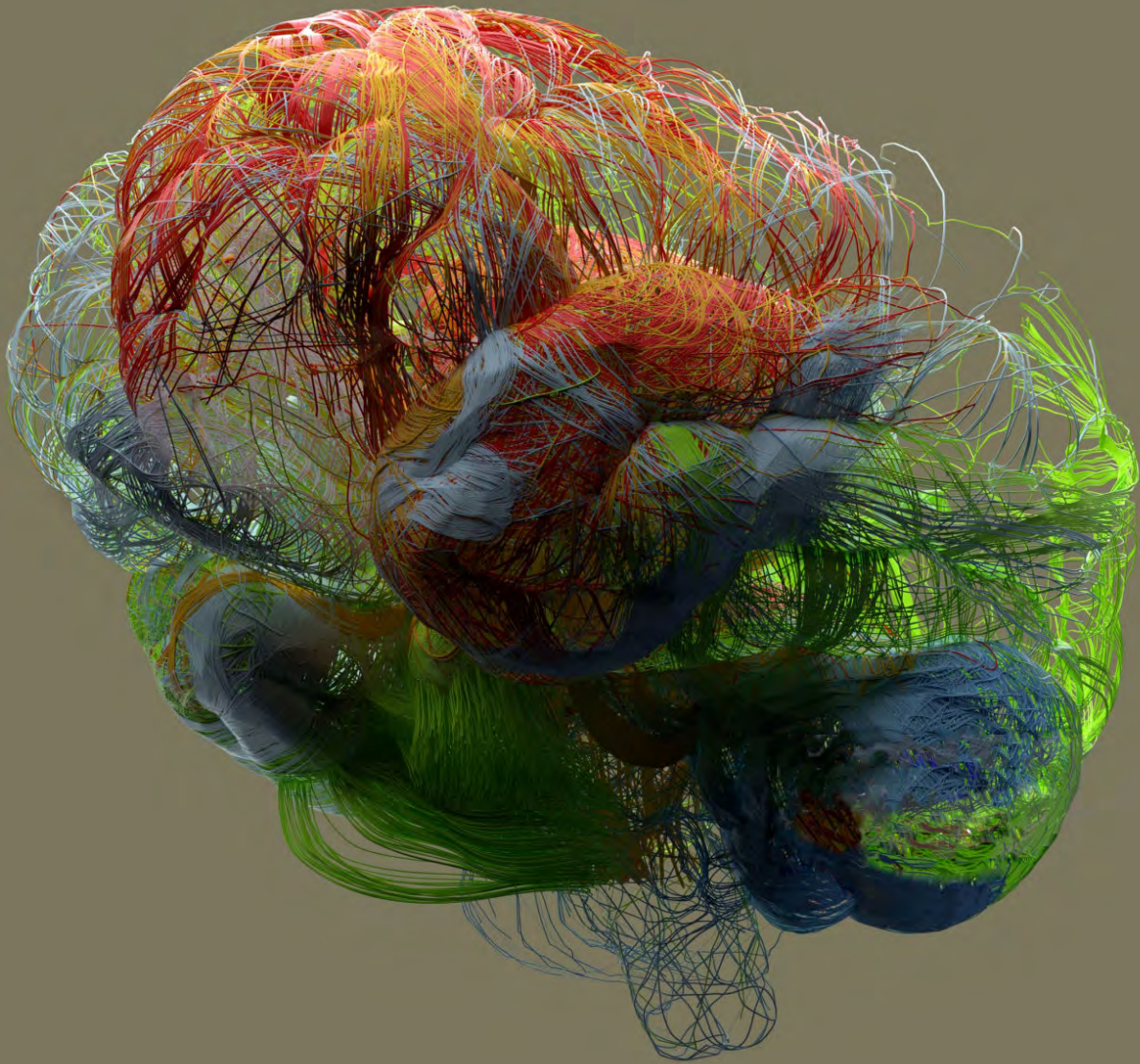


Cognition
Learning Group >



Impact Report

2021 - 2022

> Foreword

FROM THE GROUP CHIEF EXECUTIVE OFFICER, TINA LUCAS



Welcome to our first annual impact report, one which demonstrates the resilience and unwavering commitment of our teams and businesses to truly make a difference to the lives and opportunities of the clients we serve, regardless of the challenges we face.

Timing of this report could not be better as 2021 was yet another year of significant disruption across the

world for our customers and our teams as we battled market closedowns and personal isolation. It is hard to believe, two years on, our world as we knew it has much changed and we continue to experience business challenges which have required us to respond with agility, flexibility and innovation. Yet despite all of this we have much to celebrate as a result of our efforts this last year.

We entered 2021 with a strategy to continue our growth plans despite disruptions. Having right sized the business at the beginning of the COVID epidemic, we were able to quickly flex and pivot our services to meet challenging market conditions. The resilience of our group during this period was strengthened through the execution of our previous strategic blueprint which had focused on diversifying our revenue streams and entering new markets. This placed us in good stead particularly when faced with the growth challenges of prolonged lockdowns in our New Zealand and Australia markets, affecting revenues and disrupting customer confidence and spending. Due to market diversification, our businesses were not affected in the same way at the same time and so we were able to ride the revenue troughs in one market with peaks of activity

in another, delivering a strong result and positioning us well for continued growth and reach in 2022/23.

Throughout this period our staff have shown tremendous resilience and agility, placing our customers at the heart of our service design and developing innovative and pivoted solutions to address the restrictions we faced in supporting learning. Many embraced new ways of working and technology and the company invested time and resources to ensure our teams could work anywhere and anytime. This allowed staff with family and home-schooling commitments to work flexibly and also enabled strong communication channels to support staff wellbeing.

The result for our customers has been outstanding, with our services impacting positively on the learning of nearly four million children, young people, and adults across Asia Pacific, Australia, and Europe throughout 2021/22. Our teams have worked with thousands of organisations and schools including Ministries and Departments of Education in six countries to support their pandemic response and we impacted on the professional development and learning of nearly 150,000 educators and over 1,000,000 government and corporate staff in the same period. Despite severe border restrictions we were able to extend our reach, mobilising services across the Solomon Islands for the future benefit of 10,000 teachers and 186,000 students and launching Begin Bright 'at home' learning resources for use by parents at home with young children across Australia, New Zealand, and the United Kingdom.

None of this success would have been possible without the commitment and dedication of our board, our exec, our people and our suppliers. All of whom have worked with extraordinary determination, in the most challenging of circumstances, to ensure our work has made a lasting and positive difference to learners and customers around the world.

This impact report is a celebration of that work.

Thank you

**Tina Lucas,
Chief Executive Officer,
Cognition Learning Group**

> About us

EST. 1989

Cognition Learning Group is a leading provider of education, training, consultancy, and digital learning solutions. With a global headquarters in Auckland, New Zealand, we operate across four continents. Our roots can be traced back to 1989 as a service provider to schools in New Zealand, but we have since expanded these services and global reach to deliver in more than 30 countries. Cognition Learning Group is strategically positioned within the key sectors in education, learning, and development to deliver quality learning experiences to people at every stage of their lives.

The Group delivers a wide range of education services, aimed at improving learning outcomes, creating opportunities, and changing lives for the better. We achieve our purpose through our core activities which include:

- **Delivery of school and district improvement**
- **Development of national education strategies and blueprints**
- **Education research and evaluation**
- **Workforce development for businesses**
- **Recruitment of teachers to the school workforce**
- **Professional development for teachers**
- **Development of curriculum materials and learning resources**
- **Design and deployment of learning technology solutions**
- **Development of national training programmes for school leaders**

Cognition Learning Group consists of three distinct brands working across four continents:

Cognition Education is an established a leader in the design and delivery of education transformation programmes for governments and donors. With a strong 32-year track record, Cognition Education has successfully managed and delivered contracts across 4 continents with more than 30 governments, in a range of low-, middle- and high-income country contexts.

Wavelength Learning is an award-winning expert producer of human-centric digital learning content, blended learning experiences, and publications for government and commercial organisations in Australia, New Zealand, the Pacific Islands, and the UK. Wavelength specialises in designing and delivering bespoke, engaging, and stimulating digital learning solutions to meet specific learning needs.

Begin Bright is an award-winning children's education provider that delivers school readiness and primary tutoring education programmes. Operating across Australia and New Zealand, Begin Bright programmes are designed to develop, improve, and extend literacy and numeracy in children, while building confidence to enhance their education journey. Begin Bright fosters a sense of enjoyment, putting creativity, discovery, and fun back into learning.

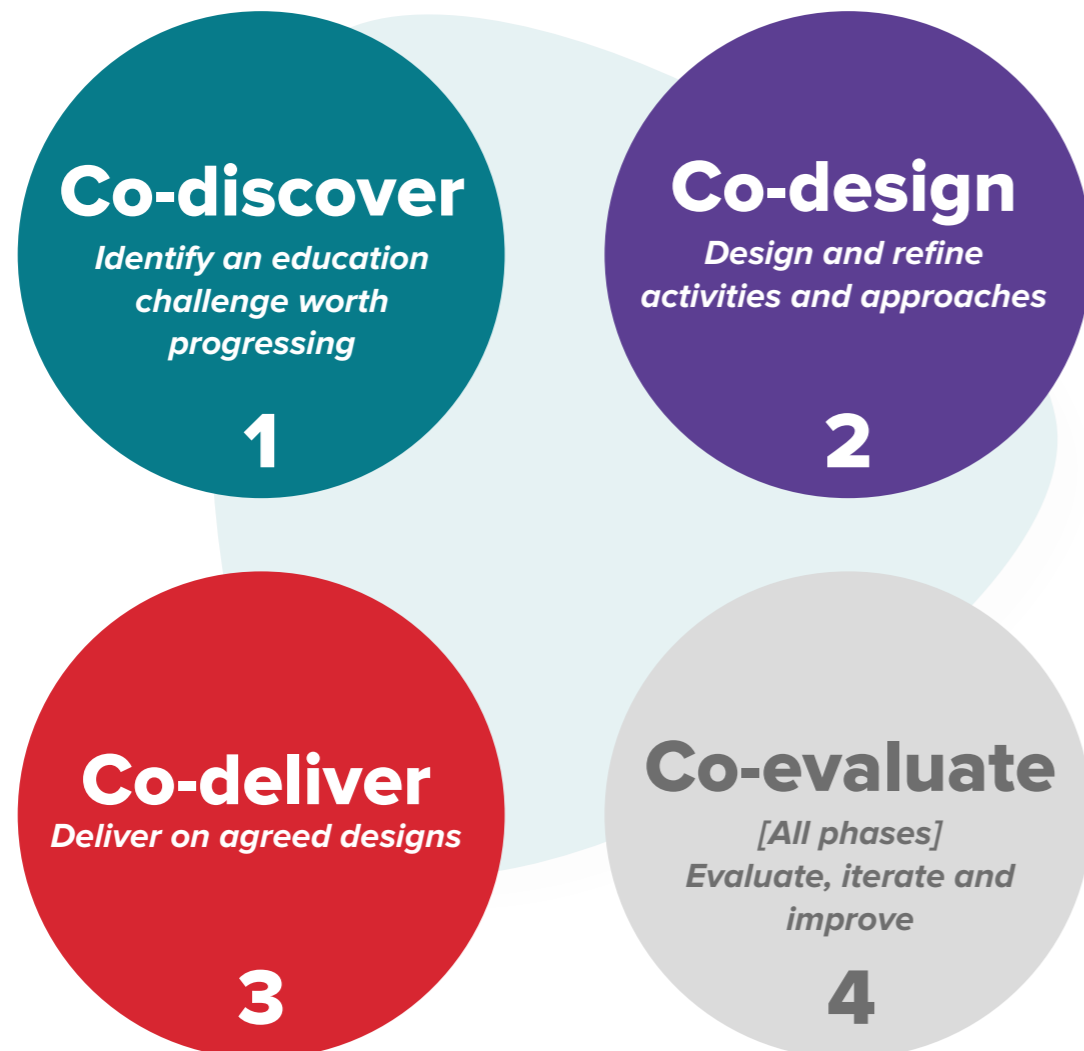
We have a rich history of designing, mobilising, and delivering national and international education transformation programmes for governments across the globe. The Group also brings the latest strategies and technologies in digital learning into projects to enhance user experience.



> The Cognition Way

Our work is underpinned by The Cognition Way, our internal methodology for supporting clients to achieve really ambitious goals. This approach has evolved from our 32-year track-record of working with Ministries of Education, donors, businesses, and learners across the globe. It has been further enhanced by our analysis of 50+ improvement methodologies, factor analysis statistical studies, meta-analysis, and systematic reviews of effective implementation processes. The Group has also published widely on high-impact implementation practices, including two books with leading publishers in 2022.

Our education team has consolidated The Cognition Way framework into four key phases. Within each phase, there are a range of scaffolded sub-processes that support our teams to generate ambitious impact for our clients.



1,800

Systematic reviews

of

100,000

Studies

involving

3,000,000

Students

We maintain a 'what works best' for learning database that we use to support our clients to identify high-probability approaches that are likely to generate impact in their contexts. This database synthesises the findings of more than 1,800 systematic reviews of more than 100,000 studies, involving more than 3 million students.



— Our Global Reach

In 2021 we had an
impact on

3,668,294

educators, students,
government partners, and
businesses.

3,245,552



Learners reached

145,176



Educators reached

Directly worked with **1,472** school leaders to impact an additional **117,268** educators' development

Directly worked with **27,908** educators for their professional development

3,810



Institutions reached

Delivered in-person and hybrid professional development to teachers from **3,341** educational institutions

Designed and delivered varied digital training for **469** government agencies and commercial organisations

Directly engaged with 1,478 government and corporate leaders to co-design and co-deliver digital learning tools



> Our impact

Working directly with **14,784** leaders and teachers

348 projects delivered



Working with **2,165** schools worldwide



Impacting **1.03 million** students worldwide



Digital resources used by **1,092** schools, government agencies, and organisations



Our materials have reached over **1 million** school students



Digital solutions created for companies impacted the learning of **1,478** government & corporate leaders and **1,031,984** of government & corporate staff.



100% of our clients recommend us!

1,050 students per term

95% satisfaction rate



17 Begin Bright providers operating



CASE STUDY

TRANSITION TO TEACH, ENGLAND



Cognition Education has been supporting the Department for Education in the UK with recruiting and transitioning career changers into the teaching profession since 2018.

Context

The UK government is committed to ensuring that all schools in England have access to high-quality teachers for every subject. With teacher shortages prevalent across certain subject areas, the Department for Education is investing to recruit candidates with prior working experience across different sectors of the economy who may not have previously considered teaching as a career. These targeted career changers have accumulated practical knowledge and experience that could positively alter and impact student learning in classrooms.

Our Support

Cognition Education was commissioned by the Department for Education to co-design and co-deliver a career changers programme. In 2018, we constructed Transition to Teach to attract, recruit, and

retain career changing professionals into the teaching profession.

Transition to Teach offers a two-year bespoke support programme to mentor career changers throughout their early teaching career. We have successfully recruited 338 career changers, and we continue to guide these professionals through their career transition.

We have experienced Guidance and Development Advisers to mentor participants throughout their teacher training and first year as a newly qualified teacher. Transition to Teach supports these participants through:

- Access to networking events
- Practical and personalised advice on progress, milestones, and teaching skills
- Career development planning throughout the programme
- Individualised coaching during first job search.

OUR IMPACT

338



Have been recruited and mentored through initial teacher training, qualified teacher status, and early employment.



Engaged with over **1000 employers** across England

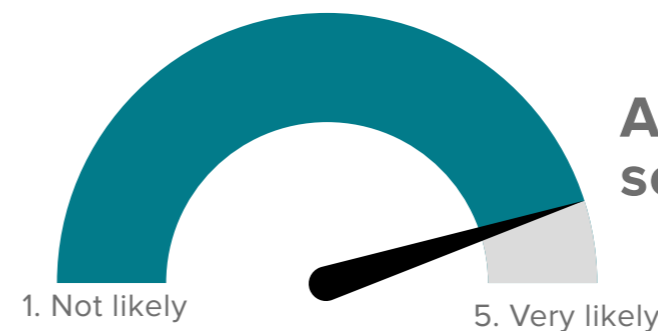


We've mentored career changers to teach **15 subjects** across all age groups



We've guided career changers to be placed in schools all over England and impacting the learning of **57,570 pupils**

How likely are our participants to remain in the teaching profession 5 years from now?



Average score = 4.5

“

“Changing your role later in life is a decision not to be taken lightly and knowing that Transition to Teach is there to support you, and that there are other students in the same position as you, allows you to feel valued and appreciated.”

Samantha Ibbotson, teacher trainee in Chemistry, previously worked as a Sales Account Manager

”

VICTORIAN LEARNING SPECIALIST PROFESSIONAL DEVELOPMENT SUITE, AUSTRALIA

Cognition Education and Wavelength Learning have been supporting the Victorian State Government Department of Education and Training since 2020 to build the capacity of Learning Specialists in the state.

Context

Learning Specialists are highly effective teachers within their schools, who act as instructional leaders to address challenges in their schools and improve student outcomes. The Department of Education and Training introduced the Learning Specialist role in Victoria specifically to:

- model excellence in teaching and learning through demonstration lessons;
- lead collaborative inquiry focused on improving student learning

outcomes; and
- mentor and coach teachers to improve their skills, knowledge, and effectiveness in classrooms.

Learning Specialists play a pivotal role in supporting school leaders and teachers to embed high impact teaching practices and create high performance cultures in their school.

Our Support

Our teams have used The Cognition Way to develop a professional development suite. Specifically, this professional suite supports Learning Specialists to utilise their experience, capabilities, and subject matter expertise to identify, lead, and embed high impact teaching strategies in their ecosystem.



Figure C. Victoria Learning Specialist Professional Development Courses

Cognition Education curated the design and content of the courses. Each course, which is paced over 10 weeks, was also delivered by Cognition Education.

Wavelength supported each blended learning course on a digital platform by:

- building the self-directed online courses with interactive learner activities;
- designing four virtual interactive workshops, complete with a facilitation guide; and
- allowing learners to practice implementation via an Activation kit.



OUR IMPACT

Since 2020, Cognition and Wavelength have:

586 Directly supported the learning of 586 Learning Specialists across the state of Victoria

Produced 5 blended learning courses annually in the professional development suite

Our professional development suite of blended courses was evaluated in specific areas, and the feedback from 2021 participants was overwhelmingly positive:

Awareness of learning objectives
90% strongly agree that they were well informed about the learning intentions and success criteria for the five learning courses.

Relevance
90% strongly agree that the content linked well to the responsibilities of their Learning Specialist role.

Quality of delivery
88% strongly agree that the facilitator delivery was of high quality across the five courses.

Application of learning
95% of participants are using the new knowledge and skills from the blended learning courses in their classrooms.

Motivation
86% strongly agree that they are motivated to use the content from the professional learning course in their everyday practice.



CURRICULUM DEVELOPMENT AND PROFESSIONAL DEVELOPMENT, SOLOMON ISLANDS



Context

The Ministry of Education and Human Resources Development, with the support of its development partners, the New Zealand Ministry of Foreign Affairs and Trade and the Australian Department of Foreign Affairs and Trade, has embarked on a programme to improve the quality of basic education (Years 1-9). These improvements will be accessible to over 10,000 teachers and 186,000 students in the Solomon Islands public education system.

This programme is heavily guided by the Solomon Island Capabilities, and it is intended to respond sensitively to the long-term needs— including the social structures, cultural identities, and the demands of the labour market—of young Solomon Islanders. Figure B shows how the Solomon Islands Capabilities are integrated with the learning areas and 21st century cross-curriculum priorities.

Our Support

Cognition Education and Wavelength Learning were selected to partner with the Ministry of Education and Human Resources Development for the delivery of two projects, based on our organisational profile, capability, previous experience, and personnel capabilities.

These two projects include:

- completing the remaining core curriculum resources for basic education and selected elements of the senior secondary curriculum; and
- developing and delivering the national framework for in-service teacher professional development.

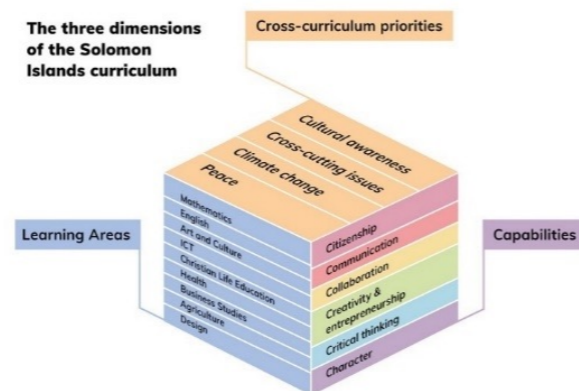


Figure B: The dimensions of the national curriculum

The Cognition and Wavelength teams...

have worked with 10 partner organisations, like Solomon Islands National University & the University of South Pacific



Developed 7 teacher guides and 7 learner books to improve the quality of basic education.

Digitally published 2 teacher guides and 2 learner books while 3 more in each category are in progress to be published.

Adapted activities to support the transition to home-schooling, using radio and digital platform-based learning as part of the Covid-19 response in 2022.

18

Recruited and trained local facilitators to build sustainable professional development capabilities at all levels.



MATHEMATICS PROGRAMME FOR STUDENTS, NEW ZEALAND



Cognition Education is supporting teachers across New Zealand to accelerate target students' learning in mathematics under the school-initiated and centrally funded Programme for Students.

Context

Through regular mathematics assessments in New Zealand schools, the New Zealand Ministry of Education finds that students in the same grade can significantly vary in their learning levels. As this learning gap grows between peers, some students do not meet the minimum expectations required for the modern knowledge-based economy.

Our Support

The Ministry of Education commissioned us to deliver customised learner acceleration services through the Ministry-initiated Programme for Students.

Experienced Cognition Education facilitators coach teachers through Programme for Students to guide

them and their schools to sustainably improve their teaching practice tailored to the needs of target students.

Cognition Education facilitators have been providing teachers with expert guidance and coaching in since 2014.

The teachers we coach are also encouraged to monitor their students' disposition towards mathematics using a customised rubric. Based on 11 indicators rigorously selected and tested, students are assigned one of the five levels ranging from Beginning to Proficient dispositions towards mathematics. Figure A shows the successive levels of student disposition towards mathematics:

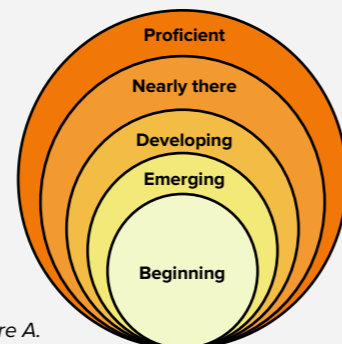


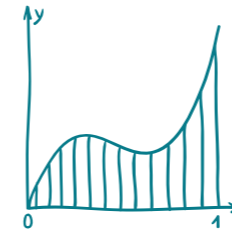
Figure A.

OUR IMPACT

In 2021-2022

Our Programme of Students

facilitators worked at 148 schools



Our facilitators directly supported **305** teachers to accelerate their target students' learning in mathematics.



A total of **3,233** students benefitted from our customised teacher coaching methods.



79% of ALiM students and **39% of MST students** are now **achieving at their grade level** in mathematics. None of these students were achieving at their grade levels before their participation in Programme for Students with Cognition Education.

43% of ALiM students and **46% of MST students** made **2 years worth of progress** in just a year under our facilitators.

42% of ALiM students and **53% of MST students** shifted **one level across all 11 indicators** in their disposition towards mathematics.

97% of ALiM teachers & **100%** of MST teachers find our network meetings and mentor support very helpful to implement accelerative pedagogies.

MINISTRY OF HEALTH NEW SOUTH WALES, AUSTRALIA



Figure F: Zara and her mum from the animation within the School Refusal module

The New South Wales Ministry of Health (MOH) approached Wavelength to develop an eLearning initiative to up-skill School Counselors and Children and Adolescent Mental Health (CAMH) workers/clinicians on School Refusal.

Context
There was a lack of existing and scalable eLearning tools that provided the necessary information to workers, counsellors and clinicians on the subject of school refusal.

Our Support
Wavelength developed a highly-interactive 20 minute digital learning module that featured an emotive and engaging 2 minute video animation, an array of multi-purpose graphics, media production and interactive elements to convey key and complex concepts.

Wavelength followed a Discover, Design, Deliver process to understand the NSW Ministry of Health’s needs as well as being

able to understand the learners. The Wavelength team collaborated closely alongside the Ministry through each step of the implementation strategy to ensure the e-learning would be the best it could be for counsellors and clinicians. This resulted in a digital learning initiative that was powerful in meaning and connection.

Wavelength worked with the NSW MOH to:

- deliver this project on time under the challenges that Covid-19 introduced
- upscale the launch strategy of this module because interest among schools was so high
- provide best-practice learning through collaboration with Subject Matter Experts (SMEs)



Figure G: Another still image of Zara and her mum from the animation



200 locations launched this module

800,000 Students benefit from this support



1,100 School Counsellors access this learning

3 Gold LearnX Live! awards for Best Talented Team, Best eLearning Initiative, and Best Online Learning Model

PROFESSIONAL LEARNING AND DEVELOPMENT, NEW ZEALAND



Cognition Education is a New Zealand Ministry of Education accredited provider of Professional Learning and Development. At Ministry and school levels, we are commissioned to provide Professional Learning and Development to teachers, school leaders, and students.

Context

In 2020 the New Zealand Ministry of Education identified four new National Priorities for Professional Learning and Development:

- Cultural Capability
- Assessment for Learning
- Local Curriculum Design
- Digital Fluency

These Priorities are selected to guide teachers and learning settings to be more responsive to the varied student needs and backgrounds while increasing student proficiency

in 21st century competencies.

Our Support

For each Professional Learning and Development project, Cognition Education’s facilitators work closely with schools or school clusters to co-design, co-deliver, and co-evaluate a customised solution that meets the niche needs of the ecosystems. Specific focus is given to strengthen equity through responsive teaching and to develop the capabilities of educators in digital technologies according to the National Priorities for Professional Learning and Development.

OUR IMPACT

In 2021-2022 we have

worked with ...



105,946 students have been positively impacted by our work

99%

would recommend our PLD to colleagues

83%

agree that student learning outcomes are significantly improving because of their participation in our PLD

70%

of our participants found our tools, strategies, and resources significantly appropriate for their context.

ZOOMING INTO CULTURAL CAPABILITY

RELATIONSHIPS FIRST, NEW ZEALAND

In collaboration with Emeritus Professor Russell Bishop, we developed the Relationships First programme to increase equity in classrooms and maximise achievement of all learners. To realise the goal of excellence for all learners, this programme focuses on accelerating and sustaining the learning outcomes of indigenous and marginalised students by building meaningful relationships with them.

Based on the evidence from over a decade's worth of research in indigenous and minority education, Relationships First assists educators to create a culturally responsive context for learning by transforming classrooms, leadership styles, and systemic practices.

OUR IMPACT

Relationships First is in

142 Schools

we have worked with

197 school leaders 1095 teachers

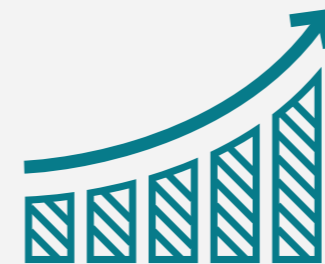
237 support staff

to impact

38,759



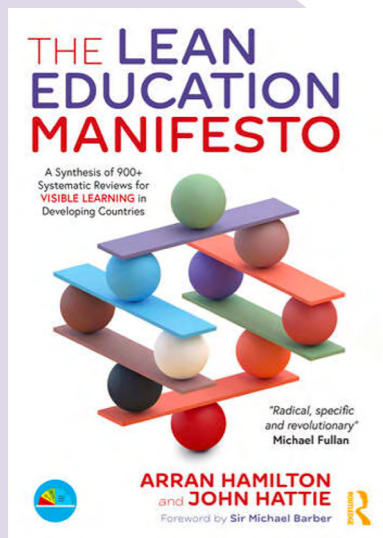
students across New Zealand



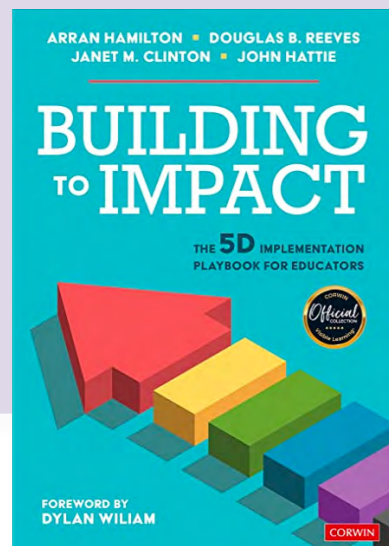
Almost half of our target students are Māori students. **70%** of the teachers we mentor agree or strongly agree that their Māori student learning outcomes are significantly improving because of their participation in our Relationships First professional development.

61% of our participants found our resources and tools significantly culturally responsive to their local needs.

> Our Research



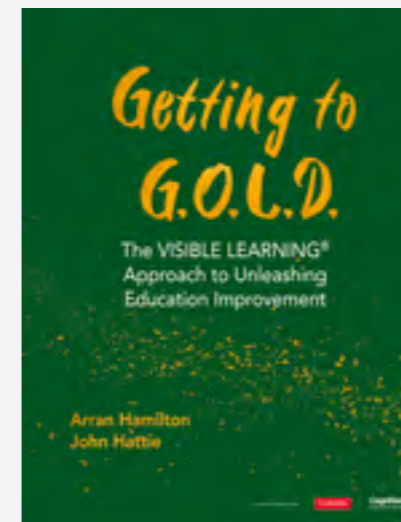
The Lean Education Manifesto is the largest global synthesis of ‘what works best’ research for developing countries. This book provides recommendations for low- and middle-income countries on initiatives to focus on and areas to de-implement based on data from over 900 systematic reviews of 53,000+ research studies.



The first comprehensive manual in the field of education that provides practical implementation processes—from discovering the worthiest challenge to holistically evaluating programmes. Building to Impact provides step-by-step guides and tools on how to strategically maximise the impact of our educational programmes.



Integrating STEM in Higher Education focuses on the role that cutting-edge pedagogy plays in bringing positive changes in the world, addressing the pressing need for collaboration, innovation, and solution-focused skills, through examples of pedagogies that deliberately integrate technology into STEM curriculum in higher education.



Part of the Gold Paper Series, Getting to G.O.L.D. provides educators with a system to move schools toward improvement, helping them to identify and focus on pressing needs in their schools before developing practical interventions and delivering them with fidelity.



Our research helps educators collaborate, innovate and find solutions

Our unique solutions address students' individual learning challenges

> Diversity, Equity and Inclusion

At Cognition Learning Group our purpose is to 'Transform the Lives of Children, Young People and Adults' through our work. We are committed to support all learners to achieve their potential, no matter who they are or where they have come from.

reflective teams and investing in building local capability to ensure the legacy of our work builds equity and has positive impact for generations to come.

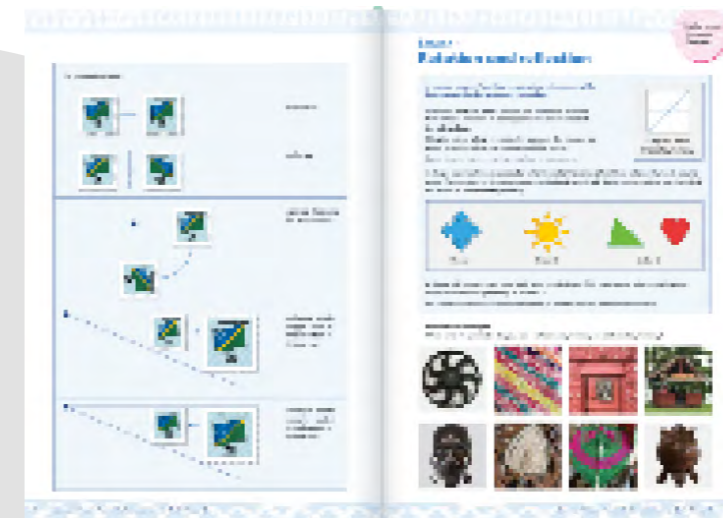
Our clients are a diverse mix of people with differing backgrounds, perspectives, cultures, and experiences and as such our services are designed to reflect on and draw from this.

Our work in professional learning and development empowers participants to strengthen equity and level up opportunity.

Our teams are challenged to amplify their diversity, experience and expertise to co-create solutions for our customers that make a real difference.

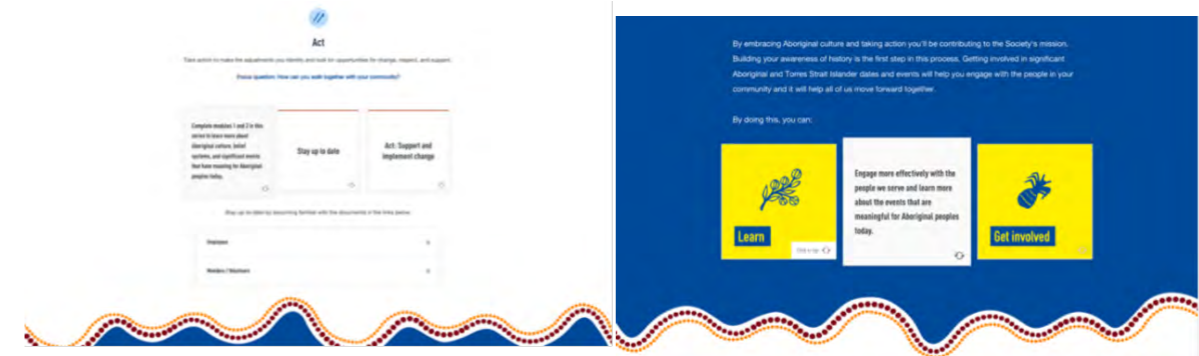
Our school programmes focus on improving overall learning outcomes for all, whilst specifically addressing the learning needs of our most disadvantaged and marginalised students.

Our commitment to delivering sustainable outcomes for the communities we serve drives our recruitment initiatives, building local, diverse, and



An extract from the **Solomon Islands Mathematics Year 5** learner book, developed by Cognition Education and Wavelength.

E-books developed in Māori and English for the Ministry of Education in New Zealand. These e-books were created to promote sound biliteracy practice by supporting the teaching and learning of the Māori language.



A cultural competency digital learning module designed by Wavelength for the St. Vincent de Paul Society. Wavelength took learners on an empathetic and interactive journey of discovery to build awareness and appreciation for the Aboriginal and Torres Strait Islander Peoples, and their cultures, history, and languages.

> Our COVID Response

Like many organisations, Cognition Learning Group pivoted our business operations in order to minimise disruption to the services we deliver to our global clients and to maintain the support we provide to our global staff.

Our rapid response to the changing environment focused on three pillars

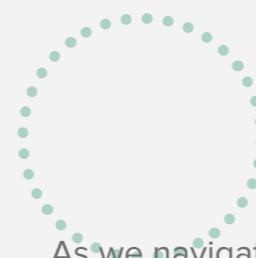
- Safety
- Staff connectivity
- Digital delivery

More specifically we implemented a range of working measures and accelerated our simplification project to ensure all our staff were well and could safely work anywhere in the world regardless of the effects of lockdowns. This included:

- Upgrading our teams IT equipment and internet connectivity to ensure high quality services could be maintained
- Deploying our simplification project, moving all our Information Systems to a fully cloud based

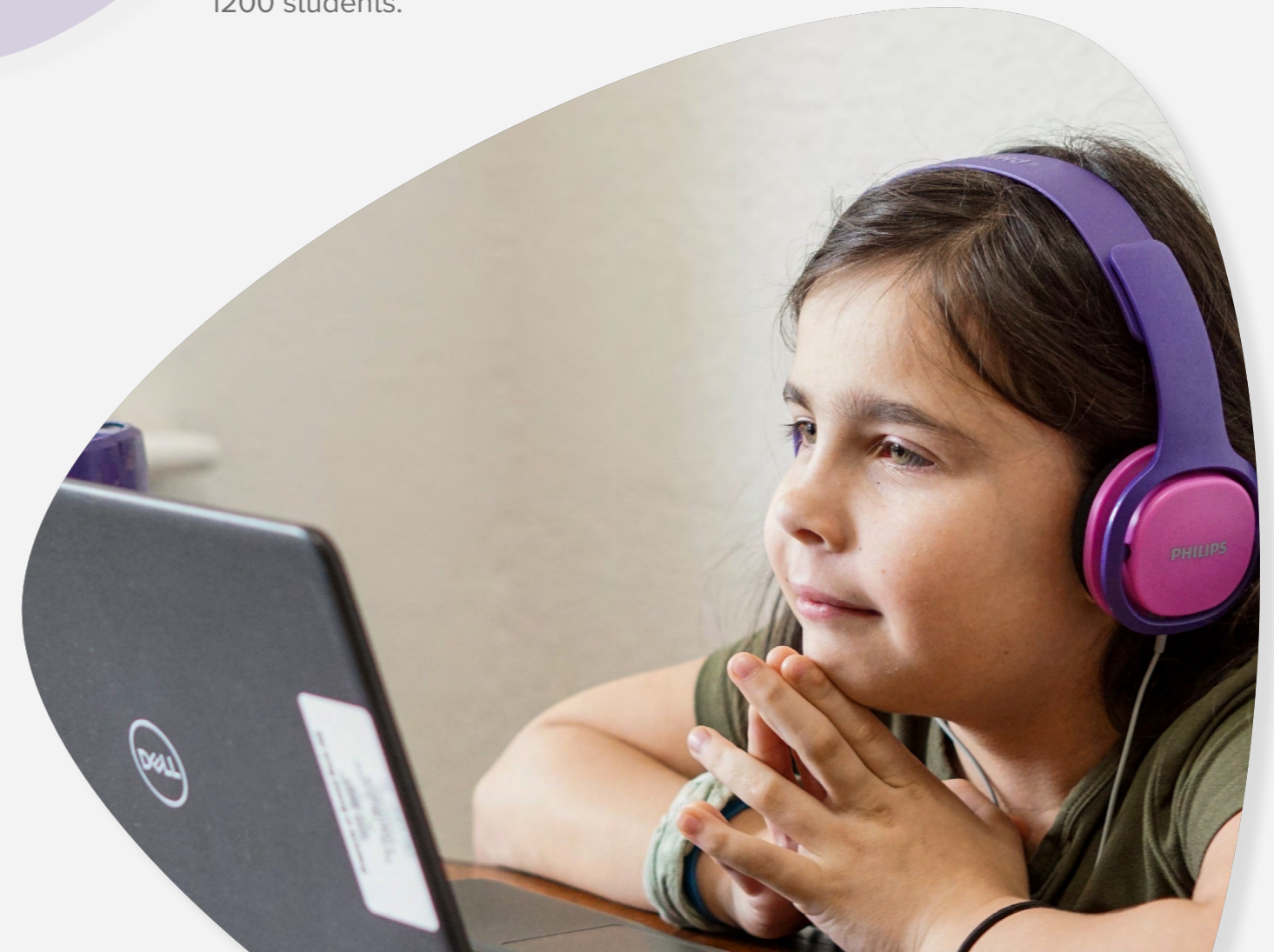
model using our suppliers (Microsoft, Google, Elive, Xero, Zoho and Sophos)

- Implementing a wellbeing strategy to ensure our people remained supported and their work environment was healthy, safe and engaging
- Increasing our staff communications and connection activity and online events between teams and the group
- Regularly monitoring the happiness and wellbeing of our people through eNPS and wellbeing surveys (with targeted activity implemented as a result of the findings each time), and
- Implementing more online learning for all staff via SAPLitmos on H&S and wellbeing, data and privacy and other key subjects, ensuring a baseline knowledge of important business topics and information to enable our people to work with confidence and safely.



As we navigated the new environment our teams were agile and creative and adapted well to moving our delivery models online, including:

- Replacing in-person client training sessions with online delivery
- Introducing the option for professional learning hybrid sessions to avoid in-person meetings during any Covid waves for clients
- Alternating our in-person networking events to online forums & events
- Adapting critical project delivery requirements by adjusting distribution and delivery of teaching materials during Covid peaks
- Selecting alternative communication channels such as recording radio broadcasts for students in the Solomon Islands to ensure learning continuity
- Transforming business operating models for flexibility and improved accessibility
- Converting 87% of our early years and primary tutoring centres to online classes, allowing them to retain 60% of their students
- Developing and releasing free children's learning resources to our global customers during lockdowns which were downloaded by over 1200 students.





Cognition

Learning Group >

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