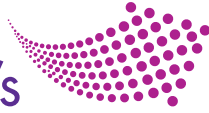




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Futures Forum
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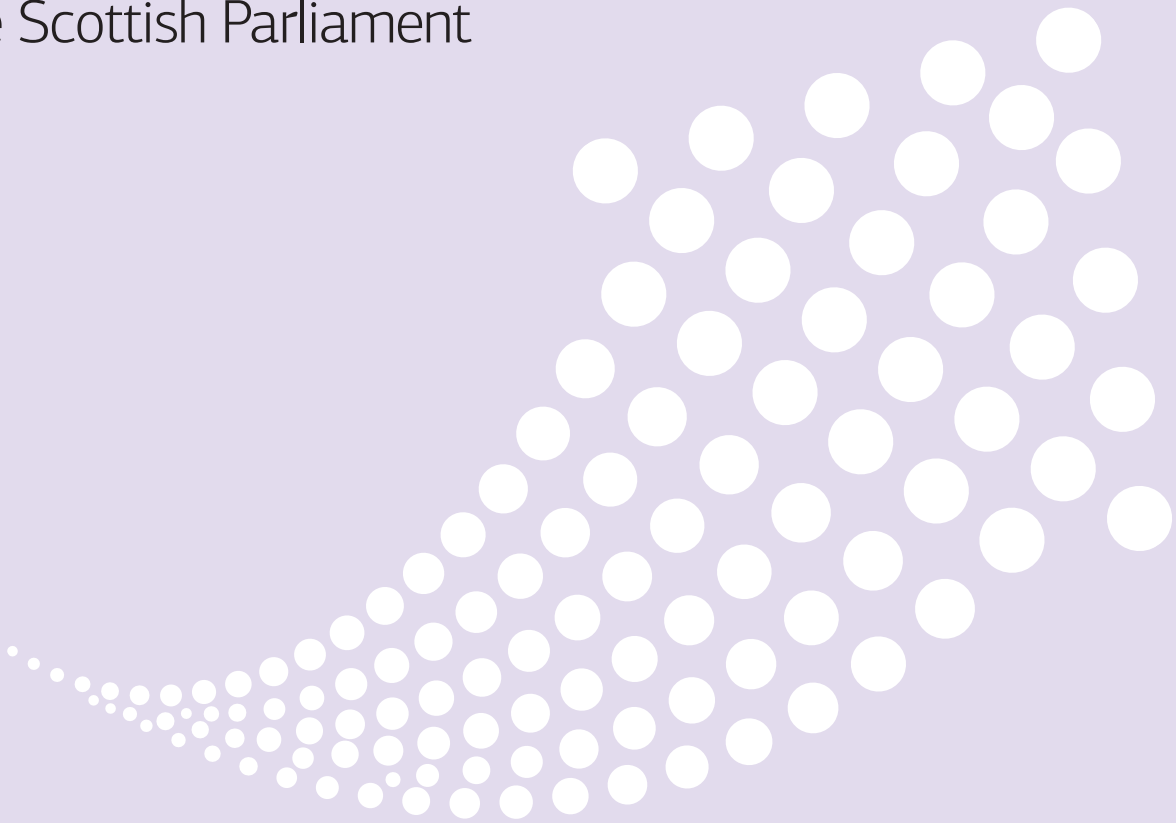
Goodison Group
in Scotland

INFLUENCING LEARNING

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

Wednesday 19 June 2018

The Scottish Parliament



Background

The Goodison Group in Scotland 2018 programme focuses on exploring future schooling, education and learning approaches in 2030 and beyond. An outline of the project can be found at www.scotlandfutureforum.org/scotland-2030-programme/future-schooling/ 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, in association with Scotland's Futures Form, is currently exploring what Scotland's education system might look like in 2030 and beyond. As part of this programme, through a series of debates, each of the different stages of the education system will be considered in more depth.

The first debate in this current series considered early years education, while this session focused on primary education. Cathy McCulloch, Co-Director of the Children's Parliament and her two young colleagues, Alex and Dylan, were invited to share their vision of the primary school of the future, ahead of the floor being opened up for a broader discussion.

PRESENTATION

Cathy McCulloch, Alex and Dylan, Children's Parliament

Cathy, Alex and Dylan set out their vision for the changes they hoped to see in the primary schools of the future through a series of stories told from the viewpoint of 2030 about Robert, a primary school pupil in 2003; Elisha a pupil in 2030; and a primary school teacher who had taught both Robert and Elisha.

Robert's story (2003)

Once upon a time, Robert was the same age as we are now and lived in the same place as us but our days were very different. We'll tell you about our days in a minute but first I want to tell you some of the ways that Robert spent his time.

When Robert was our age, he had to go to a school. A school was a building where lots of children went to learn 'numeracy' and 'literacy'. Every day, Robert queued up outside the door of the school with the other children from the same class and waiting for a bell to ring. When the bell rang, their class teacher (they usually only had one) would come out and tell Robert and his classmates to stand quietly in pairs and she would let them go into the school building.

After he hung up his coat, Robert and his classmates went into the same room every day and sat at the same table with the same children. When the teacher, Mrs Fraser, clapped her hands in a certain rhythm, Robert and his classmates had to copy her and stop talking. When they were quiet, Mrs Frazer shouted out each person's name from a register and each child shouted back 'here!'. It was good fun when Mrs Frazer let them shout 'here!' in another language. It wasn't very funny when Mrs Frazer worked out that James Sutton wasn't shouting out 'here!' but was shouting out quite a naughty word in Swedish. That made her quite cross.

Robert's friend Sam was very sad because his nanna had died on Sunday and he loved his nanna very much. When James Sutton teased Sam because he had 2 different coloured socks on, Sam burst into tears and Robert threw his rubber at James Sutton. Mrs Frazer saw Robert throw the rubber and she shouted at Robert to come out to the front of the class. Robert told the teacher that James Sutton wasn't nice to him and the teacher called James Sutton out and told him to say sorry to Robert. James Sutton said no he wouldn't say sorry because last week Sam had pushed him in the playground and Miss Jones, the playground supervisor had given HIM a row which was really unfair! When Sam tried to tell her it wasn't his fault he'd fallen over, the playground supervisor made him sit on the meditation bench until he calmed down. The teacher told them both to stay in at playtime and write a story together about how to make friends.

Robert and his classmates spent most of the next hour learning 'literacy'. The teacher explained that the learning intention was 'To develop knowledge and understanding of the qualities of snow'. And 'To develop the use of descriptive language'. They sat at their desks and copied down things the teacher put on the whiteboard and then they filled in 3 worksheets which they were allowed to colour in if they had finished putting in the missing words. Before playtime, the teacher gave them a wee talk about playtime behaviour and reminded them of the school's Golden Rules.

Robert thought it was unfair that the Golden Rules were only meant for the children. There were a few teachers he thought could do with learning about 'listening and interrupting and being kind to one another'.

As usual, lunchtime was very busy and noisy. The boys wanted to use the grass area for football like they usually did but Mr Mullen had said yesterday that the girls could use it today

for practising their play. Miss Jones said she was fed up with us fighting over the grass area every day and said 'Right! That's it! No-one's using the grass area for the rest of the week'. Robert sometimes used to think that Miss Jones didn't like children very much.

The school bell rang and the children lined up quietly again and went back to their tables in their classroom. This time the teacher was teaching 'numeracy' and told the children that for the next hour their learning intention was 'To explore the meaning of division with multiplication'. The teacher asked Ellie and Harry to hand out the numeracy worksheet and told the children they could work in pairs if they could work responsibly together.

Everyone perked up when the teacher clicked on the white board and up popped a game! Hurrah! The teacher picked one child from each of the 5 groups in the class and told them to come up to the whiteboard. The aim of the game was to listen to the sum the teacher read out and then to look at the bingo card on the whiteboard and hit the correct number.

Jessica from the Allstars group was the fastest girl in the class at everything and she hit the right button first every single time. James Sutton was Robert's group's rep and the only thing he's good at hitting first is someone else! The yellow group got 15 house points!!! Robert's group got 3 points because the teacher said 'James tried hard' but that made the other groups mad because they said their reps had worked hard too. They didn't work as hard as James Sutton said the teacher and Ryan Golding threw a strop and banged his head on the table. His house lost 5 points.

Everyone was getting a bit tired now and the teacher told everyone to stand up and sing the class song 'Team work makes the dream work'.

Then it was time to go home.

Elisha's story (2030)

Hello! Well, we're very glad I'm talking to you in 2030 and not 2003! I love learning! I learn all the time.

In the morning, after breakfast, I make my packed lunch. I sometimes make a sandwich but often my friends and I throw some things from the fridge into Tupperware boxes and at lunchtime we go to the self-catering area and decide what to make – or should I say – create.

☺ It's usually okay – sometimes it's disgusting...

We don't go to a school like in the old days. We go to different places depending what we're learning about that day. Quite often we go to the Hive. The Hive is a network of buildings and outdoor spaces where we have specialist teachers who provide creative learning opportunities for us. In the morning, I make my way to my group's Hub. I let myself in, put my things away so they're not cluttering up the area and then I check in. Checking in is a way of letting people know how you're feeling that day. I'm usually 'happy' or 'excited'. When my friend Sophie moved away to a different country I was really sad for ages and so I put 'sad' against my name. When our teachers see that, they always make time to come and have a chat with us to see how they can help. They know that we won't be able to do our best if we're unhappy or worried.

I love that our teachers come from lots of different places! Mikey's Dad's a postman and he came in and helped us set up a post office. We had to weigh and measure and work out postage costs and we sent a real life parcel to my friend Sophie telling her all about what we're doing and we included things we made for her. We had to make sure they weren't too heavy or we couldn't have afforded to post the parcel to her!

After we've had a drink and some fruit and a chat with the adults that are with us that day, we head off to our first Hive activity. We might go first to Dance Equations. It's good we don't have to wear school uniforms like my granny had to. You wouldn't even be able to **DO** Dance Equations if you had to wear a skirt or a shirt and tie. Because we have to **MOVE A LOT** and we get really sweaty. Trish, our Dance Equations teacher, works us really hard but everyone enjoys it... even the boys. We didn't realise at first but while we're doing dance moves we're working out angles, experimenting, playing, discovering and communicating. My Dad's surprised I like maths. He says I take after him in most things and he hated it.

We're usually ready for a break after all that leaping about so my friends and I head to a 'Chill and Spill' area where we just lie around and have a drink and a snack and talk. The lighting changes colour when the next Hub activity is starting and so we clear up after ourselves and head to the 'Literature and Language for Life' Hub.

We were all a bit unsure about Language and Literature for Life. This is when we study English, books, poetry, plays and we do it using drama or art or something else that we suggest. Jason's mum is an actress and she also runs workshops with children at the local community centre so once a month she comes in for a There's Nowt to Fear About Shakespeare workshop. It's really fun. For the first 2 times we didn't even understand how to say half the words never mind know what they meant. But Jason's mum is really good at helping us understand and we act out wee bits at a time so we were surprised that after only one term, we could put on a wee Shakespeare play. My mum was amazed. She said she's never understood Shakespeare but she understood us – and she even liked it.

Next week, Lightnin' Bolt is coming to work with us because we're studying language in the 21st century. We're super excited about it because he's a famous rapper who used to live near here and he's just won a BRIT award.

On Wednesday afternoons we have 'Hive Hideout' time. This means we can all choose whatever we want to do. Some of my friends go to the interactive Hub and do coding or develop new computer games. Others do experimental cooking – hahaha... I never eat anything they bring out of there! There's an orienteering group that the community police officer Steve runs. He lost Billy Edgar once... or should I say, Billy Edgar lost Steve. They found him up a tree. When he saw the sign 'Up here' he thought it meant up the tree instead of 'up the hill...'

Our Personal Information Devices (PIDS) are really important. Every child gets a PID when they join the HIVE and we can use it for personal use too. The PIDS are fantastic for helping us find information on the web and for making short films. A couple of times a week we link up with a group of children our age in India and share information about what we've been doing. This week, we've made up a quiz to share with them and they're doing the same thing for us. I'd like to go and visit India one day and meet some of them in real life. It'll be fun to see how we've changed!

I often go to Animal Farm. I sometimes go in my breaks and lunchtime but I get to spend longer there during Hub Hideout. We've got 12 rabbits, 6 guinea pigs, 2 goats, 4 sheep and we've put a proposal in for 2 Shetland ponies but the Animal Farm committee says we don't have enough space for ponies. My friends Lauren and Jade are on the committee. I thought they'd make it happen but they've become very serious about it and say it's not just about the space but also that ponies take a lot of looking after which costs money. I'll have to work on them.

The Hive is really friendly and there's lots of children and adults around all the time. We all feel it belongs to us and so we are pretty careful about how we treat it and how we treat everyone in it. Our parents and carers come in a lot. And not just when we're in trouble. Any parents and carers can come in to join our Hub Activities – it's really funny to see them trying to work out problems we think are easy or do the Dance Equations....not many of them come to that to be honest.

Every Friday lunchtime there's a Hive Hangout when anyone can go along and share any ideas or questions about anything to do with the Hive with other children and adults. You can also complain about stuff you think isn't working or is unfair. Thomas Anderson asked me to say that he didn't think social workers should wear their badges when they come into the Hive. The last time he had a visit with his social worker, the children asked him why he had a social worker because they'd seen her badge. He wants to keep that private. The committee has to come back within 4 weeks and let everyone know what's happened about anything that's been brought up. I've been on the Hub Committee twice and I think it's a good way of making sure everyone feels involved and gets a say about how things work.

We all understand that everyone in the HIVE – and everywhere – have rights to feel happy, safe and healthy. And everyone has a right to their own opinion. Nobody's better than anyone else. That means that we all feel equal and we all know that each and every one of us is important and special. It makes it easier to get on with other people if you trust them and feel like they're on your side.

I think it's very different to when Cathy was a child – or even before when she was a teacher. No adult would ever shout at a child in the Hive. People would be shocked if that happened. Of course, sometimes children do make mistakes and don't keep to the boundaries we all made together. We have ways of dealing with that that don't make children feel bad or worse than they're already feeling. For example, when Bobby MacLean pulled a chair out when Jade was about to sit down, our teacher had a wee talk with him and he looked a bit upset. In our home-time chat at the end of the day the adults and children all sat together and had a wee chat about the day and we talked about what had gone well and if there was anything we hadn't enjoyed or were worried about. Bobby McLean didn't say anything but he helped Jade fix the strap on her bag so I think he was feeling a bit ashamed and wanted to make up for what he'd done earlier.

Emily's Mum is the big boss of a big, like HUGE, company. You would never think it because she's a right laugh and taught us how to make the best slime ever! She came and did an assault course with us. It was amazing. There were lots of obstacles and hurdles with riddles and puzzles we had to solve and we had to help each other get across and under and over things. It was brilliant! What she helped us understand was that when you go to university or to work, you have to be able to work things out for yourself and use your initiative (I didn't know I had initiative – that's pretty cool...). So doing things like solving problems and working things out together instead of an adult giving us the answers are the kinds of things we need to do to be the best we can be.

I hope you get to come and visit our Hive soon. I'll show you where Jack's science experiment went wrong and he covered the whole wall in purple paint. You can still see it...

The Educator's Story

Hi, my name is Cathy Frazer and I was Robert's teacher back at the start of the millennium. You might have seen my cheeks burning at some of things you heard in the story.

In the old days, we really thought that delivering education to children was what we were about. We had enormous amounts of plans and learning intentions and learning outcomes and experiences and outcomes and class tests and national tests and well, it was FRANTIC!

Looking back the main thing I realise about that time was the amount of responsibility I had. I can't actually believe what we were expected to do – and what we did.

As teachers we had to plan the day in order that we met the required learning outcomes. I spent most of my evenings planning lessons and making sure I was recording enough of the children's work for my evidence folder. When I wasn't planning, I was marking homework and when I wasn't doing that, I was racking up a hefty wine bill.

What we couldn't get our heads around back then was that you can't 'deliver' education, you can only 'enable' education to take place. Learning becomes effective learning when it's owned by the people who're meant to be learning.

We used to complain back then that children weren't 'ready for school' or 'prepared for learning'. Now we realise that education has to be 'ready for children – for *all* children'.

In 2030, we're in a very different place – figuratively and literally.

At the beginning of the day I meet with any other adults who're going to be supporting our Hive Hub that day. Sometimes that means a couple of parents will be working with the children on something they have a particular interest or skill in.

The local community police officer has been a wonderful addition to our team on the sports and activities side and it's been great to see how fond the children have become of him, which you can notice not just in the Hive but out and about in the wider community.

After our morning catch-up, the children will go to a part of the Hive that caters for their particular areas of interest. Sometimes we'll spend a whole morning as a Hub and we'll plan our concert or do some planning for next term's activities.

In the bad old days, I used to long for the lunchtime bell so I could collapse in the staffroom with my Tupperware of last night's tuna pasta and work out ways of managing James Sutton. Now, with the children being so much more engaged and involved in the planning and even delivery of some of the activities, there's very little disruption and today's James Suttons have aspirations and expectations beyond anything I'd have thought possible.

At the heart of the whole HIVE community is a commitment to living a human rights approach. I was very unsure of what a human rights approach might mean when we were told the UN Convention on the Rights of the Child was going to become our foundation stone against which we would be measured. I admit I thought 'well, that's my authority down the tubes'.

Well, I needn't have worried. Everything from the way we do things to the quality of our relationships has changed – and all for the better. We have a set of guiding principles that apply to every single person – adult or child that are rooted in empathy, kindness, trust and human dignity. No longer do we slog over 'behaviour policies' or 'bullying policies' or

have arguments about why you can't talk about rights without talking about responsibilities (you really can – and must), we're too busy working on being respectful to one another, noticing kindnesses, looking for opportunities to encourage understanding and develop compassion.

Of course there are challenges in the way we do things now. We're expected to be much more creative in our thinking and in our doing. At first when you find yourself sitting in a branch of a tree singing doh ray me (but fortunately not dressed in curtain material) – you do feel a bit exposed. Or when we were all huddled under the tables in the performance area when a chap from the local history society came in to do a session with us about the history of mining in the area. The children borrowed some metal kitchen tools to use to bang on the table tops to replicate the sounds of a cave-in in the mine and it did feel – well.....oddly rejuvenating. I learned as much as the children. And gradually you become addicted to the buzz of seeing the children genuinely interested and excited to be learning. And so you learn too.

I find it hard to believe it's so relatively recently we were delivering a 19th century education system.



DISCUSSION

Following their presentation, the speakers from the Children's Parliament were asked to expand on their vision of the primary school of the future.

The discussion kicked off with a question around how children could be encouraged to try different things if they had a choice of what they learn. In response, the panellists suggested that there could be 'propaganda posters' with quotes about what children could expect from different courses alongside photographs of the teacher leading the course. It was also suggested that 'taster sessions' could be made available for children in nursery school so they got the chance to try everything once.

In answer to a question about how teachers needed to change to realise the vision they'd outlined, the panellists said that they needed to stop shouting. In the future there would be no shouting, and teachers would be much more approachable with children calling them by their first name and able to engage with them without needing to raise their hands.

It was suggested that children could start going to the hive around the age of five. Although it would still be illegal not to go to school in 2030, the starting age would be much more flexible and children would only go when they felt ready, with the option to start half way through the school year. Children with additional needs, who for example had autism or were hyperactive, would be integrated into the school – or hive – but would have support workers if they were required.

There was a question about whether we would see different nationalities at primary schools in the future. The panellists were emphatic that the schools of the future would be much more multicultural with lots of different nationalities making up the school roll. This was deemed to be a very good thing as children from different places would provide much greater opportunities for other children to hear stories from around the world.

When probed about what would happen when things went wrong, such as children misbehaving or losing interest in their learning, the contributors suggested this was less likely to happen in the scenario they had outlined because there would be much more freedom for children to choose what they wanted to learn and the learning would be much more engaging. When there were instances of children being disrespectful, it was suggested that there would be the option for children to take time out of the hive until things had calmed down. In addition, there would be more supportive discussions at home and at school about how to turn things round when they went wrong. It was also noted that discussions with parents about school were much more likely to be positive, with both children and staff sharing stories about things going well rather than only raising problems.

The care/education divide

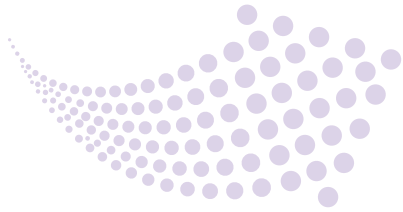
When asked about how parents could be encouraged to engage in the hive as outlined in the presentation, the contributors suggested that they would actively want to be involved as they would enjoy the space and activities as much as the children. They added that the children would really welcome the presence of adults in the hive, as they could share their experience of learning. It was noted that intergenerational learning would be just as important for the adults as for the children and that the adults were as likely to learn from the children, as the other way round.

In response to a question about where the type of learning they had outlined would take place, the contributors said the hive with its network of hubs could use the existing school buildings but that there would need to be much more space both indoors and outdoors to allow for the range of activities that would be on offer.

At the end of the discussion, it was noted that the vision the young people had outlined with its reference to learning taking place outdoors, was similar to the thinking in the book, 'Dirty Maths' by Julia Robertson which illustrates how concepts taught in maths can be undertaken in a forest.

Next steps

Following the discussion, participants were asked to reflect on the contributions from the Children's Parliament and to write a 'postcard from the future' with their vision of Scotland's primary schools in 2030. The scenario set out in the appendix summarises the views and thoughts that were put forward.



Appendix 1

School, Education and Learning in 2030

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

WHEN

The system

At around the age of seven, children leave the kindergarten system for primary school where they learn in mixed age groups at their own pace. In some areas the divide between primary and secondary education has gone with schools taking children from seven to sixteen.

Innovations of this kind, shaped by teachers and children as well as the community, have been made possible since power and funding were devolved to a local level.

WHAT

The curriculum

With the focus at this stage of the education system on encouraging children to find their skills and interests, the school day is largely unstructured with a flexible curriculum. There is a focus on enjoyment and fun. Children are encouraged to try different approaches to learning with the support of expert guides and mentors.

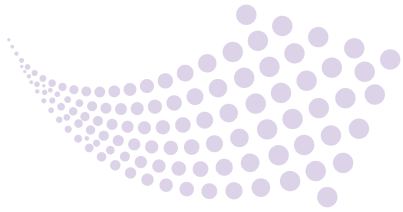
The consultation exercises that started to emerge 15 years ago, helping children co-create their curriculum have been taken a step further; children are now seen as leaders of their learning and staff as facilitators of that learning.

Through this kind of learning, children are more likely to be flexible, motivated, problem solvers. While this will support them in an ever-changing workplace, there is much less focus on employability than there was in the past, as the primary aim of education now is to enhance children's lives.

The four capacities of the Curriculum for Excellence (successful learners, confident individuals, responsible citizens, effective contributors) have been retained and are being realised by all learners.

Behaviour is now less of an issue as pupils have their own reasons for learning based on what interests them. Schools are much better at engaging parents about the behaviour of their children where this is an issue, and where situations escalate restorative justice models are used to negotiate a resolution that is satisfactory to all involved.

All subjects, especially literacy and numeracy, are studied in a real-life context, which provides a depth to the learning. Within the curriculum there is the opportunity to learn about Scottish culture although a lot of learning also takes place through other languages.



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WHAT

The curriculum

The curriculum is regularly revisited by children and others directly involved in their education including parents and the wider community. A desire for ethical education forms part of those discussions in addition to an acknowledgement of changes in the available technology, the work place, and the political and economic situation.

With no poverty-related stigma, every child is able to fully participate in all aspects of learning regardless of their background. It is well recognised that learning takes place when children feel safe and not stigmatised. As such there is an ongoing discussion with children about whether they feel excluded on the basis of any other characteristic or perceived label, and whether systems or behaviours need to change to address any such concerns.

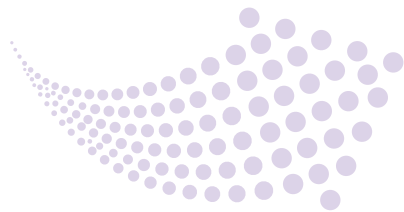
WHERE

The space

Primary education takes place in a network of connected learning hubs. These hubs are seen as pastoral centres at the heart of the local community while the resources of the community are in turn used to enhance the learning experience. Local businesses and charities offer many opportunities for children to engage with the real world through work placements and other projects that allow for the real life application of learning. These opportunities give education more meaning and encourage teamwork.

Children are regularly consulted about their learning environment to gauge what they need to further enhance their learning experience.

Around the learning hubs there is plenty of outdoor space, parts of which are wooded. The buildings and outdoor spaces have been designed so they are easy to navigate, with signage that helps children find their way to the right hub and learning activity. Much of the learning takes place outside and the outdoor space also allows children to build and unbuild temporary structures which they have dreamed and built with the help of adults. In general, societal attitudes to risk and failure have dramatically changed with pupils taken on visits to the National Museum of Failure to encourage them to experiment and fail.



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HOW and WHO

The staff

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 range of ethnic backgrounds.

Teachers who have spent more than 10 years in the profession are encouraged to take a gap year to enable them to widen their life experience and retain their passion for their subject. Staff are now highly trained in a wide number of techniques and knowledge in relation to children's development.

However, the word 'teacher' has been dropped from common parlance, as the larger community is now used to source skilled staff. In addition, much more learning takes place through peer to peer and intergenerational interactions with support from friends, parents, grandparents and other members of the community.

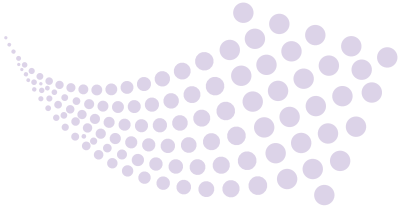
A radical overhaul of the teaching profession in 2019 saw a change in mindset around the qualities required to be a good teacher. Since then, teachers are no longer viewed as educators delivering knowledge, but as facilitators of learning. As a society we have moved from valuing knowledge to valuing pedagogy and personal qualities.

Investment in training has also led to much greater flexibility within the profession, and has allowed staff greater autonomy to tailor learning to the needs of individual children. Staff also have a sound understanding of children with additional support needs, such as dyslexia and ADHD, and a better understanding what inclusion means in practice.

The 2019 review also looked at power within the education system. Recommendations from the review subsequently led to a more respectful relationship between teachers and pupils; the use of teachers' first names has since become commonplace and practices such as children being required to raise their hand before they speak and teachers shouting at children have long since been ditched. This rebalancing of power between teachers and pupils became much easier as teachers and pupils began to gain a higher degree of autonomy.

Technology has been harnessed to enhance, rather than drive, learning. Each pupil has an iPad linked to a facilitator who helps children, especially those with ADHD, structure their learning. While technology plays a role, children understand the importance of face to face learning in addition to screen time.

Overall, teachers have a greater sense of agency and feel empowered to support children with their learning. They are supported by parents who have curbed their own competitive tendencies and are happy to place their trust in those working within the education system.



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SUCCESS

Qualifications and competences system

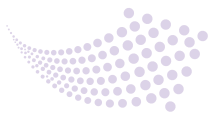
The poverty attainment gap has disappeared, although how attainment is measured has shifted; talent, initiative and skills are no longer based on competitive exams.

There is an ongoing healthy debate about whether measurement matters at all and what purpose it serves within education.

VALUES and BEHAVIOURS

The primary aim of education is to enhance a child's life. Learning is no longer about 'things' but about how to be, with the qualities of empathy, expression and creativity highly valued. There is a shared recognition that we need to harness the huge resources of energy and creativity of our children to make the world a better place.

Accountability within the education system is to the people who matter the most, the children who are learning; as a result, children's views are routinely sought out and acted upon.



List of participants

Margaret Alcorn	SELMAS
Tam Baillie	Upstart
Una Bartley	
Keir Bloomer	Independent Consultant
Bill Bowman	MSP
Sandra Cairncross	Edinburgh Napier University
Andrew Cubie	Goodison Group in Scotland/Scotland's Futures Forum
Francesca de Munnich	Save the Children
Andrew Dickenson	Kelvinside Academy
Gillian Hamilton	SCEL
Danny Hunter	Architecture and Design Scotland
Kate Johnston	Upstart
Rob Littlejohn	Scotland's Futures Forum
Tina Livingston	Twobridge Consultancy Ltd
David Maltman	Future Proof Learning
Willie Maltman	Future Proof Learning
Neil McLennan	University of Aberdeen
Cathy McCulloch	Children's Parliament
Carole Miller	Consultant
Ken Muir	General Teaching Council for Scotland
Ann Packard	RSA
Katie Reid	Children's Parliament
Sinead Rhodes	University of Edinburgh
Bill Rodger	Consultant
Juliet Scott-Barrett	University of Edinburgh
Duncan Slater	
Pat Strutton	Intergenerational National Network
Ninian Stuart	Centre of Stewardship
Dylan	Member of the Children's Parliament (Tranent)
Alexander	Member of the Children's Parliament (Tranent)



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