


**“There must be an explicit commitment to serve all students underscoring anti-racism, and anti-classism – all of which is easier to do when the four right drivers are working in concert.”**

(Fullan, M. 2021)



**“Leaders in the future need to be advocates for inclusion and diversity, for racial equality; fiercely anti-racist and anti-sexist; agents of change, activists intervening to attack institutional barriers to equity and achieve the power shifts that are necessary to produce justice for all.”**

(Hannon, V. and Mackay, A. 2021)



**“If the first question is what the future holds, then the second question is whether our education institutions are up to the challenge,**

**whether they have the capacity required to pull off a vast improvement in outcomes with little increase in cost.”**

(Tucker, M. 2021)





**“Australian students  
deserve the best  
quality edtech,**

**proven to deliver learning  
progress, aligned with  
our curriculum standards,  
and meeting or exceeding  
expectations for learning  
outcomes and social equity”.**

(Loble, L. 2022)






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“In these jurisdictions it is possible to see the beginnings of an alternative way of thinking. Central to this alternative is **a view of learning as a continuous, cumulative, and potentially life-long process** that transcends institutional arrangements, fixed time periods, and locations.”


”

(Masters, G. 2022)






**“Time and again participants told stories of how students had shown them the way forward by showing what was possible when they were given more scope to design the way they learn and what about.”**



(Leadbeater, C. 2022)





**“Imagine a world in which final year students are made to feel optimistic about their future and the choices available to them.**

**A future they enter to embark on the next phase of their life’s journey with confidence and enthusiasm for what lays ahead – not dread and fear of not measuring up.”**

(Connolly, H. 2023)



**“National comparison shows that, proportionally, more children and young people under 20 years live in disadvantaged socio-economic circumstances in South Australia.**

**In 2021, more than half of all children and young people (53.6%) lived in disadvantaged socio-economic circumstances, compared to 38.9% nationally. Of these, 26% lived with the most disadvantage (19.3% nationally).”**

(SA Child Development Council, 2022)



**“Education for human flourishing increases the moral onus on creating a level playing field:** contemporary human flourishing is for everyone, or it is for no-one.”

(Stevenson, M. 2022)





**“The future is shaping up to look radically different from today. As educators work to equip students with the skills and mindsets they’ll need to navigate massive change and prepare for a new future.”**

(Google for Education, 2022)




**“The global e-learning industry is forecast to be worth \$1 trillion by 2028.”**


(Google for Education, 2022)







**“Personalised  
learning  
experiences also  
have the potential  
to close equity  
gaps in education.”**



(Google for Education, 2022)



**“Key to the success of any future learning environment is how technology is applied, and the conditions required to use it meaningfully.”**

(Google for Education, 2022)





**Research “has shown that preschool can help to ameliorate some of the disadvantages of growing up in poverty or in households where parents have poor levels of qualifications or provide little intellectual stimulation. It cannot however, do this in isolation. To improve outcomes for children they need supportive families with stimulating home learning environments, high quality preschool followed by effective primary and secondary school.”**

(Siraj I. 2023)



**“Human development economists view early childhood as the most cost-effective time in life to invest in social services for future economic returns”.**

(Howells, S. et al., 2022)








**“SES of the child’s family at age 5 was the only variable that predicted the transition from a lower to higher engagement in learning profile”**

(Howells, S. et al., 2022)





**“School  
connectedness is  
associated with  
greater academic  
achievement and  
psychological  
wellbeing.”**


(Raniti, M. et al. 2022)



**“Cross-sectional studies link school connectedness with less anxiety, depression, and suicidal thoughts and behaviours, especially for LGBTQ + youth.”**

(Raniti, M. et al. 2022)





**“School Curriculum.... interventions have small effects that are not sustained over time, without evidence of reducing the incidence of depressive and anxiety disorders and with limited scalability.”**

(Raniti, M. et al. 2022)



**“The range of students’ academic skills and knowledge—and, ultimately, students’ potential as human beings—can be significantly influenced through exposure to highly favourable conditions. These conditions include learning environments and experiences that are intentionally designed to optimize whole child development.”**

(Learning Policy Institute & Turnaround for Children, 2021)




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**“Schools should “enable students to ‘learn how to learn’ by developing both content knowledge and the intrapersonal and interpersonal skills and mindsets that increase self-awareness, executive function, perseverance, and resilience.”**

(Darling-Hammond, L. 2021)

”






**“In an ‘equitable’ school system, students’ special needs and unequal socioeconomic backgrounds are recognised, and resources like teaching expertise are distributed unequally in an attempt to redress disadvantage due to personal and social circumstances. Here again, ‘equity’ is achieved by prioritising fairness over equality.”**

(Masters, G. 2018)








**“Many earlier efforts to define equity in education fall short of adequately combining equality of access and equality of outcomes in education. If we wish to offer world class schools for every child, we need a better definition of what equity in education means.”**

(Sahlberg, P. 2022)







**Education systems' policies can create an equitable and inclusive framework for education settings, but their implementation at the school level is what determines students' daily experiences in classrooms.**

(OECD, 2023)





**“Australian Governments  
commit to ensuring the  
education community  
works to provide equality  
of opportunity and  
educational outcomes  
for all students at  
risk of educational  
disadvantage.”**

(Education Council, 2019)





**“In a democratic society education should be available to all on equal terms so that each child can develop to her/ his full potential.”**

(Reid, A. 2017)





**“Public schools should be places where all students feel welcomed and respected, and experience opportunities to forge deeper understandings of critical issues, deliberate with evidence and through mutual regard, and envision ways to act together to create a better world.”**

(Rogers, J. et al. 2022)




**“Many systems and schools have invested considerable effort in broadening their conceptualisation of the skills young people require for their future. At the same time, there is little evidence providing clear direction on the most effective approaches to the teaching and learning of the identified skills, as well as the best ways to assess them.”**

(Lamb, S. et al. 2017)









**“After 20 years of learning, why are they not ready to work straight away? There is a growing divide between things we need from them in the workplace compared to what they are coming out with”**

(Learning Creates Australia, 2021)





**“Companies increasingly need their people to solve complex problems. As companies adopt data analytics, robotics, AI, and other digital technologies, what they demand of their employees is changing. We call a workforce that is confident to solve problems and skilled to work effectively in a digital environment a future-ready workforce.”**



(Dery, K. et al. 2020)



The question guiding the work... is this:  
**how might we in Australia develop better  
and trusted ways to recognise learning that  
enables every young person to thrive in  
learning, work and the community?**

(Milligan, S. et al. 2022)

