Report on proceedings
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Ngā Kāwai Hono
GELP Aotearoa – NZ
Global Event

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SkyCity Auckland Convention Centre
A note from the GELP Co-Chairs

We are delighted to present the report on proceedings of the 12th Global Education Leaders Partnership: *Building Future Learning Systems: Ngā Kāwai Hono*.

GELP has created a community of education leaders that is a learning community with a shared purpose to transform education systems so that every learner can survive and thrive in the 21st century. We thank all GELP New Zealand participants who generously shared their commitment, experience, research and results. This report provides a rich repository of their presentations and readings. We thank the Te Kura Distance Education School for their fine work on filmed interviews with presenters from around the globe.

We sincerely thank the Honourable Hekia Parata and the New Zealand Ministry of Education for co-hosting GELP New Zealand. We learned much from New Zealand’s success in education and its strong commitment to shaping a futures focused education system.

We acknowledge GELP’s founding partner, Innovation Unit and supporting partner, the OECD Centre for Education Research and Innovation (CERI). And we deeply honour Ellen Koshland and the Koshland Innovation Fund for their unwavering commitment to an education worth having.

Anthony Mackay

Valerie Hannon
What is GELP about?

GELP shares the journeys of countries around the world as they travel from the education systems they have now, to the education systems they want, and need, to best equip their students and their nations for the future.

GELP provides thought leadership and shares the tools and processes education system leaders are using to transform education systems worldwide.

GELP’s key ideas include:

- *New Players* – the upsurge of new providers of education and the implications for education systems, such as equity, quality assurance and certification.
- *Design principles* – what characterises powerful C21 learning and what principles should we apply to redesigning education?
- *Scaling and diffusing innovation* – how to build on exceptional individual models to make the learning experiences they provide available system wide.
- *Transforming systems and transformational leadership* – what are the unique requirements of system leaders in transforming systems?

For an overview of GELP see [GELP online](#).
GELP New Zealand Themes

Each GELP convening has chosen to focus on specific aspects of education system transformation. Each theme at GELP NZ included international thought leadership, workshops and learning labs. A series of interactive clinics explored emerging ideas.

GELP New Zealand themes included:

• *What learning is for*: ways of knowing and what is worth knowing informed by indigenous/First Nation perspectives, the growing diversity of our populations and the needs of society and economy.

• *The shared responsibility for learning*: co-ownership of learning outcomes through collaboration of education systems, local communities and new partners.

• *Innovative learning environments*: new models for learning, new pedagogies, digital learning and the educator workforce for the future.

The full handbook can be found [here](#).
Who attended GELP New Zealand?

Over six years GELP has created the most powerful alliance of global education leaders committed to transforming learning systems to meet the needs of 21C learners. The first GELP event, convened in New York in 2009 for four education jurisdictions, grew over the next 5 years to include an active network of 14 education jurisdictions from across the world.

Leading up to GELP New Zealand we expanded this cohort to include a global ‘network of networks’: bringing together change makers working towards education transformation, incorporating both agencies and individuals. These included the Global Education Futures Forum (Russia), Asia Society (USA), Innovation Fund Kentucky (USA), Fundacio Jaume Bofill (Spain), WISE (Qatar), Royal Society of the Arts (UK), Centre for Curriculum Redesign (Harvard, USA) and OECD CERI.

GELP NZ brought together education leaders, social entrepreneurs, business, politics and civil society. The 120 participants in GELP New Zealand represented organisations from Australia, Canada, France, Finland, Russia, The Netherlands, South Korea, South Africa, Spain, USA and United Kingdom. A strong New Zealand contingent of experienced school and education leaders significantly contributed to this event.
The pōwhiri, a formal welcome ceremony, greeted GELP visitors to New Zealand. This moving ceremony was held in the local marae.
The GELP journey so far
A decade into the 21\textsuperscript{st} Century…..

Groups of thoughtful system leaders recognised that the pressure on education systems arising from rapidly changing conditions of the 21\textsuperscript{st} century were building.

More of the same would not do. And many developments were arising outside conventional ‘systems’ – led by new players.

Transformation is needed in parallel with improving the existing system: \textit{improving} for the present, and \textit{transforming} for the future.
more -> better -> different
increase → improve → transform
network-based wisdom society

knowledge society

industrial society
GELP’s aim: Radically transform education

The key ideas

• **New Players** – the upsurge of new providers of education and the implications for education systems, such as equity, quality assurance and certification.

• **Design principles** – what characterises powerful C21st learning and what principles should we apply to redesigning education?

• **Scaling and diffusing innovation** – how to build on exceptional individual models to make the learning experiences they provide available system wide.

• **Transforming systems and transformational leadership** – What are the unique requirements of system leaders in transforming systems?

View more of the GELP journey ......
Thought Leadership
Opening Ministerial Address:
Transforming education for the 21st century

Hon Hekia Parata
NZ Minister of Education
Theme 1: What is learning for?

Valerie Hannon

with
Arihia Stirling
Dr John Volmink
Paul Bridge
Prof Pavel Luksha

Watch video
Theme 2: The shared responsibility for learning

Charlie Leadbeater

Watch video
Theme 3: 
Innovative learning environments

Yong Zhao

Watch video
Theme 1

What is learning for:
ways of knowing and what is worth knowing informed by indigenous/First Nation perspectives, the growing diversity of our populations and the needs of society and economy.
DEVELOPING 21ST CENTURY COMPETENCIES FOR ALL STUDENTS

Alexis Menton, Executive Director, Program Development, Asia Society Center for Global Education, USA

A commitment to developing 21st century competencies is found in mission statements of many schools across the globe and in education policy statements worldwide. These competencies, however, are rarely intentionally and systematically integrated into primary and secondary education. This workshop shared lessons learned from a Working Group of city education systems that share successes and explore challenges on the development of 21st century competencies for all students. Participants explored how 21st century competencies can become an integrated part of the education system; what integration of 21st century competencies looks like at system and the school level and immediate next steps for your work.

Readings
A Rosetta Stone for Noncognitive Skills: Understanding, Assessing, and Enhancing Noncognitive Skills in Primary and Secondary Education
(Asia Society and Professional Examination Service)
Measuring 21st Century Competencies: Guidance for Educators
(Asia Society and RAND Corporation)
Watson Ohia, Principal, Ngā Taiātea Wharekura & Uenuku Fairhall; Principal, Te Kura o Te Koutu, New Zealand

This workshop explored the world of Māori education through the eyes of two principals, from two different settings of Māori education. It showcased the importance of language and culture by being responsive to the development and growth of Māori citizens, in a Māori way, by Māori, for Māori. It explored the challenges and the successes seen through Māori-Medium education, creating a future focused environment that caters to the development of all our tamariki (children), in New Zealand. Workshop participants saw why this work has demanded a different approach to, and type of, leadership.

Reading
Nga Kura a Iwi Information Booklet

Watch video scribe
Jeanette Pope, Director of Strategy, Policy and Research, Foundation for Young Australians, Australia

The New Work Order - preparing young Australians for jobs of the future not the past report finds that jobs of the future will be significantly affected by three economic forces: automation, globalisation and more flexible work.

The report shows close to 60 per cent of Australian students are being trained for occupations where at least two-thirds of jobs will be automated in coming years.

The Report highlights education policy options that could maximise the opportunities and minimise the risks for young people in the future.

Reading
The New Work Order Report

Presentation

Watch interview
FROM KNOWLEDGE-BASED ECONOMY TO A WISDOM-BASED SOCIETY

Professor Pavel Luksha, Director, Global Education Futures, Russia

A knowledge based economy, as set out by the OECD in 1996, may not be the culmination of the modern society evolution but actually a transitory phase towards an emergent future society based on wisdom as its key value (Dalal 2008).

This future society will pose new requirements for skills & knowledge. It may also call for the return to indigenous ‘wisdom-maintenance’ practice. During this workshop participant collectively developed the vision of emergent wisdom-based society & aspects of educational systems that best serve its needs.

Readings
Introduction of the concept
WAYS OF KNOWING: AUSTRALIAN CURRICULUM

Robert Randall, CEO, Australian Curriculum Assessment and Reporting Authority, Australia

A new Australian Curriculum centres on improving the quality, equity and transparency of Australia’s education system.

‘Quality’ meaning an Australian Curriculum contributes to a world-class education by setting out the knowledge, understanding and skills needed for the life and work in the 21st century. ‘Equity’ meaning an Australian Curriculum provides a clear, shared understanding of what young people should be taught and the quality of learning expected of them; regardless of their circumstances.

Reading
Australian Curriculum

Presentation
Theme 2

The shared responsibility for learning: co-ownership of learning outcomes through collaboration of education systems, local communities and new partners
CREATING A LEARNING ECOSYSTEM: STRATEGIES FOR SUCCESS

Professor Pavel Luksha, Director, Global Education Futures, Russia

Education systems around the world are giving way to emerging learning ecosystems, (organically evolving self-organised systems of multiple providers that cater to individual and collective learner needs across human lifecycle), as opposed to far more rigid, hierarchically organised, machine-like industrial education structures.

However, existing ‘industrial’ models of education systems are preserved by interdependent institutional lock-ins that are hard to disrupt. The workshop will address productive strategies for scaling up systemic educational innovations building towards learning ecosystems.

Readings

Watch interview
Kentucky Rising - Transforming Our Learning System for Global Readiness

Barbara Bellissimo, CEO, The Fund for Transforming Education; & Dr Tom Shelton, Executive Director, Kentucky Association of School Superintendents, USA

How does one jurisdiction in the United States begin to position itself to compete on a world stage?

Kentucky decided that having the best public education system in the USA wasn't good enough. We want to compete globally, and not just improve incrementally to match the other high-performing jurisdictions around the world.

This workshop presented progress so far and sought input on best ways to move forward. It explored challenges we faced bringing various stakeholders into the process and discusses how you can build an alliance of many stakeholders to dramatically impact your education system.

Reading
Kentucky Rising: 9 Building Blocks

Presentation
Participants accessed useful frameworks and tools developed in a major international OECD project on innovative learning environments.

The workshop took core frameworks from the ILE work, especially from the most recent report, *Schooling Redesigned: Towards innovative learning systems*. It focused on the ‘7+3 framework’ and indicators of progress to this framework; developing the ‘meso’ level of leadership and new teacher scenarios to animate a discussion of progress being made in different societies to become innovative learning systems.

The concepts, findings and tools were taken home to be used in participants’ own educational community.

Reading
*Schooling Redesigned: Towards innovative learning systems*

Read case study
Watch interview
HOW EDUCATION SYSTEMS CAN SUPPORT INNOVATION: A REPORT TO WISE

Thomas Gilliford, Project Engagement Manager for Creative Learning and Development, The Royal Society for Arts, United Kingdom

This workshop focused on nine propositions put forward by Joe Hallgarten, Valerie Hannon and Tom Beresford in their new paper for WISE, ‘Creative Public Leadership’.

Participants interrogated the validity of these propositions as well as explore the relationships that exist between them. The workshop provided the beginnings of a road-map for implementing the ideas in the paper.

Reading
Creative Public Leadership

Presentation
AN APPROACH TO A NEW NERVOUS SYSTEM FOR EDUCATION

Simon Heath, Principal and Co- Lead Principal of 2BCoS (two Blenheim Communities of 21 Schools), New Zealand

The workshop explored the 2014 *Investing in Educational Success* policy and developing a change process to break down school competition to one of collaborative communities of learning. It explained how the Blenheim Community of 21 Schools has grown into being, influenced policy, adapted to possibilities of system change and implemented the new policy in a change resistant education climate.

Communities of Schools (now referred to as Communities of Learning) are groups of kura/schools that come together with their communities to raise achievement for all tamariki and young people by sharing expertise in teaching and learning (ako), and supporting each other, from early childhood to post secondary education, to fully include the learning (ako) journey children and young people will take.

Reading
Investing in Educational Success

Watch video scribe
BUILDING A MYSTERY – UNLEASHING INNOVATION IN PUBLIC EDUCATION SYSTEMS

Mark Ramsankar, President & Jeff Johnson, Executive Officer, Alberta Teachers Federation, Canada

The Alberta Teachers’ Association is in a unique position to serve the teachers and leaders of Alberta as both a union and a professional association. Alberta is one of the highest achieving education jurisdictions in the world due, in no small part to the ability of its teachers to work collaboratively as a unified profession - including those in administration who are also teachers.

One of the challenges they are grappling with is how to act as a catalyst for innovation and iterative change in a public education system.

This session provided an overview of the Alberta Teachers’ Association and explores some of the ways the organisation is working to unleash the innovative forces that exist in a group of 43,000 teachers in a public education system.
Theme 3

Innovative learning environments: new models for learning, new pedagogies, digital learning and the educator workforce for the future.
Aija Rinkinen, Counsellor of Education, Finnish National Board of Education, Finland

The workshop looked at the future of Finnish education.

Participants used two of the newest policy documents to do so: the Strategic Programme of Finnish Government (launched in June 2015) and the new core curricula in Finnish basic education (in use, fall 2016).

Special attention was paid to the new pedagogies and new learning environments – especially digital environments. Participants took a close look at their own situation in this area.

Reading
Finland, a land of solutions

Presentation
BIG PICTURE EDUCATION: ONE STUDENT AT A TIME

Mike Hollings, CEO, Te Kura Correspondence School, New Zealand

Big Picture Learning was designed by US educators, Dennis Littky and Elliott Washer, in 1995. Big Picture builds each student’s learning around their interests, passions and potential in real life learning contexts.

In this workshop participants heard from two leaders and two students about how the model is implemented in Australia and New Zealand and how it is growing internationally. Research demonstrating the success of the model was presented and attention given to the challenges of innovation and implementation in different policy and system environments.

Readings

Big Picture NZ by distance (video)
The Big Picture Design and the Australian Curriculum (video)
10 Expectations animation

Watch interview
LEARNING FRONTIERS

Stacey Quince, Principal, Campbelltown Performing Arts High School, Sydney & NSW Department of Education, Futures Learning Unit; & Keren Caple, Senior Associate, Innovation Unit, Australia, David Albury, Board Director, Innovation Unit

The disciplined innovation methods of ‘design thinking’ and ‘hacking’ have shifted practice across a community of Australian schools to provide new solutions to long-term challenges.

Learning Frontiers was initially introduced through the Australian Institute for Teaching and School Leadership (AITSL) to develop new approaches for increased student engagement. Implementation has been scaled to shape practice with leaders, teachers and students at a classroom, school and hub level.

Design thinking has become embedded in key change processes across a number of contexts with outstanding results.

Reading
Learning Frontiers

Presentation
TRANSFORMING APPROACHES TO TEACHING AND LEARNING IN SOUTH AFRICA

Barbara Dale-Jones, CEO, BRIDGE, South Africa Chair: Lyn van der Elst, GELP Country Coordinator, South Africa

BRIDGE has facilitated on-going engagement among practitioners in communities of practice resulting in deep change. Practitioners are learning to share issues and experiences openly, moving toward collaboration and away from competition, taking control of their own learning, and strengthening their leadership roles through mutual support.

The GELP community will learn how a culture of reflection plays a role in professional development; how a culture of peer review helps with creating ownership and accountability; how to develop leadership capacity through experiential learning and how knowledge management supports peer engagement.

Reading

*Axis Education Summit 2015*

*Presentation*

Read case study
NEW PEDAGOGIES FOR DEEP LEARNING: INNOVATION LESSONS FROM AUSTRALIA

Lynn Davie, Co-Cluster Lead New Pedagogies for Deep Learning Australia; & Dr Simon Breakspear, CEO, Learn Labs International, Australia

The workshop provided a window into the New Pedagogies for Deep Learning (NPDL) Global Partnership and how it is responding to these requirements.

NPDL is practitioner led and is providing an evidence base for designing and assessing deep learning. Brokering and enabling collaborative expertise to lead deepening learning requires: clarity of what deep learning is; investigating the elements that influence changes in pedagogical practices to deepen learning; a suite of strategies to support building practice excellence and agile innovation processes.

Readings
A Rich Seam

Presentation
FUSE GELP 2015
ACTIVATING STUDENT PARTNERSHIPS TO ACCELERATE LEARNING

Margot Foster, Director Pedagogy and Leadership, South Australian Department for Education and Child Development, Australia

The presenter shared understandings and systemic strategies trialled in response to findings from the South Australian National Partnerships Pedagogy Research 2011-2013 and analysis of the SA PISA Mathematics data.

The challenge identified was to develop learning experiences that increased learner engagement and cognitive demand – ‘stretching’ every learner. A pilot of 10 schools, Foundation to Year 12, has activated student voice to support teachers to redesign the learning – some radical, some simple processes, but early impact is promising, at both the individual site level, as well as in the Local Partnership.
CREATING EDUCATIONAL EQUITY IN STEM

Dr Michelle Dickinson (aka Nanogirl), Senior Lecturer in Engineering, University of Auckland, Mary Wootton, Lead Facilitator Science Learning and Change Networks, University of Auckland, New Zealand & Professor Stuart McNaughton ONZM, New Zealand Chief Education Scientific Advisor & Director, Woolf Fisher Research Centre, Faculty of Education, University of Auckland

STEM subjects can be perceived as hard or intimidating due to the jargon used. Creating kinaesthetic hands-on learning experiences to build skills in science and technology can increase confidence and curiosity for students who don’t know what the future might hold.

This workshop highlighted some of the pedagogy behind hands-on discovery technology workshops as well as showcase examples of how they can be applied. A presentation was followed by a live workshop with NZ kids demonstrating the learning approach and outcomes.

Reading
Nanogirl Live Science Show! Blow things up, Blow things over, Blow your mind!

Watch video scribe
Clinics
THE PASSION INDEX: A NEW LEARNING METRIC

Ellen Koshland, Founder, Australian Learning Lecture & Dave Faulkner, CEO, Educhangemakers, Australia

If passion, a love of learning and curiosity are essentials in the new world of work, how do we ensure that passion stays on the table when we’re talking about learning in schools? How do we connect what young people are passionate about in the rest of their learning and lives outside school? The Passion Index is a simple idea conceived to address the continuing problem of student disengagement and underachievement.

The Passion Index lists the interest and passion of each student in a school, insuring that the teacher and the parents know that individual. From there a passion-led learning program can be built. The Passion Index helps teachers know their students, and guides them to a deeper understanding of what motivates and inspires each student. It seeks to link two ideas: the joy of learning and data.

Challenge
How can the Passion Index be applied in schools? How can the Passion Index be accepted as a new education metric in our societies?

Help
We wish to work with teachers, leaders and students to devise a new education metric that will insure development and success to ALL students.

Readings Passion Led Learning: a background paper, October 2015
IMPACTING SOUTH AFRICA’S EDUCATION SYSTEM THROUGH AN INNOVATION STRATEGY

Dr Godwin Khosa, CEO, National Education Collaboration Trust, South Africa

South Africa’s education system is characterised by low levels of learner achievement; an under-prepared teaching corps; high youth population ill-equipped for the workplace and a focus on an out-dated model of school improvement. We have a ‘burning platform’ that demands we do things differently.

Challenge
South Africa has adopted a National Development Plan that crafts a vision for improvement in all key sectors of society, including education. Innovation is expected to drive improved implementation. What is now needed is a coordinated innovation strategy, aligned with a shared vision for 21st century education that benefits all learners.

Help
The NECT, GELP SA, Tshikululu Social Investments and FREF have collaborated on an innovation in education study, resulting in a draft innovation strategy for Sth Africa. A critique of the strategy was requested in this Clinic.
A FUTURES LEARNING UNIT: DRIVING SYSTEMIC INNOVATION

Kim Proctor, A/Director, Futures Learning Unit, NSW Department of Education; & Stacey Quince, Principal, Campbelltown Performing Arts High School, Australia

The New South Wales Department of Education’s Futures Learning Unit is focused on building capacity across the workforce to drive innovative learning and teaching, effectively leveraging space and technology, informed by new evaluation methodologies.

Challenge
With over 2000 diverse school communities stretched across 800,000 sq. kilometres, transformation is no easy task. Some schools are innovative and future-focused, others are less agile and adaptable.

Help
How can we capture, scale and diffuse innovative and deeply engaging practices across NSW? How can we support already innovative schools and individuals to continue to innovate and co-create new approaches to learning?

Presentation
HOW TO BUILD AN INNOVATION ECOSYSTEM IN YOUR COUNTRY?

Ismael Palacín Giner, Director, Fundació Jaume Bofill, Catalonia, Spain

Fundació Jaume Bofill has a reputation as a strong research and policy-advice think tank in education in Catalonia, a region of Spain that hopes to become a new country.

Challenge
Our Foundation is building a new “theory of change” and strategy to reach a systemic and deeper impact on education. We think we should be moving towards innovation, leadership promotion and focusing on the next 3-5 years of educational challenges if we want to make a bold impact.

Help
Participants were asked to advise how Fundació Jaume Bofill can catalyse and support an innovation ecosystem in our country? Is it through connecting leaders, changemakers and innovators? Or identifying and scaling programs? What 5 challenges with high potential to overcome inequalities should we focus on: Leadership for school transformation, school desegregation, new out-of-school models, effective family involvement and preventing post-compulsory school dropout?

Reading
Fundació Jaume Bofill
COLLECTIVE ACCOUNTABILITY FOR IMPROVEMENT
- HARNESSING THE POWER OF PARTNERSHIP

Jayne Johnston, Chief Education Officer; & Anne Millard, Executive Director, School and Preschool Improvement, Department for Education and Child Development, South Australia

In 2013 the South Australian Education Department brought in an integrated support approach to early childhood services and school education. The Department moved from a traditional regional structure to Education and Child Development (ECD) Local Partnerships. 20 Education Directors were appointed to establish and build 60 ECD Local Partnerships. The Department worked to realign business systems to support schools and preschools in the partnership model (Building a High Performing System). We introduced Partnership Performance Reviews to promulgate successful practice in preschools and schools, inform systemic reform, strengthen accountability, drive continuous improvement and reinforce collective action via Partnerships.

Challenge The challenge is to use the performance review process to build a culture of collective accountability for improved student learning and wellbeing that provides a powerful interface between local and system action.

Help Participants to help clarify the place and potential of Performance Reviews in building a coherent high performing education system.

Readings
A High Performing System
A NEW STARTING POINT FOR EDUCATION IN THE NETHERLANDS?

Dr Marcel van Loo, Principal/Board Director, Ons Middelbaar Onderwijs (OMO), The Netherlands

In The Netherlands there is currently much dialogue about education and schools. Everyone has a view on what is important for education and school in order to prepare the children of today for the society of tomorrow.

Dilemma
It is not clear who owns the school. Why we go to school and how we define ‘Education’ seems to be an accumulation of wishes, goals and insights of many groups, individuals and stakeholders. Do we combine all these - or do we develop a deeper insight of what education is for?

Help
Participants insights about which dimensions we can agree on to define education (e.g. cooperation, compassion, health, global position, citizenship, critical thinking, good humans, ranking, research, happiness, challenges and so on). And...do we start with a new definition for education first and then set goals and define content and organisation and autonomy and so on. Or do we think outside of our past and focus on the situation of today?

Readings
The Dutch Education System