

Trans-Tasman Principals' Conference 2024

Leading Future Learning

18/19 September 2024

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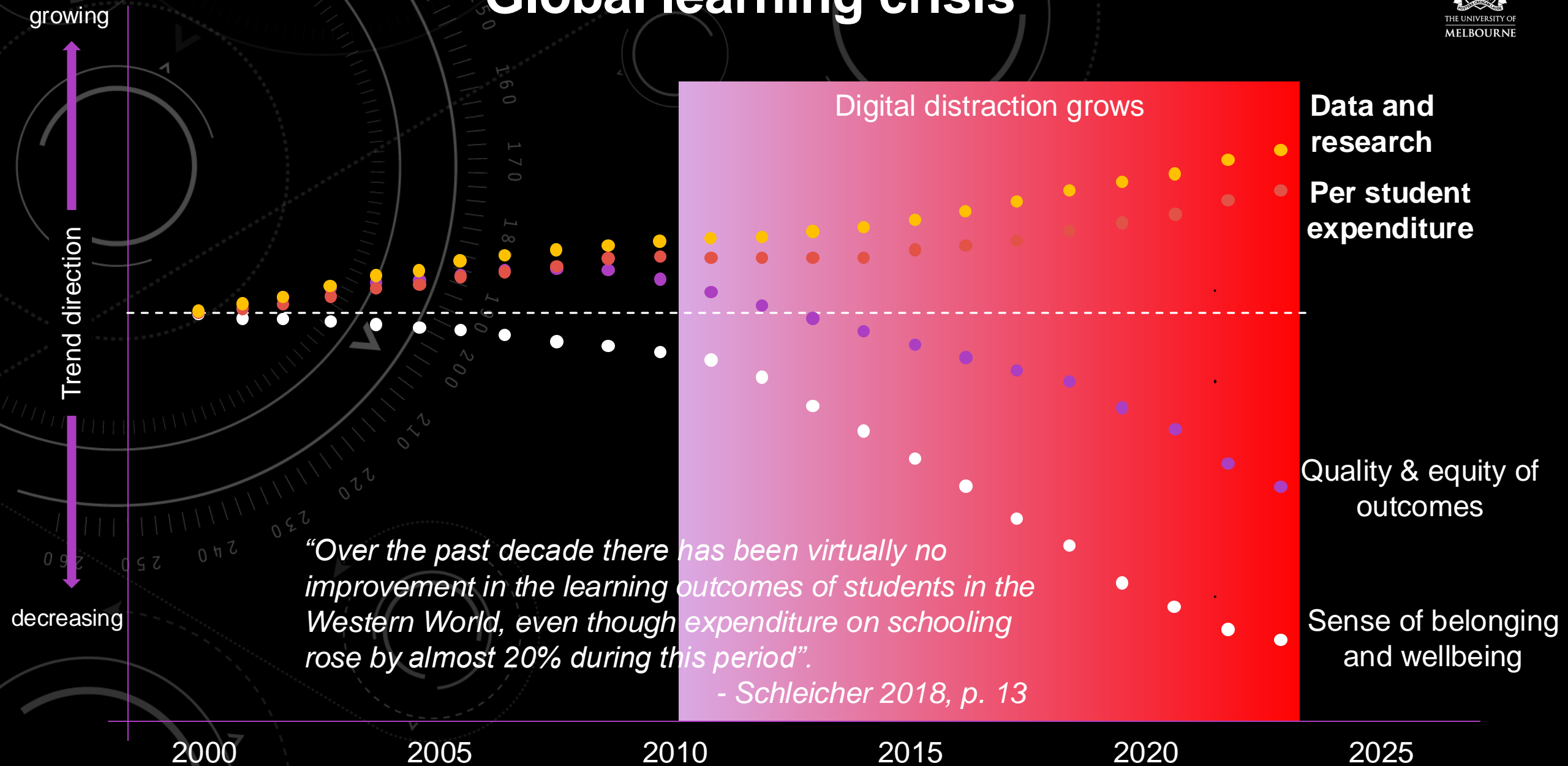
THE UNIVERSITY OF
MELBOURNE



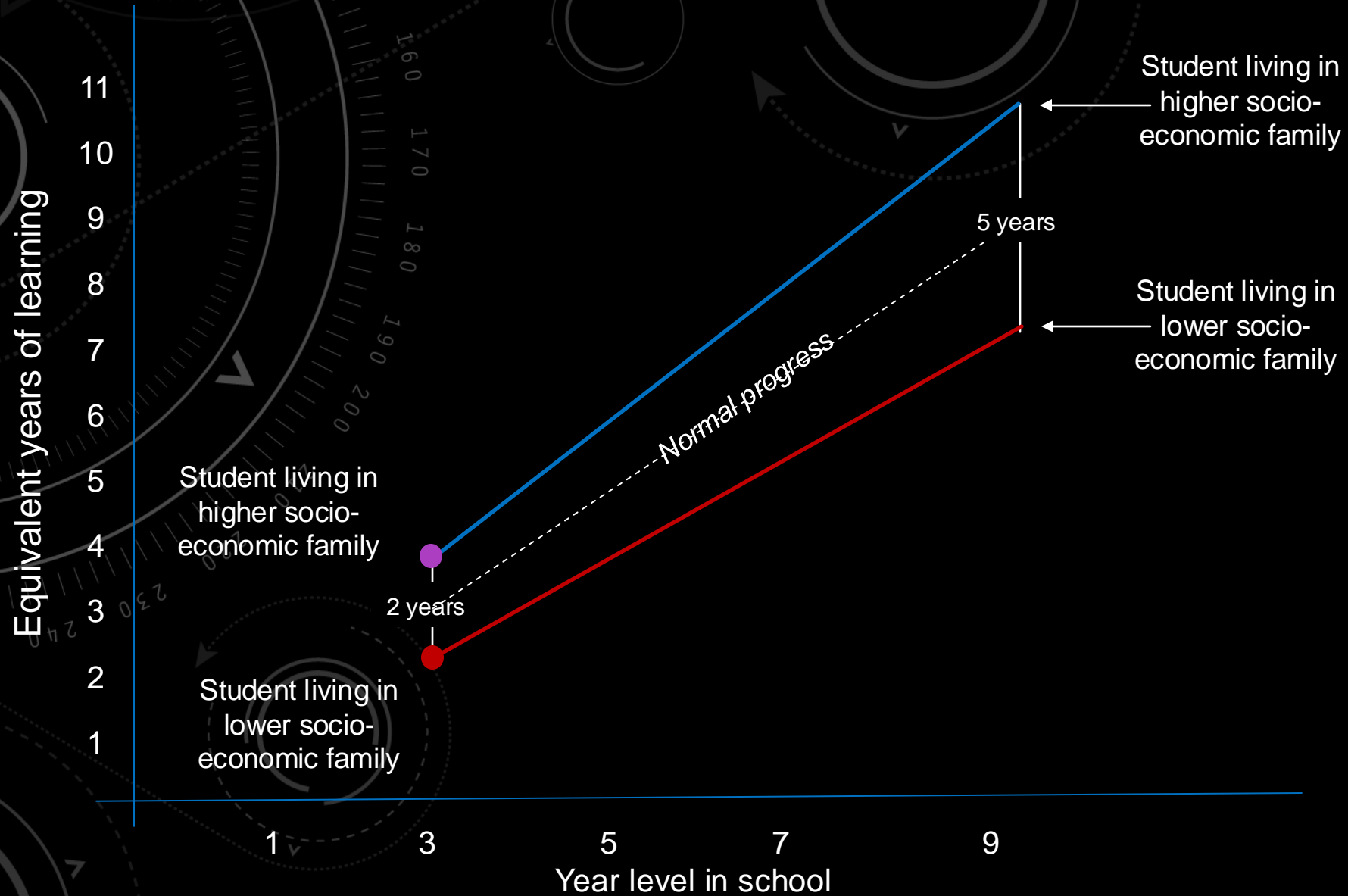
The background features a dark blue gradient with a subtle starry space pattern. Overlaid on this are several technical diagrams in a light blue color. These include circular gauges with scales (one with markings for 140, 150, 160, 170, 180 and another for 220, 230, 240, 250, 260), dashed lines, and various circular and semi-circular paths with arrows indicating direction. The diagrams are scattered across the top and bottom portions of the image, framing a central horizontal band.

The Challenge

Global learning crisis

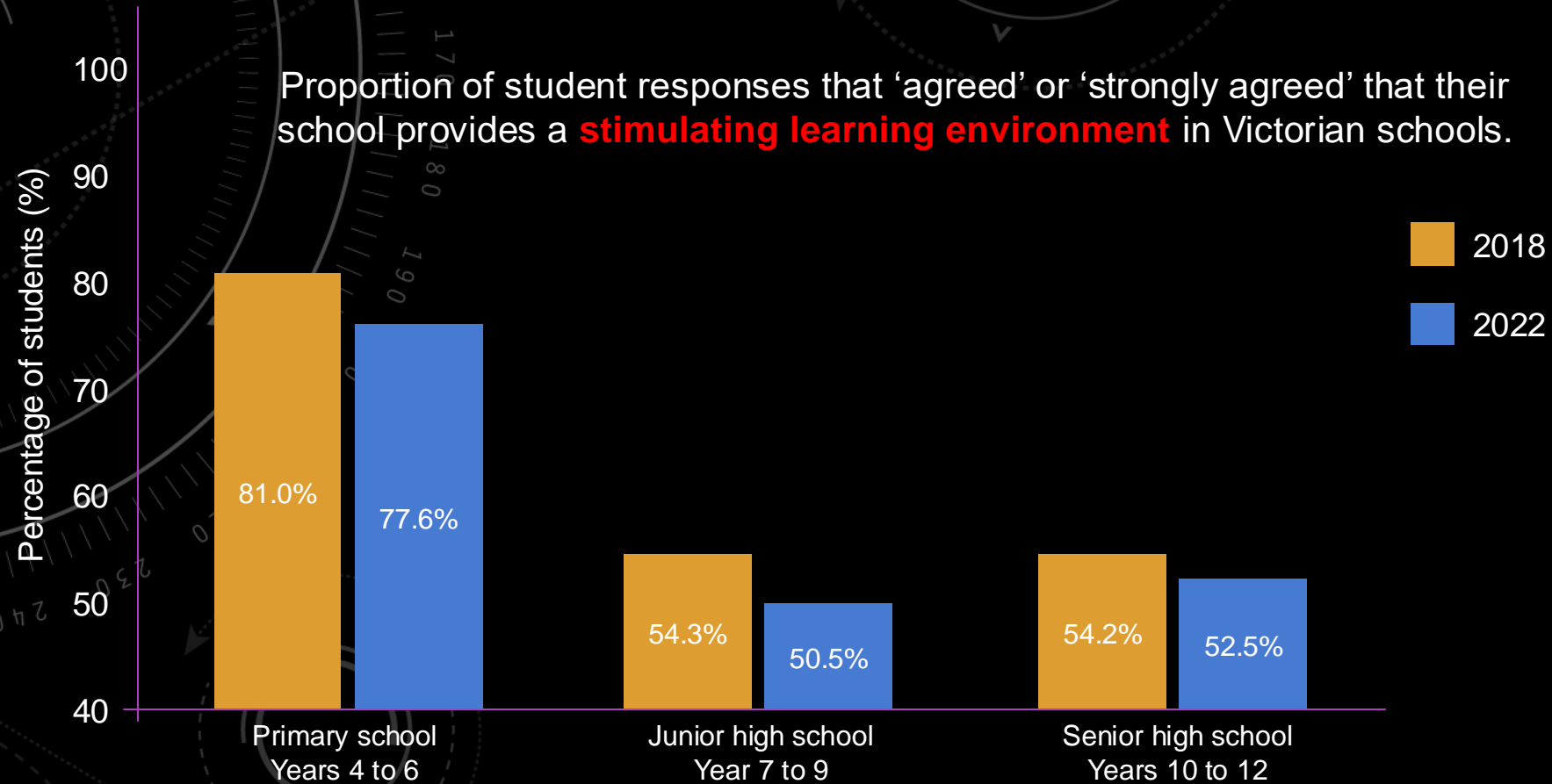


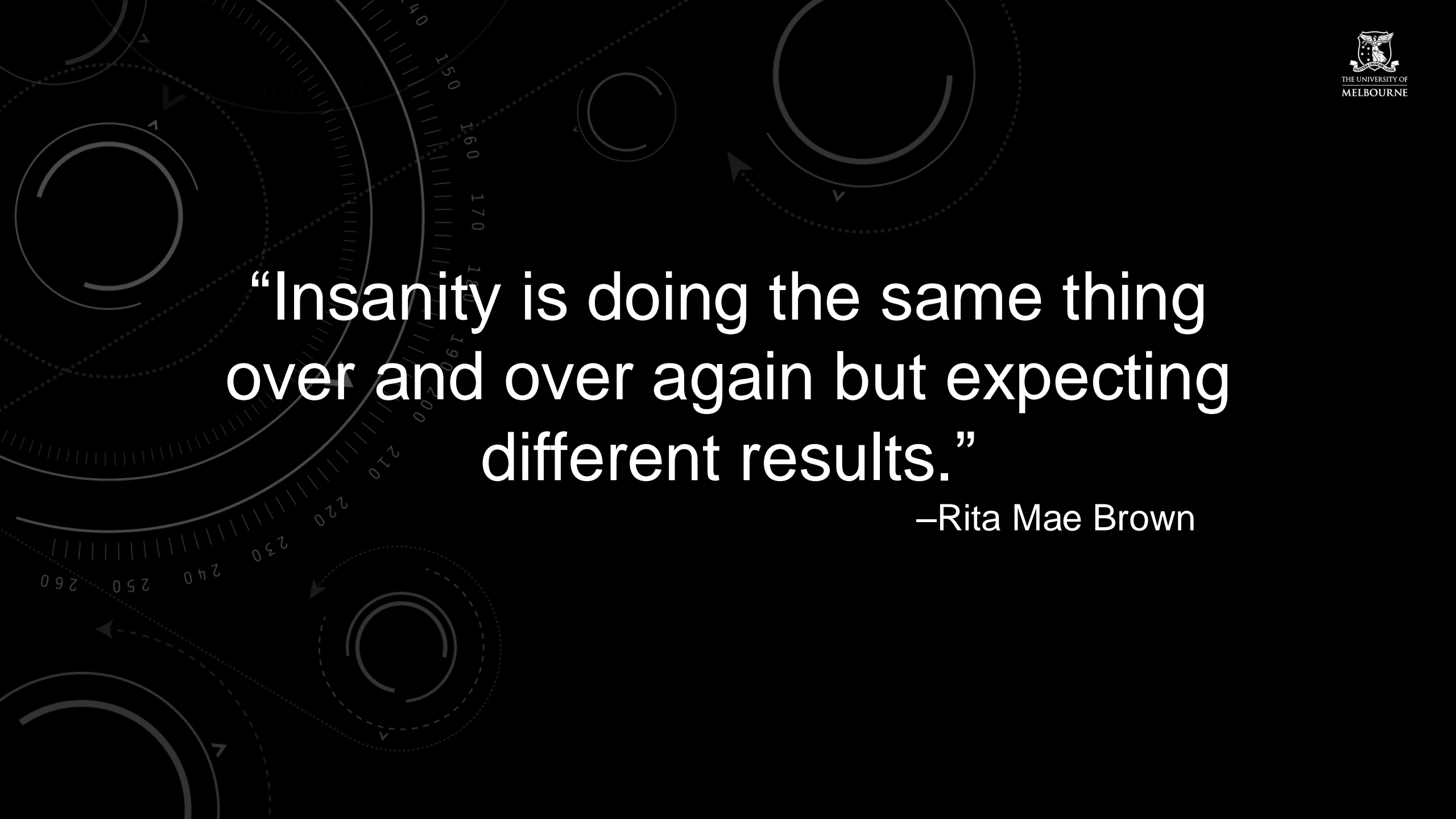
Unfair playing field



Declining curiosity

Proportion of student responses that 'agreed' or 'strongly agreed' that their school provides a **stimulating learning environment** in Victorian schools.





“Insanity is doing the same thing
over and over again but expecting
different results.”


–Rita Mae Brown

The background features a dark blue gradient with faint, light-colored circular patterns and lines, resembling a technical or scientific diagram. A prominent horizontal band of purple color runs across the middle of the image, containing the main text.

Leading future learning

90% of astronauts' training focuses on preparation for unexpected.

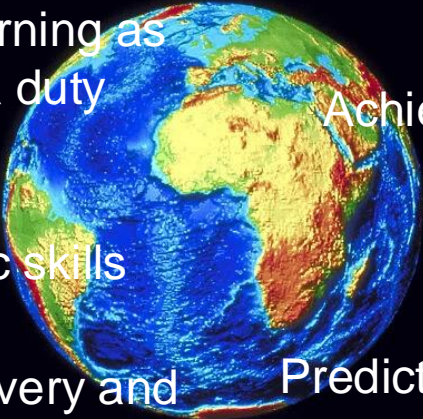




What should we do in
schools?

How should teachers
and leaders be
prepared?

Leading Future Learning



Learning as a duty
Achievement
Basic skills
Delivery and compliance
Predictability



Learning as a right
Wellbeing and learning
Global competences
Uncertainty
Play and creativity

Recent past
(2000-2023)

NOW

Time of reimagining,
repositioning, reinventing
and reset

Near future
(2025-2040)

Alternative directions in leading future learning

Collaboration

- Co-constructed curriculum and co-operative learning
- School-to-school sharing, collaboration and networking
- School-community coordination for education and wellbeing

Relationships

- Sustainable and respectful child-adult relationships in school
- Healthy peer relationships in classroom and school settings
- Positive relationship with and contribution to the community

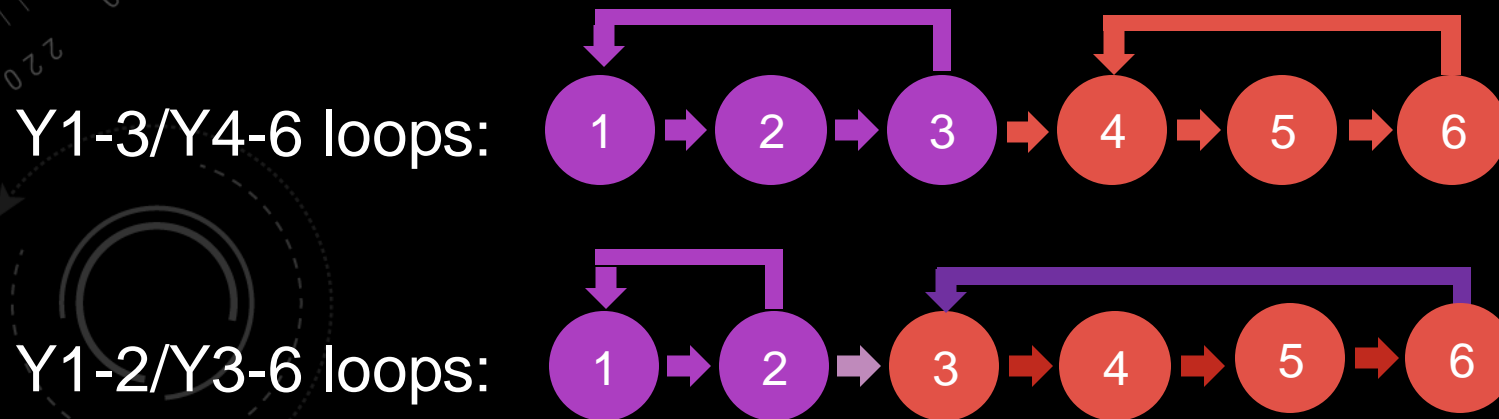
Engagement

- Building culture of trust between children and adults in schools
- Learning and developing skills and habits of mind for agency
- Making time for play, reflection and independent mobility

Alternative directions in leading future learning

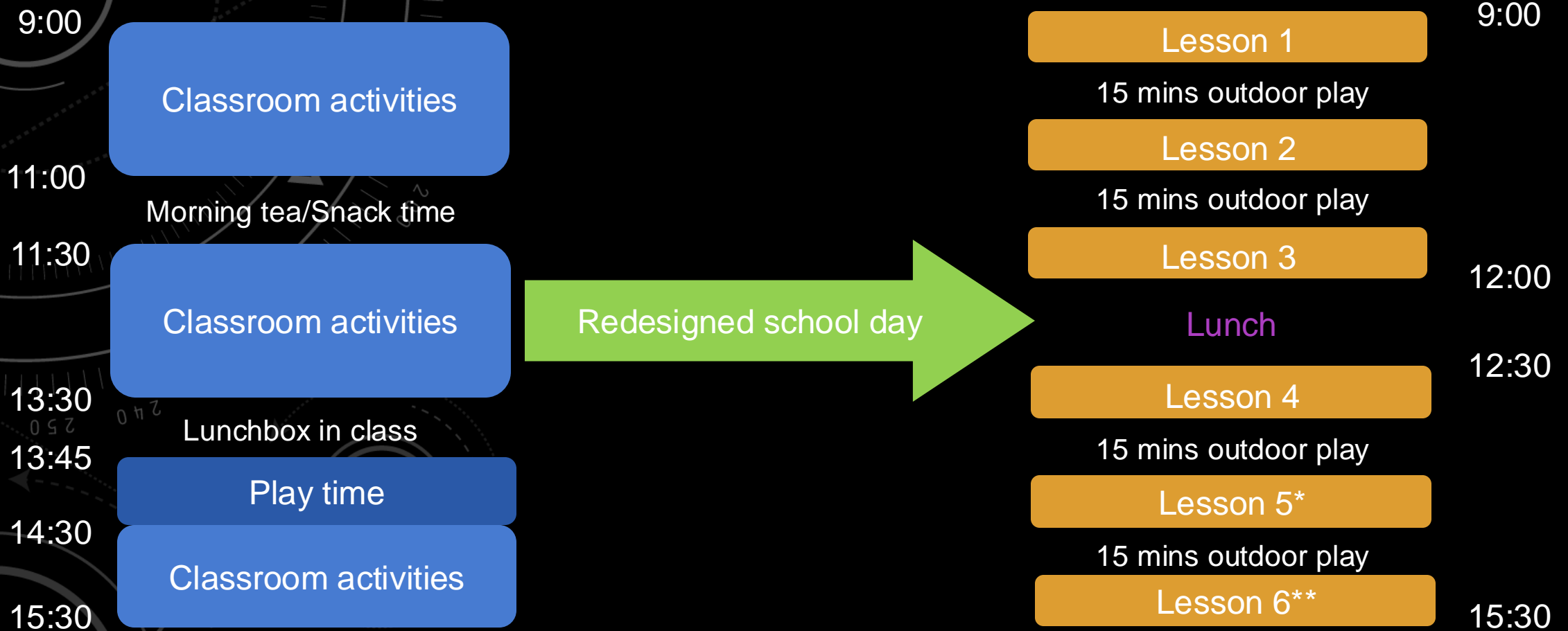
Relationships

‘Teacher Looping’ is an old educational practice in which whole class is taught by the same teacher in two or more sequential years in school.



Alternative directions in leading future learning

Engagement and agency



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THANK YOU!