**What if compulsory schooling was a 21st century invention?**

**Focus School Elements (FSE) and Consensus Statements from Expert Panel**

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| **FSE** | **Consensus statements:** |
| FSE1 - Reframe purpose of schooling to support democracy, ethics and redress exclusion | Consensus for both impact and equity:  “The purpose of compulsory schooling would celebrate diversity and not unintentionally marginalise minority groups or be colour blind to difference.”  “The purpose of compulsory schooling would have its central mission as a democratic one: the challenge of living peacefully in plurality and difference and development of moral autonomy and focus on ethics.”  Consensus for equity:  “The purpose of compulsory schooling would be decolonised, anti-racist and anti-sexist”. |
| FSE2 - Reframe purpose of schooling to learn for life | Consensus for both impact and equity:  “The purpose of compulsory schooling would focus on learning how to learn (metacognition) and self -responsibility for learning (personal agency), including ability to think, communicate, collaborate, make decisions and solve problems focused on nurturing creativity, empathy, entrepreneurship, self-understanding.”  Consensus for either impact or equity:  “The purpose of compulsory schooling would focus on learning how to learn throughout life to optimise personal adaptive capacity and resilience, develop skills/ capabilities/ competencies needed for contemporary and future living and to be flexible/ adaptive in new situations.”  “The purpose of compulsory schooling should be preparation for life-long learning journey that will enable adaptability in the workforce, integrated with communities and the values of the knowledge economy. All secondary students would be college and career ready as they prepared to leave high school or its equivalent.” |
| FSE3 - Develop the multiple roles of teacher to create a better world | Consensus for both impact and equity:    “The teacher would be more focussed on teaching skills to create a better world. The teacher would need to know more than just the curriculum; be a researcher, and searcher for possibilities. They need to be willing to learn alongside their learners and model appropriate ways of learning in order to solve authentic problems.”  “Expert teachers / facilitators trusted to assist individual students by developing an individual curriculum suited to the needs of that child”.  Consensus for either impact or equity:  “Teachers more effectively recognised as fulfilling different, sometimes changing roles, sometimes at the same time e.g. mentor, content expert, pastoral leader, learning space designer, resource collector.”  “Teachers as life coaches instead of knowledge transmitters. Teacher role develops as a facilitator, mentor, guide, resource and coach. Teachers focus on being guides to learners, attuning to their personal development needs, rather than to impart expert knowledge.” |
| FSE4 – Keep knowing students | Consensus for both impact and equity:  “Belonging to a tight-knit unit or community and social embeddedness in school communities. There is a risk of depersonalisation. Classrooms give string relationships between teacher and student.”  “There is a lot of incidental relationship- building and pastoral care that occurs with some teachers during school hours which has a focus on emotional growth. Erosion of the role of the teacher as the ‘carer’ as use of technology is given more emphasis.”  “Comfort of parents that school protects and cares. The significant relationship that is established with the learner and the family.”  “Social interactions in classroom as part of developing sense of belonging and sharing access to whole class knowledge. There is a risk of loss of the ability to socialize through play and conversation with others on the part of learners who are glued to their cell phones. An increased reliance on technology might see a reduction in face to face teaching that is detrimental to children’s personal development.”  Consensus for either impact or equity:  “Personalised learning comes from knowing students.”  “Persistence and perseverance on the part of learners. This may be diminished if they want to find ready solutions on web search engines without working them through themselves.”  “The efforts and learning success of all students recognized. Corridors etc. for informal discussions and brief acknowledgement of individuals - often very important socially to feel known and noticed.” |
| FSE5 – Keep social trust in schooling | Consensus for both impact and equity:  “Social trust and respect towards educational system at all levels (including society at large, different stakeholders, all population).”  Consensus for either impact or equity:  “Teacher opening up the community to the student for study, growth and reflection. Participation of different stakeholders in learning processes (i.e. employers, parents, community members, professionals from different fields).”  “We could use evidence to define the right approaches to school improvement and inspection. We could use different metrics to underpin public confidence.” |
| FSE6– Keep a place for co-curricular & Extracurricular activities | Consensus for impact:  “Additional co-curricular and extracurricular activities offered by schools.” |
| FSE7 - Teacher as “go-between for student growth and development” | Consensus for both impact and equity:  “The role of the teacher would be considered with greater reference to making areas of study contextually relevant and connected to community and industry needs.”  Consensus for either impact or equity:  “Disciplinary, core subjects. These might are replaced by an interdisciplinary teaching approaches.”  “21st century learners need to be able to manage distractions in more constant ways than learners of the pre - internet era. They need to be cognisant of the competing demands for their attention and be active in addressing the impact of competing demands on their learning.” |
| FSE8 - Teacher as safety net | Consensus for both impact and equity:  Consensus for either impact or equity:  “Teachers responsible for supporting low-performing students and students who are generally less interested in learning.”  “Teacher intervention- sometimes learners need direction more than guidance.” |
| FSE9 - Teacher as broker for learning | Consensus for both impact and equity:  “Outcomes are specific, process and pathways are not. Increased autonomy of the learner leading to variety, opportunity and flexibility. The teacher could become more of a 'broker for learning' where students use teachers as a resource to facilitate their learning.”  Consensus for either impact or equity:  “Various formats to support delivery of instruction (e.g., face-to-face, entirely Web-based, hybrid). Mediated by technology. Interactions could be in a variety of modes using digital platforms and technologies. Could be distance rather than face to face. Could involve mixed modes of delivery.”  “Expert teachers / facilitators trusted to assist individual students by developing an individual curriculum suited to the needs of that child.”  “Teachers role would be to get students to engage in learning activities likely to produce desired outcomes (listening to teacher talk doesn't). Wide range of instructional resources that mediate student-to-student and teacher-to-student engagement.”  “Flexible delivery- timetable to reach an agreement how much time students devote to learning, and how their teachers teach.” |
| FSE10 - Learner chooses, teacher guides | Consensus for both impact and equity:  “Learner chooses, teacher guides.”  Consensus for either impact or equity:  “Teacher as the go-between for student growth and development. Learners take more responsibility for their own learning by initiating inquiry, searching for solutions using multiple sources.”  “Learning would empower students. Learners would select and connect with multiple teachers for specific expertise. Learning would respond to students' needs with more choice over tasks by students. Role of the teacher would be to help prepare the learner to take control of their own learning--ie literate, numerate, feel they own the work they are doing.”  “Syllabus is linked to the students interest/projects, rather than directing the activity. Curriculum is exploratory not prescriptive; problem centric not curriculum prescribed.” |
| FSE11 -Formative assessment for teacher and student use | Consensus for both impact and equity:  “Role of learner with much more responsibility for own learning when appropriate - perhaps through more gamified approaches to formative assessment.” |
| FSE12 – Keep on-site intensification of learning activities and resources | Consensus for impact:  “Intensification of learning activities and resources within a context-specific place – (e.g. a campus or hub) within a walkable / cyclable built environment. Affordability.” |
| FSE13 - Eco & physically comfortable design | Consensus for impact:  “The learning spaces would be more comfortable, amenable to the use of various technological devices, and flexible to accommodate movement in the classroom and various groupings of students. Variety in furniture (design, types, materials and ergonomics) and communication surfaces. Physical comfort - especially lighting and temperature control. Better analysis and design of environmental factors learner spaces that are conducive for learning (CO2, air pressure, noise, light etc). Best practice integration of technologies into the building itself to monitor the space and expansion of pedagogical options.”  “School design would be educational by using environmentally friendly design. The buildings would be eco-friendly.” |
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| FSE14 -Foresight partnership for physical design | Consensus for either impact or equity:  “Foresight facilitation and place visioning of the school occurs regularly (e.g. as part of 5yr strategic plan renewal) within the school community (staff, learners, community partners) to intentionally improve the school’s built environment and ecological sustainability.”  “The school community has a clear intention for their context- specific pedagogy of place – how local connections, cultures and characteristics of place are a resource for learning and sustainable living. The design of the school as a part of local community - educational environment including also the area around the school, roads and traffic maps to and from school buildings.” |
| FSE15 - Two way village | Consensus for impact:  “Community: A school invented today could make more use of parental involvement, input from local businesses, and be a central community hub for resources and gatherings. Schools could help create that village that we so often refer to when we talk about raising children.” |
| FSE16 - Physical design for whole child growth | Consensus for either impact or equity:  “School design would incorporate best practice strategies for different levels of physical emotional and learning stages. School classrooms would be designed to accommodate the different emotional and learning needs of children. School design would support the health of children by promoting physical activity, interaction with nature and other beneficial activities.”  “More attention to environments providing opportunities for physical development of children (places and devices for sport activities and outdoor games).”  “Removal of isolated classrooms. End of classrooms as a consequence of redesigned pedagogy.” |
| FSE17 - Inclusive physical design | Consensus for equity:  **“**Need to think about inclusion and diverse learners. Time out spaces available. Home base for students, especially with disability.” |
| FSE18 - Transformed timetable | Consensus for equity:  “The rigid time-table that controls learning and engagement by a bell could be completely transformed. School could be open 24 hours a day, 365 days a week. This may mean different security arrangements.” |
| FSE19 – Keep quality education as a human right | Consensus for both impact and equity:  **“**Public responsibility for education of the nation's children. Importance of education as a collective responsibility and a basic human right.” |
| FSE20 – Keep teaching as a valued vocation with autonomy | Consensus for both impact and equity:  “The role of the teacher. If the role of the teacher was a 21st century invention it may cease to exist.”  “Teachers who embraced teaching as a vocation and were exemplars of scholarship and goodness of character. Teacher autonomy within their classrooms.”  Consensus for impact:  “Traditional classroom spaces give children sense of security. More order, less chaos. Ordered and consistent spaces are useful at times. Safety and perceived protection comfort from routines. Controlled by class teacher. 20-30 students per teacher allows teachers to 'read' the room and adjust pedagogy to suit students moment by moment.” |
| FSE21 -Resourcing to value all kids equally | Consensus for both impact and equity:  “Funding should be re-distributed to lessen equity disparities between schools. Greater resources should be provided to schools with greater levels of disadvantage. Equity in resource allocation. Must allow for all kids to be equally valued with respect to resourcing.” |
| FSE22 -Multiple pathways to qualifications | Consensus for both impact and equity:  “Different pathways to exit qualifications. Better articulation of options for students to gain qualifications and less stigmatising of 'alternative' pathways. Qualifications that are more complex and 'follow the student', not determined so heavily by a single exam or task/set of tasks.”  Consensus for either impact or equity:  “Based on competencies not courses! Measurement of the competencies and where students stand in relation to them would be clear. Students would not need to pass courses to earn a diploma, but instead demonstrate they have the competencies. Drop-outs could return at any time to earn a diploma by demonstrating competencies.”  “Possible for adults to acquire qualifications for career aims so not by age or stage but by need.”  “Ability of teachers/schools to award micro certifications that are globally recognised and can allow students to construct qualifications, including what extracurricular activities are taken into account in learning process.” |
| FSE23 - Alternate methods of assessing quality work | Consensus for both impact and equity:  “Alternate methods of assessing quality work.” |
| FSE24 – Keep students connected with peers | Consensus for either impact or equity:  “There is a risk that if progression was moved away from 'time serving in year levels' attending to the social, emotional development of children and young people might be lost. Peer group cohorts developed and built on over time.”  “A crucible for personal responsibility – a place to contest and agree which cultural and social values are most important to create better futures.”  **“**Life- cycle rites of passage amplified by school life and milestones.” |
| FSE25 – Keep valuing learning for its own sake | Consensus for both impact and equity:  “Learning for its own sake. Would we have a society just focused on economic gain?”  “Teacher as the curriculum expert. The commitment to being a pedagogical subject expert who seeks to know more and grow their understanding. They could become bland generalists minus the passion. The teachers that are passionate and extremely knowledgeable about specific curriculum areas. Teacher as the holder and giver of (great) knowledge.” |
| FSE26 - A less hierarchical system, more learner voice | Consensus for impact:  “Systems would incorporate a less hierarchical structure with increased communication between decision makers and practitioners. Systems would seek input and advice directly from consumers (ie parents and students) via strategies such as community consultation. Schooling systems developed with consideration of learner voice.”  “The importance of linking all the moving parts together to achieve enhanced impact.” |
| FSE27 - Greater response to local communities | Consensus for impact:  “School systems should allow schools more freedom to respond to their local communities and lessen the high stakes, yet narrow, nature of accountability measures.” |
| FSE28 - Community relationships for learning | Consensus for impact:  “Concepts like entrepreneurial ventures for students, links to community, mentorships and connections to universities would be valued and included as part of the student timetable and assessment schedule.”  “The system has stronger links to industry at a local and systemic level.” |
| FSE29 - Global collaboration | Consensus for equity:  “A sharing of good practice at the international level. The level how the education is valued in different countries. The positive impact of globalisation. The essential ingredients for new thinking in a 21st century world. Use of technology to enable pairing of schools across borders.” |

**Five Scenarios**

**Scenario one - Purpose and Values**

A vignette that describes how a student might experience the Purpose and Values scenario:

Over the years I have had the opportunity to learn deeply about various subject areas, including those that build my skills in creativity, entrepreneurship and personal growth in order to be successful later in life and to contribute to a strong democracy. Sometimes my teacher joins our team and we work with students and teachers from other schools on a joint project. The school is built with an inclusive design that adds comfort to the student experience as well as access to high quality specialist areas. Unlike my parents’ experience (or so they told me), the school is connected to the natural environment and I move around a lot more as part of my learning as well as opportunity for structured and unstructured play that builds community. The school is a hub for local community events and many people from the community are involved in the school to support groups of students with their endeavours. I know that my personal wellbeing impacts my academic success and I feel very supported to be who I and supported as person who is discovering my potential and passion every day.

In the Purpose and Values scenario the headings from the four individual participant scenarios focused on empowering students (“global activists”, “guide their own learning and place in the world”) and schools designed around key “values” to “optimise learning and wellbeing for every child” (“mind, body, soul”).

Overall, there were 18 statements which all scenarios included. The focus was on ideas that could be different for the physical design (8 out of 18 statements) and ideas that could be different for the purpose of compulsory schooling (6 out of 18 statements).

Schools are designed to be environmentally friendly with a focus on physical comfort (lighting, temperature, C02 levels) and apply best practice principles to develop different physical, health, social-emotional and learning needs children and young people. There would be flexibility and variety in the spaces, specialist equipment and furniture to meet a range of learning. Design would be inclusive of all students, including students with a disability, such as time out spaces available and home bases where needed. School design would consider and support the natural behaviour of children such as unstructured play, discourage unnatural behaviours such as excessive sitting times, and providing more opportunities for physical development of children (places and devices for sport activities and outdoor games). The place of school within a community would play a greater role as part of the “village” raising the children, including more use of parental involvement, input from local businesses, and being a central community hub for resources and gatherings.

The purpose of compulsory schooling would be reframed to focus on democracy, related principles such as moral autonomy and ethics, would celebrate diversity and redress aspects that unintentionally marginalising minority groups. Compulsory schooling would deepen knowledge and understanding in limited fields of study, rather than shallow, superficial learning across a range of content areas. The focus would be on developing learning how to learn throughout life to optimise personal adaptive capacity and resilience, develop skills/ capabilities/ competencies needed for contemporary and future living and to be flexible/ adaptive in new situations such as nurturing creativity, empathy, entrepreneurship, self-understanding. The purpose of schooling would be engineered with a greater understanding of how people think and learn and how brain science informs student learning. Literacy and numeracy would remain important but new literacies would be added with a strong emphasis on all other intelligences such as arts, spatial awareness, sport, creativity, practical skills and human interaction skills.

Schooling would continue to be viewed as a vehicle for communicating social values, including the role of spending time with a diverse range of peers as part of the development of young adults in particular; a focus on wellbeing of others rather than an individual; shared responsibilities rather than individual autonomy; respect for elders. Greater share of collaborative teaching ("doing things professionally together, how to better organize learning for students" with sharing knowledge and best practices). The teacher would be more focussed on teaching skills to create a better world and would take on multiple roles beyond just delivering curriculum such as a researcher and searcher for possibilities as they learn alongside their learners and model appropriate ways of learning in order to solve authentic problems. Teachers will collaborate to develop new networks of professional practice dependent upon the needs and aspirations of the students they are teaching. Systems would incorporate a less hierarchical structure with increased communication between decision makers and practitioners, seeking greater input and advice directly from parents and students via strategies such as community consultation and develop systems of schooling with greater consideration of learner voice.

**Scenario two - Equity and Excellence**

A vignette that describes how a student might experience the Equity and Excellence scenario:

My schooling is very different experience as a first nation’s student to that of my parents (or so they tell me). Understandings about indigenous ways of knowing are a seamless part of experiencing a holistic education that sees personal and cultural growth as a foundation to academic knowledge. All students’ backgrounds are embraced and harnessed as a strength to learning. Learning about different cultures, including language acquisition, is a feature of the curriculum and our school hosts or participates in many shared local community events as well as opportunities to connect globally with other schools and communities. My friend who struggles at school has a tailored program with teachers working to build their knowledge and skills as well as growing their interest in opportunities at school and for post school. Schooling is seen as a connecting force for communities and a strong democracy as well as a human right that governments are responsible for social and economic good. My family and I are currently part of the community voice team at our school that contributes to school, local community and education system sharing of knowledge and development of priorities. I am proud of my heritage and of who I am as a young adult going forward in my learning and life.

In the Equity and Excellence scenario the headings from the four individual participant scenarios focused on how equity could be linked to fairness, equality and excellence.

Overall there were nine statements which all scenarios included. The focus of the statements is on ideas that could be different for the purpose of compulsory schooling (three out of nine statements) and ideas that could be different about the system of schooling (two out of nine statements).

The purpose of compulsory schooling would be based on current awareness of the importance of equity and the struggle to ensure all students be provided with equal educational opportunities rather than naively assuming that everyone in 21st century has this opportunity. The purpose of compulsory schooling would pay greater attention to celebrate diversity and not unintentionally marginalise minority groups or be colour blind to difference. The purpose of compulsory schooling should be preparation for lifelong learning journey that will enable adaptability in the workforce or further study, integrated with communities and the values of the knowledge economy. The purpose of compulsory schooling would place more emphasis on interdisciplinary knowledge, global and cultural awareness and importance of being multilingual.

Education would remain a collective, public responsibility and a basic human right. The system would have a greater focus on supporting democracy, characterized by shared, core values in the school community. There would be less top down management, agreement on basic essentials and the development of policies and support of practices based on evidence rather than tradition and risk adversity.

The role of teacher and learner would continue to value a focus on knowledge acquisition, particularly deep knowledge. Teachers would have specific responsibility for supporting low-performing students and students who are generally less interested in learning.

**Scenario three - Teacher and Learner**

A vignette that describes how a student might experience the Teacher and Learner scenario:

I could go to any school and achieve in subjects that include literacy, numeracy, physical development, creativity, practical skills and capacity to be adaptive and to interact successfully with others in our community. The government sees the importance of funding education as a human right that can redress any disadvantage. I work with my mentor teachers to develop learning experiences at school with other teachers who have specific expertise in their disciplines as well as a common focus about learning how to learn. Our teachers challenge us to develop our critical thinking through learning challenges – they remind us that how we use our brains determines how our brains will develop. I get to work on projects which include my teachers and experts from the local enterprises based in our community. My friend’s teacher has brokered an opportunity to complete some projects by visiting an enterprise in the capital city and to apply to be part of an international project being hosted by a school in another continent with international experts. My other friend who generally struggles with schooling spends time with fewer teachers and is involved with a project based on their passion strength with enterprise experts who alternate coming into the school as well as hosting students in their enterprise.

In the Teacher and Learner scenario the headings of the six individual participant scenarios focused on building the learning capacity of students in metacognition and entrepreneurial thinking and teaching which is responsive to each student and focused “at the point of instructional need”.

Overall, there were 18 statements which all scenarios included. The focus was on ideas that could be different about the role of the teacher and learner (six out of 14 elements) and ideas that could be different for the purpose of compulsory schooling (five out of 14 elements).

The role of teacher would involve a greater share of collaborative teaching to develop practice, better organize learning for students and collaborate in new networks of professional practice dependent upon the needs and aspirations of the students they are teaching. Teachers will use new data based in part on how students learn as well as what they know, understand and can do at a particular point in time. The role of teacher will be as the go-between for student growth and development and a ‘broker for learning’, taking take on multiple roles as facilitator, mentor, guide, resource and coach. Teachers focus on being guides to learners, attuning to their personal development needs, rather than to impart expert knowledge. Learners will have increased autonomy and take more responsibility for their own learning by initiating inquiry, searching for solutions using multiple sources. While outcomes will be specific, process and pathways will be flexible. There will be greater participation of different stakeholders in learning processes (i.e. employers, parents, community members, professionals from different fields) as the role of teacher opens up the community to the student for study, growth and reflection. An increased focus personalised learning will be based on the current strengths that supports teachers to know their students.

The purpose of compulsory schooling would ensure any compulsory education has intrinsically built in curriculum which emphasises literacy and numeracy but new literacies would be added that emphasise all other intelligences such as arts, spatial awareness, sport, creativity, practical skills and human interaction skills. Schooling would focus on learning how to learn throughout life to optimise personal adaptive capacity and resilience, develop skills/ capabilities/ competencies needed for contemporary and future living and to be flexible/ adaptive in new situations including in the workforce or further study, integrated with communities and the values of the knowledge economy. The purpose of compulsory schooling would be founded in principles of social justice and equity, and be engineered with a greater understanding of how people think and learn and how brain science informs student learning.

Education would remain a public, collective responsibility and a basic human right. However, there would be equity in resource allocation that allows for all kids to be equally valued with respect to resourcing.by providing greater resources to schools with greater levels of disadvantage.

**Scenario four - Learning Precinct**

A vignette that describes how a student might experience the Learning Precinct scenario:

My schooling has been supported by highly skilled teachers since I started in early childhood and I know they will continue to provide me with opportunities to engage through the full life cycle. My mentor teachers help map out learning opportunities both inside and outside the school grounds that include allowing me to develop in areas of strength/ interest and a broad range of literacies that include literacy, numeracy, physical development, creativity, practical skills and capacity to be adaptive and to interact successfully with others in our community. Over the years I have had the opportunity to learn deeply about various subject areas, including those that build my skills in creativity, entrepreneurship and personal growth in order to be successful later in life and to contribute to a strong democracy, including utilising learning opportunities in other places within the community as well as the opportunity to join global and virtual networks using technology. My teachers work with me and groups of students to reflect on our experiences to deepen our learning. I like learning about things I don’t know about from my teachers and peers. The government remains committed to providing education.

In the Learning Precinct scenario the heading from the one individual participant scenario focused on integrating the school within the community both in terms of physical space and relationships with those within the community.

Overall, there were 43 statements which were included. The focus was on ideas that could be different for the system of schooling (11 out of 43 statements), ideas that could be different about physical design (nine out of 43 statements), and ideas that could be different for the purpose of compulsory schooling (eight out of 43 statements).

Compulsory school would remain funded by public provision, including providing support that caters for the diverse needs of students such as intensive remedial strategies. Teaching as a vocation would be valued and teachers would have autonomy in their classrooms within a framework of predictable boundaries between work and leisure.

Funding should be re- distributed to lessen equity disparities between schools and allow for all kids to be equally valued with respect to resourcing. Early childhood education would be supported by government from the outset and as much emphasis placed on having trained teachers at this level as at other levels. Compulsory curriculum would reflect different priorities and emphases. The amount of content in the school curriculums would be reduced and redesigned to suit all students not just the average. Systems would have a strengthened focus on supporting democracy, characterized by sharing and ensuring core values in the school community. There would be alternate methods of assessing quality work and changes to ways students are judged such as moderation occurring through ways other than exams, use of portfolios for university entry, and reporting on soft skills / capabilities. There would be more flexibility in starting and matriculation age and criteria and better integration between final year of primary and first year of secondary education. There would be no year levels with movement across the levels of schooling based on achievement, not time served in year levels; the boundaries between school, work, vocational education, university would become more fluid; with different pathways to exit qualifications and better articulation of options for students to gain qualifications, including less stigmatising of 'alternative' pathways. Qualifications that are more complex would 'follow the student' and be less determined by a single exam or task/set of tasks. Leaders could lead with vision in consultation with the community which is flexible, student centred and able to cater for all learners. Systems would incorporate a less hierarchical structure with increased communication between decision makers and practitioners, seek greater input and advice directly from parents and students, and develop policies with consideration of learner voice.

Schools would continue to provide a common space for learners and teachers to socialise; and use specialised equipment, such as creative, building, making and sporting equipment which requires hands on, and in some cases actual group contact.

Schools would be reimagined and redesigned as an inter-generational place of life-long learning. Schools would be designed as community facilities where education is only one activity conducted within. The globe would be viewed as learning spaces, using technology to share learning and ideas of effective teaching. The local community would also be viewed as learning spaces with more learning away from a formal building. The school might be located in small buildings all over town to create diverse and flexible environments where school based and out-of-school located places can be used, including open classrooms, out-door learning opportunities, mobile educational resources and museums. School would make more use of parental involvement, input from local businesses, and be a central community hub for resources and gatherings as part of helping to create that village that we so often refer to when we talk about raising children. Schools would be designed to be environmentally friendly with a focus on physical comfort (lighting, temperature, C02 levels) and best practice principles to develop different physical, health, social-emotional and learning needs children and young people. There would be flexibility and variety in the spaces, specialist equipment and furniture to meet a range of learning. Design would be inclusive of all students, including students with a disability, such as time out spaces available and home bases where needed.

Schools would continue to be a vehicle for be a mechanism for the inter-generational transmission of shared values, knowledge, skills and competences as well as cultural convergence, including the role of spending time with a diverse range of peers as part of the development of young adults in particular; a focus on wellbeing of others rather than an individual; shared responsibilities rather than individual autonomy; respect for elders. There would be public oversight of the curriculum, including rigorous quality control and agreed standards across all sectors. Schooling would be free from multinational investment and the risk of privatisation and corporate supply of educational material for families, students and potentially whole systems within states and countries that can lead to a bias in curriculum and be seen by some as a way to manoeuvre around the teaching profession. Teachers would continue to be respected as experts. Although access to content knowledge is ubiquitous via devices, it should be noted that teachers' interpretations of that content, to translate the content for students, is still important. The teachers' role is still vital with teacher capacities to be flexible and adaptable in how they present knowledge to students.

The purpose of compulsory schooling should focus more on developing the capacities of each individual to understand their zone of genius rather than acting as a sorting mechanism for access to higher education or preparation for work. The purpose of compulsory schooling would involve classrooms without walls - learning in a wide range of environments that might involve students embedded in community and workplaces with authentic community partnerships that enhance the learning experience. The purpose of compulsory schooling would include the design (architecture) of schools with a social purpose to create spaces for self-directed, experiential learning within communities – local, global and virtual/augmented reality. Compulsory schooling would develop deep knowledge and understanding in limited fields of study, rather than shallow, superficial learning across a range of content areas. The focus would be on developing learning how to learn throughout life to optimise personal adaptive capacity and resilience, develop skills/ capabilities/ competencies needed for contemporary and future living and to be flexible/ adaptive in new situations such as nurturing creativity, empathy, entrepreneurship, self-understanding. Literacy and numeracy would remain important but new literacies would be added with a strong emphasis on all other intelligences such as arts, spatial awareness, sport, creativity, practical skills and human interaction skills. The purpose of compulsory schooling would be better coordinated and aligned with early childhood education that was developmentally appropriate. Education would not have as many hard transition points.

The importance of face to face human relationships, particularly teacher-student and student-student interactions, would remain important support and give predictability to young people as they mature. This would be at risk if instruction were to be delivered via non - traditional means only.

The role of teacher and student would work together to create an experience of partnership where everyone is included and valued. Teacher and learner would learn and explore together with the teacher modelling for students how to access resources and would support student problem solving. There would be higher levels of student voice in evaluation and teaching expectations which are associated with student expectations. The role of teacher would involve a greater share of collaborative teaching to develop practice, better organize learning for students and collaborate in new networks of professional practice dependent upon the needs and aspirations of the students they are teaching. There will be greater participation of different stakeholders in learning processes (i.e. employers, parents, community members, professionals from different fields) as the role of teacher opens up the community to the student for study, growth and reflection. Teachers would be specifically responsible for supporting low-performing students and students who are generally less interested in learning.

**Scenario five - Curious Learner**

A vignette that describes how a student might experience the Curious Learner scenario:

Like all my friends, I attend my local school which is funded by the government on behalf of the community. Since I finished sixth grade my learning involves working with my teachers and other students in Socratic seminars and other approaches that involve my personal passion. We are always asking and discussing questions that deepen our critical thinking and problem solving.Unlike my parents, we do not sit for standardised tests. At the end of each stage of our schooling we work with our teachers to develop a capstone project which includes a series of connected assessment steps over the year and culminates in an exhibition of learning. My personal passion guides my journey through the syllabus. I take on new learning in the chunks of time and in the format that works for me…sometimes alone, sometimes online, sometimes with peers and adults. I am driven by my personal curiosity and know that I don’t know everything but I love learning from what I am excited about and what motivates me. I’ve learned to change my mind, to be wrong, to listen, to read for meaning and to find a balance in my life. School is really about my journey. I am in charge of my own learning even though I learn many things I previously knew nothing about. I am excited about the future.

In the Curious Learner scenario, the headings of the three individual participant scenarios focused on what compulsory schooling might look like without the restrictions of current practice.

Overall, there were five statements which all scenarios included. The focus was on ideas that could be different for system of schooling (three of the five statements). This scenario includes none of the statements from the first four scenarios.

The system of schooling:

1. Would be free and public for all students, including students attending their nearest local school.
2. The teacher would adopt a Socratic role and, from the sixth grade on, Socratic seminars would be another predominant instructional tool. Standardized assessment would be abandoned as a way of assessing school achievement.
3. Capstone projects or performance-based assessments would be used at the end of each stage of schooling.

Although this scenario only had five statements in common, across the three scenarios they individually challenged current practices (with others choosing the default response of “neither include or exclude”. Examples include seeking change with regard current timetable structures, the use of isolated classrooms, top down management structures and focus on compliance measures around school governance. At the same time, individual scenarios sought to include many of the new ideas shared across the four other distilled scenarios. While there is no absolute consensus of participants in this state, the overall similarities in perspectives are that the schooling journey is personalised and that the teacher role is geared to generating learner curiosity and inquiry.