

## **Using Future Thinking tools to build school and system thinking and leadership**

### **Initial and Interim Report: Australia (Victoria)**

This report sets out to provide an overview of *Victoria – Focus on the Future* program, initial and interim report as its contribution to the OECD Schooling for Tomorrow. It:

- Outlines the system and policy context the program operates within
- Outlines the aims, outcomes and outputs it intends to achieve
- Summarises the methodology, timeframe and program design
- Describes the tools and materials developed
- Lists the activities of the program and describes developments
- Outlines reporting framework for the final report of the program

It offers the reader a starting point and overview on the Victoria journey into futures thinking designed to build the capacity of school and system leaders in education as future thinkers in action.

May 2006  
STATE of VICTORIA  
Victorian Department of Education & Training

## Victorian System

Victoria is one of seven states and territories that form the Commonwealth of Australia. Victoria contains only 3% of the total Australian land mass, but is home to approximately one-quarter of the Australian population, with over five million residents. States and territories have the primary responsibility for funding state government schools. The Australian Government is the primary source of public funding for non-government schools, while also providing supplementary assistance to government schools.

While national laws, benchmarks and standards may apply, and there is significant collaboration and consultation between states and territories, the systems can differ significantly across state and territory borders. Victorian has one of the most devolved government schools management approaches in Australia and among OECD nations and are managed according to the philosophy and mechanisms of self-managing schools.

## Policy Context

Education institutions, particularly schools are the first line of response to the ever changing nature of our society and our world and are seen as the key to creating dynamic, successful communities and improving the life opportunities of people of all ages. The Government has brought into focus a government school system with a critical objective– that all students, irrespective of the school they attend, where they live or their social and economic status, provides a quality school education and a genuine opportunity to succeed.

The message is clear, effective schools need to share key characteristics such as high expectations for all learners, a shared vision and goals, strong accountability, learning communities, purposeful teaching, professional leadership and the provision of a stimulating and secure learning environment. In order to achieve this, Victoria has undergone major reform with the release of the *Blueprint for Government Schools Reform Agenda* in 2003 structured around three key features needing to be addressed:

- The concentration of poor outcomes in some schools and some regions
- High variations of outcomes between classes within schools, which highlights the importance of the teaching-learning relationship
- Variations in outcomes between schools with similar student populations.

The reform agenda is being implemented as a coherent strategy, with strong links being developed across many initiatives. Policy makers are moving toward system-wide improvement that cannot be achieved simply by rolling out individual initiatives. The Governments three priority areas for reform include:

- Recognising and Responding to Diverse Student Needs
- Building the Skills of the Education Workforce to Enhance the Teaching-learning Relationship
- Continuously Improving Schools

## Aims

*Victoria- Focus on the Future* program is a project designed to engage education leaders in conversations about global and local trends and allow them to discuss what their preferred future might look like as a response to the trends apparent in our current society. The program will utilise the trends and scenarios thinking together with toolkit prototypes to assist the three levels of the Victorian education system, (schools, regions and central office) to build preferred futures and to inform further development of one of the reform agenda initiatives, *Creating and Supporting a Performance and Development Culture in Schools*.<sup>1</sup>

## Outcomes

Key outcomes of the project will be to:

- Use the OECD scenarios to assist the three levels of the system (schools, regions and central office) to build preferred futures to inform the further development and implementation of Performance and Development (P&D) practices and cultures
- Build a common understanding of future thinking in action that may influence the teaching workforce informed by global and local trends
- Build a group of future literate education leaders, as shapers of educational planning who will share and influence policy development
- Contribute to the OECD Toolbox by documenting and evaluating processes and learning's

## Program Outputs

The outputs required for the OECD, Schooling for Tomorrow Project include:

- An internal DE&T Steering group comprising representatives from the Office of Learning and Teaching, Office of School Education and the Office of Resource Management and Strategy, with involvement of the OECD secretariat (when available) will be established and meet on a monthly basis
- A Stakeholder group comprising representatives from the Australian Education Union (AEU), Victorian Association of Secondary School Principals (VASSP) and Victorian Primary Principals Association (VPPA), regions and selected schools will be established and meet on a regular basis
- Work with a group of 19 schools, from 3 regions, as the action research base for the project. Schools will be drawn from the group of Level 4 or above accredited schools in the first round of P&D project to provide advice and guidance from high performing schools on the future development of the Performance and Development Culture initiative
- Regional roll out of workshops across all nine regions with a target of 10% of the states government schools participation

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<sup>1</sup> An effective *Performance and Development Culture* is seen to have significant benefits for schools, by identifying areas for the improvement of professional practice and creating a more enriched, supportive and motivated environment for staff.

- A contractor commissioned to work with the Department in documenting the processes and learning's and evaluating the outcomes
- A number of forums will be scheduled in 2005 and 2006, involving the project schools, steering committee and OECD consultants and secretariat
- Project reports: Initial- June 2005, Final -March 2006.

## Methodology

The program formed a Steering Committee to inform and advise, with membership drawn from the Victorian Association of Secondary School Principals, Victorian Primary Principals Association, Victorian Institute of Teaching, Australian Education Union, school principals, Regional Offices of Education, the Office of Learning and Teaching, and other divisions of the Department of Education and Training.

The project will achieve its aim through two streams of activity:

**Stream 1:** expose as many schools and system leaders as possible in a one day workshop to the concepts of futures thinking, and to encourage a broad conversation among Victoria's educational leaders about the challenges posed by current trends, and the scope for influencing future directions in school education

**Stream 2** expand the program to a further half day workshop with a small number of accredited schools participating in a reform agenda initiative *Performance and Development Culture*, to develop to assist in identifying future accreditation levels to ensure continuous improvement as more school become accredited.

## Timeframe

Timeline	Activity
March	<ul style="list-style-type: none"> <li>• Steering Committee formed</li> <li>• Trial and adaptation of trends and scenarios</li> </ul>
April	<ul style="list-style-type: none"> <li>• Selection of OECD Toolbox materials for adaptation and customisation</li> </ul>
May	<ul style="list-style-type: none"> <li>• OECD Schooling for Tomorrow Steering Committee develops and endorses customised trends and scenarios for Victoria</li> <li>• Workshop design and material development commenced</li> <li>• Learning's and evaluation tools designed</li> </ul>
June	<ul style="list-style-type: none"> <li>• Performance and Development Culture schools selected</li> <li>• Regional Involvement and secure lead facilitators</li> </ul>
July	<ul style="list-style-type: none"> <li>• Regional Facilitators trained</li> <li>• Lead Facilitators secured and trained</li> </ul>
August	<ul style="list-style-type: none"> <li>• Finalise draft trial materials</li> <li>• Performance and Development Culture workshops conducted</li> </ul>
September	<ul style="list-style-type: none"> <li>• Refinement of draft materials</li> <li>• Materials printed</li> </ul>
October	<ul style="list-style-type: none"> <li>• Regions secure schools for regional roll out workshops</li> <li>• Training and workshop materials distributed to regions</li> </ul>
November	<ul style="list-style-type: none"> <li>• School and regional leader workshops conducted in regions</li> </ul>
December	<ul style="list-style-type: none"> <li>• School and regional leader workshops conducted in regions</li> </ul>
January-March	<ul style="list-style-type: none"> <li>• Evaluation and report</li> </ul>

## Program Design

As a phase three country participant, Victoria comes into the OECD *Schooling for Tomorrow* to contribute to an ongoing global venture in education that uses OECD futures tools and methodologies.

Apart from the OECD trends and scenarios in the toolbox Victoria has been in a position to scan existing OECD prototypes developed in other countries such as New Zealand and the United Kingdom, to identify powerful education planning and thinking tools that might generate productive deep questions on all levels about the future involving educational leaders. Victoria was looking for models that could directly link the shapers of our future (education leaders at all levels) in conversations, in ways that state policy might set long term frameworks to help how the future might evolve, particularly the states blueprint initiative 'Performance and Development Culture'.

Victoria identified the United Kingdom 'FutureSight' materials developed by the National College of School Leadership as a prototype model using scenarios to build capacity for leadership. This program uses the concepts and techniques of futures thinking to explore the nature of the choices we face. Its mantra is that we are creating the future today, by the decisions we take now. It uses tools to make values and goals that drive decisions more explicit, thereby engaging collaborative shaping of the future. The approach focuses on school leaders as agents of system change and attempts to impact strategic thinking both in schools and across the education system.

The following summaries the processes involved in the design of the program to adapt and customise existing materials in OECD toolbox and the new or additional processes Victoria has developed to contribute to the toolbox:

- Adaptation and customisation of the OECD trends to reflect trends for Australia and its region. The 5 trends for Victoria are:
  1. The Nature of Childhood and 'Extended Adolescence'
  2. The Knowledge Economy
  3. Inequality and Exclusion
  4. Changing Family
  5. Community Life, Global and Local Communities
- Customisation of six OECD scenario models condensed and adapted into three for Victorian conditions and include:

### **Maintaining the status quo** (bureaucratic model )

(things stay much the same for the next 20 years)

This scenario is built on the continuation of powerfully bureaucratic systems, strong pressures towards uniformity and resistance to radical change. Schools are remarkably similar institutions, knitted together within complex administrative arrangements. Many fear that alternatives would not address fundamental tasks such as guardianship and socialisation, alongside the goals relating to cognitive knowledge (know –what) and outcome accreditation, nor deliver equality of opportunity

### **Schools as learner-focused centres** (re-schooling model)

(there are still recognisable schools, but they are doing things quite differently)

Community and political expectations that schooling should result in positive outcomes and destinations for all students leads to the development of schools that aim to provide excellence in, and overcome barriers to, learning. The learner-focused centre recognises that a student's needs shift and change over time with their personal, school and family situation

### **Learner choice** (de-schooling model)

(schooling has fragmented into a broad range of providers and locations, powered strongly by parent/student choice)

Dissatisfaction with institutionalised provision and diversified demand leads to the abandonment of schools as we know them today in favour of a multitude of learning networks and providers. Building on the belief that schooling is a private as well as a public good. Governments encourage diversification in a broader environment of parent and provider led change

- Customised and adapted the [United Kingdom FutureSight](#) program and materials in the following ways: workshop is redesigned to 8 hour (one day) program with 48 participants. Four modules adapted with new role statement cards, matrix cards, blockers and levers – for Victoria setting. Evaluation tools embedded in design of material (colour coded cards, group data and table facilitators).
- Development of new additional [half day workshop program](#) with two new modules for the Blueprint initiative: 'Performance and Development Culture'
- The development of a [train the trainer program](#) to conduct workshops across the state as facilitators to support workshop program
- Engagement of [regional involvement](#) to trial materials, to train facilitators of the workshops and lead a [funded regional roll out](#) for government schools across all nine regions in the state with a target 10% participation across all government schools
- Development of [resources](#) to support the delivery of the program (Participant Handbook with CD ROM containing all pre-reading, forms, agendas, handouts, overheads, facilitator notes, evaluation tools and a powerpoint slides loop and 2 taped interviews) Regional kits distributed with game boards, cards and multiple copies of participant handbooks.
- Contracting of [Lead Facilitators](#) to work with regions to deliver workshops
- An [evaluation strategy](#) and contracted [evaluation team](#) to develop tools including a strategy to capture learnings of the conversations, including an analysis of findings and report.

## Workshop Tools

### Modules

*Victoria – Focus on the Future* consists of four **core** and two **additional** modules and a series of tools to enable school leaders, policy-makers, students and their communities to think about the future in new and empowering ways. The modules and tools progressively introduce:

- A vocabulary and conceptual framework for futures thinking
- A review of socio-economic trends and futures scenarios which arise from them
- Tools to aid experiential and interactive exploration of futures scenarios

- Activities to facilitate analytical use of scenarios to construct a preferred, shared future
- Techniques for revising policy and strategy in ways that are more conducive to realising our preferred future.

**Module 1: Signposts to the future**  
**Module 2: Making it real**  
**Module 3: Exploring a Preferred Future**  
**Module 4: Getting Real in the Present**  
**Module 5: Ready to Plan**  
**Module 6: Creating a Flexible Future**

These elements are reflected in the arrangement of the four core modules. By investigating social and economic trends (Module 1) participants can construct a range of scenarios through which to explore a range of probable futures (Module 2). Through this process they are then able to develop a picture of a preferred or desired future (Module 3) and then finally to explore ways in which, through decisions and actions, they can coax a preferred future in to being (Module 4).

Victoria has designed an additional 2 modules - Modules 5 and 6 are designed to facilitate the process by which Victorian schools can initiate dialogue within their school communities about the nature, required skills, role and support needs of teaching within their preferred future scenario. Modules 5 and 6 has be used initially only by schools with a recognised strong Performance and Development Culture for Stream 2.

Together these materials provide a practical means to make an impact on strategic thinking both in schools and more widely across the education system. They challenge school leaders to look over the horizon, to understand the direction in which they are travelling, and to envisage the future they seek to create together.

The modules form a sequence and trace a thought journey from the present to an envisaged future and then back again to the present. Contained within this broad loop it is anticipated that other conceptual journeys will be accomplished: that participants will discover or rediscover and make explicit their own informing beliefs and values; that they will move from an awareness of a range of possible futures (the scenarios) to a shared vision of a preferred or 'chosen future'; and that they will form an understanding of ways in which they can help to realise their preferred future through the choices they make now.

## Workshops Series

### A. Future's Thinking Focus Modules 1-4 (1 Day)

The one day workshop comprises four modules, which is used sequentially as each has a distinct learning design and a set of tools. The tools can, however, be used and re-used in different contexts.

Participants are given pre-reading material - Trends

Pre-workshop power-point slide show and taped interviews – Trends data on Victoria

#### Module 1: Signposts to the future

This module enables participants to engage with what is already known about trends in wider society that will affect the future of schools. The first step is to discuss the trends at a general level so as to introduce participants to the process, key ideas and vocabulary. Participants are asked to explore and share their own experiences and perceptions to the **trends** in relation to today's reality and to begin moving forward to 2020. This process will make explicit participants' beliefs and values.

The purpose of this activity is to expand understanding of the forces that shape education policy and practice. Participants are informed that these trends should not be considered accurate predictors of future directions, but to consider the way external factors determine the aims and limitations of educational systems.

Learning's collected involve a **voting task**. Participants are asked to vote on which trends are impacting on their school community. The evaluation provided specific issues relating to the trends and new trends not identified in the OECD trends.

#### Module 2: Making it real

This module uses scenario thinking. Participants **Inhabit the scenario** and then move to a **hotseating** experience with **role card statements (learner, parent, education leader, teacher)**, that provide opportunities for groups to think and respond to questions in the roles of learner, parent/carer and teacher and education leader. This activity enables participants to make sense and internalise the scenarios without making judgements. Ground rules include agreement to resist discussing the present or the desirability/probability of the scenarios.

The purpose of this module is to expand thinking about the *possible* futures of education in Victoria, and encourage participants to consider how these possibilities would sit with their personal and professional values.

Learning's collected involve **capturing the conversation** and the range of issues raised such as emerging conflicts, opportunities, values, sustainability, affordability, desirability.

### Module 3: Exploring a Preferred Future

This module allows participants to co-construct a 'preferred future' based on their own beliefs and values. They are encouraged to co-construct a 'preferred future' and use a [preferred future matrix game](#) – with colour coded cards to track scenarios choices.

The purpose of this module is to encourage participants to differentiate between what they believe is *likely* to happen to education in Victoria over the next 20 years, and what they would *prefer* to happen. The three scenario models are strongly embedded in the cards participants use. The importance of understanding and articulating individual and/or shared values is also revealed powerfully in the colour coded patterns revealing preferences in scenario models. Participants rate this activity as an extremely important tool in the whole workshop.

Learning's collected involve **Preferred future matrix scenario rating** from highly undesirable to highly preferred. Participants also provide summary statements of their **highly preferred hybrid matrix**. Where time allowed, this activity was followed by the development of brief statements to describe the essence of each group's 'preferred future'. A plenary session explored the common or frequently repeated elements of these 'preferred future' statements. Participants were asked to consider the personal or professional values that led to their selection of features of a 'preferred future'.

### Module 4: Getting Real in the Present

This module enables participants to reflect on the differences between their current reality and their preferred futures and to identify the barriers and enablers that will affect their future trajectory using a [Direction of Travel](#) tool and [Future Path-Game Board and Enabler/Blocker cards](#).

The purpose of this module is to encourage participants to juxtapose issues and decision-making in the present with the long-term preferred future for education they had identified. These activities are intended to demonstrate that while 20 years might be some way off, the only way to get there is to start from the place you're currently standing.

The Learning's captured involve **collective mapping chart** (poster sized) of all participants belief about their current schools proximity and direction to their new hybrid future and **data on blockers and enablers** (pushing the system closer to their preferred future, or preventing the realisation of their preferred future) identified by cards and **ordered from short-term to long term**.

## B. Future Performance and Development Focus Modules 5-6 (Half Day)

Modules 5 and 6 are a half day workshop designed for schools wanting to further develop a Performance and Development Culture. The pre-workshop [school and community consultation task](#) is information required by the participant to bring to the second workshop.

### Module 5: Ready to Plan

This module gives participants a chance to process information collected from conversations with the school community, including staff, parents and students so as to identify themes for further development of the schools performance and development culture. This is mapped on a conversation grid [In 15 Years Time](#) tool.

The purpose of this module is to translate the outcomes of the one-day workshop into practical strategies for positive change. It proved very popular with participants.

The learning's captured involve **collating the conversations** by schools with their community using responses to the questions 'who and where will young people of tomorrow learn? And 'how will educators meet these learning needs? In a **matrix** around the 5 themes areas of the scenarios.

### Module 6: Creating a Flexible Future

This module provides participants with strategies and tools to commence action plans that shape and move their school toward their preferred future. Participants use a mapping tool that facilitates a visual map on actions using two dimensions of difficulty and time. The facilitator supports discussion using the '[What can be done?](#)' tool.

The purpose of this module is to identify performance and development strategies that will move schools closer to a preferred future and identify strategies according to easy-to-hard, medium-to-long term that might help create the conditions for change.

The learning's captured involve the collection of the **mapped 'What can be done' tool** and a **commitment on three tasks** the school would act on that would have the greatest impact in changing or advancing their preferred future.

## Trends – how the tool works

Participants are encouraged to consider the trends and scenarios prior to the workshop. Trends and scenarios are staple tools in Futures Thinking workshops. The trends and scenarios used in this program have been derived from the OECD templates and customized for use in Victoria.

The *trends* represent the OECD's best guess about what is going on in society, based on the information at its disposal. The *scenarios* represent internally coherent futures to which those trends could plausibly lead.

The trends and scenarios are intended to stimulate - indeed to provoke - discussion. They are designed in part to facilitate the letting go – or becoming unstuck - process discussed above, and in part to help us to articulate our beliefs and values.

The role of trends and scenarios in Futures Thinking may be likened to that of a sharpening edge: we *react* to them. We define ourselves *against* them. We warm to some while rejecting others. Thus in discussing the trends and scenarios participants should find themselves gaining a fresh view of their present environment, a more explicit awareness of their beliefs and values, a clearer view of a range of possible futures and in particular a sense of what it would be like to inhabit such futures.

Trends and scenarios, then, are not end points, but starting points. Their role in the Futures Thinking process is not primarily to serve as objects of debate in themselves. Accordingly, as you read the trends and scenarios it is not necessary to form a view or take a position on them.

### **Scenarios – how the tool works**

Scenarios have the potential to help one see the familiar in new ways. By standing in someone's shoes and walking around in an imagined, probable future, one may understand more about the direction one is currently traveling in and where one's values, principles or ways of working may lead. By viewing scenarios in combination, education leaders begin to imagine the preferred future they hope to shape together. They facilitate how to explore, quite practically, how school leaders and policy-makers at a local and national level can work to make this a reality.

Scenarios are intellectual constructs - "intellectual fictions". They play a crucial role in establishing conceptual 'distance' between our present immensely complex and engulfing reality and the open-endedness of the future. As stories they allow education leaders to contemplate systemic change. Because they are internally coherent they allow practitioners to think of the many stakeholders, interactions, elements and forces - or currents' - that flow through education: the people, the workforce, the buildings and infrastructure.

The scenarios provoke discussion; motivate discussion (who would wish to 'inhabit' that future?), to provide an 'edge' against which it can sharpen a growing sense of the values and principles that would govern the future.

In these ways, scenarios help schools to prepare themselves in different ways so that they can minimize potential threats and take advantage of opportunities. They are designed to counter the idea that the future is entirely beyond one's control and enable leaders to influence their wider environment, redesign the way their organisations work and thus influence the shape of their own futures.

## Activities

Summary activities achieved in the program to December 2005

- The Performance and Development Culture schools 1 ½ day workshop was conducted. Schools attended in teams of 3-4 people. Fourteen of the nineteen accredited Level 4 *Performance and Development Culture* schools participated in the workshops. At total of 56 participants attended
- Central office DE&T officers and stakeholders of the steering group were invited to be either trained or participate in any part of the program
- Regional teams totalling 40 principals and regional leaders were trained to deliver workshops
- 3 Lead Facilitators were trained and contracted to lead workshop sessions if required by regions
- Seven regions out of the nine participated in 10 workshops conducted (regional roll out) for the period November-December 2005. Two additional regions plan the roll out of workshops in 2006
- A total of 196 or 13% of total Victorian government (primary, secondary, P-12 and community and special) schools participated in the program to date. This exceeds the 10% target
- A total of 266 school based principal, education leaders and regional officers participated in the regional roll out
- Production and distribution of all resource materials, tools and kits (handbooks, game boards, cards, CD ROM)

Region	Total schools	Total school participants	Total regional participants	% of schools in region
Northern Metropolitan Region	<b>30</b> 16 Primary 9 Secondary 1 P-12 1 Cluster	47	1	15%
Southern Metropolitan Region	<b>38</b> 30 Primary 4 Secondary 4 Special	49	11	15%
Eastern Metropolitan Region	<b>36</b> 32 primary 4 Secondary	36	11	37%
Western Metropolitan Region	<b>43</b> 33 Primary 7 Secondary 3 Special	46	9	38%
Loddon Mallee Region	<b>10</b> 4 Primary 5 Secondary 1 P-10	40	33	8%
Grampians	<b>27</b> 24 Primary 2 Secondary 1 P-12	33	8	20%
Hume	<b>12</b> 8 Primary 4 Secondary	15	2	7%

<b>Total Regions 7 *</b>	<b>196 schools** or Approx 13% of Vic Gov Schools</b>	<b>266 school leaders</b>	<b>75 regional officers</b>
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\* Barwon South West and Gippsland Regions will conduct workshops in 2006

\*\* Total number of government schools in the State of Victoria 1,606

## Developments

### Workshop modifications

The following summaries the modifications made to the workshops:

Organisation	<ul style="list-style-type: none"> <li>■ The nature of the workshop, in which people engage in groups of eight and four, means that it works equally effectively for small or large groups of 48 participants</li> </ul>
Module 2	<ul style="list-style-type: none"> <li>■ Participants felt that the re-schooling scenario needed to be more radical and less 'familiar or comfortable' to Victorian practitioners. The de-schooling scenario needed to provide a model that did not compromise equity of opportunity</li> <li>■ New role statements were added to the role cards developed for Module 2 following the trial, in order to help participants to flesh out the role they would play in the activity. For example, these might include the age, socio-economic status, family commitments and key professional interests of the 'school leader'</li> <li>■ Language used about schooling (primary, secondary, year 10) should be carefully presented by facilitators, as the use of familiar constructs about stages of schooling in discussion/plenary are not conducive to innovative thinking about how schooling might be transformed in order to envisage lifelong learning precincts</li> <li>■ Sub-groups of four were given more time to discuss the possibilities of the scenario and encouraged to be adventurous and innovative in their thinking: The facilitators were encouraged to ask participants to explore: <ul style="list-style-type: none"> <li>- what would it be like to work or learn in such a world?</li> <li>- would it suit the individual needs of the person they were adopting?</li> <li>- what systems or values would underpin such a scenario?</li> </ul> </li> </ul>
Module 3	<ul style="list-style-type: none"> <li>■ The cards for this game contained statements of educational policy or practice based on the three scenarios and the 5 themes of school organisation. The cards were colour-coded to show from which scenario and theme they were drawn, though they were shuffled and this was not made clear to participants until after the new 'preferred future' was mapped.</li> </ul>
Module 4	<ul style="list-style-type: none"> <li>■ The charting exercise was done as a group. This was a powerful tool to engage participants in trends about the direction and proximity of their school within a regional dimension. Participants were asked to place two dots instead of one. One represented their school and the other the system (the region). This was a very useful and immediate feed back tool for the regional system thinkers.</li> </ul>

	<ul style="list-style-type: none"> <li>The second board game 'Future Path' was a complex tool. It required the participant to not only identify the enabler or blocker cards that were impacting on their future, but to also place them where they thought they would be realised (short, medium or long term). This was difficult in the time constraint of the workshop, but was still useful in demonstrating that while 20 years might be some way off, the only way to get there is to start from the place you are currently standing.</li> </ul>
Module 5	<ul style="list-style-type: none"> <li>This module was designed for use with 'Performance and Development Culture Schools'. It was important in designing this next workshop, that there was some reality check built into the conversation about the future in which perceptions of a preferred future could be tested. Following the one day workshop, participants are asked to return to their school communities and begin a conversation about how and where young people will learn and how educators will meet these learning needs in their education system in 15 years time. This activity was an affirming activity of futures thinking in action and was rated as the most useful module in the whole series of workshops.</li> </ul>
Module 6	<ul style="list-style-type: none"> <li>This modules workshopped strategies for pushing their schools toward their preferred future. It was important to end this module with a commitment to take action on the new directions, maintaining current approaches or ceasing to do things that were pulling them away from their preferred future.</li> </ul>
Evaluation and Learning's	<ul style="list-style-type: none"> <li>An evaluation of the workshops and the learning's was built during the development phase of the program. The method of evaluating and collecting data for each of the modules was considered during its design. Each module is accompanied by a data collection mechanism, and time is allocated in the workshop program for participants to complete an overall feedback form.</li> <li>Collection of the data has been designed not only to provided quantitative and qualitative data and feedback, but designed to be produced graphically (in-time) for immediate feedback to the group – raising and enriching discussion to a different level and contributing insightful and deeper conversations. Examples where this occurs are in module 1 (trend data), module 3 (matrix colour coded cards), module 4 ( direction of travel overhead transparency/flip chart), module 4 ( future path colour coded cards), module 5 (school data feedback), module 6 (what can be done tool).</li> </ul>
Materials and delivery	<ul style="list-style-type: none"> <li>Victoria – Focus on the Future has designed a strategy for devolution and sustainability. By training regional teams, the state can realise a future thinking orientation amongst system thinkers across the state that can support schools. Each region have kits (board games and cards) that can be borrowed). Regions can support schools in the delivery of future workshops. The modules whilst linear, can be conducted over time in schools, clusters, forums or special workshops.</li> <li>Each participant in the program receives a participant handbook and all the resources needed to conduct workshops (except board games and cards that can be borrowed) to hold in their own school, involving teachers, parents, students and the local community. Principals have already spoken of the powerpoint loop and interviews as being excellent discussion starters in staff</li> </ul>

	meetings and with parent information sessions.
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### Schools In: 2020

The results of Victoria- Focus on the Future will provide useful information to help inform the work of the Ministers for Education & Training initiative *Schools In: 2020*, designed to develop a vision of what school education might look like in Victoria in 2020 across the Government, Catholic and Independent school sectors.

The major output of this project will be a descriptive representation of educating our educators in the future, highlighting the skills and capabilities educators and schools will need for the future. It will be informed by evidence based research and stakeholder participation. The project is designed to encourage debate with key stakeholders around how to prepare for the future. It is expected that a final report will be available after July 2006.

### Learnings and Evaluation Team

An evaluation team have been contracted to participate in the development of the workshop process and materials (thereby embedding the evaluation into the process), and to attend each workshop conducted during 2005 to gather data. The evaluation team members are Dr Deb Hull, Mr Peter Kellock of The Asquith Group, and Mr Ian Phillips of I & J Management Services. Participant feedback about the process will document 'What worked well?' 'What could have been better?' and 'What did you gain?' Common themes will be examined for learning's.

### Reporting

The Victorian project will provide two reports to the OECD in line with the OECD/CERI 'Schooling for Tomorrow' The Framework for Country Engagement in Phase 3.

- **Initial and Interim Report**
- **Final Report**

#### Initial and Interim Report (this report)

The initial and Interim Report focuses on:

- System and policy context
- Aim and outcomes
- Methodology and program design
- Activities and participation
- Developments
- Outputs achieved (tools, methodologies, scenarios, trends, training and workshop sessions) and how the instruments were successfully implemented

## Final Report

*Victoria- Focus on the Future* program aims to engage education leaders in conversations about global and local trends and allow them to discuss what their preferred future might look like as a response to the trends apparent in our current society.

The outcome of the program is to utilise the trends and scenarios thinking together with toolkit prototypes to assist the three levels of the Victorian education system, (schools, regions and central office) to build a group of future literate education leaders, as shapers of educational planning who will share and influence policy development and inform further development of Performance and Development practices and cultures.

The final report will include:

- A. Introduction**
- B. The Findings about the Process**
- C. The Learnings from the Conversations**
- D. Key themes arising from the project and possibilities for the future**