

**Co-design workshop** **2-3 hours****Purpose:**

- Engage in a fun, informal, rich conversation with members of the community, friends or colleagues, students, about the future of education in New Zealand
- Capture the insights, perspectives and ideas to share back with the Ministry

**Supporting material:**

- Flip chart/A2 paper + markers, post-its (not included in this pack)
- Starter questions
- *Voices of the future* audio (available on request from [conversation.education.govt.nz](http://conversation.education.govt.nz))
- Speaker videos (available at [conversation.education.govt.nz](http://conversation.education.govt.nz))
- Form to record your ideas and return to the Ministry
- Devices to play online videos (not included in this pack)
- *Facilitating a good conversation* guide (included at the end of this pack)
- *Hosting a workshop* guide (included at the end of this pack)

**Co-design workshop** **2-3 hours****Running the conversation****Welcome (10 min)**

- Karakia (where appropriate)
- Health and safety
- Explain the purpose of today's conversation
- Set ground rules (see the *Facilitating a good conversation* guide)

**Introduction (15 min)**

- Break off into small groups (maybe 5-8 people)
- Each person in their groups to give their name, where they are from and a fun fact (such as what they all had for dinner last night)

Facilitator to play *Voices of the future* file for participants to listen to as a future-focused scene setter **(10 min)**

**Speaker video (15 min)**

- Each group chooses one or two of the starter questions from the list below (as prompts) that interest them
- Each group chooses a speaker video to watch from the Education Summit (depending on the size of the venue, the facilitator may need to select only one or two videos)

**Group discussion (30-45 min)**

- Participants to spend a few minutes writing down their thoughts or notes on post-its and onto the A2
- Then encourage the group to start sharing their thoughts and their comments in the small groups
- Ensure the information is being recorded, capturing all the questions, ideas that are being raised



## Co-design workshop



Large groups

🕒 2-3 hours

### Share across the wider group (10 min each)

- Ask each group to put up their A2s (either on walls or on their tables) and invite all participants to move around the venue; this may encourage further conversation or it may just be for further reading

### Final thoughts (15 min)

- Ask the participants to return to their small groups and discuss: 'From the conversations today what would be two big ideas for the future of learning in New Zealand?'
- Record these on the form attached.

### Wrap up (10 min)

- Reiterate that the information recorded will be forwarded to the Ministry of Education
- Thank the participants for the value they have added
- Karakia



## Co-design workshop



Large groups

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### Send your information to the Ministry

Please send your completed forms and photos of all information captured on the A2 paper to [conversation@education.govt.nz](mailto:conversation@education.govt.nz)

To find out more about where, when, and how to get involved in further conversations, and to have your say on the Government's Education Work Programme, you can go to [conversation.education.govt.nz](http://conversation.education.govt.nz)

### Some suggested starter questions\*

Choose one or two questions (NB some may be more useful for some audiences than others):

- What will learners need from their education in the future?
- What does health and well-being have to do with learning?
- Who is/was your most inspiring teacher and why?
- What will make a great teacher or educator in the future?
- What will Māori learners need in the future?
- What will disabled people need to support their learning in the future?
- How do we ensure children with learning needs are identified early and supported in all areas of life?
- What do you want the next generation of Pacific learners to get from their learning?
- How will you see your identity, language and culture sustained in the way you learn in the future?
- What do you want for future generations from lifelong learning?

\* These questions are taken from those posed to participants at the Education Summit events, May 2018.



Co-design workshop



Some suggested starter questions (continued)

- What will the changing nature of work mean for the skills that people will need (for well-being and life, as well as for work)?
- Which skills that will be essential tomorrow are not being taught today?
- Beyond skills, what dispositions, behaviours and competencies are critical to develop early?
- What do you want for future generations from learning in their early years (ages 0-5)?
- What do you think people in the future will need to know and be able to do to lead happy and successful lives?
- How do we foster connection to whānau, society and community?
- What would a better world look like, and how can learning contribute to it?
- What is the purpose of education for our future?





## Facilitating a good conversation

Your role is to help support participants to have a good conversation about the future of learning in New Zealand. This means you need to watch the room to help identify when a group might need some help.

Before the conversation begins it is good to agree on some ground rules such as:

- **TRUST** each other to have good ideas
- **RESPECT** the different experiences and views that are shared
- **ENCOURAGE** each person to engage while the others listen
- Be **CONSIDERATE** of the diversity in your group
- There are no right or wrong answers.
- The main thing is to support everyone to express their views.
- Have **FUN!**

The session is intended to provide choices to all participants and in some cases they may not be able to stay the full length of time or may break off into their own spaces as they please or change groups.

Encouraging conversations that are more about the future rather than about today is likely to keep the conversation positive. Most people will be comfortable to be left to work through the activities by themselves and won't need prompting or too much checking in from the facilitator.

Sometimes there will be participants who may need a bit more encouragement than others, for example:

- Young people might feel uncertain about talking with an equal voice to a teacher or professional person
- People with disabilities might need specific environments to be able to engage.



## Facilitating a good conversation

Where groups are engaged and the conversation is flowing, you don't need to interrupt them - it is ok if they talk about one topic for the whole session.

However, there are times when the conversation may not be moving along; here are some ideas for you to think about.

If people are not talking you could:

- watch a different video and see if this generates conversation
- join the group for a time and prompt people to speak

If one person is dominating the conversation try:

- silent brainstorm
- going around the table to share an idea
- actively encouraging others to speak

If a group conversation is becoming heated or is disrupting other groups:

- Join the group for a while and discuss the ground rules with participants
- Park, table or change the topic
- It is ok to let a group have a break, or to continue their conversation in a separate space



## Tips for hosting a workshop

### Audience

**Invitation** have you included the time, date, address, a contact number on the invite

**Who to invite** a good conversation is often had when there is a range of different participants, by age, gender, ethnic groups; one of the great strengths of the conversations at the Education Summit was the diversity of the participants

**Tailoring to your participant** different audiences have different needs which will influence how you want to run the whole workshop, what information you provide in the invitation, and how you engage on the day

**Language** use language that is suitable for your participants, keep it simple, translations may be useful; if language is a barrier for participants, you will need to ensure the right resources are available to enable a good conversation to happen.

**Children** you need to think carefully about how you are going to engage with children; advice is available through the Office of the Children’s Commissioner: <http://www.occ.org.nz/listening2kids/how-you-engage/>

### Planning

**Preparation** what do you need to prepare for the workshops – what resources will you provide?

**Technology** these workshops require access to websites, ensure you are able to access the websites and enough phones/ tablets are available for the size of your group

**Workshop tools** developing a workshop plan or agenda will help you tailor to your audience and identify what help you need

**Information** what information will you provide at the workshop, how will you record/capture the conversation, what tools do you need to do this (recording, post-it, pens)?

**Consent** ensure participants know how this information will be recorded and used

*Some participants at the Summit in 2018 told us they like to know beforehand what the purpose of the hui is about; however, with conversations like this you may not want to give out a lot of information to allow the conversation to flow.*



## Tips for hosting a workshop

### Venue

**Location** can people get to and from the venue easily?

**Access** is there appropriate access for those with disabilities, young people or elderly (wide doorways, ramps, lifts)

**Size** is there enough room for everyone who is coming? Are the seating arrangements suitable?

**Facilities** does the venue provide space for young children, kitchen and bathroom facilities?

**Safe** is the venue and conversation environment safe and appropriate for your participants?

### Hosting

**Welcome your participants** greet them on arrival and be the last to leave

**Make them comfortable** do you have tea/coffee/ water and snacks available, do they know where to gather, where children can play safely and where the bathroom is?

**Safety** familiarise everyone with the emergency exits, and ensure there is a safe space for young children who may be present

**Respect** agree as a group some ground rules so that everyone feels comfortable to speak and be heard – ie no right or wrong questions, all ideas are good ideas, ensure that the majority voice is not the only voice heard (particularly with young people)

*Some participants who attended the Summit felt more comfortable forming their own smaller group; the hosts supported them to do that.*

*Participants of similar ages or backgrounds may respond well to another participant of a similar age or background facilitating the conversation.*



## Tips for hosting a workshop

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### Running the workshop

**Your facilitator** choose a facilitator who relates well to your audience and can manage conversations so all participants are heard and respected; engage the range of voices not just the majority

**Credibility** choose a facilitator who has the experience and expertise to facilitate a conversation with your group of participants

**Purpose of the conversation** participants will want to know why these conversations are happening and why we want and value their input

**Layout** think about how to set up the room to encourage small group conversations

**What next** be clear about what will happen to the information produced

*If you are a host and supporting a community participant to organise and facilitate the session, what other support do they need?*

