

**JISC / Connectivity Seminar
Overseas terminal, Wellington
Tuesday 07 March**

Summary of Group Discussion: Identify how the e-Framework can be used to support work in the Education Sector of New Zealand

- A big issue for New Zealand is financial resources
- We need to be sure that we are not reinventing the wheel
- e-Framework helps us understand the direction that the connectivity/interoperability work is heading in
- We need to work out how we are going to use New Zealand financial resources in relation to the e-Framework, i.e. determine what our foci is going to be
- Regarding the eCDF - money has been invested here but what is the result of that work, how can it be communicated. Also the results of TEC's review of the eCDF needs to be communicated.
- The (Interim) New Zealand ICT Strategic Framework for Education helps provide the direction of ICT in the New Zealand education sector and what we hope to achieve by 2010. Feedback on the Strategic Framework will help with the next iteration of it.
- The ICT Connectivity Sub-Committee will provide a forum for continuing these discussions
- The role of the CIO in education organisations has changed. The CIO should understand all levels of ICT development and have authority to make change. Raising awareness with CIOs and Vice-Chancellors is crucial - buy-in is essential. In the U.K. those on such committees as the Connectivity Committee are the CIOs and Vice-Chancellors, so they are the champions who take the information back to their institutions. At this stage the developments are not yet relevant to education practitioners.
- In the U.K (JISC) need to document who is taking a service-orientated approach now.
- In New Zealand, an evidence base for reference models is needed for Vice-Chancellors etc to make decisions since it involves money.
- Those who are 'selling' this to the Vice-Chancellors need to articulate the relevance and usefulness of reference models.
- Identifying indicators of success for the e-Framework will provide the rationale for investment, for example what degree of change is expected and how is the material being collected that identifies this change?
- JISC are doing some recording and analysis of the use of open-source software, e.g. toolkits, and feedback from vendors is also being collected. Reference models however are more difficult to assess. There is already some feedback and analysis on the broader modelling of common processes which could be used. It (reference models) is a concept that JISC still needs to prove.
- When the e-Framework has been presented to institutions, really good feedback has been received. So the evidence is mostly anecdotal but the processes are in place to gather success indicators.
- In response to the question whether there was any consultation with the compulsory schooling sector in the U.K. the response was yes - with BECTA who have a relationship with schools. Although consultation was not that strong in the early phase of this work, they have full opportunity for involvement now.

What are we doing (in New Zealand) that could feed into the e-Framework?

- All eCDF projects. We need to consider how the eCDF projects can feed into the e-Framework
- Perhaps an eCDF project could be used to validate the reference models
- The involvement of a project on interoperability within the compulsory sector could be used

Which areas should be modelled and who should be doing it?

- Ethical and quality issues and monitoring - these need to be considered by the Connectivity Sub-Committee.
- Regarding the compulsory sector - some schools have a high speed network and are considering implementing video and LMSs - how could this interface with the tertiary sector?
- Linkages between the schools and tertiary sector could encourage students to uptake 'technical' industries at the tertiary level. This interface could contribute to this.
- PROBE and a connectivity group for the National Digital Strategy as well as other groups are gathering momentum.