

The Future of Schooling

Navigating Complexity to Foster Regeneration.

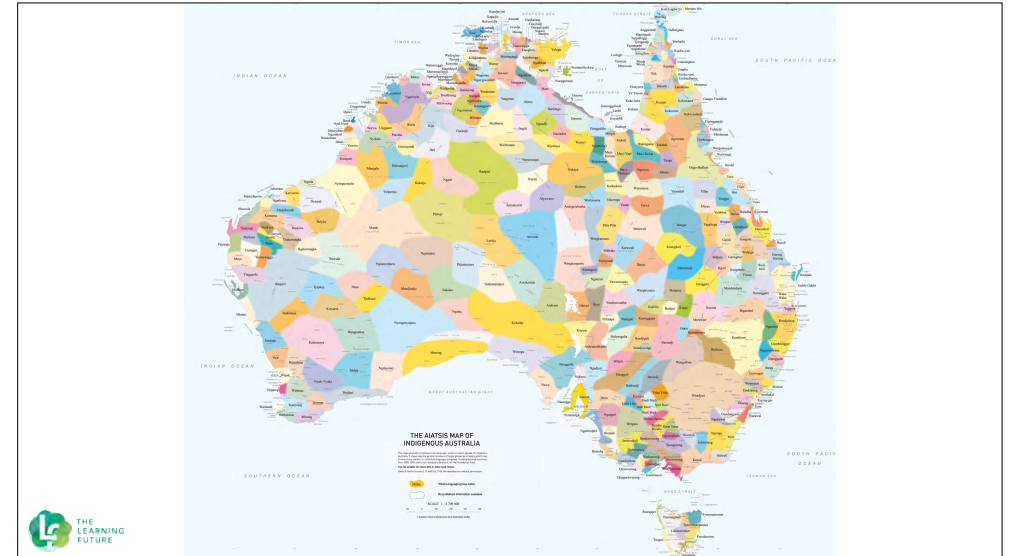
ReimaginED October 2023

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CEO + Founder

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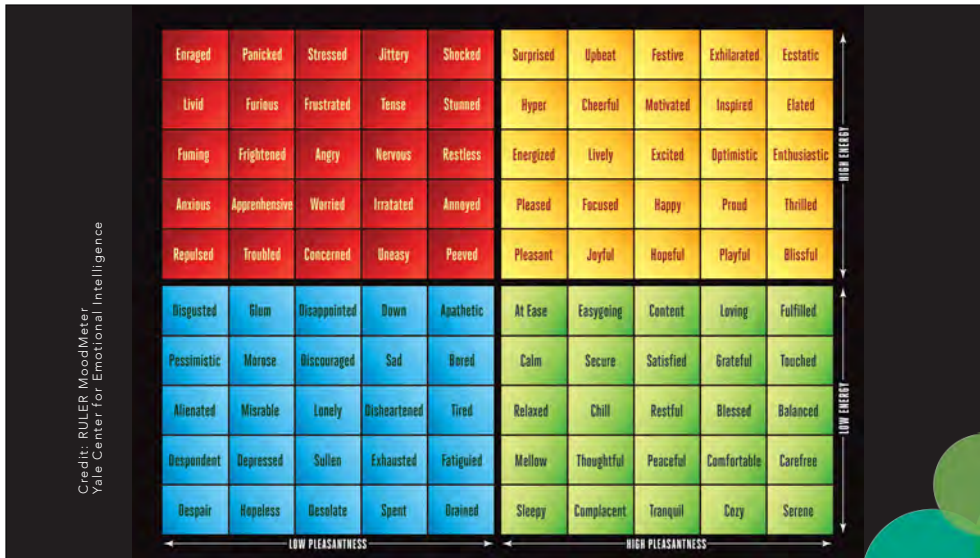
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“Emotion regulation is not about not feeling. Neither is it exerting tight control over what we feel. And it’s not about banishing negative emotions and feeling only positive ones. Rather, emotion regulation starts with giving ourselves and others the permission to own our feelings—all of them.”

- Professor Marc Brackett

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What systems are you giving attention to right now?



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The human body.



Integumentary system (skin)
Skeleton + Muscle systems
Nervous + Endocrine systems
Digestive system

Circulatory + Lymphatic systems
Urinary system
Respiratory system
Reproductive system

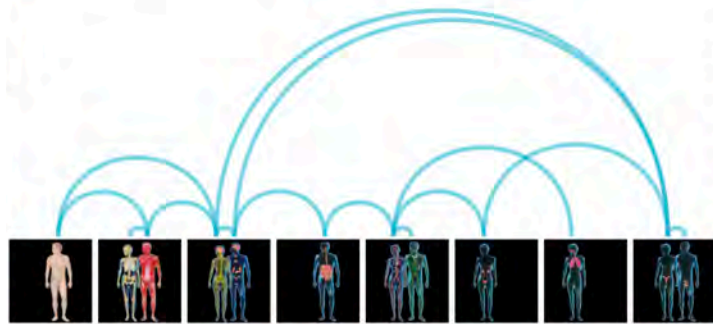
Also ...
Not pictured
Immune system
Metabolic system



Credit: Hugh Dubberly presentations.dubberly.com/compostmodern.pdf

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A system of systems.



- Integumentary system (skin)
- Skeleton + Muscle systems
- Nervous + Endocrine systems
- Digestive system
- Circulatory + Lymphatic systems
- Urinary system
- Respiratory system
- Reproductive system



Credit: Hugh Dubberly presentations.dubberly.com/compostmodern.pdf

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A dive into the nervous 'system'



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Dr Stephen Porges.

Polyvagal Theory

Our autonomic nervous system - especially the vagus nerve - plays a huge role in regulating our health and behaviour. In fact, in our entire human experience.



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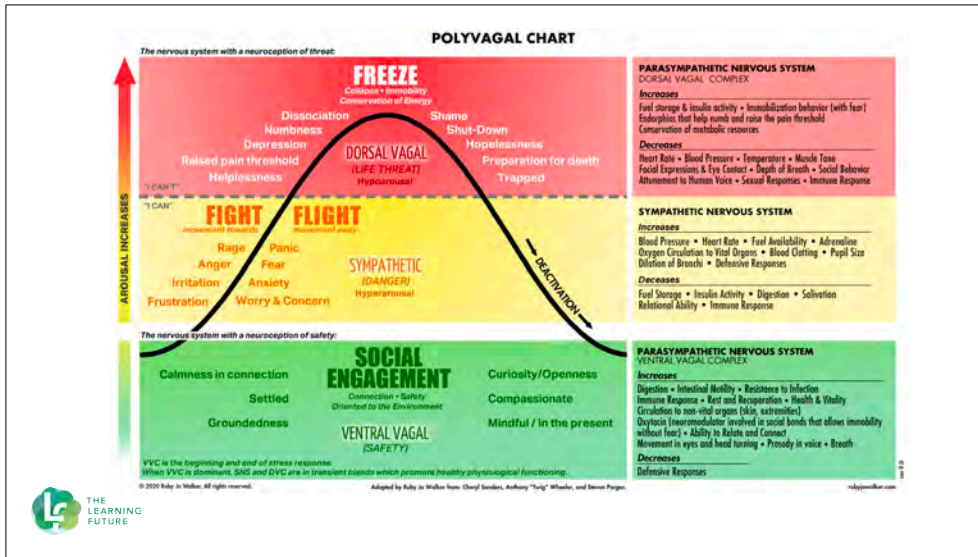


Poly Vagal Theory suggests the state of our nervous system determines how **safe and connected** we feel in day-to-day life.

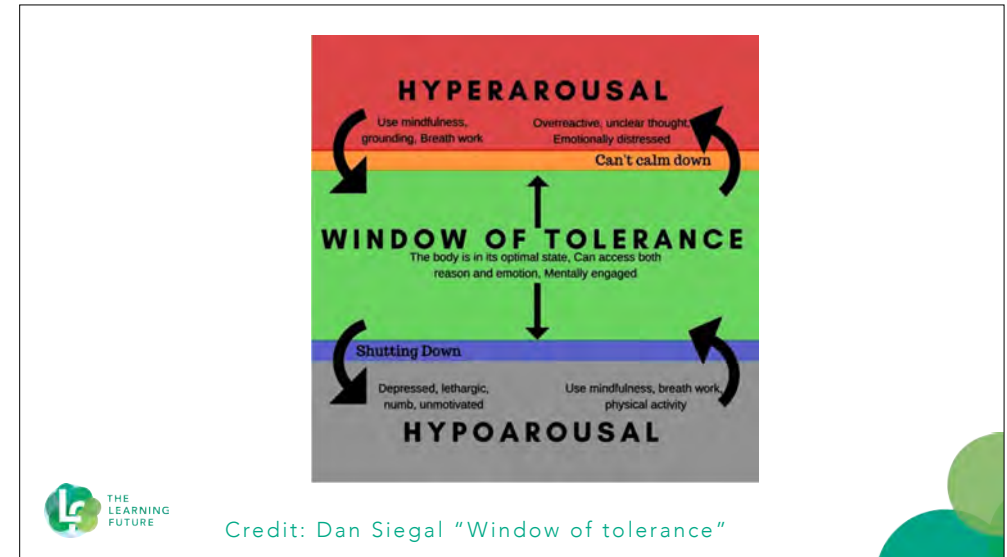
And more importantly, how safe and connected **others feel around us.**



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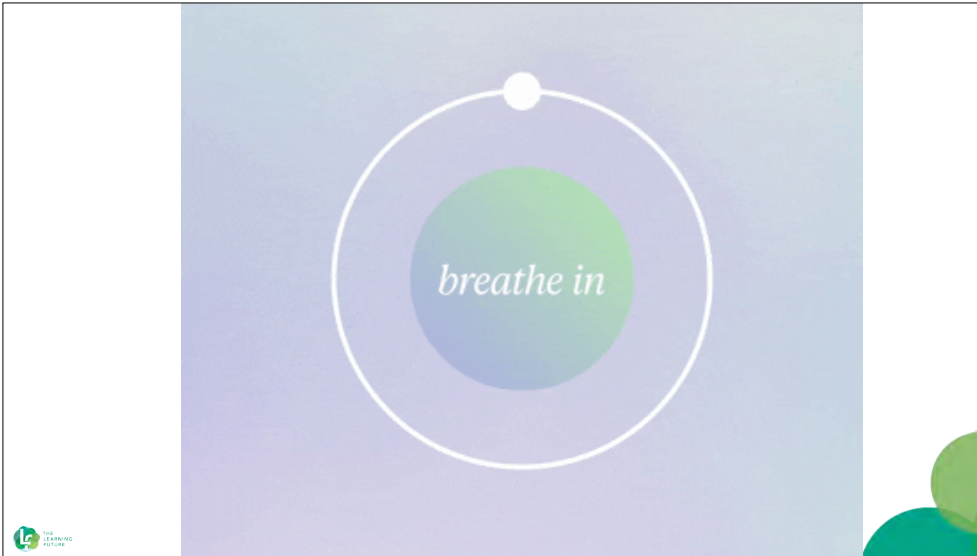
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A practice to help you regenerate.

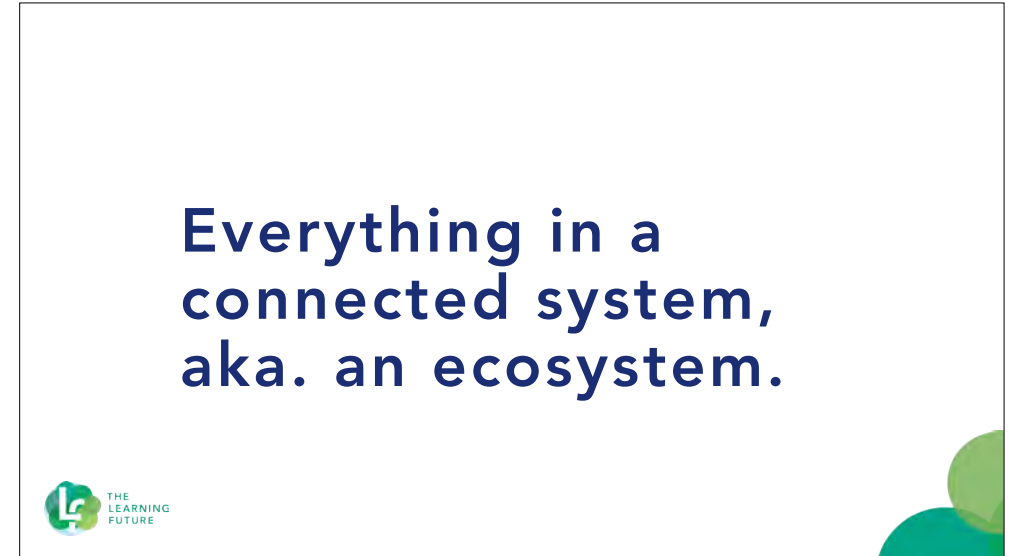
Breath with the physiological sigh.

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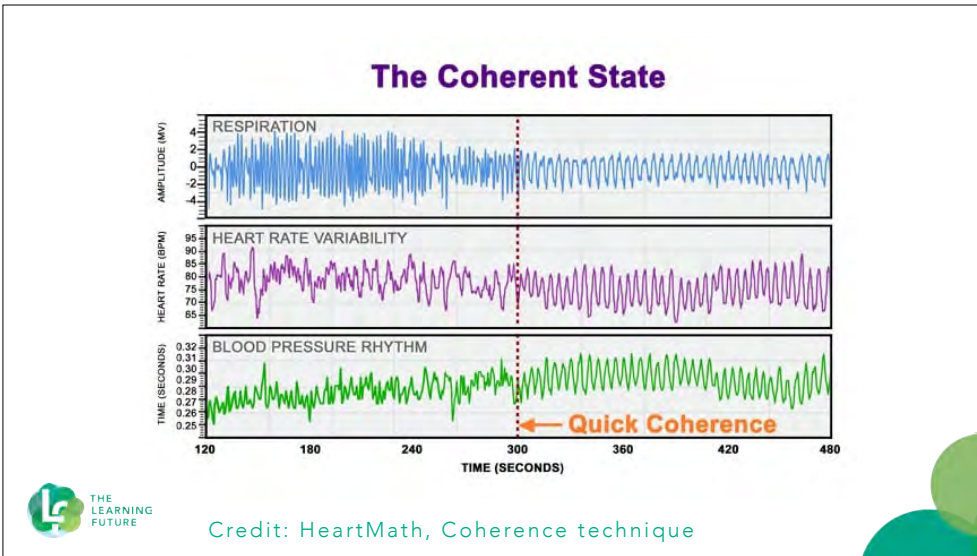
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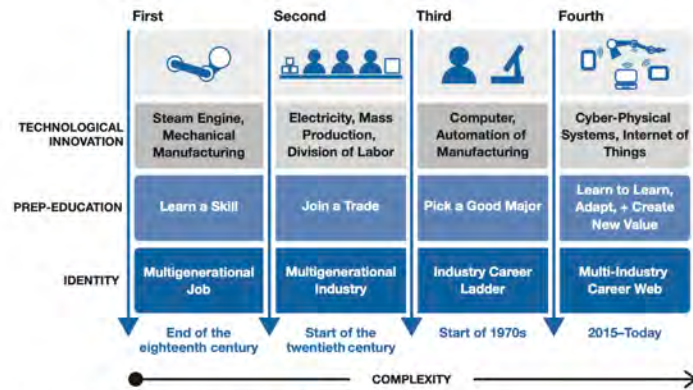


Figure I.1: The Fourth Industrial Revolution

Credit: McGowan & Shipley, The Adaptation Advantage



Pause...
What is the future we actually want?

Just because we can, should we?



Our preferred future The 1st RR...

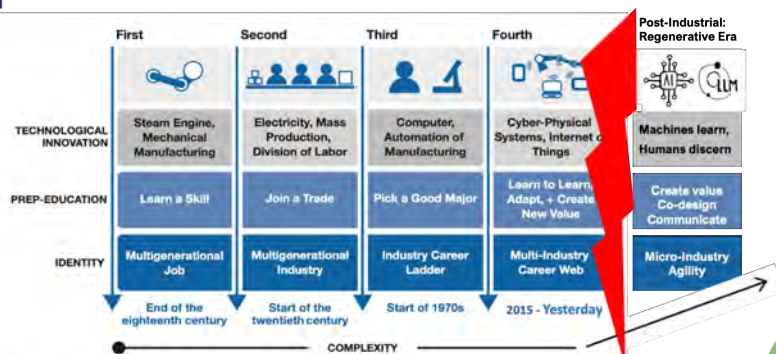


Figure I.1: The Fourth Industrial Revolution

Credit: McGowan & Shipley, The Adaptation Advantage, adapted by The Learning Future

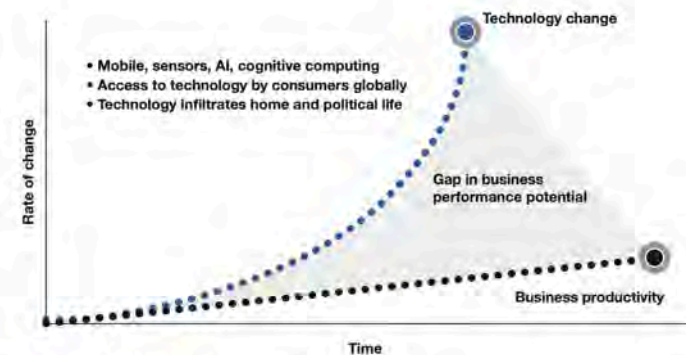


Figure I.6: Bersin/Deloitte's Productivity Gap

Source: © Deloitte University Press | Dupress.Deloitte.com | Josh Bersin.

Credit: McGowan & Shipley, The Adaptation Advantage



The challenges

Credit: Salzburg Global Seminar: Statement on Social Emotional Learning, 2019



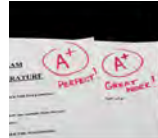
The Future of Work

How can education equip all young people with the skills and competencies for rapidly evolving economies and the digital revolution?



Innovation Capacity

How can schools foster initiative, resilience and entrepreneurial spirit?



Educational Attainment

How can we improve learning outcomes in all contexts, especially for those children and adults on the margins of society?



Mental Health

What can education do to help promote wellbeing and reduce mental health difficulties?



Social Cohesion

How can we help young people feel confident in their own identities and vested in community at local and global levels?



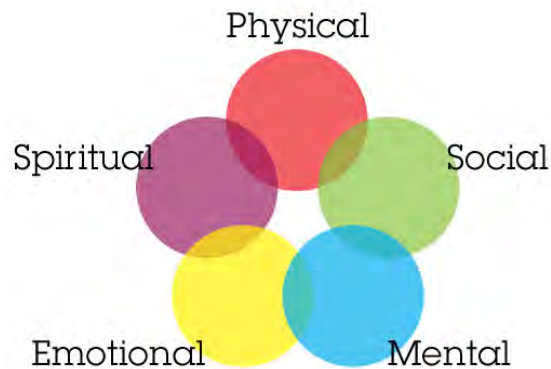
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	Monday	Tuesday		Wednesday	Thursday	Friday
Pastoral Care	8.35	8.35	Pastoral Care	8.35	8.35	8.35
Lesson 1	8.50	8.50	Lesson 1	8.50	8.50	8.50
Lesson 2	9.35	9.35	Lesson 2	9.35	9.35	9.35
Lesson 3	10.20	10.20	Lesson 3	10.20	10.20	10.20
Recess	11.10	11.10	Recess	11.00	11.00	11.00
Lesson 4	11.30	11.30	Lesson 4	11.20	11.20	11.20
Lesson 5	12.15	12.15	Lesson 5	12.05	12.05	12.05
			Lesson 6	12.50	12.50	12.50
Lunch	1.00	1.00	Lunch	1.20	1.20	1.20
Lesson 6	1.40	1.40	Lesson 7	2.00	2.00	2.00
Lesson 7	2.30	2.30	Lesson 8	2.40	2.40	2.40
Admin	3.20	3.20		3.20	3.20	3.20



Credit: Somewhere in the 20th Century

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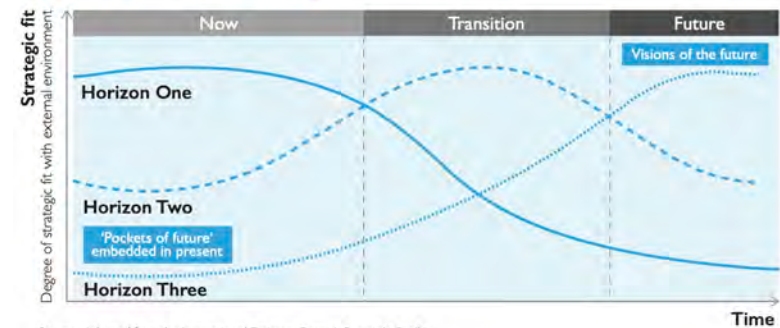


Credit: Multi-dimensional model of wellbeing



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Figure 3. Three-horizon thinking



Source: Adapted from the International Training Centre's Foresight Toolkit, at training.itcilo.org/delta/Foresight/3-Horizons.pdf.

Credit: Hannon and Mackay, 2021, Five Signposts for the Future of Educational Leadership, CSE



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Toward Regenerative Practice



Credit: <https://www.thersa.org/regenerative-futures>

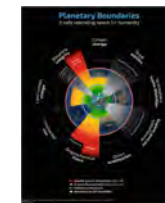
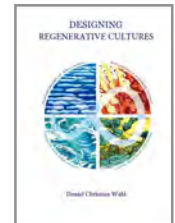
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Towards Regenerative Education

RSA

Regenerative Futures
From sustaining to thriving together

Joan Warden



Credit: <https://www.thersa.org/regenerative-futures>

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Towards Regenerative Education



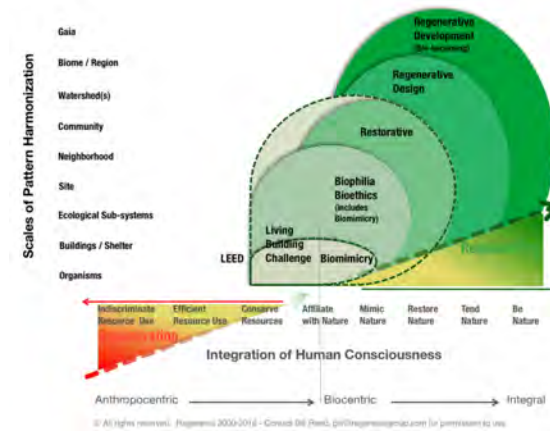
CYNETIN FRAMEWORK by David Snowden

Credit: <https://www.thersa.org/regenerative-futures>



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Towards Regenerative Education



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How might we apply
this way of thinking
to our schooling
'system'?



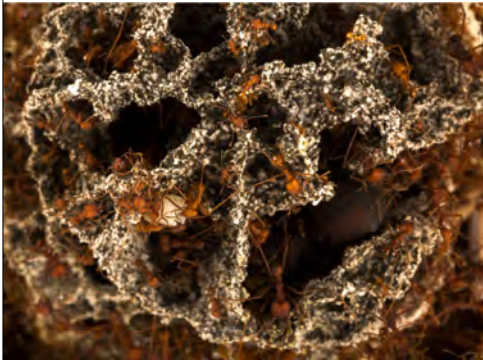
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What is made
possible by this kind
of thinking, doing
and being?



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Thinking Regeneratively



learning through nature + biomimicry

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From **sustainable** change toward
regenerative transformation.



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From **sustainable** change toward **regenerative** transformation.

MAINTAIN BALANCE

WHAT ARE WE TRYING TO SUSTAIN?

KEEP THE STATUS QUO

RE + BIRTH UNFOLDING OF LIFE



REGENERATIVE CULTURE IS HEALTHY, RESILIENT, ADAPTABLE

IT RELIES ON THE CONNECTEDNESS OF RELATIONSHIPS

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Mono-culture forest



Mixed-growth natural forest





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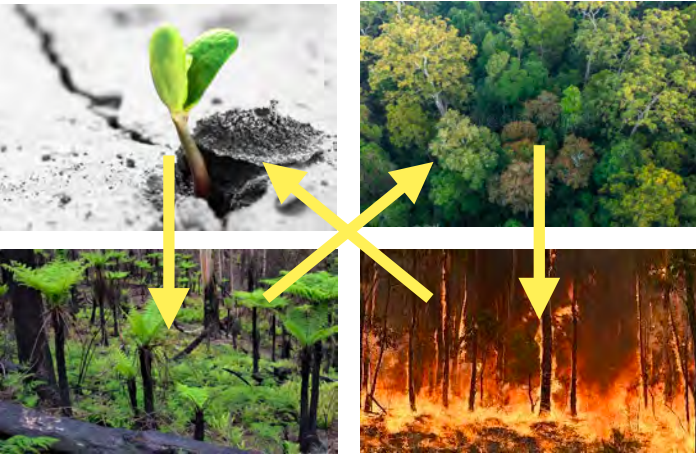


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<h2>Mechanistic</h2> <p><u>Simple</u> & Complicated</p> <ul style="list-style-type: none"> Hierarchical structure Knowledge & skills siloed Role definitions Routines Reducible/lock-step functions Chain of command Training Stick to the fixed plan 	<h2>Biologic</h2> <p><u>Complex</u></p> <ul style="list-style-type: none"> Feedback loops Knowledge & skills shared Cross-scale relationship Sense making Adaptive strategies Looking for patterns Learning while doing Prototyping and testing 
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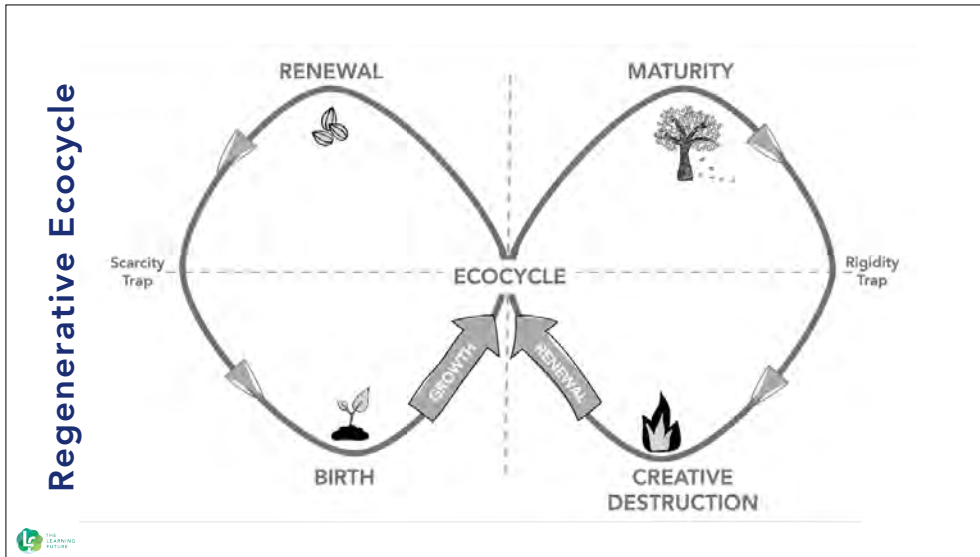
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Credit: Rob Cunney, Q Community/Liberating Structures Special Interest Group & liberating structures.com



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Regeneration, as one aspect of the general process of growth, is a **primary attribute of all living systems**. Without it there could be no life, for the very maintenance of an organism depends upon the incessant turnover by which **all tissues and organs constantly renew themselves**.



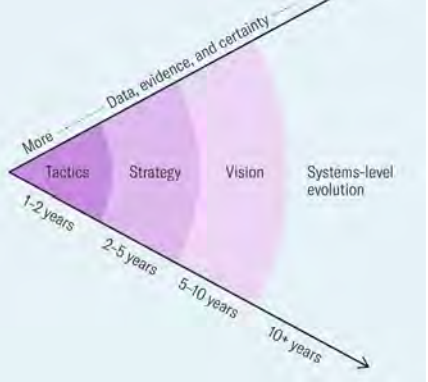
How is **your school** a living system?

Credit: www.britannica.com/science/regeneration-biology




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Instead of arbitrarily assigning goals on a quarterly or yearly time line, use a cone instead. First identify highly probable events for which there's already data or evidence, then work outward. Each section of the cone is a strategic approach, and it encompasses the one before it until you reach major systems-level evolution at your company.



Credit: Prof. Amy Webb, How to Do Strategic Planning Like a Futurist, HBR



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Our vision is for a cooler, greener, wilder and climate-resilient Adelaide that celebrates our unique culture

GREEN ADELAIDE

Kardalita Tarntanya Green Adelaide

This artwork, *Kardalita Tarntanya*, shows the importance of the relationships between the land, water, sea, and biodiversity, and people keeping each other healthy, thriving and connected.

It represents Green Adelaide's vision through the interconnected nature of our seawater parcels.

Green Adelaide will deliver practical outcomes across seven key priorities

Biodiversity sensitive urban design and water sensitive urban design

We will build industry and community capacity to design cooler, greener and nature-friendly developments and infrastructure.

Coastal management

We will help conserve and restore Adelaide's unique coastline to benefit our way of life, our economy and provide vital habitat for native plants and animals.

Water resources and wetlands

We will protect, enhance and restore Adelaide's water resources (not rivers, wetlands and lakes) to help govern these essential ecosystems and the wildlife that call them home.

Green streets and flourishing parklands

We will increase tree canopy cover and green spaces to create cooler urban areas that encourage biodiversity and improve community health and wellbeing.

Fauna, flora and ecosystem health in the urban environment

We will create more urban spaces for plants and animals to thrive in which in turn provides people a better quality of life.

Controlling pest animals and plants

We will help coordinate management of invasive pests to support an Adelaide that is rich with healthy biodiversity.

Nature education

We will grow nature and sustainability education in Adelaide to support children and adults to connect with the environment.

THE LEARNING FUTURE

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Summary of Green Adelaide's Regional Landscape Plan

A cooler, greener, wilder, and climate-resilient Adelaide that celebrates its unique culture

Priority	Coastal management	Water resources and wetlands	Biodiversity sensitive and water sensitive urban designs	Green streets and flourishing parklands	Fauna, flora and ecosystem health in the urban environment	Controlling pest animals and plants	Nature education
Goal	Coastal and marine habitat biodiversity to be restored and conserved	Water resources deliver environmental, economic, social and cultural benefits	Build industry and community capacity to design cooler, greener and biodiversity urban infrastructure	Increase the extent and quality of urban green cover	Conserve, restore and expand habitats for native flora and fauna	Manage the effects of pests and impact causing native species	Improve communities to value, connect with, and care for nature
Focus areas	<ul style="list-style-type: none"> Enable a coordinated approach to coastal and marine management Protect and restore our coastal and marine environment Conserve and restore ecosystems for the benefit of coastal and marine environments 	<ul style="list-style-type: none"> Protect, enhance and restore water resources and water sensitive urban design Build water knowledge and management capacity Enhance water sensitive urban design, infrastructure, sustainability and equity Maximise water use efficiency and water management 	<ul style="list-style-type: none"> Enhance and coordinate industry and community capacity to design cooler, greener and biodiversity urban infrastructure Collaborate and partner on water sensitive urban design, infrastructure, sustainability and equity Build community, social and industry knowledge, experience and capacity to design cooler, greener and biodiversity urban infrastructure 	<ul style="list-style-type: none"> Drive coordinated, government and community led programs and initiatives Improve the extent and quality of urban green cover Identify priority locations for increasing tree planting and canopy cover in different contexts 	<ul style="list-style-type: none"> Enable and expand nature-friendly urban habitats and ecosystems Protect, enhance and restore habitats for native flora and fauna Identify and support the implementation of nature-friendly urban habitats and ecosystems 	<ul style="list-style-type: none"> Enable research, monitoring, evaluation and evidence based management of pests and plants Identify and support the implementation of nature-friendly urban habitats and ecosystems Enable and expand nature-friendly urban habitats and ecosystems 	<ul style="list-style-type: none"> Enable social connectivity to nature through digital, community and physical programs Improve community understanding and sustainability values Enable research and lead industry and community programs Lead cross sector nature education and community engagement
Outcomes	<ul style="list-style-type: none"> Coastal and marine habitat biodiversity is restored and conserved Water resources are protected, enhanced and restored Enhanced coastal and marine environments and ecosystems 	<ul style="list-style-type: none"> Water resources are protected, enhanced and restored Water sensitive urban design, infrastructure, sustainability and equity is improved Water use efficiency and water management is improved 	<ul style="list-style-type: none"> Industry and community capacity to design cooler, greener and biodiversity urban infrastructure is improved Water sensitive urban design, infrastructure, sustainability and equity is improved Community, social and industry knowledge, experience and capacity to design cooler, greener and biodiversity urban infrastructure is improved 	<ul style="list-style-type: none"> Urban green cover is increased Urban green cover is improved in different contexts Urban green cover is improved in different contexts 	<ul style="list-style-type: none"> Native flora and fauna habitats are protected, enhanced and restored Native flora and fauna habitats are protected, enhanced and restored Native flora and fauna habitats are protected, enhanced and restored 	<ul style="list-style-type: none"> Pest and plant management is improved Pest and plant management is improved Pest and plant management is improved 	<ul style="list-style-type: none"> Community understanding and sustainability values are improved Community understanding and sustainability values are improved Community understanding and sustainability values are improved
Iconic programs	<p>Restoring our urban landscapes – opportunities underway at Lower Flood Plain Valley, Adalgia Washpool, Mutton Cove and Reservoir Creek</p> <p>Greening our streets, open spaces and backyards – bringing together multiple partners to drive an ambitious and coordinated approach to greening our city</p> <p>Restoring Adelaide's National Park City – leading the process of creating Adelaide National Park City</p> <p>Restoring Koorwa cultural practices – led by Woorulpa Koorwa and includes a partnered cultural burns program</p>						
Projects	<ul style="list-style-type: none"> Coastal conservation initiatives Wetland and marine habitats Coastal development projects Water sensitive urban design Water sensitive urban design Water sensitive urban design Water sensitive urban design Water sensitive urban design Water sensitive urban design 	<ul style="list-style-type: none"> Water Sustainability Grants Water sensitive urban design Water sensitive urban design Water sensitive urban design Water sensitive urban design Water sensitive urban design Water sensitive urban design Water sensitive urban design Water sensitive urban design 	<ul style="list-style-type: none"> Water sensitive urban design Water sensitive urban design Water sensitive urban design Water sensitive urban design Water sensitive urban design Water sensitive urban design Water sensitive urban design Water sensitive urban design Water sensitive urban design 	<ul style="list-style-type: none"> Water sensitive urban design Water sensitive urban design Water sensitive urban design Water sensitive urban design Water sensitive urban design Water sensitive urban design Water sensitive urban design Water sensitive urban design Water sensitive urban design 	<ul style="list-style-type: none"> Water sensitive urban design Water sensitive urban design Water sensitive urban design Water sensitive urban design Water sensitive urban design Water sensitive urban design Water sensitive urban design Water sensitive urban design Water sensitive urban design 	<ul style="list-style-type: none"> Water sensitive urban design Water sensitive urban design Water sensitive urban design Water sensitive urban design Water sensitive urban design Water sensitive urban design Water sensitive urban design Water sensitive urban design Water sensitive urban design 	<ul style="list-style-type: none"> Water sensitive urban design Water sensitive urban design Water sensitive urban design Water sensitive urban design Water sensitive urban design Water sensitive urban design Water sensitive urban design Water sensitive urban design Water sensitive urban design

Monitoring and reporting will be both the regional landscape plan and the annual business plan will be included in Green Adelaide's Performance Framework

greenadelaide.sa.gov.au

GREEN ADELAIDE

THE LEARNING FUTURE

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How might we apply this system mindset to a school setting?

THE LEARNING FUTURE

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Regeneration:
Learning as honoring the unique expression of every member of nature.

Sustainability:
Learning as guided by a set of ethics which emphasize balance of energy and resources in nature.

Intra-action:
Learning is empathy with nature as a result of immersion, reciprocal communication and agency.

Wonder:
Learning is engagement with nature through an expression of awe, enchantment, mystery and curiosity.

wisr.life
Co-created by Charlotte Hankin, Benjamin Freud, and Louka Parry

THE LEARNING FUTURE

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Simple



Complicated



Complex



Chaotic




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“Often we attempt to dwell in the realm of the complicated when in fact we are operating in the realm of the complex”

Snyder, OECD, 2013




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A complex problem...

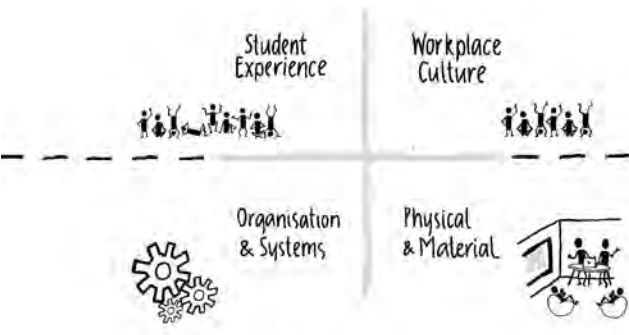


- Multiple mitigating variables
- Multiple plausible options
- Multiple consequential outcomes



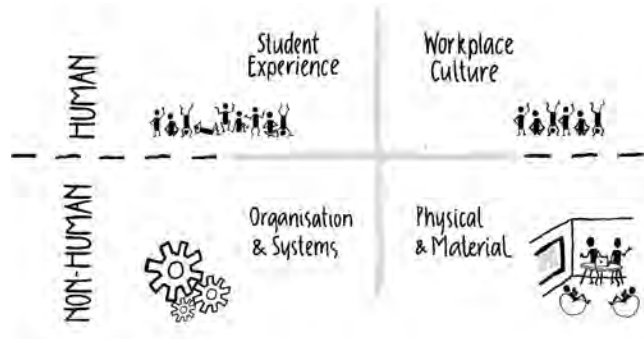
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The Quadrants



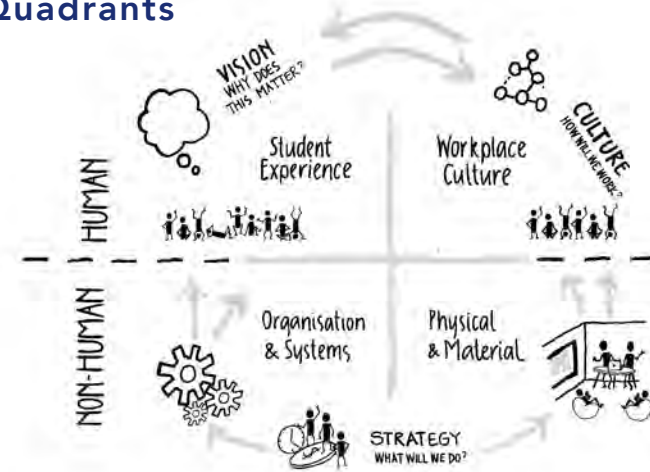
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The Quadrants



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The Quadrants



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Complexity → Ecosystem → School



If we believe that a school is an ecosystem, and act that way, then we shift our perspective. We realise that **every element of a school affects other parts.**

Credit: Maurice J Elias, What Kind of Ecosystem Is Your School?



<https://www.edutopia.org/blog/what-kind-ecosystem-your-school-maurice-elias#:~:text=A%20school%20is%20an%20ecosystem.,and%20conduct%20ourselves%20within%20them.>

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Provocation Walk:

Looking at the human through the lens of life-centred **regeneration**:

- How are we going beyond rigid parameters in our education system, to **revitalise** biological life (all humans + nature)?
- How are we **regenerating** and actively improving our immediate ecology?
- How can we **promote growth and thriving** and **creative destruction**, rather than simply maintenance?
- How are we supporting our **human systems as a whole**?



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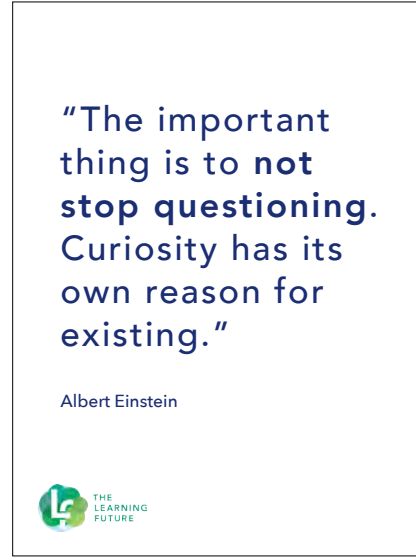


Don't teach for the answers, which could not be given to you now, because you would not be able to live them. The point is to live everything.

Live the questions now. Perhaps then, someday in the future, you will gradually, without even noticing it, live your way into the answer.

- Rainer Maria Rilke 1903

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"The important thing is to **not stop questioning**. Curiosity has its own reason for existing."

Albert Einstein



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"You cannot get through a single day without having an impact on the world around you. What you do makes a difference, and you have to decide what kind of difference you want to make."

- Jane Goodall



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Join us for more conversation in Curated & Created, our LearnLetter

Please say hello ... hello@thelearningfuture.com



Louka Parry
CEO + Founder

Dr Anne Knock
Director of Leadership + Culture




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