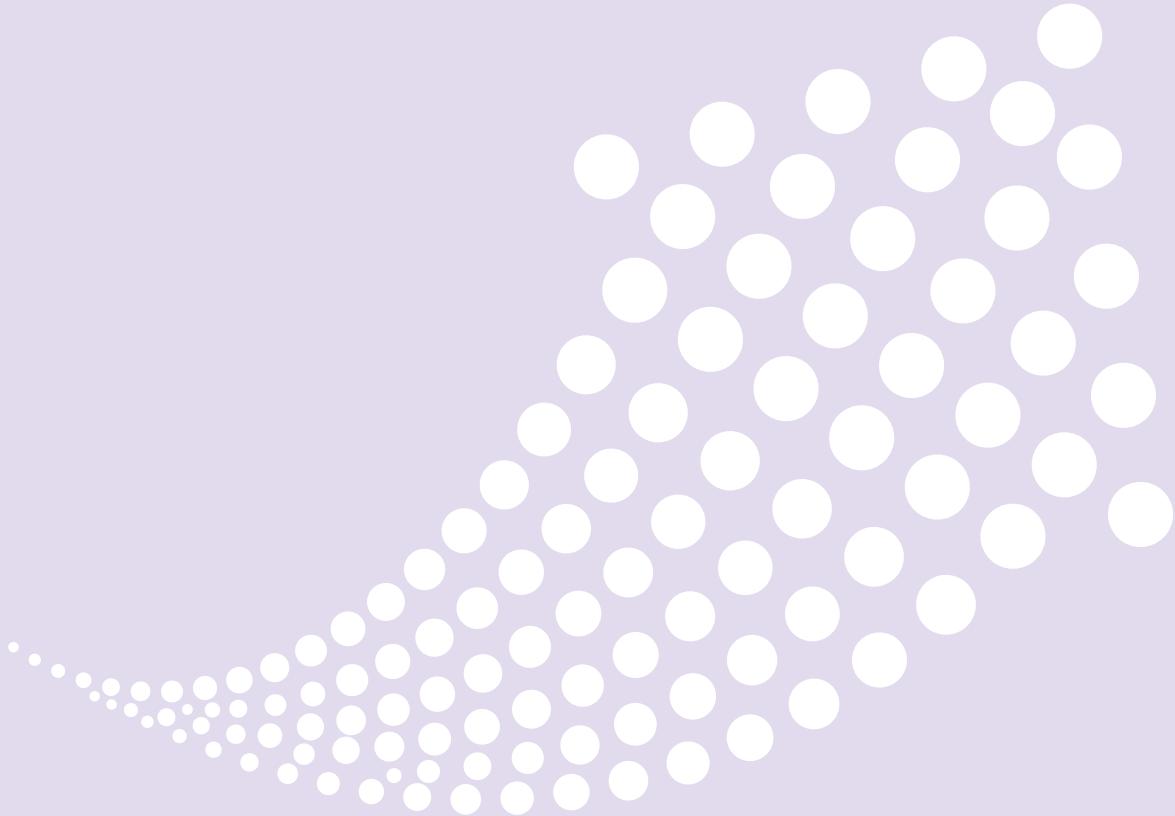
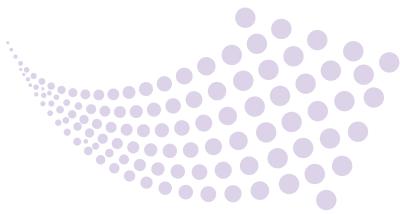


# Scotland's Futures Forum / Goodison Group in Scotland **Education in 2030**

**Draft Scenario - March 2018**





# School, Education and Learning in 2030

A vision of how education is positively contributing to our culture and society

## WHEN

### The education system

Politicians and policymakers have set out a clear, long-term vision for education, which was drawn up in consultation with teachers, learners, the voluntary sector and businesses. This has led to a shared understanding of the purpose of education, in addition to greater trust of learners and educators. Power and funding have been devolved to a local level to allow schools to deliver that vision, with the willing support from all sections of the local community. There are regular and transparent reviews into how the vision is being delivered; while teachers and learners have a stake in that process, there is a society-wide understanding that accountability requires openness and not just blame.

There is a strong, positive narrative about education. There is balance within the system – structures, values and behaviours – which allows space for innovation, experimentation and change.

The education system is fully funded and easy to navigate and there is parity between vocational and academic learning. Lifelong learning is strongly supported, though it is recognised that education has greatest impact in the early years.

Given its direct impact on a child's lifetime trajectory, all discussion of education is rooted in high-quality early years provision, which links to the rest of the education system and lays the foundations for effective lifelong learning. There is a clear understanding of the duration of the early years, which in UN and Scottish policy runs from pre-birth until the age of eight.

As part of their pre-school education, children are regularly taken into nature and the community, which fosters their resilience and responsiveness. Outdoor and non-standard activities are valued throughout formal schooling to encourage risk taking.

Parents trust the system and are actively signing up their children for the Education Incubator where new learning techniques and technology are tested and piloted.

The attainment gap has been closed through maximising the potential and raising the educational standards of all pupils. 100% numeracy and literacy, including digital literacy, has been achieved. Standards in all school have been raised to such an extent that moving to be in a particular school catchment area is a rarity.

There is no perceptible gender imbalance within the system. Girls are as likely to embark on engineering apprenticeships as boys, and there are as many male teachers in nursery schools as females.

In recognition of research that shows that adolescents' attention spans and their ability to digest information can be adversely affected because their brains are still developing, teenagers are offered a gap year, with options to participate in community projects or work experience.

The system offers significant flexibility, particularly after compulsory education. There is an understanding that individuals will want to participate in different stages of education at different times and that many adults need short (6 month) career-change programmes from universities and colleges.

# WHAT

## The curriculum

The curriculum is revisited and shaped annually by teachers, learners and parents as well as the wider community, including employers, colleges and universities. As part of this process, changes in technology, the workplace, and the political and economic situation are taken into account. Children and young people's views are sought in effective and genuine ways and their views are acted upon.

The purpose of learning is understood, and there are many opportunities to engage with the real world which gives education more meaning. The involvement of local business and charities in the school leads to work placements and projects that build teamwork and work skills.

While learning is often seen as fun, pupils and students also develop a work ethic and a desire to succeed at 'the hard stuff'. There is an understanding of the importance of knowledge rather than subjects. Pupils are encouraged to see beyond the here and now and imagine how things might be different in the future. The ability to research information and to be able to fact check is built into all stages of learning.

The four capacities of the Curriculum for Excellence (successful learners, confident individuals, responsible citizens, effective contributors) have been retained and are being realised by learners, who all speak at least one other language. Pupils are also taught emotional literacy, critical thinking and the ability to determine what's important and what's to be valued.

In general, societal attitudes to risk and failure have dramatically changed. The education system allows people to learn and unlearn, and pupils are taken on visits to the National Museum of Failure to encourage them to experiment and fail.

# WHERE

## Schools

With power now devolved to a local level, schools have become pastoral centres at the heart of the community with the responsibility to raise children seen as a shared one by all stakeholders. Children can access green space where a lot of time is spent learning in, and from, nature. Children are routinely involved in decisions that influence the school environment including the selection of teachers.

The labels of 'schools', 'colleges' and 'universities' have largely been abandoned and have been replaced by the terms 'learning hubs', 'learning communities' and 'learning environments'. There is much sharing of resources between these different places which offer flexible, innovative spaces for all ages as education is no longer defined by 'age and stage'.

Technology has been harnessed to further the common good and enhance, rather than drive, learning. The Global Virtual Classroom launches its second phase of cross-cultural projects, where Scottish students work with students across the world on specific areas or projects – virtually.

Teachers are adept at nurturing and building on the learning that take place within the family and other community settings such as libraries, local associations, workplaces and online forums. Given the above, there is a lot of emphasis on equipping adults with the knowledge, skills and confidence to support children's learning.

# HOW and WHO

## The teaching profession

Teaching is a highly valued and desirable profession. Teachers have a passion for what they do and many have entered the profession after spending years in industry enabling them to share their insights of the wider world with pupils. As well as teachers with different life experiences, pupils are exposed to teachers from a wide variety of ethnic backgrounds.

A high degree of trust has led to minimal bureaucracy, allowing teachers able to get on with delivering society's vision for education; head teachers have sufficient power, funding and flexibility to adapt the curriculum to meet the changing needs of society.

Within the classroom, teachers have more of a facilitation role, encouraging learners to access experts independently and/or to learn through peer-to-peer or intergenerational mentoring. Much learning is delivered remotely, and as pupils and students are only present at 'learning hubs' for discussions and socialising, there is minimal classroom disruption. Care is taken by teachers to encourage creative thoughts and to give children and young people the time to think before they respond to questions.

Technology has given students greater control of their learning and has enabled the removal of basic administrative tasks, including marking, from teachers.

Teachers who have spent more than 10 years in the profession are obliged to take a gap year to enable them to widen their life experience and retain their passion for their subject. Teachers work into their late sixties but there are more opportunities for part-time employment. All media networks have reported that a scheme for retired teachers to coach and mentor student and new teachers has been oversubscribed this year.

Within schools, there is a vibrant leadership culture, where leadership is not defined by role. The quality of teaching is consistently high throughout the education system.

# SUCCESS

## Qualifications and competences

A common language is used to describe what people have gained from formal education and other forms of learning, in all areas of education as well as within business and across society as a whole.

Success is no longer evaluated through testing or by focusing solely on numeracy and literacy.

Artificial intelligence allows assessment on demand, and students' e-portfolios (passports recording their achievements and experience) are held online. Businesses can check these e-portfolios, reducing or eliminating the need for application forms or CVs when applying for jobs, although students understand, and are fully able to identify and articulate the skills that they have acquired from their learning.

There is a healthy debate about whether measurement matters and what purpose it serves within education.

# VALUES and BEHAVIOURS

The values and behaviours at the ‘heart’ of the education system are embedded and form part of Scotland’s DNA. These values include: social justice; optimism; diversity; inclusion; multi-culturalism; and open-mindedness.

The beginnings of a new enlightenment can be seen following a renewed emphasis on the arts, humanities and social sciences, with learning valued over qualifications and attitude valued as much as skills. Society sees itself as in control of and not controlled by technological innovations.

There is a belief in children and young people’s potential, instincts and emotions, and a collective desire to draw out an individual’s potential throughout their life. The UN Convention on the Rights of the Child, as well as children’s digital rights, are understood and upheld with an understanding that children treated with human dignity will have higher levels of confidence and learning. In addition, the following qualities are encouraged within the education system: emotional intelligence, resilience, leadership, aspiration and empathy.

In higher education, less emphasis on targets has led to a greater freedom to explore and go deep. The higher education system provides an outward-looking, culturally diverse learning environment and is leading the way globally in encouraging open research, open data and open educational resources.

## A note on this scenario

This scenario has been developed through a series of debates held by the Goodison Group in Scotland and Scotland’s Futures Forum as part of the Scotland 2030 Programme.

Participants from a wide range of backgrounds, including education, academia, government and business, were asked to consider our aspirations for education and learning in 2030 and beyond. What could become a reality? What are the implications for education and learning when the future is uncertain and continues to change rapidly? What capacities will people of all ages need to develop to thrive in this type of environment? How will education and learning help shape our culture and society?

The scenario is designed to provoke thoughts and ideas; it is not a prediction. For more information on the project, visit [www.scotlandfutureforum.org](http://www.scotlandfutureforum.org).



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