

Plausible Futures of Learning for Ōtautahi Christchurch, through Multi-stakeholder Perspectives

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Tēnā koutou katoa | Salam alaikum | Greetings to everyone
Ko Hafsa Ahmed ahau | My name is Hafsa Ahmed
Nō Īnia aku tupuna | My ancestors are from India
Nō Hyderabad te tāone nui o Īnia au | My city is Hyderabad in India.
Kei Te Whare Wānaka o Aoraki ahau e mahi ana. | I work at Lincoln University .
He pūkenga matua ahau. | I'm a Senior Lecturer.
Ko tēnei taku mihi ki ngā tāngata whenua o te rohe nei
| I acknowledge the people of this land
Ka mihi hoki au ki ngā tohu o te rohe nei
| I also acknowledge the important landmarks of this area.
Nō reira, tēnā koutou, tēnā koutou, tēnā koutou katoa.
| Therefore, my acknowledgment to you all.


Thanks to



Setting the scene



The headlines

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NEW ZEALAND / THE DETAIL

The school system is not making the grade

9:10 am on 10 February 2025

 **Amanda Gillies**, for The Detail

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Sliding education levels continue in latest school-leaver data; more and more students leaving school before turning 17



By **Derek Cheng**

Senior Writer · NZ Herald · 6 Aug, 2024 11:32 AM ⌚ 4 mins to read

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POLITICS / COMMENT & ANALYSIS

National standards by stealth? Why the government's latest plan for schools might fail the history test

9:46 am on 26 March 2025

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By Jade Wrathall and Marta Estellés* of **THE CONVERSATION**



The numbers

New Zealand has lower school attendance rates than other similar countries such as the United States, United Kingdom and Australia. Currently, just 45.9 percent of students attend school regularly (September 2023).

Attendance rates are lower for learners in secondary year levels, different locations, Māori and Pacific learners and those facing socioeconomic barriers. (DPMC, 2024)



Proposed changes to the Act include:

- amending school board objectives, including making educational achievement the paramount objective for school boards;
- removing the Minister’s power to issue a statement of national education and learning priorities (NELP);
- requiring unions to give seven days’ notice of strike action (up from three days);
- strengthening Government’s role in Initial Teacher Education;
- strengthening the Teaching Council’s disciplinary and competence processes in the Act;
- requiring boards to have Attendance Management Plans;
- requiring each university council to have a statement on their approach to freedom of expression.

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10 APRIL 2025

Delivering a world-leading education system

HON ERICA STANFORD HON DR SHANE RETI HON DAVID SEYMOUR

Education Universities

The Government is taking further steps to deliver a world-leading education system by introducing the Education and Training Amendment Bill (No 2) to Parliament.



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28 APRIL 2025

Government calls on mayors to boost school attendance

HON DAVID SEYMOUR

Education

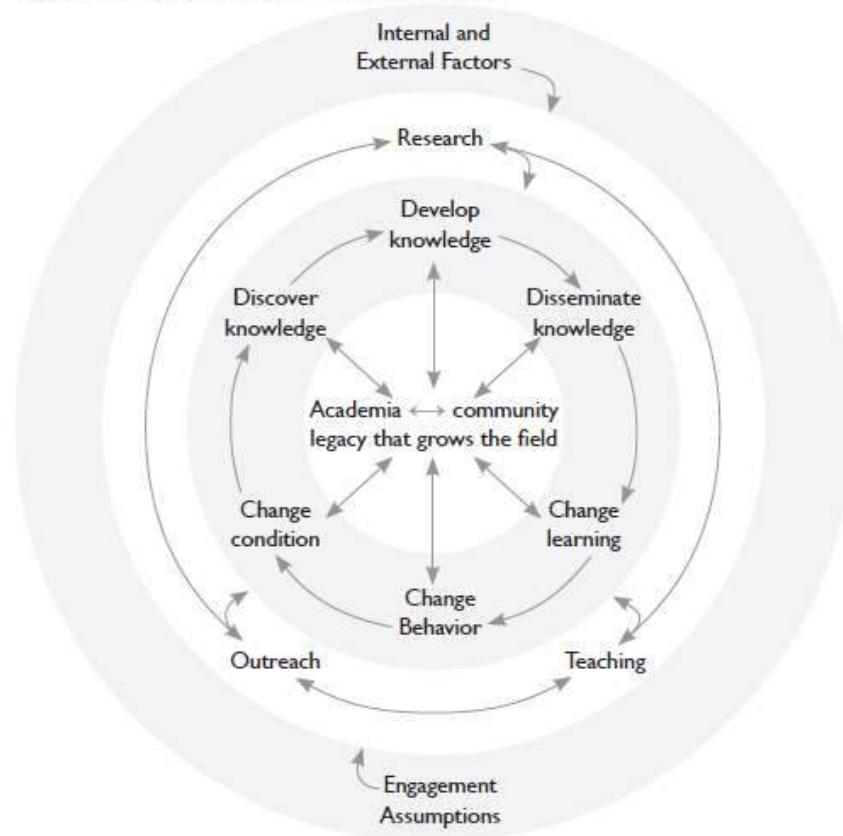


The Approach - Engaged Scholarship

- Engaged Scholarship supports a vital conversation about the philosophy, purpose and process of impactful research.
- Van De Ven (2007, 2011, 2016)
 - impactful research method
 - developing knowledge with practitioners
 - engagement is a learning process that is most likely to be fruitful when it starts from where stakeholders are and pursues the problems they conceive and value.
- An engaged scholar focuses on a reciprocal relationship with the community and adds value to the community and the scholar's discipline (Franz, 2009)

Engaged Scholarship

Figure 1. Franz Engaged Scholarship Model



Source: Franz (2009), pg. 33.

Our approaches to learning

What has influenced them?

Impact of colonisation on global educational approaches

- Imposition of a certain way of education
- Suppression of Indigenous knowledge

“If you design a system to do something specific, don’t be surprised if it does it. If you run an education system based on standardisation and conformity that suppresses individuality, imagination and creativity, don’t be surprised if that’s what it does.”

Sir Ken Robinson, Creative Schools























What if...

FUTERRA



The Awesome Anthropocene Goals are wildly optimistic, deliberately ambitious and far beyond where we are today.

01. Universal Decent Income for All 	02. Food is a Source of Joy 	03. 100 Years of Good Health 	04. Everyone's Potential is Possible 	05. Gender is a Source of Joy 
06. All Life has a Right to Water 	07. 100 Terawatts of Clean Energy 	08. Mission Markets & Meaningful Work 	09. Ultrastructure Everywhere 	10. Distributive Societies 
11. Everyone Lives in a Doughnut Community 	12. Consumption is Regenerative 	13. Zero Degree Justice 	14. A Renaissance Below Water 	15. Half the World is Wild 
16. Human Rights for the Future 	17. Everyone Optimistic 	18. Gender Identity, Expression & Sexuality as a Source of Joy 	19. Space is a Collective Commons 	20. Artificial Intelligence Enhances Life 

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Goal by 2030:



Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

WHEN THE SDG IS REACHED, WE WILL HAVE ACHIEVED;

Free, equitable and quality primary and secondary education for all girls and boys.

Equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.

A substantial increase in the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.

Coverage for all learners to acquire the knowledge and skills needed to promote sustainable development.

Awesome by 2050:



Everyone's potential is *possible*

WHAT WE SHOULD STRIVE FOR, AFTER THE SDG IS REACHED;

The full range of every person's unique skills and abilities is unlocked through democratised access to learning and education.



From What is to What if (Rob Hopkins)

“What if young people felt that anything were possible and that they could achieve whatever they felt capable of in that moment when they set off into the world? What would be their first move? And the next? What kind of life would they build? What if we all felt this way? What would society look like?”



1. In your view,
what changes
should most
shape the future
of learning?

Code: 3743855

So how can we take the next step?

Focus on Ōtautahi Christchurch

Whakataukī - Māori proverb

“Kia whakatōmuri te haere whakamua.”

I walk backwards into the future with my eyes fixed on my past.

The idea we should look to the past to inform the future.

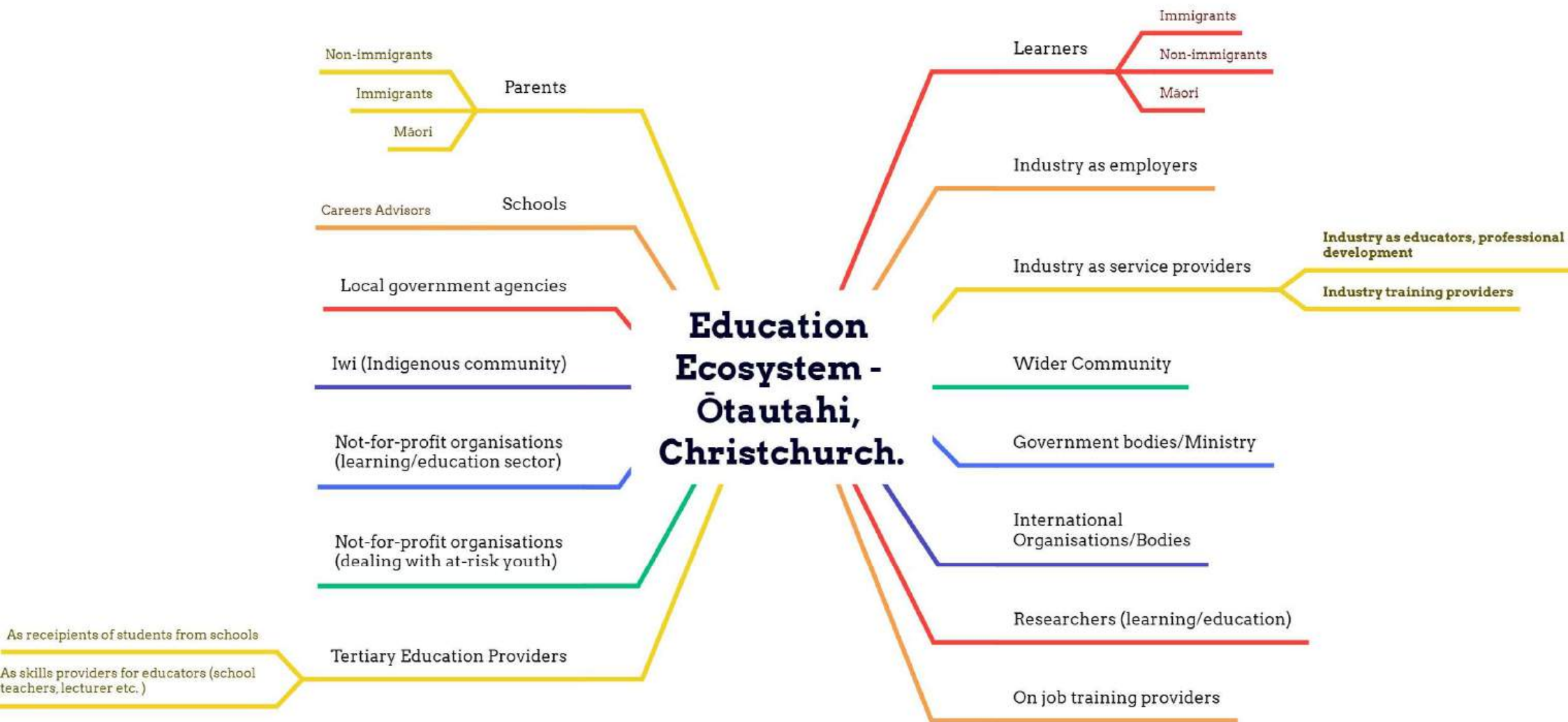
- Who are the current stakeholders of the educational ecosystem?
- What are the current barriers, drivers and enablers of change for the education ecosystem?

In-depth interviews with the stakeholders

12 interviews (90-120 minutes) across different stakeholder groups

Complexities of the stakeholder ecosystem

- Knowing the stakeholder ecosystem
- Stakeholder – anyone who can impact or be impacted by the work positively or negatively
- Ecosystem - a system, or a group of interconnected elements, formed by the interaction of a community



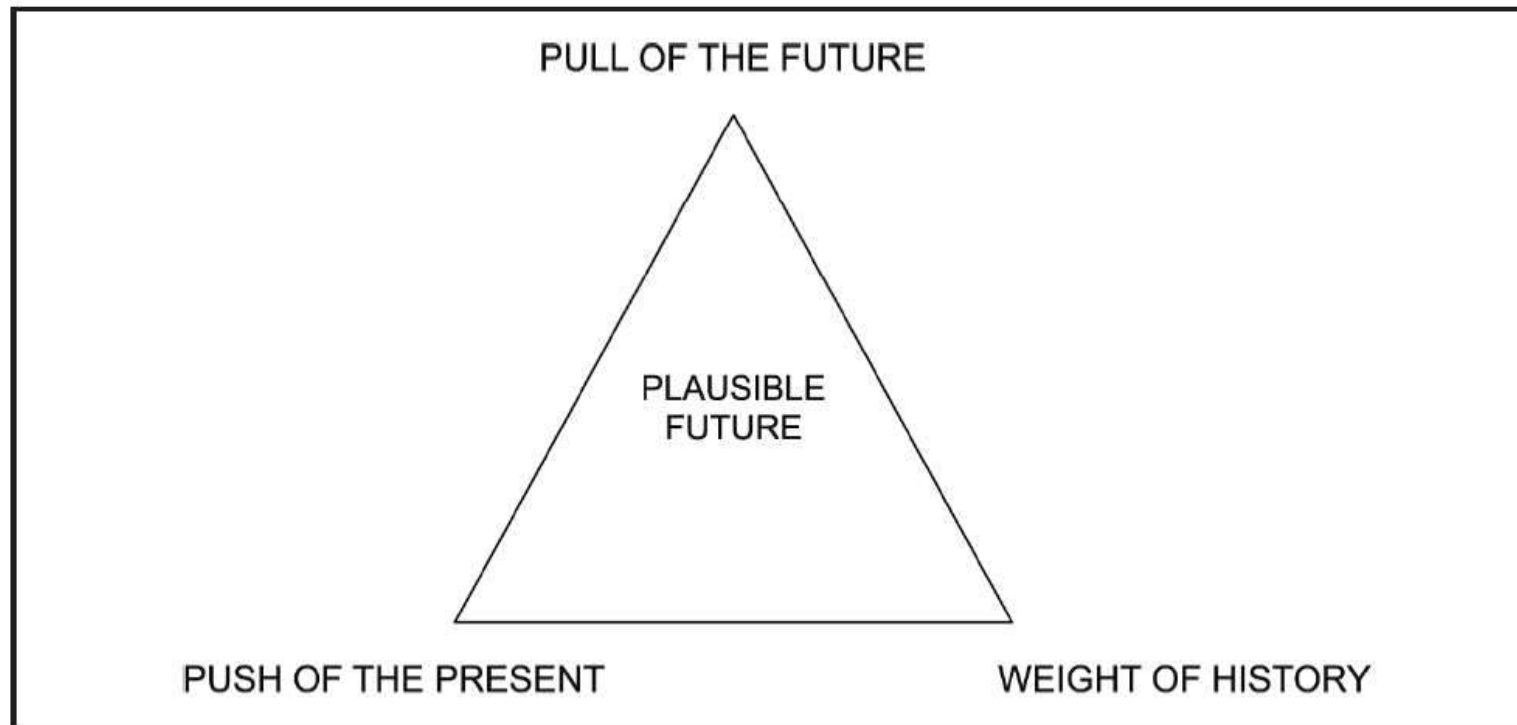
Presented with xmind



Futures foresight tool

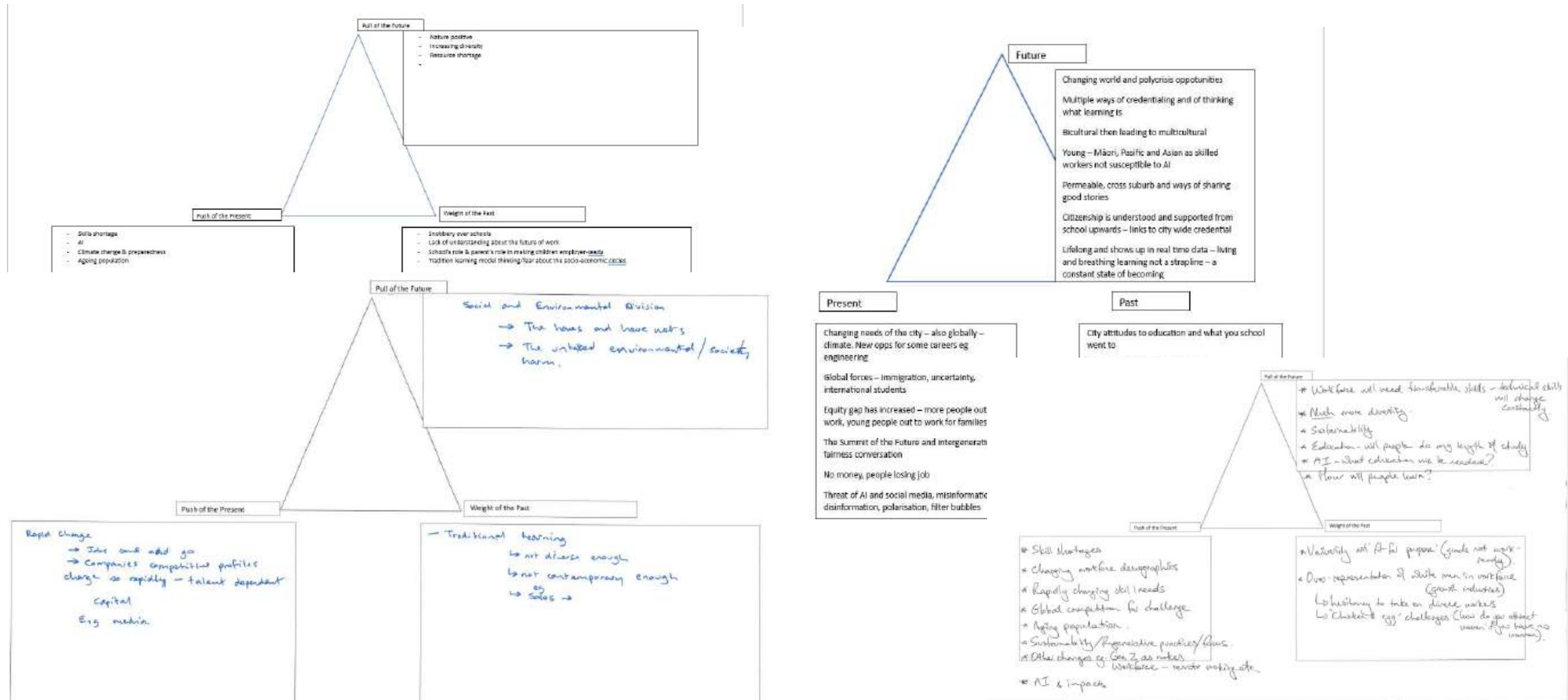
Mapping the future: Futures Triangle

Figure 1 The futures triangle



Source: Inayatullah, S. (2008). Six pillars: futures thinking for transforming. *foresight*, 10(1), 4-21.

Barriers and enablers of change



Barriers

1. Mismatch Between Education and Workforce Needs - Skills gaps, outdated education-to-work pipeline
2. Systemic Challenges in Education - Policy, tradition, inequity, curriculum misalignment
3. Equity, Diversity, and Inclusion - Representation, immigrant support, systemic racism
4. Societal and Political Influences - Regional politics, social stratification
5. Trauma, resilience, and wellbeing - Impact of disasters and recovery in education
6. No community and sustainability focus
7. Rapid change and innovation pressure - Struggles with adapting to new demands and capacity issues.

Drivers

1. Rapid Technological Change and Its Impact - AI, VR, online learning, changing role of teachers
2. Workforce Transformation and Future of Work - Skills shortage, Gen Z, remote work, rapid job change
3. Climate Change, Sustainability, and New Opportunities - Preparedness, sustainable careers, youth action
4. Demographic Shifts and Social Equity Issues - Aging population, equity gaps, discrimination
5. Economic Uncertainty and Global Forces - Global migration, financial instability
6. Systemic education challenges - Curriculum changes, teacher workload, resource gaps
7. Hope and agency among young people - Collective action, ownership, optimism

Enablers

1. Continuous Innovation and Evolving Learning Models - Real-time learning, personalization, rethinking spaces
2. Community, Citizenship, and Local-Global Connectivity - Citizenship, shared learning models, immigrant community contribution
3. Workforce Future-Readiness and Diversity - Transferable skills, future readiness, diverse workforce emergence
4. Sustainability, Indigenous Worldviews, and Duty to Future Generations - Duty to future generations, nature-positive mindset
5. Mental Health, Belonging, and Holistic Education Outcomes - Lower unemployment, less marginalization, and mental health
6. AI and the Future of Learning - New methods of learning, evolving education models



Vision of the future: Transforming the city into a collaborative learning campus

Community – Nature positive –
Innovation – work readiness –
Lifelong learning – Diverse –
Equitable -
Adaptable/personalized
Intergenerational



“In the city persons and groups interact within spaces and institutions they all experience themselves as belonging to...”

American political theorist Iris Marion Young (1995)

*“Our work is to recover wisdom and imagination...
you need at least three generations exploring
things together to generate the conditions for real
wisdom and imagination to emerge.””*


(Manish Jain)

Shikshantar: The Peoples' Institute for Re-thinking Education and Development & co-founder -
India's first university dedicated to localization

His work is underpinned by two key concepts “unlearning” and “unschooling”

Unlearning: education needs to play a vital role in helping us relook at our assumptions

Unschooling: learning which is moving beyond competition and comparison and shifting towards
self-learning and co-creation of learning i.e “intergenerational learning spaces”



Special mention
Dr Cheryl Doig

“A new kind of student is that individual who, from the earliest years, has been driven by their intrinsic interests and curiosity and creativity.... (they are) learning for themselves, they never fall into the trap of learning for someone else.”

(Professor Emeritus Andrew Brewerton)



2. What future
of learning do
you dream of
seeing come
alive?

Code: 3725271

Follow-up questions (on the A4 sheets of paper)

3 - What steps do you think we can take today to start building that future?

4- What would make learning feel truly alive for our community in Ōtautahi Christchurch?

5- Create a new headline for the future of learning in Ōtautahi Christchurch.

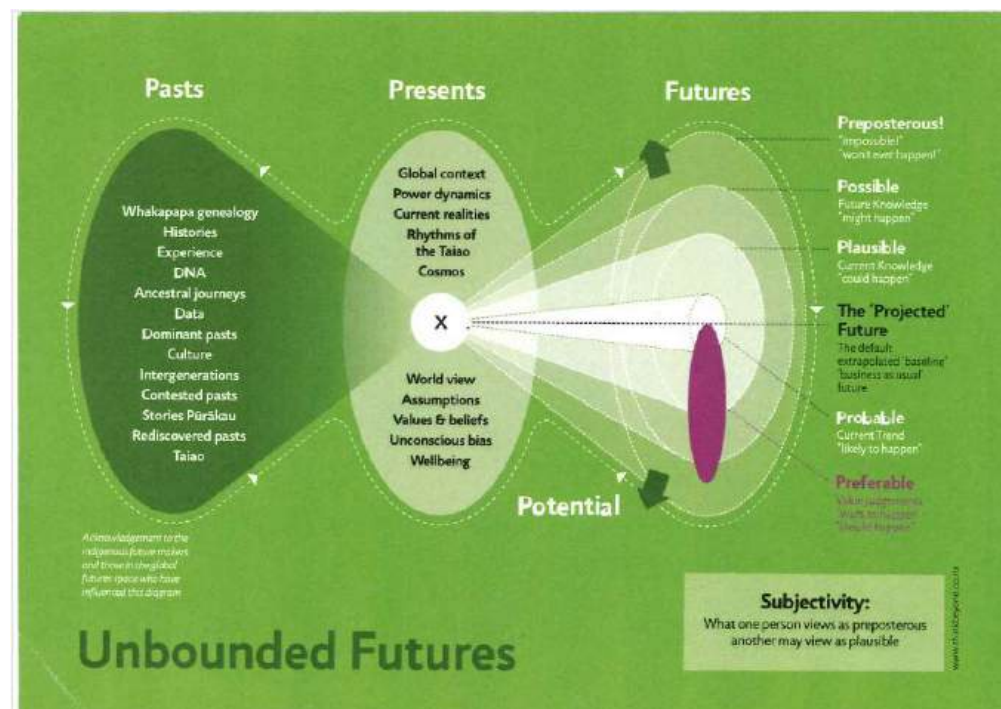
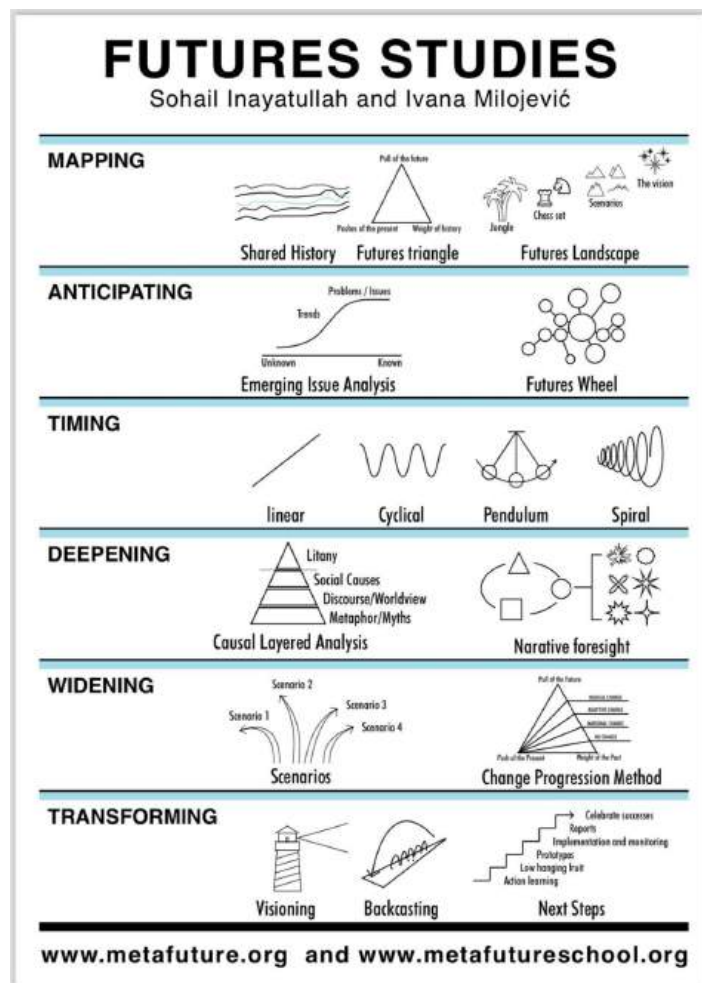
Limitations & next steps

- Impact of changes driven by change in government
- Further exploration of the interplay between stakeholders:
 - Need clarity of their “stake” to manage the relationship
 - Attribute salience: Stakeholder attributes – power, legitimacy, & urgency
 - Issue salience: Stakeholder alignment – consistent, conflicting, & unrelated

Sources: Mitchell, Agle & Wood (1997) | Bundy, Shropshire & Buchholtz, 2013 | Wood, Mitchell, Agle & Bryan (2021)

- Only one tool from the futures foresight toolbox...

Futures Foresight toolkit



Dr Cheryl Doig

Resources to share and explore

- Australian Institute for Intergenerational Practice (<https://aiip.net.au/>)
- Dr Cheryl Doig's resource
- From What is to What If by Rob Hopkins
- Manish Jain: "Our work is to recover wisdom and imagination"
(<https://www.robhopkins.net/2018/01/31/manish-jain-our-work-is-to-recover-wisdom-and-imagination/>)
- Shikshantar: The Peoples' Institute for Re-thinking Education and Development (<https://www.shikshantar.org/>)
- Sir Ken Robinson (still) wants an education revolution
(<https://podcasts.apple.com/us/podcast/sir-ken-robinson-still-wants-an-education-revolution/id1437306870?i=1000426030297>)
- The Creative Act: A Way of Being by Rick Rubin
- The Good Ancestor: A Radical Prescription for Long-term thinking by Roman Krznaric



Questions

THANK YOU

Want to know more,
get in touch

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Or scan 

