

ODFL TRANSFORMATIONAL LEADERSHIP



High Level Round Table for Vice Chancellors and Heads of ODL Institutions
CoL & AeU
Kuala Lumpur
March 2016

INTRODUCTION

6 Messages for ODFL Leadership

1. Valuing our ODFL Community – *“just the way you are”*
2. The Changes and Threats Out There – *“ch ch ch ch changes”*
3. The Need for Transformation – *“you better start swimming”*
4. Getting with the Technology – *“all this science”*
5. Bold Leadership – *“the secret of survivin’ ”*
6. Our ODFL Future – *“having such a good time”*

VALUING OUR ODFL COMMUNITY

I said I love you and that's forever
And this I promise from the heart
I could not love you any better
I love you just the way you are.

Just the way you are, Billy Joel (1977)



VALUING OUR ODFL COMMUNITY

Our Mission Remains - Learning for All

- Emancipation & Social Inclusion – hugely expanding access for the disadvantaged, the excluded, the hard-to-reach
- Democratisation – openness across social, economic, geographic boundaries
- Massification – in many countries, ODFL is the only modality capable of meeting the scale of need
- Keep breaking the “Iron Triangle” – cost-effective, quality learning at scale
- Skill Development – mass skilling and upskilling, across both developed and developing countries - from basic to TVET and Higher Education

VALUING OUR ODFL COMMUNITY

An Insight into the Open Polytechnic NZ

- Established 70 years ago
- New Zealand's national open and flexible distance learning (OFDL) institution
- Over 30,000 students, mainly adult learners (touched the lives of 1 in 25 New Zealanders)
- 95% overall student satisfaction
- Major educator of the current workforce
- Qualifications range from certificate to diploma and degree
- 80% course completion rate
- We're doing really well but.....



THE CHANGES AND THREATS OUT THERE

Ch ch ch ch changes
(Turn and face the strange)

Changes, David Bowie (1971)



CHANGES AND THREATS – WORLDWIDE ISSUES

- Technology and globalisation transforming education worldwide
- Anxiety about education costs and societal impacts of crippling student debt
- Increasing unemployment for graduates – the value of a degree is decreasing
- Reduced government funding for tertiary education
- Content isn't enough, information is everywhere and costs very little
- Big organisations poised to compete , aggressively, across borders
- ODFL institutions must seize the challenge – we must transform

CHANGES AND THREATS – A NZ PERSPECTIVE

- Widely acknowledged that tertiary education is facing a complex set of financial, technological, social and political challenges.
- Prioritised growth funding for programmes matched to economic growth and employment (e.g. IT and Agriculture).
- Priority learner enrolment groups identified, Maori, Pasifika, Students under 25 yrs and adults with no formal secondary qualifications.
- Aggressive application of Education Performance Indicators (EPIs), performance-linked funding tables and Provider League Tables (with ODFL organisations compared directly to F2F ones).
- There is a blurring of sub-sector boundaries; secondary schools, polytechnics, wananga, universities, industry training organisations.
- Reductions to Government funding, restrictions to student fee increases, and a tightening of student loan eligibility and volume.
- The Productivity Commission, investigating efficiencies to be made in tertiary education models (ODFL of high interest). Compete but don't duplicate!

THE NEED FOR TRANSFORMATION

Then you better start swimming'
or you'll sink like a stone. For
the times they are a-changin'.

Times they are a-changing', Bob Dylan (1967)



THE NEED FOR TRANSFORMATION – WHERE ARE WE SWIMMING?

- Reviews to look for financial efficiencies
- Restructuring to add flexibility and enhanced student services
- Re-aligning roles and functions with digital directions.
- Focusing on learner outcomes, course completions, qualification completions, retentions, satisfaction, employment outcomes
- Looking for advantageous partnerships and collaborations
- Looking for blends of workplace, home and F2F study to give students an employment edge
- Ensuring the programme portfolio is current and relevant
- Investigating commercial opportunities to supplement diminishing government funding

THE NEED FOR TRANSFORMATION – OPEN POLYTECHNIC

- Putting our Education Technologists Front and Centre (Management Team & Academic Board)
- Strengthening for adaption and change
- Changing our portfolio of programmes
- Building capabilities in core activities
- Increasing flexible delivery
- Focussing on the student experience
- Changing our talent strategy
- And we've built a new platform (LMS) - iQualify



GETTING WITH THE TECHNOLOGY

And all this science, I don't
understand, it's just my job 5
days a week

Rocket Man, Elton John (1972)



ODFL ORGANISATIONS INVESTING IN TECHNOLOGY

- Entering the MOOC space – e.g. FutureLearn
- Adaptive & Personalised Learning
- Automation & Learner Analytics
- Mobile and Responsive
- More agile course development
- Embracing “Web 2.0”

FEATURES AND FUNCTIONS - IQUALIFY'S CREATION

- Learner centric
- Social learning
- Mobile, responsive, device agnostic
- Intuitive
- Anytime enrolments
- On-demand assessments
- Immediate feedback to learners
- White labelling
- Learner analytics
- Easy integration and interoperability
- Adaptive learning and personalised learning experience



BOLD LEADERSHIP

Every gambler knows
That the secret to survivin'
Is knowin' what to throw away,
And knowin' what to keep

The Gambler, Kenny Rogers (1978)



TRANSFORMATIONAL LEADERSHIP

BOLD LEADERSHIP – THE SECRET TO SURVIVIN’

Knowing what to “throw away” and knowing what to “keep”

Keep

- Commitment to good pedagogy and educational design
- Learner centricity
- Consistent learner journey
- The disaggregated value chain
- Organisational control of curriculum, cost, quality, content, collaboration, qualification configuration
- Avoiding bricks and mortar



TRANSFORMATIONAL LEADERSHIP

BOLD LEADERSHIP – THE SECRET TO SURVIVIN’

Throw away

- The old technology – if its not natively mobile, intuitive, social and easy to integrate
- Silo mentality and blame cultures
- Reliance on text books and physical libraries
- Letting go of our brand with partners – move to white labelling
- Stop putting students’ fees up
- Stop expecting our teachers to also be student supporters and assessors all the time.

OUR ODFL FUTURE

Don't Stop Me Now,
I'm having such a good time,
I'm having a ball,

Don't stop me now, Queen (1979)



OUR ODFL FUTURE VALUES TO INSPIRE

Open Polytechnic Values Our values underpin our vision and direct the process of organisational development and growth, and reflect the way we do things. We will be:

Bold

We are edgy, entrepreneurial, commercially oriented and willing to lead.

Fast

We are pragmatic, focused, confident, agile and flexible.

True

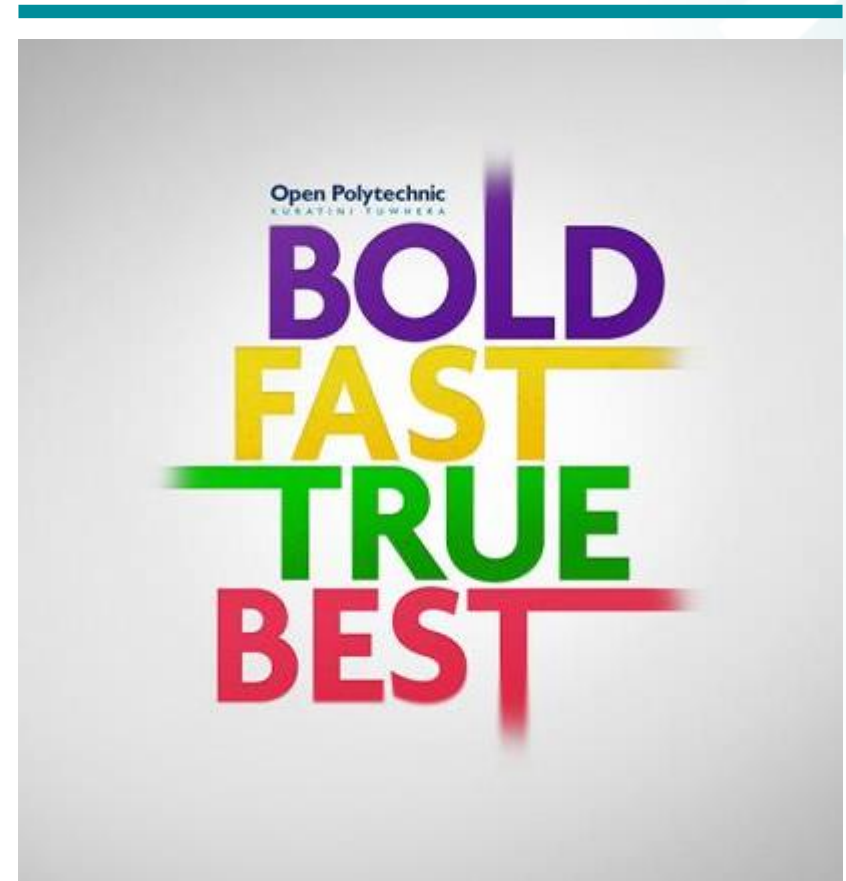
We operate with integrity. We care and are passionate about what we do.

Best

We are innovative and strive for quality and excellence in ODFL.

TRANSFORMATIONAL LEADERSHIP VALUES TO INSPIRE

- Institutional awards and recognising staff
- Performance reviews
- Position descriptions
- Screen savers and business cards
- Assessing business cases and challenging each other



TRANSFORMATIONAL LEADERSHIP

OUR GOALS FOR THE NEXT 5 YEARS

Goal 1:

Innovating the ODFL experience to meet future learners and markets.

1.1 We have transformed the way learners engage with their learning journey. We offer a **remarkable student experience** that is responsive, enjoyable and motivational.

1.2 Through partnerships, we have a deep understanding of what skills and knowledge industry, employers and communities demand in a graduate. We have a **sustainable academic portfolio** that is current and matched to industry, community and stakeholder needs.

Goal 2:

Leveraging world-class infrastructure.

2.1 We have invested in high performing and stable digital infrastructure, applications and software, and have effective processes to match. We have a **reliable and flexible digital environment** that is enabling for staff and learners.

2.2 Our iQualify learning platform, an integral part of our infrastructure, is a recognised brand, providing users with a modern, digital and supported learning experience. We have a **digital learning platform** that is agile, responsive, secure and operable at large scale.

TRANSFORMATIONAL LEADERSHIP

OUR GOALS

Goal 3:

Securing and developing an industry-leading workforce.

3.1 We are considered as the most exciting place in the sector to work, based on our leadership in ODFL and technology in education. We ensure an **engaged and flexible staff** that is learner-centric and customer-focused.

3.2 We resource new opportunities in new ways. We create **agile capacity and capability** that leverages new and emerging markets.

Goal 4:

Growing the business.

4.1 Through a deep understanding of what learners value, we know how to connect with individual learner in or near the workforce who study to enhance their job and career prospects. We achieve growth through **successful student recruiting and retention activities**.

4.2 Through a deep understanding of markets and commercial customers, we are fast becoming Australasia's number 1 provider of services related to digital learning software and content. We build **successful relationships with commercial customers** to extend educational reach and diversify revenue.

THANK YOU

IQUALIFY SOCIAL

Business Ethics

2 mins

Difference between 'moral' and 'ethical'

Is there a difference between **moral** and **ethical**? Which term should you use?

Historically and technically the answer is yes – moral and ethical mean slightly different things. For example, we would probably say 'moral rules' to refer to a society's idea of what is ethical, based on social tradition. If we are referring to rules based on ethical theories or professional standards, we might be more likely to say 'ethical rules'. However, it is not a clear distinction. The terms 'moral principles' and 'ethical principles', for example, refer to the same idea. For the purposes of this course you should treat 'moral' and 'ethical' as basically meaning the same thing. This means you can use them interchangeably.

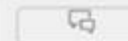
You can write 'the ethical theory of utilitarianism' or 'the moral theory of utilitarianism' and you will be saying the same thing.

You can say 'It would be immoral to do that' or 'It would be unethical to do that' and you will mean the same thing.

Because in this course both terms mean the same thing, you should not use both terms together to refer to something. Saying 'It would be unethical and immoral to do that' is a bit like saying 'an elephant is big and huge'. Be concise – use just one of the terms.



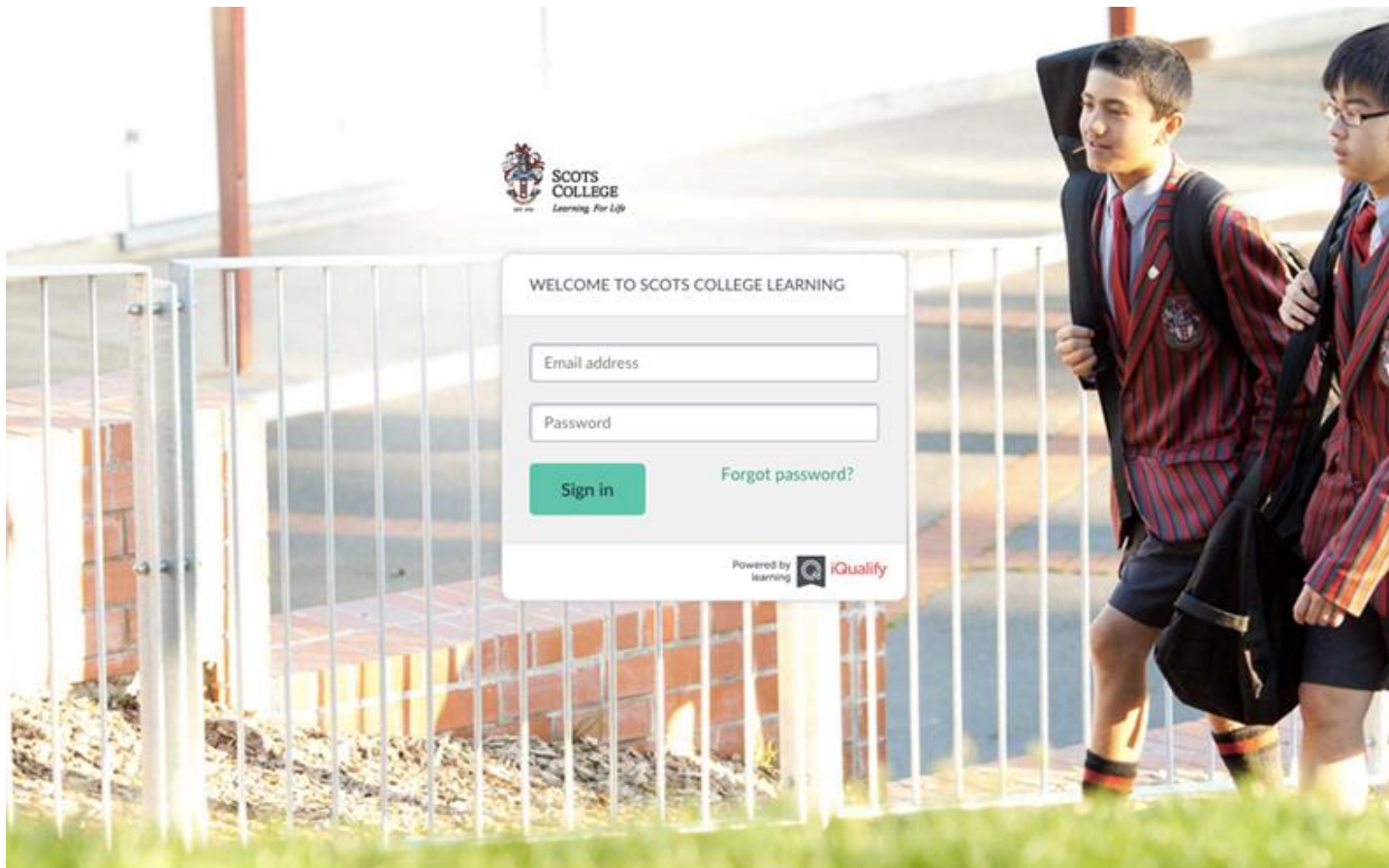
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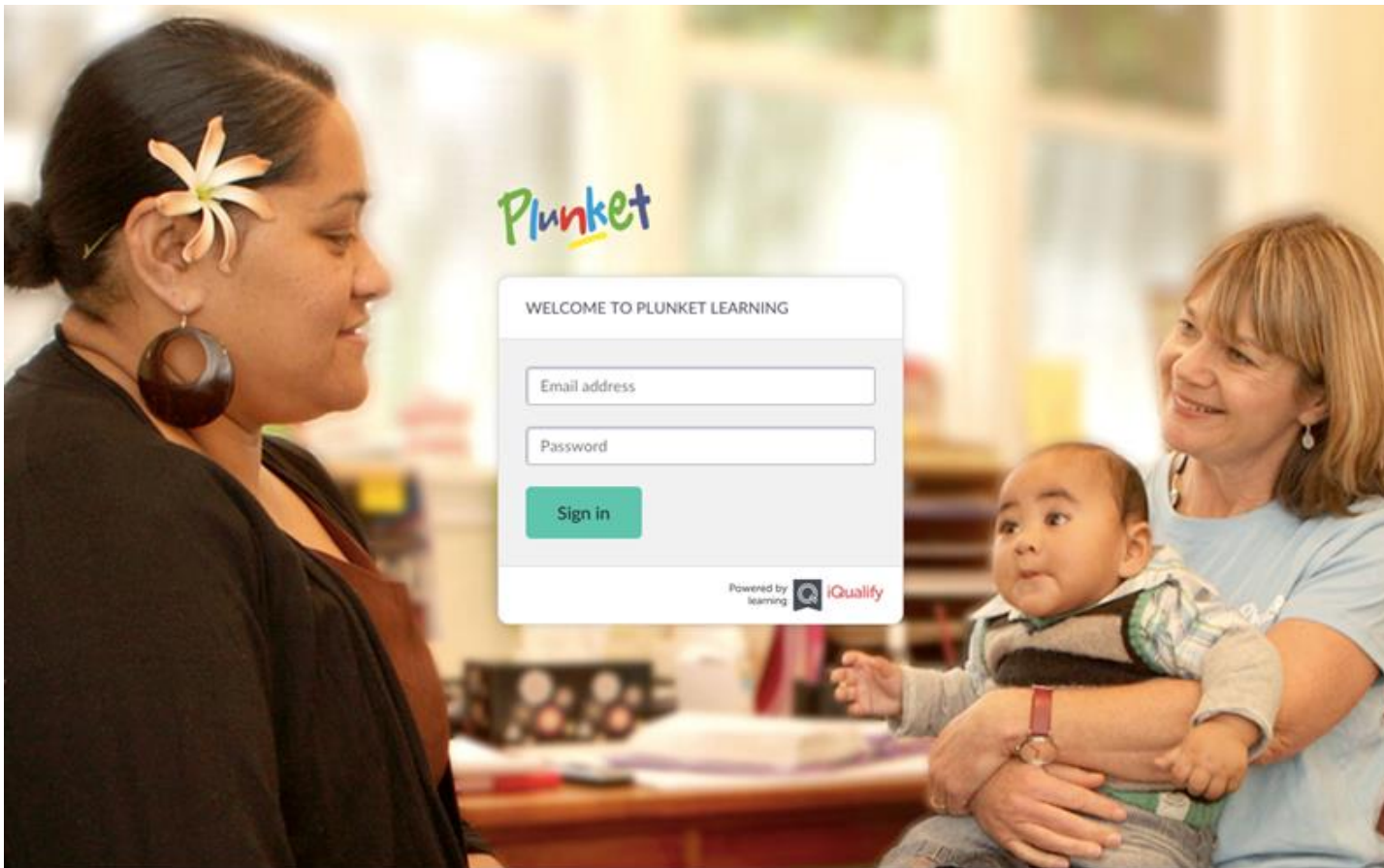
Paulene Crook · a month ago
what's the difference between immoral and unethical?



IQUALIFY WHITE LABEL



IQUALIFY WHITE LABEL



TRANSFORMATIONAL LEADERSHIP

WE NEED STRONG LEADERS

What to “throw away” and what to “keep”

Keep

- Learner centricity
- Consistent learner journey
- The disaggregated value chain
- Corporate control of curriculum, cost, quality, content, collaboration, qualification construction
- Commitment to good pedagogy and educational design
- Avoiding bricks and mortar

QUESTIONS (TIME GIVEN 20 MINUTES)

Challenges that you face? What are the biggest challenges for you – the top three?

What will be the best values for you?

Tie up the challenges and the best values