SMS Workshop 3 December

We wish to thank all who participated in the 3 December workshop for their constructive approach. Everyone worked hard and the output from the workshop will help us develop a roadmap which we will share with you in January 2016.

The focus of the workshop was the many problems and supporting issues we need to address to ensure any technology solution is implemented successfully. The SMS team put forward examples of problems or pain points they had heard about, and asked attendees to identify the problems they experience and to prioritise the problems and issues.

School leaders and teachers were split into five working groups and each group was asked to select and discuss a particular problem. SMS vendors were in a sixth group, and discussed pain points from their perspective. Then the groups came together for a lively discussion on priorities and a ‘How What Why’ Circle exercise.

We have summarised the output from the various groups and the joint working sessions. We welcome your feedback on this. We’d like to know if you agree or disagree and if you think there are major problems or pain points that have been missed.

School attendees - working groups:
All groups were asked to identify the primary causes of the problems they were discussing. Working group responses are as follows:

Group one:
- The current system(s) are not:
  - Child/learner centric
  - Efficient
  - Holistic
  - Digital (as opposed to paper)
  - Useable
  - Follow the learner from ECE to tertiary
- Purpose: holistic data to support the learning journey through all institutions. Raises questions about:
  - What data, who owns it, who has access, who contributes, who consumes it, who needs it, what’s it for, is it easy to access, is it capturing holistic information?
- What happens: not enough information on new learners, false starts, teacher assesses again, time wasted, impact on learning opportunities
- One system may not give a holistic picture as human aspect is needed

Group two:
- Data is not student or parent centric and is not adaptive to Modern Learning Practices
- Cause: no coherence
• Consequences: data ‘lost’; students reassessed unnecessarily; cannot evaluate effectiveness; disconnect with parents et al (lack of trust across schools)
• Problem for: students/whanau; school/Ministry/society; special education; truancy service
• Always had this problem, more obvious
• Data must support the learner going forward
• Control: 2538 schools have authority

Group three:
• The problem is identifying the vital data to share between schools/SMS
  o Private information
  o Timelines of recording any data
  o How this(any data) is used
  o Valuing qualitative data i.e. readiness for school
• Issues of trust exist, also data validity
• When data is identified – that this data does easily move across all SMS
• Linking agencies data that affects learners e.g. RLB/LiT/hospital/CYF

Group four;
• The primary cause of the problem appears to be lack of clarity on what data should be recorded to improve student learning outcomes
• Who values the data? MoE; parents/caregivers/whanau; students; teachers; agencies
• Frequency of issue: school transfer; class/year/teacher transfer; external education providers; when teachers need to see student history; trust of ‘others’ data and judgment
• What happens? Inefficient; info is not well used access is limited; reinventing/wasting time; unclear on privacy issues
• What systems processes involved? ENROL; leave; limited MoE data specs; no standardisation of database and platforms
• Who can correct this problem? MoE

Group five:
• The primary causes of the problem of access to and transfer of student information appears to be:
  o No formal understanding of what information should be collected and passed on
  o No nationally agreed method for recording student information
  o Student info is transferred in a variety of forms
  o Often does not include important pastoral info
  o It’s hard to make systems speak to one another.
  o Systems have been developed in isolation
  o In school and between schools isn’t working
Vendors Report back:

1. Having no unique identifier for a person (Student/parent/Teacher) would greatly assist with sharing of data
2. If more training funding is made available to schools it should focus on; School processes (good practice), understanding MoE Policy and then use of their SMS
3. The Ministry and sector should be active in helping schools understand policy and good practice
4. Increase schools understanding of data; Why it is entered, what it is used for and how to enter it into their SMS
5. Improve schools consistency of data, its capture and when it should be captured
6. Core data – there is a lack of quality around the data, it is improving but there is a long way to go

General discussion

Pain points:
- Systems design and doubling of data
- Learning curve for new / moving staff
- Data Re-entry
- Speed | Design | Responsiveness
- Time consuming to find stuff.
- V8 Debate: Holden vs. Ford
  - Fixed on personal investment
- Commonality of data
- Unclear Ministry direction
- SMS “data harvesting”
- Transferability of data
- Qualitative / Quantitative data
- Impact of standardisation of data
- Gathering data manually
- Core principles driving SMS’s
- Students can be at more than one school at the same time
- Student centric

Priorities
- Trust building between schools and between schools and Ministry
- Non contestable data held centrally
- Determine standards and [compulsory] common data required
- Alleviate fear of data collection | harvesting
- Make a decision on technology vision
- Make it progressive / ongoing not a one off every 10 years
- Profile stays with student and is accessible by different providers

How, what, why, circle exercise – see Appendix One
Where to from here with the SMS initiative

- Analyse feedback from the workshop and use that to develop a draft roadmap which will be released in January
- Develop some proposals to take out to the sector for consultation and feedback
- Sector outreach in Terms 1 and 2 using multiple channels including:
  - Regional presentations to schools and sector representative groups
  - Circulating discussion papers to the Loomio group, peak bodies and other sector representative groups that indicate an interest
  - Articles in the School Bulletin and Education Gazette
  - Posting information online

For an overview of the project timelines and sector engagement see Appendix Two, an updated (post workshop) SMS Project Timelines diagram.
Appendix One: How, what, why circle exercise

**HOW**
- Gathering and using effectively relevant holistic data/information to support learning journey
- Qualitative/Quantitative to paint holistic learning picture
- Avoiding repetition of testing, assessment data entry
- Teacher to Teacher
- Collaborative conversations inform use of this data/information set.
- Learning needs easily identified
- Demographics

**WHY**
- Gather and use effectively relevant holistic data/information to support learning journey
- Improving student outcomes
- Empowering learning
- Standardisation
- Accessibility / Portability
- Accessible information to inform teaching and learning
- School to School
- Conditions for access
- Define transition points
- Define data

**Cultural diversity**
- Priority learners sensitive to how data is used
- Learner needs to identity aspirations, goals & necessities
- Reduce loss of time, in learning, decisions, goals & aspirations

**Contributors**
- Teachers, students, parents & outside agencies

**Privacy**
- Define who legally owns and can access the data
- Conditions for access
- School to School
- Definition of transition points
- Getting to know students relationships

**Statement around SMS project**
- Needs to be co-constructed & supportive of sector
- Shared understanding of qualitative data
- Year to Year
- Specialist classes (e.g. Tech) anywhere

**Goals/aspirations of students/parents**
- Protocol
- Behavioural
- Interventions
- Class to Class
- Learners to identify aspirations, goals & necessities

**Access**
- Accessing/entering data by students, parents, agencies, teachers
- For students to track & drive their learning
- For schools, parents, whanau to know our learners and support

**Achievement**
- Standard & non-standard
- Goals
- Learning journeys
- Outside agency to Class, Teacher, Student, School

**Demographics**
- Be cognisant of learning analytics and where it is heading
- Need a shared understanding of the data we collect
- Define data

**Privacy protocols that include ‘levels’ of permission/access**
- Define who legally owns and can access the data
- Conditions for access
- School to School
- Definition of transition points
- Getting to know students relationships

**Empowering learning**
- For students to track & drive their learning
- For schools, parents, whanau to know our learners and support

**Shared understanding of qualitative data**
- Reduce loss of time, in learning, decisions, goals & aspirations
- Specialist classes (e.g. Tech) anywhere
Appendix Two

SMS Initiative Project Timelines - Updated

Engagement Overview
- Loomio plus other tools
- Professional bodies kept informed
- Working group
- School visits & Interviews
- School visits & Regional workshops
- Sector Regional online engagement & communication
- Vendor Engagement

Engagement Key Deliverables
- Current state
  - Working Group & Loomio
- Future state
  - Working Group & Loomio
- Strategy, Vision, Roadmap
  - High Level draft – Working Group & Loomio
  - Wider Sector engagement
  - Vendors
  - Final draft version
- Business Case, Mandate

Oct 15, Nov 15, Dec 15, Jan 16, Feb 16, March 16, Apr - June 16