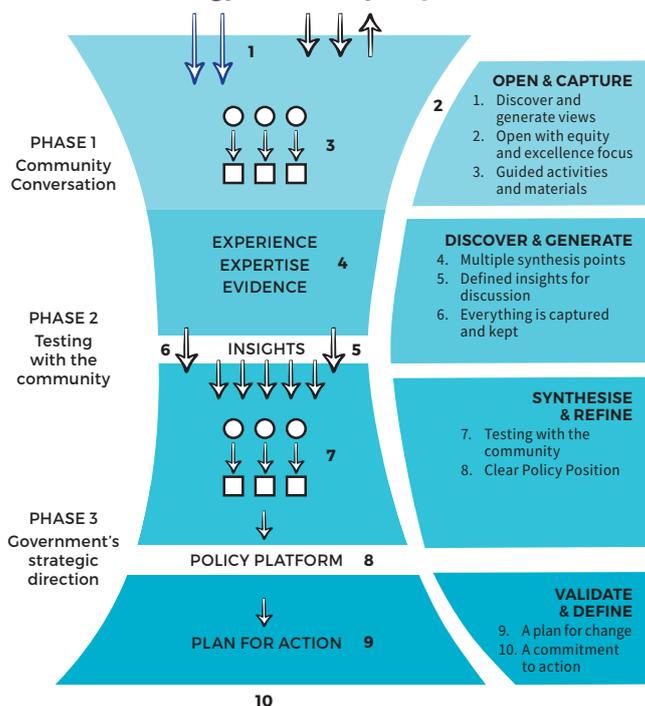# The future of EDUCATION

METHODOLOGY SUMMARY

The intent for the Future of Education conversation is to:

- Support an open and comprehensive conversation that engages diverse views and ideas.
- Support both facilitators and participants to talk about student experience.
- Assist facilitators of the conversation make sense of the views obtained

The methodology takes a 'service system' approach

We think beyond schools and towards education within a community context. That means taking into account what our goals as a community are and how education can support that. It also means we look beyond the traditional education system to health, community services and justice to ensure we have a true conversation about education as a driver of equity.

The methodology has ten key steps

PHASE 1 Community Conversation

PHASE 2 Testing with the community

PHASE 3 Government's strategic direction

EXPERIENCE EXPERTISE EVIDENCE 4

INSIGHTS

POLICY PLATFORM 8

PLAN FOR ACTION 9

OPEN & CAPTURE
1. Discover and generate views
2. Open with equity and excellence focus
3. Guided activities and materials

DISCOVER & GENERATE
4. Multiple synthesis points
5. Defined insights for discussion
6. Everything is captured and kept

SYNTHESISE & REFINE
7. Testing with the community
8. Clear Policy Position

VALIDATE & DEFINE
9. A plan for change
10. A commitment to action

Conversation Key

A key has been developed to make sense of both what the conversation might be exploring and how to capture the diverse views facilitators might hear.

EXPERIENCE AND ASPIRATIONS

GOALS AND OUTCOMES	**EDUCATION PRACTICE AND SERVICE DELIVERY**
EDUCATION STYLE AND APPROACH	**PERFORMANCE**

TEN STEPS OVER THREE PHASES

PHASE 1 – STEPS 1-3

Step 1 – Discover and generate views
The conversation begins and focuses on establishing multiple methods of dialogue. The arrows highlight that this means submissions and input are welcome from anyone at anytime (green arrows) and input can come via more formal facilitated paths (black arrows). Importantly, the black arrows also show that the Project Team will reach out to those who might not think to, or be able to, input themselves.

Step 2 – Open and capture
The open and capture, discover and generate stages are open with an excellence and equity focus.

Step 3 – Guided activities and material
Facilitators are not expected to manage interactions in their community without support. A range of simple materials support facilitation of the conversation.

PHASE 2 – STEPS 4-7

Feature 4 – Multiple synthesis points
With an open conversation, it is critical that the analyses of inputs is defined and layered. No single view will lead to ideas being accepted or discounted.

Feature 5 – Defined insights for discussion
The public distribution of the settled themes that will evolve into areas of prototyping and exploration.

Feature 6 – Everything is captured and kept
Though a large amount of material will not end up in the final themes and insights, the team and Directorate commit to capturing and storing all inputs (where approved by the author) for any future exploration of education. This will become a valuable and necessary collection.

Feature 7 – Testing with the community
Once the key themes are arrived at, ongoing testing with the community will take place through the development of prototypes and early concept implementations if they make sense to embark on immediately.

PHASE 3 – STEPS 8-10

Feature 8 – Clear policy position
The publication of a clear policy statement that will then be required to move through traditional policy development processes.

Feature 9 – A plan for change
Upon the approval of the policy direction, a plan for change that comprises existing reforms, ideas from the conversation and other inputs to be a comprehensive action plan.

Feature 10 – A commitment to action
Whatever form the community feels ensures a commitment – may be agreed phases, measures of success of Government commitments.

ACT Government