

# Regional Forum 2025



19 August 2025 | Ōtautahi | Christchurch



Nā āheitanga ā-mātauranga,  
ko angitū ā-ākonga  
Building educational capability  
for learner success

# Waiata: Pūrea Nei

Purea nei e te hau

Horoia e te ua

Whitiwhitia e te rā

Mahea ake ngā pōraruraru

Makere ana ngā here

E rere Wairua e rere

Ki ngā ao o te rangi

Whitiwhitia e te rā

Mahea ake ngā pōraruraru

Makere ana ngā here

Woe, to bathe in the winds

Bathe in the rains

Bathe in the sun's rays

And to release one's troubles

And release one's shackles

Fly o Spirit fly

To the heavens

Bathe in the sun's rays

And release your troubles

And release your shackles



# Cultivating Thought Leadership and Excellence in Teaching



**Cheryl de la Rey**

University of Canterbury | Te Whare Wānanga o  
Waitaha



# Beyond 2040

**Eruera Prendergast-Tarena**

Tokona Te Raki

# THINKING LIKE A TŪPUNA

In a time of great uncertainty,  
remembering the future and  
re-engaging with hope and possibility

TOKONA  
TE RAKI

Māori Future Makers

# ABOUT TOKONA TE RAKI

Tokona Te Raki (TTR) is a social innovation lab, designed to address complex social problems by fostering collaboration, experimentation, and the development of innovative solutions and indigenous frameworks. Labs are particularly useful for tackling ‘wicked problems’ – those with interconnected and constantly evolving elements – where traditional approaches fall short.

Our lab has largely been a key partner of choice for organisations looking to tackle complex problems or to transform themselves to be future-fit and deliver better outcomes for Māori. We have partnered with Iwi, government and philanthropy to deliver on multiple medium to large systems-scale projects.

**WHAT KIND OF ANCESTORS DO WE WANT TO BECOME  
FOR THE GENERATIONS YET TO BE BORN?**

# AOTEAROA

TOKONA  
TE RAKI

# FUTURES

# BAROMETER

JUNE 2025

IN PARTNERSHIP WITH TRUWIND AND THINK BEYOND





# WHERE WE STAND TODAY

New Zealanders today feel...

- 60% see no other country they'd rather be like
- But concerned about our collective future
- Personal optimism, societal pessimism

On balance, New Zealanders are *more concerned than optimistic* about the future.

● I fully agree with Person A    ● I agree more with Person A    ● I agree more with Person B    ● I fully agree with Person B



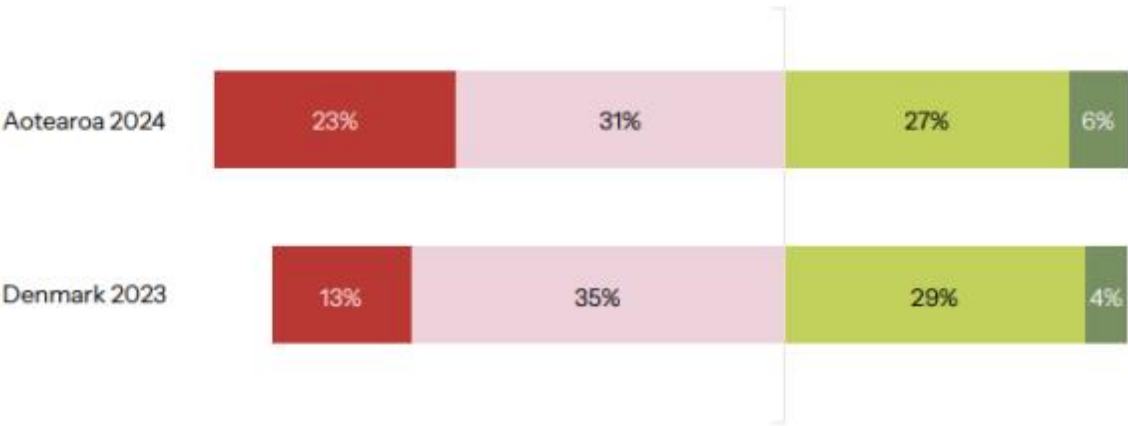
Person A

*"I am worried about the future in the next 10-20 years".*



Person B

*"I look forward to the future in the next 10-20 years".*



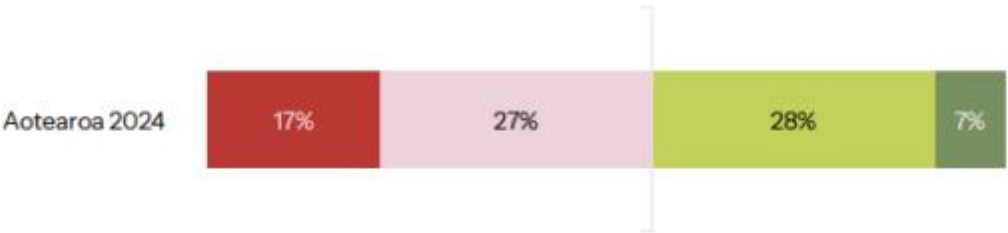
Person A

*"I can see many threats in the coming 10-20 years".*



Person B

*"I can see many opportunities in the coming 10-20 years".*



Reflecting recent global literature...

# Our Future in Peril: We Lack Optimism For The Next Generation

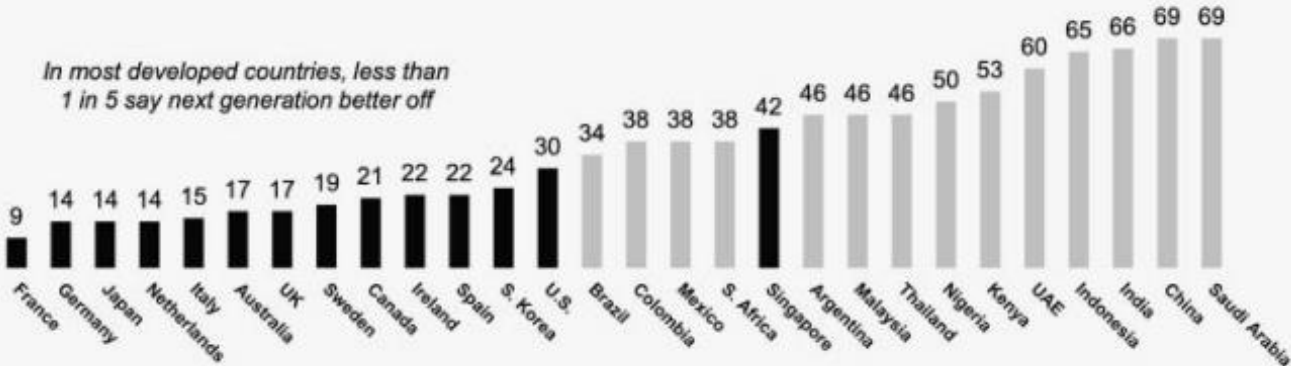
Percent who say

GLOBAL 28 ■ Developed countries

Compared to today, the next generation will be better off

ONLY  
**36%**

In most developed countries, less than 1 in 5 say next generation better off



2025 Edelman Trust Barometer. BET\_FUT. How do you think the state of things in your country will be for the next generation compared to how things are in your country today? 5-point scale; top 2 box, better. Question asked of half the sample. General population, 25-mid avg.

Source - Edelman Trust Barometer 25

# **THE PARADOX**

**We love being New Zealand...**

***But we're worried about where we are heading.***

# WHAT CONCERNS US MOST

Top concerns for New Zealand's future:

1. Economic stability & cost of living (68%)
2. Healthcare & wellbeing (62%)
3. Climate change & environment (48%)
4. Governance & leadership (47%)

# TRUST IS BREAKING DOWN

## **Most trusted institutions:**

- Education institutions (57%)
- Non-profit organisations (51%)

## **Least trusted:**

- Government bodies (33%)
- Religious organisations (25%)

Politicians and the media are **deemed responsible** for creating this division and conflict.

Who do Kiwis believe is responsible for creating division and conflict?



# **BUT WE HAVE FOUNDATIONS**

- **60% of New Zealanders believe Te Tiriti is important for our future**
  - Especially among youth (73%) and Māori (81%)
  - 55% want to actively prepare for future generations
  - We still believe in the power of learning & education
-



## KEY FINDINGS:

# New Zealanders' general outlook

01

While there is plenty of positive sentiment about being a New Zealander, ***we are predominantly concerned about the future.***

02

We are ***optimistic about our personal sphere*** (family, jobs, retirement), but worried about things more out of our control (economy, environment, conflict).

03

New Zealand is also seeing ***a divide*** between our young men (more optimistic) and our young women (more worried).

04

Those with ***higher educational qualifications*** are more optimistic.  
Income and employment are less differentiating.

05

Our ***Māori population are very similar*** to the national population and show fewer differences than the age/gender divide. But are more concerned about inequality and societal changes than others.

06

Overall, it is ***economic stability and healthcare*** that are our biggest concerns and priorities. ...But ***our expectations are low*** that these (& many other areas) will improve.

KEY FINDINGS:

# New Zealanders' expectations

01

Educational and non-profit sectors are ***the most trusted institutions*** to make the right decisions for New Zealand's future.

02

While our religious and government bodies have ***the highest levels of distrust***.

03

Lower income households are generally ***less trusting of institutions***, as are those without higher education qualifications and those living outside of Auckland.

04

***The Treaty is important*** for our future for 6 in 10 New Zealanders, and it is the government and iwi who have a key role in achieving that.

05

We are seeing ***divisive information*** across social and traditional media and in normal conversations, and we mostly blame others for that (politicians and media).

06

Those with higher income, higher education, those in Auckland, youth, and Māori, are ***more aware*** of divisive information and language.

# THE UNRAVELLING

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The threads that once wove us together are coming undone. Treasury's own review delivered a stark warning – **for the first time in recent history, the next generation may not be better off than current generations.**

Aotearoa possesses talented young people representing a melting pot of ideas, yet they're leaving in unprecedented numbers. This isn't just brain drain - it's an economic crisis creating a vicious cycle: those with options leave, weakening our fiscal base and making it harder to invest in the inclusive society that could attract them back.

***How can we plan for the future  
when we're abandoning our tools for understanding the present?***

# THREE FORCES CONVERGING ON 2040

## Climate Reality

By 2040, climate change will be reshaping:

- Our coastlines
- Our farming systems
- Our cities
- Our entire economy

The costs of adaptation will likely dwarf anything we've seen

## Demographic Shifts

- Today: 5 working-age people for every person 65+
- By 2040: 3 working-age people for every person 65+
- Superannuation alone could require an additional \$20B annually

By 2038 over 40% labour market entrants will be Māori, Pasifika, or Asian

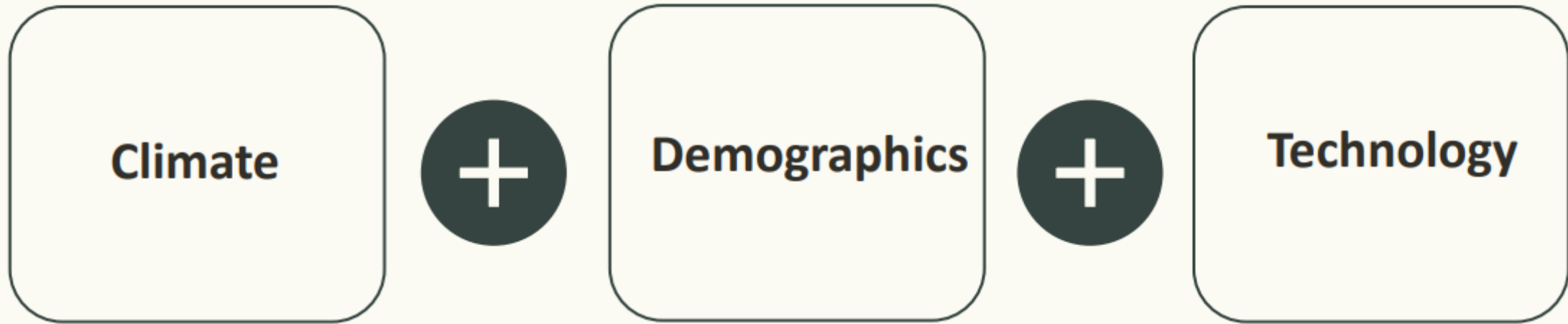
## Technology's Double Edge

By 2040:

- Eliminated entire categories of work
- Created others we can barely imagine
- Transform education, employment, human purpose

Are we preparing people for this possibility?

# THE CONVERGENCE CHALLENGE



**A complexity that requires partnership**  
because no single group has all the answers



# IMPLICATIONS

## **TECHNOLOGY:**

How might AI reshape the fundamental nature of teaching, learning, and assessment?

## **ECONOMICS:**

What new business models might emerge as traditional funding sources evolve?

## **DEMOGRAPHICS:**

How can institutions adapt to serve increasingly diverse learner populations?

## **GLOBALISATION:**

What does 'international education' mean in an increasingly connected, yet fragmented world?

## **SUSTAINABILITY:**

How do institutions balance growth with environmental and social responsibility?

## **STRUCTURE:**

What might the tertiary education landscape look like if current trends accelerate?

# OLD PLAYBOOK WON'T WORK

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- ✕ Can't 'austerity' our way out of demographic decline
- ✕ Can't 'deregulate' our way through climate change
- ✕ Can't 'privatise' our way towards technological transformation

We need collaboration, partnership, investment,  
And IMAGINATION

# OUR MOMENT

**Why 2040 matters:** Te Tiriti Bicentenary + demographic handover + climate urgency + tech change = natural inflection point

**What makes this different:** Preparing for an inevitable moment of national reflection, ensuring 2040 becomes a moment of genuine national renewal rather than superficial commemorations

**The window of opportunity:** The Bicentenary opens a window where transformation becomes not just politically possible, but necessary

**The urgency:** Current trajectory unsustainable - change is inevitable, question is whether it's conscious or chaotic

The future won't wait. The question is: will we be ready?



# IMAGINE AOTEAROA 2040

By 2040, we have become the country our rangatahi choose to call home. Te Tiriti partnership has evolved from aspiration to lived reality, creating genuine prosperity that serves all communities. Our democratic innovations are studied worldwide as we lead the transformation from division to collaboration, from short-term crisis management to long-term stewardship that our mokopuna will thank us for.

The global challenges that seemed insurmountable in the 2020s—climate disruption, technological displacement, social inequality—remain real. But we face them as a unified nation, with the wisdom to acknowledge that we all share the same future, the relational capacity to come together across our differences to turn crisis into opportunity, the institutional wisdom to make decisions that serve future generations, and the collective confidence that comes from having consciously chosen our path forward together.

# CREATING THE CONDITIONS FOR SUCCESS

**We need everyone firing on all cylinders:**

- Young Māori and Pasifika workers reaching their potential
- Skilled migrants welcomed & supported
- Our diaspora given reasons to return
- Knowledge transfer across cultures and generations
- Everyone contributing to shared prosperity

# **EDUCATIONS CRITICAL ROLE**

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**YOU are the most trusted institutions (57%)**

In a world of declining trust, education remains  
our beacon of hope for collective growth and  
prosperity

# THE OPPORTUNITY FOR TERTIARY EDUCATION

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**Uniquely trusted & uniquely positioned to lead**

- Building civic capability
- Preparing the workforce for the 2040+ economy
- Creating spaces for dialogue across difference
- Developing long-term thinking/problem solving skills

# THE BIG SHIFT

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## FROM...

**Fear**

**Division**

**Isolation**

**Thinking short-term**

**Reactive**

**Superficial solutions**

**Hyper individualism**



## ...TO

**Hope** through spaces where communities envision shared futures

**Unity** around foundational values while respecting diverse approaches

**Cohesion** through meaningful dialogue and co-creation

**Long-term** via frameworks that protect intergenerational investment

**Proactive** by building anticipatory rather than crisis-driven capacity

**Transformative** by addressing root causes through systemic change

**Collective** responsibility

# THE WINDOW IS OPEN BUT CLOSING

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We have perhaps 15 years to:

- Realise our demographic dividend
- Build climate resilience
- Navigate technological change
- Strengthen social cohesion

# YOUR ROLE

As education leaders you can:

- Model partnerships in your institutions
- Prepare tauira for collaborative futures
- Create spaces for difficult conversations
- Champion long-term thinking.



# **CALL TO ACTION**

The demographic dividend waits for no one.

The climate won't pause for our politics.

Technology won't slow for our comfort.

But if we work together...



# PILLARS

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## Te Tiriti as Our Guide:

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Embracing the Treaty as our foundation for an inclusive future, respecting what makes us unique, protecting Māori ways, and weaving us all together across our differences towards shared prosperity.

## Building Our Shared Story:

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Creating a new national narrative that binds us together, moving beyond division to discover the future we can build together.

## Bridging Differences:

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Creating spaces where communities connect across disagreement, building capacity for constructive dialogue about our shared future.

## Intergenerational Stewardship:

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Embedding long-term thinking mechanisms that ensure future generations inherit the thriving Aotearoa we envision together.

# **WHAT IF WE COULD**

Create compelling conversations about our future?

Build practical tools for working across difference?

Demonstrate that partnership delivers better outcomes?

Show that Te Tiriti enables the long-term thinking we need?

# THE MOMENT OF CHOICE

We face an unavoidable inflection point by 2040. The current trajectory leads toward division and individualism, with consequences falling hardest on those least able to adapt.

We need intentional preparation now – building the relationships that enable constructive dialogue about our future as a nation. **Moving beyond reactive, fear-based politics toward proactive, collaborative problem solving.**

**The choice: stumble toward 2040 divided and unprepared or arrive with a shared commitment and blueprint for the future we want to create together.**

# BEYOND 2040

## THE OPPORTUNITY TO WEAVE OUR FUTURE TOGETHER

Like the interwoven threads of a whāriki, Aotearoa's strength lies in how our diverse stories and cultures intertwine to create something greater than the sum of its parts.

In Te Tiriti o Waitangi, we find not just our shared past, but the pattern for weaving our collective future.

2040 invites you to join in this weaving — crafting a society that honours our past while boldly reimagining what we can become together and setting the course for the next 200 years.

**E kore e taea e te whenu kotahi ki te raranga i te whāriki kia mōhio tātou ki a tātou.**

*The tapestry of understanding cannot be woven by one strand alone.*

**Mā te mahi tahi o ngā whenu, mā te mahi tahi o ngā kairaranga, ka oti tēnei whāriki.**

*Only by the working together of strands and the working together of weavers will such a tapestry be completed.*

**I te otinga me titiro tātou ki ngā mea pai ka puta mai.**

*With its completion let us look at the good that comes from it.*

**Ā tana wā, me titiro hoki ki ngā raranga i makere nā te mea, he kōrero anō kei reira.**

*In time we should also look at those stitches which have been dropped,  
because they also have a message.*

Kūkupa Tirikātene  
(Ngāi Tahu elder)





TOKONA  
TE RAKI

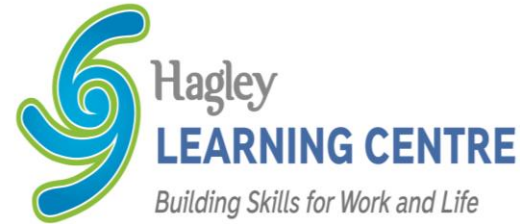
Māori Future Makers



# Using Generative AI to Support Foundation /Bridging Ākonga



**Dr Selena Chan**  
Ara Institute of Canterbury



# Guidelines for supporting foundation/bridging ākonga to use Generative Artificial Intelligence (Gen AI)

AARIA 2024 project

Dr. Selena Chan - Ako Aotearoa Southern Forum, August 19<sup>th</sup> 2025



# Whakatuki

**Te tū, ki te hoe.**

**Puritia, kia mau ki tō ngakau.**

**Whāia ngā whetū, ki ngā hau  
ki ngā au o te moana, hoea whakamua.**

**Tihei mauri ora**

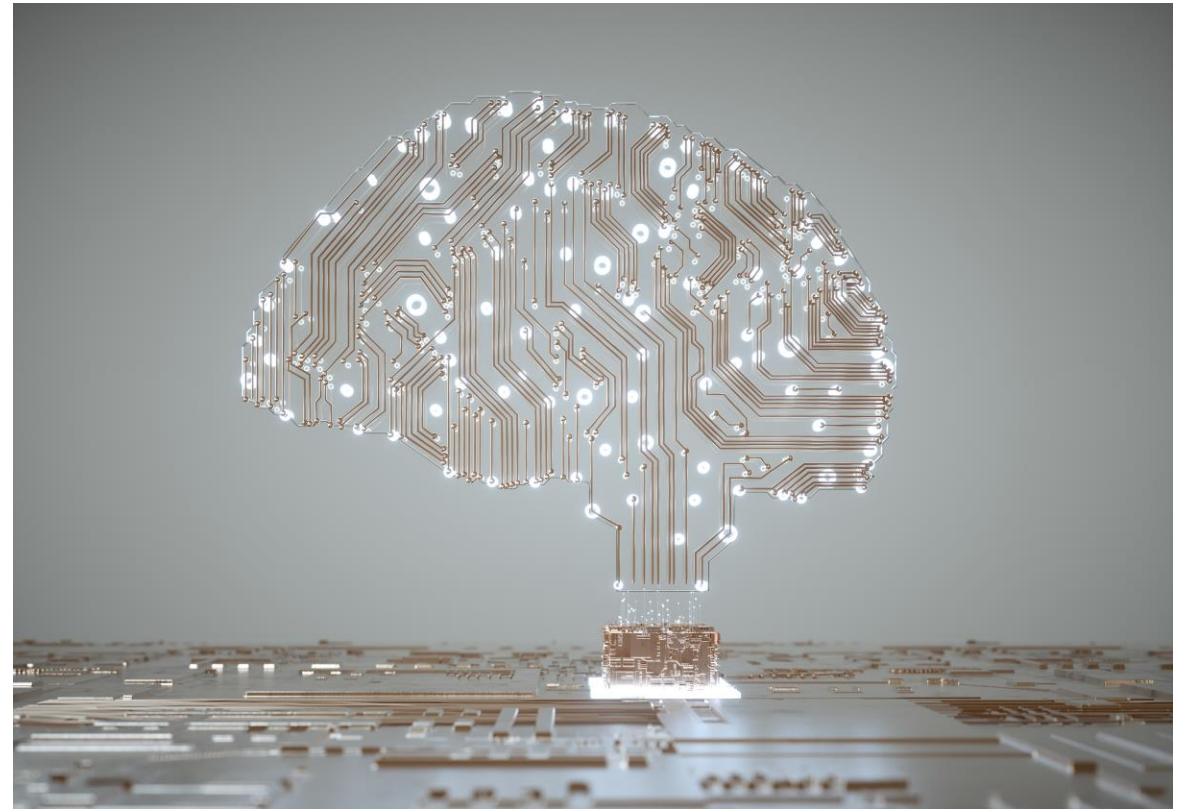
Seize the paddle, hold it firmly to your heart.  
Follow the stars, with the winds, with the  
currents of the ocean, paddle forward.



This Photo by Unknown Author is licensed under CC BY-SA-NC

# Overview

- Rationale for project
- Project details
- Project frameworks
- Guidelines



Microsoft stock image

# Project rationale



ACADEMIC LITERACIES ARE  
THE **FOUNDATION** TO  
LEARNING



**AI LITERACIES** ARE A SUB-SET  
OF ACADEMIC/INFORMATION  
LITERACIES



**DIGITAL LITERACIES** ALSO  
REQUIRED



**AI MUST NOT REPLACE  
HUMAN LEARNING**

# Why humans need to 'learn by doing'

- Cognitive off loading vs Metacognitive laziness or Cognitive debt
- Deliberate and repetitive practice required to attain expertise
- Tacit knowledge only attained through long association with specialist knowledge and practice
- Embodied practice is a human trait

Fan, Y. et al. (2025). Beware of metacognitive laziness: Effects of generative artificial intelligence on learning motivation, processes, and performance. *British Journal of Educational Technology*, 56, 489–530. <https://doi.org/10.1111/bjet.13544>

Kosmyna, N., et al.. (2025). Your brain on ChatGPT: Accumulation of cognitive debt when using an AI assistant for essay writing task. <https://arxiv.org/pdf/2506.08872>




Generated by Copilot using prompt – robots reading and learning with humans on phone



# Ako AI project

- Ākonga and kaiako from Ara (Tricia Lewis, Rory Collins), Hagley Learning Centre (Jo Fox, Roby Peterson, Gisele Aynsley, Khadra Alazrak), and Otago Polytechnic (Judy Magee, Christine Beker)
- Tried out a range of Gen AI tools – ChatGPT3.5; ChatGPT4.o; Gemini/Bard; Claude; Copilot; Grammarly.
- Used AI to fill roles as *‘possibly engine’, Socratic opponent, collaboration coach, co-designer, exploration tool, or storyteller’*
- Perspectives collated to inform development of Ako AI – a ‘guide on the side’ or ‘learning buddy’
- Ako AI created- by Bachelor of Information Technology and Computing (BICT) third year students – Chris Lotter and Alex Stewart – with technical support from Dr. Amit Sarkar



## Guidelines for introducing and integrating Gen AI (foundation/bridging programmes)

AI literacies are essential

AI literacies are specific to level of  
learning/ discipline or subject

AI literacies must be scaffolded

AI tools must match level of learning

Clear institutional guidelines and policies  
on AI use must be available

# Ako AI



**Kāinga**

Home

**Tūhono**

Launch AI

**Whakapā Mai**

Contact Us

**Mō Mātou**

About Us

**Ako AI**



## Ako AI #2 – 2026/27 projects



Enhance the **usability and accuracy** of Ako AI

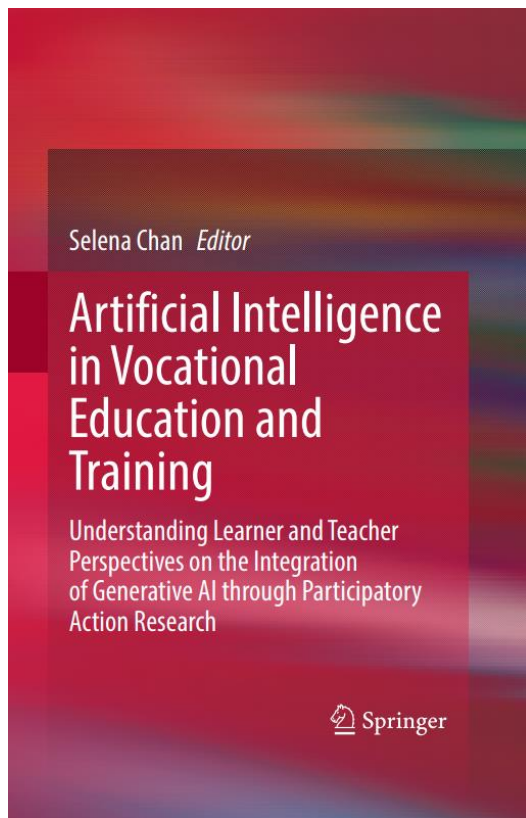


Develop a chatbot/tool/app to support **foundation numeracy skills**



Develop a chatbot/tool/app to support the learning of beginning **Te reo Māori**





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Ngā mihi

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Dr. Selena Chan

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Ara Institute of Canterbury /  
Te Pūkenga

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[Selena.Chan@ara.ac.nz](mailto:Selena.Chan@ara.ac.nz)

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blogging at:-

<http://mportfolios.blogspot.com>

<https://ako.ac.nz/knowledge-centre/guidelines-for-using-ai-to-improve-foundation-literacy>



# Kōrerorero

Discussion session








# Kōrerorero

## Collaboration

- How does collaborating help you in
  - Your work?
  - Your organisation?
  - The wider sector?
- What strategies or tools do you utilise now or need in the future?

## Teaching Excellence

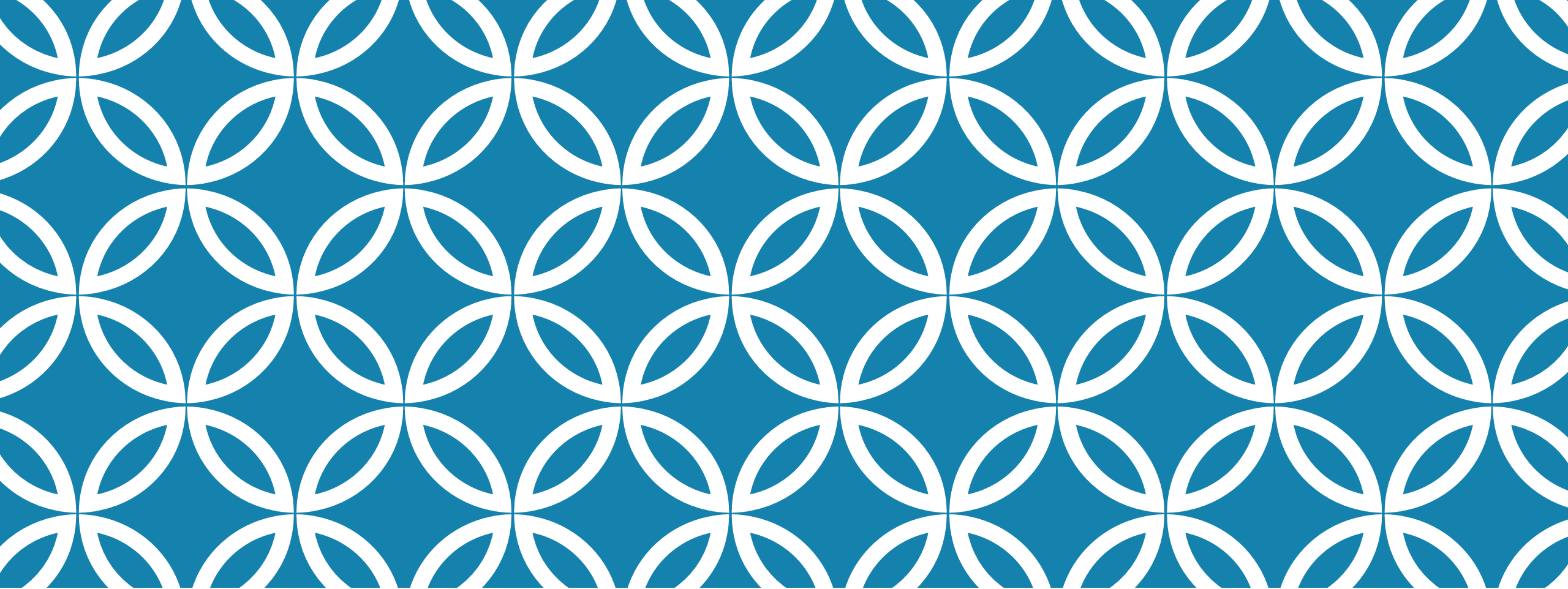
- achieves real-world, authentic outcomes
  - is grounded in current evidence-based practice
  - is improved in a supportive, resourced organisational culture focused on learning and teaching
  - What does that look like for you?
  - What other characteristics of teaching excellence are important to you?
- 



# Ngākau Pono – The Importance of Authenticity in Teaching Practice

**Tākuta Phil Borell**

University of Canterbury | Te Whare Wānanga o  
Waitaha

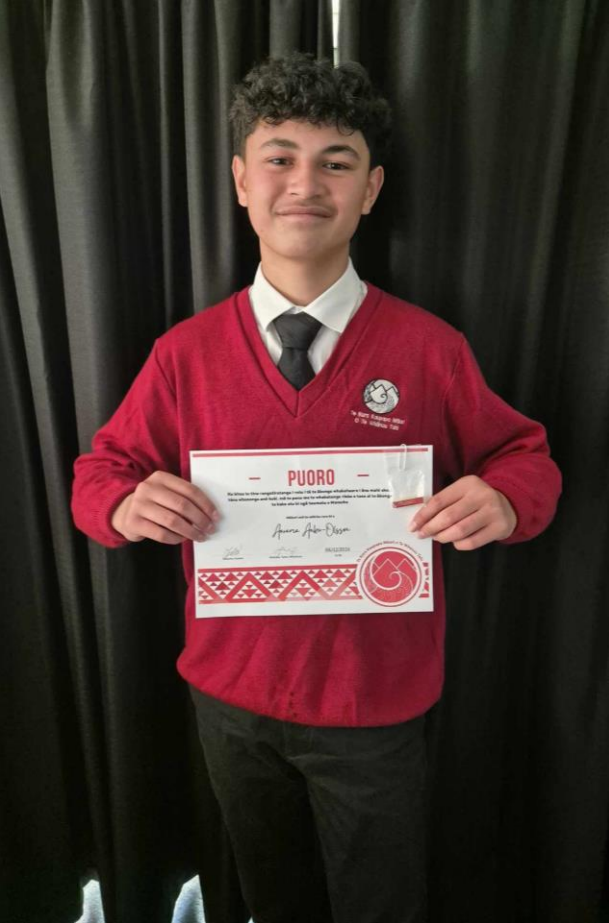


# NGĀKAU PONO – THE IMPORTANCE OF AUTHENTICITY IN TEACHING PRACTICE

Dr Phil Borell

Te Whare Wānanga o Waitaha |  
University of Canterbury





KO WAI AU





BLURRING WORLDS  
AND BEING  
AUTHENTICALLY ME



A large iceberg floats in a dark, choppy sea under a cloudy sky. The visible tip of the iceberg is on the left, while the much larger, submerged part extends across the bottom half of the frame. A thin vertical blue line is positioned to the right of the submerged part of the iceberg.

# ICEBREAKER

With the person next to you, share something about yourself that they may not ever know to look at you.

This could be as simple as you despise Marmite with a passion, or that you once played a supporting role on Shortland Street.

You have two minutes to learn a new fact about the person and share one of your own.

# THE KEYS TO TEACHING EXCELLENCE — CLAIRE GOODE (2021)





# BEING AUTHENTIC

Letting students know that you are human is always a great start.

I think it is important to let students know (as much as comfortable) when I am celebrating wins or rebuilding after losses.

Professor Angus MacFarlane once shared with me that he saw a strength in me for “always giving as much of yourself as you are comfortable doing”.

Within reason, though; students aren’t our therapists.

Being comfortable in who we are as teachers allows for students to see themselves in us and relate to the content we are trying to deliver.



# HAVING FUN

Whether it's 2 students or 200, class should be engaging.

When students see their lecturer having fun with the content, they are then comfortable in that environment.

Humour and honesty can go a long way in broaching difficult kaupapa.

Some classes won't be so easy to make fun, and that's ok. What is important, in my opinion, is finding as much joy as possible in the job that we love and are privileged to have.



A man wearing a cap and a light-colored shirt is sitting on a metal chair in a classroom. He is looking towards a whiteboard in the background. The whiteboard has some text on it, but it is not clearly legible. The room has a slanted ceiling and other chairs are visible in the foreground.

# SHARING STORIES

Most teachers I know are natural story tellers. We love to serve ‘Yappy Meals’ with a Yappaccino on the side. You could call us the Yapparazi.

Storytelling is a great pedagogical tool, when done right.

Side stories, anecdotes, interpretive dance, anything that helps aid engagement has to be a good thing.

Culturally, storytelling has been a core part of education since forever ago. Why would we stop now?

Storytelling is culturally universal – it is likely the oldest form of teaching (Landrum et al., 2019). It is foundational to the teaching profession (Abrahamson, 2006). Our brains respond to stories as though it is a genuine experience for us as listeners (AbdulSabur et al., 2014; Baldassano et al., 2018).



# WANTING LEARNERS TO SUCCEED

Surely this is a no-brainer?

If anyone is teaching and doesn't want students to succeed or is happy to put barriers in the way of student success they're probably in the wrong job.

What's even more important than wanting students to succeed, to me, is having students know that I want them to succeed.

We all know how much confidence we get from knowing that somebody has our back. Students are no different.

Student experience is also a part of their potential.





A group of approximately 25 people, including men, women, and children, are posing for a group photo in front of a building. The building features a traditional Maori roof with intricate carvings of korimokos (spirals) and other motifs. The group is arranged in two rows, with some people standing and others sitting or kneeling in the front. The background is slightly blurred, focusing attention on the group and the building's architecture.

# NGĀ MANAAKITANGA | THANK YOU




# Designing Intelligence: Building Tools for the Education We Need Next



**Graeme Smith**

Ako Aotearoa



The background image shows the interior of a large, empty cathedral. Tall, narrow stained glass windows line the right side, casting a warm, golden light. The floor is made of large, light-colored stone tiles. In the foreground, there are several bright, horizontal light trails, suggesting long-exposure photography of light sources moving across the space. The overall atmosphere is one of grandeur and quiet reflection.

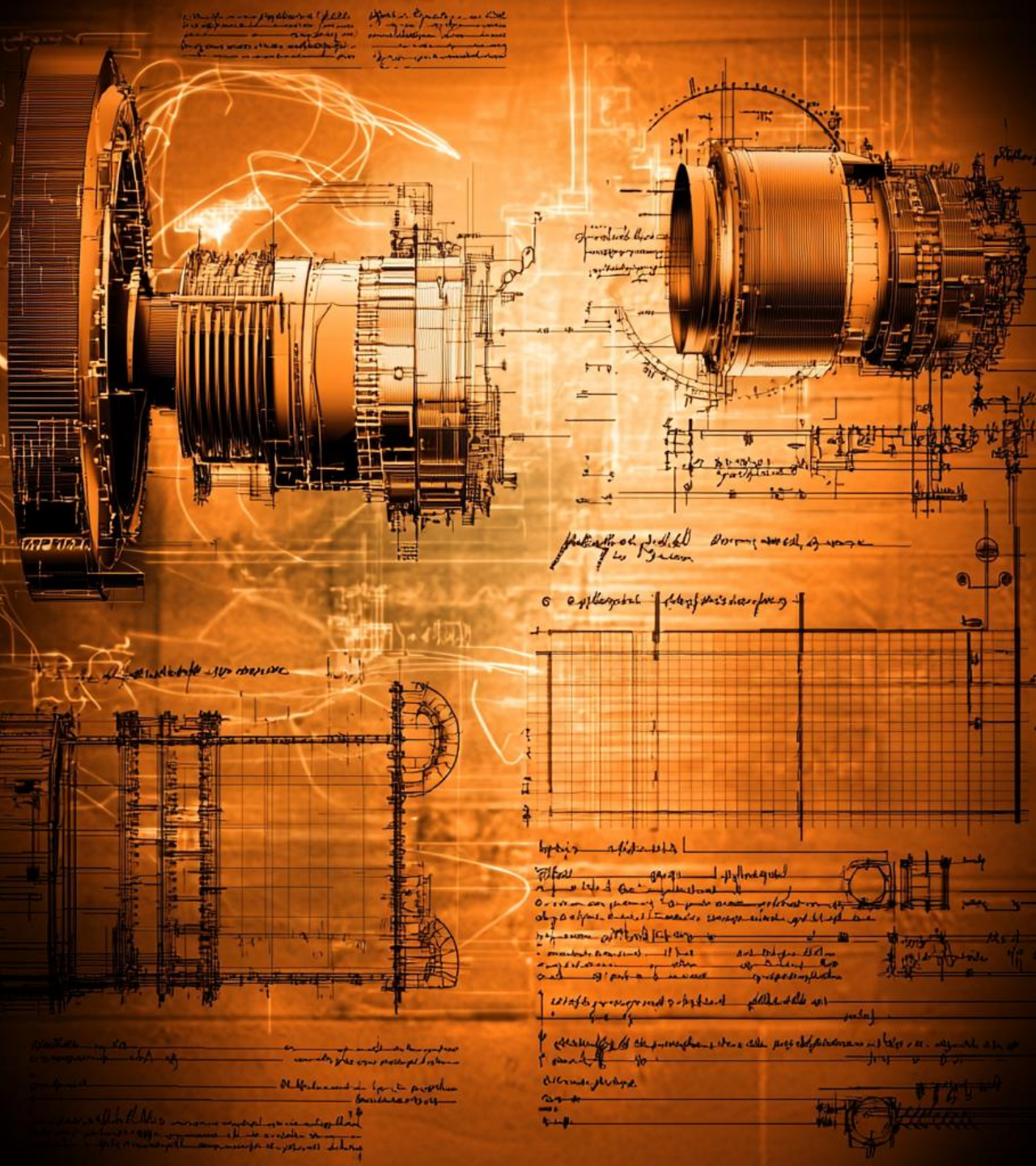
**From consumption to creation.  
From systems we inherit to  
systems we design.**



We stand at the end of one  
chapter in NZ education – and the  
start of another.





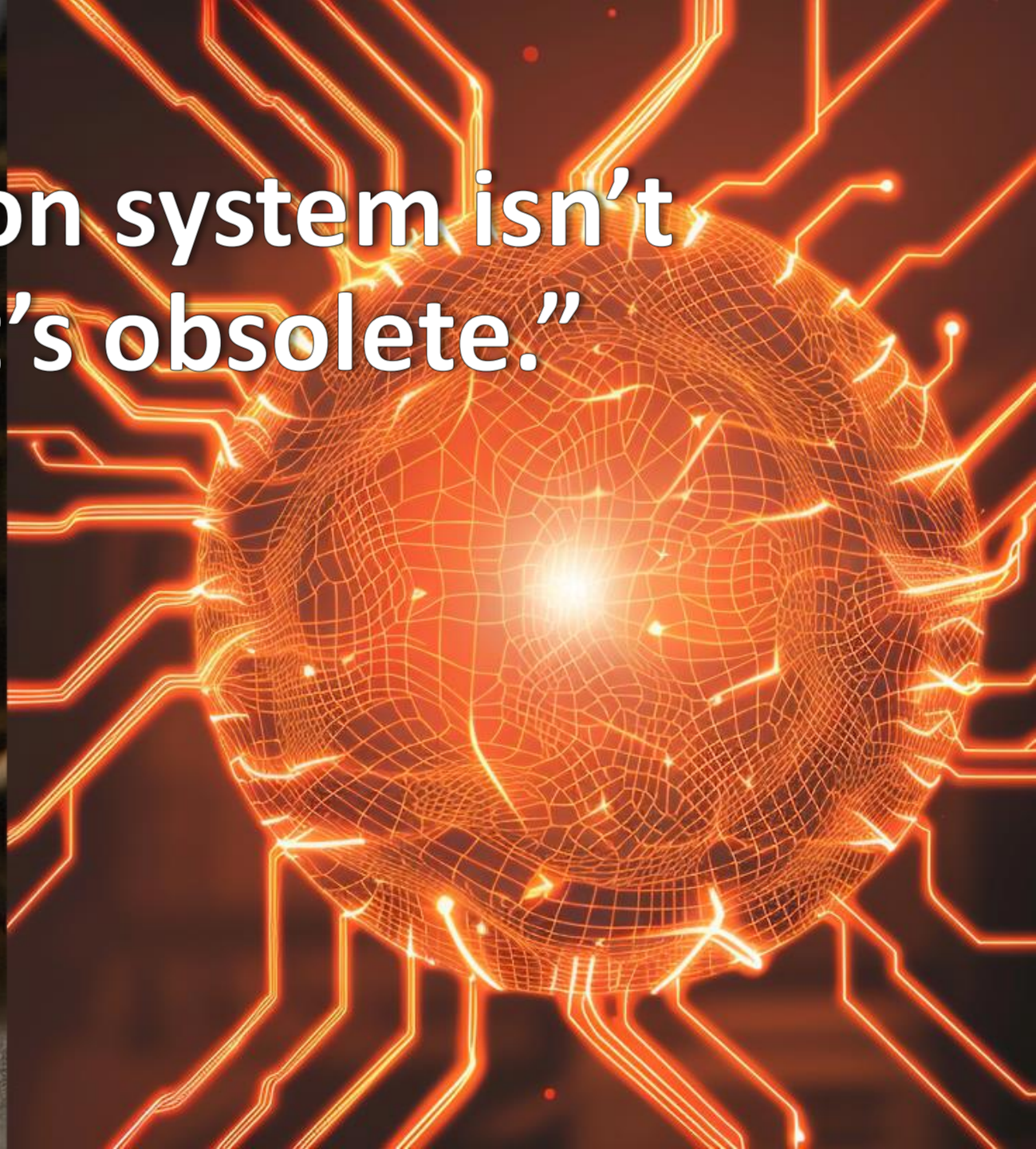
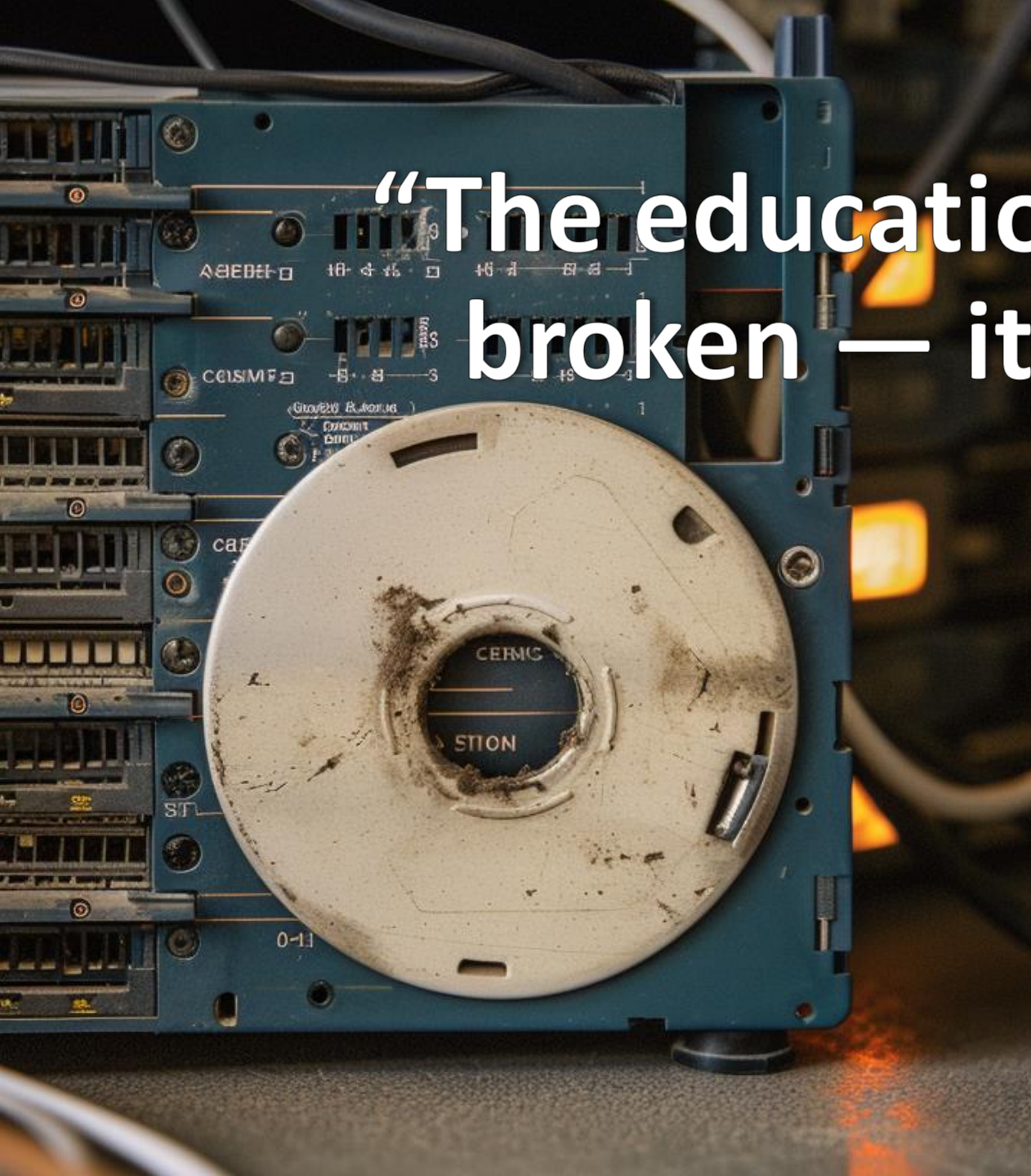


## Core Drivers of a System in Transition

- **AI acceleration** — rules of learning are shifting daily.
- **Policy/funding volatility** — stability can't be assumed.
- **Declining relevance** — the old frameworks can't keep pace.



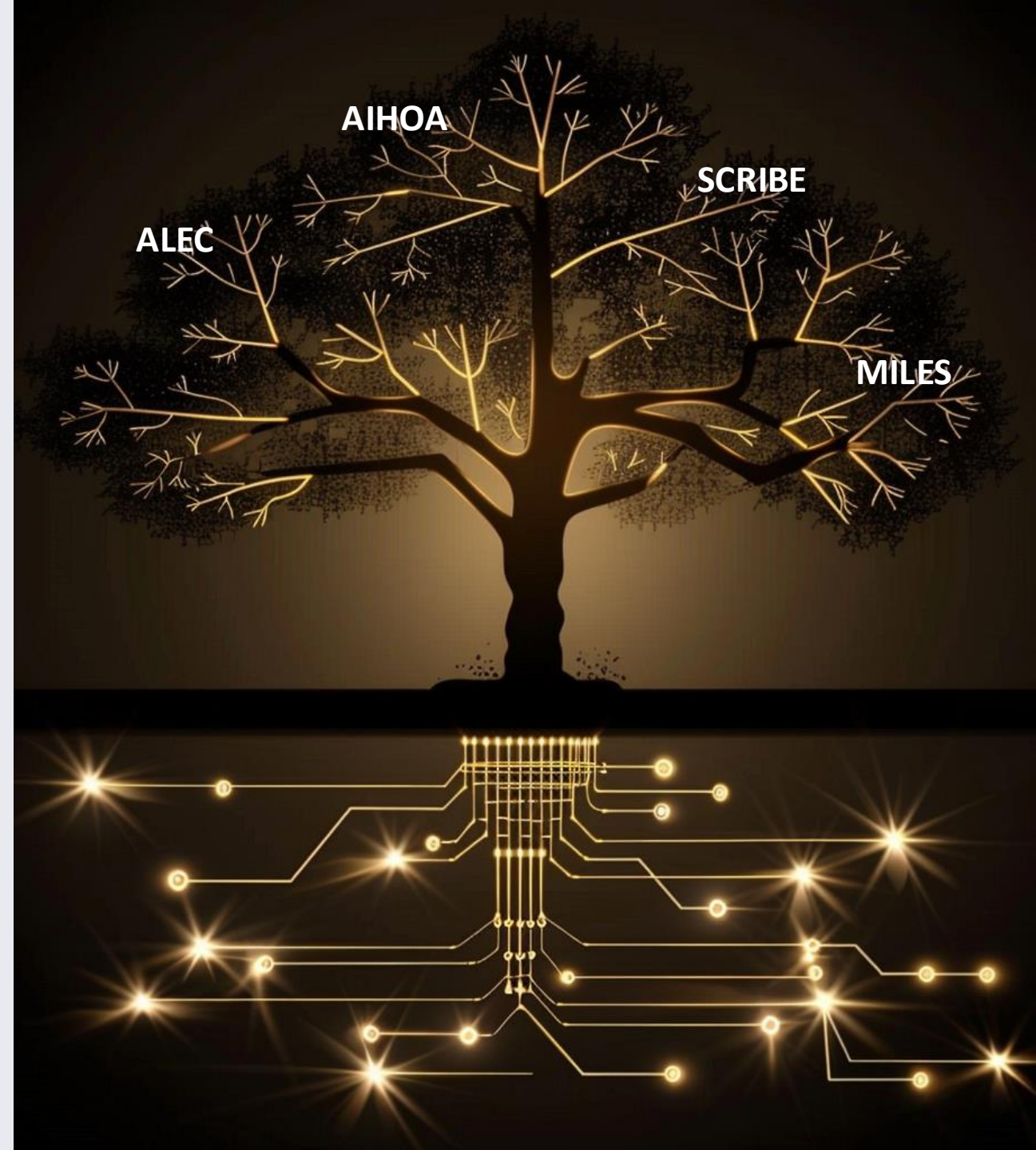
**“The education system isn’t  
broken — it’s obsolete.”**





# AIHOA is New Zealand's first public-facing education GPT

- Designed to hold meaning, memory, and mana for educators in transition.
- Not just a chatbot — it's a reflection tool, an adaptive partner.







## Emerging Patterns

- **Braided funding** — weaving education, industry, philanthropy, and tech.
- **Memory organisations** — we need entities that retain knowledge beyond project cycles.
- **Agile, values-led hubs** — can pivot faster than traditional institutions.



# What if our organisations could remember?

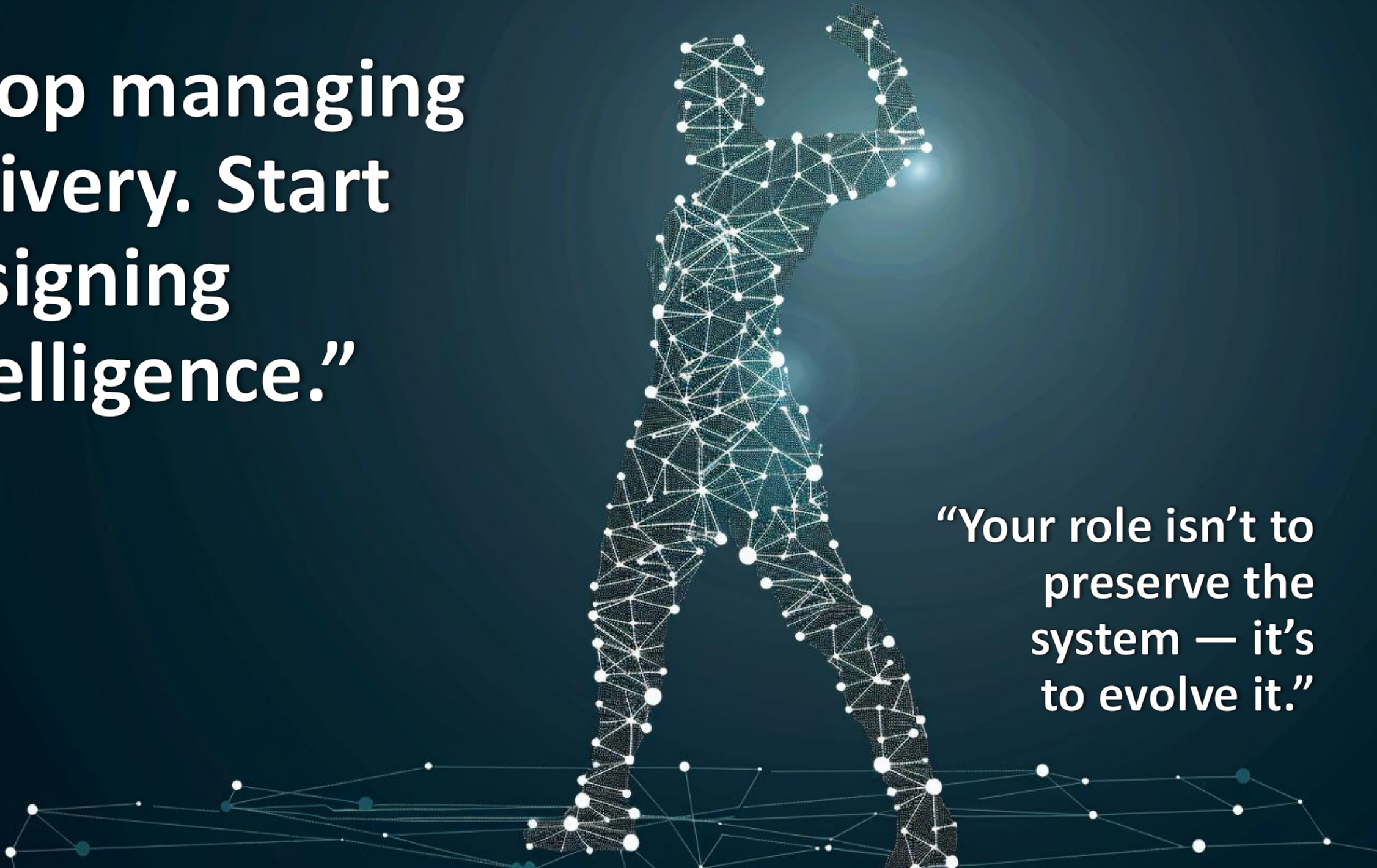
- Structures that decentralise decision-making but centralise memory.
- Evolve in shorter cycles than government policy.
- Build sector resilience.





**“Stop managing  
delivery. Start  
designing  
intelligence.”**

**“Your role isn’t to  
preserve the  
system — it’s  
to evolve it.”**



## If You Want to Build

- Adopt and adapt existing tools.
- Think in braided partnerships.
- Invest in memory organisations.







The future of NZ education isn't  
fixed. It's still writable.

Connect. Collaborate. Contribute to what comes next.





# Panel: Shaping Tomorrow: The Future of Education

**Chair: Tai Samaeli**

ACE Aotearoa





# Panel: Shaping Tomorrow: The Future of Education

**Josie Ogden Schroeder**, The Kind Foundation

**Dr Cheryl Doig**, Kai Titiro Wāheke | Futurist

**Dr MahMah Timoteo**, Moana Vā

**Sandra Fernandes Videira Gordon**, Te Wānanga o Aotearoa

Chaired by **Tai Samaeli**, ACE Aotearoa



# Celebration of Ako

## Poroporoaki | Closing



**Tai Samaeli**

ACE Aotearoa

**Jennifer Leahy**

Ako Aotearoa



# Waiata: Te Aroha

Te aroha

Love

Te whakapono

Faith

Me te rangimārie

and Peace

Tātou, tātou e

Be with us all



