

Workshop Program

Approach

Each day features:

1. Short presentations by Brian Caldwell or David Loader that include excerpts from filmed interviews with consultants, education experts and school leaders;
2. Activities in school and cross-school teams; and
3. Unscheduled interventions using interactive computer-based technology that invite participants to respond to hypothetical trends / issues in society and in education (selected from list on pages 27 and 28).

Day 1: Focus on Society and Schools

Time	Activity	Description
8.30	Arrival	Tea and coffee
9.00	Presentation	Welcome; overview of the program and its objectives; introduction to concepts, knowledge and tools for futures focused planning
Pages 1-5	Briefing	Briefing for Activity 1
10.30	Morning Tea	
10.50	Presentation	Introduction to the value of scenarios and an overview of the four scenarios in <i>Teaching for Uncertain Futures</i>
Pages 6-7	Activity 1: Exploring the scenarios	A 'hot seating activity' in which participants are invited to step inside the scenarios, adopting the perspective of a key stakeholder in an assigned scenario
12:30	Lunch	
1.15	Debriefing Presentation	Insights from Activity 1 Forces impacting on education in general and schools in particular
Pages 8-9	Activity 2 : Values and beliefs	In school teams -- identification of values and beliefs that should underpin the development of strategies for your school
2:45	Afternoon Tea	
3.05	Presentation	Indicators of an effective futures focused school
Pages 10-13	Activity 3: School audit	In school teams – conducting an audit of your school's capacity for futures focused planning
4:15	Review	Review of Day 1 – Setting the scene for Day 2
4:30	Conclusion	

Day 2: Focus on Learning and Teaching

Time	Activity	Description
8.30	Arrival	Tea and coffee
9.00	Presentation	An overview of trends in 21st century learning and teaching, including filmed excerpts from exemplary futures focused schools
Pages 14-17	Activity 4: Vision	In school teams – what would a visitor to the school in 2014 see or sense that is different from what would be seen or sensed in 2009?
10.30	Morning Tea	
10.50	Briefing	Briefing for Activities 5A and 5B: Introduction to templates for planning for change of a kind identified in Activity 4
Pages 18-22	Activity 5 A: Reconceptualising the school Activity 5B: How much change?	In school teams – determining (Activity 5A) 'Where are we?' (Reflecting), 'Where could we be' (Strategic Thinking), 'What do we know' (Strategic Analysis), and 'How can we explain it?' (Mental Models); and (Activity 5B) the extent of 'no change', 'incremental change' and 'major change' for each of eight facets of learning
12:30	Lunch	
1.15	Briefing	Briefing for Activity 6: Introduction to a template for developing strategies to achieve major change over the next five years; that is, to successfully achieve 'next practice'
Pages 23-26	Activity 6: Backward mapping	In school teams: select two major changes that will need to occur (Activities 5A and 5B) to achieve Vision 2014 (Activity 4).
2:45	Debriefing	Designing our destiny: contributions from representatives of school teams
3:00	Review	The Way Forward
3:15	Conclusion	

Sharing your approach to futures focused planning

Participants are invited to share information on approaches to futures focused planning at their schools with other participants and with the co-directors, who may seek further information for inclusion in the online resource package.

What we shall provide following the workshop

Participants will receive a report of responses to the hypothetical questions posed throughout the two days.