

***School sector Strategic
Roadmap development:
Workshop outcomes
and key themes***



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A man in a light blue shirt and dark trousers stands with his back to the camera, holding a black rolling suitcase. He is looking at a large digital flight departure board in an airport terminal. The board displays flight information for various destinations. The floor is highly reflective, showing the man's silhouette. The background is a large glass window looking out onto an airport tarmac.

Gate	Departures	Time	Flight no.
A2	AUCKLAND	09:45	ANZ230
B2	DUBAI	10:15	UAE335
B1	GENEVA	10:50	DLH405
C2	NEW YORK	11:00	ATA780
A2	HONG KONG	11:20	AHK025
B2	SEOUL	11:45	KAL126
A1	KUALA LUMPUR	12:00	MAS447
B3	LONDON	12:25	ANZ250

- Strategic Roadmaps are planning tools that identify strategic goals and pathways for growth in international education for each sector and show a series of steps that will enable those goals to be reached. The emphasis of the roadmap development is on activities and decisions, as opposed to business planning.
- Each roadmap will identify:
 - Actionable steps necessary to get to desired destinations
 - Interdependencies among steps
 - Alternative routes that will optimise opportunities or minimise risks.
- This document outlines the themes and outcomes from the three school sector workshops held on 2, 4 and 6 December 2013 in Auckland, Wellington and Christchurch.

Workshop overview

Current position



Route



Destination 2025



Sector snapshot

Motivations

- School resources
- Student experience
- Staff experience
- Community
- Other sectors

(Refer pages 7-8)

Idea samples

- Pre/post-arrival programmes
- Multiple school/region niche programmes
- Multi-sector pathways
- Student accommodation villages
- Homestay quality-assured network
- 'Family-friendly' destination
- Alumni toolkit and database
- Showcase schools offshore

**Increase in
income/surplus,
international EFTS**

“NZ schools” identity

- Collaboration
- Channels in market
- Product
- Student and family experience
- Promotion and sales

(Refer pages 11-12)



Motivations:

What drives the school sector's involvement in international education?



Motivation for involvement in international education

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- School resources
- Student experience
- Staff experience
- Community
- Other international education sectors

Motivations (1)

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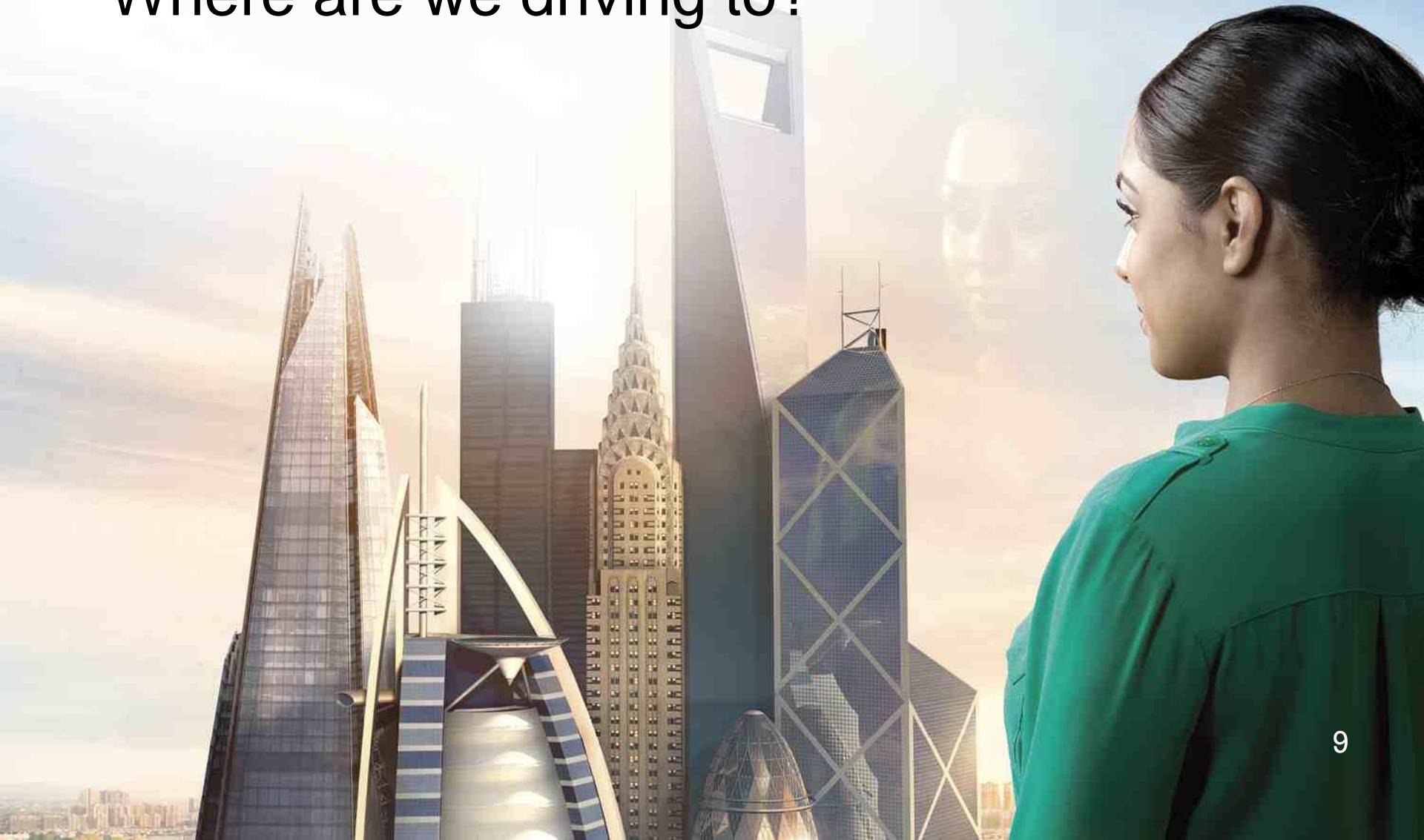
School resources	Student experience	Staff experience
<ul style="list-style-type: none">• Money (“not greedy but needy”) - balance the books for some, icing on cake for others• Increased staffing/subject range, staff professional development, lower class sizes• Supports capital spending, new building projects, equipment, resources• Supports viability of foreign language courses• Supports viability of international qualifications eg. IB• Supports ESOL programmes for permanent resident students	<ul style="list-style-type: none">• Cultural diversity and awareness (important for some schools only)• Students motivated to learn about other cultures (eg Asia awareness)• School curriculum “internationalised”• Opportunities for student service within the school• Students connected to students in other countries (eg videoconference, project work) - global citizenship• Opportunities for students to visit other countries• Language students supported in their study• Māori and Pasifika students have opportunities to share their culture• International students can lift academic and co-curricular standards• All students benefit from enhanced facilities• Students gain connections and opportunities as school/NZ alumni	<ul style="list-style-type: none">• Opportunities for exchange and professional interaction with teachers in partner schools• Opportunity to develop teaching for diverse learners – improves delivery and resources for all• Enrichment in teaching students from diverse backgrounds• Funds for professional development, resources and facilities• Leads to better teaching and learning for all – improves the delivery and resources• Opportunities for some staff in schools to extend skills to marketing/promotion and to travel



Motivations (2)

Community	Other Sectors
<ul style="list-style-type: none">• Income for homestay families• Cultural experience within homestay families• Cultural diversity in communities• Contribution to and impact on tourism, business and economic development	<ul style="list-style-type: none">• Student pathways to tertiary education• Students prepared academically and socially for tertiary education

Destination 2025: Where are we driving to?



Destination 2025

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- “NZ schools” identity
- Collaboration
- Channels in market
- Products
- Student and family experience
- Promotion and sales

Destination 2025 (1)

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NZ schools identity	Collaboration	Channels in market
<ul style="list-style-type: none"> • Greater brand awareness of our quality school system – top of mind overseas • Peak industry body – strong sector advocacy • Stronger “NZ Schools” branding for all education markets • Principals and Boards of Trustees given support to develop international education • Qualified international staff with business experience and resources • Training/orientation for new international directors • Diverse range of school providers with value proposition identified and developed • Greater understanding within schools and their communities of the value of international education • Modest growth in the number of active schools • Better balance across regions and lower decile schools 	<ul style="list-style-type: none"> • Greater cross-sector collaboration for student pathways – seamless, clearly articulated, guaranteed entry • School-tertiary partnerships are important – tertiaries actively promoting school pathways • School clusters – by location, primary/secondary, special character, within/between regions • Greater collaboration between schools for pathways and specialist programmes • Parent-child packages – schools and tertiaries • Schools closely aligned with other industry sectors including tourism and leisure providers • NZ Immigration is a partner – aligned with business goals and facilitating channels • Visa policy supports flexible enrolment and pathways • Government support for schools – alignment of policy and operations from government agencies • Self-regulating code for school collaboration • Consistent application processes across NZ but retain student choice • Greater alignment of course and related costs and commissions • Greater sharing of best-practice between schools • Private sector partnerships investing in larger-scale projects 	<ul style="list-style-type: none"> • Channels to market more diversified • Partnerships with quality schools in market and increased staff and student exchange • Region to region (city) partnerships in offshore markets • Network of feeder schools offshore • Offshore joint ventures and partnerships • Agents still important but less influential • Agents are committed, connected and ethical with increased expertise

Destination 2025 (2)

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Products	Student & family experience	Promotion & sales
<ul style="list-style-type: none"> • Preference for quality products at higher margins • Mix of long and short-term products • Greater diversity of programmes • Academic rigour features strongly • Schools develop niche offerings where there is natural strength – eg. sailing, equestrian, partnerships with private sector • Multiple-school options for short-term programmes with flexible start dates • Greater provision for half-year study as bridging/foundation programmes to the following school year • International student learning is enhanced by ICT/digital products (prior, during and after school courses) • E-learning is used to expand programmes offshore and support NCEA (eg App with resources and translated glossaries) • Greater offshore delivery – collective approach with lower risk, underwritten, in conjunction with offshore partners • Offshore NZ school “centres of excellence” to showcase NZ schools, enhance credibility and awareness • Twinning programmes with partner schools (eg 2 offshore, 2 onshore) • NCEA – enhanced international portability, understanding and respect • Greater ESOL provision within schools with more teacher aide support • Equitable NCEA University Entrance criteria for ESOL/Literacy • English language placement testing is more reliable • Programmes targeted at older demographic, including families • Larger scale projects/models developed for joint benefit or replication by many schools 	<ul style="list-style-type: none"> • Increased quantity and quality of accommodation • Homestay network of quality assured providers (similar to a hotel chain) • Homestay portal to support students and families • Shared accommodation village for school-age students and families • Family visitors provided for with visas allowing for greater family opportunities in NZ • Code of Practice for Pastoral Care facilitates a safe and welcoming environment • Standardised “state of art” pre/post arrival support 	<ul style="list-style-type: none"> • School focused strategies are developed for all core markets • More diversified geographic markets – traditional markets important but need 4-5 other developing markets • Our place in the Asia Pacific region is strongly developed • Quality and timely market research and intelligence • A coordinated approach to targeting large-scale projects that all groups of schools can benefit from • More developed generic collateral for school sector • Greater number of offshore NZ representatives – trusted in market, accessible for school sector, perhaps reduce reliance on agents • Alumni networks tell the story strongly and both schools and alumni use tools developed eg portal, social media • Market activity coordinated through regional groups • “Single-desk” student recruitment and processing model while retaining individual student and school choices

Next steps in the
development of a strategic
roadmap for international
education in the school
sector



NEXT STEPS

1

- Conduct a major Innovation Café with invited participants from a wide variety of different non-education sectors, as well as selected participants from across the sectors involved in international education (planned for early February).
- Commence in-depth interviews, with a view to getting a representative cross-section of each sector involved (including those involved at a governance level, and including students).

2

- Compile the available research in order to usefully inform the process.
- Test assumptions and stated facts for accuracy.

3

- Commence development of the draft roadmaps.

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For further information on the strategic roadmap process contact:

Greg Scott

Project Manager – School Sector Roadmap

T +64 21 242 2868 **E** greg.scott@enz.govt.nz

99 Cashel Street, Christchurch 8011

<http://www.educationnz.govt.nz>