



Faculty of Social Sciences

**Future Schooling, Education and
Learning Approaches:
2030 and Beyond**

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Future schooling: the rhetoric and myths

- Teaching for jobs that don't yet exist
- 21st century skills
- Skills or knowledge?
- The teacher – a guide on the side or a sage on the stage?

Some issues

- Either/or-isms
- Instrumentalism – a narrow economic view of education
 - But what about the person – the human being?
 - And what about the cohesion of society? Social Justice?
- What does it mean to become an educated person?

Three functions of education

- According to Gert Biesta, education should focus on three overlapping (and sometimes in tension) functions:
 - **Qualification:** the skills, knowledge and dispositions that should be developed by an educative process
 - **Socialisation:** induction into the society that is
 - **Subjectification:** the process of becoming the unique human that one might possibly become
- Implications
 - Critical, engaged citizenship – not just fitting in, but being an informed agent of change in society
 - Employability
 - Societal as well as individual imperatives – particularly social justice and cohesion
 - But also nurturing individuals' talents

Schooling today

- A complex and contradictory terrain:
 - A 'disciplined environment' that constrains agency and creativity
 - Exam factories
 - Performativity, driven by accountability demands (attainment data, inspections)
 - The curriculum
 - Over-specification of narrowly defined, pre-specified outcomes – tick box approaches – curriculum development by audit
 - A sabre-tooth curriculum – subjects trump knowledge and skills
 - Confused enactment of CfE - fragmented provision that loses sight of the big picture

But

- Nurturing and safe spaces
- Dedicated and caring teachers

Mind the gap

‘The problem that arises with the current guidance available for teachers is that there is a gap between the macro level of defining pedagogy (as it applies to schooling) and its relation to classroom practice – a gap that results from having thrown out the baby of educational purpose along with the bathwater of curricular content. By over-emphasising the importance of learning as a process and confining our intention to the relation between learning and teaching, rather than focusing on the triangular interrelationship of curriculum, learning and teaching, and meaning. A problem exemplified by the pairing of a motley collection of learning experiences and outcomes with a performance management cycle as a core construct on which to base teaching CfE.’ (Reeves, 2017)

Modern curriculum development?



"It doesn't seem to fit very well."

"No matter. The principal said we had no choice."

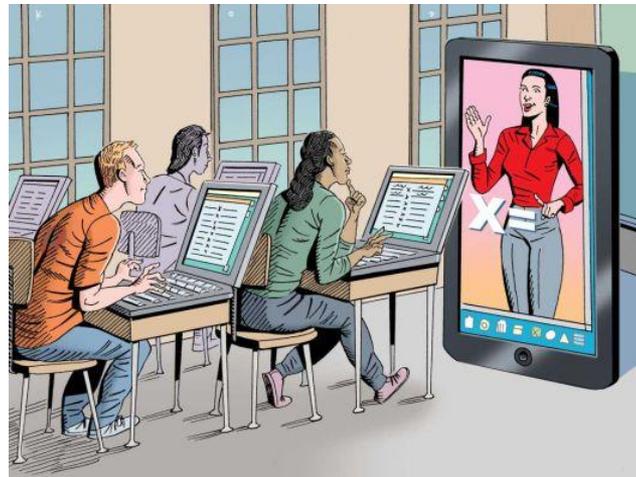
Education in 2030 – what do we need?

- A coherent and progressive curriculum
- Teacher agency
- Schools that educate



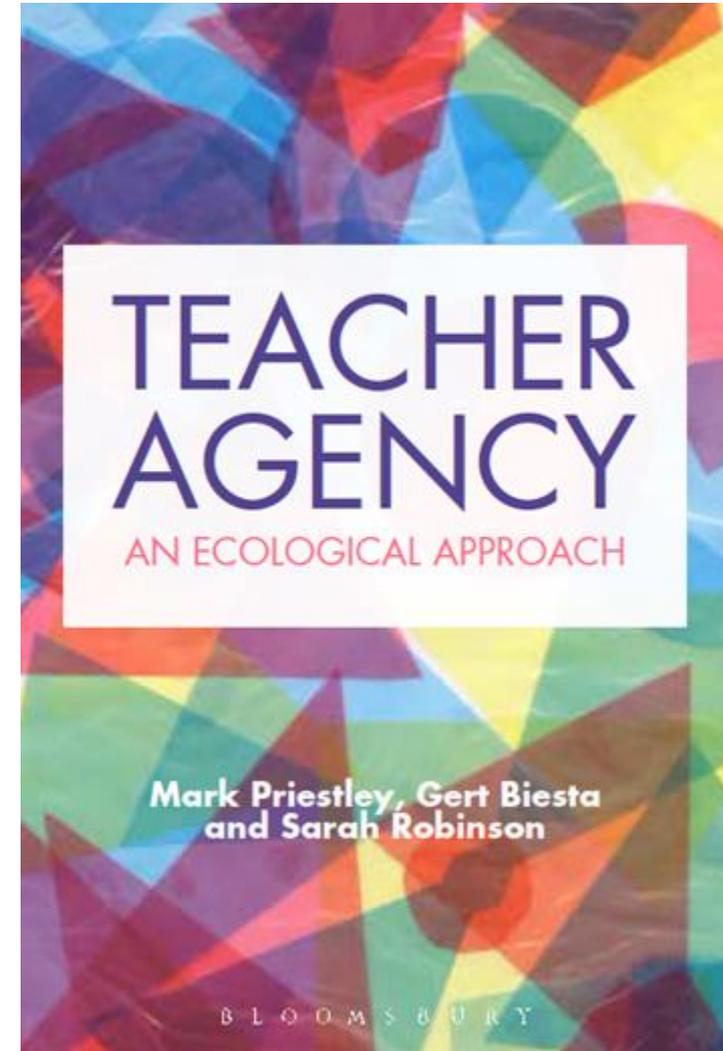
A coherent and progressive curriculum

- What we need
 - Educational purposes as the starting point for curriculum development
 - What are schools for?
 - What should an educated person look like?
 - Fit-for-purpose practices?
 - What knowledge? What skills? What dispositions? Democratic intellect. Media/information literacy? Powerful knowledge.
 - What methods – powerful pedagogies? How we learn is as important as what we learning in shaping intellectual capacity. New media?
 - What provision? Challenging the dominance of the traditional timetable. Knowledge not subjects?



Teacher agency

- Requires teachers who:
 - Think educationally
 - Can take the initiative – the activist professional
 - Have expansive aspirations for education
 - Are able to work collegially
- Teachers as active agents, not just agents of change
 - Teacher capacity is important
 - But we also need to address the cultural and structural domains of teaching
 - A context for teaching that does not disable excellent teachers



Schools that educate

- **Not**

- A narrow focus on exams, content of traditional subjects
- An equally narrow focus on activity, employment skills
- Environments that discipline and constrain

- **Instead**

- Fitness-for-purpose
- Knowledge-rich curricula
- Schools as vibrant civic societies
- Schools where students practise and learn citizenship
- A focus on education, not 'learnification' (Biesta) – where what we learn and why we learn it is as important as the process of learning, and where learning does not get reduced to meaningless activity

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