





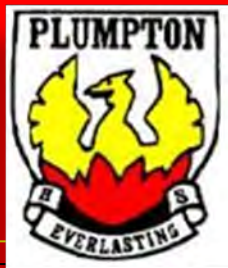
*Faster Horses, Ferraris and  
the Future*

*Possibilities and  
Perspectives to Progress  
Education*



The background features a light gray base with large, organic, overlapping shapes in muted olive green and dusty rose. A white line art illustration of a fern frond is positioned in the upper left corner. A thin white line curves across the bottom right of the image.

Should there be  
a new global  
paradigm for  
education?



# Plumpton High School

## From Faster Horses to Ferraris

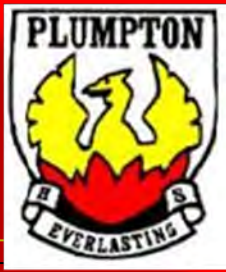


*Passion*

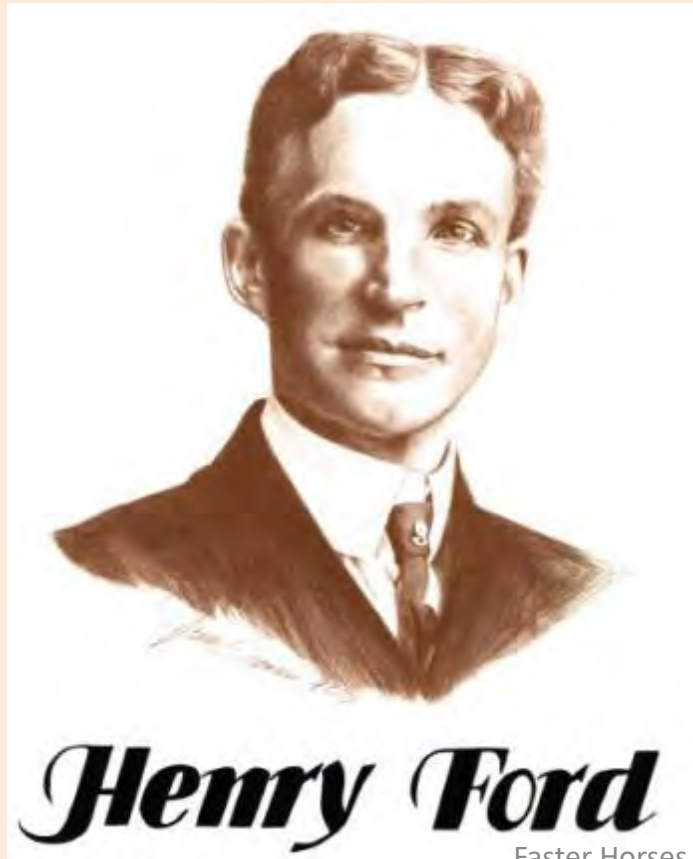
*Excellence*

*Connection*

Faster Horses, Ferraris and the Future: Possibilities and Perspectives to Progress Education



# Faster Horses to Ferraris



*“If I had asked people  
what they wanted,  
they would have said  
faster horses.”*

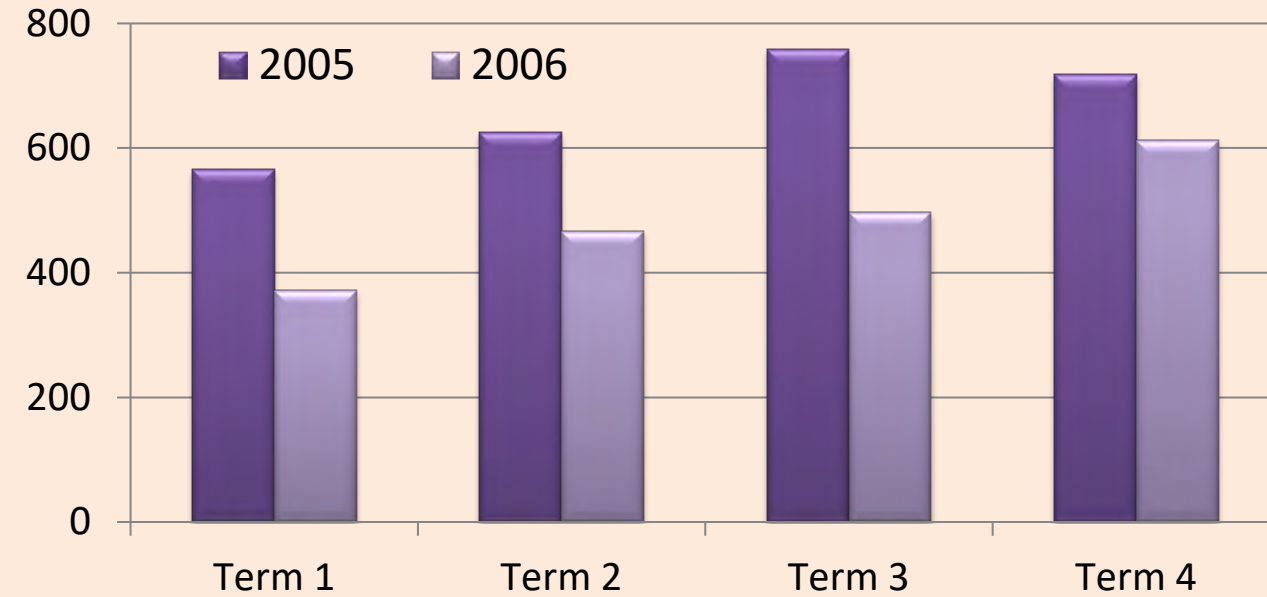
Excellence

Connection

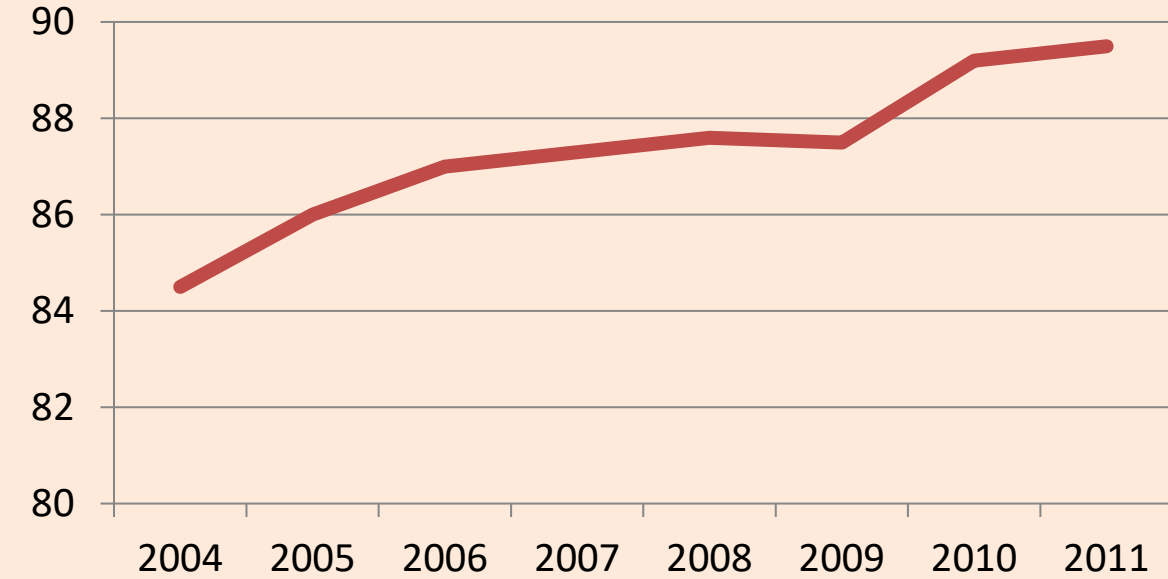
Faster Horses, Ferraris and the Future: Possibilities and  
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# PLUMPTON HIGH SCHOOL Outcomes

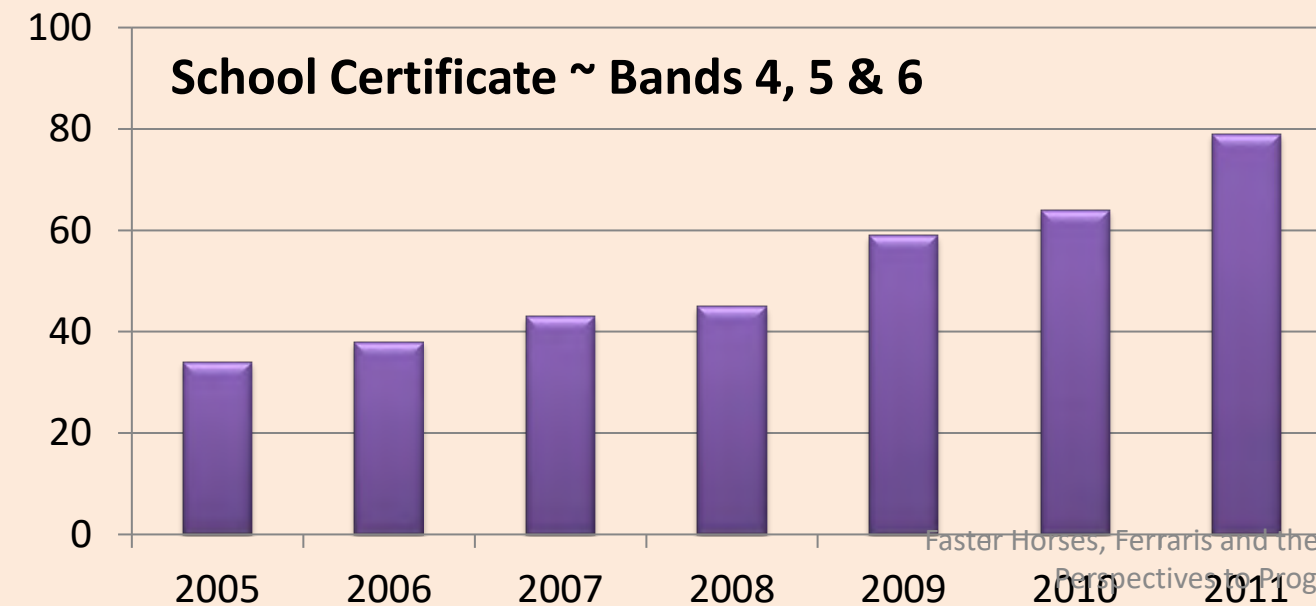
## No. of Behaviour Referrals



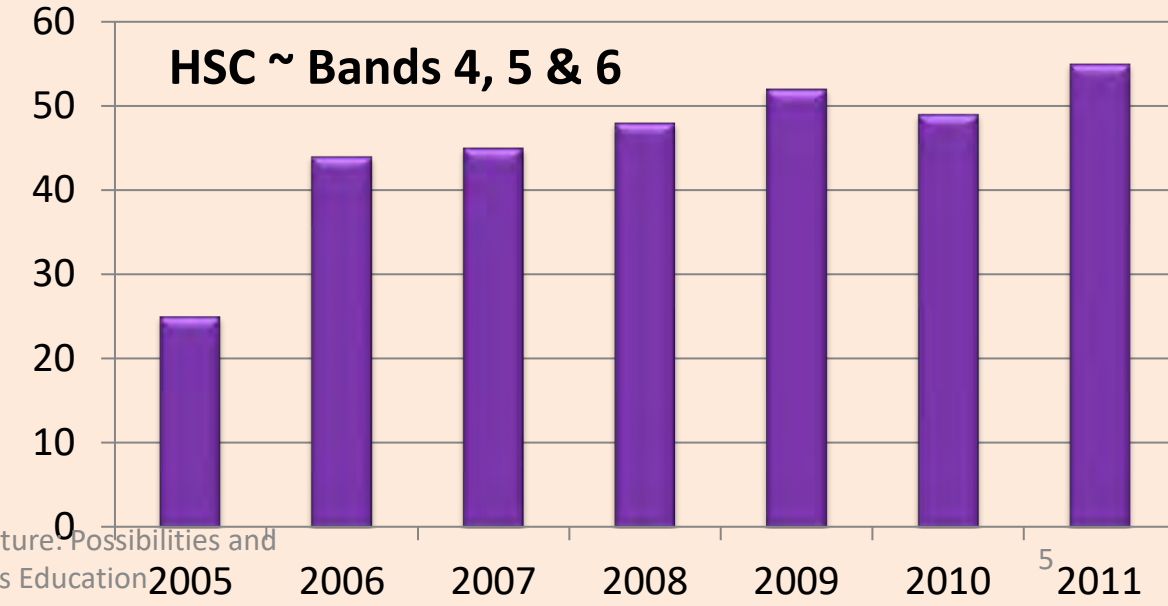
## Attendance Rates, 2004-2011



## School Certificate ~ Bands 4, 5 & 6



## HSC ~ Bands 4, 5 & 6





## A RAPIDLY CHANGING WORLD

We are facing challenges like never before  
– social, political, economic and environmental –  
driven by accelerating globalisation and a faster rate of  
technological developments.

How do we capture the inventiveness that has  
characterised educators to meet these challenges?

# The Current International Dilemma

Education systems worldwide are grappling with the dilemma of fragmented and compartmentalized teaching of decontextualized learning outcomes.

A belief that current instructional content is highly balkanized and modularized, divided into small disconnected learning components and 'objects'.

An approach that does little to enable learners the opportunity to grasp the interconnected, meaningful, and holistic knowledge underlying complex learning.



# OECD Education 2030 Project

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To be a successful and flexible problem-solver, self-directed learner, and critical thinker requires a more sophisticated, holistic approach to learning.

Fundamental to the OECD Education 2030 Project approach are 3 guiding principles which will provide the design for all student learning experiences:

- Creating New Value
- Integrating Thinking
- Taking Responsibility



# Preparing Young People for a Changing World



## Creating New Value

Creating new value by developing new products and services, processes and methods, ways of thinking and living, enterprises, business and social models.



## Integrating Thinking

Integrating thinking to effectively recognise interconnections and differing perspectives while avoiding premature conclusions.



## Taking Responsibility

Taking responsibility by developing self-regulation and resilience, through self-control, self-efficacy, problem solving and adaptability.





## *A Cautionary Note*

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Governments and their education systems are not working


- A bias towards preserving the status quo
- Students don't learn about the right things
- Students don't learn in the right ways

Andreas Schleicher  
Director of Education, OECD



I have worked in 16 countries during the past 5 years and my experience is an enthusiasm for change, yet an inability to make it happen. We seem to be stuck in a paradigm we can't break through.

I am currently working on 3 big system-level projects in the Middle East which provide some hope.

The background features a light gray base with large, overlapping organic shapes in muted olive green and terracotta brown. A white line art silhouette of a palm frond is positioned in the upper left corner. Two thin, white, flowing lines curve across the bottom right of the image.

# Reimagining Education in AlUla, Saudi Arabia



# AlUla County Kingdom of Saudi Arabia

- Located 300km north of Medina in Saudi's northwest region
- The Wadi Al-Qura (the Valley of Villages) in AlUla has been a famed and important valley since ancient times
- The valley is framed by sandstone mountains, which have fundamentally influenced thousands of years of human history and a setting for civilizations to flourish
- Positioned on the ancient Incense Route from Southern Arabia into Egypt and beyond



Hegra, Saudi Arabia's first UNESCO World Heritage Site

# One of Saudi's 5 “Giga” Projects



- It is the site for one of the iconic “giga” projects central to the Kingdom’s tourism and future economic growth strategy.
- AlUla is developing a world-leading, socially responsible approach to the conservation, interpretation and presentation of its culture and heritage.
- It will be the Kingdom’s “gift to the world” as the largest living landscape museum.

# Guiding Principles for Development

- **The Natural and Cultural Landscape:** Custodianship of the natural landscape and immersive environment of AIUla
- **Heritage, Culture, and Arts:** A cultural tourist destination for heritage and the arts
- **Nature and Wildlife:** Ecological assets will be restored and safeguarded
- **Agriculture:** Agricultural practices will contribute to re-establishing AIUla's historic oasis and water balance
- **Sustainable Tourism:** Balance tourism with a duty to conserve and protect the essential qualities that make AIUla
- **Transport and Connectivity:** Subtle connectivity
- **Restoration and Regeneration:** Planning will focus on sensible smart development, restoring and regenerating for the benefit of all
- **Urban Standards and Architecture**  
**Guidelines:** AIUla's future will be a seamless continuation of its past
- **Promote Economic and Social Development:** AIUla's people are central to its long-term success
- **Supporting Infrastructure:** Introduce ingenuity, and state-of-the-art infrastructure
- **Security:** Provide discreet security that is not apparent or overly stated



# The Brief for Education

**The population of AIUla to develop the workforce capabilities to sustain all professions that are fundamental to the ongoing success of the AIUla Giga Project.**

- An imaginative, expansive, well-coordinated and integrated series of pathways
- Students to develop the personal resources to pursue fulfilling lives that focus on loving relationships, personal wellbeing, and success
- A diverse range of experiences explicitly linked to the suite of career opportunities that will be available to them in the future
- Ultimately, they will be expertly prepared to pursue careers that best serve their interests and abilities, while contributing to the overall vision for AIUla
- Ensure state-of-the art technology and future-focused learning environments
- Facilities and services that can be shared across stages of education, from early years to tertiary
- An emphasis on field studies centers and services for delivery of important components of learning, from early years through to tertiary studies
- Include facilities for corporate, professional support, regulatory functions, professional learning, and community use

# Secondary Curriculum Design Possibilities

Courses can be taken at school, vocational centres, or universities, as appropriate

Businesses and other organisations are directly involved in the education process in a structured and integrated way that provides students with authentic learning experiences

Student selections to include courses from across broad content areas, to ensure they have diversity and variety in their learning experiences

Classes are multi-age

Each student meets weekly with their personal mentor

Students assemble an e-portfolio throughout their years of study

Imagine if students  
studied full-time  
6 × 5-week courses  
per year

Interspersed with  
4 × 2-week intensive  
skill development  
courses

Or a combination of  
2-week, 5-week,  
10-week, and 20-  
week courses,  
depending on stage of  
development and  
depth of study  
appropriate

Students create and  
present a product at  
the conclusion of  
each course, and/or  
demonstrate a new  
skill, or mastery of a  
skill



# Sample of Potential Course Options

## Junior Secondary Years

- The wonders of number – maths patterns in the world
- Ninja warrior – extreme fitness and challenge program
- Young entrepreneurs program – creating your own business
- History of the world – how it all makes sense
- The world at war – how to live in peace
- The magic of creativity – how does it happen?
- Mindfulness – the integration of mind, body and spirit
- Fantasy, romance or thriller? – writing your own short story or novel
- Presenting with presence – delivering your own TED talk
- Learning French in 20 days
- Hollywood, Bollywood or Pixar? – Film making and creativity
- Outdoor adventure program
- Young scientists program
- Reaching for the stars – the mysteries of astronomy

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# World's Best School Prizes

An Initiative to Inspire  
Ground-up Change

# T4 Education

Established less than 2 years ago.

The founder, Vikas Pota, previously led the development of the Global Teacher Prize.

Although very successful with the Global Teacher Prize, Vikas established T4 Education in his belief that the only real way to bring about change, is to do so directly through teachers in schools.

“We are building the world’s largest community of teachers and schools to achieve this. Together.”



Our digital media platform allows educators to network, collaborate, share good practices, and support each other’s efforts to improve learning.”



**WORLD'S  
BEST SCHOOL**  
Community  
Collaboration



**WORLD'S  
BEST SCHOOL**  
Environmental  
Action



**WORLD'S  
BEST SCHOOL**  
Innovation




**WORLD'S  
BEST SCHOOL**  
Overcoming  
Adversity



**WORLD'S  
BEST SCHOOL**  
Supporting  
Healthy Lives



<b>World's Best School Prize Overcoming Adversity</b>	<b>World's Best School Prize Environmental Action</b>	<b>World's Best School Prize Innovation</b>	<b>World's Best School Prize Community Collaboration</b>	<b>World's Best School Prize Supporting Healthy Lives</b>
 <p>Pinelands North Primary School South Africa</p>	 <p>International School of Zug and Luzern Switzerland</p>	 <p>Escuela Emilia Lascar Chile</p>	 <p>PCMC English Medium School, Bopkhel India</p>	 <p>London Academy of Excellence, Stratford, England, United Kingdom</p>
 <p>Project Shelter Wakadogo Uganda</p>	 <p>Green School Bali Indonesia</p>	 <p>N High School Japan</p>	 <p>EMEB Prof' Adolfin J. M. Diefenthaler Brazil</p>	 <p>Curie Metropolitan High School United States of America</p>
 <p>Escola Evandro Ferreira Dos Santos Brazil</p>	 <p>Bonuan Buquig National High School Philippines</p>	 <p>Sekolah Kebangsaan Kempadang Malaysia</p>	 <p>Dunoon Grammar School Scotland, United Kingdom</p>	 <p>Larrakeyah Primary School Australia</p>

# Possibilities

IRSEA explores ways to stimulate and promote NSW public schools to lead the way in creating a more sophisticated, holistic approach to learning.

Perhaps, as IRSEA, we can consider conducting or supporting a NSW version (with possible funding from the Department) with the winners being our nominations for the World's Best School Prizes.

Explore other strategies to advocate for educational change to prepare our young people for a rapidly changing world.



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