



The Scottish Parliament
Pàrlamaid na h-Alba

Scotland's
Futures Forum
Fòram Alba air Thoiseach



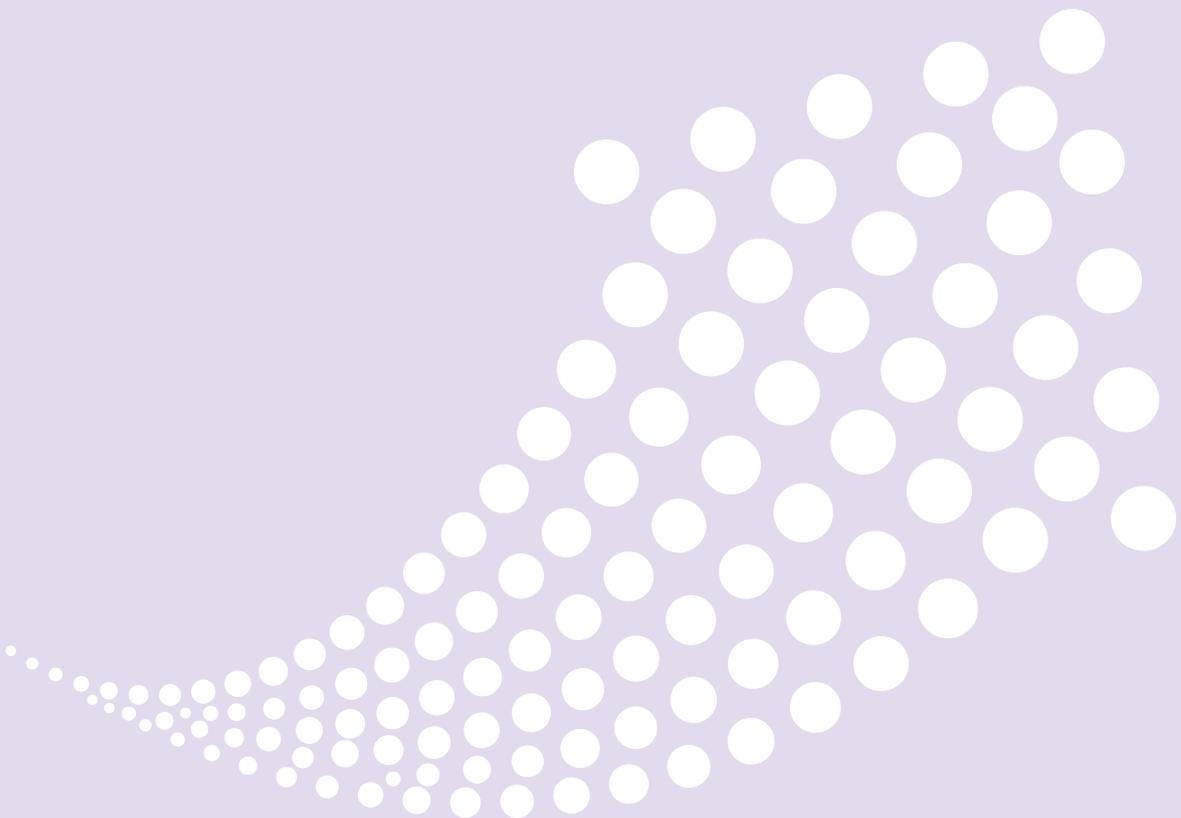
Goodison Group
in Scotland

INFLUENCING LEARNING

Scotland's Futures Forum / Goodison Group in Scotland **Forum Debate**

Tuesday 13 June 2017

The Scottish Parliament



Background

The Goodison Group in Scotland 2017 programme will focus on exploring future schooling, education and learning approaches in 2030 and beyond. An outline of the project can be found at <http://www.scotlandfutureforum.org/scotland2030-future-schooling.html>. The output from this work will contribute to Scotland's Futures Forum's broader programme, which is considering Scotland's aspirations for society and culture in 2030 and beyond.

Future Schooling, Education & Learning Approaches: 2030 and Beyond

The Goodison Group in Scotland forum is continuing to explore schooling, education and learning approaches in 2030 and beyond, as a project which will continue over the next two to three years.

At the debate on 21 March 2017, the forum put a 'stake in the ground' and very broadly started to identify its aspirations for schooling, education and learning approaches, including how the educational processes, system and curriculum of the future might be positively contributing to our culture and society. In this session participants were asked to reflect on the 'straw scenario' that had been developed, with the following objective:

To build on the thoughts, aspirations identified in March, adding any further thoughts about schools and the curriculum together with exploring our aspirations for, colleges and universities in 2030 and beyond.

Before the floor was opened up for discussion, video clips were shown from the launch of Scotland's Futures Forum's 2030 Programme, where folk singer, **Karine Polwart**, and videogames entrepreneur, **Chris van der Kuyl**, contributed their thoughts on what technological developments we can expect by 2030 and how Scotland could make those developments a positive for our society.

In his presentation, Chris van der Kuyl argued that the best way for Scotland to respond to the dramatic technological developments coming our way was to "overfund" education, to nurture creativity and innovation, and to take a radically different approach to risk.

Through fictional news stories, Karine Polwart explored some of the ethical issues and existential challenges which might result from new technology, including how we maintain the concept of dignity in a world where large sections of the community are without paid employment. Karine argued that the values we choose to bake into our technological developments now will shape our future, and suggested that technologists should be working with children to imagine that future.

The presentations from the SFF launch can be viewed in full here:
www.scotlandfutureforum.org/scotland2030-technological-context.html

Discussion

In the discussion that followed, it was agreed that schooling has to prepare children and young people for technological change. However, it was suggested that while we need to adapt to technology, we also need to make it work for us and not allow technology to become the tail wagging the dog.

There was agreement with Chris van der Kuyl's conviction that a fundamentally different approach to risk is required and that creativity needs to be nurtured within schools.

Children's rights were seen as another fundamental element of our future education system, with children involved in decision-making, including the design of the curriculum. Open educational resources are now opening up the possibility of pupils determining what they want to learn on any given day.

However, caution was urged in making the curriculum so flexible that we forgo those aspects that develop the mental structures needed for long-term learning. Whatever the content, it was agreed that the curriculum needed a clear theoretical underpinning with a shared understanding of what constitutes knowledge and what we need to know.

With an education system that recognises that people learn and progress at different ages, the concept of 'age and stage' could be disposed of in the future through deploying artificial intelligence to facilitate assessment and certification on an individual basis.

It was suggested that in shaping the future there was a need to go beyond listing the perceived failings of the present education system and to question whether addressing those weaknesses would necessarily strengthen the system. At the same time, it was highlighted that we need to reconcile the demands that society inadvertently places on schools, such as providing a childminding service.

Using the metaphor of a garden, it was proposed that we need to have a vision of the education system we want to create and then consider the values we need to encourage that vision. It was suggested that we need to grow trust and to prune back bureaucracy to let in the light. Extending the metaphor to educational reform, it was suggested that plants should be pruned not pulled up by the roots.

Following the roundtable discussion, members were invited to continue the conversation in an open space format and to add their comments and views to the 'straw scenario' for schooling, education and learning in 2030 and beyond that had been developed at the March forum.

An expanded scenario taking on board participants' views is outlined in Appendix 1.

Next steps

This forum forms part of the Goodison Group in Scotland's long-term programme to explore future schooling, education and learning approaches in 2030 and beyond.

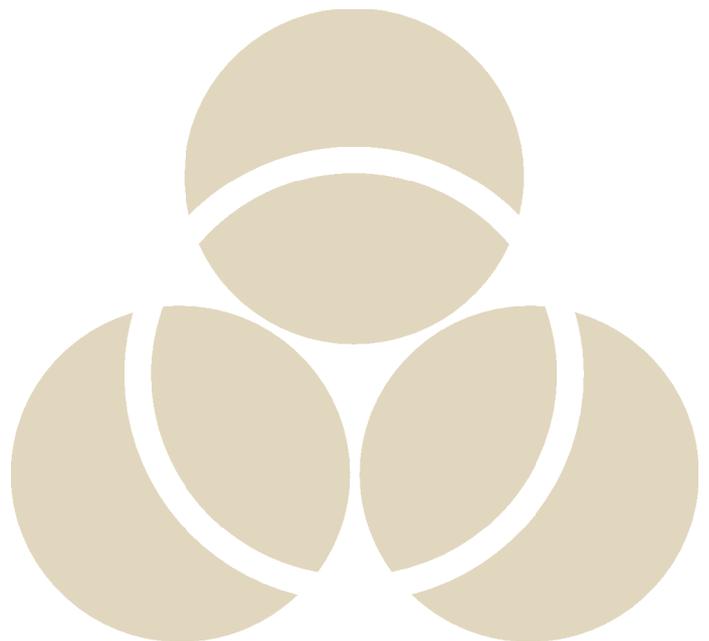
The project is currently in phase 1 which is focusing on primary, secondary and tertiary education. As part of this phase, a meeting will be held in June with organisations that have a children/young people focus or programmes including Young Scot, the Children and Youth Parliaments and the Royal Society of Edinburgh, to explore how children and young people might participate in the project over the course of the next academic year. The Goodison Group in Scotland is also looking to engage other stakeholders in the project, such as teachers, parents and businesses.

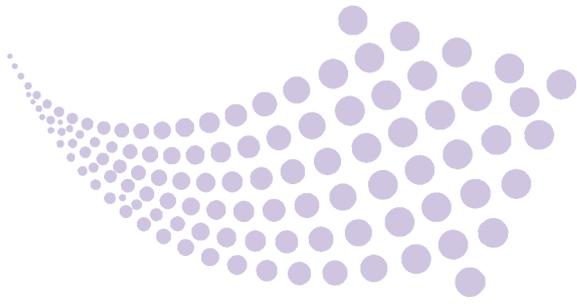
Phase 2 of the project will focus on adult education and lifelong learning, including learning within businesses and during retirement.

An outline of the project can be found at

<http://www.scotlandfutureforum.org/scotland2030-future-schooling.html>.

The next forum in this phase of the project will take place on Tuesday 5 September 2017 at the Scottish Parliament.





Appendix 1

School, Education and Learning in 2030

A vision, 'straw scenario' 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.

High quality, early years provision links to the rest of the education system and lays the foundations for effective lifelong learning. 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.

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 access to 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.

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.

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. Society sees itself as in control 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. Children's rights, including their digital rights, are understood and upheld, and 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.