoods, provided the community with an opportunity. Rather than simply rebuilding those schools as they were, there was a chance to look ahead and construct innovative physical environments that enable future-focused education for all learners and the community. Grow Waitaha, an initiative sponsored by the Ministry of Education (MoE) implemented in partnership with local iwi (tribe) Ngai Tahu, CORE Education, Evaluation Associates, Leadership Lab and Massey University was formed to support schools and the community through this process of change.

The rebuilt schools intentionally broke down the “one teacher to 25-30 students” model. These new learning spaces put 3 or more teachers with 100 students in bigger cluster with more open spaces encouraging collaboration and professional sharing.
Using Disaster as Opportunity to Rethink: An Australian Perspective

In 2011 I helped to organize a conference for ICT Directors in Australia. One of our speakers, Paul Rodley (ICT Director at Christs College in Christchurch) spoke about what it means to really put a disaster recovery and business continuity plan into action. Paul had been involved in rescuing servers from underneath an unstable, earthquake damaged building and restarting them in his garage so that his school could access contact details for staff, students and the broader community. I recall the conference delegates listening intently as Paul described the very real risks he and his colleagues took retrieving those servers and the things they had to do to access and distribute their data.

Up until we heard that presentation I don’t think many of my Australian ICT Director peers realized how important disaster recovery and business continuity planning really is. Afterwards many of my colleagues and I returned to our schools, dusted off our DR/BCM plan and looked it with fresh eyes, or if we didn’t have one, soon began to craft one with a real sense of urgency. Some attribute the phrase “never let a good crisis go to waste” to Winston Churchill. Whether he said it or not, the fact remains that many schools in Australia are better prepared for potential disaster thanks to the terrible earthquake experiences of our cousins across the Tasman Sea—we didn’t let a good crisis go to waste.

—IAN RALPH, PRESIDENT OF MITIE, INC.
III. Culture, Leadership and Collaboration Matter

The first thing we noticed in visiting schools was the genuinely warm and welcoming ways in which we were greeted wherever we went. It soon became clear that the sense of hospitality we experienced permeates throughout the country in the ways New Zealanders commonly deal with each other and with guests.

Leadership

Leadership plays a central role in ensuring that new approaches to learning are successful. Schools with multiple age learners, teams of teachers and flexible, open space physical design require leadership based on collaboration, mutual trust, and a culture of support not competition.

New Zealand is an incredibly multi-cultural society and that plays a significant role in all aspects of life there, including K-12 education. You find people from all over the world living in New Zealand. Many are recent immigrants or descendants of immigrants from European countries. However, just as in many places in the United States, the “minorities” often make up the majority of the population in many locales. A significant number of Asians and Africans have immigrated to the nation over the years. One element of life in New Zealand that we observed is the sense of how well people of different cultures get along. The elements of respect for each other and for their shared country were palpable. New Zealanders often refer to themselves as “Kiwis.” That label applies to anyone—regardless of their heritage—who lives in New Zealand.

—ANN MCMULLAN, EDUCATION CONSULTANT

Visionary Leadership in Christchurch Schools

Transforming learning and teaching to maximize the learning spaces, class structure, pedagogies and learning culture does not happen without strong committed leaders. The three principals we were privileged to learn from exemplified the leadership that all schools must aspire to if we are truly going to meet the needs of all our learners.

—PRINCIPAL SEAN BAILLY—LEMONWOOD GROVE SCHOOL

Sean’s past leadership experience taught him the importance of developing powerful learning centered relationships with a school community. This is a major focus in his current role. He believes Lemonwood Grove will be an amazing learning environment for the whole community.

—PRINCIPAL STEVE SAVILLE—ROLLESTON COLLEGE

Steve has a professional history of being a strong advocate of excellence in all educational fields. He has a record of leading change and a commitment to a learner centered approach to education. Steve relies on the students to inform decisions about strategies for success for the whole learning community.

—PRINCIPAL LIZ WEIR—RAWHITI SCHOOL

Liz was charged with combining three school communities into one learning center. She and her staff are committed to assuring that children starting school at Rawhiti are in the privileged position of completing their learning journey in facilities that are purpose built.

The entire CoSN delegation was greatly inspired by the visionary leadership of these three educator leaders. It was a true privilege to spend time with them and the learners in their respective learning communities.

—ANN MCMULLAN, EDUCATION CONSULTANT
The school leaders we met know what’s important, acknowledge that both teachers and students are learners, and empower colleagues to make decisions. There is a clearly articulated vision and goals for the learners they serve and supportive structure for the school community.

Collaboration

Students are encouraged to learn using collaborative activities as one of their many pedagogical approaches. At Stonefields School, for example, ‘collaborating’ is one of the four overarching priorities articulated in their school vision. The school defines collaboration as the ability to ‘relate, participate and value diversity—[to] make a contribution.’ The school also specifies expectations of teachers and collects data about students’ performance based upon collaboration as one of the key priorities for the school.

Collaborative learning activities are seamlessly integrated with the use of technologies. Students communicate with each other and their teachers both in real time and asynchronously, moving through design processes such as planning, implementing, reviewing and completing learning tasks. Many of the educators we asked noted that integrating technology was not the hardest part of the process. Rather the most difficult challenge was the change of culture and the human factors around change and redesign of learning, something that many of us have experienced with U.S schools.

The notion of collaboration is reflected in high level policy documents such as the New Zealand Curriculum. One of the principles underpinning the curriculum is ‘learning to learn,’ with ‘collaboration’ one of the strategies supporting the notion of ‘learning to learn.’ The New Zealand Curriculum also identifies five ‘key competencies’ which include ‘participating and contributing,’ and again, collaborative activities based around specific projects are seen as one of the strategies for students to achieve such competencies.

Another key factor in the success of the schools we visited was the approach to and quality of the leadership provided by the school principals. While each of these leaders emphasized the importance of their teaching staff collaborating with their colleagues and building a trusted working environment, the school leader who articulated the important issues the most clearly was Sarah Martin, principal at Stonefields School in suburban Auckland. Her emphasis from the outset of the school’s opening in 2011 was on “soft skills” and building a professional teaching staff as well as the students who can articulate their learning journey.

—CHERYL WILLIAMS, EDUCATION CONSULTANT

New Zealand has shown us how governments and schools can work together with vision and leadership to prepare students for the future.

—PAULA MAYLAHN, EDUCATION CONSULTANT
IV. Students Matter: Personalized Learning

Students are not viewed as recipients or clients, but as partners in the educational process. They understand their own responsibilities and roles in it. All learners, teachers and students start with a mindset of continuous growth, rather than a finite isolated content goal.

The new learning process is dynamic and more cyclical than linear. Students Build Knowledge/Learning Capacity in a content area, Make Meaning of the knowledge by analyzing (creative thinking) and collaborating (communication and teamwork), and Apply Understanding of their knowledge to solve a problem and complete a task/project. Each step facilitates and supports the others. As learners apply their understanding, they may discover that they need to build more knowledge to create a better understanding in order to solve the problem.

Many of the New Zealand educators talked about the importance of failure and the need for a culture of innovation. Failure is viewed as a learning opportunity where students can pull themselves out of the “pit” with a “can do” attitude. Students are not just provided information to memorize but are taught how to use that information to complete tasks and projects. Students may discover that their knowledge was incorrect or they may “fail” or fall in the “pit.” The “pit” is a critical part of the education continuum, and teachers and other learners help one another through this expected and important segment of the learning.

In every school, regardless of age level, students spoke to us about their passion projects. These are self-selected—educator approved—projects where students independently work in content areas they have a strong interest in—or “passion.” Topics vary from soccer to knitting to novels to baking. The expectation is that students will develop and hone skills when pursuing a topic that already excites them. So instead of daydreaming about their favorite topics, a few hours of each week are specifically set aside to allow time to pursue them. Students can apply the skills developed throughout subject matters to the areas of high personal interest. While these projects are pursued individually, the projects are approved and supported by educators.

What the learners enjoyed most was the opportunity to create their own “passion” projects. Each school called these projects something different: “Breakthrough Learning Day,” “Ako Learning,” “MILO—Many Individual Learning Opportunities.” Utilizing the critical thinking, collaboration and problem solving skills that they had learned as part of their daily school work, learners are allowed the time to research topics that interest them. They must do background research, learn a new skill and have an end product (presentation, demonstration, production, etc.). They can work on projects alone or in groups. Their projects were artistic (drama, music, crafts), athletic (gymnastic, contortionist, best way to shoot a basketball), career research, technology (coding games), environmental (building sustainable gardens). When complete, they have a product in their portfolios that represented more than what they learned. It’s a part of who they are.

—CINDY BINGMAN, EXECUTIVE DIRECTOR OF TECHNOLOGY SERVICES, ALDINE INDEPENDENT SCHOOL DISTRICT (TEXAS)

The young student who led our small group tour of the building at Stonefields could tell us exactly what the learning journey was and understood the value of a “learning pit;” the pit being the ability to admit a mistake; acknowledge what you don’t know; and reach out to teachers and colleagues for help in moving out of the pit into new knowledge.

—CHERYL WILLIAMS, EDUCATION CONSULTANT
HP New Zealand held an inaugural Evolve Education event in Auckland, welcoming over 70 principals, teachers and education experts to explore ways of shaping and enhancing learning using technology. The CoSN Delegation was privileged to be part of this inaugural forum and enter into dialogue with the other attendees, sharing ideas on how to work together and create modern learning environments for students.

The World Economic Forum predicts that 65 percent of children entering primary school today will work in jobs that don’t even exist yet. One takeaway from the conference was that the education system needs to continually evolve if students are going to be prepared for success in the future workplace. Keynote speaker, education and technology futurist Frances Valintine noted that “our students have grown up in a digital world, yet we’re trying to make them fit into an analog system.”

During our visits to New Zealand schools we were impressed by the level of innovation taking place—and the collaborative efforts underway to help personalize the learning experience and support soft skills. However, speakers and workshops at Evolve Education stressed the need for further changes to New Zealand’s education system to prepare students for the careers of the future that will require communication, collaboration and critical thinking. Students spoke of their dissatisfaction with the slow rate of change in the classroom and called for more digital learning and better engagement.

We left Education Evolve realizing that the journey to educational transformation is far from complete in New Zealand—and around the world. There is still a great deal to be done in navigating the digital journey. Innovation is not the end destination but a constant requiring strong leadership and embracing change.
V. Lessons Learned

We were inspired by our experiences in New Zealand and humbled by the commitment of dedicated leaders in the public and private sector. As we reflect upon these experiences, what advice can we give to our colleagues in the U.S.? What can we all learn from our experiences that will help to transform the educational process?

- **Space matters.** The traditional classroom configuration with rows of desks cannot support true educational transformation. Instead we need to create open and flexible spaces—Modern Learning Environments—that allow for collaboration between students and teachers and promote exploration and discovery. If these new learning spaces are to be successful, it is essential for teachers to receive the appropriate professional development necessary to leverage and fully utilize the potential of the Modern Learning Environments. The schools we visited were new, so they could build the space in a more open manner; however, many of the older schools have not made this adjustment and continue with the more traditional design.

- **Embrace student curiosity and passion.** Students have a natural curiosity that is often dampened in school. Allow students to explore their passion and learn from their mistakes. Give them the ability to fail and “climb out of the pit” to experience true learning.

- **Encourage and support leadership and collaboration.** Strong leaders are necessary to instill a culture of cooperation within their school buildings, giving teachers and students the capacity to grow and flourish. Discourage competition and recognize and reward leaders who are truly collaborative.

- **Balance central control and local autonomy.** Allow schools to engage in decision making that meets the needs of their students, teachers and community. Provide a framework that gives schools the autonomy to make decisions impacting their learners and community.

- **View technology as a tool.** Technology should not be compartmentalized. Rather it should be seamlessly integrated into the learning process, supporting students and teachers in their digital journey. And, while it is a “tool,” it is not “just a tool.” Tools have transformed civilization when used in powerful new ways.

The personal growth for me during this week has been significant and as I reflect on what I saw, heard and learned, I know this week’s experience will provide a framework that can be shared more broadly.

—CHERYL WILLIAMS

Haere rā and Ka kite anō...Until next time!!
AGENDA

Thursday, October 19, 2017
Depart US for flight to Queenstown

Saturday, October 21, 2017 | arrive in Queenstown
Informal orientation

Sunday, October 22 | overnight in Queenstown
AM . . . . . . . . . . . . . . . . . . . . . . . Guided sightseeing tour
4:30–8:30 am . . . . . Planning Meeting and Dinner with special guests
Sarah Jones, Chair, Board of Trustees and Ben Witheford, Principal, Shotover Primary School

Monday, October 23 | Labour Day (NZ National Holiday) | fly from Queenstown to Christchurch in afternoon
AM . . . . . . . . . . . . . . . . . . . . . . . Roundtable discussion on Australia: ICT update and policy issues
Kathryn Moyle, Research Director, Education Policy and Practice
Australian Council of Educational Research (ACER)
Ian Ralph, President, MITIE Inc.
PM . . . . . . . . . . . . . . . . . . . . . . . Departure for Christchurch
Walking tour of central business district upon arrival

Tuesday, October 24 | Christchurch
9:30–11:45 am . . . . . Lemonwood Grove School and/or Rolleston College
12–12:45 pm . . . . . . . . . . . . . Lunch
1–3:00 pm . . . . . . . . . . . . . Rāwhiti School
3–5:00 pm . . . . . . . . . . . . . Tour of Christchurch red zone and its regeneration efforts (area was severely damaged by November, 2011 earthquake)
5:30 pm . . . . . . . . . . . . . Arrive at CORE Education for briefing
6:00 pm . . . . . . . . . . . . . Mihi Whakatau
6:30 pm . . . . . . . . . . . . . Dinner and discussion on Rethinking Learning Space hosted by CORE Education with invited guests

Wednesday, October 25 | Christchurch | fly to Auckland in afternoon
8:30–11:00 am . . . . . Kura (Māori-language immersion schools)
11:30 am–2:00 pm . . . Ministry of Education meetings
48 Hereford Street
West End Christchurch 8013

Participants
• Michaela Allen, Lead Advisor—Transformation—Contract—MOE
• Simon Blatchford, Principal Advisor | Canterbury and Chatham Islands
• MOE
• Liz Brown, Mātauraka Mahaanui- Grow Waitaha
• Coralanne Child, Director of Education for Canterbury—MOE
• Helen Cooper, Senior Manager, CORE Education
Cheryl Doig, Leadership Lab—Grow Waitaha
Chris Jansen, Linda Tame, Leadership Lab—Grow Waitaha
Mana Whenua Advisors
Fionna Wright and Ngaire Shepherd-Wills, CORE Education
Plus additional school principals

7:00 pm . . . . . . . . . . . . . . Flight to Auckland

**Thursday, October 26 | Auckland**

9:00 am–4:00 pm . . . . . . . . . . Education Evolve: Thought Leadership Roundtable hosted by HP
Aotea Centre

9:30–9:40 am . . . . . . . . . . . . Welcome address Grant Hopkins, Managing Director for HP New Zealand
Nikki Kaye, New Zealand Minister of Education (invited)

9:45—10:15 am . . . . . . . Inside the School: Professional Development
Frances Valintine: Founder of The Mind Lab, and now Tech Futures
Professional Development and Required Skills for the Workforce

10:20–10:50 am . . . . . . . Panel Discussion: Inside the School
What is possible? How it can be done? What will be the impact on learning?

10:55–11:25 am . . . . . . . Inside the School—Curriculum
Michelle Dickinson: The Future of STEAM Learning

11:30–11:40 am . . . . . . . Break

11:45 am–12:45 pm . . . . Workshops 1, 2, 3 and 4: Mega Trends, Leadership and Management Needs in Education, 21st century skills Required for Success, Design for Learning in Practice (Select one to attend)

12:45–1:15 pm . . . . . . . Lunch

1:15–1:40 pm . . . . . . . The School Environment
Kenn Fisher: Melbourne University
Evidence Based Design and Emerging Evidence of Education Outcomes.

1:45–2:15 pm . . . . . . . Panel Discussions: Design and Modern Learning Environments

2:20–2:30 pm . . . . . . . Thank you and Closing by David Farquhar, HP NZ Education Specialist.

7pm-10pm . . . . . . . . . . . . . Group Dinner with Douglas Harré, Chief Engagement Officer, Reannz, Ex-Nz Senior Consultant, Ministry Of Education Ict Unit

**Friday, October 27 | overnight in Auckland**

9–11:00 am . . . . . . . Stonefields School

1–3 pm . . . . . . . . . . . . . Delegation meets to organize themes, outline report, assign responsibilities and create timeline

**Saturday, Oct 28 | fly home**
CoSN Delegation to New Zealand

Cindy Bingman  
Executive Director of Technology Services  
Aldine Independent School District (Texas)

Dr Beverly Knox-Pipes  
Adjunct Faculty/Dissertation Chair/Consultant  
Distance Education & Instructional Technology  
Nova Southeastern University

Keith Krueger  
CEO, CoSN

Ann McMullan  
Education Consultant

Paula Maylahn  
Education Industry Consultant

Professor Kathryn Moyle  
Research Director, Education Policy and Practice  
Australian Council of Educational Research (ACER)

Andrea Prejean  
Director, Teacher Quality  
National Education Association

Ian Ralph  
President, MITIE Inc.

Tom Ryan  
CISO of Santa Fe Schools  
Albuquerque, NM  
ryan.tomaps@gmail.com

Marilyn A. Schutz  
Founder & President  
Marketing Projects, Inc./Big Deal Media

Irene Spero  
CSO, CoSN

Barbara Stein  
Partnership for  
21st Century Learning

Cheryl Scott Williams  
Education Consultant
Background Information: CoSN Delegation to New Zealand

**New Zealand Education System Overview**
The education system in New Zealand is a four-tier model which includes primary and intermediate schools, followed by secondary schools (high schools) and tertiary education at universities and polytechnics.

**Ministry of Education**
Official website of the Ministry with information about key policymakers, programs and initiatives

See in particular article on plans to integrate digital technology into the curriculum.

**New Zealand at a Glance**
Infographic includes basic demographic data, information on student performance and increasing equity

**Technology for Learning**
and students collaborate with their peers and each other and how far learning networks reach.

**Articles and Reports**
New Zealand Government to Roll Out Computational Thinking in Core Curriculum

Broadband subsidies for education: Are they worth the cost?

The Effect of Fibre Broadband on Student Learning:

Future-proofing New Zealand classrooms

The New Zealand Way: An Interview With Minister of Education Hekia Parata

Broadband Penetration in New Zealand—comparative data in report from OECD

The 2017 New Zealand general election will take place on Saturday 23 September 2017 to determine the membership of the 52nd New Zealand Parliament.

**OECD Economic Surveys: New Zealand 2017**
New Zealand is enjoying strong economic growth, driven by booming tourism, high net immigration, solid construction activity and supportive monetary policy. The fiscal position is sound, with low public debt and a balanced budget.

**Worldwide Educating for the Future Index**
The Worldwide Educating for the Future Index evaluates the extent to which education systems instill “future skills” across 35 economies.