

Opportunities and challenges: Creating a compelling vision and direction for education in Christchurch

A concept plan

Shaking Up Christchurch Education Network
September 2011

*“When vision is first, then the programs follow, programs that support the vision are identified.
The cart comes after the horse for a very good reason.” – Anne Knock <http://blog.scil.com.au/>*

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Executive summary

Christchurch is focused on rebuilding things to be better than they were before. We want our city to be an amazing place to live, to learn and to leave as a legacy for future generations. Education plays a key role in this future – it connects community, and it is imperative for our economic recovery. Yet in the discussions to date, little focus has been placed on the important role of education. We want this to change. We want to open the conversation.

Our city has a rare opportunity to create a cohesive, compelling vision and direction for the future of education. While the role of the Ministry of Education is acknowledged, we also believe that our whole city must play a role in developing possibilities together. If we are to develop a world-class education system we need principals, teachers, parents, community, whanau, local government, businesses and students working together and creating the vision together. To date this has not happened.

We see this document as a catalyst not a blueprint. People will have their own ideas and have the opportunity to turn these into action. Although a small group of people have developed this plan, we have consulted with others and now put the document in your hands. Our hope is that you read it, start a conversation about where it might head and take action.

The concept plan highlights disparities within the Christchurch education system, pre-earthquake, and suggests that the timing is right for us to address these inequities in a way that truly makes us a 'Smart City'.

Four key principles are outlined which, if adopted, would act as touchstones for future decision-making for education in Otautahi, Christchurch. A system that is learner focused, future focused, coherent and sustainable would be of benefit to all of our citizens, and move our city forward economically and socially.

One main concept is presented for discussion. We suggest the development of a federated learning model, where learning hubs encourage collaboration across sectors, communities and services. Some possible hub scenarios are presented to illustrate how these hubs might work.

The document is written for a wide audience and therefore is divided into three main parts:

1. The Context – Pages 4-13

This section provides some of the context for change and discusses the international, national and local imperatives for transforming Christchurch education.

2. The Plan - Pages 14-25

For those who are already familiar with the context, this section outlines the key principles, the proposed concept and information about how federated learning and learning hubs might work.

3. Next Steps - Pages 26-27

This section provides some possible ways in which this concept plan might be used and what we see as some next steps to continue the conversation.

Context of this concept plan

The Christchurch earthquakes have devastated a whole range of the city's infrastructure regarded as vital components for a community to survive successfully. One of the key components of this infrastructure is our education system and, following the 2011 earthquakes, this has been seriously compromised. At the same time these events have opened up new possibilities and opportunities.

In July 2011 a group of local independent educational consultants, leaders and experts met together to consider:

- The immediate need of restoring the system so that schools and other educational institutions are functioning effectively for the short and medium term.
- How to utilise the opportunities the current situation presents to adapt and improve our systems to meet the needs of learners in the future.

We did this because of our passion for education, our commitment to Christchurch and Canterbury, and the opportunities we saw for creating a world class education system. Our group has been developing ideas under the working title of *Shaking Up Christchurch Education (SUCE)*. The initial group was: Lois Christmas, Maureen Doherty, Cheryl Doig, David Duffy, Donna Frame, Gillian Heald, Ali Hughes, Carol Moffatt, Denis Pyatt, Chris Reece and Derek Wenmoth. We have also involved a small number of other leaders and are now wishing to offer this concept plan as a catalyst for conversation. We do not have all the answers. We believe that the power lies with the network, of which you are part.

The group's purpose is:

- To seek and present concepts for the delivery of education in a manner recognising the needs of future learners, initially in the eastern Christchurch suburbs, and eventually in all Christchurch area schools.
- To present realistic opportunities that will improve educational outcomes for all learners.

To achieve this purpose we believe consideration needs to be given to the key factors influencing the establishment of schools and the ways they function: physical resources, teaching/teacher resources, technology advancement, school/campus design, leadership/governance, connecting with community, fiscal capability.

Our group acknowledges the work undertaken by principals, schools, Ministry of Education and CERA to meet the short and medium term needs of education in our city. It has a particular concern for supporting those schools that were most affected, such as those in the Eastern suburbs. Indeed, a number of our group are supporting these schools in ongoing ways. At the same time, we recognise that these schools are situated within the whole Christchurch education system and that the way forward is complex, interconnected and dynamic.

We believe that education must be one of the central focuses of the recovery plan for Christchurch. SUCE believes it can help by taking a longer-term approach, which then connects, to short and medium term needs in practical and realistic ways. Those involved in the day-to-day running of schools are under continued stress and have limited capacity to develop a coherent vision for education in our city, but they recognise the need for this. The Ministry of Education, while having an important function in the future of Christchurch education, cannot be left to determine the future vision for the education of our city. We must all take a role and work together as a city.

Our approach reflects Ngai Tahu's desire for "manaakitaka... integrated and collaborative approaches that leverage, enhance and promote stronger, more supportive and resilient communities".¹

¹ Te Rūnanga o Ngāi Tahu: He Huanui Ara Ake Mō Waitaha-a pathway to recovery for Canterbury (July 2011)

As Ngai Tahu note, whilst the Eastern suburbs have immediate needs, it is important to consider the issues and solutions as part of a systems approach as the Eastern schools exist within a system of wider schooling, wider education and wider community.

Our group also believes in the seamless transition between educational sectors, links with other services and the workplace providing a “system of care”, and supporting the notion of fully integrating education into Christchurch communities. This notion is also reflected in the City Council’s recently released draft plan².

The group understands that Christchurch communities need to lead the change. Any changes will need extensive consultation both within educators, government agencies and with the communities involved. We would welcome the opportunity to be part of this process as we work to build a better Christchurch.

Within the last two months our group has developed this concept plan, based on the substantial experiences within the group; with input from a small group of blue skies thinkers from business and community; and using comments drawn from an online survey. This survey, online in August 2011, attracted 42 responses. Of these, 62.5% were principals and 12.5% were teachers. Although the sample was small we believe it provided a useful starting point for discussion.

Survey responses were grouped into themes and used in the development of this document. Some of the comments from survey respondents are scattered through this concept plan.

We invite you to read the concept plan and reflect on its implications. You can contact members of the network to deepen the conversation, using the links provided at the end of this document.

In a networked world, the power is in individuals working together to co-create the future. It is a time for taking action. Education is a key driver in the recovery of our city – let’s make it extraordinary.

*Shaking Up Christchurch Education Network
September 2011*

² Central City Plan, Christchurch City Council, August 2011

Global drivers

“We occupy a world that is connected on multiple dimensions and at a deep level a global system of systems.” – Samuel J. Palmisao, CEO IBM Corporation

Increasingly, the global environment is reflected in, and interwoven with, the New Zealand context. Christchurch is poised to take these global drivers and create a world-class education system – it needs courage and leadership to do so.

Education in Christchurch needs to prepare young people for their futures not our past. Their future sits in the context of global drivers that do and will affect the **knowledge, skills, relationships and values** they will need.

The ‘global’ phenomenon, as a result of vastly increased mobility and the immediacy of connectedness through new technologies, means that global issues – economic, social, political, environmental, legal, religious and ethical - are and will increasingly be our issues.

New technologies mean universal access to information and virtual connectedness.

New ways of learning mean increased customising of student choices, authentic learning experiences, and interdisciplinary approaches

New interdependent ways of working require working in collaboration and relating across cultures and beyond national boundaries.

Young people are going to need, amongst other things:

- Competence and confidence in critical thinking skills and in new technologies as they emerge;
- The ability to look differently and with understanding at the knowledge, values and beliefs of others; and
- The capacity and resilience to cope with issues in uncertain and ambiguous contexts where there are no known solutions.

We must develop cost effective education and social services systems that maximise usage of facilities and resources in dynamic ways. At the same time we must think differently about education and how young people’s needs can best be met.

“Stop thinking of schools as a group of classroom buildings.” – Primary Principal

“A wonderful opportunity to create new purpose built learning communities emphasising sustainable environments, excellence in technology and science, global learning. This is a chance to show we really are world leaders in education and market this to the rest of the country and to the world.” – Community member, wider Canterbury area

Aotearoa drivers

We want and we need all our students to be equipped to participate in, contribute to and succeed in the Aotearoa, New Zealand of the future.

Schools have an essential role in preparing young people with the knowledge and skills to be productive in the 'workforce' needed for our future economy. There is increasing workplace flexibility and new skills will be needed, driven by technology and the demand for more sophisticated services. To succeed in a future world of work, workers will need to learn new skills and knowledge throughout their lives.

Schools also have a vital role in equipping students with the social capabilities and values that will make both them and society successful. We need our future citizens to be healthy and responsible; to care for themselves, others and the environment. We need them to be able to form positive and successful relationships with their colleagues and with their whānau and communities.

Schooling is the one compulsory experience we all go through and it affects the society we will have in the future. Schools cannot by themselves achieve the desired social outcomes for our future, but will need to form strong partnerships with whānau and communities and powerful networks of support with other agencies.

Some factors that impact on the New Zealand context in the future include:

- **Ageing population.** Who will be working? Who will pay the taxes?
- **Increased diversity in ethnicity.** Who will be our colleagues and neighbours?
- **Population distribution.** Where will people live? What will be the urban/rural mix? What will housing be like?
- **Migration.** How can we redress the 'brain drain'? What will be the impact of changing immigration patterns?
- **Change in employment.** What will the workforce need? Will agriculture still be the 'backbone' of our economy? What about youth unemployment?
- **Social issues.** Will we be able to redress child poverty, abuse and health issues? What about crime and youth suicide?
- **New technologies.** What will they be and how will we adapt? What will be the social, legal and ethical implications?
- **Sustainability.** Will we be able to sustain our economy? Our healthcare? Our environment?

We may be a small country, but we want a world-class education system. While this must be financially sustainable it also needs to prepare students for work not yet imagined, focusing on the competencies needed to take us there. We must be aware of the future trends and actively develop an education system that will maximise advantages for all.

What can we expect of the future in Aotearoa³

For every person aged 65 years and over in 2051, there will be 2.2 people in the working-age group compared with 5.5 people in 2004.

By 2026 the Auckland region will be home to 37% of New Zealand's population.

New Zealand's population projections show rapidly increasing diversity by ethnicity and multiple cultural heritages. Projections¹ indicate that over half of students in schooling will identify with multiple and non-European ethnic heritages within the next five years. In 2009, almost a third of students in New Zealand schooling were Māori (22 %) and Pasifika (10%). By 2051, half the New Zealand population will be of non-European origin.

³ *Statistics NZ and National Population Projections 2004-2051*

The Aotearoa, New Zealand educational context

New Zealand has the most devolved education system in the world, with schools being self-managing, and self-governed since 1989, when *Tomorrow's Schools* was implemented. Parents make up the majority of Board of Trustees governing schools. While Boards of Trustees work well in many areas there are some schools that struggle to maintain effective boards. The legislation allows for more flexible models of governance.

The Ministry of Education's focus is on policy implementation rather than school management or governance. Its Statement of Intent 2010-15 includes the following priority outcome:

"A world-leading education system that equips all New Zealanders with the knowledge, skills and values to be successful citizens in the 21st century."

Both the New Zealand Curriculum and Te Marautanga o Aotearoa provide aspirational views of what is possible if we are to have young people who are:

"confident, connected, actively involved, lifelong learners."
(NZC, 2007:8)

The government has a focus on reducing inefficiencies and cost saving, with more functions being devolved to local regions. The system is stressed. Ministry of Education support from the education sector is variable⁴. The implementation of National Standards has been criticised for what it hopes to achieve and also for the way in which the process has been driven.

Some parts of the country have great difficulty attracting and retaining teachers. Some specialist areas are particularly hard to staff.

Professional development and support is committed to the 20% of students who are underachieving. This means there is a potential lack of resources for innovation in other areas.

Our learners

Christchurch has the opportunity to lead the way in achieving the aspirations of the Statement of Intent and the New Zealand curriculum. Yet in the context of the New Zealand setting our progress is sobering. While many students do well in our system there are an increasing number of students who do not⁵. Levels of student transience and disengagement have reached concerning levels. The rate of unjustified absences increases with years at school. The statistics speak for themselves:

- In 2009, only 69.8% of all school leavers attained NCEA Level 2 or above. Female school leavers (74.1%) achieved at a higher rate than their male counterparts (65.7%).
- Only 47% of Māori and 59.7% of Pasifika attained NCEA Level 2 or above.

The current education priorities focus on a nationally driven effort to address the education system's major challenges: reducing the achievement disparities within and across schools, particularly for Māori and Pasifika students, improving the education outcomes for all young New Zealanders, and Māori enjoying education success as Māori.

⁴ *Performance Improvement Framework: Formal Review of the Ministry of Education (MOE)*. June 2011.

⁵ "Four out of five students are successful in our education system" – MoE Statement of Intent 2010

There are difficulties with transitions to different levels of schooling and with transitions to work. Current unemployment rates in the youth age group (27%) are disproportionately higher than the overall unemployment rate (6.5%). The 2010-15 Tertiary Education Strategy sets out the Government's vision for a "world-leading education system that equips all New Zealanders with the knowledge, skills and values to be successful citizens in the 21st century." Initiatives such as the Youth Guarantee⁶ and the strengthening of Trade Academies are part of the government's strategy to address transition issues.

A recent report by the New Zealand Institute, *More Ladders, Fewer Snakes* has highlighted the importance of transition to work and of eLearning in reducing youth disadvantage.

Under the Ultrafast Broadband Strategy (UFBIS) 97% of schools will receive ultra-fast broadband capability by 2016, with the remainder in areas too remote for fibre to receive an improved broadband service via satellite or alternative technology. This opens up huge possibilities, but also challenges in how the technology can be utilised to the best advantage.

Given the New Zealand Educational context, there are many opportunities for Christchurch to spearhead change and lead by example. The focus on rebuilding Christchurch, its infrastructure and its over all design provides a unique context for change. How can we incorporate the strongest features of our national education system while addressing its weaknesses and exploring other possibilities in management, leadership and governance of schools?

He waka eke noa: A canoe where we are all in without exception

Ministry of Education 2010 Statement of Intent - Karen Sewell, Secretary for Education

⁶ Youth Guarantee - The Youth Guarantee is a programme for enabling better achievement across the schooling and tertiary sector and improving transitions between school, tertiary and work. It aims to improve educational outcomes for 16 and 17-year-olds by improving the retention of young people in education and learning and access to school-level qualifications, without cost, at tertiary education institutions.

The Otago Christchurch context

Introduction

Pre-earthquake, the city's education was variable, with pockets of innovation and achievement. While some schools were working with each other, there were prevailing undercurrents of competing for students and resources. Many schools looked inwards to meet the needs of their students, without considering their role in meeting the needs of all students.

The question "What school did you go to?" was recognised as one that had always been asked in Christchurch. Behind this question was the mindset that some schools were 'good schools' based on their location within the city rather than the quality of education provided.

Overall student achievement levels in Christchurch were lower than New Zealand averages, as can be shown by the 2009 results below.

Table 1: Percentage of students achieving Level 2 NCEA or above 2009⁷

	Total	Gender		Ethnic Group					
		Female	Male	Māori	Pasifika	Asian	MELAA	Other	European/ Pākehā
Christchurch	70.6	75.5	66.1	41.6	50.9	87.6	68.2	66.7	70.6
New Zealand	69.8	74.1	65.7	47.9	59.7	84.9	73.2	68.8	69.8

Māori and Pasifika students have historically been underachieving in the city by significant levels. This is an issue for the whole city network and must be addressed. Schools generally worked individually to try to address these needs, rather than considering how these needs may be addressed collectively.

There were some opportunities to work collectively, with the Greater Christchurch Schools Network (GCSN) attempting to provide support. This is a good example of a new model of engagement, with teachers and principals across the city working collaboratively. It has potential to use ICTs to change the face of education, share strengths and needs across the city and reduce costs.

Post-earthquake Christchurch

"The earthquake and relocations. This has forced people to think outside the square, and ask the question why? Why have we always done things the way we have? We finally have an excuse to break the mould. We can rebuild, redesign, remodel. Get the kids ideas." – Primary School Principal

One year on, earthquakes have continued to impact significantly on education in Christchurch and surrounding areas. Key impacts identified by our group include:

- School rolls have reduced due to people relocating to different parts of the city, other parts of New Zealand, or overseas. The most significant roll drops have been in those areas most affected by the earthquakes, such as in the Eastern parts of Christchurch. Although some students have subsequently returned, some schools have 30% less students than pre-earthquake.
- The pool of International students has shrunk considerably. This has resulted in significant loss of income for schools at a time when they are already significantly under pressure.

⁷ <http://www.educationcounts.govt.nz/indicators>

- Land has been designated into different zones. Where schools are in 'red zone' areas, or draw significant numbers of students from 'red zone' areas, they are likely to lose significant numbers of students as families relocate. This will happen over time and full details are still being worked through. In some areas there is likely to be disruption as houses are repaired and in many cases rebuilt. This is a complex process that places a great deal of stress on families, children, teachers and schools.
- As people move to different parts of the city the demographics will change considerably. Some schools may no longer be viable, or there will be schools in the wrong place (increasing populations in some areas may require more schools, with reduced need in others.)
- With reduction of student numbers there will be a reduced need for teachers and it is reported that as many as three hundred teachers may lose their jobs. This places considerable stress on staff, principals and schools as redundancy issues are worked through.
- Some schools may have to be rebuilt on a new site and population shifts may mean new schools in new residential developments.
- Some schools have been, and continue to, share sites. This has resulted in significant changes to timetabling, teaching and learning. The Ministry of Education has stated that there will be no site sharing from 2012.
- In Term 3 2011 some schools were beginning to return to sites referring to getting back to "business as usual."
- Resilience levels within the community are low, as people grapple with losses, change and uncertainty. A number of staff have been personally affected with house losses and loss of loved ones. Some teachers have left the city.
- Principals are struggling to cope with the added pressures of earthquake recovery. They have little time to deal with wider issues or create a vision for the future.

There have a number of initiatives supporting local schools as they deal with these issues. The Ministry of Education has employed past principals to support schools locally, at both primary and secondary levels. Local principals' associations have provided support to their colleagues and established initiatives to share workload, identify needs and provide a common voice in negotiations with the Ministry of Education and other organisations.

"Develop focussed collaborations to strengthen and improve educational outcomes for all our students. The current competitive model creates an educational system of winners and losers. We need to draw upon each other's strengths, expertise and skills to serve all our students well for example raising Maori achievement, ICT learning's, teaching or leadership specialisation. We have a limited resources, capital and time hence economies of scale requires us to think outside the box and be smart e.g. we all would of been reviewing our evacuation plans why not put it in the cloud for all to data file share resources or select expert schools to create templates which we modify to our needs." – Secondary Principal

The urgent imperative

We must have a coherent vision for Christchurch Education in order to take advantage of the opportunities within our city. This vision must link all parts of the education system together with the community and businesses. We have multiple visions emerging for the city, none of which specifically address education. Let's tie these together so that there is a common understanding and direction⁸. This requires leadership that understands that we must move beyond technical solutions to explore possibilities and work through complexities of change. We can't stay as we are.

New educational opportunities must be linked to a citywide vision that reduces inequity, focuses on future needs and is driven by strong educational leadership. This vision will seek to reduce unemployment and provide new work skills identified as being needed for short term and long term recovery of the city. **If we do not act soon, and coherently, we risk going back to a system that was not working for many Christchurch students.**

We have a unique opportunity to recreate Christchurch as an education destination. What if the vision not only attracted new people to the city but also kept the bright minds in the city?

"It takes a whole village to educate a child therefore ALL schools are responsible for ALL children." – Secondary School Principal

⁸ For example, CCC plan, CERA, Ngai Tahu, Health, GCSN

The vision for Christchurch education

We believe that a vision for Christchurch Education must be one that considers the needs from the cradle to the grave. It must incorporate all aspects of education including early childhood, schools and tertiary organisations. It must focus on developing citizens who are engaged with learning and contribute to society. It must focus on equitable outcomes.

The *Shaking Up Christchurch Education* network has drawn on the best national and international research on what works. While being grounded in what has worked previously we also explore new possibilities:

Imagine if...⁹

A building teacher works half the week in the school and the other half for a construction company. Teachers are supported to stay up to date with developments in their speciality areas, including spending time working alongside practitioners out in the field. The company also has an established relationship with students at the school. The arrangement was brokered under Christchurch's Federated Learning Model. Like everyone else, the construction company helped to define the skills and values needed for students to succeed in the workplace. This shared investment helps ensure that the future construction needs of the city are developed.

A kaumatua, nestled into his favourite chair at the local marae, shares stories about the local maunga to the kids at kohanga. He describes the epic journey of his ancestors to get to the area, the battles and the hardships of many years at sea. He tells a tale of their first sight of land and how their eyes rested upon their maunga. He describes how, many years ago, his ancestors buried the mauri of their people at the summit of the maunga. His passion and his skill in te reo Māori is shared in real time with whānau and iwi around the globe through the hapu eLearning portal.

The greater Christchurch region grows its eLearning network across the education sector and links to businesses, community groups and individuals with particular skills to offer. Students use it to discover and explore options for their learning adventure, parents use it to see what might excite their child or to enrol themselves in a course. Schools and teachers use it to see what resources are available to them from the community. Businesses use it to find out more about learning programmes for staff, and the part they might play in the design and delivery of learning. It is used beyond education to ensure that Christchurch is placed as a world leader in eLearning and global telecommunications technology – it is truly a Smart City.

An elderly lawyer works two days a week in a local learning site which specialises in law and justice. She is working with secondary school students and adult learners and doing some individual mentoring on-line from her home. Her court experience has taught her how to present an argument compellingly and she also helps with Manu Ko - rero and debating. She is part of a growing number of retired people in our city with skills and expertise to offer who have become active participants in their local schools and community learning networks.

In order to move some of these ideas forward we must develop an educational system that:

- Is learner focused
- Is future focused
- Has system coherence
- Is sustainable

Each of these principles is explored in more depth in the next section.

⁹ Community Connectedness, Secondary Futures, August 2008

Principles underpinning this vision

Principle #1 - Learner Focused

Learner-focused approaches put learners first in the planning and execution of the education process. A learner-centred approach isn't something that is done 'to' or 'for' the learner, instead, it provides an educational context where the learner is engaged fully in decisions about *what* is learned and *how* the learning occurs.

Learner-centred approaches are focused on the learner's needs, abilities, interests, and learning styles with the teacher as a facilitator or enabler of learning. This classroom teaching method acknowledges student voice as central to the learning experience for every learner. Student-centred learning requires students to be active, responsible participants in their own learning.

A learner-focused approach

- Engages learners as full partners in learning.
- Is culturally responsive.
- Creates and offers as many options for learning as possible.
- Defines the roles of teachers by the needs of the learners.
- Provides clearly defined outcomes for student learning.
- Provides systematic assessment and documentation of student learning.
- Encourages student participation in a diverse array of engaging learning experiences that are aligned with required outcomes and designed in accord with good educational practice.
- Ensures institutional and individual reflection and action is prompted and supported by data about student learning and institutional performance.
- Keeps an emphasis on student learning in processes for recruitment, hiring, orientation, deployment, evaluation and development of personnel.
- Maintains a focus on learning that is consistently reflected in key institutional documents and policies, collegial efforts, and leadership behaviour.
- Has a long time horizon, thus promoting long-term investment.
- Has a strong support community that encourages students to take risks, try new things and persist.
- Promotes institutional behaviour that is consistent and aligned with the learning mission of the institution.

In Christchurch...

We have the opportunity to create a city-wide approach that is learner-focused. As we work to re-establish a network of schooling provision in the city, we have a unique opportunity to engage in meaningful discourse with school leaders about an approach that is based on the principles outlined above. Some ways forward:

- Involve students in all aspects of the planning process.
- Establish a learner-focused charter for Christchurch schools.
- Use the principles in the charter as a 'filter' for all planning and decision making.

"Stop fostering a sense of competition or of elitism - the best education is important for all. One size does not fit all students." – Community member

"We should default to a blank canvas that we can paint. We need to get rid of the stereotypes that affect schools and choices and rebuild new schools to meet the needs of the changing face of employment. We need to look along the lines of ICT hubs and ensure that ALL schools (high and junior high etc) teach literacy and numeracy through the year levels. We want to encourage independence in our children and encourage lateral thinking and planning." – Primary School Principal

Principle #2 – Future Focused

"We'll never solve the complex problems we face with the same level of thinking we had when we created them." – Albert Einstein

A future focused approach to education involves a comprehensive repertoire of reforms aiming to break the cycle of repeating patterns of thinking and behaviour that have become barriers to growth and change. A future focused approach encourages students to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalisation.

A future focused approach involves

- A view of curriculum that is evolving and contextually appropriate.
- New models of leadership.
- New models of governance.
- Re-imagining learning space and place.
- New roles for teachers – who is it and what we do.
- An informed view of the role of technology.
- New ways of thinking and learning.
- Support for lifelong learning.
- Development of 'mental toughness' and resilience in students, to enable them to respond positively to change.

In Christchurch...

One of the biggest risks we face in re-establishing the provision of schooling in Christchurch is that we lapse into using terms like “going back”, and “back to normal”. To allow this to happen would be a mistake, and a lost opportunity to address the issues that currently inhibit change. We need to:

Look widely to innovative models of schooling provision that are emerging elsewhere in New Zealand and internationally.

Engage with education leaders and visionaries who are leading this development.

Seek to establish new models of governance, leadership and roles for teachers, and make it compelling to adopt these.

Embrace a technologically-enabled view of the future, and plan for and adopt practices that are innovative and successful.

Draw on the wisdom of international thinkers around the development of learning spaces (physical and virtual), especially those that are anchored in a community context.

“This is an opportunity to embrace the real potential of blended and online learning (underpinned by sound pedagogy and social learning - again...not just repositories of resources online). The opportunity to shift toward learner-led, learner-centred education, and for teachers to reflect on their roles and beliefs about how people learn/teaching, is huge. Projects such as the VPLD and Tech angels could be used as models for providing support for both teachers and students...caveats include recognition of 1) stresses around change; 2) provision of time release for teachers undertaking PLD; and 3) recognition that infrastructure / connectivity may be an issue and strategies need to be employed to ensure access.” –‘Other’ North Island

“It is not worthwhile rebuilding replicas of some of the severely damaged schools from EQ. This is a chance to embrace students can learn anywhere, anytime, and from anyone. This flexibility would see learning centres operating from 7 am - 10 pm, all year round, with leadership shared - possibly across sites. Students would choose their own timetable.” –‘Other’ outer Christchurch

“Consider Canadian model for school governance and develop/adapt for NZ- perhaps even in areas where communities struggle to get a board.” – Board of Trustees member

Principle #3 – System Coherence

Our current education system is very ‘silo-ed’ and unnecessarily divided off from other essential support systems that impact on a learner and his/her family. A system that serves the needs of its citizens should be ‘joined-up’, focusing on the needs of individuals, not institutions. Within the education system we need to explore better ways of managing resources, where individual institutions operate not as ‘self-contained’ units, but rather nodes on a network of learning provision. The current policies and practices that promote and maintain a competitive mindset must be broken down, and emphasis given to promoting a ‘loyalty to learning’ instead of a ‘loyalty to the institution’ at a system level. Transitions between institutions, and between ‘layers’ in the system need to be smooth and supported.

Beyond the education system there needs to be an emphasis on creating linkages with agencies and services that touch the lives of learners in a range of ways.

System coherence is characterised by

- A 'joined-up' system approach involving education, health, welfare, community, transport, business/work etc.
- Efficient and appropriately protected exchanges of electronic data between these systems.
- Smooth transitions between institutions, and between 'layers' in the system.
- A federated model of schooling, involving multi-site schools, shared governance structures, collaborative programme provision etc.
- A 'whole of life' view of education, includes pre-school to tertiary, and includes trade academies, links with business etc.
- Cultural responses – Māori, Pasifika, Asian.

In Christchurch

The earthquake experience has highlighted the importance of having a 'joined-up' approach to achieve success in responding in a timely fashion to a disruption of such scale. We must reflect on the value of this experience, and consider how we might acknowledge and sustain these linkages as we move beyond the immediate recovery phase. System coherence is a vital condition for fully realising the learner-focused principle mentioned above, taking into account the many agencies, institutions and other points of contact an individual learner will experience. We can:

- Consider the importance of 'hubs' in our planning, that cater not only for the mix of education providers, but also take into account health, social welfare agencies, as well as transport infrastructure etc.
- Plan for multi-agency site use that enables smooth transitions for learners between 'layers' of the current system, and beyond, into the workforce and tertiary education.
- Build federated learning hubs, comprising of ECE, primary and secondary schools, with formal links between each, including resource sharing, shared governance etc.
- Establish a 'brokerage' of curriculum offerings, mediated electronically and face-to-face, to reduce the need for a broad range of specialists at every hub centre.

"To combine resources and expertise across the city and develop exemplary models of teaching and learning facilities; e.g. 10 fantastic facilities with great learning & teaching models are far better for our students than 20 facilities struggling to make a difference. Models like in South Auckland - Southern Cross Campus are well worth further investigating for our city. " – Primary School Principal

"Ensure we are planning our curricula around the non university students - so YG pathways, not just uni students - in Canterbury of the 2009 school leavers, about 70% did NOT go to uni." – Secondary School Principal

Principle #4 – Sustainable

Sustainability is a critical issue for New Zealand – environmentally, economically, culturally, politically, and socially. We need to learn how to live smarter to reduce our impact on the environment so that our natural resources will be around for future generations.

Sustainability is the capacity to endure. In ecology, the word describes how biological systems remain diverse and productive over time. Education needs to be regarded as an ecology, and should seek to involve all aspects of the system from an ecological perspective. This will involve thinking practically in terms of the responsible planning and management of resources.

“Much more emphasis on educating for a sustainable future at all levels (primary, secondary and tertiary).” – Parent

A sustainable education future

- Is financially sustainable requiring policies and practices that can be sustained beyond attending to the immediate need.
- Is environmentally sustainable – includes the planning and design of school facilities, responsible actions to minimise and dispose of e-waste.
- Uses resources efficiently.
- Is supported by carefully thought through policy.
- Is part of a national agreement - with long term commitments.
- Is a shared responsibility, involving Ministry of Education, Christchurch City Council and Christchurch Earthquake Recovery.
- Has active participation of the school leadership team from planning through to implementation.
- Is guided by a vision of future directions for the school, shared with the school community.
- Has sustainability principles embedded in school policies.

“To redevelop schools and the tertiary sector in a way that integrates students more with local needs, local communities, and local environments. Much more consideration needs to be given to how we equip our students for the complex issues that they will need to deal with such as climate change, over population, species extinction and peak oil.” – Parent

In Christchurch

We will be wasting our time and resources if we focus only on finding 'interim' solutions, or investing in expensive short-term solutions without thinking about how they will be sustained in the longer term – not only as they are, but as they grow and 'morph' to fit future needs. We must...

Plan for investment that focuses on sharing of resources and costs as much as possible, to minimise investment that benefits only one institution.

Bring together school leaders with leaders in other areas to envision a sustainable futures plan for the city, and for schools in particular.

Commit to a process of community engagement as appropriate, and keep up the two way exchange of ideas and information.

Engage meaningfully with other key stakeholder groups, specifically CERA, the MoE (local and national), CCC. Request regular and purposeful meetings and communication flows.

Restoring community wellbeing will need to include activities to support the recovery of the education system..... - CERA 2011

Principles in action: Demonstration Models

This concept plan proposes that several demonstration models be established, within the city. These are not 'pilot schemes' but rather the creation of fertile hubs of experiment, where ideas are implemented, principles are aligned and a federated approach to learning is pursued.

There are a number of options that can be developed, with the focus on learning hubs, or networks of learning. Some of the key features could include:

- Resources sharing between schools and other community.
- Links with key services – service and amenity sharing – libraries, sports, performing arts, cultural.
- Sharing of staff or school expertise.
- Shared governance.
- A systems approach to student welfare – students are the responsibility of the learning hub and linked to the City goals as well as to government priorities.
- Cradle to grave learning developed within the hub.
- Digital support through the GCSN network.
- Reconfiguring learning sites – e.g. a senior high school, middle school, primary school, early childhood centre all on the same campus.
- Changing roles such as an executive principal or "Learning leaders" positions.
- Increased community involvement and linkages.
- Students the responsibility of the hub.
- Students using the whole city and its hubs for their learning.
- Teachers having greater opportunities to link in networks and with business.

The Christchurch education system is a highly stressed one. This group proposes that **learning hubs linked within a federated network of learning will better cater for the ongoing needs of all students and provide for better opportunities to share across schools and sectors.** If we consider the needs of all students we will look for more opportunities for students' needs to be met across schools and levels and within the community. This would involve reciprocity and collective responsibility.

"Establish specialist learning hubs around city, that have flexibility to deliver learning on site and virtually - local, national and possibly international. This would - in at least the secondary sector, break down the barriers of rigid timetabling, with teachers assuming the role of learning coaches for a variety of students from a variety of places." – 'Other' Outer ChCh response

It is imperative that the City Council and CERA are an integral part of the conversation and planning. In order for the principles to be followed and for our city to have a world class education system, education must be part of the economic recovery plan and considered as a foundational in decision making. For example, if students are to be more mobile there are implications for public transport systems that link hubs. To be coherent requires strategic vision and direction, not necessarily more money.

"Review the current provision of schools. Provide a purposeful, planned and coordinated and integrated schooling system that is based on sound pedagogy and provides first class facilities."
– Primary School Principal

“To combine resources and expertise across the city and develop exemplary models of teaching and learning facilities; e.g. 10 fantastic facilities with great learning & teaching models are far better for our students than 20 facilities struggling to make a difference.” – Primary School Principal

Figure 1 shows some examples of the ways in which hubs could be developed. Consider how the federated learning model might apply to your community.

Which model might best represent the needs of students in your community?

It is important that these considerations are discussed within the local community being served, with the special character of that community acknowledged and engaged. There are options for multisite hubs, a city hub, same site hubs, a secondary hub and a university hub. The compelling driver will be the context, with the principles of learner focussed, future focused, systems coherent and sustainability as foundations.

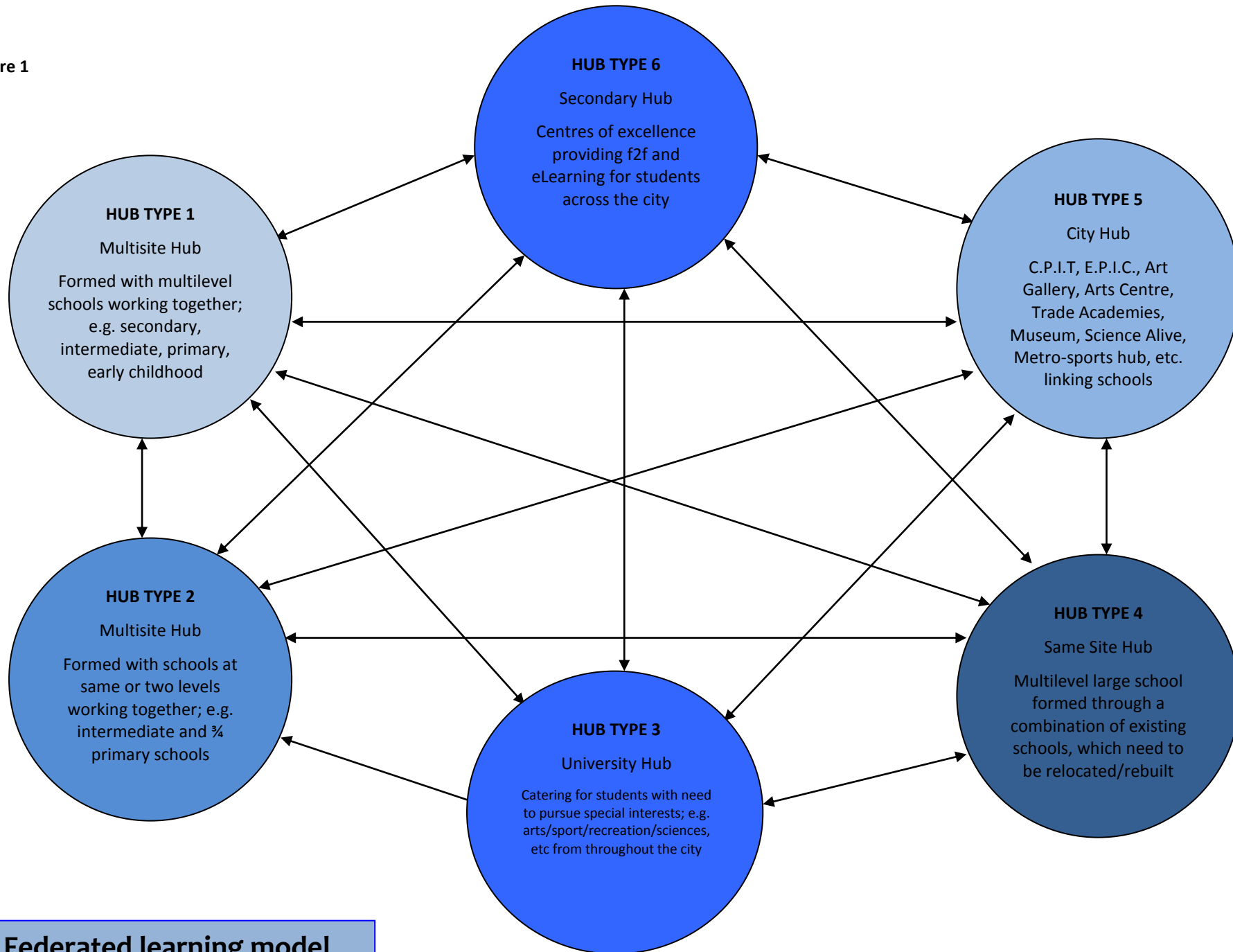
“More flexibility with sites, buildings, enrolment procedures, learning communities and learning hubs.” – Teacher

“Establish connections between schools and school resources e.g. shared virtual learning facilities- more South Learning Centre type resources.” – Primary School Principal

“To redesign schools for the type of 21st C learning people like Julia Atkin, Stephen Sterling, Charmaine Poutney & Jane Gilbert have written & spoken about. We have the opportunity to build a centre for education (open to all) right in the heart of the city that is close to a library/communication hub, to a community centre and market place situated in a aesthetically pleasing landscape. In a sense what we could develop here in a rebuilt Christchurch is an educational environment that will more likely meet the Vision, Principles and Values of the NZC (2007). We also need to understand the global & environmental imperatives we face now & our students will continue to face into the future. Let's use the learning from the Secondary Futures project to further education here in Canterbury.” – Community member

“Look to build partnerships with organisations that already have an education arm i.e. local govt, some NGOs Work with universities to establish viable UE options that are beyond the standard credit counting of NCEA i.e. portfolios that show a students progress over time or say their ability to argue, reason & critique in a variety of context. Extended opening hours mean the buildings are more cost effective & allows for greater community use.” – Community member

Figure 1



Federated learning model

Federated learning – how the hubs might work

We see that these hubs will be developed through conversations across the city, based on community needs. Here is one example of what a hub might consider and why we are suggesting that action be taken now.

A city hub scenario

“Our Central City will be strong, vibrant and prosperous at the heart of a 21st century Christchurch” – Draft Central City Plan

Imagine if senior high school students of all abilities met in the city hub for learning in a wide range of areas.

Imagine if this was by design not by accident.

Imagine if all schools had equal access to the best resources the city has to offer.

This educational melting pot would be located in the area near CPIT, where the proposed EPIC¹⁰ plan has been mooted. This would be a focal point for learning, drawing on the best education, business and technology to become a hub of world class learning. Teachers would also be able to develop their expertise in this hub, to share strengths, to learn from business and to learn from students.

The CCC Draft Central City Plan¹¹ has already identified the importance of learning in the city, focusing on tertiary education. We believe all educational opportunities must be explored and developed from the very start. The infrastructure to support this hub would be developed as part of the City Plan, for example, considering transport needed to make the hub accessible to all. Education must be a key strategy that weaves through the Plan. It is one of the crucial drivers to the successful growth of our city. Indeed, the Draft City Plan identifies that the city will be a great place to live, work, play and learn with “improved access to a wide range of schools.”¹²

The individual strengths of schools could still continue. We have some excellent things already happening in co-curricular activities such as sport, drama and music. This ‘and-both’ model seeks to expand these ideas and to focus across the system.

A systems approach also means that we consider the affect that demonstration hubs may have on other parts of the city and on the semi-urban areas that surround our city, such as Lincoln, Ellesmere, Oxford, Darfield, Rangiora and Kaiapoi.

However, if we do not take any action, we will have missed the opportunity to create a city that we can happily leave to our grandchildren. “Mo tatou, a, mo ka uri a muri ake nei – for us and our children after us.”¹³

¹⁰ Enterprise Precinct Innovation Campus with the aim of creating a world-class high-tech campus in Christchurch, structured to trigger synergy, innovation and growth for New Zealand high-tech companies.”

¹¹ Central City Plan, Christchurch City Council, August 2011, p.86

¹² Central City Plan, Christchurch City Council, August 2011, p.7

¹³ Ngai Tahu Strategy p.3

The road to success

Christchurch has a unique opportunity to become a world class education system. While it is acknowledged that there are barriers as well as opportunities, the need for change is important and urgent. Courage and leadership are needed, working with the community to co-create a future vision that will meet the needs of all, both now and in the future. Figure 2 identifies some of the key drivers for moving this concept plan forward.

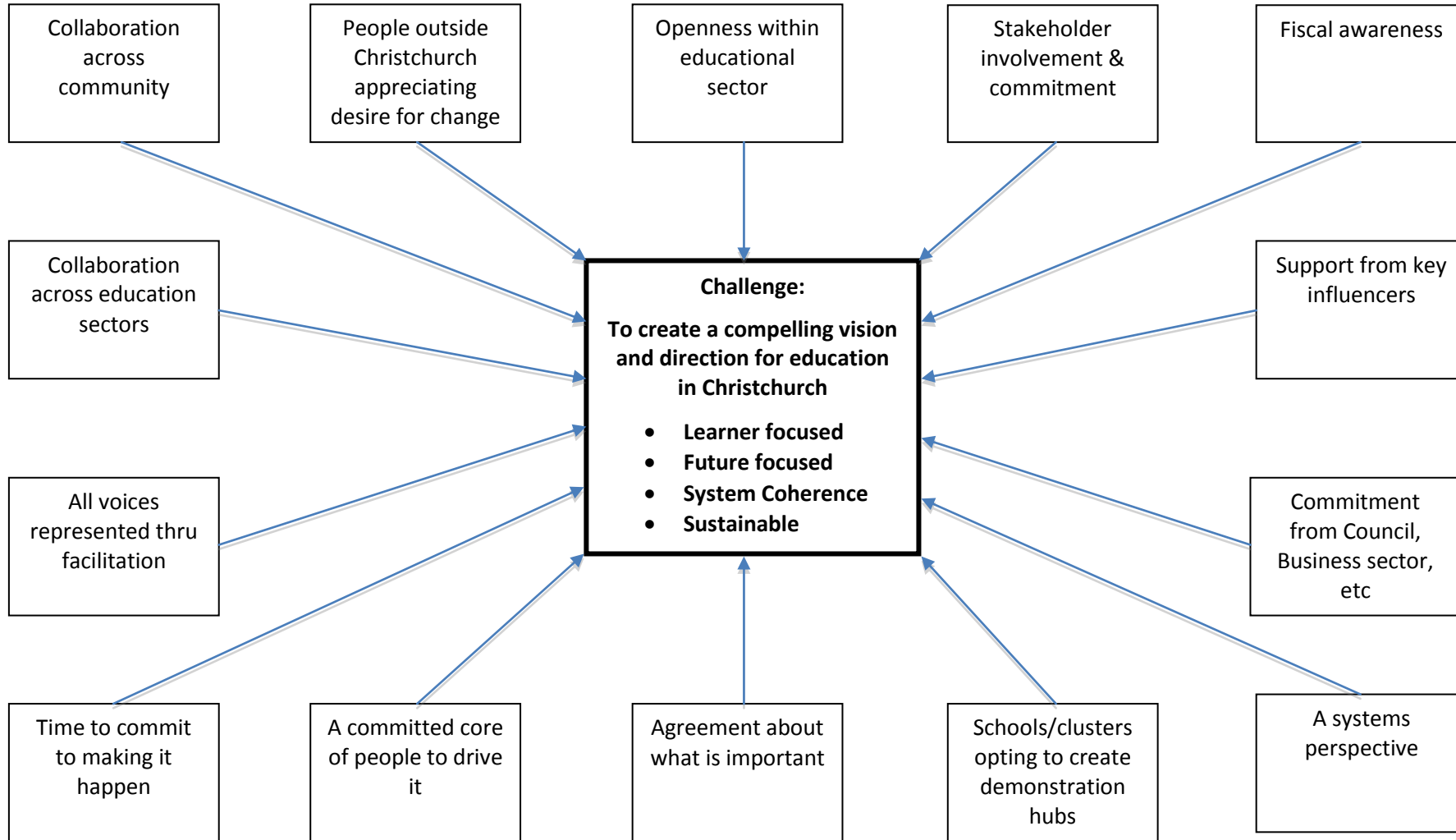
In order to minimise barriers, and work towards a transformed Christchurch education, some of the considerations should be:

- Providing of over-arching principles and ideas to begin the conversation, rather than suggest there is 'one way' or 'experts who know best'.
- Considering the need for ideas to be fiscally neutral rather than producing blue skies ideas that are idealistic or expensive.
- Engaging with many stakeholder groups, supporting facilitation processes that allow all voices to be heard in culturally appropriate ways.
- Engaging in conversation with the Ministry of Education, CCC, CERA and other key groups in ways that move ideas forward.
- Agreement to a small number of key principles and using these as the touchstones for decision-making.
- While this group has engaged in some initial thinking it is up to the network of influencers to grow ideas into reality.
- Identify and use existing networks.

Key factors for successful change include:

- Establishing the need – established in the last year!
- Seizing opportunity – to transform while we are rebuilding and reorganising.
- Identifying successful models to learn from – New Zealand and overseas.
- Starting with the willing – establish demonstration models.
- Leadership – vision, time and drive.
- Influence across networks.
- Shared vision – co-constructed with all stakeholders.

Figure 2: Contributions chart – what are the key levers that will progress this plan?



Next steps

This concept plan is designed to develop conversations and grow ideas. In this respect it is a seeding document. The group that has drafted this document is not the owner of the process. Members are committed, experienced educators with a passion for transforming Christchurch education into something great.

There are many audiences for this document. Our first is groups involved in planning for the city, those charged with making the decisions, and groups such as principals' associations and support organisations. We offer our services in developing this concept to the next stages, by 'putting more flesh on the bones' and developing a roadmap for implementation. We intend to use this document to provide submissions to the ChCh City Plan, due September 16th, and also submit our thoughts to CERA in time for their Sept/Oct deadlines.

A coherent strategy is needed and requires engagement with all stakeholders. This initial concept plan does not attempt to address this, rather to highlight the need and to begin the conversation so that communities have a starting point from which to grow ideas.

In order for a plan to develop into action it requires that community are involved and engaged. This will look different in different communities but must not be left to chance. When communities are exploring the possibilities they should consider all the key factors influencing the establishment of schools and the ways they function: physical resources, teaching/teacher resources, technology advancement, school/campus design, leadership/governance, connecting with community, fiscal capability. And they must also do so within the wider context of education in the greater Christchurch area, Aotearoa and the global environment.

The group proposes that demonstration hubs be established to move these ideas forward and that support be given to these hubs. If you are in a school or cluster that sees opportunities in this model use this document to start moving forward.

We hope that principals, teachers, boards of trustees, parents, community, whanau, local government, businesses and students will engage with the document and use it as a starting point for conversation. What do you agree with? What would you change? More importantly, how can the city work together? What ambitious educational goals should we set if we are to become a Smart City?

For Principals, Boards and Schools: Rather than start from a blank canvas, use this concept plan to trigger ideas within your staff, students, clusters or principals' groups. Members of our network may be available to talk to your group if you want to consider ideas in more depth. We know that the Ministry of Education will be exploring ways of engaging schools, communities and whanau in discussion about possibilities for the future of Christchurch education. You may use this concept plan as a stimulus for discussion.

For local government/CERA/businesses: In planning for the future of our city, consider education as a vital component and build it into planning intentionally. Consider the federated learning model and be open to dialogue about how it might work in different parts of the city. Explore working with all stakeholders to build a systems approach to education using the key principles identified in this document.

For whanau and community: Consider how this concept plan might be developed further in your community. What might work?

We are open to feedback, and have set up a website page for those who want to do so. It can be found at <http://www.thinkbeyond.co.nz/surveys>

If you wish to contact a member of the network you are welcome to do so. Contact us through Cheryl Doig <mailto:c.doig@thinkbeyond.co.nz> or SUCE, c/o Box 35-314, Christchurch 8640.

We are not setting ourselves up to be experts. We do want to know if you think the ideas in this concept plan are worth pursuing and whether you would like us to explore this issue in more detail. We will take

feedback to the Ministry of Education and share these ideas, as an independent group who just want to help and are willing to do some of the groundwork at a time when human resourcing is stretched.

Some starter suggestions from survey responses

- *“Have groups like yourselves looking outside the square.”* – Primary School Principal
- *“Having a kids “think tank” conference to get their ideas.”* – Teacher
- *“Creating a think tank educational group - hopefully out of this type of survey, that can assume the role of guides of education in Christchurch.”* – Community member
- *“Keep the process open and encourage representation from varied groups.”* – Primary School Principal
- *“Involve all CHCH educators (and others) in the moderation of the ideas coming through - ie. via google moderator or similar tool.”* – Primary School Principal

One final survey comment reflects the need for the whole community to engage in the conversation...

- *“It would be wonderful to see an education conference hosted here (within the next 12 months) where we get to explore together (alongside invited speakers & guests) how education could be revitalised, re-energised, redesigned and/or rebuilt in Canterbury. We may have seen a physical shake up with these earthquakes but I haven't seen a corresponding shake up in the way many teachers are engaging their students with learning, to truly meet the outcomes of the NZC. Such a conference must involve children, youth, teachers, community, NGOs, local government groups & academics.”* – Community member

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1. NZ Educational System <http://www.educationcounts.govt.nz/indicators>
2. Tertiary Education Strategy <http://www.educationcounts.govt.nz/publications/series/tes/facing-the-challenge-tertiary-education-strategy-monitoring-2010/introduction>
3. Ministry of Education Statement of Intent 2010-2015
<http://www.minedu.govt.nz/~media/MinEdu/Files/TheMinistry/2010StatementOfIntent.pdf>
4. Comparison with OECD Education 2010
<http://www.educationcounts.govt.nz/publications/schooling/81180/at-a-glance>
5. NZ Government. (2011). *Performance Improvement Framework: Formal Review of the Ministry of Education (MOE)*. June 2011. State Service Commission, the Treasury and the Department of the Prime Minister and Cabinet

Key Christchurch documents

1. CERA Recovery Strategy <http://cera.govt.nz/recovery-strategy>
2. Christchurch City Council Draft City Central Plan www.centralcityplan.co.nz
3. EPIC Initiative
4. *He Huanui Ara Ake mo Waitaha – a pathway to recovery for Canterbury – Te Runanga o Ngai Tahu*. This document represents Ngai Tahu's preliminary tribal positions and priorities for the draft CERA Recovery Strategy for Greater Christchurch. 22 July 2011
<http://www.ngaitahu.iwi.nz/Earthquake/RuWhenua/>

Key websites

Building Future Focused Schools

<http://www.slideshare.net/dwenmoth/future-focused-schools>

A model of learning hubs developed in Knowsley, England

<http://www.knowsley.gov.uk/families/education-and-schools/future-schooling-in-knowsley.aspx>

Bibliography (documents that have informed our thinking)

Notes

1. The publications of the New Zealand **Secondary Futures** project provides useful background material. The project ran from 2003 to 2009 and was established to stimulate and share thinking on what secondary schooling might be like in 20 years' time to ensure students are equipped for life in the twenty first century. The project developed and used Futures Thinking tools and was part of a ten year international OECD (Organisation for Economic Co-operation and Development) project **Schooling for Tomorrow**.
2. The findings of the **Secondary Futures** project and the five theme paper publications: **Students First; Inspiring Teachers; Social Effects; Community Connectedness** and **The Place of Technology** are available from the Ministry of Education
3. The findings of the OECD **Schooling for Tomorrow** project and other useful OECD publication of the work of CERI (Centre for Educational Research and Innovation) are published on the website: <http://www.oecd.org/edu/ceri>
4. Information on 'next practice' and useful resources from the U.K. Innovation Unit are on: <http://www.innovation-unit.co.uk/education-experience/next-practice/resources.html>
5. There are many websites that provided useful thinking around 21st century education. A sample selection is included here:

21st Century Literacies: Tools for Reading the World

<http://www.noodletools.com/debbie/literacies/21c.html>

A 21st Century Education

<http://www.mobilelearninginstitute.org/21stcenturyeducation>

Bill Gates: Microsoft School of the future programme

<http://www.bbcworld.com/Pages/ProgrammeFeature.aspx?id=18&FeatureID=304>

Don Tapscott, Grown Up Digital

<http://twit.tv/natn79>

Futurists' Lectures

<http://www.natasha.cc/futurists.htm>

The Net Gen Education Challenge

<http://netgened.grownpupdigital.com/>

Map of Future Forces Affecting Education

<http://resources.knowledgeworks.org/map/>

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