

# Bright Sparks

## A New Education Paradigm

growth  
intelligence  
centre



# A Learning Opportunity

A young girl with her hair in a bun, wearing a pink dress over a light pink shirt and a white face mask, sits at a white desk in a classroom. She is holding a blue pen and has her right hand raised in a 'V' sign. In the background, other children are also wearing masks and raising their hands. The classroom is bright and modern, with white desks, blue chairs, and educational materials on shelves.

01

# The Backdrop

- Unicef have ranked Australia in the **bottom third** of OECD countries in terms of Education equity.
- Australia fell **below the OECD global averages** for maths, while also falling for reading and science
- There have been **continuing falls in our PISA performance** since its inception 2000, compared to other countries we are failing to lift our performance.

# The Challenge

- How do we support Australians navigating the education paradigm?
- Inform the sector, the parents and advocate for improvements in Aussie Education



# Education is everyone's business, and there is headroom for us to do more



6.38m students in education with 5.14M parents actively engaged in the sector

23% increase in those expecting to make career pivots or increase on the job learning



Industry expected to be worth \$135.5BN in 2022, after huge impacts due to COVID-19



Total Category advertising spend in 2021 was \$330.6M - up from \$111.1M in COVID Impacted 2020



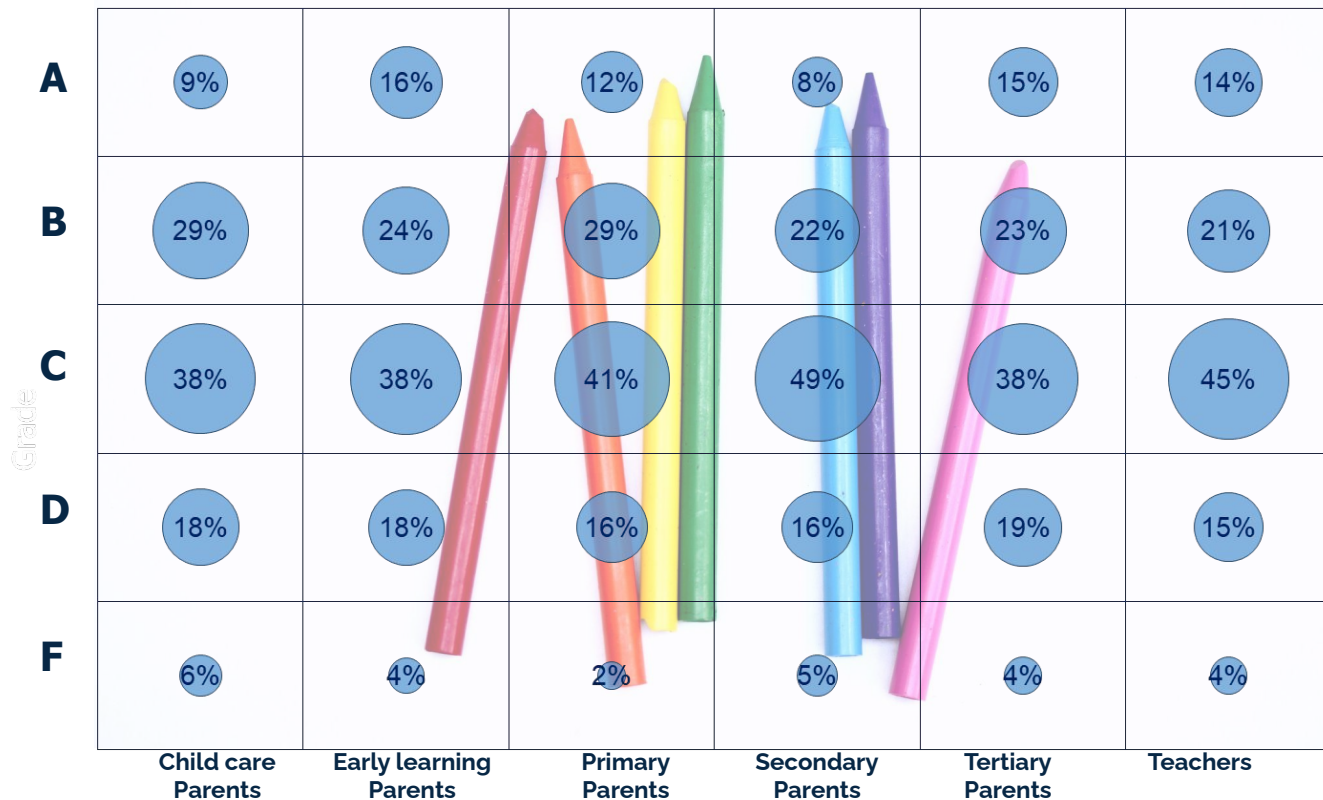
# Few parents and teachers give the system an A

**C+**

The majority of parents and teachers believe the system is satisfactory or better - but **few give it an A grade.**

About 1 in 5 teachers and parents believe there are **considerable improvements needed** to the education system.

Australian education system scorecard





## Way curriculum is delivered rates well...

- Quality of design (Teachers)
- Relevance to students (All)
- Breadth of learning outcomes (Teachers)
- Quality in the classroom (All)

Parents and students are **more positive** about the **coverage of critical areas** than teachers



## ...BUT need more practical, future-focused skills

- Flexibility/innovation (Teachers)
- Preparing for real life/tertiary (All)
- More focus on practical vocational skills (All)
- More future focused skills (All)
- More personalised learning (All)
- Less rigid traditional curriculum (All)
- Broad support for greater focus on critical thinking, decision making & wellbeing/resilience
- More personal finance training (Parents)
- Dealing with bullying (Parents)
- Innovation/creativity skills (Students)
- Sex/consent education (Students)

# Parents and teachers agree, resourcing and life skills can drive improvement in outcomes

## Parents

### Improved access and equity of funding

Supporting teachers more  
Teacher student ratios

### Flexible learning

Flexible face to face learning  
Support for students in need  
Students with learning difficulties

### Real-world readiness

Preparing for the future  
Life skills

## Elevation of Profession

Standard of qualifications  
Media: perceptions of teachers  
Government: pay & remuneration  
Schools: professional development



## Collaboration

"It takes a village", teachers, parents, school boards, government, media working together  
Leverage tech to bring people together  
Reduce room for interpretation & involve teachers in the direction of the curriculum

## Teachers

### Increasing resources

Modernisation with help of technology  
Better pay for teachers  
Adequate staffing  
Smaller class sizes

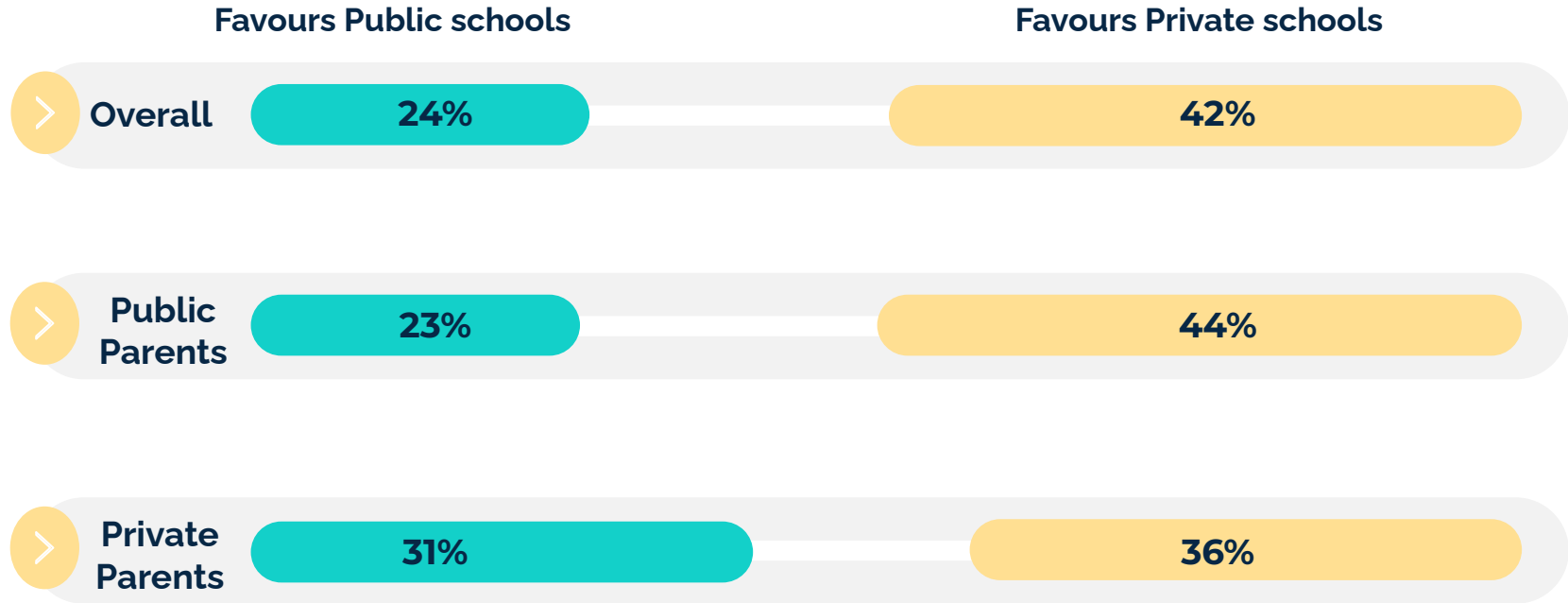
### Updating curriculum, subjects, flexible learning

Consider the students' needs more  
Learn from other countries' curriculum and system  
Get back to fundamentals

### Life skills focus

More focus on preparing for the future  
Involve student more with experiences in the real world and teach them more practical skills

# Funding is not viewed as equitable, with more parents believing it favours private schools.



How fair do you think current government funding arrangements are for public and private schools in Australia?

*n = 2095 Parents*



# Only 50% of parents and teachers, feel students are being prepared for the jobs of the future

When asked how we can improve this, the results were consistent.

- **Fostering resilience**, critical thinking & independence
- Greater support for **wellbeing & mental health**
- Allowing for **flexible and diverse learning modes**, based on student needs
- Transferrable **real-life skills**, such as finance and work experience
- Improve **problem solving skills & independence** with self directed learning
- Improving **social skills**, tolerance and open-mindedness



# Assessing academic performance and the ability to compare fairly are the top goals for parents

## Gains they seek

- Central comparison of options
- Assessing academic performance of institution
- Peer reviews
- Career guidance & information
- Location info such as livability and socio-demographics

## Pains to alleviate

- Finding and processing information
- Cost vs quality, affordability considerations
- Travel, locations, fitting into schedules
- Family disagreements around preferences
- Accommodating child's preferences
- Concerns about making the right choice for their children, fears for safety



## Jobs to be Done

- Assess academic performance of institutions
- Assess service offerings of institutions (facilities, curriculum content, alignment with family values, support for student wellbeing etc)
- Seek peer reviews
- Assess operational performance of institution (class ratios, staff quality, reputation etc)
- Seek information on career guidance and planning for students

## Parents

# Parents profile changes based on education stage

## Childcare/Early Learning

## Primary School

## Secondary School

## Tertiary



**Jobs to be Done**

Peer reviews  
Assess academic performance  
Assess service offerings  
Operational performance  
Info on education system issues and development

Assess academic performance  
Assess service offerings  
Seek WOM/community feedback and reviews  
Info on education system issues and development  
Livability and sociodemographic

Career guidance  
Assess academic performance  
**Extracurricular offerings**  
Operational performance  
Assess service offerings

Career guidance  
Assess academic performance  
**Career planning with counsellors**  
Assess service offerings  
Livability and sociodemographic



**Gains they seek**

Central comparison of options  
Keeping up with issues  
Support for decision making  
Peer community building  
**Content around costs/benefit advice, lifestyle, choice, wellbeing**

Central comparison of options  
Keeping up with education issues and developments  
Support for decision making  
Peer community building

Expert career guidance  
Central comparison of options  
Keeping up with education issues and developments  
Support for decision making  
**Peer community reviews**  
Virtual school visits, open days

Career planning sessions  
**Content for careers of the future Targeted and relevant advertising**  
Central comparison of options  
Virtual online open days



**Pains to alleviate**

Finding & processing information  
**Waitlists**  
**Suitable option availability**  
Location logistics  
Cost vs quality considerations

Finding the right school and assessing it  
**Family disagreements around school type choice**  
Location & fitting schedules  
Affordability  
Zoning & Remote learning

Cost vs quality  
Including child's preferences  
Assessing school reputation, environment & quality of care  
Location & fitting schedules  
**Parental communication & support**  
Curriculum coverage & flexibility

Including child's preferences  
**Pressure making the 'right' choice**  
Financial concerns  
Curriculum coverage & flexibility  
Assessing reputation & environment  
**Remote learning disruptions**

# Parents profile changes based on education stage

	Childcare/Early Learning	Primary School	Secondary School	Tertiary
Who	Parent - 92% Partner - 58% Child - 5%	Parent - 89% Partner - 53% Child - 5%	Parent - 89% Partner - 53% Child - <b>15%</b>	Parent - 79% Partner - 40% Child - <b>33%</b>
When				
Top Factors	<ol style="list-style-type: none"> <li>1.Nurturing and caring environment</li> <li>2.Teacher to student ratio/class size</li> <li>3.Focus on student wellbeing</li> </ol>	<ol style="list-style-type: none"> <li>1.Quality of teachers and leadership</li> <li>2.Teacher to student ratio/class size</li> <li>3.Focus on student wellbeing</li> </ol>	<ol style="list-style-type: none"> <li>1.Quality of teachers and leadership</li> <li><b>2.Curriculum, subject choice, course content and suitability</b></li> <li>3.Focus on student wellbeing</li> </ol>	<ol style="list-style-type: none"> <li>1.Curriculum, subject choice, course content and suitability</li> <li><b>2.Where your child wants to go</b></li> <li>3.Quality of teachers and leadership</li> </ol>
Source	<ol style="list-style-type: none"> <li>1.Visits- open days or in-person visits</li> <li>2.Word of mouth - parents</li> <li>3.Talking to staff</li> <li>4.Quality Standards,Rankings,Ratings</li> <li>5.Community feedback</li> </ol>	<ol style="list-style-type: none"> <li>1.Word of mouth- parents and students</li> <li>2.Visits - open days &amp; info sessions</li> <li>3.Community feedback</li> <li>4.Talking to staff</li> <li>5.School policies, mission statements, annual reports, strategic plans</li> </ol>	<ol style="list-style-type: none"> <li>1.Word of mouth- parents and students</li> <li>2.Visits - open days &amp; info sessions</li> <li>3.Talking to staff</li> <li>4.Community feedback</li> <li>5.School policies, mission statements, annual reports, strategic plans</li> </ol>	<ol style="list-style-type: none"> <li>1.Visits - open days &amp;, info sessions</li> <li>2.Teachers or career advisors</li> <li>3.Word of mouth- other parents and students</li> <li>4.Talking to staff</li> <li>5.Brochures/Handbooks</li> </ol>

# Overcoming their career uncertainty and managing their wellbeing are the prime focuses for students

## Gains they seek

Central comparison options (performance, cost vs quality, reviews etc)

Peer community building

Content around future careers and bankable skills & growth areas

Content to help support career pathway choices, career guidance and planning

Advertising that targets courses relevant to career aspirations

## Pains to alleviate

Student social and emotional wellbeing, resilience

Making decisions that will lead to a fulfilling career

Job uncertainty and worried about the future

Fear of failure, not making grades

Pressure to make big choices and navigate options



## Jobs to be Done

Student wellbeing

Seek career guidance

Seek peer reviews

Assess academic performance of institution (rankings, reputation, curriculum structure, subject choice, etc)

Assess operational performance of institutions (class ratios, staff and leadership quality etc)

Source information about education system issues and developments

Involvement in education pathway choices

Equip themselves with practical vocational skills and those they need to thrive in the future

## Students (16+)

# Students look for advice from the sector to inform their decisions

## Who

Myself - 87%  
Teachers - 8%  
Parents- 38%

Disconnect between students and parents  
**80% students feel they have the critical say, while 80% parents feel they do.**

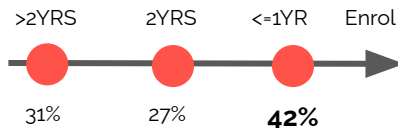
## Top Factors

- 1.Focus on student wellbeing
- 2.Curriculum, subject choice, course content and suitability
- 3.Quality of teachers and leadership

## Top Info Sources:

- 1.Teachers or career advisors
- 2.Visits - open days, info sessions or tours
- 3.Family members or word of mouth- other parents and students
- 4.Talking to staff
- 5.Social media groups

## When



## Motivations

Aligns with my personal interests/passions  
Good fit for my capabilities  
Likely income from pursuing this career pathway





# The Teacher's Perspective

02

# Teachers want to accommodate the needs of all of their students, and resources are the key.

## Gains they seek

Updating of the curriculum - more customised for student needs and improve its delivery

Funding for more teachers and administration assistants

More preparation for the classroom experience

Increased support from Government, school community & principals

Empowerment to allow autonomy/flexibility

## Pains to alleviate

Burnout and staff shortages

Poor pay

Inadequate funding and resources

Excessive admin and workload demands

Lack of support for teacher preparation



## Jobs to be Done

Accommodate different learning needs and relevance to student personal interests

Equip students with both practical vocational skills that are needed to thrive in the future

Involvement and influence in helping parents and students make tertiary and career pathway choices

Professional development - new skills that focus on behaviour management, social & emotional skills and lifelong student learning

Regular wellness checks

Teachers



# A love of teaching kids and 'making a difference' is what attracts teachers to the profession.

*Why did you become a teacher?*

*Love working with Children*

**58%**

*Making a difference in the world*

**45%**

*Passion for subject area*

**39%**

*Personal experience with teachers*

**37%**

*Employment Prospects*

**32%**

*Good Fall back Career*

**23%**

*Family Tradition*

**16%**

*"I was driven by positive experiences from some inspirational teachers, but also, at the same time driven by the fact that I was also exposed to some to some mediocre teachers as well.*

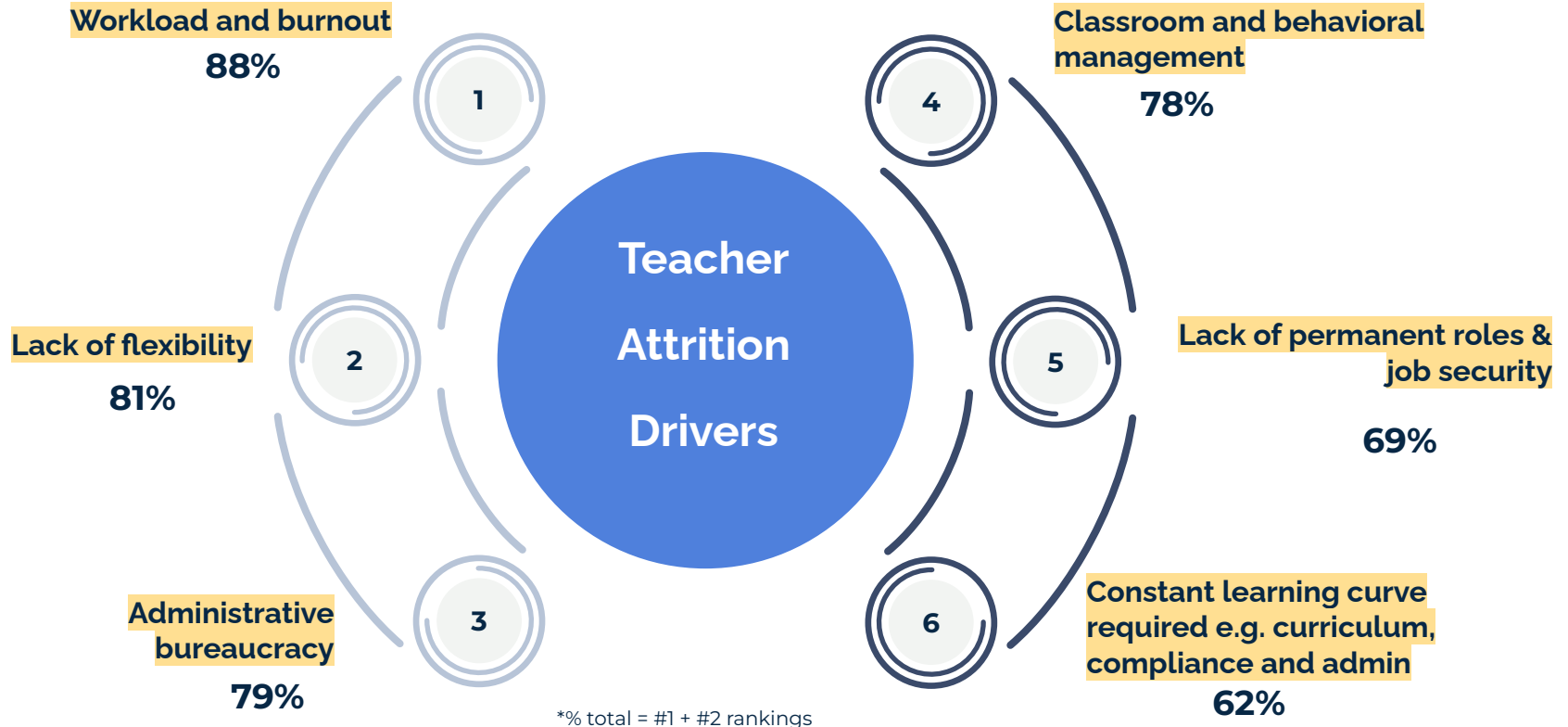
*And I saw the importance of having to change that. So that's what got me into the profession".*

*Teacher, Private, Secondary- Metro*

*"I knew...I wanted to be a teacher, ever since graduating from VCE. I really liked helping people."*

*Teacher, Public, Secondary - Metro*

# Burnout, lack of flexibility & admin are the main drivers of teacher attrition



# Parents and students agree, teachers are hard done by

## Teaching should be more highly esteemed

Raise the prestige of the profession and quality teachers. Increase the university entry requirements. Raising profile is not enough, however, if time & workload pressures undermine education delivery.

## They don't get paid enough

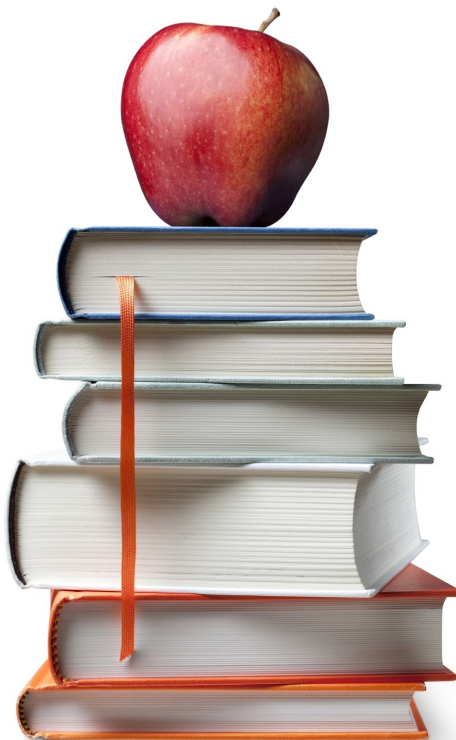
To keep up with real wages and compensate for workload & commitments outside class time

## They get blamed for problems with the education system

Unfairly criticised in the media

Parents are too demanding of teachers

Too much pressure to ensure students perform well



*"We do we live in a society where we're not held in a regard that we probably should in the media and society."*

*Teacher, Public, Secondary - Non-metro*

*"I think teachers are severely being underpaid compared to our colleagues and other industries. You know, considering the role that we play in society, and the amount of hours that we invest into our jobs."*

*Teacher, Private, Secondary - Metro*

A young boy wearing a VR headset is shown interacting with a digital interface. He is pointing at a glowing blue node in a network of lines. The background is a bright, blurred indoor setting. The text "The Future of Education" is overlaid on the left side, and a large blue "03" is on the right side.

# The Future of Education

03

# Technology is providing opportunities for more efficient work, education and collaboration platforms.

## Outlook:

Primary and Secondary school student and teacher digital skills will need to keep evolving with technological developments. Technology will be an enhancement not replacement for in-person and physical learning activities.

Re-skilling of the Australian workforce will prevent structural unemployment and to remain competitive, workers will need to acquire new skills continually.

## What are we already seeing...

### Automation of learning to enhance not replace

43% of Australian teachers and principals believe think that digital technologies enhance their teaching and learning activities, rather than detract.

### New employment opportunities and re-skill factors

Universities have begun embedding industry certifications into their degrees to allow graduates, students and dropouts the best chance to hit the ground running in the nation's booming tech sector.

### Structural reform push in Universities

The rapid digitalisation of higher education provides opportunity for universities to restructure and look toward technology improving not replacing the higher education experience and opportunities. There have been no structural reforms to Universities for 30 years, in which the only sector in the economy not to do so.

# In an increasingly globalised world, Education is focusing on Global Citizenship

**About the trend:** Increasing awareness of global impacts and ability to apply knowledge in a global economy with evolving circumstances is becoming an important educational distinction for providers and decision makers.

## **Outlook:**

International schools are being seen as an attractive pathway for higher quality education for a broader range of skill sets to elevate future career prospects.

## **What are we already seeing...**

### **High-School format shifts**

International schools are expanding in appeal for higher quality education.

The last five years have seen the number of students enrolled in English-medium international schools grow by almost 7% a year. The growth is forecasted that almost 7 million students attending international schools by 2023 with a market value at \$46.7 billion, rising to \$66.6 billion in four years' time

### **OECD Skills of the Future**

OECD has identified a broad range of skill they deem as being required for students future.

They have defined these in 3 categories:

1. **cognitive and meta-cognitive skills** (e.g. critical thinking, creative thinking, learning to learn and self-regulation);
2. **social and emotional skills** (e.g. empathy, self-efficacy and collaboration)
3. **practical and physical skills** (e.g. using new information and communication technology devices).

# An increased focus on the whole child driving gains for holistic education approaches

**About the trend:** continued learning throughout life stages is becoming essential to adapting to changing world challenges; environmental, economic and social.

**Outlook:** Physical and practical skills are essential for students' overall functioning and well-being and a continued focus on bridging the gap between academic and social wellbeing will drive changes

## What are we already seeing...

### Focus on student wellbeing

In the last 5 years, almost half of parents (48%) have increased their expectations of their child's school to support wellbeing. Mental health, wellbeing and resilience education is becoming a key curriculum unit rolled out across the schooling systems.

### Increased parental involvement

In the last 2 years two in five parents (41%) have become more engaged with their child's school. This increased engagement is reflective of a shift in priorities, with almost half (46%) making it more of a priority to engage with their child's schooling.

### COVID highlighting education imbalances

COVID brought education access and quality imbalances to the fore. Rural students accessing schooling during lockdowns and the ongoing issues of higher education access continue to impact students.

# The rise of Personalisation and Micro Learning in improving access and choice for all

**About the trend:** The rise of micro-credential providers creating pressure on traditional providers to adapt for improved value propositions for learners seeking alternative pathways to career advantage.

**Outlook:** Organisations will continue to create easier avenues to promote flexibility, work-life balance and education opportunities all of which lend themselves to a more sustainable working model focused on productivity and well-being

## What are we already seeing...

### Ability to curate education around lifestyle

"4th industrial revolution" - people seeking micro courses that can adapt highly to changing economic conditions  
Greater numbers of workers and degree-educated professionals are returning to formal education to develop their skills, therefore, flexible delivery is becoming critical

### Emergence of global higher education degrees

Global higher education degrees, designed in cooperation with global leaders in the respective field, providing application for the real world and industry specific applicability. This is addressing the disconnect between textbook and academic learning to industry ready skills



# The psychology of learning is being leveraged to make classrooms more inclusive and engaging



**About the trend:** Across the all major education stages, adaptations are being made to how knowledge and skills are taught in relation to individual learning styles, integration of technology, environmental situations and globalisation impacts.

**Outlook:** Education institutions are adapting to focus on the learner, making adaptations to materials, environment and delivery. This will continue as more is understood about how to maximise the capacity for learning and driving improved outcomes for all students.

## What are we already seeing...

### Learning style adaptations

The Flipped Learning approach is gaining traction which accommodates different cognitive learning styles for visual, auditory and kinesthetic approaches.

Combining this learning approach with technology has provided the student control and increased motivation to engage in the creation and sharing of knowledge.

### Re-thinking the learning environment

The recent extended periods of learning remotely has brought to the forefront the potential for students to learn anytime and anywhere, in a combined synchronous and asynchronous methods available for many courses.

### Connecting beyond the classroom

A paradigm shift that utilises online technologies for learning in ways that build global understanding and digital fluency. This is based on the theory and practice of connectivism, constructivist modes of learning and online collaborative learning.

# And these trends are exactly what teachers, parents & students are looking for as the 'Future of Education'

**9 in 10**

find the following trends appealing

More **personalised, self-paced,**  
and self-directed learning

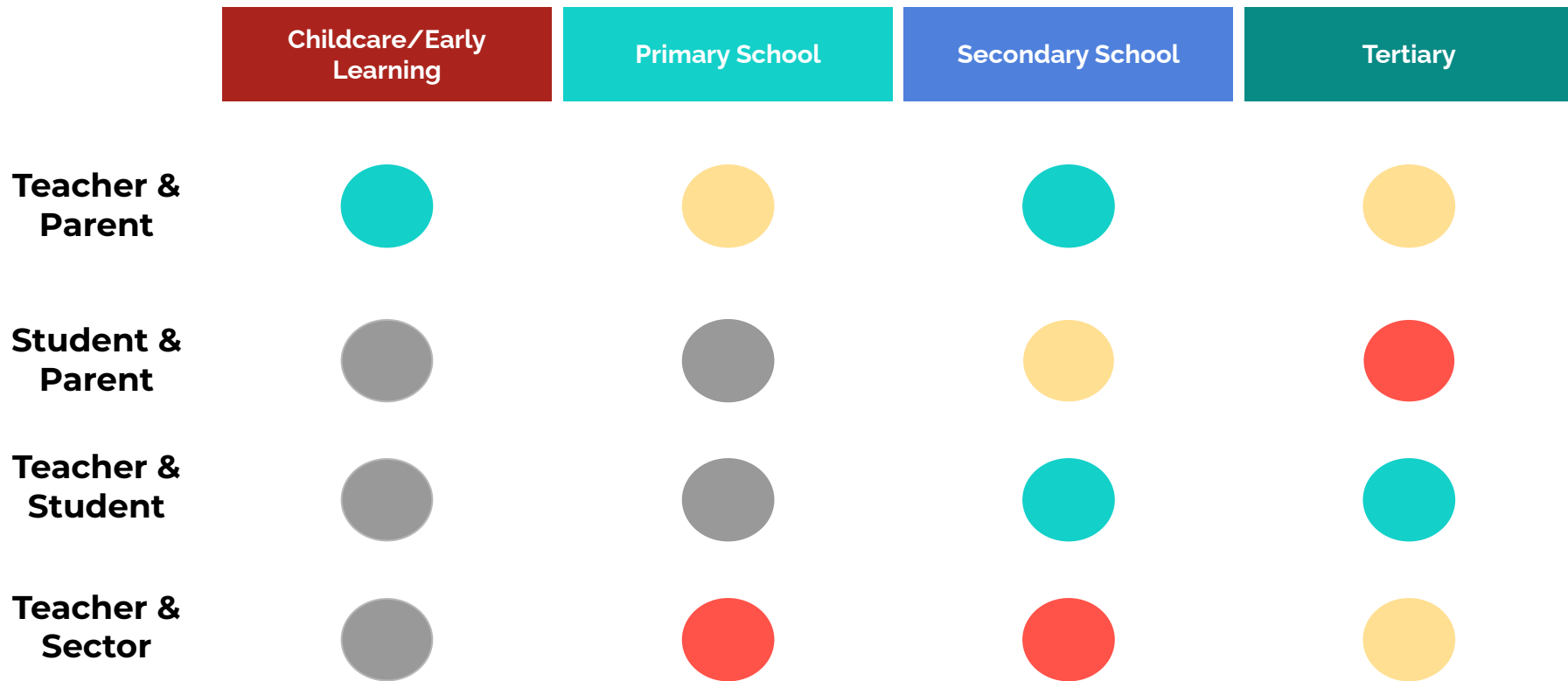
More **bite-sized** learning

More **immersive** learning

More **holistic education** syllabus

More use of **technology to enable  
collaborative opportunities** with  
other schools and students in  
Australia and overseas

# So where are there tensions we can focus on?



THANK

YOU