



# FRAMING THE CONVERSATION: FUTURE OF EDUCATION

We want to hear about all experiences - beginning, middle and beyond.

Birth      Early Childhood (Ages 0 – 8)      Childhood (Ages 6 – 12)      Adolescence (Ages 12 – 20)      Early Adulthood (Ages 20 – 25)



## Key

These points will help to make sense of both what the conversation might be about and how to capture the information.



### EXPERIENCE

The stories and experiences of people.



### GOALS & OUTCOMES

What we want to achieve.



### EDUCATION STYLE & APPROACH

What education should be offering the community.



### EDUCATION PRACTICE & SERVICE DELIVERY

How education services are delivered to the community.



### PERFORMANCE

Measuring our performance in terms of student experience in the ACT.

## SHAPING THE CONVERSATION

How you want to have the conversation is up to you.

### WHAT MIGHT WE EXPLORE?

Let's explore the now      Let's understand more      Let's generate possibilities      Let's test out ideas      Let's be radical!

### HOW MIGHT THE CONVERSATION HAPPEN AND BE CAPTURED?

Activity      Description

How you record it

Let's explore the now	Let's understand more	Let's generate possibilities	Let's test out ideas	Let's be radical!	Activity	Description	How you record it
✓	✓	✓	✓		Storytelling	Share and grow knowledge and information, not just download it, by asking participants to tell their story – it could be historical, or from another cultural perspective.	Digitally record or take notes.
✓	✓	✓	✓	✓	Graffiti walls	Encourage participants to freely share their written or visual comments about the education environment by leaving butcher's paper and pens up in the space.	Read through, share the themes. Take photos.
✓	✓	✓		✓	Visualise your experience	Ask participants to visualise what they think about a particular topic or question - they might draw a picture, a bunch of cartoons, a work of art.	Participants share as part of an organised conversation. Take notes and photos.
✓	✓	✓			Suggestion box	Encourage participants to respond to questions or create suggestions and collate them in a physical place.	Read through, uncover themes. Take photos.
✓	✓	✓			Mindmapping	During conversations visually organise what is said and heard and make sense of information based on a focus question.	Take photos.
✓	✓	✓			Interviews	Actively engage in a deep conversation with one or two participants who you think might have interesting experiences or perspectives.	Digitally record or take notes.
✓	✓				Fly-on-the-wall observation	Look and listen in familiar and unfamiliar public places without participating. What do you see, hear, think!	Participants share as part of an organised conversation. Take notes and photos.
✓	✓				Surveys and Questionnaires	Collect information on a range of topics using targeted questions. Do it quickly online, in twitter, or on paper in your environment.	Read through, uncover themes.
✓	✓				Guided tour	With permission, get someone to take you on a tour of an environment to see it from their perspective.	Participants share experience as part of an organised conversation. Take notes and photos.
		✓		✓	Collage	Invite participants to respond with visuals using different media that expresses how they feel or see their experience.	Participants share as part of an organised conversation. Take notes and photos.
	✓	✓	✓	✓	Prototyping	Prototyping is about 'making to learn'. It helps move beyond talking and thinking towards action by physically putting together a working model of a concept in order to quickly test out various aspects, illustrate ideas or features, and gather feedback.	Participants share as part of an organised conversation. Take notes and photos.
	✓	✓		✓	Brainstorming	A group activity where participants work together to generate many ideas quickly and without judgement.	Read through, uncover themes. Take photos.
	✓	✓			Postcards	Send out or provide to participants a postcard with a single statement or open question on one side. Participants write and send back their response.	Read through, uncover themes. Take photos.
		✓		✓	Bodystorming	Spontaneous improvisation with a group of participants and facilitators of how things do or might work. Similar to brainstorming (but not like role playing).	Digitally record or take notes.
		✓			Headline of the future	Write future The Canberra Times headlines to draw out what's important to people. What are the stand-out things happening in the future?	Participants share as part of an organised conversation. Uncover themes. Take photos.
			✓	✓	Participatory workshop	Run a collaborative workshop with a range of participants that discovers, generates, tests, and proposes a future of education!	Keep all the materials, notes and artefacts made. Take notes and photos. Digitally record.
			✓	✓	Unfocus group	Bring together a range of diverse people to discuss a topic. They should be connected to the topic of education but not directly (e.g. the person that runs the local shop, a school uniform storeperson, a maintenance person!).	Participants share as part of an organised conversation. Take notes and photos.