

FUTURE SCHOOLS ALLIANCE

Term 3 2020

T-1000

Ensuring a future of fairness and equity

Future Proof

Young Social Innovators make their mark

Exploring STEM across the curriculum

Margaret Hendry School

Webinar Series

An open letter to parents and guardians

8 School Transformation Principles



EXPLORING, EVOLVING AND TRANSFORMING
THE FUTURE OF EDUCATION

FSA TERM 3 2020

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FEATURE SCHOOL

Margaret Hendry School

Exploring, Evolving and Transforming the Future of Education.

Thank you to all our FSA Schools for your ongoing support of the Alliance and a collective effort to create a world of purpose filled, innovative and empowered learning.

Best wishes for the mid year break. We look forward to continuing this journey with you into Term 4.

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A PUBLICATION FOR INNOVATIVE EDUCATORS

FSA

T-1000

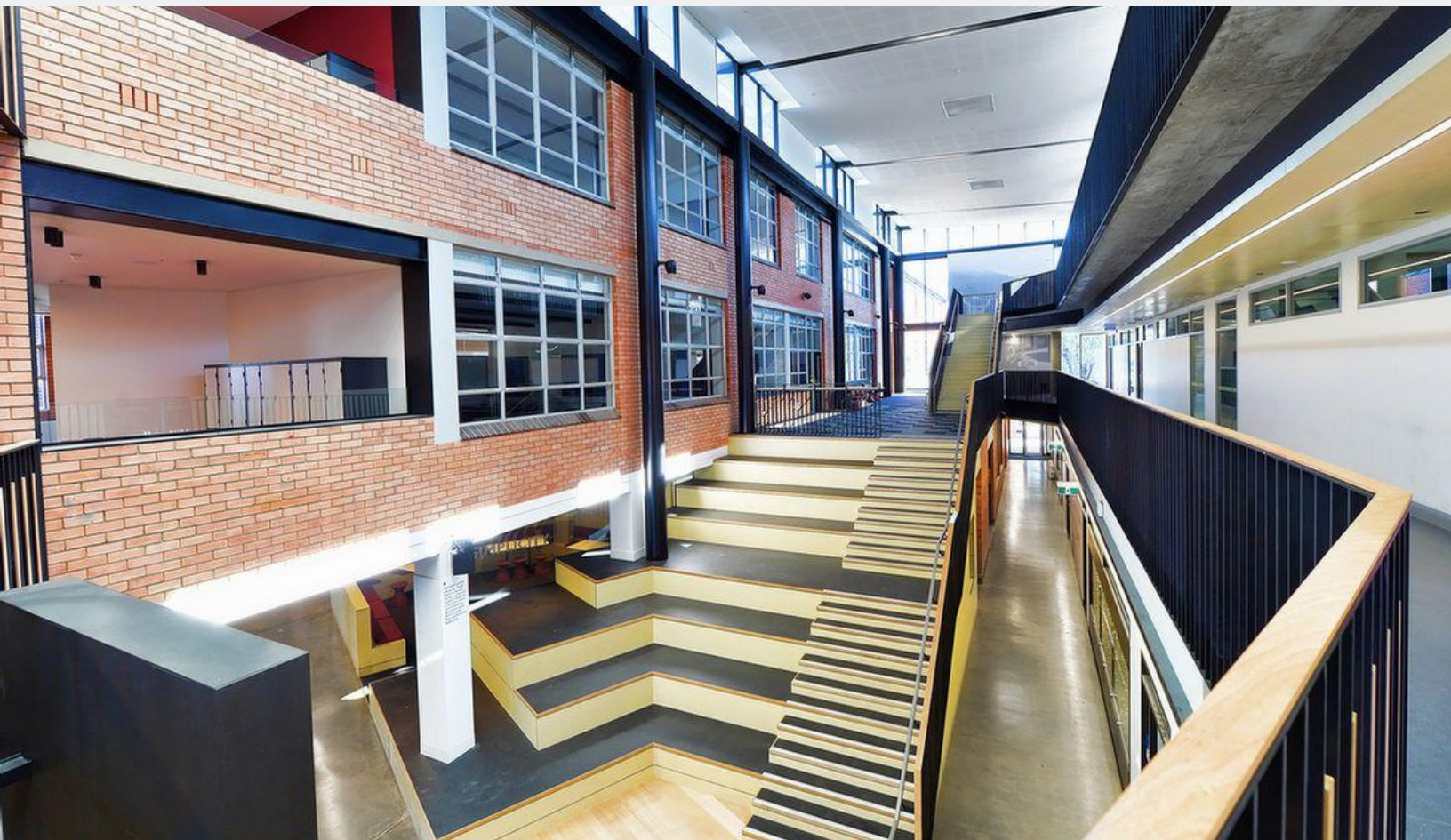
BY JILL FITZSIMONS
DIRECTOR OF PROFESSIONAL LEARNING AND PARTNERSHIPS
MARCELLIN COLLEGE

When I need a bit of inspiration to keep going as a teacher and leader, I think of Terminator 2: Judgement Day's antagonist, T-1000, the shapeshifting android assassin. Despite being pumped with bullets from the 12 gauge Winchester shotgun of T-800 (played by Arnold Schwarzenegger), T-1000 absorbs bullets, miraculously melts back into shape and after a brief pause, keeps going with steadfast steeliness and resolve.

I have thought about T-1000 a lot this year. Not only is Marcellin College, like everyone else, coping with the impact of COVID-19 and all of its curveballs, we're into the first year of a new Year 9 and 10 teaching and learning program, are rolling out a new learning management system and have a new middle leaders program. We also have a new principal and deputy principal and new Year 7 and 8 programs in the wings. Sound challenging? Oh yeah. Insurmountable? It has felt like that at times (in fact, a lot of times) but somehow the image of T-1000 calmly and purposefully moving forward, absorbing pressure, has reinforced the importance of embracing change with measured and fluid adaptation.

T-1000 is a bit of a lone wolf though, whereas Marcellin College is a big Catholic Marist community with a diverse array of staff, boys and their families, so while T-1000's protean nature helps him respond to setbacks in a very physical way, we've coped with (and adapted to) all that's been heaped upon us by honouring our identity as people of hope, as well as drawing on our belief in the power of community and mystery.


We have also had to 'feel the fear and do it anyway' about a lot of things which has been great for the College culture and opened a few windows a la Vatican II. This is no mean feat; Marcellin's size means that it is home to staff at various career stages, as well as staff that are new to the College. This means that at any given time we have staff on a continuum: staff feeling completely okay with our software and learning management system, to those feeling completely lost and overwhelmed staff with deep roots at the College. to those just establishing relationships with the boys, our families, and other staff staff feeling unsure about changes to the teaching and learning program and the new assessment and reporting structures, to those feeling confident and comfortable.



As my brother sometimes says, 'Sanyo. That's life.' And he's right; it is and it's good advice, otherwise you'll do your head in; however, the upside to all of this is that crisis has been good for us – we've had to do things to survive that would have taken forever to implement in other circumstances. And I am not telling tales out of school, tonnes of organisations have said the same thing. A case in point is the fact that we entered into a full and committed relationship with Microsoft Teams with a minimum of fuss. It is amazing what a bit of adrenalin and a 'get tough or die' mindset can achieve. This involved short, sharp professional learning sessions and a lot of discussion, collaboration, and experimentation. Some sessions were face-to-face, and others were via Teams. We recorded these sessions, created short instructional videos for one another and used the chat stream to fight the power in the face of challenge. We even embraced Microsoft's changes to Teams as we went along. No dramas at all. Lessons learned out in ward rounds also proved to be rich sources of PD as teachers learned how to outfox students who thought they could take control of the microphone. Talk about satisfying small wins.

Dave Runge (Co-founder of Future Schools Alliance) and I talked a lot about adaptive cultures last year and their willingness to lean in to challenge to ensure their survival and growth. At the time I could see the wisdom of what Dave was talking about but was facing a myriad of challenges just trying to keep my head above water in a new role that required me to support staff to implement a very ambitious teaching and learning program, as well as attending to core business (and a whole lot of other things). I must admit, I was not sure I had enough hours in the day to help Marcellin be the future school it aspired to be, but I have never stopped trying. Indeed, a key Marist text, *Water from the Rock*, guides staff in Catholic Marist schools to be sources of life for one another and to endure: 'We become streams of living water' and I often close my eyes and think about this metaphor, as well as the image of T-1000 melting back into life to tackle another challenge. I think the biggest thing that I've taken from this year is that Marcellin is not just capable of adaptation; it has adapted and grown. There's still plenty to do, but our response to crisis has changed the way many of us see ourselves as individuals and teams and has provided us with different, more agile practices that have allowed us to thrive rather than struggle.



A blurred background image showing the backs of several school children walking away from the camera. They are wearing blue school uniforms and carrying backpacks. The focus is on the text overlay on the right.

Ensuring a future of fairness and equity

BY JEN BUCHANAN
CONVENOR - FUTURE SCHOOLS ALLIANCE

The ATAR is a rank. It is a number that indicates a student's academic achievement in relation to other students. Australia is the only country in the world that ranks its students against each other for university entrance. Other countries use scoring systems, but they don't force students to compete against each other for a place in tertiary education.

The underlying flaw with ranking students against each other is that to assess students on the same content they need to be learning from a standardised curriculum which is then examined as a single body. Opinion is divided across Australia regarding whether this is the best model of educating for the future and ensures equity and fairness for all our young people. The underlying issue with a standard curriculum is who determines "what is standard" in an evolving future?

To illustrate this point, step back to 1978 for an episode of *Diff'rent Strokes*. In Season One, Mr Drummond is forced to confront prejudices he is unaware of. He sends Arnold and Willis to an elite prep school, only to learn that they fail the entrance exam. Arnold doesn't make the grade when asked "How many people can you fit in a 3-bedroom apartment with a double bed in each room?". He answers "Eighteen", to a bemused looking Mr Drummond. Arnold then clarifies his answer: "Eighteen: three in each bed, two on the floor, six on the couch, and one person sleeping in the bathtub".

The ATAR as the only measure of a student's learning is a poor metric. A government-commissioned report *Looking to the Future* recommends introducing a "Learner Profile" to reflect a broad range of skills and capabilities and attributes to supplement to the ATAR, and to serve as the basis for a digital "Education Passport", which would track people's qualifications and experience throughout their lives. It is a step in the right direction, however we need to unshackle ourselves from the need to constantly measure, grade and assess young people.



The report raises a challenge expressed by educators about how skills would be assessed in a school setting, and could be recorded consistently and equitably, particularly when learning took place outside the school. Included in the report is an example of proposed capabilities including leadership, creativity, ethical understanding, intercultural understanding, personal and social capability. Recognised by many, these are in-demand skills of future workplaces as they are skills of the heart - our human skills, the skills which cannot be automated or replicated by technology. Nor should these skills be assessed, as they are ever evolving and organic, they are what make each of us human and unique.

Considering the introduction of a Learner Profile that supplements a highly competitive ATAR score, there is an opportunity to create a new paradigm: one where Australia shifts from having one of the most highly competitive education systems in the world, to creating a far more equitable system where students re put in the driver's seat of their own education. However, we must do this cautiously and ensure the proposed Learner Profile is not a rigid list of capabilities, with an emphasis on comparative measures and externally assessed through levels. This would be unethical, remove student agency and would not value the unique skills that make each of us human. Our thinking must not be geared to pre-determining what we consider are important attributes for our young people's future.

The future is uncertain and there are no answers. We do, however, have the flexibility to allow a young person how to explore their interests, without the pressure of imposing our values and world views relevant only in 2020. This is a time of historic importance and collectively around the world we have been given a unique opportunity to take a collective pause. From this pause, there is an urgency to recognise our young people are experiencing ongoing disruptions to their education and need to be schooled differently. The current crisis highlights a very real pandemic of gross inequity across different sectors of our society. We need to respond ethically and approach education from emotional competency, not an existing model of knowledge acquisition and human data. This not only is a model born of the industrial age, it is a model that reflects pre-COVID times. We have moved on.

A background image showing the lower half of several school children in white polo shirts and dark trousers, walking on a paved path. One child in the center is wearing a pink watch.

Future Proof

BY PETER HUTTON
DIRECTOR - FUTURE SCHOOLS ALLIANCE

I sometimes almost vomit when I read school websites, and in my current role I do quite a bit of that. In scouring the world for cutting edge innovation, I track down leads that emerge from Google searches, such as Innovation awards lists and referrals from colleagues. The reason for my repulsion is the use of hugely aspirational language around various (non) innovative programs, putting the student at the centre of all we[HB1] do, preparing students for the future and at its most audacious claiming to “future proof” students.

Without doubt such schools and their marketing teams are well intentioned. , Much time and effort has been spent on getting the wordage just right, but almost without exception there is no plan, no steps to reach this grand vision other than enthusiasm. Neither the walk, nor the culture, match the rhetoric. Even a cursory desktop investigation reveals the same old paradigm of teacher led, ‘do-to-you’ education, limited student agency, parent as customer, no deep integration with community, an emphasis of order, hierarchy and systems so unlike the organic free flowing, rapidly changing environment of today, let alone the future. Most schools are simply doing the same old stuff with minor tweaks here and there.

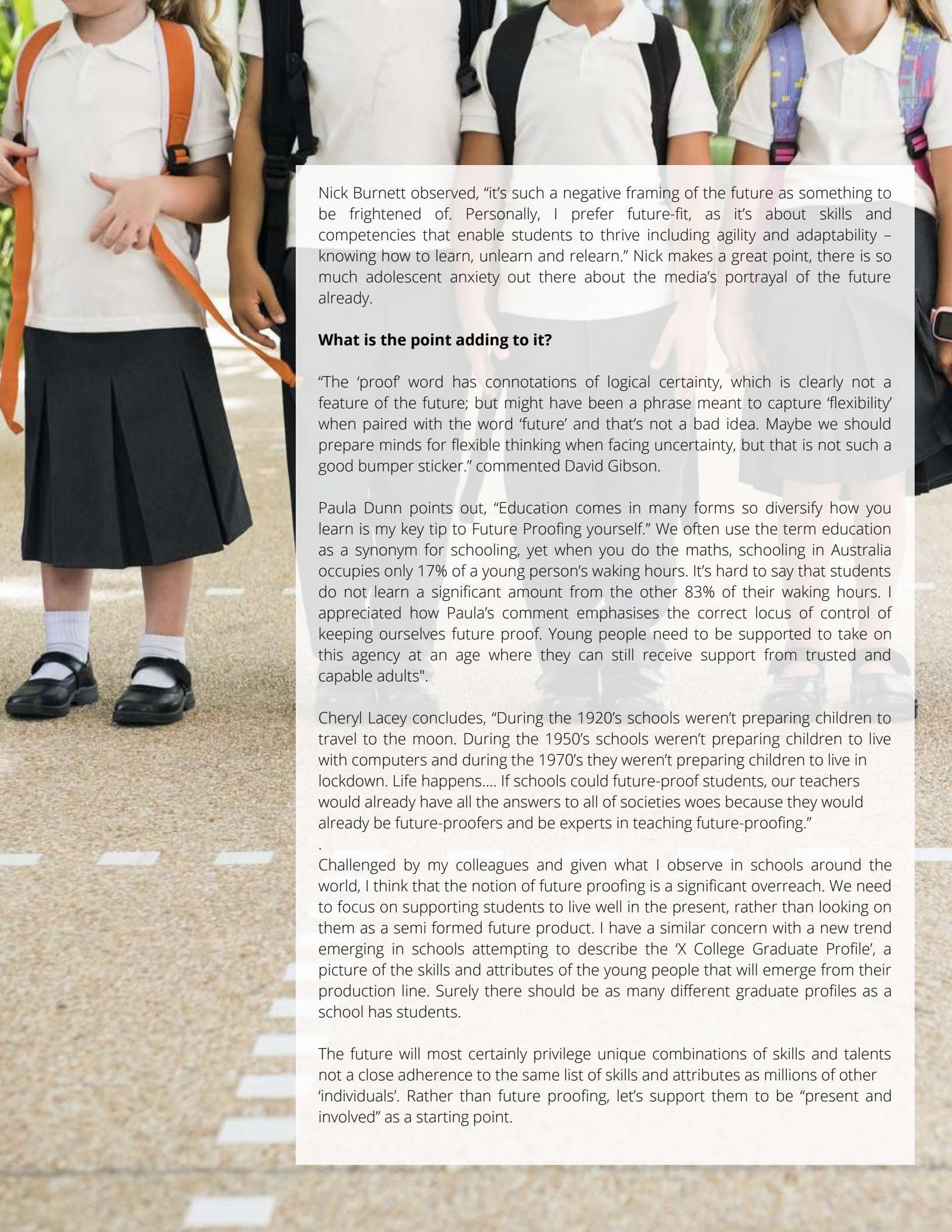
Segway to my experiences of LinkedIn of late. I publish, but rarely read given that annoyingly the platform does not support text to voice to better service my dyslexic brain. However, recently I posted a question, a challenge rather than an opinion. “Can education really Future Proof students?”

To my delight what followed was a cascade of well-reasoned positions. My own views evolved by reading the contributions to this professional discussion and being so delighted, , that I felt inclined to share their distilled wisdom, with appropriate acknowledgements.

“Define future?” asks Michelle Williams, “ A five year plan future? – potentially but a ‘whole of career’ future? – no – not even with the notion of ‘transferable’ and ‘21st Century’ skills. We never fully transfer schema – we can apply schema to situations that are similar and incrementally different, but there is always a new learning required for a new situation, dynamic or era.” Michelle makes a good point that our notion of ‘ready for what’ future is limited to our current reality.

How many people in their eighties, for whom electricity in the home was a paradigm shift, could have contemplated the internet, much less the internet of things?

“I’d say that future proofing, future readiness and even navigating the future are all very passive frames, where the future is set up as an inevitable thing that’s going to happen to students, and they need to be protected from it or prepared for it. Given the world today’s students are inheriting, let’s get them ready to navigate the future for sure, but let’s also support them to demand, design, and build a better future, because they’re going to need to” comments Matt Norman.



Nick Burnett observed, "it's such a negative framing of the future as something to be frightened of. Personally, I prefer future-fit, as it's about skills and competencies that enable students to thrive including agility and adaptability – knowing how to learn, unlearn and relearn." Nick makes a great point, there is so much adolescent anxiety out there about the media's portrayal of the future already.

What is the point adding to it?

"The 'proof' word has connotations of logical certainty, which is clearly not a feature of the future; but might have been a phrase meant to capture 'flexibility' when paired with the word 'future' and that's not a bad idea. Maybe we should prepare minds for flexible thinking when facing uncertainty, but that is not such a good bumper sticker." commented David Gibson.

Paula Dunn points out, "Education comes in many forms so diversify how you learn is my key tip to Future Proofing yourself." We often use the term education as a synonym for schooling, yet when you do the maths, schooling in Australia occupies only 17% of a young person's waking hours. It's hard to say that students do not learn a significant amount from the other 83% of their waking hours. I appreciated how Paula's comment emphasises the correct locus of control of keeping ourselves future proof. Young people need to be supported to take on this agency at an age where they can still receive support from trusted and capable adults".

Cheryl Lacey concludes, "During the 1920's schools weren't preparing children to travel to the moon. During the 1950's schools weren't preparing children to live with computers and during the 1970's they weren't preparing children to live in lockdown. Life happens.... If schools could future-proof students, our teachers would already have all the answers to all of societies woes because they would already be future-proofers and be experts in teaching future-proofing."

Challenged by my colleagues and given what I observe in schools around the world, I think that the notion of future proofing is a significant overreach. We need to focus on supporting students to live well in the present, rather than looking on them as a semi formed future product. I have a similar concern with a new trend emerging in schools attempting to describe the 'X College Graduate Profile', a picture of the skills and attributes of the young people that will emerge from their production line. Surely there should be as many different graduate profiles as a school has students.

The future will most certainly privilege unique combinations of skills and talents not a close adherence to the same list of skills and attributes as millions of other 'individuals'. Rather than future proofing, let's support them to be "present and involved" as a starting point.

It is one thing to care about issues – it is another thing to step up and be part of the solution. Crazy Ideas College (CIC) provides opportunities for young people to lead change and develop ideas that enrich the lives of their fellow citizens. Some of the questions that drive the work of the CIC team include:

- Is the future truly up for grabs?
- Will we continue to see transformation in terms of how we organise our economies, communities, health systems and educational models?
- If transformation is happening, do young people deserve the opportunity to contribute to these conversations and movements for change?
- Do we need to do more to make sure young people learn the skills and capacities required to thrive in the modern world?
- How can CIC make it beneficial and easy for community, business and schools to partner in helping young people build the skills, confidence and connections to 'get in the change game'?

A case study begins

Many young people have the ability to think in inspired and outrageous way. They are passionate, action oriented and brilliant pollinators and connectors. This live case study highlights the positive and substantial impacts that arise when we unlock the energy, wisdom and talents of young people.

88 young people
from 3 schools

18 Ideas

400 community
votes

8 ideas brought
to life

Three schools accepted the invitation to participate in Ballarat's Social Innovators program. The students were drawn from years 7 and 8 at Mt Rowan Secondary College, Year 9 at Ballarat Grammar and VCAL students from Federation College. The program was largely delivered as a remote learning experience during lockdown though students were able to pitch live to community partners.

Here's what young innovators did: Students worked in teams on the issues they cared most about. Students followed the four phases of CIC's Social Innovators Journey so that they could; learn more about their issues, generate inspired ideas, develop experiments illustrating how these ideas could work in the world and promote their ideas to community. Students took ownership of their experience accessing the CIC resources to navigate their way through the journey. For each phase teams completed a series of activities to ensure their thinking was creative and robust. Most teams spent about a day a week for five weeks developing their ideas. Armed with an idea they were excited by and confident with, the teams pitched their ideas to community leaders and generated over 400 votes from community using the CIC beyond ideas portal.

Here's what the educators did:

The educators loaded the CIC resources onto the school platforms so that students had ease of access. The schools also set up IT platforms that enabled teams to work through activities together. Educators liaised with the CIC team to set up targeted support sessions for the students. Some schools assigned teachers to provide light touch troubleshooting support for teams as they encountered challenges. Schools promoted the work of their students through their school community and networks.

Here's what the community did:

The City of Ballarat along with the Committee for Ballarat sponsored the program and promoted the work of young people through their networks. Community partners framed the social innovation challenges and provided feedback to teams as they were testing and twisting their ideas. Community partners assessed the pitches and have connected teams to the people and organisations that can help bring their ideas to life.

Upon completion of the five-week program, around half of the students indicated they are committed to seeing their ideas implemented in community (even though this wasn't built into their school schedule). Eight teams are now working with community partners to deliver an experiment that will point the way to how their big and bold ideas might be scaled up over time.

Community partners have been inspired by the ambition of the students and are jumping on board to partner teams. Things are moving really quickly and substantial progress is being made:

- The UFS dispensary is sponsoring the development of the Young and You podcast (focussed on positive body image). Partners have taken the team through podcast training and the podcast will be released in November.
- A local IGA has agreed to stock eco-friendly reusable bags invented and produced by one of the teams.
- An aged care provider is working with a team to introduce the 'hire a grandkid' program.
- A team has started delivering a peer support program that encourages primary school students to look after their well-being and develop good remote learning habits.
- Headspace is supporting a team to introduce an innovative card system that enables young people to track alcohol purchases and make good decisions about alcohol use.
- The Council and Fifteen Trees are partnering a team to stage a 'Covid Clean Up' whereby families will be incentivised to walk together and clean up their neighbourhoods.
- Students are partnering with the YMCA to establish a 'By teens for Teens' exercise program that will encourage teenagers to get physically active in a teen friendly environment.
- One of the schools is partnering with a team to establish a peer learning exchange with young people in a remote indigenous community.

'It helped us create something we are passionate about and gave us the tools to do it' - Perri Eaton, Year 9 Student


'I know the students have progressed as independent users...and they have developed resilience. Those two things are valuable to carry forward' - Dan Guerin, Teacher Mt Rowan Secondary College

For more information, visit the [CIC website](#) or contact Kieran Murrihy at kieran@crazyideascollege.com.

Thanks to Kieran for this contribution. Kieran is a futurist and co-founder of Crazy Ideas College - one of the FSA's partner organisations. Kieran is also the founder of Foresight Lane, a consultancy supporting the bold and inspired people and organisations transforming the way we deliver health, education and community services.

Year 9 Students - Ballarat Grammar





Hidden gems: exploring STEM across the curriculum


NICOLA FORREST
PRINCIPAL
CORNISH COLLEGE VIC

Have you ever thought about STEM in relation to a colony of bees and their hive? How about the operations of aquaponics? Perhaps you recognise STEM in the development of a clay sculpture, the pyramids of ancient Egypt, an automated non-contact timer for hand-washing or in the baking and construction of a cupcake tower. All of these are perhaps surprising examples of STEM at Cornish College.

At Cornish, STEM is not something we reserve for a STEM centre – it is a lens through which we teach, observe and learn across all disciplines. Integrating STEM throughout the curriculum helps students to understand its tangible, practical role in the world beyond schools, where we draw on scientific, technological, engineering and mathematical thinking as a series of interconnected understandings. It helps consolidate students' knowledge, ensuring deep, transferrable learning as they apply their understandings and skills across all disciplines.

This is why STEM can be found throughout Cornish in unexpected ways – often beyond the science laboratories. Our students apply STEM principles in art rooms, humanities classes, our award-winning Eco Centre and throughout our hundred-acre classroom. Whilst they explore STEM through dedicated disciplines and subjects such as mathematics, coding, robotics and the sciences (physics, biology, environmental science and chemistry), it is more than just a catchphrase – it is a vehicle through which students identify and solve problems as the critical and creative thinkers our world needs them to be.

At Cornish College, STEM is not just for our future engineers, mathematicians and scientists, but for all of our students, as they develop the entrepreneurial mindset and skills that will help them to make a difference for a sustainable, thriving future no matter what path they take in their exploration of life. That is education of a different kind.



Doesn't
my future
matter
too?

MARGARET HENDRY SCHOOL

Where learning is inherently playful

Maxine Galante - Deputy Principal

At Margaret Hendry School we believe in personalising the learning for all children. By placing the child at the centre, we empower children to become autonomous change-agents within their own community. As a school, we prioritise student voice and choice to maximise motivation and engagement, and facilitate authentic learning experiences through inquiry and deep learning to support children in developing the essential skills required of future global citizens.

We know that when children's passions are harnessed and interests are nurtured, lines of inquiry become the springboard into a world of discovery and curiosity. Through play-based pedagogies and project-based learning, children demonstrate their thinking and understanding while making connections to the world around them.

A day in the life of a student minister...

To empower our children with authentic voice, Margaret Hendry School's Children's Parliament amplifies the voice of all children. Student Ministers for Learning, Play, Cultural Integrity, Environment, Marketing and Communication and Aboriginal and Torres Strait Islander Affairs each run their own portfolio and have a team of student-advisors that support them in fulfilling their role.

"Parliament sits on a Thursday afternoon, and this is when we can talk about what is happening and what needs to get done. I have advisors to help me. On a Tuesday afternoon, I have my own time to work on my projects. I can also use Hub Time if there's lots to do. Hubs is our self-directed learning time where we have choice in our learning."

Isabella, Year 6 Minister for Environment.



WEBINAR SERIES TERM 3 - "IN CONVERSATION"

Leslie Medema: Green School

Our webinar series began the term with an engaging conversation with Leslie Medema. Leslie is the Head of Learning at one of the most unique and progressive international schools in the world - Green School. Leslie is a strong advocate for educational reform, a champion for the people and determined visionary. During her eight-years at Green School Bali with four of those years as Principal, Leslie and the team designed and implemented a unique and innovative High School programme. In this [webinar](#) conversation she spoke from the heart, sharing her experiences from her time at Green School Bali and more recently her role in overseeing curriculum development for Green School New Zealand and Green School South Africa. Leslie is a passionate educator, known for promoting life-long learning that truly supports young people to thrive and live a life with purpose.



Parag Mankeekar: Real Lives

In our second webinar series for the term Peter was joined by Parag Mankeekar from Real Lives. Real Lives brings to life different cultures, human geography, political systems, economic opportunities, personal decisions, health issues, family issues, schooling, jobs, religions, geography, war, peace, and more. In the conversation Parag spoke about the how educational games can be a positive way to way to make learning exciting, and simulation games are best of all, putting us in control of the learning experience. Parag Mankeekar is a recipient of Ashoka Fellowship. The ideas and products he has worked on over the years focus on initiatives on social and educational gaming in domains such as disaster management, climate change, environment challenges and other social domains.

AN OPEN LETTER TO PARENTS, GUARDIANS AND EDUCATORS

BY PETER HUTTON
DIRECTOR - FUTURE SCHOOLS ALLIANCE



Let's start from the premise that we love our kids. We want what's best for them, we want them to be happy, we worry intensively about them particularly when we see a world unfolding around that is changing so rapidly. Institutions that we once thought were noble and untouchable are crumbling, billions of dollars can be lost or made within a matter of hours, rates of mental illness and reports of domestic violence skyrocket, our borders are besieged by people from other countries which in our heart of hearts we know have just as much right to be Australians and live in a country of relative peace, prosperity and opportunity as we do...and we worry. Humans are relatively simple creatures, when fearful we stay in a pack, like wildebeest on the Serengeti we feel safest in numbers. But when we look at our education system, with its ties and blazers, Captain of choirs, honour boards listing name of duxs, their glory long since forgotten and their names now unknown, taking a day out of our supposedly valuable curriculum time to watch the 20% of students who swim in the House Sports, 18-year-old men forced to sit in detention for a minor infraction when 50 years ago they could seemingly be entrusted with an M-16 in Vietnam, don't you worry that we may not have moved with the times? Is it not strange when young entrepreneurs can be writing code in selling technological products on the Internet by night, but forced to learn outdated concepts by day, deprived of the very technologies that they earn a handsome profit with?

Having spent 25 years in education, I have learnt a number of things. "Kids are kids"... when they're treated respectfully they are generally quite reasonable people, and from their standpoint continue to make rational decisions....most of the time. I have learnt that adolescence is for most people a time of self-doubt, confusion, frustration, anxiety, interspersed with fleeting moments of joy, friendship, and self-discovery. Our kids are not the problem, our outdated education system is. Designed 200 years ago, it was intended to sift out the academic elite from those who are going to factories and mindless administrative jobs. It taught compliance, conformity of thought, error or minimisation and the development of a basic skill set in the 3R's. It was never intended to foster creativity, individuality, critical thinking or problem-solving. A quick Google search of the word academic returns "not of practical relevance; of only theoretical interest."

So why are we not changing? Many educators know the answers and what is required. The education system is of glacial proportion and moving at a glacial rate of change. Nervous parents often become conservative, and want the surety of a system that looks very much like the one that they experienced, even though they themselves acknowledge that it was largely useless to them. Teachers, as the actual learning professionals, have been largely disempowered by politicians and senior educational bureaucrats, few of whom actually come from an educational background, but have no qualms of putting students back to basics, with simplistic direct instruction and exam-based assessment in place.

Update from Peter August 2020: *I wrote this in AUG 2016. Whilst I feel optimistic that the system is moving, I still feel like the last four years has slipped by and I ask what progress have we made? If you are a leader and you want to transform your school, I invite you to get in touch with me peter.hutton@futureschools.education Let's make this happen together and ensure that in another four years we can look back on this time and say 'look how far we have moved.'*

Future Schools Alliance

The Future Schools Alliance (FSA): An Alliance of innovative educational leaders collaborating to evolve and transform their school communities so that all learners are enabled to explore their holistic potential. Each schools journey is unique but common to all alliance members is a desire to explore transformation; a change in the form, nature, appearance, feel or purpose of their educational setting.

Holding strong to our belief that educational change comes from finding the green shoots of innovation, sharing experiences, and collaborating to amplify the impact of initiatives, we have sharpened the Future Schools Alliance membership offering. The **FSA-MAP** provides an overview of the FSA membership benefits and is designed to guide leaders and orientate their school transformation journey. Intending to support increased collaboration across the Alliance, the '**MAP**' reflects the **M**omentum Series; cultural evolution and innovation framework, a dynamic **A**lliance of innovative educators as well as a diverse **P**rofessional Learning Suite for those keen to accelerate their transformation.

MAP Guiding leaders and orientating their school transformation journey



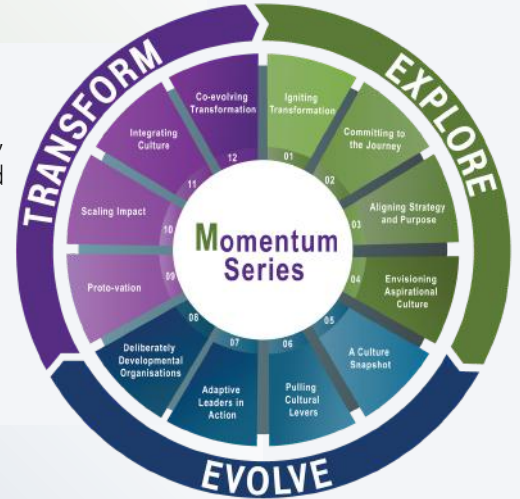
The FSA guides leaders to accelerate their innovation journey by providing stretch, provocation and critical reflection to open up new ways of thinking about education so that all learners are enabled to explore their holistic potential. Our experienced guides travel with you to amplify your school's transformation, however you determine what you adopt, and the pace at which you adopt it. The FSA School Transformation MAP is a framework used to orientate your school's innovation journey. We recognise all schools are different. You maintain full autonomy over your school's innovation journey.

MAP

Guiding leaders and orientating their schools transformation journey

Momentum Series

The Momentum Series is collection of twelve action learning modules informed by research, case studies and practice. Delivered online or onsite, the Momentum Series is designed to support leaders to build a flexible and ever evolving Adaptive Culture in their organisation. Each workshop contains specific learnings and suggested actions to assist the leadership group to create and maintain momentum during their transformation journey.



Alliance

FSA school leaders who share common aims and interests have formed a dynamic Alliance committed to working collaboratively towards achieving their shared goal for school transformation, whilst acknowledging their specific context and retaining full autonomy for school decision making.

Support Includes;

- Access to proprietary FSA Resources to support educational innovation.
- A directory to contact other FSA School Leaders directly.
- Coordinated visits to high demand innovative schools.
- Branding and public recognition for your school as a site of educational innovation.
- Interactive Webinars with experts at the cutting edge of educational innovation.
- Access to exclusive FSA International Study Tours on Educational Innovation.

Professional Learning Suite

Some school leaders will be keen to accelerate their school's transformational journey or seek more tailored support. The FSA's professional services arm, Adaptive Edge provides that extra support.

Services offered by Adaptive Edge include;

- Momentum Series: Facilitated workshops delivered onsite or remote to Leadership Groups or whole staff.
- Keynotes – The Case for Change/ Over the Educational Horizon/ The Future of Education delivered to staff/ parents/ School Boards.
- Innovation Sprints: Onsite walkthroughs with FSA Leaders identifying options for potential innovation.
- Critical Friend Analysis – Consultation on proposed changes to policy, procedures or marketing.
- Bespoke Consultancy by negotiation.

Future Schools Alliance

The Future Schools Alliance (FSA) is an Alliance of innovative educational leaders collaborating to evolve and transform their school communities so that all learners are enabled to explore their holistic potential. Our **MAP** guides leaders and orientates their school transformation journey. We look forward to travelling this journey with you!

FSA Member School Leaders and Convenors support the development of Future Schools where learning environments;

- Are **flexible** and adapt quickly to the needs of young people.
- Have **deep**, genuine, ongoing and seamless **integration** with family and broader communities.
- Actively support **success for all** young people.
- Maximise the benefit of **high-quality adults** in the lives of young people.
- Encourage **co-constructed learning** opportunities for all learning community members.
- **Empower** all members of the learning community.
- Encourage the exploration and **development of self**.
- **Develop core skills** to equip young people for the exponential age.





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