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- TEACHING PROFESSION

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 Ontario



Ontario Progress Report:  
OECD “Teaching as a Profession” Project

Prepared by: Ontario Ministry of Education  
for OECD *Schooling for Tomorrow*  
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## Background

In 2002, the Organization for Economic Cooperation and Development (OECD) approached the Ontario Ministry of Education with respect to participating in its *Schooling for Tomorrow* policy toolbox project. The purpose of the project is to examine the potential usefulness of scenario planning in policy development. Ontario joined England and the Netherlands as a lead jurisdiction in the project in September 2002. Ontario's involvement in the project relates to two separate initiatives, one French and one English. Ontario's French-language initiative focuses on the future of the French language education system in Ontario. Ontario's second initiative, which is the basis of this paper, focuses on the future of teaching, and teaching as a profession. This document represents Ontario's "Teaching as a Profession" project's third progress report to the OECD on its findings related to the *Schooling for Tomorrow* initiative. The first report was prepared for the February 2003 meeting in Poitiers, France. The second was presented at a lead jurisdiction meeting in Nottingham in January of 2004. This third report is intended to be a general overview of Ontario's activities and findings to date.

## Context

The changing role of schools and schooling is of major concern to most OECD countries. The special demands of a rapidly changing technological and social environment have led to searching questions about the nature of schools, their sustainability and their suitability to meet these demands.

The challenges education systems will face in the years to come are increasingly complex. A rapidly expanding knowledge base, dramatic advances in information technology, changing job markets and socio-economic disparities in many societies illustrate some of the direct pressures affecting education and its delivery. Broad societal issues such as globalization, environmental concerns, and international security also have an indirect impact on the worldwide delivery of education.

Competing perspectives on the purposes of education prescribe differing roles and status for teachers and schools. Diverse notions of what education is supposed to accomplish include: preparation for work, personal development, transmission of a cultural heritage and other values. Similarly, teachers are also characterized in a number of ways – including as "unionized workers" and "highly specialized professionals". The combination of these different factors results in a complex environment in which it is difficult to achieve meaningful dialogue, let alone consensus on the issue of teaching and teachers as professionals.

Consequently, in recent decades, Ontarians, along with citizens in most other jurisdictions, have wanted greater assurance that their schools are graduating properly educated young people. As a result, intense efforts at education reform have taken place worldwide. Changes in government, expert commissions and numerous reports

recommending extensive education reform have resulted in tremendous flux in education systems over the last 20 years.

Many of the reform attempts have been directed toward such areas as curriculum, early childhood education, assessment, accountability, and graduation requirements. Particularly over the past decade, education reforms have been largely standards and "results" based, with an emphasis on accountability.

In Ontario, these reforms included a new curriculum for kindergarten to grade 12, standardized testing of students in Math and English, a funding mechanism for school boards that provides a similar level of per pupil funding regardless of local tax base, standardized report cards, new secondary school graduation requirements including literacy testing and mandatory community service, and the creation of school councils to ensure enhanced parental and community involvement in school. The Ontario College of Teachers, a self-regulating professional body for Ontario's teachers, was also created in 1996.

Teaching and teacher education is another integral part of recent education reform efforts. Ontario's contribution to teaching reform resulted in a comprehensive set of initiatives to support teachers and teaching. These initiatives included an Ontario Teacher Qualifying Test (entrance to the profession exam) for new teachers, a standardized Teacher Performance Appraisal System (for evaluating teachers), and recently, the announcement of teaching excellence awards. An additional reform that mandated professional development requirements for teachers was the subject of intense debate and controversy. (The new Ontario government has recently taken steps to revoke the controversial mandatory professional development program.)

As elsewhere, there are many stakeholders involved in education in Ontario. At the time of the inception of the *Schooling for Tomorrow* policy toolbox project, Ontario's education system was in the midst of heightened levels of tension. The positions of various education stakeholders had become polarized and entrenched, with great suspicion by stakeholders of government motives and initiatives. The period since 2002 has been marked by much change, including the election of a new Ontario government that has taken significant steps to improve government relations with teachers.

The OECD project provided an opportunity to foster discussion about teachers and education amongst individuals within the education sector and beyond. In addition to exploring the value of scenarios to policy development, the hope was to use the futures scenarios provided in the OECD's toolbox to help individuals move beyond their own deeply rooted values, and the values and beliefs of their organisations and sectors, and talk to each other about the future of teachers and teaching in Ontario. To this end, the project's goals were focused on capacity building and promotion of multiple perspectives and, not necessarily solutions to policy issues.

## Creation of Study Group

One of the first steps taken by the Ontario Ministry of Education was the hiring of researchers to conduct a literature review on the topic “Teaching as a Profession.” Next, a core study group was created to act as an advisory panel to the Ministry for this project. In November 2002, twelve diverse external and internal education experts of varying backgrounds including educators, bureaucrats, administrators, academics, lawyers, political advisors and union leaders were invited to form the study team for the project. This group conducted the initial experimentation with respect to the scenarios and assisted in the development of future workshops. A research team, with experience in futures scenario planning, was also hired in November 2002.

In December 2002, at Ontario’s first OECD study group meeting, the study team worked with the OECD’s six scenarios. However, it was found that the high degree of specificity with respect to the role of teachers in the OECD scenarios impeded the scope of conversation and dialogue. Therefore, the research team modified the OECD scenarios to better fit the purposes of the Ontario project and the needs of the study group and Ministry. The scenarios have subsequently been refined several times to respond to workshop and study group comments (see **Appendix A** for the latest version of Ontario’s scenarios). The revised scenarios were written to be as broad as possible and to provide a social, political and economic environment backdrop within which to discuss the role of teachers. Background charts were created in order to build the necessary context. The charts examined the effects of multiple variables across each scenario (see **Appendix B**). For example, the charts describe the locus of governing power (as one variable) in each scenario. Once the charts had been completed, the differences between the scenarios were amplified to create five highly differentiated futures.

The new scenarios made little or no mention of education, as the intention was to provide a general framework within which to discuss the future of teaching and teaching as a profession. Once the study group had worked with five modified scenarios, and became comfortable with them, the process of organising larger workshops began.

## Workshops and Study Group Meetings

To date, we have held five study group meetings and seven workshops. Four of the workshops were primarily made up of individuals who represented a broad mix of organizations and sectors and three were made up of groups representing similar organizations/interests, including provincial teaching regulators, Ministry of Education employees, and executive members of the Canadian Education Association (a non-profit national organization which initiates and sustains dialogue on public policy issues in education).

The selection of participants for the workshops was based largely upon recommendations of the study team and other past workshop participants. Participants were asked to suggest individuals who would be able to actively participate in the discussions (see

**Appendix C** for summary of participants). The workshops with mixed participants included people from various constituencies, cultures and positions within sectors such as education, labour, health and communications attending from across Canada, as well as from the United States. Secondary school and university students have also participated.

### Study Group Meetings to Date

- December 3<sup>rd</sup> 2002 – Introduction – Using OECD Scenarios
- January 15<sup>th</sup> 2003 – Introduction – Using Modified OECD Scenarios
- June 3<sup>rd</sup> 2003 - Enriching the Scenarios
- September 22<sup>nd</sup> 2003 - Identifying Robust Actions
- March 9<sup>th</sup> 2004 – An Attempt at Policy Consequences

### Workshops to date

- March 18<sup>th</sup> 2003 - Diverse Group
- May 27<sup>th</sup> 2003 - Diverse Group
- June 12<sup>th</sup> 2003 - Ministry of Education Employees
- October 17<sup>th</sup> 2003 - Canadian Education Association Executive, and other select individuals
- October 22<sup>nd</sup> 2003 - Individuals involved in teacher certification across Canada
- November 25<sup>th</sup> 2003 - Diverse Group – Full Day Plenary Session
- May 21<sup>st</sup> 2004 – Diverse Group of Previous Participants – Full Day Plenary Session

As of June 2004, approximately 160 people, from across the education sector and other sectors, have taken part in the project.

### Workshop Design

The workshops were purposely designed to push people outside of the present to the future, and to expand thinking about future possibilities. The original workshop design was based on a seven-hour time frame. In the morning, participants were divided into groups of five or six and each group was assigned one of the scenarios to discuss. Groups were given the morning to answer the question "What would teachers and teaching look like in this future?" In the afternoon, participants moved to a second scenario and endeavoured to isolate some actions that would maximise the positive aspects and minimise the negative aspects of the scenario.

After the March 18, 2003 workshop, participants commented that they would like an opportunity to work with all five scenarios instead of just two. Therefore, at the next workshop in May, the afternoon was modified to allow everyone to experience and work with all the scenarios.

The scenarios were also modified as the project progressed. In order to allow participants maximum freedom to envision what education would be like in each

scenario, there was little mention of education in Ontario's modified OECD scenarios. However, the process of broadly imagining an educational environment slowed the discussions, and there was not always enough time to fulsomely discuss teachers and teaching. Thus, to focus the conversations on teaching, brief paragraphs were added to the scenarios to describe the educational environment, and a list of targeted questions (see **Appendix D**) was provided to each group in order to better focus the discussion on the specific education issues Ontario wished to explore. Also after the March 18, 2003 workshop, the charts on which the scenarios had been based were distributed to participants along with the scenarios. This appeared to increase people's confidence in the scenarios.

## Results

Ontario's goals with respect to developing its scenarios were to explore the use of scenarios and to build capacity for free and open discussion. Each of Ontario's revised scenarios was therefore designed to be equally preferable (except for the breakdown scenario [Number 2]) and equally likely. At the beginning of each workshop, participants were asked to vote on the scenario they believed was the most likely, and also on the scenario that they preferred. The rationale for conducting the voting was to determine if the votes were evenly distributed amongst the group, and also to alert participants to the important distinction between preference and likelihood. At the end of the day, a second vote was conducted to determine if there were any shifts throughout the day. The purpose of this exercise was to illustrate that utilizing scenarios in facilitating discussions could help to challenge peoples' entrenched ideas and make them more open to alternative views. At the beginning most participants felt sure that they knew which scenario they preferred, but as the day progressed, people began to view the scenarios in a new light, recognizing positive characteristics in scenarios which they originally did not find appealing and vice versa. Below is a table with the combined voting results from all of the workshops, other than the May 21, 2004 workshop. (Only two of the scenarios were discussed in the May 21, 2004 workshop, therefore no vote was taken.)

## Voting Results

	Preferred (round one)	Preferred (round two)		Most Likely (round one)	Most Likely (round two)
1 – Refining the Past	31	33		50	51
2 – Breakdown	0	2		7	4
3 – Community Focused Model	35	23		6	13
4 – Macro-markets	12	11		45	23
5 – Complexity	47	36		17	14

Overall the voting was not distributed evenly. As the table illustrates, people's preferences were spread quite evenly between scenarios one, three and five but most people felt that scenarios one and four were the most likely. Although it is not clear from the summary chart, at individual meetings, there were often marked shifts between the

first and second rounds of voting. Even though it did not occur at all the meetings, a shift was a positive sign as it showed how the use of scenarios could open up people's thinking. Participants said that the discussions at the workshops allowed them to see the positive aspects of futures they had not originally liked. Other indicators of the success of the scenarios were the feedback received from participants, and their willingness to continue on with the project.

At the end of each workshop, the entire group re-convened to discuss the day and to make suggestions for improving future workshops. The results of these post-workshop discussions have been overwhelmingly positive. Participants noted how beneficial it was to be able to talk openly about education and they often commented on the richness of the conversations. In addition many people said they appreciated the innovative nature of the workshops as it helped them to think outside their usual orientation. Participants were also given an evaluation form at the end of each workshop. When asked to rate the usefulness of the scenarios in expanding their thinking, the majority of people rated them as being very useful.

### Questionnaire Results

	1(worst)	2	3	4	5 (best)
What was your overall impression of the workshop?	0	0	5	35	50
Please rate how useful you found the scenarios in expanding your thinking.	0	0	11	41	38
Please rate the potential utility of the scenarios in policy development.	0	3	14	33	38
How did you feel about the length of the workshop?	Too long 5	X	Just right 66	X	Too short 19

Perhaps the best indication of the success of the scenarios and the workshops however, can be seen in how many people chose to stay involved. Most of the participants who were involved with the project were extremely enthusiastic and indicated a desire to be updated on Ontario's progress with the *Schooling for Tomorrow* policy toolbox project, and a willingness to attend future meetings. Also, members of the study group went out of their way to attend as many of the workshops as possible.

Overall, the scenarios have been very successful in achieving the original goal of promoting open dialogue about the future of teachers and teaching in Ontario. The success of the scenarios in creating a rich conversational environment led to the next step, which was a desire to more thoroughly explore the scenarios' utility with respect to policy development. The questionnaire results indicate that there is still scepticism about the usefulness of the scenarios for the purpose of policy development. Although the majority of those who responded felt that scenarios could be useful, most people also felt they had limited utility. Also, comments made by participants at the meetings suggested

that in order for Ontario's scenarios to be useful for policy development they had to be further modified to include additional contextual information.

### Futures Scenarios and Policy Development

Having attended numerous meetings and workshops, by late spring 2003, the study group was prepared to address policy issues and began to ask how the discussions could be moved in the direction of policy development. As a result, the June 3, 2003 meeting was organised with a view toward making the scenarios more useful for such a purpose.

At this meeting another set of charts (see **Appendix E**) was created with the scenarios along the horizontal axis and a new group of variables, specific to teachers and teaching, along the vertical axis. The study group went through them together filling in the boxes. (These charts may be used as a starting point for enriching the scenarios in the later part of 2004.) Rather than go back to the same exercise at the next study group, a new approach was taken in an attempt to further push the process.

The group met next on September 22, 2003 and tried to work together to identify policies and programs that would best prepare people for improving teaching and learning in all the scenarios. The identification of these robust actions was a difficult exercise for the group. The broad nature of the scenarios made it hard for the group to focus in on specific policy options. The rich conversation of the study group proved to be a hindrance rather than a benefit to the task at hand. Some members felt that it was not possible to create robust strategies without stooping to lowest common denominator policies. It became apparent that it was important to continue the process of enriching the scenarios before attempting to move any further. Despite the difficulties that the group experienced, the meeting enabled the group to start talking to each other about policy development and a clearer picture of the way forward emerged.

On October 17, 2003, a workshop was held for the executive members of the Canadian Education Association and other select invited guests. On October 22, 2003, a shortened workshop was held for those involved in teacher certification across Canada. Although these workshops worked well, the discussions were generally viewed not as interesting or as creative as those at the workshops made up of more heterogeneous group.

For November 2003, a new approach was developed. The November 25, 2003 workshop was purposely made smaller than the earlier workshops. Once again there was representation from across various segments of the educational sector, including students, teachers, academics and administrators. There were also some participants from other fields, including law, communications and information technology. The size of the group, and the diverse nature of its members, contributed to making the November workshop the most successful to date. The group members appreciated the opportunity to discuss the issues at hand with people from other areas of expertise. Also because the group was working in plenary, they were able to spend a good amount of time on each

scenario. At the end of the day the group had an open dialogue about the potential usefulness of scenarios in policy development.

There were differing views in the November 25, 2003 group regarding whether or not futures scenarios were a valuable tool for creating policy. Some members felt that scenarios could be useful, if they were the right scenarios, but others were more sceptical. Most participants believed that if the scenarios were going to be useful, in terms of going beyond promoting discussion, then they had to be more detailed. Although there was a lot of uncertainty about the usefulness of scenarios in framing policy, the group was still willing to try to use them.

A two day meeting of the core OECD countries was held in Nottingham, England on January 11-13, 2004. This meeting allowed the various lead jurisdictions to share their learnings and experiences with respect to futures scenarios, as well as plan for the Toronto Forum.

After the Nottingham meeting, we moved into our next phase of scenario exploration and started focussing more specifically on the utility of scenarios in policy development.

The March 9, 2004 study group meeting provided an opportunity to discuss the steps involved in the development of two streams. The first stream would emphasize the present focus on engaging as wide a variety as possible of participants in discussion of the scenarios and would continually seek to use this interaction to enrich them further. The second stream would work toward devising ways of using scenarios with a stronger emphasis on policy, to investigate opportunities for policy development and to explore policy consequences.

We designed a pilot workshop of the study group that tested the scenarios against a specific issue: degrees/levels of teacher independence as policy objectives. Policy objectives were provided for each level of teacher independence – greater, lesser or similar independence (see **Appendix F** for copies of the teacher independence policy objectives). With specific reference to each scenario, we then asked three questions of the study group: “How does each policy alternative need to change in order to fit the scenario?” “What changes need to be made to the scenario to make it fit the policy alternative, and what obstacles and barriers would be encountered?” “Are there any other implementation issues?” The ensuing discussion on matching several scenarios with each policy alternative was helpful in expanding our understanding of policy implications. The use of the policy objectives also helped to flesh out the role of the teacher in each possible future and allowed for a different and more focused and constructive discussion than in previous workshops. This format – pairing options and scenarios to build the discursive framework – was followed in the May 21<sup>st</sup> workshop

For the May 21<sup>st</sup> workshop, past workshop participants were invited back to test the scenarios against the teacher independence issue. The May 21<sup>st</sup> workshop produced results similar to the March 9<sup>th</sup> study group meeting. An extremely rich conversation ensued and some useful policy suggestions were obtained with respect to what steps

might need to be taken to achieve the desired policy objective in each scenario discussed. Interestingly, a significantly higher percentage of people ranked using scenarios as exceptionally useful in expanding thinking than in previous workshops where the scenarios were not tested against a specific policy objective. One participant compared the futures workshop to “an antenna in that it helps one to pick up trends”.

## Lessons Learned

### Benefits

Since this project began, a number of important lessons have emerged. The scenarios proved to be a very effective way of opening up people's thinking and moving them away from entrenched biases and viewpoints. Utilizing the scenarios also gave participants the opportunity to discuss certain issues in education in an open environment. People felt that they were able to talk about education with individuals in a setting and manner in which they would never normally have the opportunity. One participant said, "I find the scenarios have helped me broaden my thinking. I find myself slipping back at times but at least now I can identify when I'm being narrow-minded. I find it very interesting and informative to be able to hear other people's points of view and, to have the experience to work with a group of such a wide variety of backgrounds, is very enriching." Another participant found that “when you speculate, you generate options to create.” There was great enthusiasm about the project for those reasons.

### Limits

However, many participants still felt that there are limitations to the use of futures scenarios generally and the use of particular futures scenarios in policy development. One such person wrote, "policies reflect the contexts in which they arise, including the traditions, values, institutions, resources, etc. that characterize those contexts....The scenarios ....are insufficiently sensitive to context for the purpose of policy development." Overall the project, up until this point, has shown that scenarios are useful for promoting discussions, but there may be limits to their usefulness in policy development, particularly because they can never fully capture the contextual and situational importance in which policy is designed, decided upon and delivered.

### Next Steps

We intend to move forward by holding two different types of workshops. The first stream of workshops will be held for individuals who have not yet been exposed to an Ontario *Schooling for Tomorrow* – Teaching as a Profession workshop. Its purpose will be to build on the existing model for initiating dialogue, and to expose new and varied participants to the utility of scenarios in opening discussion, breaking down preconceived notions, and encouraging more open and thoughtful discussion of possibilities. The second stream will be modelled after our recent May 21<sup>st</sup> workshop and will begin to investigate policy consequences arising from the scenarios by re-examining the development and use of the scenarios with a view to making them more directly useful to the process of policy development.

Our last study group meeting, the May 21<sup>st</sup> workshop, and recent work by the OECD all suggest that scenarios can be used not only to expand thinking, but also to expose a variety of different paths to desirable objectives, provide a series of strategic alternatives to policy makers and allow for more robust policy decisions. We look forward to further exploration of the extent of scenario utility in policy development over the next phase of the *Schooling for Tomorrow* project.

**May 2004**

## FIVE SCENARIOS FOR THE FUTURE OF SCHOOLING IN 2033 ( version 3)

### INTRODUCTION

We have defined five alternative scenarios with differing impacts on teachers' roles in Ontario in the year 2033. They have been constructed to differentiate possible roles for teachers in the long term. They are based on present conditions, tendencies and projections. The broad alignment comes from OECD documents prepared by the Policy Studies Institute. The schooling alternatives have been developed by a group of researchers in Ontario in order to provide a basis for exploring possible ways of teaching in the future. In this document, the scenarios are first outlined, then described in narrative form.

We should note that the scenarios are differentiated using many parameters. For example the macro-market future does not depend only on continuing political rule by international market advocates. Instead it considers many other factors so that no matter who is in control, such attitudes will predominate and all political parties will assume market oriented policies.

Some factors are projected in all futures. But there may still be variations of emphasis because of the overall differences. Technology will change more rapidly in the next twenty years than it has in the last twenty but it is hard to forecast the detail. For example, we are at the edge of a series of breakthroughs to new technologies for energy conservation, genetic engineering, manufacturing and so on, but it is difficult to predict when particular innovations will occur.

In 2033 information technology exerts an accelerating influence on work in general and certainly on education. The increased capacity for three-dimensional printing allows for decentralized highly customized manufacturing processes to evolve. Fiber optic networks allow smart systems to improve student access to a wide variety of learning processes. New and more effective electronic educational techniques such as interactive multi-media hyper-linked modules result in a proliferation of cheap educational software and game-like learning devices. In some futures they function very much like household appliances.

In all scenarios there are important advances in our understanding of education: a more fundamental knowledge about many developmental processes, widespread grasp of genetic factors and influences on learning capacity. More specific and effective educational techniques change teaching patterns in all scenarios. But these occur at differing times and with differing impacts in the different scenarios.

More of the GDP is devoted to education but in varying degrees. New demands on the system, more expensive technology and increased labour costs mean that in most scenarios there will continue to be a gap between what is possible and what is affordable, but the nature of the constraints vary in different scenarios. There are invariably fewer standard classrooms in all futures but the amount of reduction varies.

## SCENARIO OUTLINES

- Scenario 1: Refining the Past in 2033  

This future brings new evidence and experience to the structures and processes of 2003. Canadian civil federalism becomes a preferred world model. Governing systems become far more efficient and accountable and the mixed public/private economy is regulated to produce slow and steady growth. The educational system is highly regulated in terms of curriculum, credentials and accountability for results.
- Scenario 2: Breakdown Leads Up to 2033  

In this depressed and unstable future, there is a high level of unemployment and underemployment. Regional warfare and terrorism increase the number of refugees while international trade becomes more difficult. Technological innovation supports effective but low cost ways of delivering no-frills services. Public education systems become smaller and less comprehensive. Alternative forms of schooling increase.
- Scenario 3: Community Focused Model in 2033  

This future emphasises the impact of changes in the nature of community life. In it there is a dramatic increase in concern for the global environment. Large numbers of largely self-sufficient communities develop strong local cultures, and assume greater responsibility for educating their members.
- Scenario 4: Macro-markets in 2033  

This future emphasizes the long-term impacts of global trade. The scale and number of major global businesses increases dramatically. The boundaries between corporate and national interests begin to blur. Public and private sectors recognize the importance of knowledge management as essential to development. Learning becomes more entrenched as a lifelong endeavour for everyone.
- Scenario 5: Major Breakthroughs in Complexity Science in 2033  

This future highlights a growing understanding of complex systems in which economic, social and political growth are closely tied to access to "learning by doing". Technology provides communications and transportation capacity for many multi-faceted learning networks. Education responds to preferences and changing interests of individuals. The development and refining of one's taste for learning is a lifelong effort.

### **Scenario 1: Refining the Past in 2033 (version 3)**

It has become clear that Canadian federalism works. Canada has prospered since it resolved its federal provincial problems through the evolution of Federal Provincial Territorial (FPT) committees into early mediation/arbitration panels, the drafting of a large number of mutually acceptable agreements in many areas of difference, and the recognition of the tremendous advantages that well-governed civil societies bring to international trade. Canada has revived its infrastructure: it once more has a reliable, world leading universally accessible health care system. In fact the worldwide adoption of Canadian models of federalism began after the healthcare system in the United States broke down in 2010 under its own weight and Canadian medicare was introduced after prompting by major corporations. The revived new Canadian multiculturalism ended the separatist movements within Canada and became the basis for the resolution of the Hispanic separatist movements in California and Texas in 2020. The first President of the American Union is the glamorous Canadian, Kim Campbell III who converted "good government" from an oxymoron into the basis for the future by reviving and stabilising the flagging American economy. Government is widely accepted as necessary for a stronger economic and social infrastructure.

Due to advances in the field of mediation studies, the UN has become a significant force in international politics and increased collaboration has resulted in less international conflict. International regulation is critical in arms reduction and environmental monitoring as well as trade. Continental Unions have evolved not only in Europe and North America, but also in Asia, the Middle East and much of Africa. A good example is the Israeli-Palestinian Peace Accord which established a now thriving federal middle-eastern state, which comprises most of the pan-Arab world and Israel. It has achieved major breakthroughs in utilizing increasingly scarce petrochemicals.

Although nuclear energy is still in use, no one is planning new reactors. Kyoto II has been widely accepted and will reduce global energy consumption below that of 2003 over the next ten years. The widespread use of hydrogen based fuel cells, wind generators and the new "cold-mining" alternative energy sources is driven by regulatory incentives.

Government creates the strongest inducements for investment in research and development. Unemployment is low and taxation levels are higher than is presently the case. Individual consumers spend less on health and education and the basket of goods and services is slightly less than in the market scenario. Canadians are once again among those in the world most satisfied with government-funded services.

Due to government incentives, more money is spent on research and development. Government regulation and services assure equal opportunity: careful employment procedures guarantee fair treatment of foreign workers. Men and women receive equal pay for equal work. Tough laws and extensive childcare services support mothers with young children.

Higher employment, increased opportunity, improved government funded services result in improved educational status. Federal and provincial governments share encouragement for life long education in sponsored classes on a large variety of subjects.

All levels of government spend more on education and research. Provincial governments regulate the number of teachers, standardize curriculum, define credentials and increase accountability for results.

## **Scenario 2: Breakdown (version 3)**

The world as we know it has fallen apart. The economic bust, which followed the boom of the late twentieth century, has dragged on for more than twenty years. World markets collapsed in the face of crippling Third World Debt, and depletion of key resources led to the wars of the 2020s. The world's major governments failed to alleviate the economic strain. Nations became gripped with fear as individuals began to lose faith in governments and in supranational organizations such as the UN.

People began to take matters into their own hands. With little or no public support, government shrank. In this new world of markedly debilitated nation states the paramount concern for everyone is survival. The current precarious balance of power further divides rich from poor nations. There is conflict on multiple levels, large-scale battles over resources, civil wars, acts of terror and even inter-group feuding. As national governments weaken, the power void is increasingly filled by society's criminal element.

The disparities between the best and worst-off increase. The well-off remain inside gated communities, which have taken on the characteristics of medieval fortresses. Meanwhile, in order to increase their chances of survival the underclass has joined powerful criminal syndicates or banded together for mutual protection in street gangs and vigilante groups. Within these groups, there is strong pressure to conform.

There has been much innovation in the area of personal and home security. Everyone has access to the Internet and older computerized technology is universally available. Nonetheless inequalities increase because of limited access to the most advanced information and communication devices.

With the economy in a shambles, there is little hope of steady employment. People move from job to job in an attempt to provide for their families. The increased militancy of unionized workers is matched by the availability of those who are desperately seeking work under any conditions. Many workers have become day laborers. Even employers feel that their businesses are not secure and that they might lose them at any time. With people focused on surviving from one day to the next, there is little time for creativity or development.

In addition, the federal government has to stop providing the most basic public services, and transfer payments to the provinces cease.

There is no public childcare and quality schooling is only for those that can afford it. Privately funded schools within the gated communities provide a good education to the children of the well-off. These children have access to e-technologies, which provide infinite learning opportunities. Meanwhile the urban poor have to make do with the chronically under funded and frequently closed mobile school units which are often run by volunteer teachers using automated equipment.

### **Scenario 3: Community Focused Model in 2033 (version 3)**

Some time around the year 2015 the world gets a serious wake up call when the detonation of a number of nuclear warheads leads to the polar ice caps melting and flooding the Southern tips of Florida and California. People realize that the conservation of the planet's natural environment is of paramount importance and begin to act accordingly. In a last ditch attempt to save the planet, people reject what they see as ineffectual political units like the nation state and take matters into their own hands.

Self-sustaining geographical communities of up to ten thousand people form with the primary goal of conservation of the earth. These communities aim to think locally and act globally. Individual wants and needs become subordinate to the will of the community. These communities cluster into regional assemblies which become the most important locus of control with federal governments and supranational organizations acting largely to ensure the smooth running of communications technologies. In 2020, community boundaries are relatively fluid and people are free to move from one community to another. Intercommunity relationships flourish and are based on shared values and the barter of specialized skills in technology, manufacture, medicine and agriculture. Due to the high levels of interdependence, war between communities is basically non-existent. However, communities are willing and able to wage war against those people who violate environmental codes. The WEO (World Environmental Organization) becomes the supreme military power, which patrols land, sea, and air for eco-criminals.

Within the communities there are people from many different ethnic and cultural backgrounds. Diversity and free speech are encouraged as long as the values of the community are upheld. Religion as we know it essentially ceases to exist and is replaced by devotion to the communal cause. Full gender equality is achieved, as children become the responsibility of the entire community. The motto "it takes a village to raise a child" is taken extremely seriously. The learning environment cuts across community activities and becomes multigenerational. The concept of schooling is viewed as encompassing a broad range of social, welfare and educational needs. Therefore, social, welfare and educational needs are highly coordinated and interrelated. Daycare centers, community centers, children's and adult schooling, seniors' centres and other social services are often work together in a unified and harmonious fashion. School is at the core of the community and teachers enjoy a special regard as holders and transmitters of community values. However, as people assume responsibilities in many different community bodies there is also a greater role for parents and other community actors. Work roles change depending on the needs of communities. Technology plays a vital role in environmental monitoring and information exchange between individual and community. Major breakthroughs occur in the areas of renewable energy and pollution control.

In 2033 a small anti-environmentalist terrorist organization emerges to combat eco-fascism. They call themselves the People's Liberation Front (in an ironic reference to the most active environmental terrorist group of the early 21<sup>st</sup> century Earth Liberation Front). Their terrorist acts include, but are not limited to, stealing animals from community centers in order to test their shampoo on, and cutting down trees for no apparent reason. These terrorists enjoy little public support and are easily apprehended.

#### **Scenario 4: Macro-market – Knowledge Management for 2033 (version 3)**

In order to survive in the expanding global economy many companies large and small enter the global market. Knowledge management is a key in international business growth. By the year 2015 the first of several major corporations join the UN and smaller knowledge-based companies like Weber's hamburgers have branches in most countries. Business has become a major focus of global activity and national governments and supranational organizations evolve to become mediators and providers of infrastructure. Small niche markets emerge and small businesses have very specialized roles. World peace is achieved as a necessary condition for business to run smoothly but businesses assume a broader knowledge-based mission that benefits their employees and investors alike.

Progress is measured in terms of growth of the knowledge-based economy and the development of new markets. The phenomenal growth of the Chinese appetite for consumer goods and services has brought enormous profit to existing corporations. Nortel in particular has benefited from the success of their slogan "A home without a phone has no ring to it." The increased purchasing power of large populations is the most critical contributor to business success. Education is a driving force in society - a more educated population consumes more goods and services.

In this future everybody has a chance to contribute to knowledge. There is no discrimination based on anything except capability - it is the ultimate meritocracy. Both public and private sectors value innovation and therefore encourage creativity and learning. Countries and companies alike invest in a growing knowledge base. Corporations compete with the state to assume cradle to grave responsibility for their workers. They provide day care, schooling and the promise of job security provided a minimum standard of performance is maintained. Although individuals usually stay with one employer for very long periods of time, there is career flexibility within each corporation. Movement between corporations is possible but rather difficult considering the intricacies of different cultures, procedures and even languages. Within each corporation individual competition is encouraged in order to promote innovation. In this future research and knowledge transfer is critical. Corporate espionage is treated as treason in law.

Matt was born in 2010, he has a gift for language and he is a talented negotiator. Despite having been raised in No Name (where they speak N-talk), Matt masters PC-talk and moves to President's Choice in order to assist with the purchase of a new state. While there, he meets and marries Mary a woman who is from P.C. They settle down in P.C. Their child Jeff is grown ex-utero which allows them to continue at work until the due date in 2033. To Jeff's classmates, the fact that his dad is Black and his mum is East Asian is of no interest. However, they are fascinated by the fact that he is technically half No Name. Jeff turns out to be a gifted child and after having accepted all his knowledge from P.C, he will go on to work his way high up the corporate ladder.

Knowledge management has become scientifically based. There are proven methods of improving learning capacity throughout life. In 2020 researchers isolated several genes for improving learning even more. It is now possible to improve intellectual capacity in the embryo.

## **Scenario 5: Living with Complexity in 2033 (version 3)**

The complex nature of the world becomes more apparent. Mathematical, physical and philosophical breakthroughs pave the way for a better understanding of chaos theory and complex adaptive systems. Our investments in this kind of research have begun to pay off. We have learned not only about the nature of complex physical and social phenomena, but also how to achieve greater success from our interventions. We recognize the importance of local conditions, necessary observer bias, and so we accept a much higher level of uncertainty about results. We plant large numbers of small seeds and make use of self-organization to improve our chances. Seeded, little known, projects have sprouted large results. Explanation no longer follows prediction/control models as it did in the past. Instead quality of understanding and ingenuity of intervention are primary.

Many of the dichotomies of the Twentieth Century have been resolved. There are no longer Left-Right political debates. The dichotomy between centralization and devolution is no longer recognized and so central regulations have reduced the obstacles to local initiatives. Social distinctions between individual and collective become less meaningful. Philosophical antinomies such as freedom and determinism no longer make much sense in complex systems.

Individuals are connected to multiple collective interest groups with a global geographic distribution. There are very few isolated individuals, but rather a multiplicity of groups with differing levels of engagement. The need for research and development leads to international distributed networks of researchers on an unprecedented scale and diversity.

A good example of success is the story of how complexity science releases Africa from its terrors of plague, famine and tribal warfare. Breakthroughs in fusion power and the science of fresh water are the first step in recovery. One effective AIDS drug immunises against HIV infection; another revitalises the immune system. The shared need to deal with famine and plague helps to change the vicious cycle of tribal politics into virtuous cycles of mutual development. Africans self-organize to convert the Sub-Saharan desert into the orchard of the world. As world hunger diminishes, the Rich/Poor divide lessens and international tensions ease.

New technologies create home appliances like the 3D printer and dramatically change how many manufactured products are produced and distributed. Genetic engineering allows for most food to become robotically grown in organic conditions. Individualized mass transit (another superseded dichotomy) uses satellite-positioning systems to get people to school and work. There are also many electro-mechanical substitutes for human services. Visa and banking are now interchangeable complex networked organizations that provide customized daily financial updates to subscribers over the age of 3. The morning shower includes an automatic daily diagnostic check up (with automatic follow-ups if necessary).

As a result work has changed. There is less of a distinction between work and leisure. Most work is knowledge based and those who work do so because they want to. Learning has become a major activity at work. In this future the workplace will be more like a voluntary organisation. Employers recognize that workers come to work because they want to be there, they appreciate how the worker adds value and above all tailor rewards to suit individual workers in order to retain them. The most general motivation for work is to learn not to earn. Also, learning has also become a major leisure activity.

More money for schools and education comes from the conversion of leading economies from service based to knowledge based. Teachers have robotic assistants to take on much of the burden of rote learning. Self-paced self-training is part of every curriculum as is intensive interaction with others to develop social capacities. "The Open Brain" is a training network that communicates with the pervasive "Sony Walk-minds" and provides interactive education for everyone. Children routinely begin to read at 3 and some nine-year-old mathematicians have their PhDs.

**POLITICAL ENVIRONMENT**

	<b>Perfecting the Past</b> <i>Robust bureaucratic school systems</i>	<b>Breakdown</b> <i>Extreme depression</i> <i>Survival is paramount</i> <i>Social destabilization</i>	<b>Self Sustaining Communities</b> <i>Communal lifestyle</i> <i>Global/environmental concerns</i>	<b>Macro-market Management for the Future</b> <i>Corporate organization supercedes national boundaries</i> <i>Knowledge management</i>	<b>Complex Adaptive System</b> <i>High Degree of Variation</i> <i>Limited governance</i> <i>Decentralized web cells</i>
<b>Equal opportunity</b> <ul style="list-style-type: none"> <li>• Native rights</li> <li>• Immigrant status</li> <li>• Refugee rights</li> </ul>	Regulated equality Standardization of treatment	Survival of the fittest	Community composition mirrors national distribution of population	Meritocracy	Broad understanding of individual worth
<b>Locus of governing power</b>	Federal & Provincial government	Criminal syndicates and warlords	Local and regional government	Global Corporation	Web rings Cyber communities VISA
<b>Degree/nature of interconnection between political units</b>	Strong international forces (e.g. UN). Formal agreements, treaties at regional and global scales	No strong international forces, Strong identification with one group; little or no interconnection	Barter based relationships bet communities with special skills; International forces to maintain global environment; WEO with enforcement capacity (e.g. Sea Shepherds)	Dependant on shared holdings and enterprises of the companies	Interconnections at every scale, Political groups form and dissolve around issues and personalities.

<b>Freedom of expression</b>	High tolerance of dissenting minorities.	No global restrictions; High restrictions within groups.	High tolerance except on environmental issues (Eco Fascism) and excessive individualism.	Encouragement of corporate creativity; High tolerance except where proprietary knowledge is threatened.	No limit; Erotic sectors become a smaller part of the network. How-to sites/applied knowledge Network Navigation (for people, information, for objects)
<b>War</b>	Stronger UN, Little Unilateral action	War at multiple scale: civil war, terrorism, regional wars, large scale organized crime.	Little war, except against environmental transgression.	Stability for the sake of smooth operation of corp. National military as infrastructure for corp.	Multiple connections between groups encourages mediation; Little war.
<b>Resources devoted to Learning</b>	3	5 (Low)	4	2	1 (High)
<b>Privacy and Surveillance</b>	Accountability and transparency	Security concerns, information as weapon	Environmental monitoring	Concern for proprietary knowledge	Private public dichotomy disappears

## ECONOMIC ENVIRONMENT

	<b>Perfecting the Past</b> <i>Robust bureaucratic school systems</i>	<b>Breakdown</b> <i>Extreme depression Survival is paramount Social destabilization</i>	<b>Self Sustaining Communities</b> <i>Communal lifestyle Global/environmental concerns</i>	<b>Macro-market Management for the Future</b> <i>Corporate organization supercedes national boundaries Knowledge management</i>	<b>Complex Adaptive System</b> <i>High Degree of Variation Limited governance Decentralized web cells</i>
<b>Economic growth/recession</b>	Medium Managed	Economic recession	Sustainable Low	Highest Growth	Uncertain
<b>Unemployment</b>	Highest Employment	Widespread unemployment	Low unemployment	Job for Life except for marginals	Multiple work relations
<b>Globalization</b>	Global Federalism emerges	Local forces rule. Global arms trade	Global community links	Enterprises all global	Multiple global networks for all
<b>Type of economy</b>	Manufacturing, service, trade. Large government role	Manufacturing, service. Largest security and military sectors	Agriculture, manufacture, barter	Knowledge transfer, global enterprise.	Learning, networking, consultancy. High variation of enterprises

**SOCIAL ENVIRONMENT** (including other social systems e.g. healthcare etc)

	<b>Perfecting the Past</b> <i>Robust bureaucratic school systems</i>	<b>Breakdown</b> <i>Extreme depression</i> <i>Survival is paramount</i> <i>Social destabilization</i>	<b>Self Sustaining Communities</b> <i>Communal lifestyle</i> <i>Global/environmental concerns</i>	<b>Macro-market Management for the Future</b> <i>Corporate organization supercedes national boundaries</i> <i>Knowledge management</i>	<b>Complex Adaptive System</b> <i>High Degree of Variatio</i> <i>Limited governance</i> <i>Decentralized web cells</i>
<b>Core social values</b>	Standardization Smooth running Efficiency	Survival and security Self sufficiency	Environment Sustainable development Community collaboration Physical mental and spiritual health	Corporate communities Individual competition Job security Scientific research and development Knowledge transfer Corporate religion	Individual taste Membership in multiple groups Infinite opportunities with individual choice
<b>Proportion of non-native English speakers</b>	Regulated to balance with language training capacity	Population movement in pursuit of survival	Vastly increased immigration (greater equalization of rich and poor countries)	Corporate language	
<b>Cultural Diversity</b>	Depends on international circumstance and local needs	People stick with their own	Community composition reflects diversity in world	Access based on merit. Corporation as melting pot	Highest cultural diversity
<b>Careers</b>	Several, dependent upon reorganization	Short term fill in jobs (temps)	Several responding to community needs	Job for life	Many simultaneously and at various times

<b>Family</b>	Nuclear family	Extended family Tribes	Extended family “it takes a village to raise a child”	Extended child care	Variety of family types
<b>Child Care</b>	State and parental care	More family care by necessity	Community care	Development care Knowledge transfer begins in the womb	More parental care by choice
<b>Role of Women</b>	Regulated equality	Female war lords, forced child care	Painless natural childbirth and rearing has highest values	Ex utero foetal development supports equality	Anonymity creates
<b>Credentialism in society</b>	Highest	Only in fewer Institutions	How you relate to the community is as important as what you know	Competency Based	What you can do is more important than how you learned it.

## SOCIAL CHANGE

	<b>Perfecting the Past</b> <i>Robust bureaucratic school systems</i>	<b>Breakdown</b> <i>Extreme depression Survival is paramount Social destabilization</i>	<b>Self Sustaining Communities</b> <i>Communal lifestyle Global/environmental concerns</i>	<b>Macro-market Management for the Future</b> <i>Corporate organization supercedes national boundaries Knowledge management</i>	<b>Complex Adaptive System</b> <i>High Degree of Variatio Limited governance Decentralized web cells</i>
<b>Social Mobility</b>	Optimal Placement	Clawing up	Community contribution	Meritocracy	Talent and taste rule
<b>Distribution of Wealth</b>	Government as redistributive	Greatest inequality	Sharing is critical	Dependent on contribution	Highly variable
<b>Nature of crime</b>	White collar	Violence and Mafia	Environmental	Corporate espionage	Intellectual appropriation

**TECHNOLOGICAL DEVELOPMENT** (Impact of, would it be useful...)

	<b>Perfecting the Past</b> <i>Robust bureaucratic school systems</i>	<b>Breakdown</b> <i>Extreme depression</i> <i>Survival is paramount</i> <i>Social destabilization</i>	<b>Self Sustaining Communities</b> <i>Communal lifestyle</i> <i>Global/environmental concerns</i>	<b>Macro-market Management for the Future</b> <i>Corporate organization supercedes national boundaries</i> <i>Knowledge management</i>	<b>Complex Adaptive System</b> <i>High Degree of Variation</i> <i>Limited governance</i> <i>Decentralized web cells</i>
<b>Transportation capabilities</b>	Mass transit grows	Independent taxis	Human and wind powered transport grows	More effective individual cars	Customized mass transit
<b>Alternative energy sources</b>	Some improvement	Few	Sustainable energy	Global power corps	Individual fusion power
<b>Brain interface technology (like the Matrix)</b>	2035	2040	2030	2020	2020
<b>Research and development priorities</b>	Monitoring, and record keeping, mediation	Cheap accessible security devices and other affordable products	Renewable energy, ecology. Community health	Everything that can lead to marketable products and services	IT, AI, Biotech and Humanities.
<b>3D Printers</b>	Distribution centres (3DCBO)	Illegal copying flourishes	At community centre	In corporate shops	In every home

## EDUCATION ORGANIZATION

	<b>Perfecting the Past</b> <i>Robust bureaucratic school systems</i>	<b>Breakdown</b> <i>Extreme depression</i> <i>Survival is paramount</i> <i>Social destabilization</i>	<b>Self Sustaining Communities</b> <i>Communal lifestyle</i> <i>Global/environmental concerns</i>	<b>Macro-market Management for the Future</b> <i>Corporate organization supersedes national boundaries</i> <i>Knowledge management</i>	<b>Complex Adaptive System</b> <i>High Degree of Variation</i> <i>Limited governance</i> <i>Decentralized web cells</i>
<b>Location of Schooling</b>	In schools	Mixed	Community centres	At service centres	Everywhere
<b>Goals/functions of educations</b>	Realizing potential as citizen	Custodial	Socialization	Imparting Knowledge	To learn
<b>Level of emphasis on methods research</b>	2	5 (Lowest)	4	1 (Highest)	3
<b>Public/Private</b>	Public Succeeds	Mostly Private	Community funded	Public and corporate	Most mixed
<b>Parental/community involvement in education</b>	Consultation	High parental responsibility	High Community involvement	Lowest	Parents often assume teaching roles with support

**TEACHING**

	<p><b>Perfecting the Past</b></p> <p><i>Robust bureaucratic school systems</i></p>	<p><b>Breakdown</b></p> <p><i>Extreme depression</i></p> <p><i>Survival is paramount</i></p> <p><i>Social destabilization</i></p>	<p><b>Self Sustaining Communities</b></p> <p><i>Communal lifestyle</i></p> <p><i>Global/environmental concerns</i></p>	<p><b>Macro-market Management for the Future</b></p> <p><i>Corporate organization supercedes national boundaries</i></p> <p><i>Knowledge management</i></p>	<p><b>Complex Adaptive System</b></p> <p><i>High Degree of Variatio</i></p> <p><i>Limited governance</i></p> <p><i>Decentralized web cells</i></p>
<p><b>Teaching metaphors</b></p>	<p>Evidence based clinician</p>	<p>Itinerant tutor</p> <p>Sedentary master</p>	<p>Holistic role model</p>	<p>Knowledge manager</p>	<p>Teacher as learner</p>

## **SUMMARY OF PARTICIPANTS**

### **Study Group Members**

Member of the Governing Council of the Ontario College of Teachers, education columnist, former School Board Trustee

Former Executive Director, Ontario Separate School Trustees= Association

Executive Director, Canadian Education Association

Founder of Teacher Union Reform Network , President, Rochester Teachers= Association; vice-president, American Federation of Teachers

Former Executive Director, Ontario Teachers= Federation;

Academic, former Deputy Minister of Education, Province of British Columbia, professor of education at University of British Columbia

Labour lawyer, former education advisor to the premier of Ontario

Elementary school teacher with an Ontario French Catholic School Board

Policy Analyst , Policy & Standards Branch, Teaching Policy and Program Office, Ontario Ministry of Education

Elementary school principal and Education Officer, Performance Systems & Quality Assurance Branch, Teaching Policy and Program Office, Ontario Ministry of Education

Manager (Acting) Performance Systems and Quality Assurance Branch, Ontario Ministry of Education, former corporate lawyer

Assistant Deputy Minister (Acting), Elementary/Secondary Business and Finance Division, Ontario Ministry of Education

Consultant, philosopher in residence Baycrest Centre for Geriatric Care, adjunct professor, Faculty of Medicine, University of Toronto

## **Workshop Participants**

A broad cross-section of individuals have participated in our OECD *Schooling for Tomorrow* Teaching as a Profession@ workshops including:

Practising Ontario teachers and education administrators, including principals and supervisory officers

Deans and other academics from faculties of education at University of Toronto, University of British Columbia, Universite de Laval and University of New Brunswick

Student representatives from various regions in Ontario

Union leaders and former union leaders from Ontario, British Columbia and Washington state U.S.A, and New York, U.S.A.

Civil Servants, including several former Deputy Ministers from Departments of Education in Prince Edward Island, Quebec, Ontario, British Columbia, Manitoba, Alberta, Nova Scotia

Employees of Teacher Self-governing bodies - from British Columbia and Ontario

Executive Members of the Canadian Education Association

Experts in special education

Management Consultants

Communications and Marketing Experts

University Students and administrators

Education, corporate and labour lawyers

Heads of not-for profit corporations

**Potential Questions re Teachers**

- 1) What is the organizational structure under which teachers will operate (unions, self-employed) and who will teachers be employed by (school boards, self employed, companies, etc)?
- 2) How will teachers be compensated? ( experience based, results based)
- 3) Status wise, how will teachers be viewed by the public vis a vis other professionals (Drs, lawyers, etc)?
- 4) Will teachers be considered professionals under this scenario? Why or why not?
- 5) What types of credentials will a teacher have to have?
- 6) What role does a self governing body for teachers play under this scenario?
- 7) How much latitude would an individual teacher have in terms of teaching strategies/ curriculum used?
- 8) What role does professional development of teachers play under this scenario?
- 9) What, if any , accountability structure would be in place with respect to teacher performance? How would a teacher be evaluated and by who?
- 10) In order to maximize enhanced student learning and achievement, what would the status of the teaching profession be under this scenario?
- 11) Would there is a surplus or shortage of teachers under this scenario?
- 12) What role does technology play in teaching?
- 13) What type of structure/ building/entity, if any, will teaching be conducted in?
- 14) What is the relationship of teachers to parents, students, etc. (custodial? professional? one on one?)

**BACKGROUND TABLES****POLITICAL ENVIRONMENT**

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## SOCIAL ENVIRONMENT

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## EDUCATION ENVIRONMENT

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<b>Public/Private</b>	Public Succeeds	Mostly Private	Community funded	Public and corporate	Most mixed
<b>Parental/ community involvement in education</b>	Consultation	High parental responsibility	High Community involvement	Lowest	Parents often assume teaching roles with support

## **TEACHER INDEPENDENCE**

### **Option #1 Independent Practitioners**

**Teachers have the option of being independent contractors who are able to negotiate their salary and working conditions with whomever hires them for their services.**

**There is a strong self-governing body for the teaching profession, the composition of which is structured to reflect the needs of independent teachers and the public interest.**

**Teachers have more individual freedom in terms of the curriculum they teach and the teaching methods they utilize. Teachers base practise on research and experience. Only very high level curriculum guidelines are imposed by the state. Teacher effectiveness is based upon parental satisfaction, university or trade entrance examinations and the teaching professions' standards.**

**Teachers are responsible for their own professional development on their own time.**

### **Option #2 Employees**

**Teachers are employees and are required to work hours set by their employer. Teachers are required to be paid overtime if they work beyond their prescribed hours.**

**There is no self-governing body for the teaching profession.**

**Teacher's practice is based on employer direction and negotiated conditions (either union or non-union).**

**The curriculum is very heavily prescribed by the government and employer with very little room for deviation or experimentation.**

**Entry to the profession tests are mandatory, as is specified professional development. The mandatory professional development is funded by the state and employer.**

Option #3 Status Quo

**Almost all teachers work for school boards.**

**Teachers are required to be unionized if they chose to work in the public education system. Salary and working conditions are negotiated with employers by teachers' unions on behalf of their members.**

**A self-governing body is in existence for teachers. Teachers belong to both the self governing body and the union.**

**Teachers have a significant amount of autonomy with respect to teaching methods used.**

**Detailed provincial curriculum guidelines are in place, however there is room for deviation and experimentation.**

**Entry to the profession tests are mandatory. Teachers have significant discretion with respect to what and how much professional development they take.**