



New Zealand schooling: creating a future-focused learning system

Rob McIntosh



"Education can never be reduced to a mere economic output. It has the potential to transform the lives of individuals and whole communities. Its focus must be broad and empowering, not narrow and confining"

Clarence Beeby

Valerie Hannon

A transforming world



Technology, globalisation and the nature of work

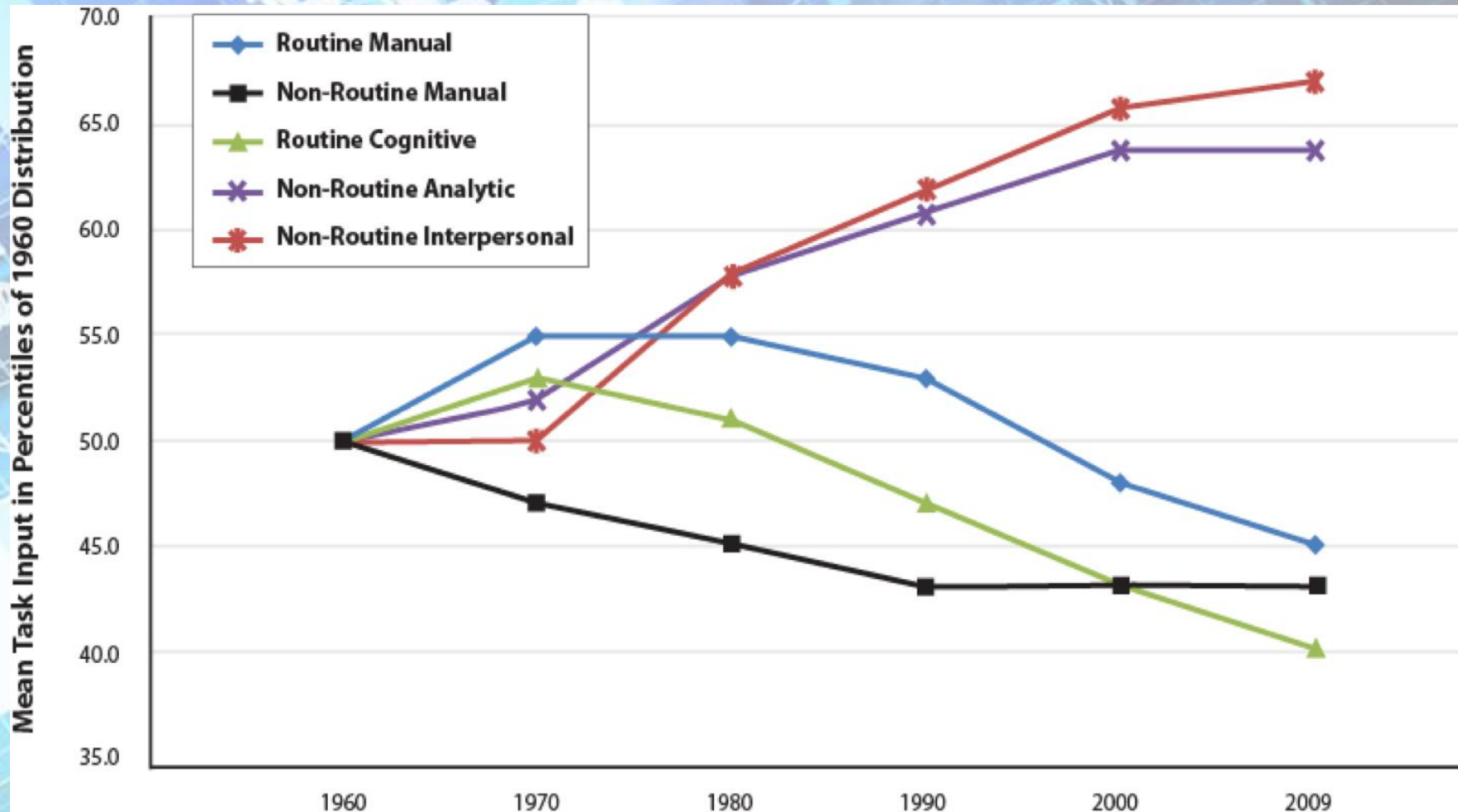
Changes in ways of communicating and relating

Environmental challenges

Changing political dynamics

Increasing diversity in society

Past trends in the nature of work will continue



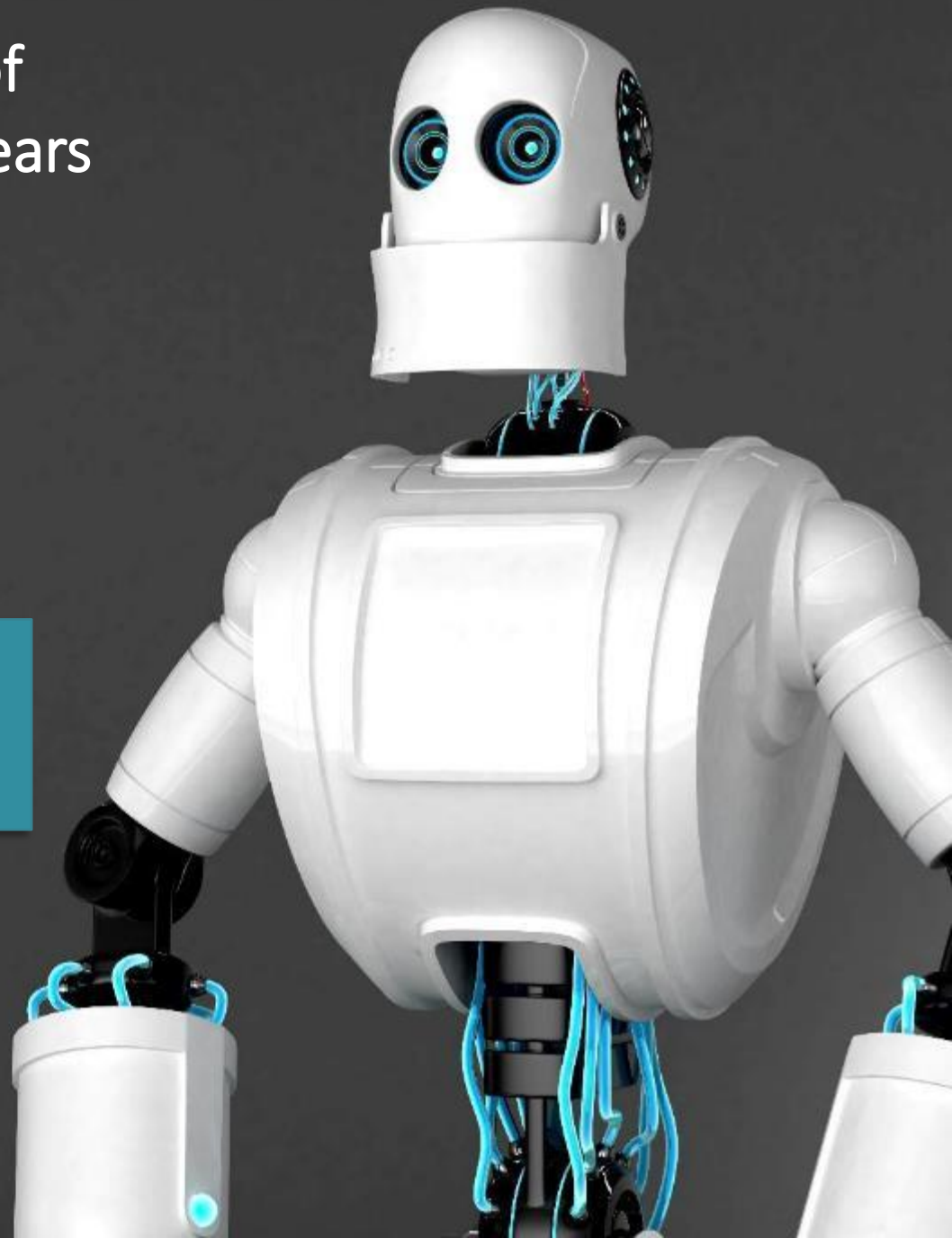
40% of current jobs are at high risk of automation in the next 10-15 years

90%

of future jobs will require digital literacy

50% will require advanced digital skills

75% of future jobs will involve science, technology, engineering and maths





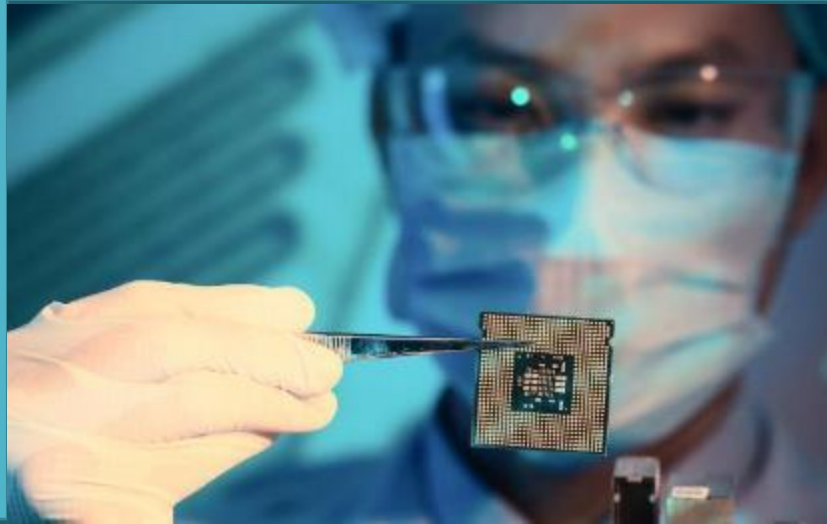
Six C's

(communication, critical thinking, collaboration, creativity, character and citizenship)



Numeracy & literacy (including digital)

S.T.E.A.M

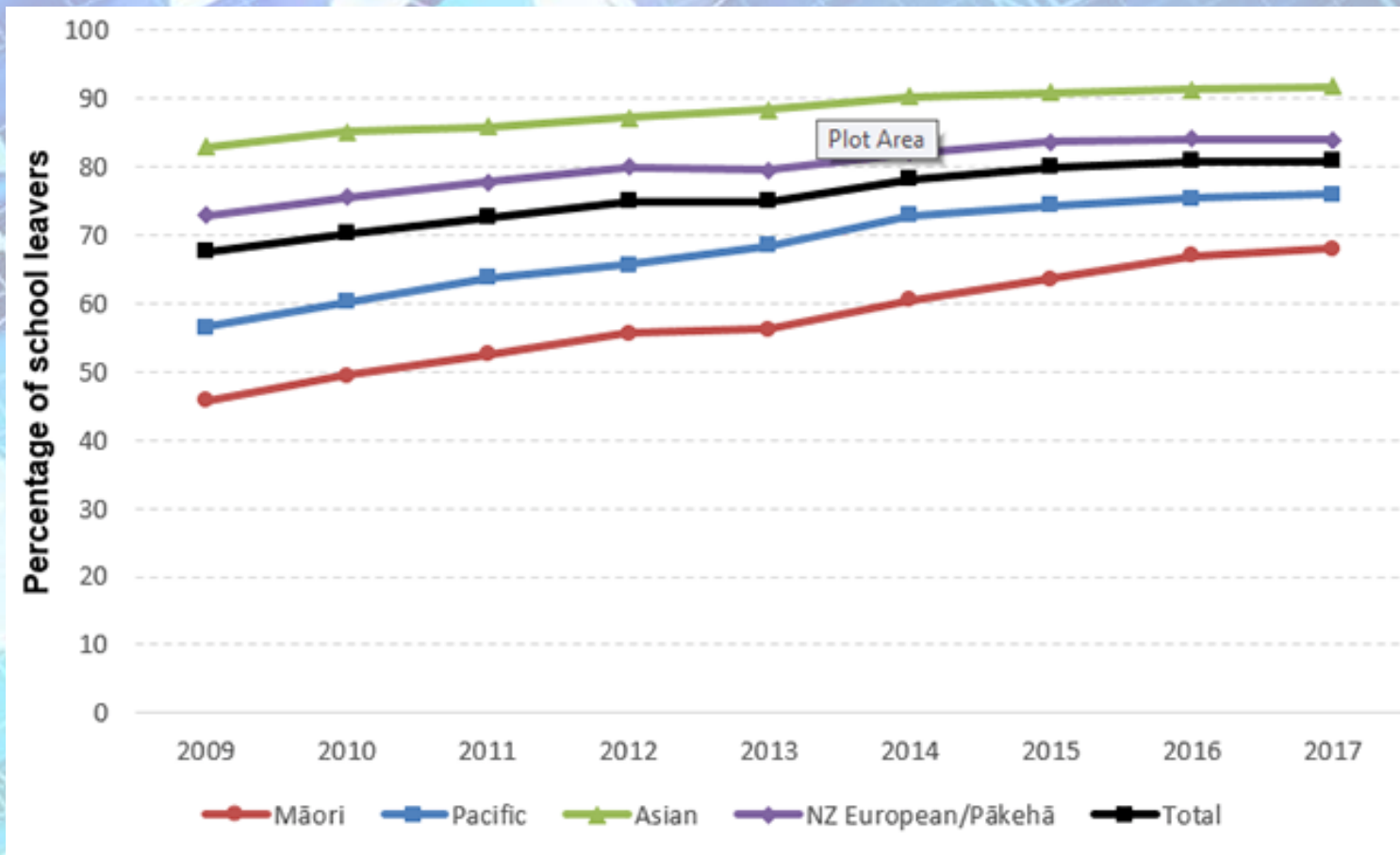


Enterprise skills

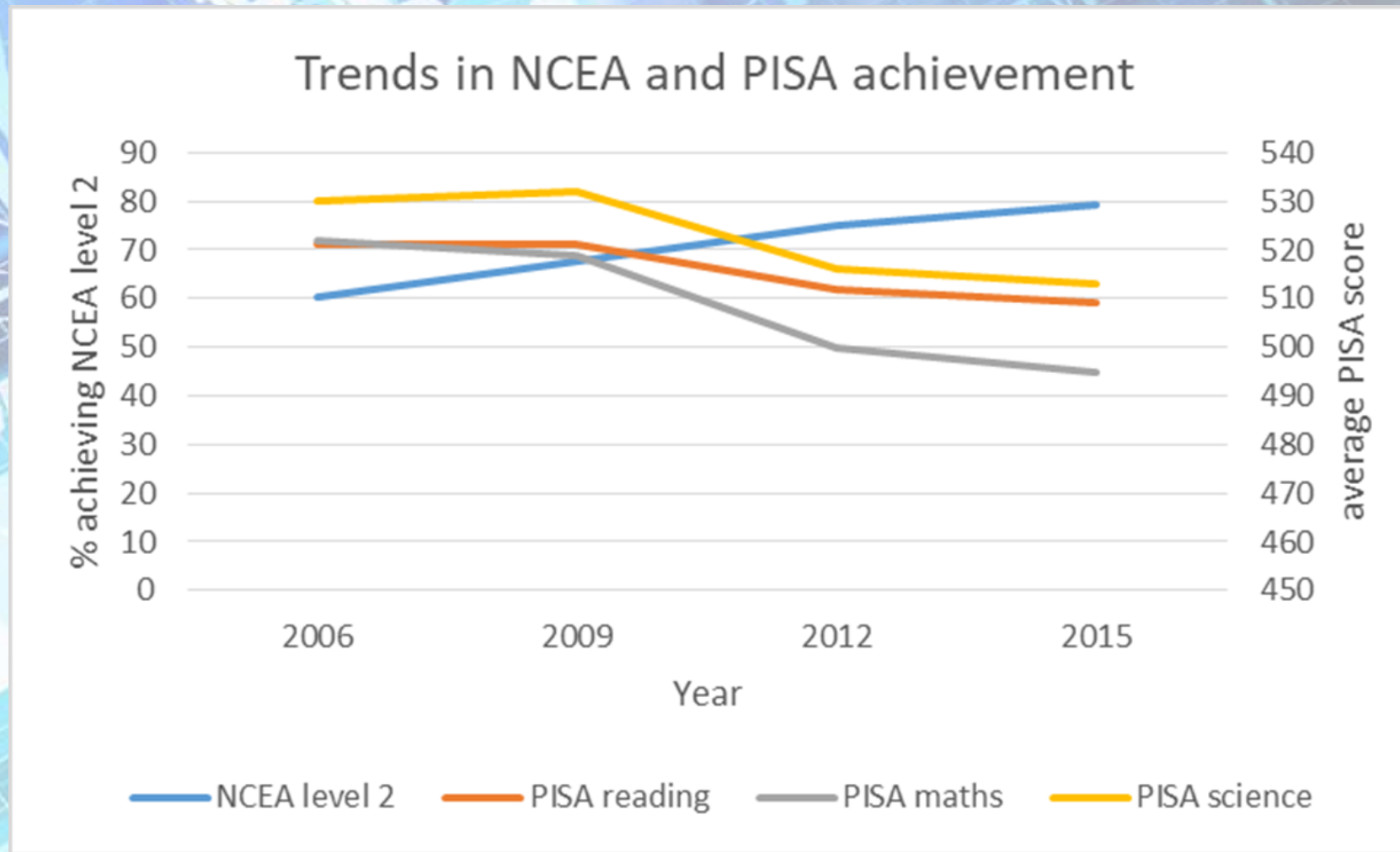
Learning to learn

The key capabilities that we need to develop are the ones that most uniquely make us human

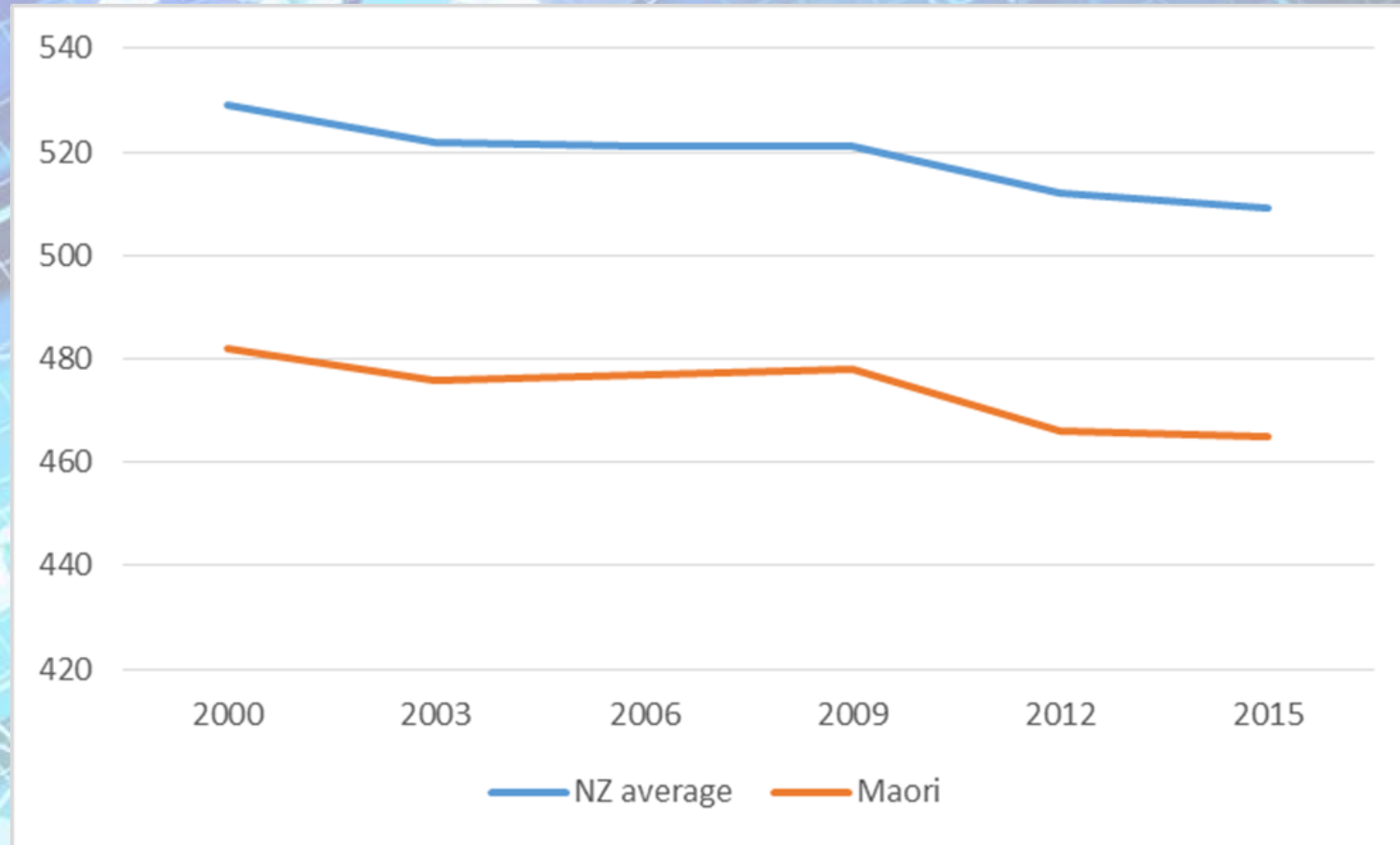
HOW WELL ARE WE EQUIPPING YOUNG PEOPLE TO THRIVE IN THE FUTURE?



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Other information suggests relative to many other countries we have higher levels of bullying and lower levels of engagement in and enjoyment of maths and science, particularly as students get older.



The voice of young people – areas for improvement:

- 1. Understand me in my whole world**
- 2. People at school are racist towards me**
- 3. Relationships means everything to me.**
- 4. Teach me in the way I learn best.**
- 5. I need to be comfortable before I can learn.**
- 6. It's my life – let me have a say.**

(NZSTA and Office of Children's Commissioner survey)

HOW WELL ARE WE EQUIPPING YOUNG PEOPLE TO THRIVE IN THE FUTURE?

In summary a safe conclusion is that we have much further to go to ensure that schooling is equipping every young person to thrive in the future.

Inequity of outcomes remains a major concern.

SO WHAT DO WE NEED TO DO?

We need a system wide effort to transforming teaching and learning in our schools.

This is not only the best chance of eliminating inequities in our system – it is the best way of ensuring that every learner is able to thrive in a changing world .



Learning that provides what our young people need:

A young woman with dark, curly hair is smiling and looking back over her shoulder. She is wearing a white top with black sleeves. The background is a blurred classroom with other students and computer monitors.

Designs learning around each learner's interests and aspirations

Establishes strong learning relationships between teacher and learner

Occurs in diverse ways and contexts

Builds knowledge and competencies through tackling real life issues

Learning that provides what our young people need:

A young woman with curly hair is smiling and looking back over her shoulder in a classroom setting. Other students and computer monitors are visible in the background.

Encourages every learner to have high aspirations for their future

Builds off the existing knowledge and abilities of every learner

Values the heritage and culture of each learner

Integrates families/whānau into learning



GOOD PRACTICE EXEMPLARS

Nicola Ngarewa
“Once in a lifetime”

Search on Youtube

Tai Wānanga

www.taiwananga.co.nz/

Three key considerations in bringing about the needed change to teaching and learning in every school

1

System wide change requires broadly accepted vision of the future of teaching and learning we need.

2

The vision for teaching and learning should drive all other decisions we make about the design of the system.

3

Sustainable change will only occur through collaboration between all levels of the system and with the broader community.

A group of diverse students are running away from the camera down a bright, modern school hallway. They are wearing backpacks and have their arms raised in excitement. The hallway has large windows on the right side, letting in natural light.

Curriculum and assessment

Strengthen school leadership

Develop teacher capability

Create the supports and incentives to build professional collaboration

Provide schools with needed resources

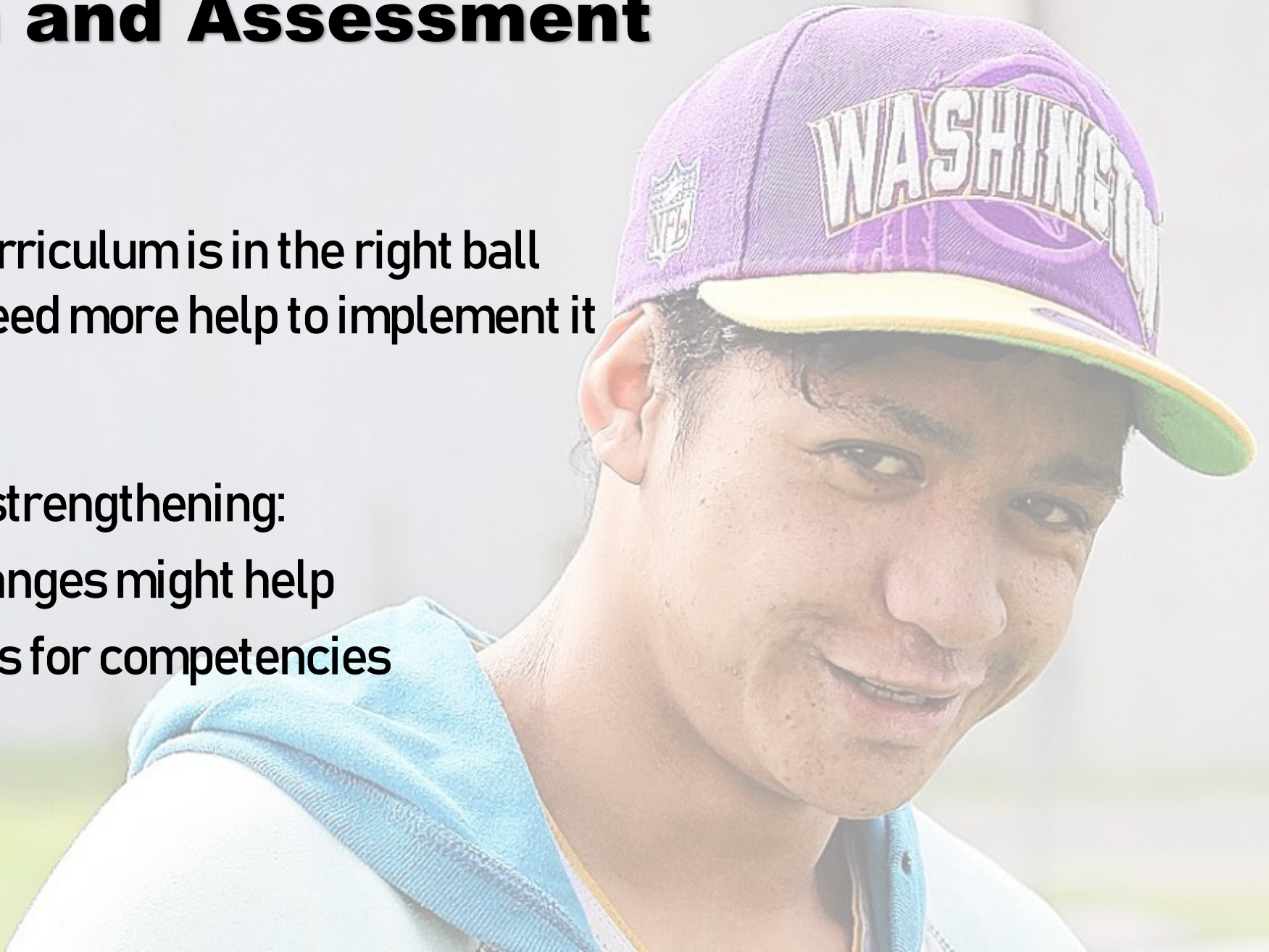
**What else
do we
need to do
to support
schools to
develop as
we need
them to?**

Curriculum and Assessment

The New Zealand Curriculum is in the right ballpark but teachers need more help to implement it

Assessment needs strengthening:

- Recent NCEA changes might help
- Assessment tools for competencies



Developing School Leadership

1

School leaders are hugely influential for many reasons but research suggests that most importantly they are hugely important in teacher professional learning

2

In a self managing system we have badly under-invested in school leadership

3

We need to build a school leadership development system and also encourage principals to look to network interests as well as those of their own school

Building teacher capability

A woman with dark, curly hair is looking back over her shoulder towards the camera. She is wearing a white top with black sleeves. The background is a blurred classroom with other people and computer monitors.

**Local expertise to strengthen
school based professional learning**

**National professional development
in priority areas**

**Innovation networks to share professional
knowledge**

**Future focused initial teacher
education**

System Architecture

- Tomorrow's schools – flexibility but offsetting disadvantages
- Focus should be on building a more networked system through supports and incentives for collaboration

Resourcing

- Extra dollars to overcome disadvantage
- Specialist assistance to address specific needs
- Highly skilled teachers working with the learners who the system has not served well

In summary ...

We need to form a new collaborative system involving many partners to enable every young New Zealander to thrive.

Questions

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