

creating the space

E PARI TONU TE TAI,
E RERE ANA TE WAKA MĀTAURANGA;
KO TĒNEI MĀTOU O TE WAKA O TE HOENGA AUAHA TAIOHI
E TORO ANA NGĀ ARA
HEI TUA O RANGI.

THE TIDE FOREVER FLOWS
THE CANOE OF KNOWLEDGE SAILS ON;
WE ARE FROM THE CANOE CALLED SECONDARY FUTURES
EXPLORING PATHWAYS
INTO THE FUTURE.

"I'd like to think about the future but we're too busy doing our strategic planning at the moment so we'll leave thinking about the future till next year."
School Principal

Imagine you had the space to think about the future.

A special tool you could use to prise apart the constraints of today and allow time to access tomorrow, to take a long-term view of the world, how it is changing, and how you might respond to those changes – at home, in your work, as part of our wider society.

Too hard? Why? The tools are here.

Secondary Futures creates the opportunity to help New Zealanders canvass the future, and start to plan for it in a useful way.

Our focus is education. But our tools are universal.

Thousands of New Zealanders have taken part in Secondary Futures engagements. Most of them tell us that how they plan for the future, and the things that influence their planning, have changed as a result. Many are surprised at how easy it is, and how stimulating it is, imagining the future.

In 2004 we started a conversation with New Zealanders about the future of education. In 2005 we stretched the boundaries.

We went broader, involving more people and organisations; and we went deeper, creating and using new tools to explore future pathways for change, helping New Zealanders create *their* vision for secondary education.

Planning for the future starts with creating space. And for those of us who take a little time to think in that space, a vision will start to evolve.

This report looks at how a variety of New Zealanders are giving shape to their vision for education in twenty years' time, and at some of the tools, inquiries, outcomes and learnings that have come out of Secondary Futures' second year.

03	INTRODUCTION
04	SECTION 1: CREATING A VISION
06	GUARDIANS
08	THE WAY WE WORK
09	TOUCHSTONE GROUP
10	SECTION 2: GATHERING VOICES
12	REACHING NEW ZEALAND
15	RESEARCH
18	SECTION 3: DEEPER THINKING
20	PROJECTS
24	INTERNATIONAL
25	CHALLENGES AHEAD
26	APPENDIX

INTRODUCTION

Secondary Futures was set up to fill a void in the debate shaping education policy, which so often focuses only on today's needs and not those of the future. We take a long-term view of how New Zealand is changing, and what we expect of schooling. By doing that we can help New Zealanders prepare for the future where more school leavers are more successful.

Since 2004, Secondary Futures has provided the space and means for a wide range of New Zealanders to work on creating a vision for schooling in twenty years' time.

In 2005, our work gathered momentum. We held more workshops; further developed our 'rigorous imagining' projects; built capacity in our information systems; worked with more national and international partners; launched an interactive website; developed more futures-thinking tools; completed an external evaluation of our effectiveness; and set a new three-phase direction for our work.

Phase 1 is building futures literacy – introducing New Zealanders to futures-thinking methodology.

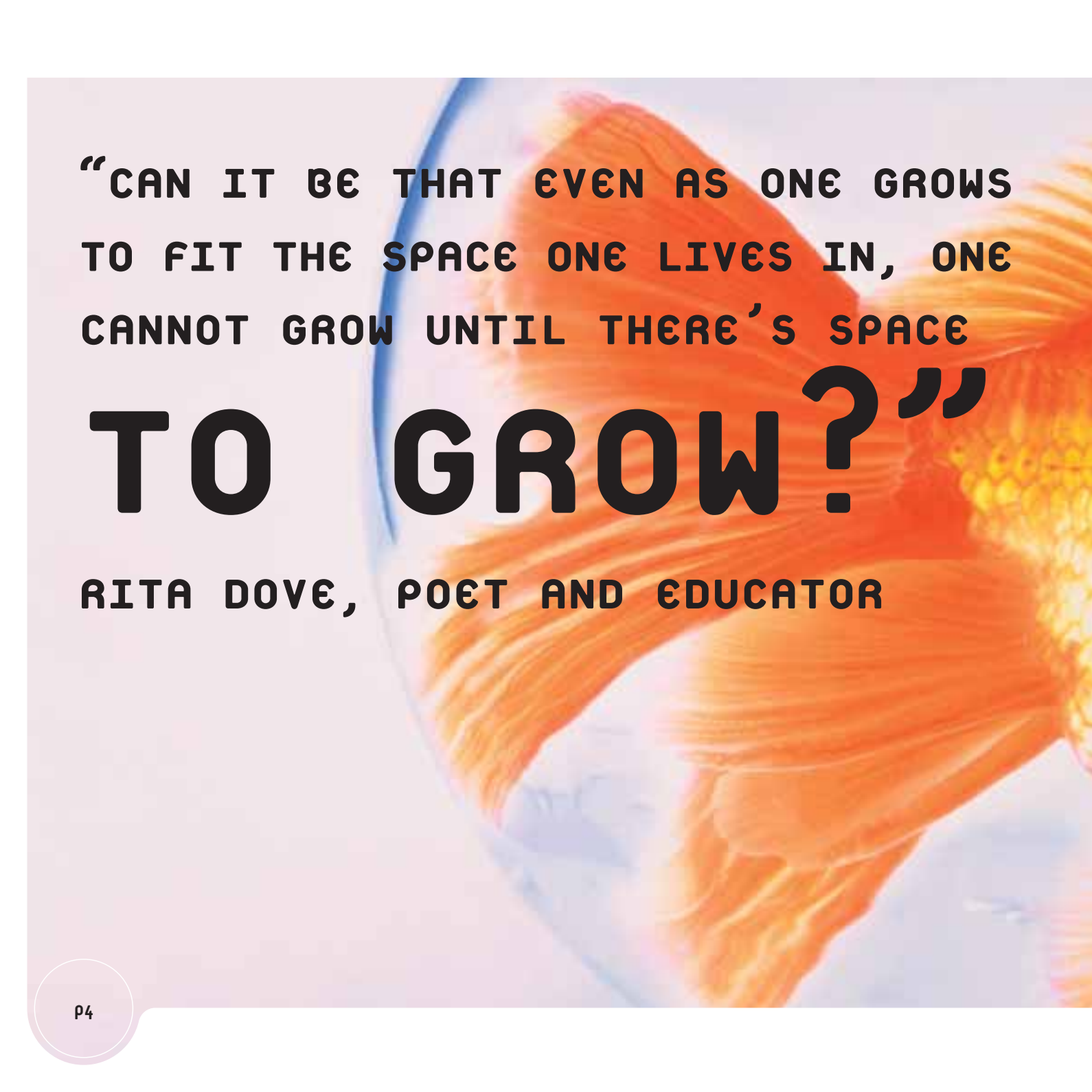
Phase 2 is about building pathways for change.

Phase 3 is about building a mandate for change and related policy implications.

In doing this, we are progressively meeting our strategic objectives. An external evaluation in 2005 noted that four of our six objectives are already being met:

- creating space to contemplate the future
- providing tools to resource thinking about the future of education
- sharing trends for the future direction of New Zealand society
- sharing information about possibilities to make more students more successful.

"If we do not spend time thinking about the future we will not be ready."
School Principal, Auckland



**“CAN IT BE THAT EVEN AS ONE GROWS
TO FIT THE SPACE ONE LIVES IN, ONE
CANNOT GROW UNTIL THERE’S SPACE
TO GROW?”**

RITA DOVE, POET AND EDUCATOR



SECTION 1: CREATING A VISION

The Guardians, from left to right:
Gillian Heald, Mason Durie, Bernice Mene,
Ian Taylor.

GUARDIANS




The mana of Secondary Futures' four Guardians lends weight to the project. Professor Mason Durie, Gillian Heald, Bernice Mene and Ian Taylor guide the project and oversee its integrity.

Their diverse backgrounds open doors to voices not traditionally heard in the debate shaping education policy. People engaging with Secondary Futures trust the Guardians to protect the discussion space and look after their interests.

The Guardians' intellectual leadership has helped create Secondary Futures' methodology for public engagement, noted by international futures thinkers as a model for work in other sectors and countries.

The four Guardians work closely with the Secondary Futures secretariat, contributing to key workstreams and monitoring progress. They also lead meetings with the Touchstone Group and each Guardian convenes project groups, helping build pathways for change.

 Read more from the Guardians at: www.secondaryfutures.co.nz/guardians/index.php

The Secondary Futures Guardians

Mason Durie

Professor Mason Durie is the Chair of the Secondary Futures Guardians. He is Deputy Vice-Chancellor (Māori) at Massey University and Professor of Māori Research and Development.

A former psychiatrist, Mason is interested in a wide range of community, family, education and health issues. He also serves on the Families Commission Kōmihana ā-Whānau, chairs the Henry Rongomau Bennett Memorial Scholarship Committee, and heads the Tu Toa Trust.

Mason is a leading contributor to national debate on a range of social policy issues, and has published widely.

Gillian Heald

Gillian has extensive experience in teaching and educational leadership across the sector from pre-school to tertiary.

Previously a leader in mathematics education and Principal of Rangi Ruru Girls' School in Christchurch, she is now co-director of a new Christchurch secondary school Unlimited paenga tawhiti.

Gillian has a number of advisory roles in education and sits on several education and community boards.

Bernice Mene

Bernice is an experienced languages teacher. She is currently involved in a range of projects, including sports writing, and Athlete Career Education for the New Zealand Academy of Sport.

Both of Bernice's parents represented New Zealand in sport, providing the inspiration for her to become captain of our Silver Ferns.

Bernice has a particular interest in working with Pasifika communities and young people.

Ian Taylor

Ian is an entrepreneur with interests in applied information technology and multimedia.

A high profile Māori businessman based in Dunedin, Ian founded Taylor-Made Media and Animation Research Ltd, a leading computer animation company.

He has won awards nationally and internationally for work such as the groundbreaking 3D America's Cup graphics.

"As a community, we need to reach some consensus about the issues that really matter when it comes to influencing student outcomes – our 'common destination'."
Cabinet Discussion Paper, August 2003

"The fantastic thing about the Secondary Futures process is that it unleashes new energy to do things differently and creatively." Tony MacKay,
OECD Consultant

THE WAY WE WORK

Through the work of Secondary Futures, New Zealanders have started to become more futures literate in thinking about education. But if their vision is to have a sustainable effect on policy and practice in the future, our challenge is to build momentum beyond literacy – and to entrench systemic thinking and action.

To help achieve this, Secondary Futures has developed a new three-phase plan for our ongoing work. The phases are iterative not linear. Activity in the first phase is ongoing, revisited and interwoven into work in the next two phases.

The three phases are:

1. Building futures literacy


Developing a methodology and toolbox of resources to help New Zealanders think about the shape of education in the future; taking them to a range of communities around New Zealand; and developing systems to capture, analyse and share what people are telling us. Tools include: information on trends, stories of innovation, scenarios, and physical and virtual workshops.

2. Building pathways for change

Taking thinking to a deeper level, getting New Zealanders to explore future paths and 'rigorously imagine' change: what it looks like and what defines it. Our projects – New Schools, Blue Skies and Inspiring Teachers – are part of this work, helping create a framework for transformation.

3. Building a mandate for change

Taking the data from the possibilities and preferences about the future gathered in Phases 1 and 2 and using this to 'map backwards' the sort of changes that might need to occur to create the preferred future environments. In this phase we will return to people and groups who took part in earlier phases as well as practitioners and policy-makers, to start the steps required to make more students more successful.

 Read more about the three phases at: www.secondaryfutures.co.nz/SF_docs/Goals_and_Achievements.doc

"There's no one thinking beyond the next quarterly report or what happens after the next three-year election cycle. And that's very dangerous. While we will get things wrong in thinking about the future, it's still important to do it. We need keepers of the long view."
Rob Fenwick, New Zealand Business Council for Sustainable Development

"Currently education is focused on packaging learning for old-fashioned vocation descriptions e.g. astronaut, nurse. These are outdated, and often not relevant. I fantasise about a more holistic approach i.e. not about cramming heaps more into the curriculum, but focused on the individual's own life plan."
Christchurch City Councillor

TOUCHSTONE GROUP


The Touchstone Group plays an important role in shaping and monitoring developments, as part of its brief to help the Guardians test ideas and debate issues.

Members created opportunities for their own organisations to work with Secondary Futures to help build futures literacy, participated in our projects and contributed to Secondary Futures' Phase 2 methodology.

At their final meeting of 2005, Touchstone Group members endorsed Secondary Futures' role as a provocative catalyst and discussed the challenges ahead.

While some members raised possibilities about more connections with today's policy processes, others emphasised the value of the project's broader functions – in particular, its capacity to impact on attitudes and actions that shape the future of schooling precisely because its potential is beyond policy.

This ongoing discussion will be important as we progress into Phase 2.

 Read more about the Touchstone Group at: www.secondaryfutures.co.nz/guardians/touchstonegroup.php

“Secondary Futures must maintain and preserve the space for futures thinking and not let it get eaten until it disappears forever; the nature of decision making is more complex than dealing with a particular agency or even range of agencies.” Touchstone Group Member

Secondary Futures Touchstone Group members

Judie Alison – Post Primary Teachers' Association

Chris Coutts – Institutes of Technology and Polytechnics of New Zealand

Wiremu Doherty – Te Akatea

Paul Ferris – Secondary Principals' Association of New Zealand

Kate Gainsford – Post Primary Teachers' Association

Matt Harcombe – Federated Farmers of New Zealand

Lucy Jansen – Beginning teacher

Ruth Kane – New Zealand Vice Chancellors' Committee

Taryn Kerr – Secondary student

Don McLeod – New Zealand Post Primary Teachers' Association Principals' Council

Ray Newport – New Zealand School Trustees Association

Nicole Norcliffe – Beginning teacher

Craig Norgate – Growth and Innovation Advisory Board

Diane O'Sullivan – New Zealand Parent Teachers' Association

Ana Rees – Secondary teacher

Rongomai Smith – Secondary student

Colin Tarr – New Zealand Education Institute Te Riu Roa

Debbie Te Whaiti – Post Primary Teachers' Association

Johnny Waititi – Secondary teacher

Arapine Walker – Te Rūnanga Nui o ngā Kura Kaupapa Māori

Richard Winder – Association of Colleges of Education in New Zealand

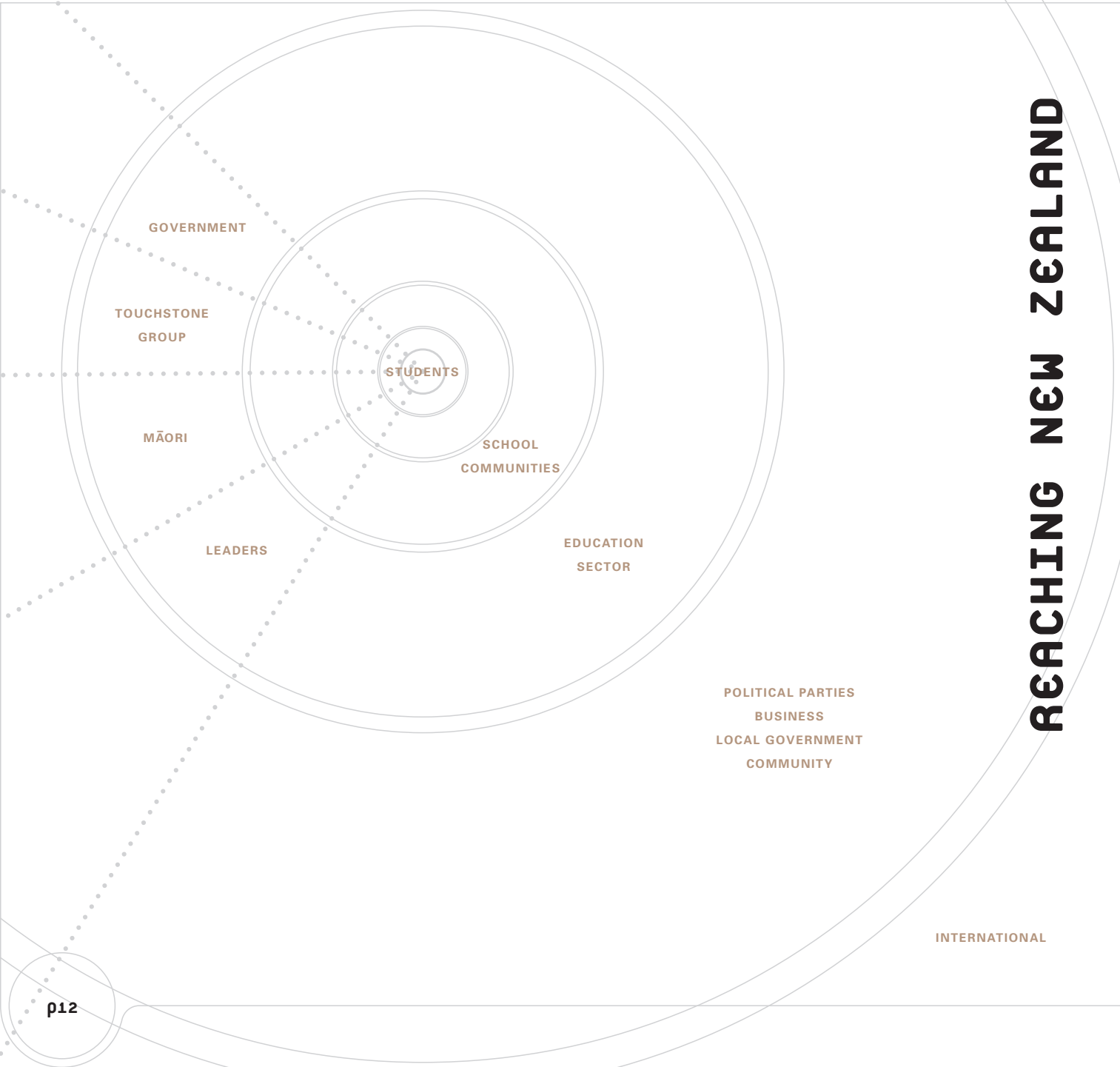
“THROW YOUR

DREAMS

INTO SPACE LIKE A KITE AND
YOU DO NOT KNOW WHAT IT WILL
BRING BACK...” ANAIS NIN,
THE DIARIES OF ANAIS NIN



REACHING NEW ZEALAND



GOVERNMENT

TOUCHSTONE
GROUP

MĀORI

LEADERS

STUDENTS

SCHOOL
COMMUNITIES

EDUCATION
SECTOR

POLITICAL PARTIES
BUSINESS
LOCAL GOVERNMENT
COMMUNITY

INTERNATIONAL

Our workshops continue to reach a wide range of audiences.

Thousands of New Zealanders have considered some possibilities for the future, reflected on what those might mean for learners and shared their preferences for how learning could happen in the future.

The Secondary Futures methods and tools developed in 2004 were expanded and strengthened in 2005 as we continued to stretch people's thinking. We added new trends to help more New Zealanders think about the future of education, and a new card to our toolbox: the storycard, which uses real life examples of innovation and excellence already occurring in our schools and elsewhere.

Left: Audience diagram based on a graphic by the New Zealand Council for Educational Research.

STRETCHING OUT

Demand for our workshops outpaced the capacity of our small secretariat. Having developed a methodology for futures planning and tools to build a futures conversation, we made these available for others to use, via:

- **Self-drive workshops**


We created a workshop pack for schools and communities. The pack includes all the resources needed to run a Secondary Futures workshop and a step-by-step workshop plan. Feedback is sent to Secondary Futures for inclusion in our information database.

- **External facilitators**

We ran a series of workshops in Hamilton, Christchurch, Wellington and Auckland with 100 experienced facilitators interested in adding the Secondary Futures approach to their existing work with communities. These facilitators are now able to take the Secondary Futures methodology and tools to a wider audience than we can reach on our own, helping us build capacity towards futures literacy.

- **Virtual workshop**

Part of the new interactive website launched in June, the Secondary Futures virtual workshop lets New Zealanders explore what the future might be like in 20 years and how learning might happen. Feedback from users is included in our information database.

 Experience the virtual workshop at: www.secondaryfutures.co.nz/how-do-we-work/tools.php

"The workshop was at a fast pace, I thought at the beginning it may be too fast but I actually think it woke me up."
Educator, Hamilton

"It made you think a bit more 'outside the square' but also ended up emphasising the good aspects of what we have now." Teacher, Northland

"The workshop helped us to move from an incremental approach to a steep change in thinking. It opens up for the Board the possibility that there is another way." Board of Trustees Chair, Wellington

"It made me think. I cut off the surface and went deeper." Student, Wairarapa

"Most participants felt safe to share ideas and opinions, found the engagement and activities to be enjoyable, considered the experience to be informative, and valued the opportunity to discuss these issues and learn from others."
Exploring Possibilities, New Zealand Council for Educational Research 2005

EVALUATION

A key measure of Secondary Futures' effectiveness is the value of the discussion process itself and the actions it generates.

As part of our accountability and transparency, Secondary Futures commissioned the New Zealand Council for Educational Research (NZCER) to evaluate the short-term effectiveness of our engagement processes' in promoting thinking and change in secondary education.

NZCER surveyed the views of people who had interacted with Secondary Futures. Their report identified that, as a result of our work, many of those interviewed had extended their thinking and adopted "a futures lens" on education.

The report found that Secondary Futures had already been very effective in relation to four of the six strategic objectives identified for the whole project:

- creating space to contemplate the future
- providing tools to resource thinking about the future of education
- sharing trends for the future direction of New Zealand society
- sharing information about possibilities to make more students more successful.

In line with the iterative nature of the project we will continue to deliver on these four objectives as we delve further into our remaining two objectives:

- eliciting people's preferences in relation to the future of the New Zealand education system
- supporting change by taking information out to others.


A prevailing theme from respondents was that people valued the safe place for debate about the future of education that Secondary Futures provides, and the opportunity for inclusive group discussion.

The evaluation discussed the challenges and inherent tensions between the aim of eliciting a shared vision and the aim of opening up possibilities, a theme that Secondary Futures is very conscious of, consistent with other futures-thinking literature. It also discussed the challenge of drawing on what is known about 'complex systems thinking' to support change.

The greatest challenge from interviewees was for Secondary Futures to have a more system-wide impact. NZCER posed a series of questions for us to consider in deciding how we could address such challenges.

The report also recommended some next steps in line with Secondary Futures' own internal planning:

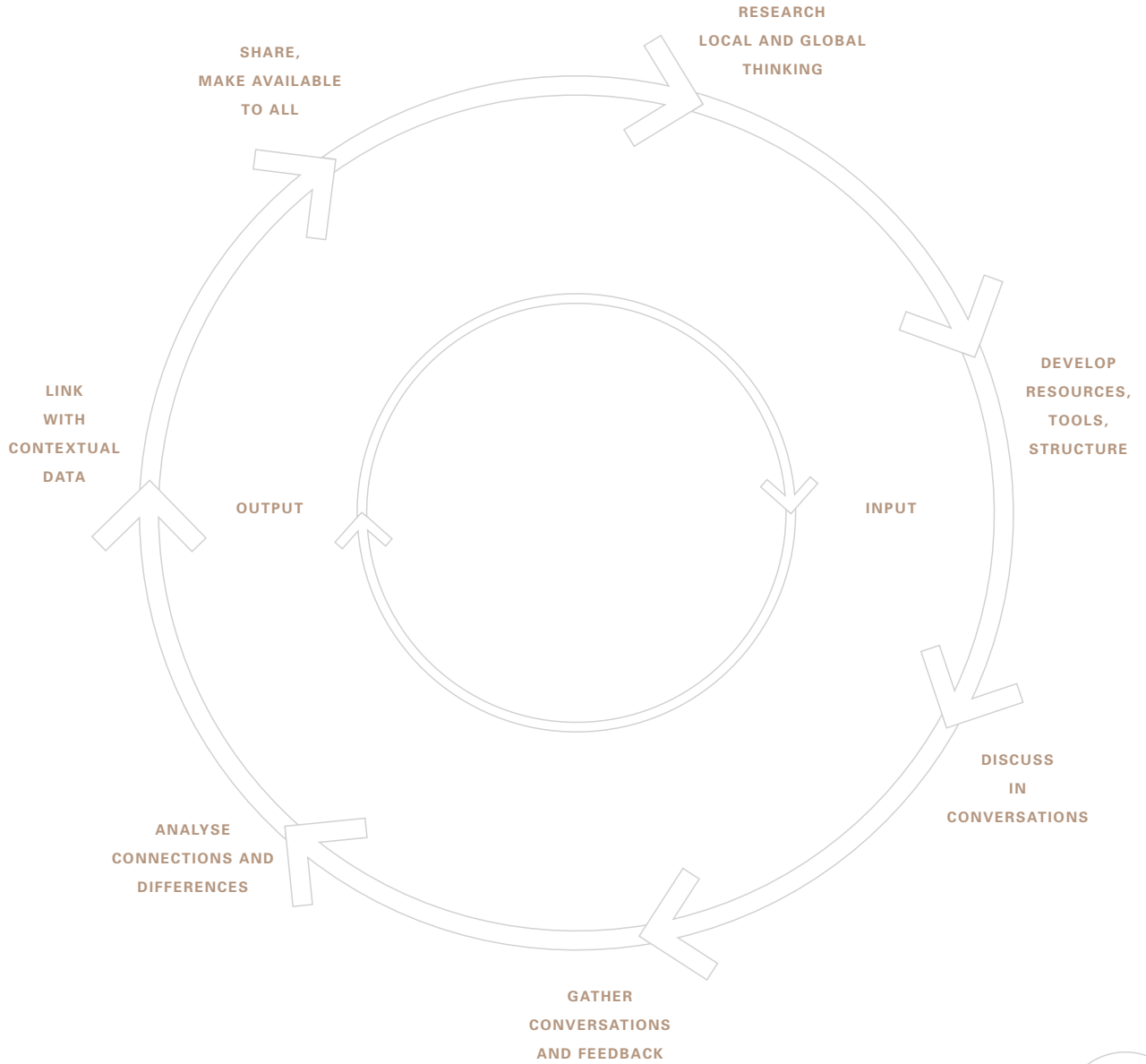
- supporting school leaders to create a futures-focused environment in their own schools, providing them with resources and methodology
- targeting people with the ability to champion futures thinking, such as practitioners, policy-makers, developers and managers.

 Read more of the NZCER report at: www.secondaryfutures.co.nz/matrix/2006/01/evaluation.php

"Group-based engagements allow people to hear the views and experience of others as well as help clarify their own thoughts. For some, simply being in a room with people they would not otherwise have discussions with widened their thinking about education." Exploring Possibilities, New Zealand Council for Educational Research 2005

Right: Gathering Voices – How Secondary Futures researches, develops and shares information with New Zealanders.

RESEARCH



We collect information about international and national trends, best practice in education, and other stimulus to feed into our conversations with New Zealanders. We record responses from these conversations – the initial possibilities and preferences for schooling in the future – and feed them out into new conversations, consistent with the iterative nature of our project.

During Phase 2 of Secondary Futures' work, we will be using qualitative and quantitative data-capturing techniques to probe more deeply into what people are telling us and elicit preferences for the future of New Zealand's education system.

All the information we gather is organised into our matrix referencing the three key questions and the five themes that have emerged from our conversations. It has evolved from a conceptual grid to an interactive, online filing cabinet of stories, trends and stimulus material that gives visitors to our website access to the information we gather.

Key Questions

In twenty years' time:

- What will be the purpose of secondary education?
 - How can secondary education best enable young people for their futures?
 - How could learning happen?
-

WEBSITE

Our new-look site, launched in June, has been one of our biggest successes. Our aim was to build a website that was easy to use, would stimulate thinking and capture people's views on the future of education. By the end of 2005, the average visitor was staying for 16 minutes.

The website shares stories about innovation occurring in New Zealand schools, includes papers and speeches from our Guardians, backgrounds the Secondary Futures process, and features a virtual workshop visitors can complete. We will continue to build on the interactive nature of the website, trialling closed community workshops allowing interest groups to hold online discussions about the future of education and issues that directly affect them.

Vision, our e-newsletter, alerts people to new information regularly posted on the site that might be used as a conversation starter in staffrooms and elsewhere.

Through the website we seek feedback on a variety of emerging trends, and invite visitors to share their own stories celebrating excellence in education in their communities. Progress has been slow but we will continue to sponsor these stories – the signposts that might shape the future.

The Five Themes

The fundamental values about education that New Zealanders told us in our Phase 1 discussions have been captured in five clear themes:

Students First:

In this theme, a student's dreams and talents are pivotal and defining; put students at the centre of learning, and design systems to support this.

Inspiring Teachers:

In this theme, teachers' roles become more diverse, flexible and expert. More and broader partnerships occur to support student learning.

Social Effects:

This theme explores how future secondary education can enable each student to achieve whatever outcomes are best suited to their context: who they are and where they come from.

Community Connectedness:

In this theme, families, parents, industry, and community leaders are all potential sources of knowledge, inspiration and role models who could enhance learning opportunities.

The Place of Technology:

This theme explores what role New Zealanders want technology to have in the future of education.

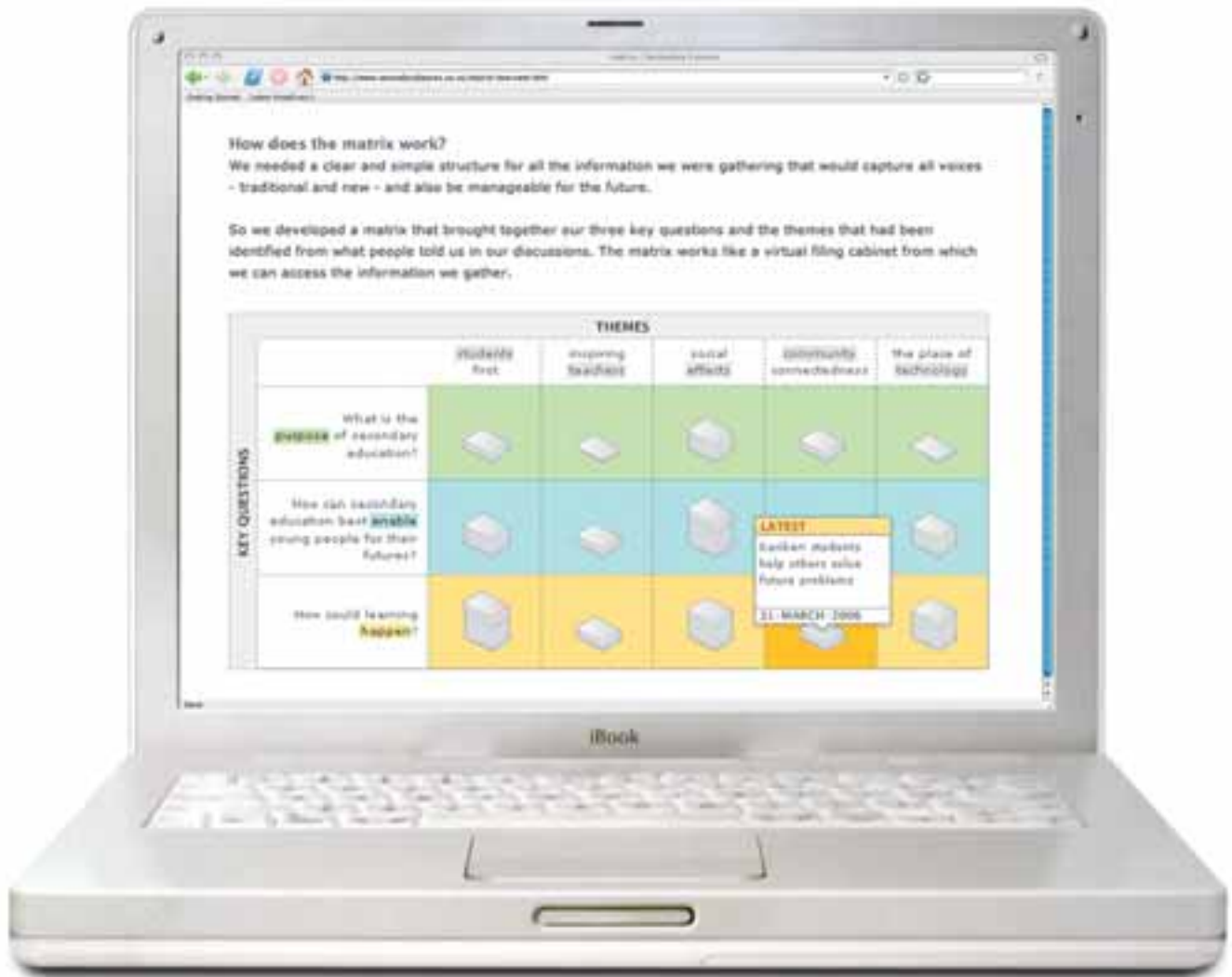


Use the matrix at:

www.secondaryfutures.co.nz/matrix-overview.html

"Great to actually spend some time thinking 'what if' instead of 'what now'!"
School Leader, Auckland

"Your work is a brilliant example of the most consummate form of innovation."
Lester Levy, University of Auckland Business School





“SPACE

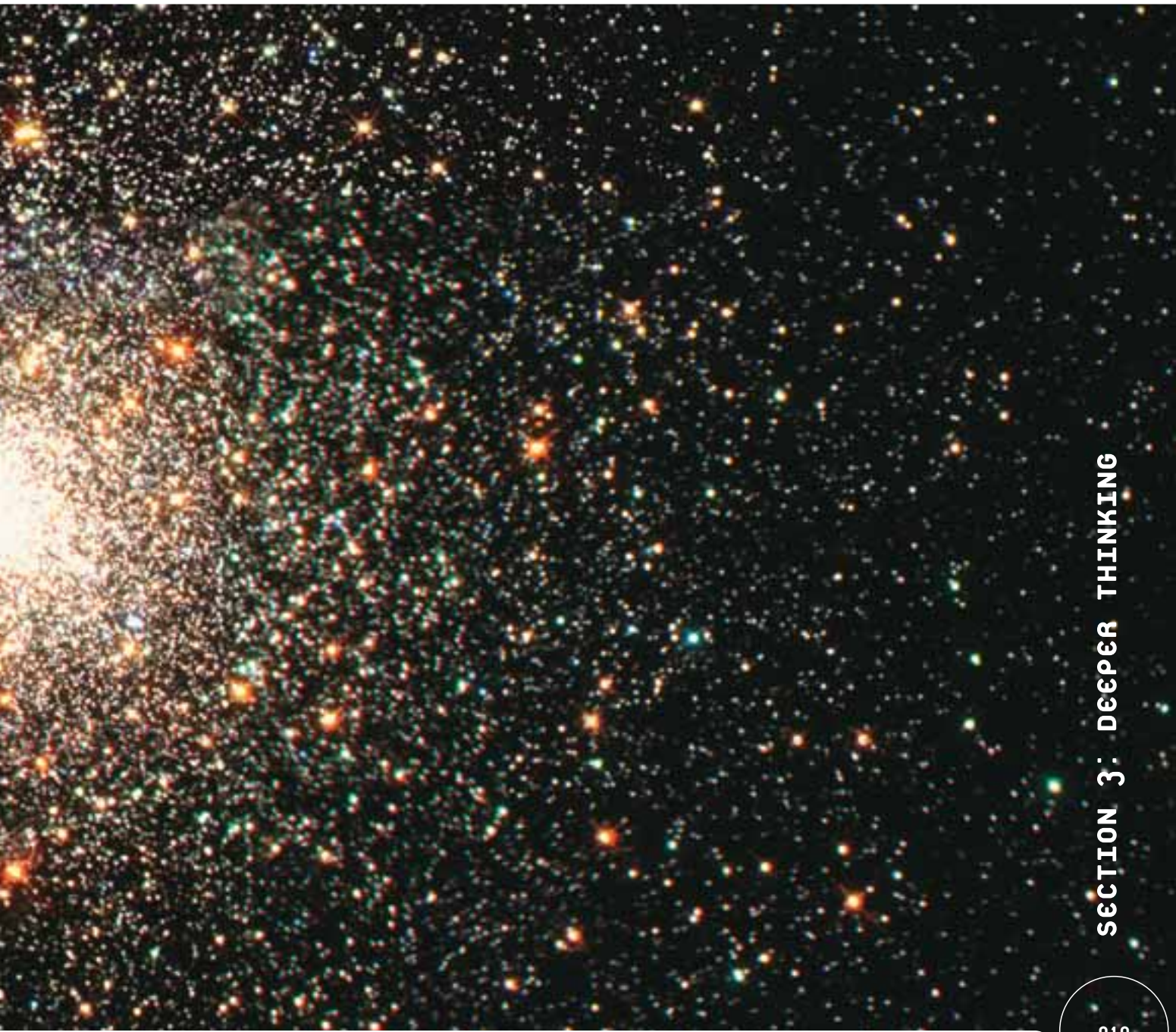
ISN'T REMOTE AT ALL.

IT'S ONLY AN HOUR'S DRIVE

AWAY IF YOUR CAR COULD

GO STRAIGHT UPWARDS.”

FRED HOYLE, ASTRONOMER



SECTION 3: DEEPER THINKING

PROJECTS

Three special projects initiated by Secondary Futures have provided us with a platform for our Phase 2 'deeper thinking' activity, as we build pathways for change.

NEW SCHOOLS

This project, overseen by Guardian Gillian Heald, provides leaders of new schools with the time and place to think differently. It gives them the opportunity to share learning with others at the forefront of change and helps them drive change in their own practice.

As the NZCER noted in its external evaluation, principals of our New Schools group "shared current experiences and innovations, empowering other participants to take similar risks".

During the year we held three New Schools meetings. We explored a single question at each:

- what should students be learning and how do we know?
- what does student-centred learning look like in your school?
- where will your school be in 15 years?

By providing stimulus and space we surfaced vital challenges and opportunities to explore new ways of working that might better meet the needs of learners in the future.

Having considered both the future of education and the barriers for progress, the New Schools group made three recommendations, which were passed on to the Ministry of Education for consideration and action. These were to:

- collect information from leaders of new schools to assist others in the future, and consider the implications of these experiences for the Ministry of Education
- conduct research around specific initiatives in new schools designed to enhance student outcomes
- develop systems for leaders of new schools to share knowledge with each other and with those who might follow them.

Secondary Futures will continue to work with these leaders of new schools in 2006, and will expand the conversation to include agencies that support schools so they can consider how their own roles and practice might meet these new and changing needs.

“We don’t know what students should learn – they do. And it’s the teacher’s job to remove the barriers.” Stephen Arnold, Athena Montessori College

“Secondary Futures made me think 20 years out – and as a result I’ve changed everything and we’re doing it in 2006!” Vince Dobbs, Unlimited paenga tawhiti

“The challenge is how to maintain the rigorous approach to the subject and also get the breadth of learning. We need quality learning leaders for that.” John Locke, Alfriston College

“A school leader noted that only during participation in their second workshop were they able to make a shift from thinking about the future to linking this to the now.” Exploring Possibilities, New Zealand Council for Educational Research 2005

New Schools members

Stephen Arnold – Athena Montessori College

John Boyce – Garin College

Paul Daley – Sancta Maria College

Vince Dobbs – Unlimited paenga tawhiti

Mike Leach – Botany Downs Secondary College

John Locke – Alfriston College

Te Aroha Mackintosh – Patea High School

Brian O’Connell – Whangaparaoa College

Watson Ohia – Nga Taiatea Wharekura

Brendan Schollum – Aquinas College

Jaki Sutton – Coastal Taranaki Area School

Andy Walker – Aurora College

INSPIRING TEACHERS

New Zealand's reputation for good teaching might be at risk if we do not consider who might be the teachers of the future and how they might be working.

Inspiring Teachers is a new project by Secondary Futures designed to examine more deeply what the role of a teacher might look like in the future.

Two Inspiring Teachers groups, convened by Guardian Mason Durie, were formed in 2005 comprising practitioners, academics, beginning teachers and wider community voices.

The two groups considered what the composition of the education workforce might be, how a teacher might be working, what professional development might be available to teachers, what the role of technology might be, and how teachers might acquire and share new knowledge with learners.

Collectively, they came up with the following list of desirable attributes for the role of a teacher twenty years on:

- an interest in young people
- specialist expertise and the capacity to maintain that expertise
- the capacity to negotiate what is taught, where, when, for how long, and the allocation of resources
- the ability to engage in teaching teams, sometimes bringing in expertise from outside the profession
- the capacity to negotiate pay and performance measures, and professional development
- sufficient support to be relieved of work outside the key role – building the capacity to be an excellent teacher
- the capacity to work across cultures
- a sense of job satisfaction, doing interesting work
- having leadership capacity nurtured.

The 2005 meetings were only a start, providing a useful frame for further discussions in 2006.

“At the Inspiring Teachers meeting we felt we had the liberty to exercise ideas and options, and the freedom to criticise.”
Nicole Northcliffe, Touchstone Group

“Teach students to think and learn, teach them to make meaning of their learning in relation to themselves, others and their physical, social and economic environments. Teach them to socialise and communicate to function effectively across different groups of people in different contexts and different roles.”
PPTA Curriculum Leader

Inspiring Teachers members

Michael Anderson – CORE Education

Marilyn Brady – ElectroTechnology Industry Training Organisation

Steve Canney – Venture Southland

Wiremu Doherty – Te Akatea

Peter Fergusson – Independent Schools of New Zealand

Prof John Hattie – University of Auckland

Prof Ruth Kane – Massey University

Prof John Langley – University of Auckland

Nicole Norcliffe – Cashmere High School

Dr Craig Rofe – Onslow College

Bernadine Vester – City of Manukau Education Trust

BLUE SKIES

Secondary Futures' role as a catalyst for discussion about education includes challenging the status quo and illuminating signposts into the future.

The Blue Skies project invited some leaders from different sectors to meet with the Guardians to share their knowledge of, and aspirations for, the future and consider what students might need in order to be successful.

At their first meeting in November, participants noted that while they had often held informal conversations with colleagues and friends about their vision for the future, Blue Skies was the first time they had been invited into the debate shaping education that identified and collected their aspirations in a systematised way.

Blue Skies members support the value of futures thinking in policy development – particularly the consideration of a future beyond the traditional three-year timeframe of a strategic plan.

Blue Skies participants:

- recognised the urgency of refocusing the purpose of schooling around the values and priorities for New Zealand in the future
- encouraged wide exploration of opposing schools of thought about the future of education
- considered the changing profile, motivators and aspirations of today's young people and noted how inadequately they thought today's schooling met these challenges.

The group also endorsed the idea that students in the future would need to experience risk and failure as part of knowledge acquisition and the creative process, and that schools should provide an environment that encourages and supports this.

These voices have now been added to our national database, their ideas shared in workshops and developed into resources for Phase 2 'rigorous imagining' work.

The Blue Skies project will continue in 2006 with a revolving membership at changing venues around New Zealand.



Read more about our projects at:
www.secondaryfutures.co.nz/how-do-we-work/projects.php

"As a country, we don't do nearly enough thinking about the future. The absence of long-term thinking, and preparing for the future, is evident in both the private and public sectors." David Skilling, New Zealand Institute

"The reality is that we're teaching our kids for last century. How do we teach people to think? What do we teach them to think about? What are we teaching our children? If we teach the same thing in the same ways, we shouldn't be surprised we get the same result." Craig Norgate, Growth and Innovation Advisory Board

Blue Skies members

Rob Fenwick – Chair of New Zealand Business Council for Sustainable Development

Dr Lester Levy – Chief Executive of Exceleator and Adjunct Professor of Leadership, University of Auckland Business School

Craig Norgate – Member of Growth and Innovation Advisory Board

Professor Dame Anne Salmond – Pro Vice-Chancellor, University of Auckland and Professor of Māori Studies and Anthropology

Dr David Skilling – Chief Executive of the New Zealand Institute

Associate Professor Michael Walker – Co-Director of Ngā Pae o te Māramatanga, National Institute of Research Excellence in Māori Development and Advancement

INTERNATIONAL


Secondary Futures is integrally involved in the Organisation for Economic Co-operation and Development's *Schooling for Tomorrow* project

Guardian Gillian Heald and Chief Executive Nicola Meek attended the OECD's *Schooling for Tomorrow* forum in Paris in June to share our work with other member countries. As an extension of this we were able to share experiences with educators in London at the forefront of change.

The visit in October of *Schooling for Tomorrow* project leader David Istance gave us the chance to reinforce the importance of futures thinking with key education audiences – including our own Touchstone Group – and with the wider government sector.

The Australian Department of Education, Science and Training invited Secondary Futures to Canberra to present on our work. On the same visit, we shared methodologies and experiences with our OECD counterparts in the states of Victoria and South Australia.

Placing Secondary Futures firmly in the international context for futures thinking in education benefits New Zealand by further informing our own processes. It also provides other countries grappling with futures-thinking challenges with the opportunity to advance and test their own methodologies and practice.

 Read more about our work with the OECD at: www.secondaryfutures.co.nz/about-sf/linking-with-oecd.php

“I was working in Scotland last week and out came the Secondary Futures cards and scenarios! What a thrill to see that work half way around the world, a source of inspiration for so many. The work you are doing is changing how people think all over the world.” Riel Miller, Future Practitioner

CHALLENGES AHEAD

New Zealanders have given Secondary Futures a clear message to rattle more cages, to shake entrenched attitudes that prevent students being as successful as they might be.

Our challenge in the next 12 months will be maintaining the momentum around our first four objectives while extending our reach. We want to help more people think more deeply about their preferences for education in the future and help them convert their ideas into policy.

Making this sort of work sustainable, embedding a systems-thinking approach amongst those working in schools and those who are charged with supporting the work that schools do, is a problem we are committed to solving in the interests of young New Zealanders of the future.

The Guardians are already finalising a 'Map' that outlines how the transformation from futures thinking to policy and practice might occur.

Secondary Futures is planning more conversations across more networks, creating forums where people's aspirations for education, innovative practice, and policy implications can be considered simultaneously.

“Perhaps the greatest challenge of a systems framework for change is that it calls for ‘working on everything, and everyone at once’.”
Exploring Possibilities, New Zealand Council for Educational Research 2005

APPENDIX

In 2005 we met with thousands of people helping to shape the future of education, including:

Alfriston College

Aorere College

Aotea College

Aquinas College

Association of Colleges of Education in New Zealand

Athena Montessori College

Auckland Catholic Principals

Auckland City Council

Auckland College of Education

Auckland Principals

Aurora College

Australian Capital Territory, Education and Training

Australian Secondary Principals Association

Avondale College

Botany Downs Secondary College

Business New Zealand

Cashmere High School

Central Hawke's Bay College

Central Otago School Managers

Christchurch City Council

Christchurch College of Education

Christchurch Mayor, Gary Moore

City of Manukau Education Trust

Clemenger BBDO

Clendon Community Network

Clendon Youth

Coastal Taranaki Area School

Conservation Corps, Dunedin

Contact Energy Limited

CORE Education

Demos, United Kingdom

Department for Education and Skills, United Kingdom

Department of Education, Science and Training, Australia

Department of Internal Affairs

Department of Labour

Department of the Prime Minister and Cabinet

Department of the Prime Minister and Cabinet, Australia

Dunedin College of Education

Dunedin School Managers

Education Review Office

ElectroTechnology Industry Training Organisation

Northland Enterprising Teachers

Families Commission

Federated Farmers of New Zealand

First-time Principals Programme

Future Practitioner, Kate Delaney

Future Practitioner, Riel Miller

Garin College

Growth and Innovation Advisory Board

Hamilton Girls' High School

Hei Ara Kokiri, Tuwharetoa Education Initiative

Heurisko Learning Technology Specialists

Hui Taumata

Independent Schools of New Zealand

Institutes of Technology and Polytechnics of New Zealand

Landcare Research

Leadership and Management Advisers

LEARNZ

Local Government New Zealand

Mahurangi College

Manurewa High School

Massey University, Research School

Massey University, Secondary Advisers

Media Teachers

Ministry for the Environment

Ministry of Economic Development

Ministry of Education

Ministry of Foreign Affairs and Trade

Ministry of Health

Ministry of Research, Science & Technology

Ministry of Social Development

Ministry of Youth Development

National Association of Secondary Deputy and Assistant Principals

Navigator Network

New Zealand Area Schools' conference

New Zealand Association of Consulting Laboratories

New Zealand Business Council for Sustainable Development

New Zealand Catholic Education Office

New Zealand Council of Trade Unions

New Zealand Education Institute Te Riu Roa

New Zealand Graduate School of Education

New Zealand Institute

New Zealand Leadership Institute

New Zealand Parent Teachers' Association

New Zealand Post Primary Teachers' Association Principals' Council

New Zealand School Trustees Association

New Zealand Teachers Council

New Zealand Trade and Enterprise

New Zealand Vice Chancellors' Committee

New Zealand's Bioethics Council

Ngā Pae o te Māramatanga, National Institute of Research Excellence in Māori Development and Advancement

Nga Taiatea Wharekura

Northland Polytechnic

Organisation for Economic Co-operation and Development

Park View Academy, United Kingdom

Patea Area School

Politicians from a range of political parties

Post Primary Teachers' Association

Queensland Catholic Education Commission

Renaissance Education Division

Retirement Commission

Sancta Maria College

School Managers

School Support Services

Scion, Forest Research Institute

Secondary Principals' Association of New Zealand

South Australian Centre for Leaders in Education

South Wellington Intermediate Future Problem Solving Group

State Services Commission

State Services Commission, Future Practitioners Forum

Tawa College

Te Akatea

Te Puni Kōkiri

Te Rūnanga Nui o ngā Kura Kaupapa Māori

TEAM Solutions

Technology Education New Zealand

The Australia and New Zealand School of Government

The Correspondence School

The University of Auckland

Ultralab

Unitec, New Zealand Centre for Innovation and Entrepreneurship

University of Otago

Unlimited paenga tawhiti

Upper Hutt schools

Venture Southland

Venture Taranaki

Victorian Association of State Secondary Principals

Vodafone

Waikato Diocesan School for Girls

Waikato School Support Services

Wairarapa Schools

Wellington Girls' College

Wellington Regional Strategy

Wellington School Support Services

Wellington-Wairarapa School Trustees Association

Whangaparaoa College

Whangarei District Council

Youth Transition Services

Youth Works

If we met with your organisation and it's not listed here we apologise.

OUR WORK IS HEAVILY RELIANT ON ALL OF THOSE WHO SHOW A WILLINGNESS TO DISENGAGE FROM TODAY; WHO RECOGNISE THAT THE CURRENT SCHOOLING MODEL NEEDS TO CHANGE IF IT IS TO MEET THE FUTURE; WHO ARE CREATING A VISION FOR HOW SCHOOLING COULD BE, AND WHO ARE PREPARED TO TRY NEW APPROACHES SO WE CAN ALL HELP MORE SCHOOL LEAVERS BECOME MORE SUCCESSFUL. THANK YOU.

SECONDARY FUTURES

HOENGA AUAHA TAIOHI

YOU CAN FIND US AT:

LEVEL 2, DRUIDS CHAMBERS, WOODWARD STREET

PO BOX 8079, WELLINGTON

TEL: +64 4 499 6214

FAX: +64 4 499 6279

EMAIL: INFO@SECONDARYFUTURES.CO.NZ

WEB: WWW.SECONDARYFUTURES.CO.NZ

