

FUTURE SCHOOLS ALLIANCE

Summer Edition 2021

New Normal?

The year that was 2020

2021 FSA State Tours

FSA Key Dates 2021

St Michael's Collegiate Hobart

Youth Inc Adelaide

Music Industry College Brisbane

Kurri Kurri High School Newcastle

Cornish College Melbourne

FSA Virtual School Tours

The ATAR is unethical and inequitable

Students should drive assessment, not schools

REAL School Budapest

Momentum

Reading Hub

FSA Who We Are

Goodbye 2020

Future Schools Alliance MAP

EXPLORING, EVOLVING AND TRANSFORMING
THE FUTURE OF EDUCATION

FSA SUMMER EDITION 2021

www.futureschools.education

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FEATURE SCHOOLS

Margaret Hendry School, CathWest Innovation College, St Michael's Collegiate, Youth Inc, Music Industry College, Kurri Kurri High School, Cornish College,

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.

We look forward to continuing this journey with you throughout 2021.

www.futureschools.education

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A PUBLICATION FOR INNOVATIVE EDUCATORS

FSA



As 2020 came to an end, many of us reflected on a year that marked a time of historic importance. In an unprecedented year, the phrase "new normal" quickly weaved its way into our lexicon. This 'new normal' is a time of great possibilities, giving us opportunity to work together; to plan, design and play by new rules that will ensure success for every person.

It's not the first time the phrase "new normal" has been used. In the years immediately after the end of World War One, several books and articles used the term the "new normal". One of the earliest is an article titled "Beware!", by Henry Wise Wood, in the National Electric Light Association Bulletin (1918):

To consider the problems before us we must divide our epoch into three periods, that of war, that of transition, that of the new normal, which undoubtedly will supersede the old. The questions before us, therefore, are, broadly, two: How shall we pass from war to the new normal with the least jar, in the shortest time? In that respect should the new normal be shaped to differ from the old?

Around the world, collectively we have been given a unique opportunity to recognise that existing models of schooling are no longer fit for purpose as we define new rules for the long term. It's not that the school system is broken, simply the purpose it was originally designed for is no longer as relevant in the "new normal".

The questions before us, therefore, are, broadly two: How shall we pass from the pandemic to the new normal that ensures success for all, and how should the new normal be shaped to differ from old?

Wishing all our readers of the Summer edition of the FSA Newsletter an inspiring start to 2021. We look forward to our continued work with the FSA community as collectively we look at how to explore, evolve and transform the future of education.

Yours,
Peter, Jen and David

Exploring, Evolving and Transforming the Future of Education.

THE YEAR THAT WAS 2020...

67 FSA Member Schools across
Australia and New Zealand.

FSA Global partnerships in 13
countries across 5 continents

The FSA partnered with CathWest
Innovation College and Margaret
Hendry School to host our first
Virtual School Tours.

Launched the Momentum Series -
twelve online action learning
workshops based on the FSA
Momentum Framework

Hosted 12 Webinars with FSA
Global Partners.

Peter made 8 TV appearances
including channel 10's The Project
and the ABC's The Drum.

Victoria spent 112 days in stage 4
lockdown...1 hour of exercise a day,
5km radius, mandatory face masks,
only 4 reasons to leave home.



PROFESSIONAL DEVELOPMENT

Did you know that the Future Schools Alliance offers Professional Development?

FSA Professional Development is designed to allow your team to accelerate momentum; amplify leadership impact, and explore, evolve, and transform your learning community in order to move towards your aspirational vision.

Momentum Workshops - Innovative & Adaptive Schools

Designed as full day Workshops, these can be delivered either onsite or online by an FSA Convenor. The six workshops available are:

- Crafting an Innovative Adaptive Culture
- Enabling an Innovative Adaptive Culture
- Strategic Visioning
- Strategic Planning
- Leading an Innovative team
- Embedding an Innovative Adaptive Culture



Development Program for Leadership Teams

A year long program comprised of eight modules. Specifically designed for educators interested in deepening their knowledge on leading an Innovative and Adaptive School Culture.

Keynotes

- The Compelling Case for Change
- Over the Educational Horizon
- Explore, Evolve, Transform
- The Truth behind School Culture

Innovation Sprints

On-sight walkthroughs with FSA Convenors identifying options for potential innovation.

Critical Friend

Consultation on proposed changes to policy, procedures or marketing.

Interested?

Contact us at info@futureschools.education to discuss Future Schools Alliance Professional Development opportunities in 2021.

A global collaboration of innovators,
transforming learning communities and
co-evolving the future of education.

STATE TOURS

VIC & TAS

We are excited to announce the return of our FSA State Tours in 2021.

It is time shut down computers, give apologies for the next board meeting, and join FSA Principals and Leadership Teams on state tours of FSA schools. Let the local experts share what is happening in their schools, discuss how innovation presents in different contexts and explore the secrets of their city on FSA State Tours.

To express your interest in joining one of the tours, simply send an email to jen.buchanan@futureschools.education

31 MAY - 02 JUN MELBOURNE

After spending 112 days in lockdown, Melbourne is ready to shine again as a city of the arts, culinary excellence and a showpiece for Australian culture. Oh... and did we mention the coffee?



30 AUG - 01 SEP HOBART

Hobart is a harbour town – a port city with a waterfront precinct dotted with old pubs alongside new craft-beer bars, quirky cafes, and a floating pier of fine restaurants.

FSA KEY DATES

2021

**In addition to the dates below we will continue to hold events throughout the year as opportunity presents.

SEMESTER ONE DATES

15
FEB

MOMENTUM SERIES 01
"IGNITING
TRANSFORMATION"

16
FEB

THINK Tank
Funding Innovation

22
FEB

MOMENTUM SERIES 03
"ALIGNING STRATEGY
AND PURPOSE"

23
FEB

WEBINAR with
Global Collaborator

09
MAR

Virtual School Tour
St Michael's Collegiate

04
MAY

Virtual School Tour
Green School Bali

10
MAY

MOMENTUM SERIES 02
"COMMITTING TO THE
JOURNEY"

11
MAY

THINK Tank
Structure of the Day

17
MAY

MOMENTUM SERIES 04
"ASPIRATIONAL
CULTURE"

18
MAY

WEBINAR with
Global Collaborator

25
MAY

Virtual School Tour
CORNISH COLLEGE

08
JUN

WEBINAR with
Global Collaborator

2021 DATES

FEB

15 Momentum Series 01
16 THINK Tank: Funding Innovation
22 Momentum Series 03
23 Webinar with Global Collaborator

MAR

09 St Michael's Collegiate TAS Virtual Tour

MAY

04 Green School Bali Virtual School Tour
10 Momentum Series 02
11 THINK Tank: Structure of the Day
17 Momentum Series 04
18 Webinar with Global Collaborator
25 Cornish College VIC Virtual School Tour

JUN

08 Webinar with Global Collaborator

JUL

26 Momentum Series 01

AUG

02 Momentum Series 05
10 THINK Tank with FSA member schools
17 Webinar with Global Collaborator
24 School Virtual Tour

SEP

14 Webinar with Global Partner

OCT

18 Momentum Series 02
19 Webinar with Global Collaborator
15 Momentum Series 06
26 THINK Tank with FSA member schools

NOV

9 Macquarie College Virtual Tour

FSA STATE TOURS

TERM 2: VIC STATE TOUR
31 MAY - 02 JUN

TERM 3: TAS STATE TOUR
30 AUG - 01 SEP

ST MICHAEL'S COLLEGIATE

HOBART

IF Learn is a dynamic and contemporary space featuring campfire style seating, whiteboard topped tables and workbenches of differing heights. The primary purpose of this space is to facilitate opportunities for students to learn how to work collaboratively on projects.

IF Collab: A space that students can put these newly acquired skills to the test. In this space students can move adaptable furniture into configurations that suit their project needs and specific collaborative styles. Students also have access to a range of collaborative technologies such as multi-touch display screens, writeable desk surfaces and glass panels, pin-boards and whiteboard walls.



INNOVATIONS FUTURES LAB

IF



IF Build, the final space, is one where students can prototype their designs, ideas and concepts. This space is equipped with an industrial laser cutter that is capable of cutting and etching a range of materials, from delicate fabrics through to 3mm steel. There is also a 3D scanner, a bank of 3D printers and a wide range of tools and other equipment for tinkering and making.

Find out more at <https://collegiate.tas.edu.au/iflab/>

FSA Virtual Tour of St Michael's Collegiate
4 pm Tuesday 9th March 2021



YOUTH INC.

ADELAIDE

We are open 50 weeks of the year, with usual 'school holidays' replaced with Recharge Weeks, where students are able to participate in activities and learning opportunities that suit them, both for skill development and pure fun. Youth Inc. exists to provide transformative learning experiences for young people who are disconnected from education and community, in a safe, dynamic, and supportive learning community. This community is a place where young people can develop their unique strengths and talents, and build the wellbeing, mindsets, and capabilities they need to live a life that matters to them. As one of our students said, "It's weird, I keep thinking I can't do things...but I keep proving myself wrong."

**A deliberately
new school design,
based in CBD of
Adelaide.
Specifically for
young people aged
17-24 who are
looking for
something a bit
different!**

MUSIC INDUSTRY COLLEGE

BRISBANE

Music Industry College delivers an innovative educational program that empowers young people to succeed in the music industry and life. Music Industry College (MIC) is a one of a kind high school within Australia and re-imaging what education can be to ensure success for every young person.

Our facility includes the only registered nightclub within a school in the country, two recording studios, a TV studio, record label and music specific blog all operated by our students. We have also formed working partnerships with local radio, music publicists, local council, city wide festivals, artist management and music distribution companies.



**We have a firm belief
that school should not
prepare students for
life but that school is
life and for our
students that life is
the music industry.**

EDUCATION
AMPLIFIED



KURRI KURRI HIGH SCHOOL

NEWCASTLE

Future focused schooling for all students



Innovation is a priority at Kurri Kurri High School. The HUB pedagogical model brings together future focused spaces which is reshaping educational delivery. Curriculum planning was introduced through REAL Project models to ensure that cross curricular teaching is rigorous, authentic and engaging. A National Award winner, the innovative project based learning frameworks ensure a future focused schooling for all students. Staff are passionate and committed, working to produce exceptional young people of the world. Student learning is at the heart of the decision making in the school, with a strong focus on student voice. The redesign and innovation shown within Kurri Kurri High School has resulted in the realisation of academic, social and aspirational achievements. A strong collaborative educational culture at the school, has created a sustainable and innovative curriculum model which is delivering outstanding academic and social achievements.

Find out more at <https://kurrikurri-h.schools.nsw.gov.au/>



**A community of
life-long learners
who are
productive global
citizens, inspired
to excel in a
complex changing
world.**



CORNISH COLLEGE MELBOURNE

We educate for a sustainable future, embedding sustainability in all of our teaching and co-curricular activities. We do this through our Rings of Sustainability, which underpin our curriculum and focus on natural, personal, socio-cultural and urban/technological sustainability. Everything we do supports one of our rings, helping students to understand their learning in a local, regional and global context and how they can make a difference to a sustainable world.

Find out more at <https://www.cornishcollege.vic.edu.au/>

FSA Virtual Tour of Cornish College
4 pm Tuesday 9th March 2021

All children are natural inquirers and powerful learners. We nurture their sense of inquiry and aim to inspire a quest for learning throughout life.

FSA VIRTUAL SCHOOL TOURS

NSW & ACT

SAMANTHA BOREHAM
DEPUTY PRINCIPAL



CATHWEST INNOVATION COLLEGE

School Done Differently!

Our first school Virtual Tour began in Mt Druitt, NSW, where Samantha Boreham, Deputy Principal at CathWest Innovation School took us on a tour of a **"School Done Differently!"**

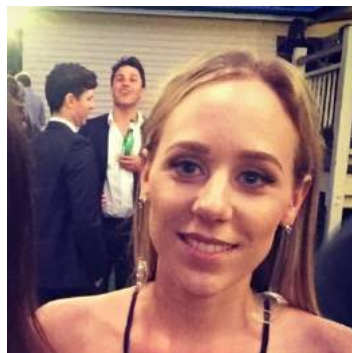
CathWest Innovation College focuses on skills for today and into the future and works closely with industry mentors as students discover their passions, putting young people in the driver's seat when it comes to their learning journey. Open to students in Years 10-12 with campuses in Mt Druitt and Emu Plains, the college offers learning pathways tailored to the unique needs, interests and passions of each student.



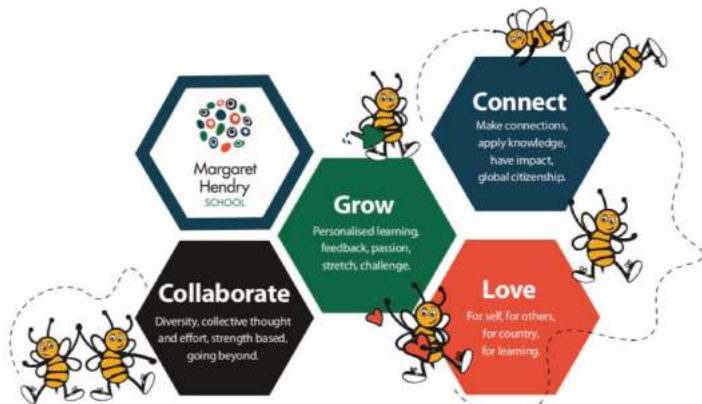
MAXINE GALANTE D. P.
KATE WOODS PRINCIPAL



MARGARET HENDRY SCHOOL



In our second Virtual Tour we were joined by Maxine Galante (DP) and Kate Woods (Principal) on a FSA virtual school tour of Canberra's newest school, Margaret Hendry School. When we talk about a school having a vision for the future of education, Margaret Hendry School is certainly a learning environment that fully embraces that space. The school offers an innovative learning environment built around open learning areas and outdoor spaces. 'Learning coaches' are Margaret Hendry's new teachers who, rather than teach a single grade, work alongside several other coaches in a 'neighbourhood' of students who are different ages, but are at similar stages in their learning.



No rows of desks, and no board at the front. And there is not a 'teacher' in sight. Welcome to Margaret Hendry School in the ACT.



33%

1 in **3**

secondary
students

Chronically absent
from school in any
given school year

25%

1 in **4**

young people
14 -19 yrs

Meet the criteria
for a probable
serious mental
health condition

20%

1 in **5**

Year 12
students

Do not finish Year 12
in disadvantaged
areas in Australia.

THE ATAR IS UNETHICAL AND INEQUITABLE

AN ESSAY BY MADDY BROTHERTON (YR 11)
EMMAUS COLLEGE, VICTORIA

For too long, the admission into post-secondary education institutions in Australia has operated with a one-size-fits-all model and students are bearing the consequences of this flawed system. The single most efficacious solution is to abandon the ATAR altogether and pursue alternative means by which to judge student performance and readiness for tertiary education.

The Australian Tertiary Admission Rank was introduced in 2009 and indicates, via a simple value between 0.00 and 99.95 (although ranks below 30.00 are not revealed), a student's position relative to all the students in their age group. Simply put, in Victoria, the ATAR describes how valuable the Victorian Curriculum And Assessment Authority (VCAA) and the Victorian Tertiary Admissions Centre (VTAC) considers students to be to society by comparison to their Australia-wide peers, exclusive of those in Queensland. While this is decidedly not the manner in which the ATAR is presented to students, it does essentially reduce the rigorous effort the student has applied to their 13 years of schooling into one single number. However inequitable it may be, this number will dictate whether or not the individual should be permitted to receive the education, if necessary, to pursue their life-long ambitions at the age of 18.

The astronomical consequences this determinant can have on a teenager's mental and emotional wellbeing are immense, and the dangers of this are only heightened by the fact that the peak age for mood and anxiety disorders directly coincides with the age of VCE students. Additionally, the ATAR projects to students that their value as a human being and their ability to succeed in life is defined by this ranking. This is despite the fact that personal circumstances are almost entirely responsible for the performance of individuals, and yet, they are not taken into consideration. Furthermore, the approach itself is undeniably contradictory in its attempts to grant university admissions to the individuals who pose the greatest academic potential, as the Year 12 structure consistently produces students who cannot think for themselves. Given that the ATAR is unfit to determine student capability, sincere consideration should be given to a number of other methods of assessing suitability for tertiary education.

To continue reading this article, please head over to our [website](#). Well worth reading in full! This essay was written by Maddy for an entry to the John Button competition. We thank her for sharing with our FSA readers!

UNDERGRADUATE UNIVERSITY ADMISSIONS (2016)



Secondary with ATAR - 26%	
Higher Education Course- 26%	
Other basis - 17%	
VET Award course - 12%	
Secondary without ATAR - 11%	
Mature age - 4%	
Professional Qualification - 1%	

The ATAR is a rank, not a mark. It is a number that indicates a student's position in relation to other students.

Australia is the only country in the world that ranks its students against each other for university entrance.

1 in 5 Australian's do not complete Year 12. This increases to 2 in 5 in rural and remote communities.



STUDENTS SHOULD DRIVE ASSESSMENT, NOT SCHOOLS.

Russell John Cailey
Principal Think Global School

As national and global schooling systems wrestle with the abrupt closure of the previous academic year, the problem of how to accurately grade student performance has become somewhat of a complex disaster. Frustratingly Departments of Education seem reluctant to answer some fundamental questions on this crisis, such as why was adequate preparation not made from the point of lockdown and school closures for the students exit and hurdling the obstacle of awarding suitable grades? Why for decades has the examination systems, apart from some minor tweaks, remained in-tact up until this crises? Are GCSE's, A-Levels, Advanced Placement, ACT or SAT examinations a fair representation of students ability? How do we promote passion and play within the system? In what ways does our current assessment model limit our creative abilities? So what follows COVID, is it back to normal? Or do we seek an industry-wide evaluation of the measuring instruments that launch students towards the next steps of their academic or non-academic careers?

The move away from old industrial systems of assessment is made more urgent by the need to change the emphasis of education from something done to you, towards something you do for yourself. A change in our system of knowledge acquisition is now essential, and we are at a tipping point in the backdrop of COVID and lockdowns in which change is possible, and changing the domain of assessment, can be a core component which can drive a dynamic change in syllabus design, teaching pedagogy and student schedules.

At Think Global School (TGS), we have collectively struggled with the design and implementation of a student-worthy process of assessment, and by no means has the journey concluded.

These assessments offered at Think Global School are formulated by educators in three domains, student-designed rubrics, the table of excellence and self-awarded grades.

Student-Designed Rubrics

Students include a selection of nine families of Learning Targets within their teacher-led, personal projects and mastery projects. Students then establish a criterion following Bloom's taxonomy of what novice, specialist, and mastery look like for each of the selected learning targets.

Table of Excellence

The 'Table of Excellence' adds a more personalised approach towards the assessment of a project. Students here can focus away from the more academic-based learning targets and focus on more transferable skills. The table of excellence is also a chance to embed 21st Century Skills within the student's projects and also push themselves to reflect on the positive community impact of their designs or/and prototypes.

The Self (student)-Awarded Grade

Probably the most controversial aspect of the TGS approach to assessment is the 'self-directed grade', and this indeed receives the most surprise from our external guests, conference attendees or critical friends. Moving away from the traditional model in which the teacher and school are the sole arbitrators of achievement and success, once the student completes their project they award themselves their Grade based on the work recorded and presented to staff in a process portfolio based against their self-designed rubric and Table of Excellence, in short, did they do what they aimed to do?

STUDENTS SHOULD DRIVE ASSESSMENT, NOT SCHOOLS.

This project grade is awarded in collaboration with their guiding educators in the form of a formal and structured exit interview. If the educator feels that the Grade and evidence provided does not sync, they can either ask for the interview to be repeated at a later date or can challenge the Grade through pointing out the discrepancies between the various student-designed entities.

It is the TGS belief that having the stated internal assessment system is geared towards regular dynamic feedback led by student-directed and designed criterion is nothing to shy away from, a new approach to assessment can propel us collectively towards what Ito and Howe (2019) call learning over education. We can all collectively think back to the days when student assessment looked like a regular practice test, a mock exam followed by an external assessment, but is it with embarrassment or pride? Is this the best we can do? A system so archaic and brutally exposed by COVID and current events that we are now collectively fumbling in the dark as an industry to award grades based on scrambled data thrown together at the last minute with no agreed or approved mechanism

So what's next? With much more progressive educational establishments trying to break away from the old model, there is a need to come together in some capacity to begin to share best practice and begin to formulate an assessment approaches that can be shared with colleagues and schools struggling to formulate a different path. The purpose of this article is to generate a collective debate on what could and should come next. Is the next step for student assessment, sticking as we are, more tinkering, or a true re-imagination?

*Thanks to Russell for sharing this piece with us.
Think Global School is the world's first travelling boarding school. Students travel and learn in four countries a year.
To find out more visit
<https://thinkglobalschool.org/>*



FSA GLOBAL
COLLABORATOR



REAL SCHOOL BUDAPEST

At REAL School we design learning experiences that build fluency in educating for sustainability either directly or indirectly. The direct learning experiences are low hanging fruit, things like using glacier melt-back data to introduce bar graphs or creating models of solar powered lighting systems. Indirectly, we also cover elements that engage kids in a sustainability mindset. For example, we explored systems inside a video game based on cooking to recognise leverage points, the power of cooperation, and effective communication. All these are pretty key if you want to build a sustainable future, although they don't scream 'I am sustainable'.

Next up is the day to day routines the kids are part of. Things like taking our food waste to the composters, planning out the raised beds in our school lot, and eating plant based meals as school lunches. It is not always easy (especially in a culture that appreciates meat so much), but the learning here is real and a lot less pedantic.

Finally, there are structures we have in place that lead to a more sustainable school. One of the most interesting is engaging in democratic decision making with the kids about rules and policies. We still have a long way to go before we really nail this, but it is important to keep the space and respect that agency is actually a pretty key piece of being sustainable. Making choices because you want to, rather than being told to, ultimately leads to a more stable system, and schools are no exception.

Conceived out of the need to build a community of like-minded people and driven to create a more sustainable future - REAL School Budapest

Educating for Sustainability

The advice I have is to take it easy, stretch the learning experience and look for every opportunity to reflect and revisit the experience. The educator needs to quickly adapt as new opportunities arise, new insights on how your students learn best emerge throughout the process. We have a learning expo which presents different things learned by our students at the end of each half term, and one device we have used is to strike out the original planned learning goal and rewrite the new goals that have emerged through the process.

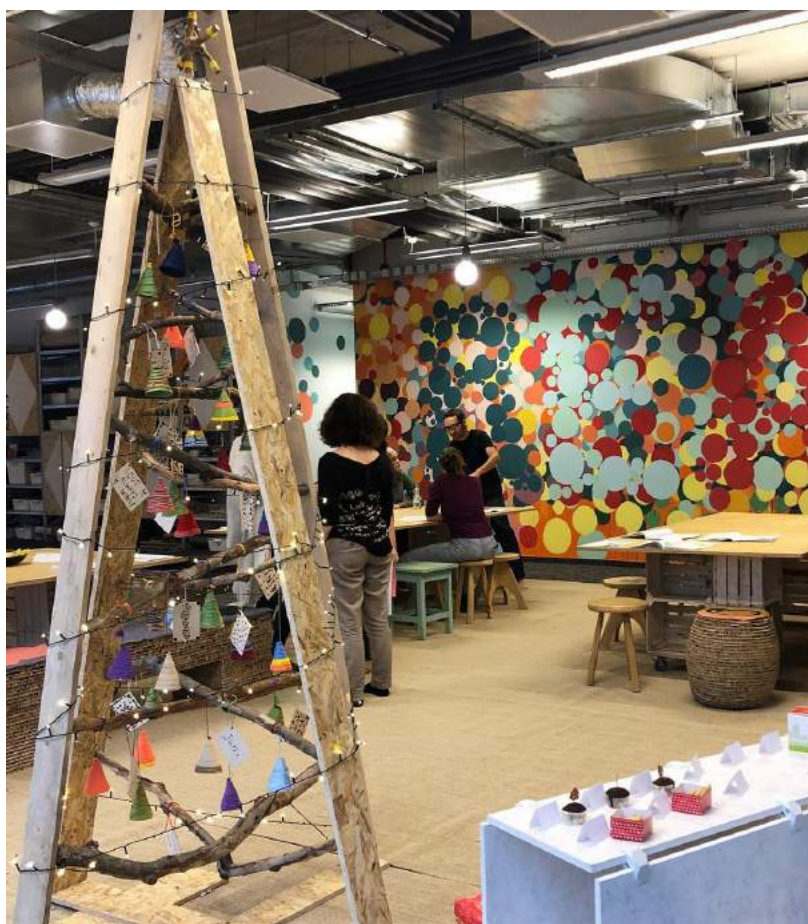
Thanks to Noan Fesnoux for this interview.

Find out more at
<https://www.realschool.eu/>

FSA Virtual Tour of REAL School
4 pm Tuesday 02 March 2021



FSA GLOBAL
COLLABORATOR



READING

HUB



THE ADAPTATION ADVANTAGE

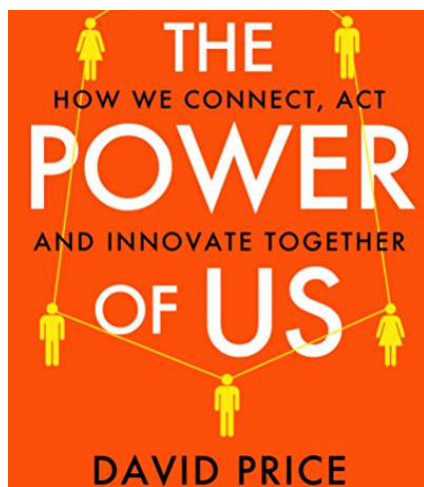
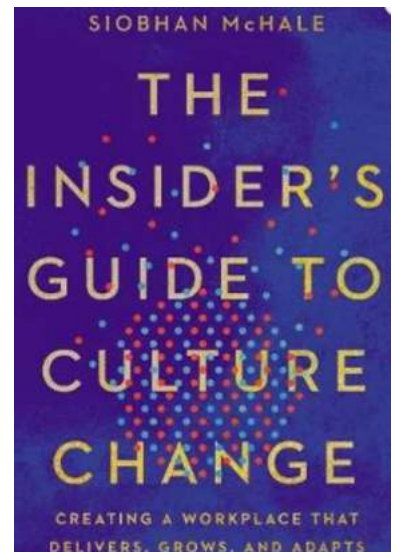
MCGOWAN & SHIPLEY

Three core beliefs are shared in this book that looks at how we can best equip ourselves to move from our current state towards our aspirational vision of the future. First core belief - to flourish in the future of work we need to tap into our ability to learn, unlearn and adapt. Second core belief - to succeed in the future of work we need to let go of our professional identities and the notion of "the way we've always done it". Third core belief - leaders need to get comfortable with being uncomfortable and be ok in a space that may be filled with failure, not knowing, ambiguity and vulnerability.

THE INSIDERS GUIDE TO CULTURE CHANGE

SIOBHAN MCHALE

Culture transformation expert Siobhan McHale defines culture simply as the following: "It's how we do things around here." In her book, Siobhan McHale weaves in personal stories from her own experience of working with thousands of leaders across the world to create a culture transformation in organisations. Siobhan takes the readers through a four step process to lead a culture change where all employees feel valued and fulfilled in the organisation. Chapter six had us particularly engaged as Siobhan McHale explores the shifting of mindsets and challenging of patterns of behaviour to evolve workplace culture. This book is a must read for any leaders in education. Join Siobhan McHale in conversation with David Runge in our 2021 FSA Webinar Series.



THE POWER OF US

DAVID PRICE

Ordinary people working together to drive fundamental change in all aspect of our society, rooted in a communal desire to make the world a better place are the stories that not only connect us but empower us to challenge the status quo. In this book David Price explores the ideas that strength and influence doesn't come from authority, money or power – instead they make things happen by getting the right minds together to collaborate. It offers a practical toolkit of ideas to show us how we can foster our own cultures of co-creators – from the bottom up rather than from the top down - to transform our lives and rebuild a better world for the future.

M O M E N T U M

DAVID RUNGE

Momentum is evolution and innovation framework uniquely designed to support educators who are leading cultural change. Crafted to guide leaders and orientate their change journey, the framework is flexible and honours the unique context of every learning environment. Momentum allows your team to accelerate; amplify leadership impact, and explore, evolve, and transform your learning community at a speed determined by you.

Momentum is informed by research, case studies and practice, designed to support leaders to build a flexible and ever evolving Adaptive Culture in their organisation. Each area of Momentum contains specific learnings and suggested actions to assist the leadership group to create and maintain momentum during their transformation journey.

We all know that a lack of organisational capacity and alignment has the potential to inhibit cultural change, leading to confusion and frustration. It is our strong belief that the challenges and opportunities ahead in education are best embraced by leaders who see their change journey as a series of targeted cultural interventions. Therefore, the Momentum was developed to enable purpose and strategy as well as to provide direction, clarity and tools required to build Adaptive Capacity.

Collaborating with some of the world's most innovative educators, our team has the practical knowhow and deep understanding of how to guide cultural evolution. We hold a view that people develop through exploration, experience, and reflection, therefore our team is continually refining their practice in relationship with global educational leaders. Having experienced the challenges and complexity of leading change in educational settings ourselves, and fully appreciating the sense of personal responsibility and at times uncertainty that such roles bring, we are uniquely placed to partner with educational leaders who are on a journey to deliberately develop adaptive learning cultures that better respond to our dynamic and fast changing world.

If you're committed to innovation and cultural evolution that enables all learners to explore their holistic potential, we invite you to join the many schools who are exploring Momentum to guide their unique change journey.



FUTURE SCHOOLS ALLIANCE

WHO WE ARE



David Runge
Director – Culture and Innovation

Dave partners with schools to co-design their evolving futures. With extensive knowledge of foresight, culture and innovation Dave generates transformation with schools using progressive insight methods that encourage collaboration and engagement within the school community.

Dave's educational leadership experience provides him with a wealth of contemporary knowledge and unique insight into the possibilities of truly transformational schools. He has implemented change and delivered innovation in diverse educational settings, whilst working alongside global thought leaders. Dave contributes regularly to the educational debate and is a strong advocate for future focussed education



Peter Hutton
Director – Educational Transformation

Peter's strength is in transformational insight and HOW to implement significant pedagogical, organisational and cultural change in schools. Peter's expertise extends to change management, student entrepreneurship, individualised learning, alternative tertiary pathways and supporting dyslexic students.

Peter has extensive leadership experience in both the state and independent school systems where he has led significant successful innovation in both sectors. As a person with dyslexia, Peter sees the world differently, and has spent his life challenging assumptions and conventions. Drawing on the latest research and his unique experiences, Peter is committed to significantly improving the lives of young people by transforming the education system to equip students for times of exponential change.



Jen Buchanan
Convenor - Global Partnerships

Jen is a future focused educator with a vision to make schools better. She has forged a career as an educator in progressive schools around the world including Green School (Bali), Think Global School (USA), and more recently Preshil School in Melbourne.

Jen is a strong advocate for student agency; igniting the creative potential in each young person as they navigate their education path. Jen's experience "on the ground" in trailblazing schools has given her a deep understanding of the mindset needed to implement change (and some of the challenges this presents). Jen is deeply committed to working with schools and educators to build innovative education opportunities.

GOODBYE 2020

JEN BUCHANAN

In various schools where I've worked, the Art Room always appeared to be one of those places that could have been mistakenly viewed as a place fallen into grubby disrepair, worn like a true art student who knows the holes in her jumper are a badge not of shame, but a mark of thrifty pride. The Art Room may have lacked some of the shine of its rival places in a school, however it had a proud integrity of purpose and design. A haven for the seekers of solitude, yet always space to feel connected in our creative pursuits.

When I first transitioned to working from home at the beginning of 2020 I was caught by surprise by how much I missed the art studio. Having spent 15 years in various roles in schools, my favourite place in any school was inevitably the Art Room. I wasn't prepared for how much I would miss the dynamics of the studio. The deep conversations, the laughter over silly jokes, even the teenage angst that would slouch in after lunch and slowly dissolve over a 45 minute period.

2020 will be a time in many educators careers that won't be forgotten. For many it was the first time they transitioned to teaching online amid an unfolding crisis of COVID-19. Many began to miss being with their classes. The energy young people bring to a room. The chatter and laughter that comes so easily to youth. That "ah-ha" moment when a topic is understood. Many educators will be able to reflect on how the dynamics of their classes changed. They discovered that students thrive with autonomy to complete work on their own terms. It was a year that unexpectedly gave students an opportunity to take control of their learning. As educators, let us not lose what we have learnt from 2020.

We responded to a crisis and now emerge the authors of a new collective narrative.

2020 marked a time in history which fundamentally shifted our understanding of schooling. A system that is no longer fit for purpose in our fast moving world.



Future Schools Alliance

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, the FSA-MAP provides an overview of the work of the Future Schools Alliance.

Momentum - a cultural evolution and innovation framework. Within this sits the Momentum Series offered to FSA leaders as part of the annual membership.

Alliance - made up of leading educators in FSA Member Schools and our Global Innovation Partners.

Professional Development - keynotes, workshops, development program, innovation sprints and critical friend - these diverse offerings are for leaders who are keen to accelerate their transformation.

Exploring, evolving and transforming the future of education



"We travel with you to realise your vision"

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.

FSA - MAP

Momentum Framework

Momentum is a cultural evolution and innovation framework uniquely designed to support educators who are leading cultural change. Crafted to guide leaders and orientate their change journey, the framework is flexible and honours the unique context of every learning environment.

Within this sits the Momentum Series offered to FSA member schools as part of the annual membership. A collection of twelve action learning modules; informed by research, case studies and practice, 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 Alliance is made up of leading educators in FSA Member Schools and FSA Global Innovation Partners. 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;

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

Professional Development

Some school leaders will be keen to accelerate their school's transformational journey or seek more tailored support. The FSA Professional Development provides that extra support.

Services offered include;

- Momentum Workshops: Facilitated workshops delivered onsite or remote to Leadership Groups or whole staff.
- Keynotes: Case for Change/ Over the Educational Horizon/ Explore, Evolve, Transform/Evolving School Culture
- Innovation Sprints: Onsite walkthroughs with FSA Convenors identifying options for potential innovation.
- Critical Friend Analysis – Consultation on proposed changes to policy, procedures or marketing.



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