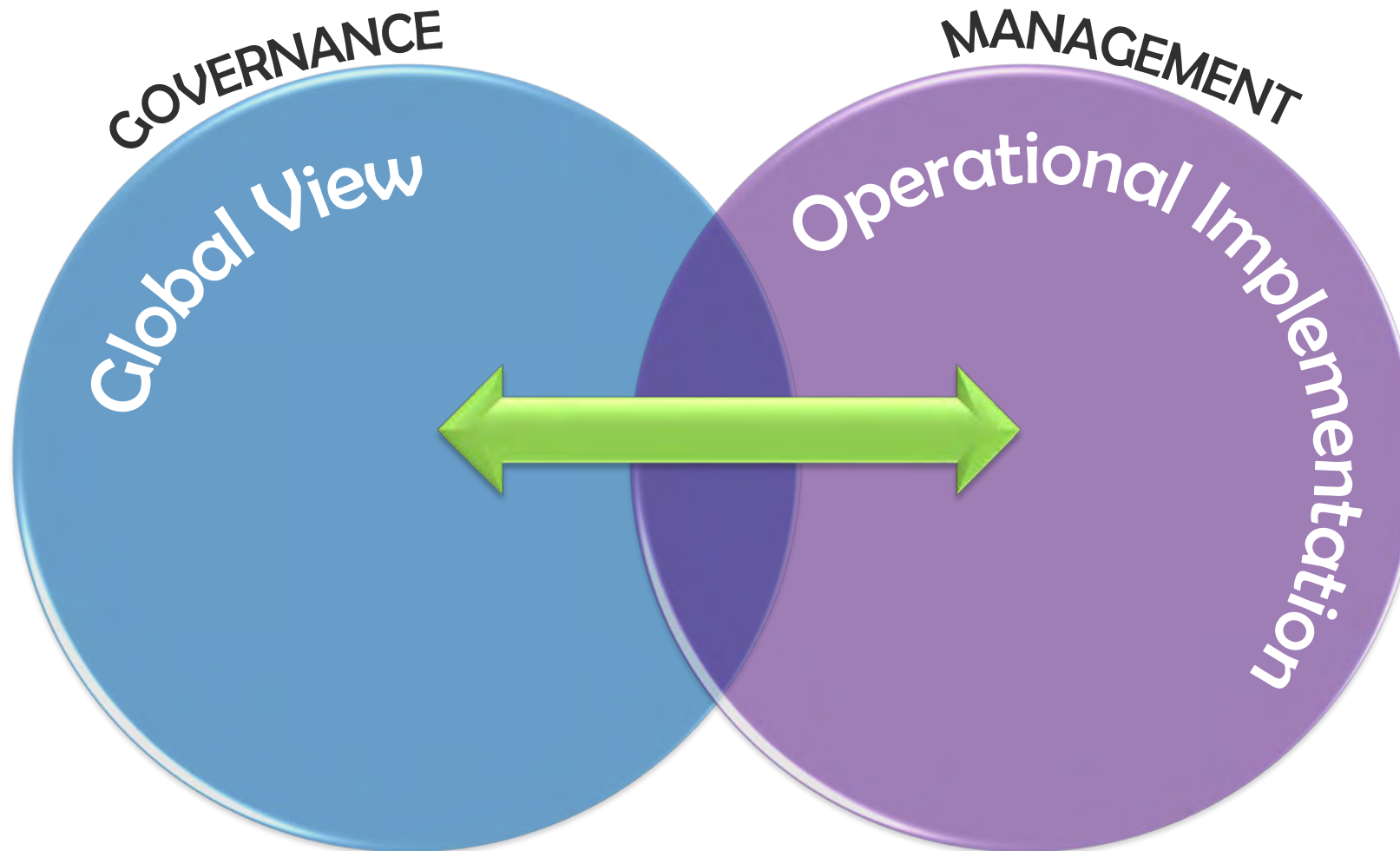- Strategic Planning
- Current Trends
- New Media Consortium
- Centre for Curriculum Redesign
- Creativity
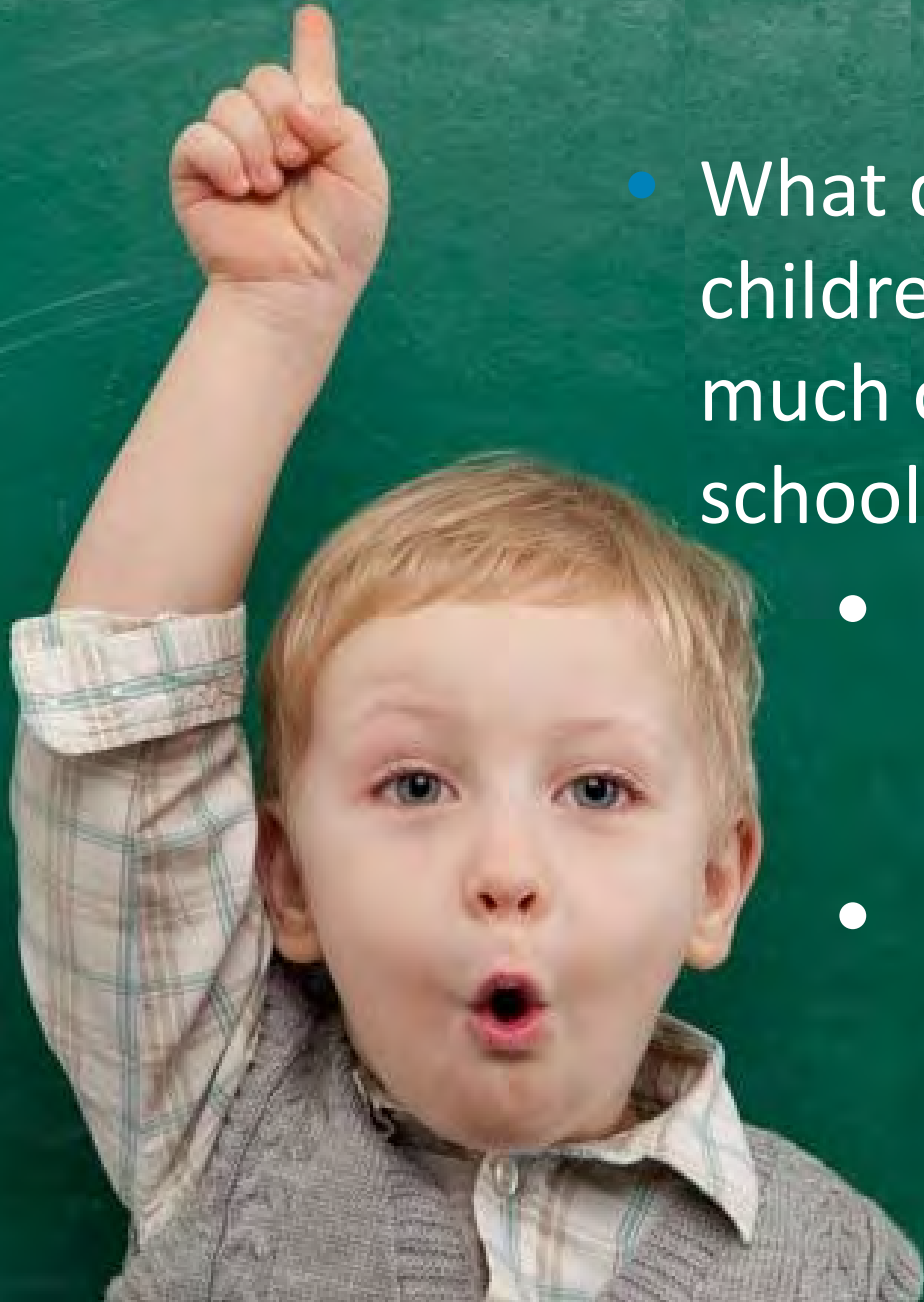
- What do you want children to experience much of the time at school?

  - What do you want children to experience as a result of schooling?

  - What are the standards of experience you want for all students?

- **Strategic planning** is an organisation's process of defining its strategy, or direction, and making decisions on allocating its resources to pursue this strategy. In order to determine the direction of the organization, it is necessary to understand its current position and the possible avenues through which it can pursue a particular course of action.

- What do we want/need?

- How do we do it (get there)?

Drivers

- May be driven by the context of the school.
- May be driven by the circumstances a school finds itself in.
- May be driven by an external stakeholder, most typically government(s).
- May be driven by global trends and initiatives.
- May be driven by other stakeholders such as universities or employer groups.

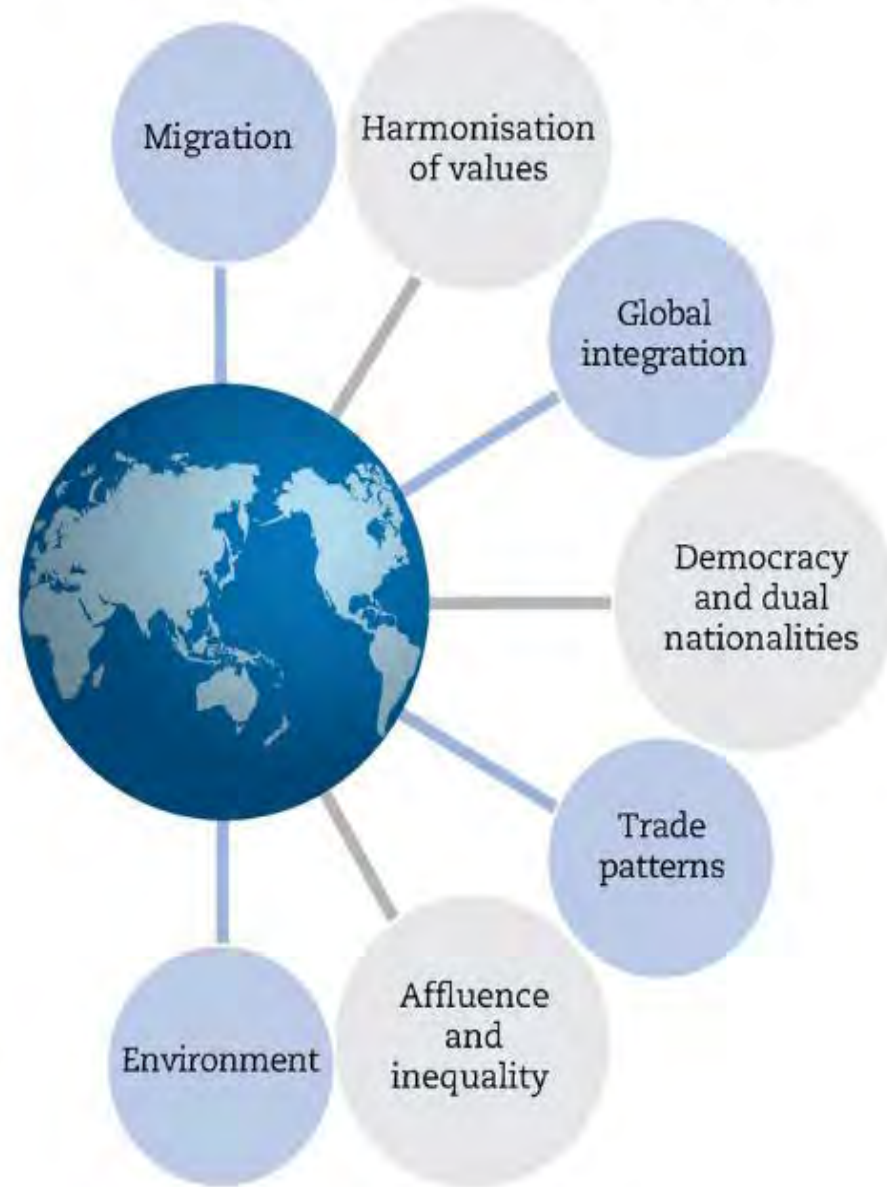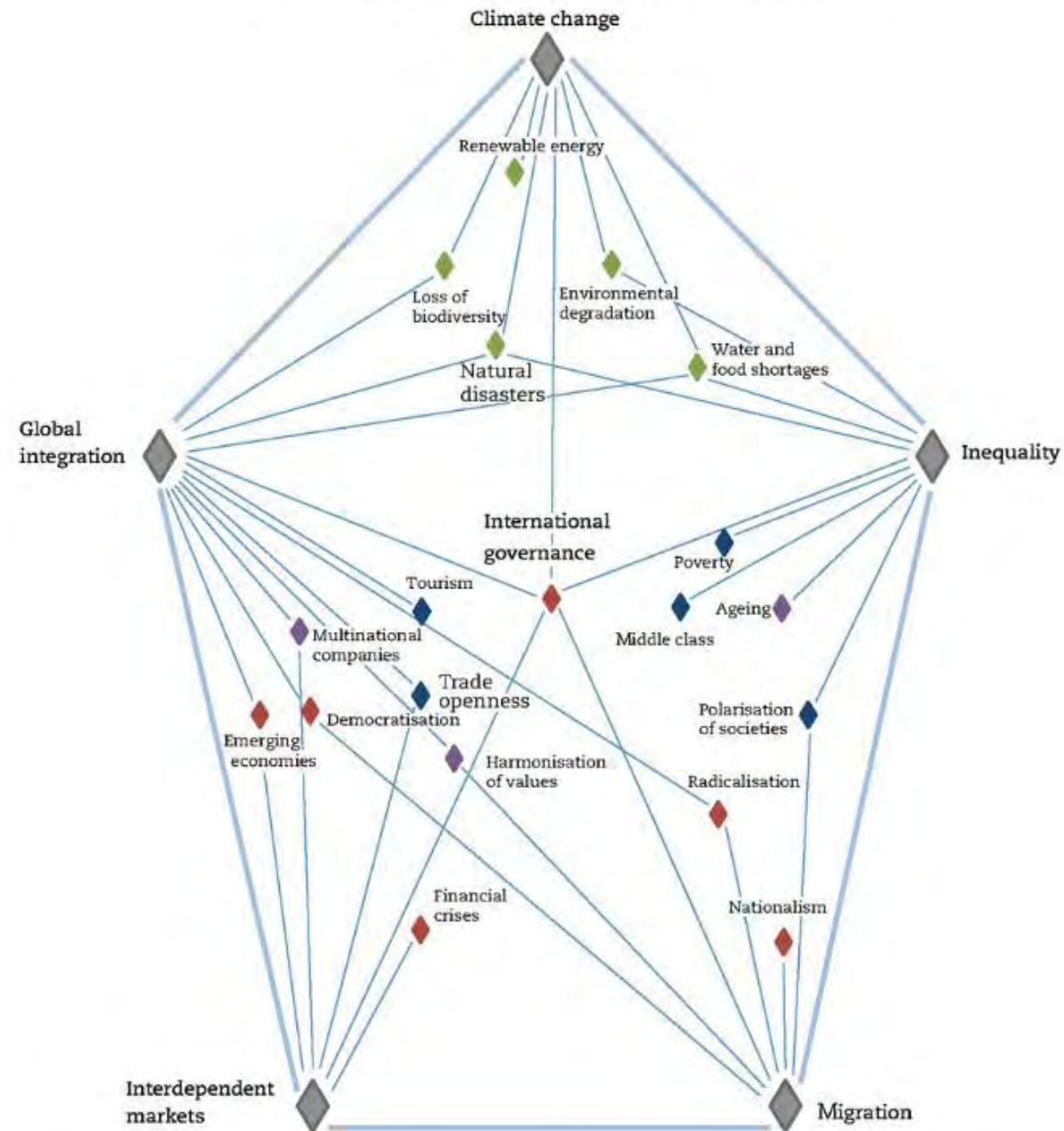Figure 1.1. **Globalisation trends: A visual overview**

Figure 1.2. **Interactions between globalisation trends**

OCED **Trends shaping education**

- Globalisation trends: our world is becoming more and more connected
- Globalisation raises questions about the ways in which education equips young people for their future
- Despite recent efforts towards clear energy, the world is still not on track to limit the threat of climate change
- Family configurations are changing: aging societies and smaller families are more common
- More than half of the world's population lives in cities
- Move towards greater opportunities for women: one of the greatest transformations in society in the past half century

- Education systems are certainly influenced by these trends, but they also have the power to affect them. For example, schools are called to help children develop the types of skills and competencies required of a 21st century global labour market, but they should also help prepare the new generations for creating the jobs of the future, those that do not exist yet. What these recent trends mean for each education system is a pressing and open-ended question for policy makers, teachers, parents, and students who are ultimately responsible for the future of education in a world characterized by uncertainty, diversity, and rapid changes.

- Support teachers to deliver, and assess growth, against general capabilities, including consideration of a national framework to assess 21st century skills such as collaboration, problem solving, critical thinking, creativity and innovation.

AISWA

- Highly capable

- The best that parents have got

(Hekia Parata, Minister of Education NZ, 2015)

AISWA

- Enter the 48 month old child - schooling takes the next nine years (primary) or fifteen years (PK – 12).

- *It takes fourteen years, or thereabouts, for young people to progress from pre-school to Year 12 in Australia. What happens to them in that time ought to concern us all.*
Dr Alan Finkel AO Australia's Chief Scientist

- *We don't want them to leave confident they know all there is to know. On the contrary, they ought to know that there is much they don't know, because the knowledge is yet to be discovered, and they will have to seek it out for themselves.*

- *We do want them to leave with the passion to be a seeker, the skills to do it effectively, and the imagination to make a wonderful life and career.* Dr Alan Finkel AO Australia's Chief Scientist

Beautiful Failures:

How the quest for success is harming our kids

Lucy Clark

Oh well? The more I thought about it, the more this seemed like a pathetic surrender to a questionable idea that deserved more scrutiny:

- *Shouldn't* school be for everyone?
- Why are so many kids alienated and made to feel wrong at school?
- Why are so many stressed out of their minds from pressure, and shutting down?
- Why are others bored and just going through the motions?

Beautiful Failures (Clark, 2016)

- Run by people who believe that every child has the ability to succeed in their own individual way, whatever that might be, and who believe that conformity is one of the least prized traits in a learner.

Beautiful Failures (Clark, 2016)

- That understands that a letter or a number cannot describe a child, and that comparing children is not just meaningless, but harmful.

Beautiful Failures (Clark, 2016)

- That understands creativity is central to human wellbeing, and that music lifts us all, with or without talent.

Beautiful Failures (Clark, 2016)

- That has teachers who believe in all children, and understands that the ones who are challenging need help and compassion, not punishment.

Beautiful Failures (Clark, 2016)

NMC Horizon Report 2015 K-12 Edition

The *NMC Horizon Report: 2015 K-12 Edition* examines emerging technologies for their potential impact on and use in teaching, learning, and creative inquiry in schools.

https://www.nmc.org/publication/nmc-horizon-report-2015-k-12-edition/

A I S W A

Two Trends / Eighteen Topics

- The experts agreed on two long-term trends: rethinking how schools work in order to bolster student engagement and drive more innovation, as well as shifting to deeper learning approaches, such as project and challenge-based learning.
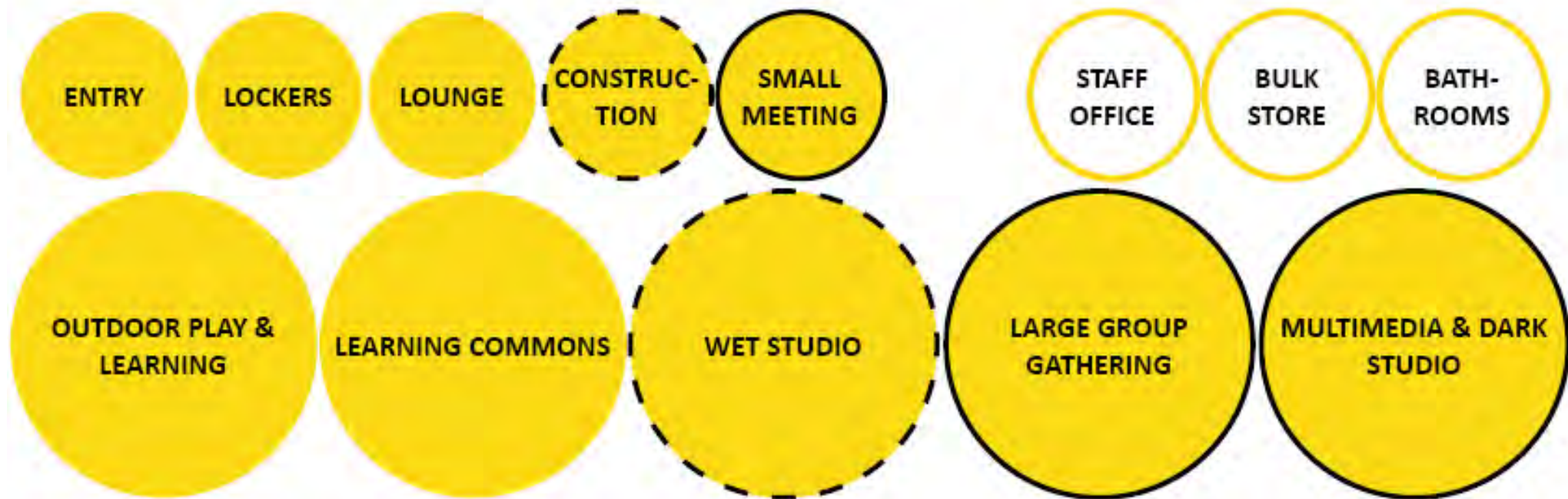
A I S W A

6 Key Trends

1. Rethinking how school works
2. Shift to deeper learning approaches
3. Increasing use of collaborative learning approaches
4. Shift from students as consumers to creators
5. Increasing use of blended learning
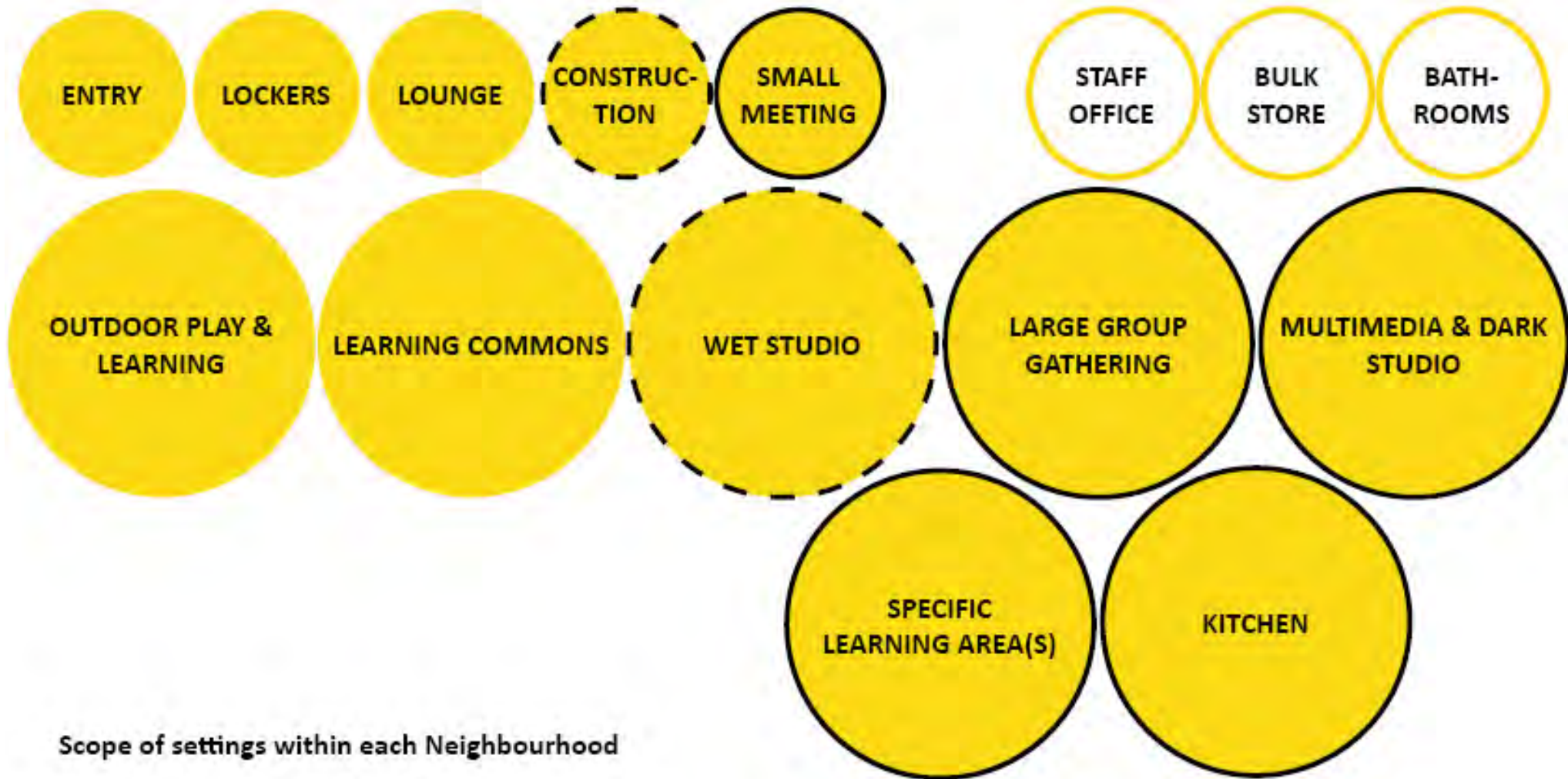6. Rise of STEM/STEAM Learning

Rethinking How Schools Work

- There is a focused movement to reinvent the traditional classroom paradigm and rearrange the entire school experience — a trend that is largely being driven by the influence of innovative learning approaches.

- Changing how learning takes place in classrooms is also requiring shifts in the business models of schools.

ENTRY

LOCKERS

LOUNGE

CONSTRUC-
TION

SMALL
MEETING

STAFF
OFFICE

BULK
STORE

BATH-
ROOMS

OUTDOOR PLAY &
LEARNING

LEARNING COMMONS

WET STUDIO

LARGE GROUP
GATHERING

MULTIMEDIA & DARK
STUDIO

Scope of settings within each Neighbourhood

ENTRY

LOCKERS

LOUNGE

CONSTRUC-TION

SMALL MEETING

STAFF OFFICE

BULK STORE

BATH-ROOMS

OUTDOOR PLAY & LEARNING

LEARNING COMMONS

WET STUDIO

LARGE GROUP GATHERING

MULTIMEDIA & DARK STUDIO

SPECIFIC LEARNING AREA(S)

KITCHEN

Scope of settings within each Neighbourhood

AISWA

INDIIDUAL CHILD
STUDY/TIME OFF

CHILD AND TEACHER
CONFERENCING

TEACHER DISCUSSION
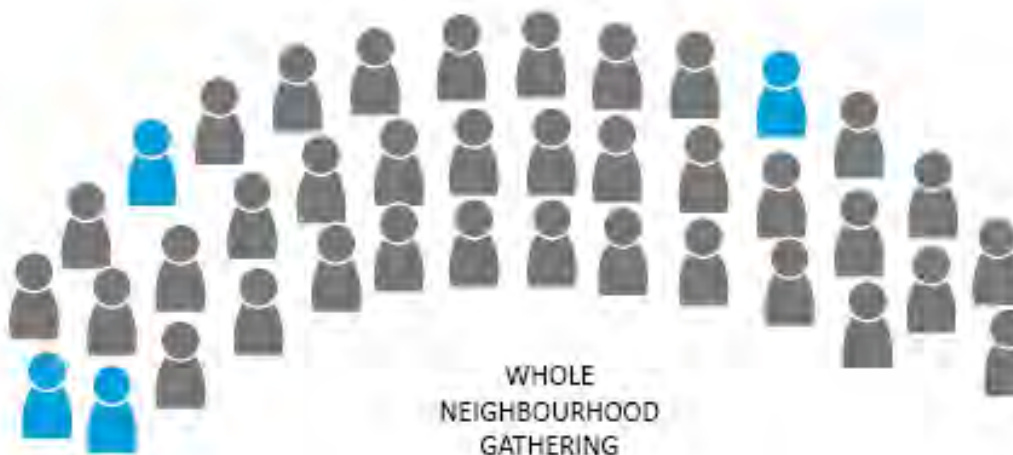AND PLANNING

2 CHILD
GAME PLAY

SMALL GROUP
DISCUSSION/WORKSHOP

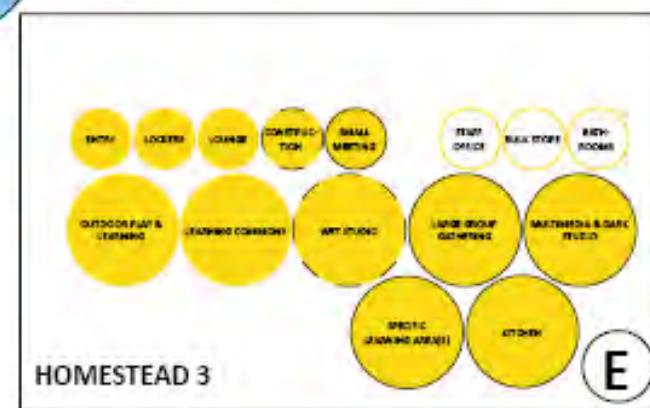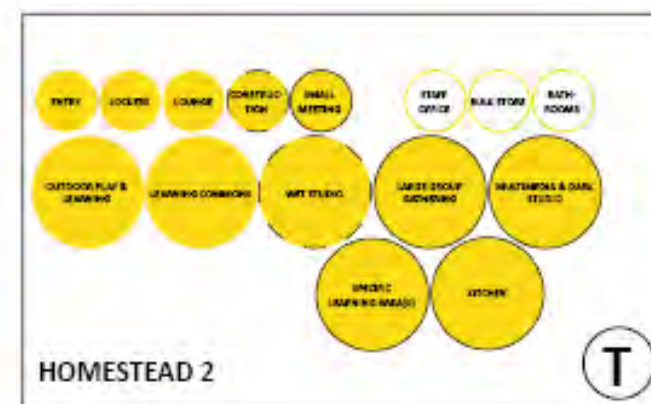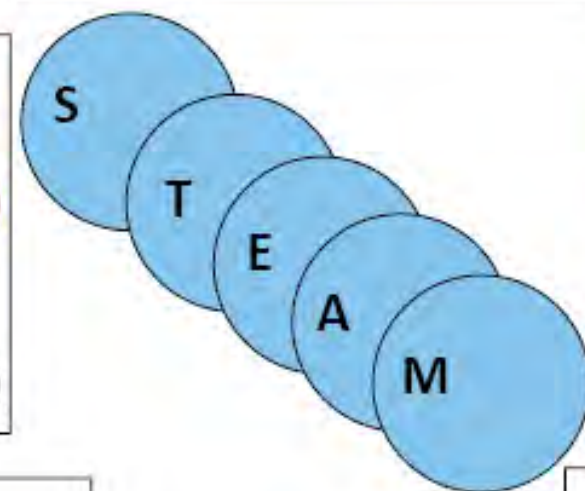SMALL GROUP
COLLABORATING,
CHATTING/RELAXING

HOME
GROUP
MEETING

WHOLE
NEIGHBOURHOOD
GATHERING

POTENTIAL SOCIAL/LEARNING GROUPS WITHIN EACH NEIGHBOURHOOD

HOMESTEAD 1 — S

HOMESTEAD 5 — M

HOMESTEAD 2 — T

HOMESTEAD 4 — A

HOMESTEAD 3 — E

S T E A M

Civil Engineering
Cinematography
Mechanical Engineering
Photography
Drawing
Design
Electrical Engineering
Sculpture
Biotechnology
Architecture
Painting
Theater
Materials Science
Agriculture
Astronomy
Botany
Physics
Poetry
Computer Science
Geology
Mathematics
Literature
Dance
Zoology
Philosophy
Biology
History
Environmental Science
Religion
Music
Geography
Anthropology
Archeology
Medicine
Psychology
Pharmacy
Linguistics
Education
Sociology
Writing
Economics
Law
Finance
Business
Political Science
Journalism

Shift to Deeper Learning Approaches

- Project based learning, problem-based learning, inquiry based learning, and similar methods foster more active learning experiences, both inside and outside the classroom.

- As technologies such as tablets and smartphones are more readily accepted in schools, educators are leveraging these tools to connect the curriculum with real life applications.

A I S W A

Play

- Neuroscientific studies have shown that playful activity leads to synaptic growth, particularly in the frontal cortex, the part of the brain responsible for all the uniquely human higher mental functions.

Beautiful Failures (Clark, 2016)

- Pretence play supports children's early development of symbolic representational skills, including those of literacy, more powerfully than direct instruction.

Beautiful Failures (Clark, 2016)

- Physical, constructional and social play supports children in developing their skills of intellectual and emotional 'self-regulation', skills which have been shown to be crucial in early learning and development.

Beautiful Failures (Clark, 2016)

Increasing Use of Collaborative Learning Approaches

- Collaborative learning, which refers to students or teachers working together in peer-to-peer or group activities, is based on the perspective that learning is a social construct.

- The approach involves activities that are generally focused around four principles: placing the learner at the center, emphasizing interaction and doing, working in groups, and developing solutions to real world problems.

AISWA

Shift from Students as Consumers to Creators

- Learners explore subject matter through the act of creation rather than the consumption of content.

- Emerging instructional frameworks are encouraging teachers to use digital tools that foster creativity along with production skills.

Increasing Use of Blended Learning

- Drawing from best practices in online and face-to-face methods, hybrid learning is on the rise in K-12 schools.

- When designed and implemented effectively, hybrid models allow students to practice and achieve mastery of content at their own pace via online learning modules and adaptive software.

- Teachers are then freed up to focus on small groups of students who need more support to succeed.

AISWA

Rise of STEM Learning

- In recent years, there has been a growing emphasis on developing stronger science, technology, engineering, and mathematics (STEM) curriculum and programs, as these disciplines are widely viewed as the means to boost innovation and bolster national economies.

steam

science - technology - engineering - arts - mathematics

AISWA

TRENDS, CHALLENGES, AND TECHNOLOGIES FOR SCHOOLS

SOLVABLE
> Creating Authentic Learning Opportunities

> Integrating Technology in Teacher Education

DIFFICULT
> Personalizing Learning

> Rethinking the Roles of Teachers

WICKED
> Scaling Teaching Innovations

> Teaching Complex Thinking

SHORT-TERM IMPACT
> Increasing Use of Blended Learning

> Rise of STEAM Learning

MID-TERM IMPACT
> Increasing Use of Collaborative Learning Approaches

> Shift from Students as Consumers to Creators

LONG-TERM IMPACT
> Rethinking How Schools Work

> Shift to Deeper Learning Approaches

2016   2017   2018   2019   2020

NEAR-TERM
1 year or less

> Bring Your Own Device

> Makerspaces

MID-TERM
2-3 years

> 3D Printing

> Adaptive Learning Technologies

FAR-TERM
4-5 years

> Digital Badges

> Wearable Technology

Wales

A curriculum that support children and young people to be:

- Ambitious, capable learners ready to learn throughout their lives;

- Enterprising, creative contributors, ready to play a full part in life and work;

- Ethical, informed citizens of Wales and the world; and

- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society

How…

- Recognising that digital literacy, or digital competence, is as important in the twenty-first century as literacy and numeracy.

- Putting arts and creativity at the heart of the curriculum by providing opportunities to explore thinking, refine and communicate ideas, engaging thinking, imagination and senses creatively.

- Building mental and emotional well-being by developing confidence, resilience and empathy

Finland – Rethinking Education

- Making changes in education that are necessary for industry and modern society.

- Students need more integrated knowledge and skills about real world issues.

- The Finnish Government is taking a cross-disciplinary, holistic approach by implementing 'phenomenon-based' teaching and learning – moving away from subjects and towards teaching by topic.

AISWA

- Collaborative approach to learning, with pupils working in smaller groups to solve problems while improving their communication skills.

- Students are involved in the planning of phenomenon-based (topic-based) study periods and they also have a voice in assessing what they have learned.

- http://cdn.nmc.org/media/2015-nmc-horizon-report-k12-EN.pdf
- http://www.hightechhigh.org/projects/

Grattan Institute – 5th February 2017

- Australia's education system needs comprehensive reform to tackle widespread student disengagement in the classroom.

- As many as 40 per cent of school students are unproductive in a given year. Unproductive students are on average one to two years behind their peers, and their disengagement also damages their classmates and teachers

- https://grattan.edu.au/report/engaging-students-creating-classrooms-that-improve-learning/
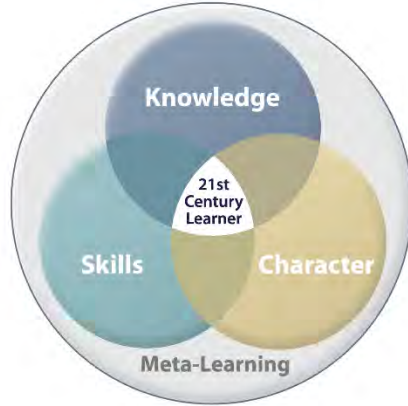
Why is engagement so important?

Research has established
that student engagement
is a robust predictor
of student achievement in schools
and
occupational success many years later,
regardless of socioeconomic status.*

*Finn, 1993; American National Research Council, 2003; Fredericks et. Al, 20014; Dunleavy et al, 2012).

AISWA

Four-Dimensional Education

The Competencies Learners Need to Succeed

Charles Fadel, Maya Bialik & Bernie Trilling

Knowledge
"What we know and understand"

Interdisciplinarity
Traditional (I.e., Mathematics)
Modern (I.e., Entrepreneurship)
Themes (I.e., Global Literacy)

21st Century Learner

Skills
"How we use what we know"

Creativity
Critical Thinking
Communication
Collaboration

Character
"How we behave and engage in the world"

Mindfulness
Curiosity
Courage
Resilience
Ethics
Leadership

Meta-Learning
"How we reflect and adapt"

Metacognition
Growth Mindset

© Center for Curriculum Redesign

A I S W A

- Character education is about the acquisition and strengthening of virtues (qualities), values (beliefs and ideals). And the capacity to make wise choices for a well-rounded life and a thriving society.

Essential Qualities of Character

- Mindfulness

- Curiosity

- Courage

- Resilience

- Ethics

- Leadership

Mindfulness

- Self-awareness, self-actualisation, observation, reflection, consciousness, compassion, gratitude, empathy, growth, vision, insight, happiness, presence, authenticity, listening, sharing, interconnectedness, interdependence, oneness, acceptance, beauty, sensibility, patience, tranquillity, cultural awareness, etc.

- **Self-awareness**, self-actualisation, observation, reflection, consciousness, compassion, gratitude, **empathy**, growth, vision, insight, happiness, presence, authenticity, listening, sharing, **interconnectedness**, interdependence, oneness, acceptance, beauty, sensibility, patience, tranquillity, cultural awareness, etc.

Curiosity

- Open-mindedness, exploration, passion, self-direction, motivation, initiative, innovation, enthusiasm, wonder, appreciation, spontaneity, etc.

Curiosity

- **Open-mindedness**, exploration, passion, self-direction, motivation, initiative, **innovation**, enthusiasm, **wonder**, appreciation, spontaneity, etc.

Courage

- Bravery, determination, fortitude, confidence, risk taking, persistence, toughness, zest, optimism, inspiration, energy, vigour, zeal, cheerfulness, humour, etc.

Courage

- **Bravery**, **determination**, fortitude, confidence, risk taking, persistence, toughness, **zest**, optimism, inspiration, energy, vigour, zeal, cheerfulness, **humour**, etc.

Resilience

- Perseverance, grit, tenacity, resourcefulness, spunk, self-discipline, effort, diligence, commitment, self-control, self-esteem, confidence, stability, adaptability, dealing with ambiguity, flexibility, feedback, etc.

Resilience

- Perseverance, **grit**, tenacity, resourcefulness, spunk, self-discipline, **effort**, diligence, commitment, self-control, self-esteem, confidence, stability, **adaptability**, dealing with ambiguity, flexibility, feedback, etc.

Ethics

- Benevolence, humanness, integrity, respect, justice, equity, fairness, compassion, kindness, altruism, inclusiveness, tolerance, acceptance, loyalty, honesty, truthfulness, authenticity, genuineness, trustworthiness, decency, consideration, forgiveness, virtue, love, care, helpfulness, generosity, charity, devotion, belonging, etc.

Ethics

- Benevolence, humanness, integrity, **respect**, justice, equity, **fairness**, compassion, kindness, altruism, inclusiveness, tolerance, acceptance, loyalty, honesty, truthfulness, authenticity, **genuineness**, trustworthiness, decency, consideration, forgiveness, virtue, **love**, care, helpfulness, generosity, charity, devotion, belonging, etc.

Leadership

- Responsibility, accountability, dependability, reliability, conscientiousness, selflessness, humbleness, modesty, self-reflection, inspiration, organisation, delegation, mentorship, commitment, heroism, charisma, followership, engagement, leading by example, goal-orientation, focus, results orientation, precision, execution, efficiency, negotiation, consistency, socialisation, diversity, decorum, etc.

Leadership

- Responsibility, accountability, dependability, reliability, conscientiousness, **selflessness**, humbleness, modesty, self-reflection, inspiration, organisation, delegation, mentorship, **commitment**, heroism, charisma, followership, engagement, leading by example, goal-orientation, focus, results orientation, precision, execution, efficiency, **negotiation**, consistency, socialisation, **diversity**, decorum, etc.

I have no special talents.
I am only passionately curious.
-Albert Einstein

The greatest glory in living lies not in never falling, but in rising every time we fall.

Nelson Mandela

Thanks

- rgorman@ais.wa.edu.au

School dumps cut-throat VCE ranking

- Students at one Victorian school will become the envy of all teenagers, as they wave goodbye to the ATAR from next year.

- Under a proposed new model, students at Templestowe College will be given the option of applying for any course at Swinburne University without an ATAR.

- Entry into the university's courses - which will include the full gamut of undergraduate degrees - will be based on new measures of student ability: **grit, leadership and strong inter-personal skills**.

Read more: http://www.theage.com.au/victoria/school-dumps-cutthroat-vce-ranking-20160226-gn4gk0.html#ixzz43DHZWgne

So, Character Matters

- Children who learn and can exhibit character strengths attain more years of education, earn more, and likely outperform other individuals in other areas of life.

- But as we learn more about the importance of character strengths, and disparities in their development, the need to move forward – if only through more research and evaluations of existing character-development programs – becomes more urgent, not least in terms of boosting social mobility.

- For greater mobility, we need not only to increase opportunities, but also to ensure that people are able to seize them.

Ref: *The Character Factor: Measures and Impact of Drive and Prudence*. Richard V. Reeves, Joanna Venator, and Kimberly Howard, October 22 2014

A I S W A