

The Future of Education

DISCUSSION BRIEF 07



**Caloundra City
Private School**

Discussion Brief Number 07

Compiled feedback from surveys

We want to thank all of our CCPS families who have contributed and engaged with the surveys that were sent out with each discussion brief. We have reviewed all comments received and this has been helpful in gaining a sense of which parts of the material presented are seen as most important by parents and our community.

We found the vast majority of comments from survey participants was insightful, well researched and constructive in helping us inform the future path of education at CCPS.

Our methodology of processing feedback and presenting it back to you involved:

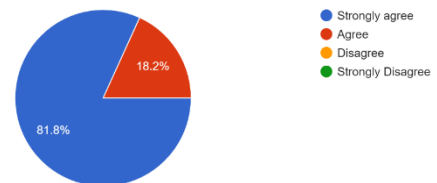
- reviewing feedback and whether it relates to the question posed and or to the theme of the discussion brief
- making sure the feedback doesn't give out personal information of the respondent themselves
- considering whether the feedback is productive to the conversation and fit for public release
- Keeping the feedback, from respondents, in its original form.

We will be sending out discussion briefs 8-10 in the coming weeks and we will be looking for parents and carers who would like to be part of a parent focus groups where we will be discussing how some of these concepts might be implemented at CCPS.

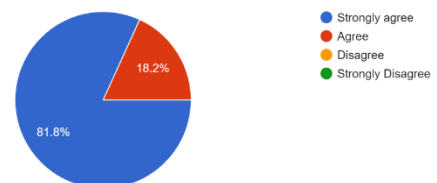
If you would like to be part of such a group (meetings to take place later in October – to be advised) please send through an email to lvanniekerk@ccps.qld.edu.au

Feedback from Discussion Brief 1 – 4th Industrial Revolution and the world of VUCA

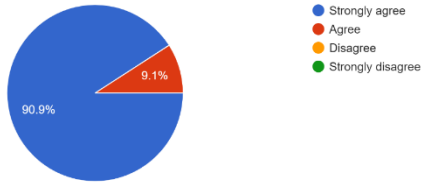
1. 4IR and VUCA will provide opportunities for young people with the right attitude and skills
11 responses



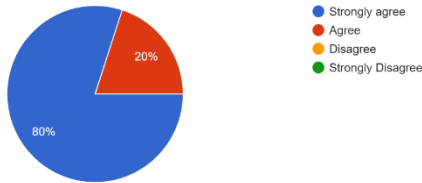
2. Optimism, resilience, and adaptability will be required for success.
11 responses



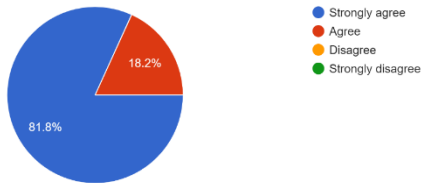
3. Schools should be working with families to equip graduates with these attitudes :
11 responses



4. It is time to review the traditional approach to schooling.
10 responses



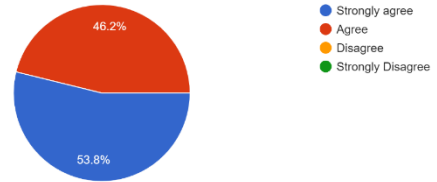
5. Reading Discussion Brief 1 was a good investment of my time.
11 responses



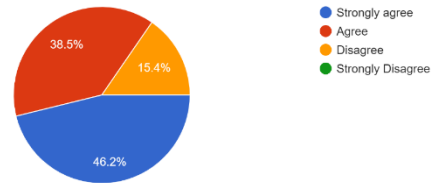
are taking place, and the drastic changes to the working environment it is really encouraging to see CCPS taking a pro-active role in paving the way for the student's future's. Critical and analytical thinking, complex problem solving, resilience and self-determination in my opinion will be key foundational skills for our children as they progress through to their careers later in life. The concept of VUCA, and nurturing a mindset of agility and resilience, combined with building the foundational skills to navigate the future will stand graduates of CCPS in good stead to lead a successful and rewarding life post-education. I'm excited to see the school take on this journey and shape a positive future for the students.

Feedback from Discussion Brief 2 – Age of Agility

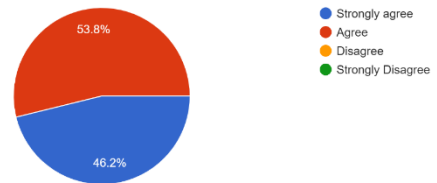
1. Agility will be an important quality for workers to possess.
13 responses



2. In the future, businesses will place greater emphasis on recruiting and developing talent.
13 responses



3. The Jobs to Be Done by 4IR schools are different
13 responses



6. Please include any comments or observations you would like to make about this topic.

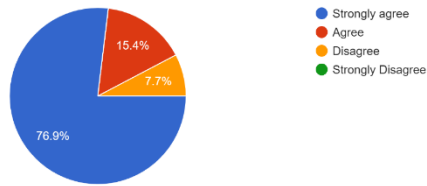
We're happy that the school is looking into this 'Microclimates' start the change. Communities matter. Standards matter. Teachers must fit the direction the school is heading- eg traditional approaches are not proving to be the way forward toward 4th rev. Need innovation, creativity and get away from the cooler cutter approach. Student individual talents and learning strengths used to improve and strengthen skills in collaborative ways.

A huge focus on well-being, emotional regulation and people / communication skills is essential as our children are not learning these skills the ways we did due to rise of technology

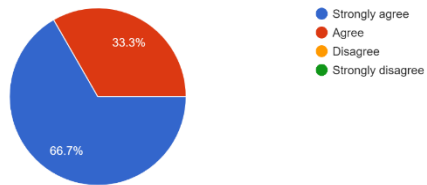
I think it is great that we are being given the opportunity to participate and share our opinions on the future of the school. Thank you. I'm in total agreement that developing skills and attitudes such as critical thinking, creativity and flexibility are more important than learning facts and passing exams and I tell my children this regularly.

As a software engineer, seeing first hand the rapid pace that technological advancements

4. Schools should also be agile
13 responses



5. Reading Discussion Brief 2 was a good investment of my time
12 responses



6. Please include any comments or observations you would like to make about this topic.

Happy to discuss any of the feedback provided. Life-long learning - the desire to engage in this is an interesting challenge. Schools play an important role in developing this as a fun thing to do. Particularly in the secondary years when students delve into much greater detail, which can be laborious and mundane if not complemented with examples of real world applications. Shaping your career – this concept/thought process needs to begin as soon as students have experienced enough variety in their learning to build an opinion on their likes/dislikes. And this journey needs to be actively reviewed and fostered. Agility – students are inherently agile and resilient to change. Successfully navigating remote learning during COVID lock downs is a great example. Although, varying types of assessment may further provide opportunities to challenge the norm. Tech savvy – increase exposure to latest real world practices by ensuring students have access to and practice using the latest tools. Team working and communications skills – practice, practice, practice!

I finished my AI degree in 2000, so I am loving these briefs. To be addressing the impacts on education and society now, in 2022, is prudent but not very agile.
2. Understanding of coding is invaluable but I think actual coding ability will be akin to previous factory environments. Software development life cycles and management of change will serve the kids much better. As well as understanding how the logic explains the decisions it makes.
3. Pattern prediction and recognition is key: <https://blog.codespark.com/posts/5-ways-to-build-your-childs-pattern-recognition-skills>

In addition to developing kids to be agile, it will be just as important to help them develop the skills to follow the right signals on where they should focus their energy on adapting and developing new skills in the agile working environment. Being able to “see the forest for the trees” is a foundational skill, and will empower the next generation of workers to gain high signal insights into future trends in technology, focusing their time and energy on high impact areas, positioning them for a lifetime of success in a rapidly changing world.

I don't think outsourcing labour is a new thing. A problematic conundrum. On the job training and learning is a necessity.

7. Please use this space to ask any questions (they can be asked anonymously, but they and the answer might be posted on the Facebook page)

What investment is on the radar in terms of utilising some of the technologies available to our children? Is there a specific budget for this? How can we up the game in tech related excursions within our geography i.e. Brisbane and Gold Coast How are private schools going to achieve this edge? What solutions are there to create an environment of creative thinking and learning. Will all questions asked in surveys be answered and if so when and how? Via social media, directly to respondents, etc?

8. Also note any suggestions you would like to make.

Provide more opportunities for students to connect theory to real world applications. Nurture the connection between fun and life-long learning (i.e. excursions, incursions, practical assessments). Begin career counselling earlier (i.e. Yr 9) via a dedicated career mentor, throughout their life at school. Facilitate taking charge of their career sooner. Actively seek and develop relationships with tertiary institutions, corporations and local businesses to give our students the best possible pre and post graduate real world experience. Make better use of the “Home Room” environment. Seniors mentoring/leading juniors. Juniors with “prepared” 1-on-1 time with Seniors to benefit from their experience. Develop agility by delivering subject content and assessments via unconventional means (i.e. external coursework, cross subject assessments, remote learning) Deliver assessments using latest software tools and latest tech (and go paperless!) • More assessments/ activities requiring deliverables as part of a team and more presentations

Use Jira / Confluence Atlassian products for workflow/ school diary planning. <https://www.atlassian.com/customers/yale-school-of-management>. Plans and progress for change can be presented in this format (Project boards

depicting stages such as To do, In Progress, Complete), just as they would be in a real world tech environment

2. Although the AI degree I did covered all the facets of AI such as Machine Learning, Neural Networks, Natural Language processing etc, the common denominator was Knowledge acquisition. The ability to extract knowledge from experts and map it in a format that can be coded. Since then, I have found Business analysis is very similar and a versatile skill (UML).

3. Compliance, Risk management, Legal counsel and ethics will be foundational for any progression in AI. Equally these skills can be translated to existing industries health / financial services for e.g. and changes in laws related to cannabis for example. Deploy versatile skills.

4. Teaching kids to present and talk, Ted Talks style is a great idea. Debate teams are a good start?

5. Data governance will also be invaluable across all industries, understanding how it is stored, governed, manipulated and can be visualised to provide insights. Electric cars are a topical example to illustrate how all the available data points can be used across health and insurance industries for e.g.

6. Certain episodes of Black Mirror could be very thought provoking for the students 7. Investment in simulation technology means you don't need a medical room set up like other schools, you can have a virtual environment to simulate any working environment.

8. Creativity: 3D Printing classroom competitions. Where to download the files, how to implement them etc

9. Teach the students to fail gracefully and incorporate acceptance of this into the culture of the school. Celebrate the failures as well as the successes. Teachers expressing vulnerability around their own mistakes and failures will help embed a good culture in this regard. 10. Excursions to future tech conferences, even facilitate them.

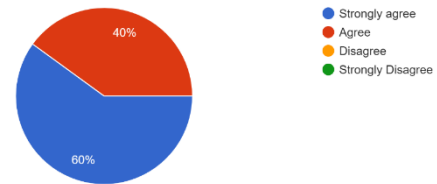
There are many happening in Brisbane and Gold Coast 11. Partnerships with the likes of <https://aibrissane.com.au/> and Insuretech / Fintech / Medtech organisations

We are still learning languages in Australia they have no commercial or trade benefit. Japan has about a very low immigration rate. Why do we continue to learn French, because it sounds beautiful. We should be Chinese, Indonesian, Spanish and maybe German.

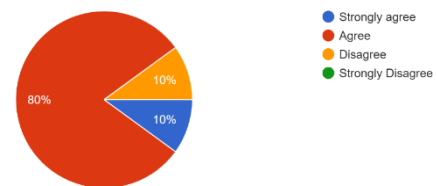
I think that when a schooling system mandates flexibility, it disempowers those (both staff and students) who need more rigid boundaries.

Feedback from Discussion Brief 3 – Transferable skills

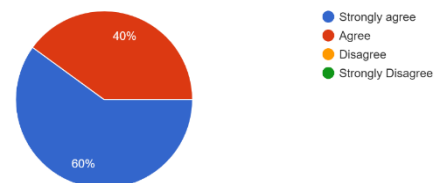
1. Do you think transferable skills are just as important as subject area knowledge?
10 responses



2. My child is on the right path to developing these 10 transferable skills
10 responses



3. Schools should be doing more to develop these transferable skills
10 responses



4. In your view, what will do you think are the top 3 transferable skills schools should focus on teaching students?

Self-mastery, M-F Comms Skills, Creative problem solving

Problem solving, strategic thinking, leadership
Developing confidence and communication skills
Interpersonal communication, team work methodologies, ICT

I don't think there are 3 that are more important than the others.

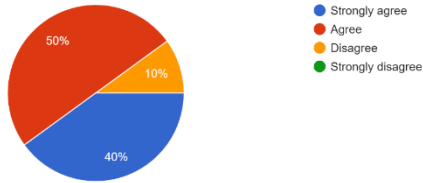
Communications Skills; Planning & Organising;
Team Work (assuming Literacy & Numeracy and Scientific Process happens anyway)

Critical thinking/sense-making. - Computational thinking. - Networked thinking, linking of ideas and concepts and the ability to apply them to a novel problem.

Time management, Revision of studies and Organisation.

Communication (Influencing, Negotiation, Story Telling and having difficult conversations),
Planning (Organising and setting objectives), Self Mastery

5. Reading Discussion Brief 3 was a good investment of my time
10 responses



6. Do you have any suggestions on how CCPS and you as the parent/carer can work together to create opportunities for our students to develop these skills?

*Debating competitions
Partner with a diverse group of organisations for work experience placement and on job learning.
Reinforce skills developed at school via encouragement and application at home
Focusing homework around exercises to develop and refine transferable skills would be beneficial.
This would also provide the opportunity to apply traditionally "siloed" concepts to different knowledge areas, strengthening student's ability to think in a networked way and link various concepts together to solve novel problems.
Teach them, time management, organisation skills, and study skills. Note taking.
Ideas Box or online mechanism for the children submit ideas. Reviewed quarterly and some get implemented / recognition for best ideas.*

7. Please use this space to ask any questions (they can be asked anonymously, but they and the answer might be posted on the Facebook page)

How do we teach our kids to achieve their career dreams as well as learning the benefits of being financially independent? The latter always has a superficial connotation.

8. Also note any suggestions you would like to make.

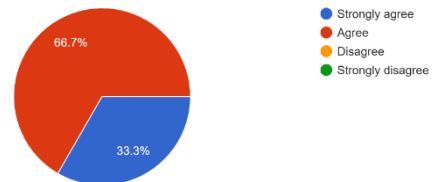
*Good to see the school engaging in these items with so much energy. Keep going :-)
This week I have noted that reading the brief was not a good investment of my time.
Earlier and ongoing development of planning and organisation skills would greatly benefit students transitioning from Year 6 to Year 7 and Year 10 to Year 11.
The transferable skills document is too long. It needs to be summarised to engage parents and carers. It focuses too much on kids developing entrepreneurial skills and self mastery when we live in a environment of socialistic governments. Not every child has the want or motivation to be entrepreneur or self master their life. Being interdependent and working in a social team work environment is what is important. Developing strong*

numeracy and literacy skills in all kids not just the smart ones. So every one can achieve a level of education that allows them to work in whatever work environment they choose. Focus on people earning a comfortable living in whatever interests they aspire to be. Whether they do one job or two jobs or three.

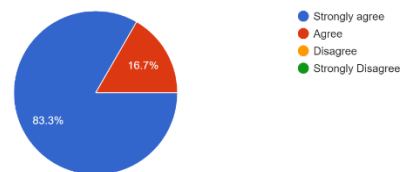
I think other important transferable skills are Data analysis and presentation, Coping with pressure, Commercial awareness

Feedback from Discussion Brief 4 – The importance of early engagement in work and future job clusters.

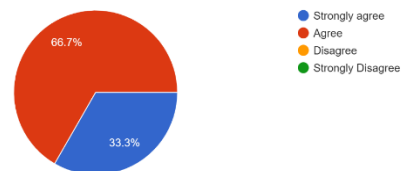
1. Reading Discussion Brief 4 was a good investment of my time
6 responses



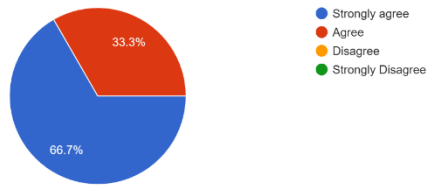
2. Early engagement in work helps prepare my child for tertiary education, and not only future full-time employment
6 responses



3. Early career education should be prioritised at the start of Senior School instead of waiting for Year 10 work experience week?
6 responses



4. Early traction in the world of work can help my young person develop transferable skills
6 responses



EYLF - as it allows for flexibility/needs/interests (more individual project work). I don't think this is a recent development. A degree didn't guarantee you a job 25 years ago. 50 years ago maybe.

5. In your view what are some of the skills we should focus on more to ensure we prepare students for future job clusters?

This should be child centred and teachers and parents should develop clear strengths in each child.

Wayfinding abilities: Career related technical skills; Transferable skills; Real world experience Social interaction and time management. Applying their skills and knowledge to a situation. Identifying opportunities. Making suggestions and decisions. I see a tendency for new graduates to finish a task and then sit and wait for the next one. Organisation / Planning, Communications / Public speaking, Finances / Profit / Loss, Compliance / Legals, Critical thinking / Problem solving, Team work

6. What are some of the key barriers that the traditional schooling model inherently has that hinders students to access meaningful work experience?

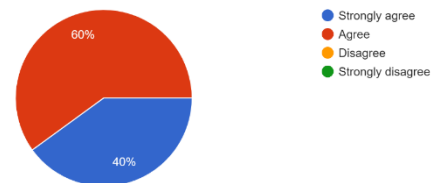
Caters to the curriculum rather than the child and current world. Lack of contacts in all areas The journey starts too late; Lack of support from dedicated career advisors/mentors; Lack of support for students engaged in external coursework; Lack of industry connections/relationships that provide meaningful work experience opportunities That the program at school continues when students are absent leaving them to catch-up when they return. Few opportunities. Employers generally don't have time or incentive to offer work experience to school aged children and currently parents need to rely on their own networks. Real world experience

7. Please include any comments or observations you would like to make about this topic

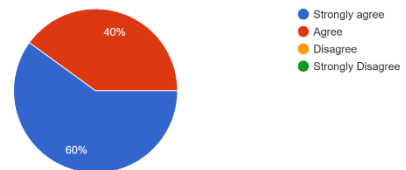
The Curriculum needs to be way more flexible e.g. focusing more on student interests and NEEDS. Perhaps a curriculum similar to the QKLG and

Feedback from Discussion Brief 5 – Proficiency and Self-Efficacy – Written by Dr Jamie Dorrington

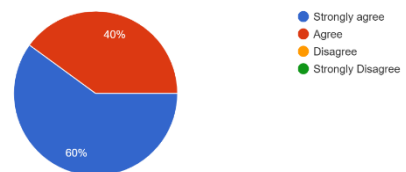
1. Reading Discussion Brief 5 was a good investment of my time
5 responses



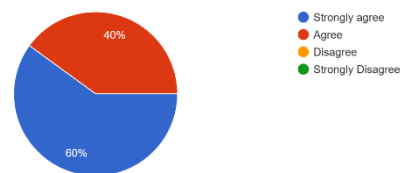
2. Educational Technology will continue to play an important part of modern teaching methodologies
5 responses



3. The current schooling model is challenged to continuously provide work that supports students with learning needs and at the same time challenge students that need extension
5 responses



4. Spending a calendar year in a specific grade doesn't always mean students have gained the academic proficiencies to progress to the next academic level.
5 responses



5. Self - efficacy of students is created both at home and at school.

*Strongly agree. The home environment should encourage and reinforce school learning.
Yes I agree, parents should provide opportunities for their children to make their own choices and engage with their interests at home and at school in meaningful ways.
Agree, however the experience they have in school where they do the majority of their curricular learning is much more influential on their confidence.*

6. The “Just in Time learning concept” is something that is important to consider and investigate further.

*Agree. Assuming the resourcing challenges can be met to allow it to succeed.
I think this concept is really important and I wouldn't want my child to fall further behind and become LOST!
Maybe. I was in agreement with most of the piece, until "This requires them to have access to a constant flow of valid and reliable data". In principle I agree with this statement. However, I have seen companies drowning in KPIs, monitoring and measuring and managing to KPIs until people lost sight of the actual goal. I would not want to see additional pressure on children and teachers to constantly be tested against and meet targets. Please proceed with caution.
Absolutely!
I think a more proactive stance than 'just in time' can be facilitated using EdTech.*

7. Please include any comments or observations you would like to make about this topic.

*It would be great to see some real world examples of how "fixed learning outcomes with variable learning times" works in practice.
I found this topic to be the most interesting. It is really important to assist our kids at the point they are experiencing difficulty to they can move forward.
I think this is the first topic where we have been given a "how" not just a "what". e.g. AI used to create adaptive programs. I would like to see more of this i.e. how you plan to implement the ideas.*

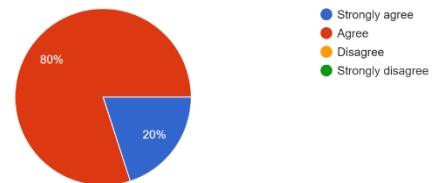
8. Please use this space to ask any questions.

At some point students need to learn and work in groups/teams. Assuming this will happen with a cohort of similar learning capabilities, has the

impact of students interacting with varying maturity or behavioural levels been considered/studied?

**Feedback from Discussion Brief 6 –
The importance of resilience -
Written by Dr Jamie Dorrington**

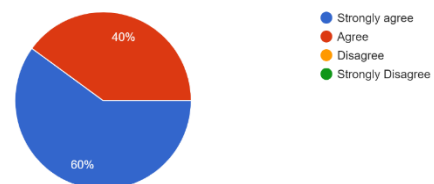
1. Reading Discussion Brief 6 was a good investment of my time
5 responses



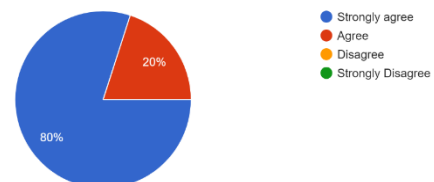
2. Student resilience is important in schooling years when approaching studies and friendships
5 responses



3. There is a close tie between resilience and engagement in life and work
5 responses



4. Social media sometimes create a disillusion of what the world of work and life looks like
5 responses



5. Life long learning is important no matter the occupation.

Strongly agree as this keeps the mind active and open to being the person you want to be. Further, the world continues to change and with it subtle changes in all that we do and how we engage. If we set and forget, we may find ourselves in a position where we are no longer able to do the job that we originally had skills-- all jobs change over time either in how they are done or as a result of the underlying philosophy/knowledge base.

Agree

Strongly agree

Agree.

Teach planning and goal setting skills. Foster strong and supportive relationships in a fail safe environment.

I think schools do already provide these opportunities. Softening the language in reports from "fail" to "demonstrates limited knowledge" doesn't take away the learning experience and children immediately translate to A, B, C, D, E anyway. Giving young children a participation ribbon doesn't prevent them from understanding they haven't won the race, and I don't think there is a problem with rewarding them for having a go. Every time they work through a topic that was hard for them or deal with a conflict with another student they are building resilience.

6. Please share your insights as to how parents help create resilience amongst their children.

Let children fail (safely) sometimes - but be there to support them when they do and teach them what could be done differently next time. Discuss how you have failed and yourself and what ended up happening. Push the boundaries of what makes them comfortable/uncomfortable every now and then so they can see "what is the worst that can happen". BUT always be there to provide safety/support and/or talk to them about safety nets in place (I'm only a phone call away; this person is trained to help you)

I think parents have a stronger role to play in resilience building than the teachers. I want the teachers to teach my child academia but from day 1 I and my family / friends will role model character traits. For better or worse :-). Children watch their parents do real life and model themselves on what they see. Learning support for parents in this regard would be a good investment.

Encourage exposure to new experiences. Provide guidance/advice rather than answers/fixes. Assist with learning from failure. Maintain a positive attitude.

Give them choices, gradually increase their responsibility, tell them to go away and negotiate with each other to come to a decision, when they come to me with a problem ask them for some ideas on how to fix it.

7. What expectations do you as parent and carer have of the school to provide opportunities for students to develop or learn the skills to improve their resilience.

All opportunities to teach my student resilience is done in a respectful way- no singling out students and embarrassing them. Considerations are given to different student needs/learning abilities and differences when attempting to provide opportunities for developing resilience. Students are not burdened with real world problems beyond their years and/or made to believe it is their personal responsibility to solve them as children.

Provide real life experiences and honest, yet empathetic and supportive challenge and feedback.

Caloundra City Private School
Pelican Waters Blvd
Pelican Waters QLD 4551

P 07 5437 5800
E admin@ccps.qld.edu.au
www.ccps.qld.edu.au



**Pelican's Nest
Early Learning Centre**



**City Stars
Kindergarten**



**Caloundra City
Private School**