

# Beyond Certainty: A Process for Thinking About Futures for Australian Education



## The Analysis



### How education and the future are thought about?

- Review of the literature, policy and reports.



### What are the problems?

- Certainty
- Absence of purposes
- No consideration of obstacles or blockages



### What response will address these issues?

- The need for a process which
  - recognises the complexity and uncertainty of educational decision making
  - establishes the purpose of education
  - identifies and responds to the challenge of contemporary times



### The process in action:

- A six-step process which enables on-going review is proposed
- The process is tested using a case study of the 3rd/ 4th Industrial Revolution



## The Findings



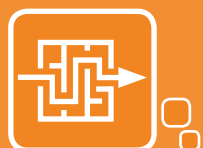
### A contemporary curriculum:

- Disciplinary
- Interdisciplinary
- General capabilities
- Meta-learning



### Pedagogy:

- A pedagogical framework that is responsive to context, teaching purpose, student interests and student readiness.



### Removing system-wide obstacles:

- A case study of how PISA narrows and standardises education thus blocking the kind of curriculum and pedagogy needed for contemporary times.



### Establishing a culture to promote and sustain the kind of education needed:

- Developing a school and system-wide culture of research and inquiry
- Recognising and promoting the characteristics of public education