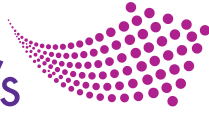




The Scottish Parliament
Pàrlamaid na h-Alba

Scotland's
Futures Forum
Fòram Alba air Thoiseach

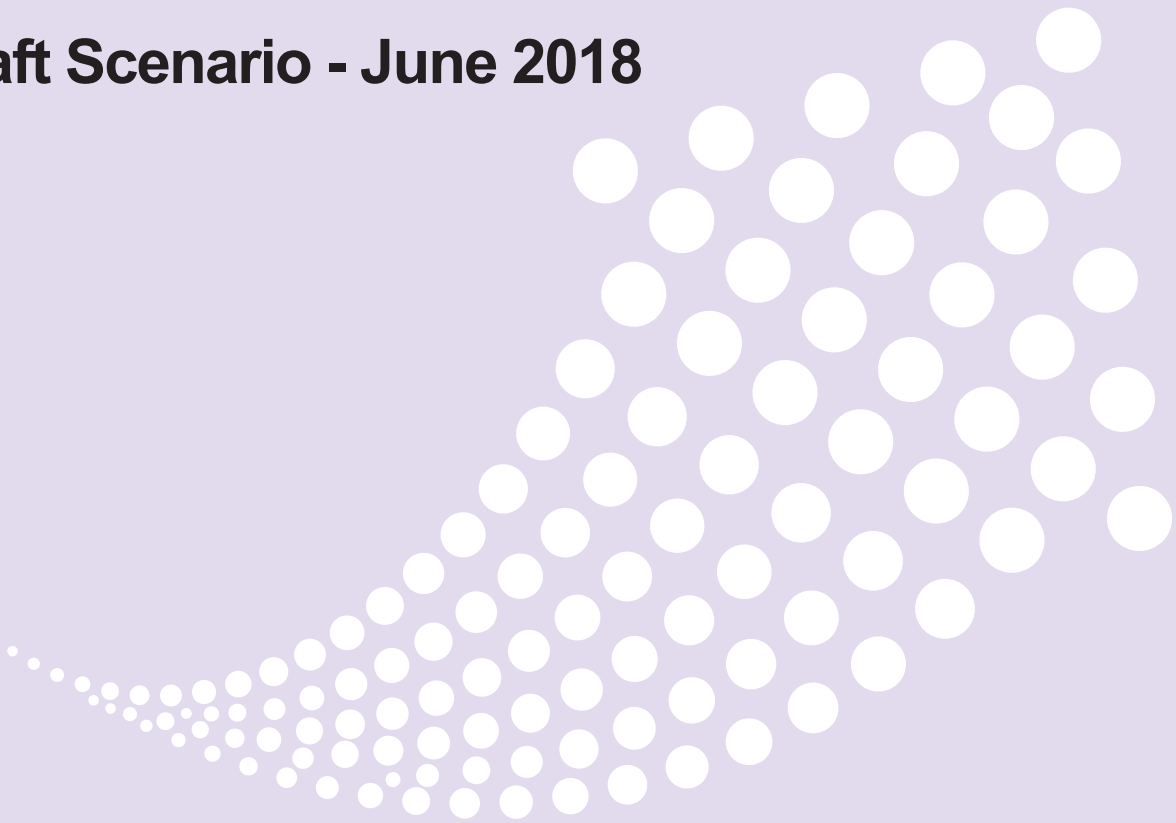


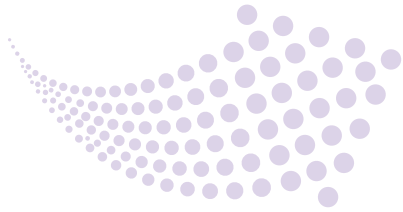
Goodison Group
in Scotland

INFLUENCING LEARNING

Scotland's Futures Forum / Goodison Group in Scotland **Primary Education in 2030**

Draft Scenario - June 2018





Primary Education

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.

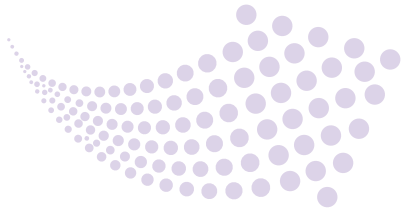
The consultation exercises that started to emerge 15 years ago, helping children co-create their curriculum have been taken a step further; children are now seen as leaders of their learning and staff as facilitators of that learning.

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.

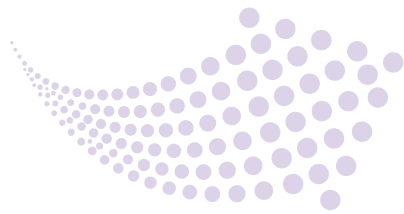
WHERE

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.

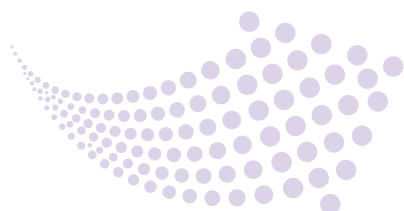
A radical overhaul of the teaching profession in 2019 saw a change in mindset around the qualities required to be a good teacher. Since then, teachers are no longer viewed as educators delivering knowledge, but as facilitators of learning. As a society we have moved from valuing knowledge to valuing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

A note on this scenario

This scenario has been developed through a series of debates held by the Goodison Group in Scotland and Scotland's Futures Forum as part of the Scotland 2030 Programme.

Participants from a wide range of backgrounds, including education, academia, government and business, were asked to consider our aspirations for education and learning in 2030 and beyond. What could become a reality? What are the implications for education and learning when the future is uncertain and continues to change rapidly? What capacities will people of all ages need to develop to thrive in this type of environment? How will education and learning help shape our culture and society?

The scenario is designed to provoke thoughts and ideas; it is not a prediction. For more information on the project, visit www.scotlandfutureforum.org.