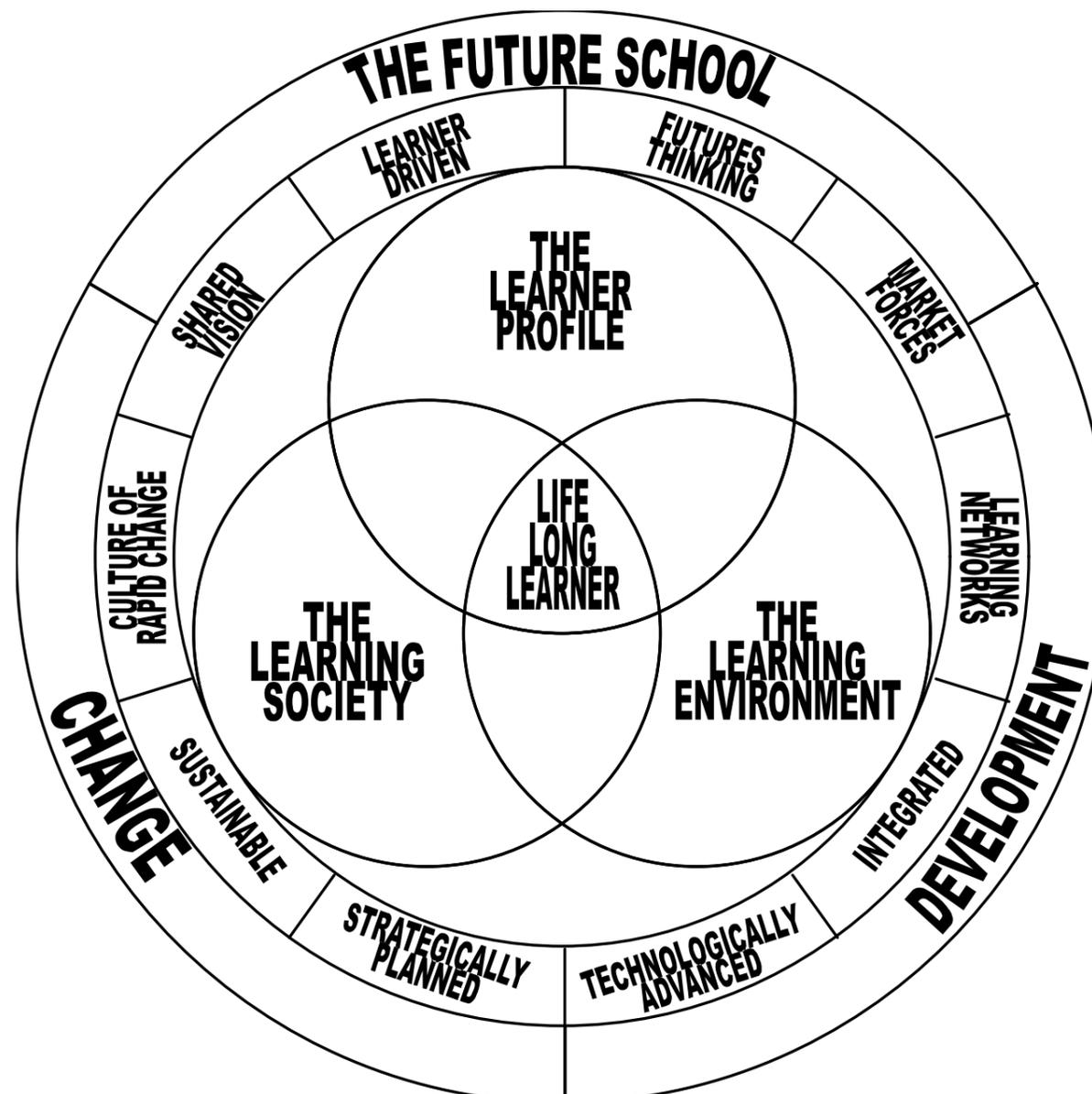


<b>CHANGE</b>
Recognition of a culture for change (and the need to embrace change) Change is part of the learning process
The future is being driven by an ever increasing technological culture which is leading to radical change
The nature of change is uncertain and unpredictable. The rate of change is ever increasing and rapid
The future can no longer be ignored as it will fast become today's reality. Schools need to embrace the future

<b>THE LEARNER PROFILE</b>					
Flexible, versatile, adaptable, open minded and reflective	Understands the physical, social, mental, spiritual needs of themselves and of others	Excellent communication and interpersonal skills	Self motivated and capable of self direction and can work and think independently	Leadership capabilities Able to lead and take instruction as an individual or with others	Aware of one's choices and when required takes calculated risks
A creative and imaginative critical thinker and problem solver and seeks to be innovative in their solutions	Able to access and make use of a broad and balanced modular topic style curriculum	Aspiring to greater knowledge and understanding and capable of applying such knowledge to new and innovative situations	Possesses high levels of digital literacy and the ability to handle large amounts of information A discriminating user of information	Works collaboratively with others as part of a team and recognises the input and entitlement of others	Capable of developing or interpreting vision/goals by understanding strategic aims and objectives
Capable of considering multiple perspectives/global issues, argues effectively and is aware of choices within the wider context of society	Able to live, develop and function in an international/ multi-cultural community/society and understands the need for internationalism	Understands their own personal responsibility, personal, social and to the wider community/society	Able to develop innovative approaches to their own learning Able to develop and contribute to their own individual educational development plan	Able to develop respect, empathy, compassion and tolerance towards others, celebrating and enjoying differences	Develops lifelong values, moral reasoning and purpose, ethics, integrity, equity, justice and respect
<b>Learner sees learning as part of a lifelong process and is willing to learn from and teach others</b>					

<b>DEVELOPMENT</b>
Shared strategic aims and objectives, understood by all, targeting a shared vision
Development planning = strategic futures thinking = short term <b>implementation plan</b> (1-3 years), medium term <b>strategic intent</b> (3-5 years) long term <b>vision statement</b> (5-10+) with a futures perspective
Recognise the need to plan for uncertainty and predictability and build this concept into our planning
Be open to change, modify and refine plans as the future becomes clearer

<b>THE LEARNING SOCIETY</b>		
Shared morals, values, beliefs	Understanding of citizenship, community and the needs of society	Fair, equal and democratic society
Celebration of individuals of all ages, genders, cultures, races and/or religions encouraging equal social, economic and political relationships and opportunities	Unity of purpose and a sense of the greater good of humanity	Respect for diversity. Enrichment through multi-culturalism and internationalism. Vibrant international community/society
	Empowerment of powerless via learning	
Society flexible enough to recognize shifts in needs and plan learning to accommodate these needs and changes	The most important resource in the school of the future is the knowledge and abilities of the young and what they can gain from the current generation	Consideration of the predicted trends of the future may influence how schools change or plan for that change
Knowledge based society via learning networks	Understand and cope with a media rich society/environment	Move towards a knowledge based economy
Schools influenced by social, political, economic concerns.	Move from war to peace economy	Shared responsibility for the Glocal (local and global) actions
Schools designed to meet the needs of society and as a result become a reflection of each other. Understands the need to monitor these needs and provide for them. Do schools prepare people for society or does society prepare schools for people to meet the needs of society?	Need to re-evaluate the current vision of work in society - conventional labour, self employment, service to community and society, and conditions of employment. Change of needs in society dictate types of available employment	Future employment path uncertain and likely to change. People likely to have several career paths within one lifetime. Ability to adapt to change, retrain and learn new skills and concepts will be essential. Many of the jobs/roles of the future are still to be invented or created



<b>THE LEARNING ENVIRONMENT</b>		
High expectations and standards supported by a culture of praise, encouragement and recognition of all members of the school community, backed up by incentives. Consistently applied and transparent	Dynamic/moving school culture with a shared ethos and moral purpose  Designed to meet individual learner needs via individual learning plans and personalised programmes of study	Involvement of all across whole school and community  Use of clearly defined and achievable SMART targets that identify student/school strengths and weaknesses with regular reviews
Technology and resource rich learning environment	Teachers will change the way they teach to meet the needs of learners	Learning to learn skills development part of the learning environment and curriculum
Learning professional consultants (teachers, students, parents and other community members) facilitate learning via mutual collaboration to meet individual learning needs supported by a continuous learning improvement plan	Classroom designs will reflect the need for a more flexible space. Classes may be taught, one on one, in small and large groups. Groups may consist of same age or cross age-young to old	Blurring of individual subjects – move towards integrated curriculum with a greater emphasis on cross-curricular co-operation and shared projects and outcomes
	Critical thinking skills and knowledge enquiry focused curriculum and assessment for learning for lifelong learning	Learning occurs in the school, workplace, community (local and wider society/world) and home. School no longer seen as the sole learning environment or provider of learning
Flatter management structure. Less emphasis on hierarchy and increased emphasis on shared responsibility for leadership and management across whole school, community and society. Modern performance management practices that make more creative use of staff responsibility points – not about saving money but about regular re-distribution of funds targeting new initiatives and key areas for development. Recognises experience but also rewards work and development undertaken. Linked to staff professional development and career progression		The environment emphasis to enable learning is by creating and promoting a culture of learning  School day, week, term and year structure more flexible to meet the needs of learners and providers of learning