

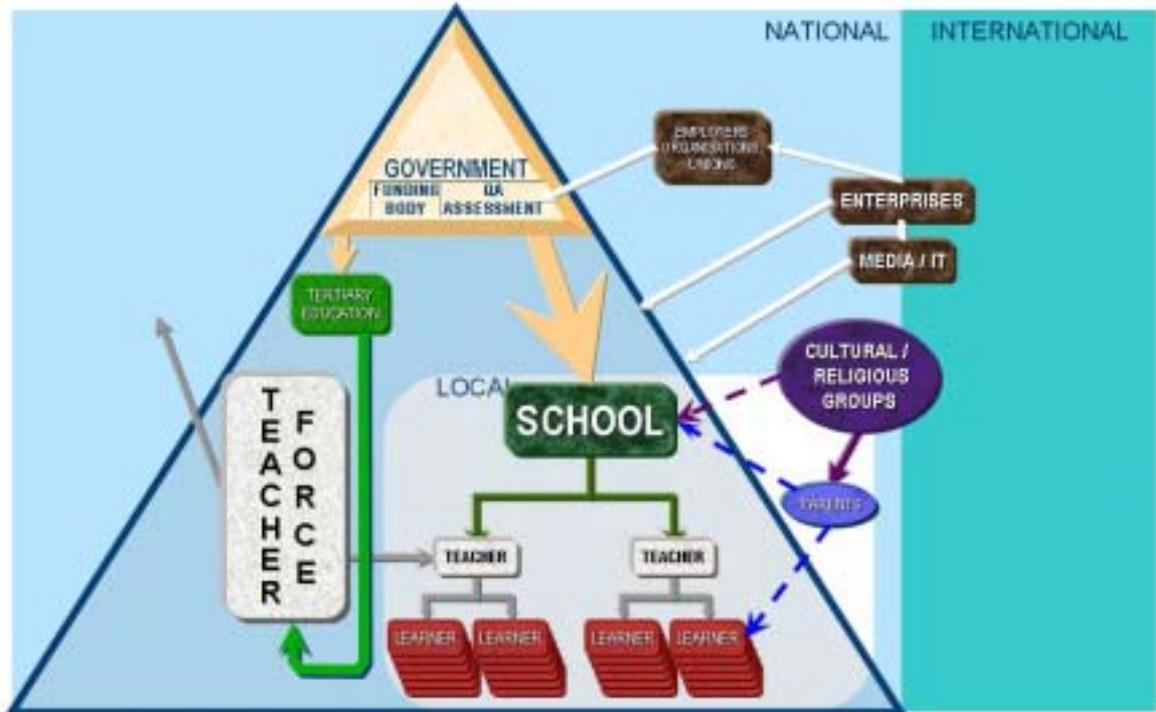
## THE SCHOOLING SCENARIOS IN BRIEF

This chapter presents graphics that summarise the six scenarios that were originally presented in the *Schooling for Tomorrow* report “What Schools for the Future?”, published in 2001. The diagrams and boxes necessarily emphasise certain features over others.

The classification used in this chapter is not the same as the original classification of the 2001 report. The re-ordering follows the discussion in Chapter 5, where use of the hexagon suggested making the strength of the formal institutional schooling arrangements as the ordering device. The change of the titles also reflects our experience with using with them and the confusion for some of the original “re-schooling” and “de-schooling” terms.

The scenarios can be grouped into three clusters, which have titles that have also evolved over the lifetime of the project. The first scenario is a “cluster” by itself – where the power and inertia of established school systems are so robust that the future ends up very much like the present or even the past. The second cluster - Diverse, Dynamic Schools after Root-and-Branch Reform of Bureaucratic Systems (sometimes termed “re-schooling”) – has strong schools in reformed systems and there are two scenarios in this group. The third cluster - the Pursuit of Alternatives to Schools as Systems Disband or Disintegrate (previously termed “de-schooling”) – has three alternative scenarios.

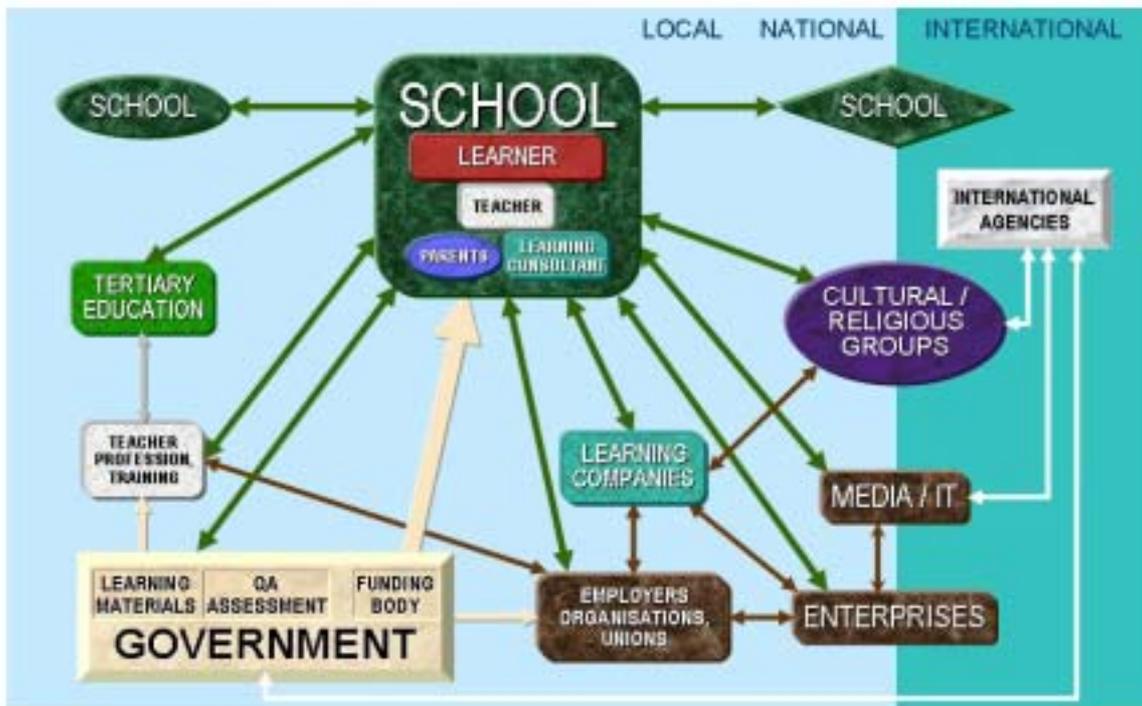
## **"Bureaucratic School Systems Continue" Scenario**



### THE 'BUREAUCRATIC SCHOOL SYSTEMS CONTINUE' SCENARIO IN BRIEF

- Powerful bureaucratic systems, resistance to radical change.
- Schools knitted together into national systems within complex administrative arrangements.
- Political and media commentaries are frequently critical in tone; despite the criticisms, radical change is resisted.
- No major increase in overall funding. The continual extension of schools' duties further stretches resources.
- The use of ICT continues to grow without changing schools' main organisational structures.
- A distinct teacher corps, sometimes with civil service status; strong unions/associations but problematic professional status and rewards.

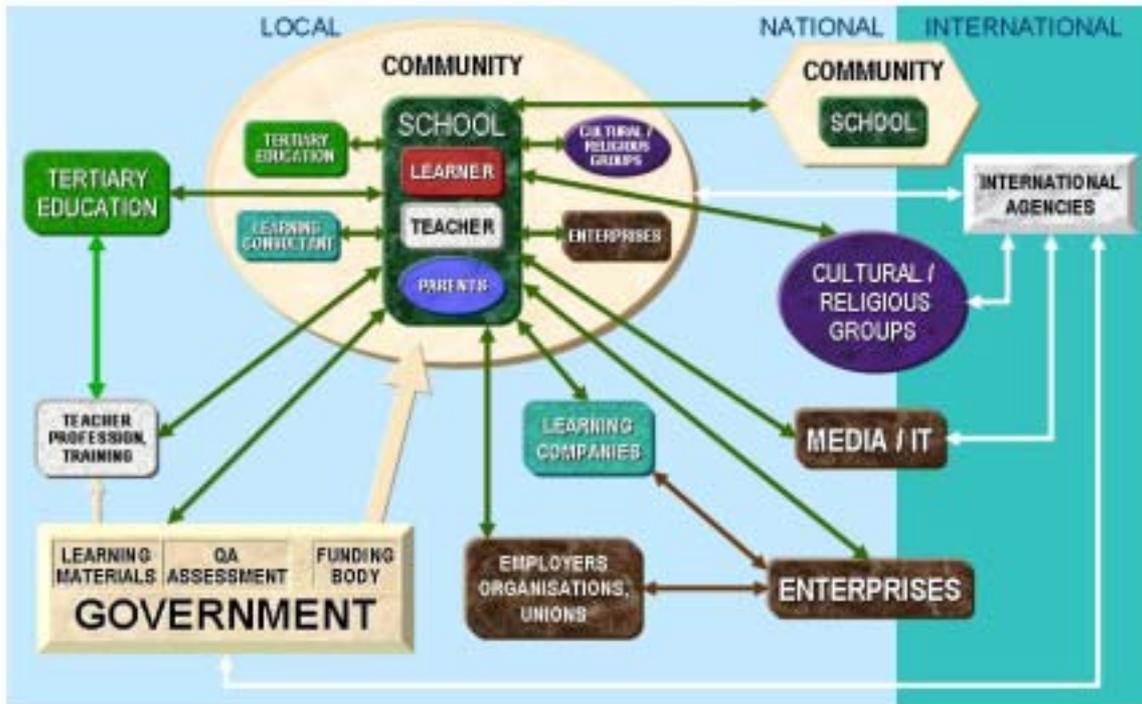
## "Schools as Focused Learning Organisations" Scenario



### THE 'SCHOOLS AS FOCUSED LEARNING ORGANISATIONS' SCENARIO IN BRIEF

- Schools revitalised around a strong knowledge rather than social agenda, in a culture of high quality, experimentation, diversity, and innovation.
- Flourishing new forms of evaluation and competence assessment.
- Large majority of schools justify the label "learning organisations" - strong knowledge management and extensive links to tertiary education.
- Substantial investments, especially in disadvantaged communities, to develop flexible, state-of-the-art facilities. ICT used extensively.
- Equality of opportunity is the norm, and not in conflict with "quality" agenda.
- Highly motivated teachers, favourable working conditions. High levels of R&D, professional development, group activities, networking, and mobility in and out of teaching.

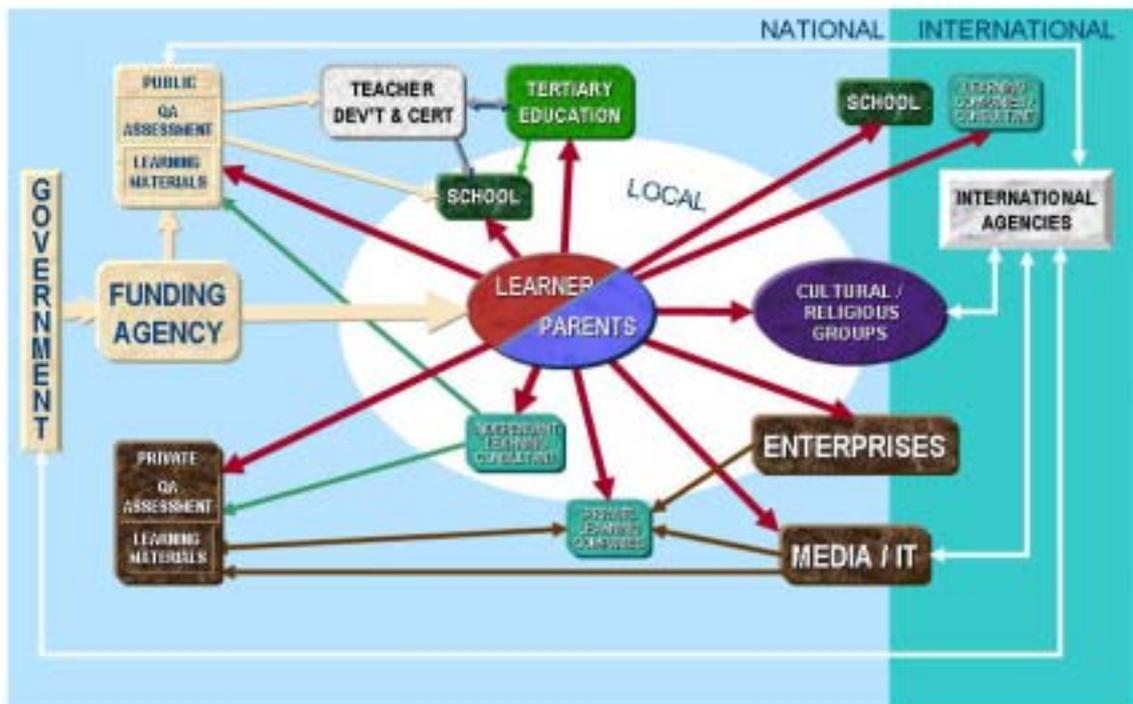
## "Schools as Core Social Centres" Scenario



### THE 'SCHOOLS AS CORE SOCIAL CENTRES' SCENARIO IN BRIEF

- Schools enjoy widespread recognition as the most effective bulwark against fragmentation in society and the family. Strongly defined by collective and community tasks
- Extensive shared responsibilities between schools and other community bodies, sources of expertise, and tertiary education.
- A wide range of organisational forms and settings, with strong emphasis on non-formal learning.
- Generous levels of financial support - to ensure quality learning environments in all communities and high esteem for teachers and schools.
- ICT used extensively, especially for communication and networking.
- A core of high-status teaching professionals, with varied arrangements and conditions but good rewards for all - many others around the core.

## "Radical Extension of the Market Model" Scenario

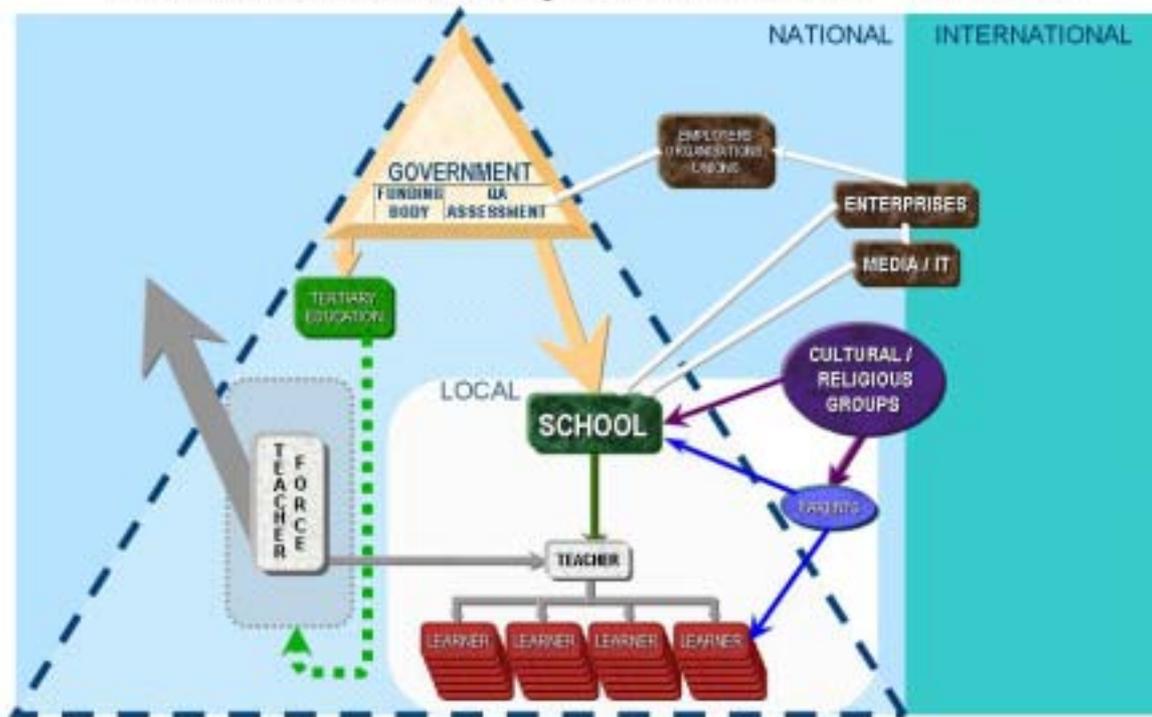


### THE 'EXTENDING THE MARKET MODEL' SCENARIO IN BRIEF

- Market features are significantly extended as governments encourage diversification and withdraw from much of their direct involvement in schooling, pushed by dissatisfaction of "strategic consumers".
- Many new providers in the learning market, with radical reforms of funding structures, incentives and regulation. Diversity of provision but schools survive.
- Key role of choice - of those buying educational services and of those, such as employers, giving market value to different learning routes. Strong focus on cognitive outcomes but also possibly of values.
- Indicators and accreditation arrangements displace direct public monitoring and curriculum regulation.
- Innovation abounds as do painful transitions and inequalities.
- New learning professionals – public, private; full-time, part-time - are created in the learning markets.



## **"Teacher Exodus and System Meltdown" Scenario**



### THE TEACHER EXODUS AND SYSTEM MELTDOWN SCENARIO IN BRIEF

- A major crisis of teacher shortages, highly resistant to conventional policy responses.
- Crisis triggered by a rapidly ageing profession, exacerbated by low teacher morale and buoyant opportunities in more attractive graduate jobs.
- The large size of the teaching force means long lead times before policy measures show tangible results on overall teacher numbers.
- Wide disparities in the depth of the crisis by socio-geographic, as well as subject, area.
- Different possible pathways in response to “meltdown” - a vicious circle of retrenchment and conflict or emergency strategies spur radical innovation and change.