CORE

Ten Trends 2020 Retrospective

CORE EDUCATION
Tātai Aho Rau

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Introduction

What are the Ten Trends?

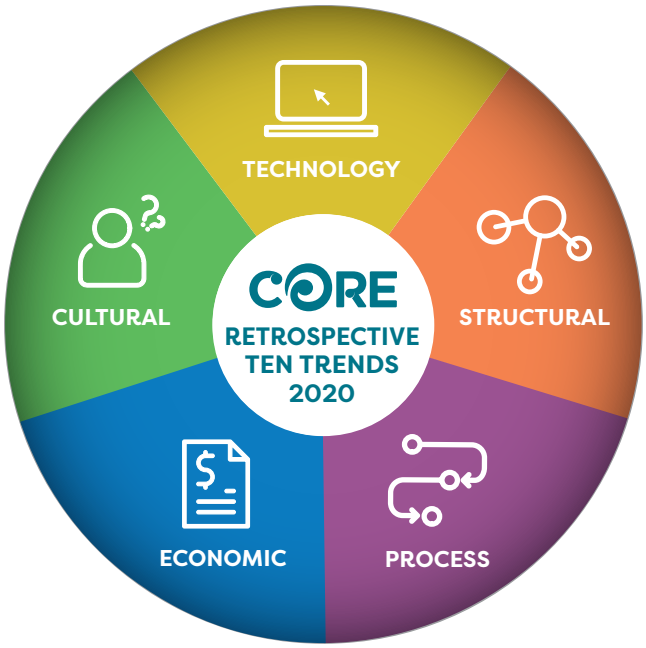
Each year, CORE Education's experienced staff of researchers, educators, and digital technology experts pool their expertise and share their understandings to identify the trends and influences that are expected to make a growing impact upon education in New Zealand in the years ahead.

The intention is to promote informed discussion within and among schools and educators, so that we, as a profession, are equipped with the knowledge and understandings that we can then use to make wise choices and decisions in our schools both in terms of how we may adopt or embrace these things, and in terms of how we design the curriculum and programmes of learning to ensure our young people are equipped with the knowledge and skills to make similar decisions in their own lives and into their future.

2020 – a year of review

The first of the Ten Trends was published in 2004, meaning these have been published annually for 15 years now. We want to make 2020 a year of review – a chance to retrospectively consider the trends that have been identified, the things that emerged and where they've taken us, the things that looked likely to happen but 'veered' off in a different direction etc. – and to bring it all together as a summary document.

We believe it is timely to 'celebrate' 15 years of the Trends being published, and to 'take stock' of what we've learned and the impact we've seen in that time. The 2020 review will provide an opportunity to consider the "bigger picture" of change in the education milieu, and a chance to reflect on the changes we've seen and the ways this has impacted on our work as educators.



The Five Themes

The trends have been focused around five key themes that are referred to in much of the future focused literature, and each year two specific examples are identified within each theme to illustrate the trends we believe are important to focus on.

The intention has been to encourage debate and an active engagement in thinking through and responding to the issues and opportunities these trends present us with. We aren't advocating a blind acceptance and adoption of what is emerging, but neither are we supportive of an approach that regards what happens in schools as being somehow separate or 'insulated' from these things. In 2020, we want also to provoke more thinking about both the impact on ourselves as humans, and the impact that we, as humans, are having on the world we inhabit.

Technology

A key focus within this area over the past 15 years has been about the impact of change, in particular technological change, on us as human beings. Beginning with thinking about the skills and competencies we need to develop in order to thrive in a digital environment, moving on to thinking about the shifts being made from being simply 'consumers' of an education to being more actively involved and expressing 'agency' over the decisions and choices being made.

Trends and examples identified over the past 15 years include...

- Super-diversity
- Digital fluency
- Digital citizenship
- Identity and privacy
- Cyber-safety
- Global connectedness
- De-privatised practice
- Personalising learning
- Learner agency
- Artificial intelligence
- Cultural Narratives
- Wellbeing

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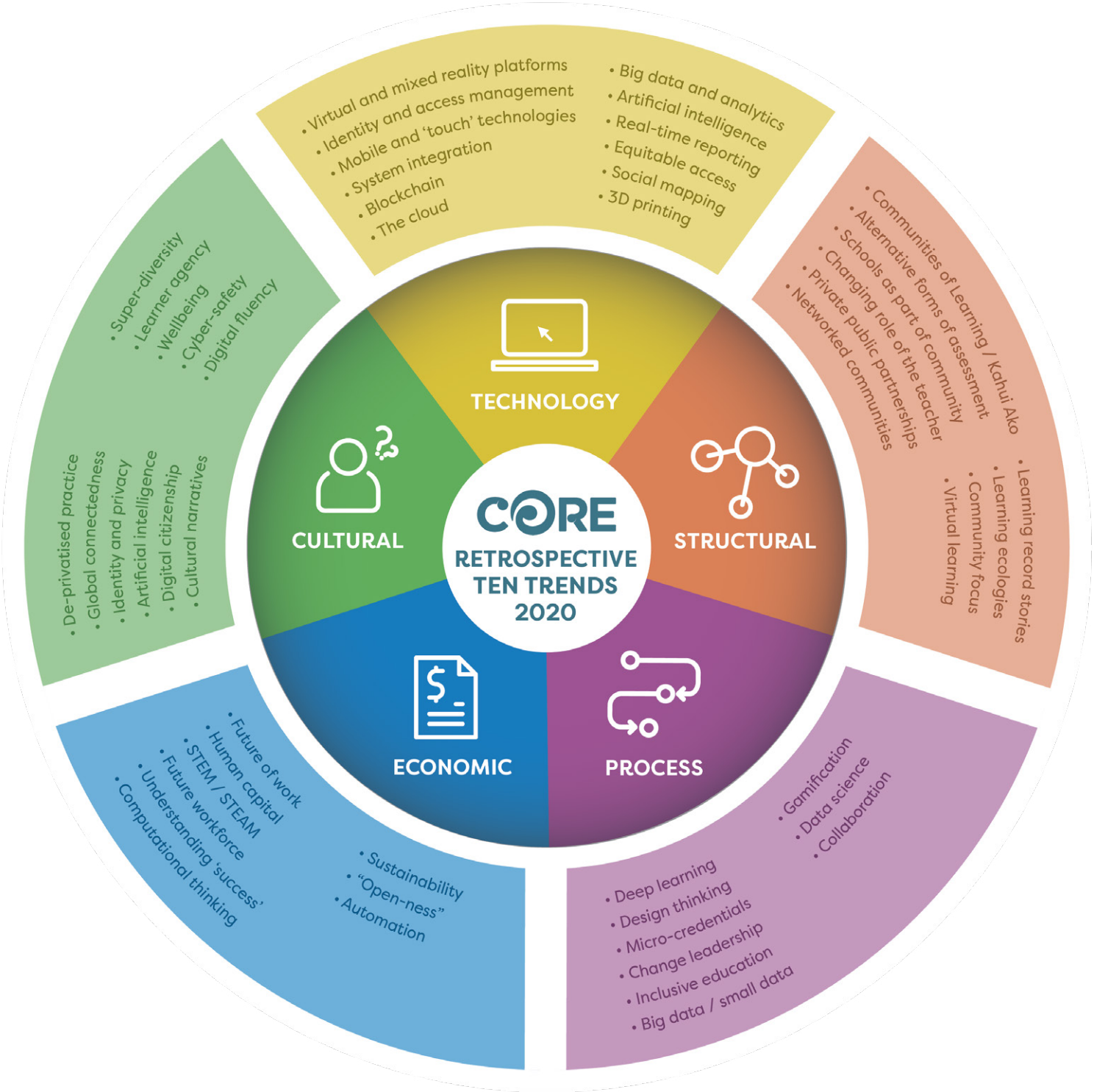
TECHNOLOGY
• Virtual and mixed reality platforms
• Identity and access management
• Mobile and 'touch' technologies
• System integration
• Blockchain
• The cloud
• Big data and analytics
• Artificial intelligence
• Real-time reporting
• Equitable access
• Social mapping
• 3D printing
STRUCTURAL
• Communities of Learning / Kahui Ako
• Alternative forms of assessment
• Schools as part of community
• Changing role of the teacher
• Private public partnerships
• Networked communities
• Learning record stories
• Learning ecologies
• Community focus
• Virtual learning
PROCESS
• Gamification
• Data science
• Collaboration
• Deep learning
• Design thinking
• Micro-credentials
• Change leadership
• Inclusive education
• Big data / small data
ECONOMIC
• Future of work
• Human capital
• STEM / STEAM
• Future workforce
• Understanding 'success'
• Computational thinking
• Sustainability
• "Open-ness"
• Automation
CULTURAL
• Super-diversity
• Learner agency
• Wellbeing
• Cyber-safety
• Digital fluency
• De-privatised practice
• Global connectedness
• Identity and privacy
• Artificial intelligence
• Digital citizenship
• Cultural narratives
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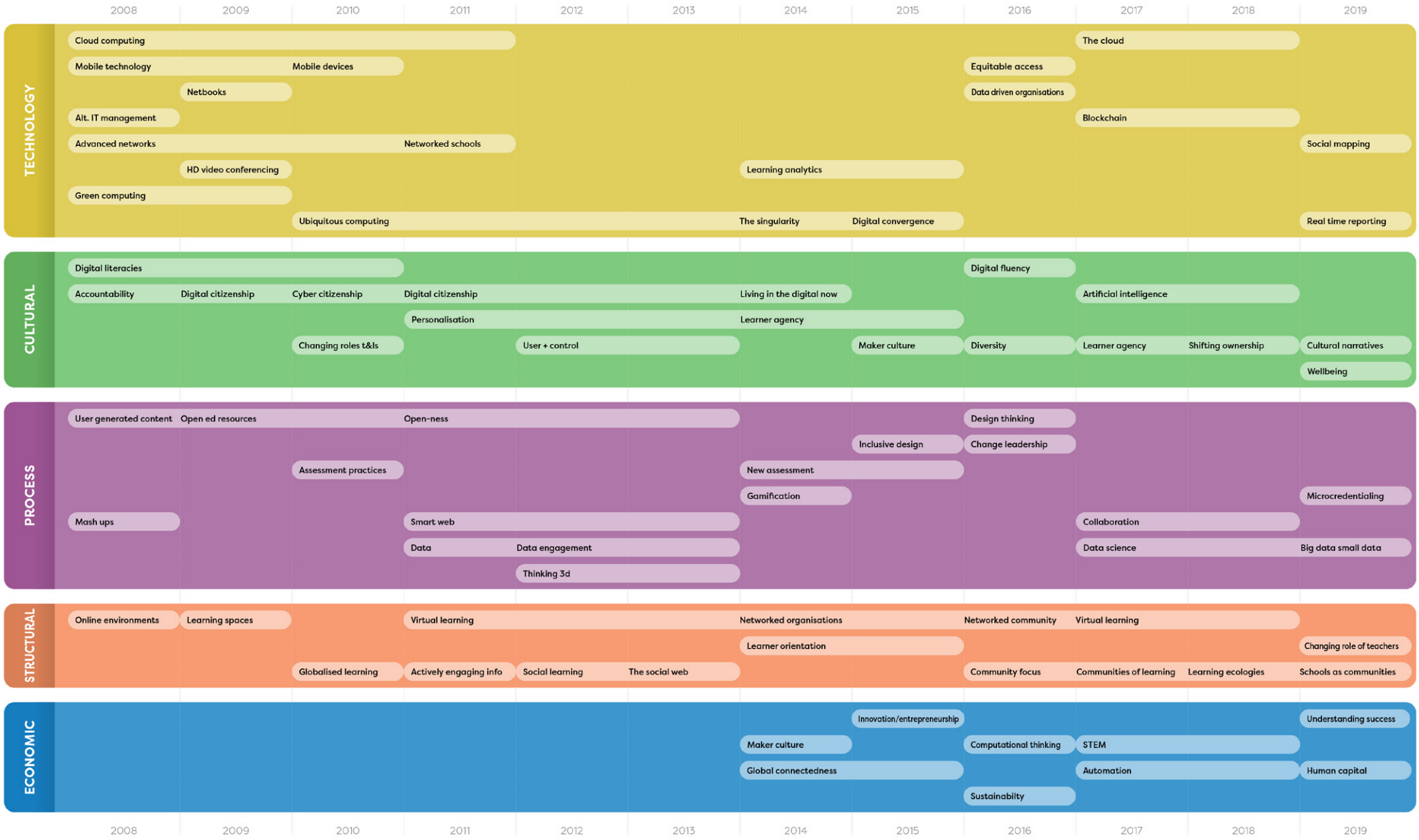
RETROSPECTIVE
TEN TRENDS
2020

Ten Trends over the years



Thinking Globally

Central to the thinking about the Ten Trends over the years has been the way in which our life as New Zealanders and our education system has been informed and influenced by the things that are happening globally. It's difficult to imagine a time in human history where global impact has been across so many dimensions: with so many rapid advancements in technology, significant geopolitical changes, and the nature of social interactions, all whilst being more and more globally connected.

Key global education issues:

Issue	'In a nutshell'	Possible links
Personalisation	When learning is personalised, it meets the specific needs of each student. This is a response to the 'one-size-fits-all' approach that has characterised schools and classrooms in the past.	OECD 2025 - Personalised Learning Reading 2025 Ten Trends 2012 - Trend: Personalisation Future Focused Learning is Personailsed The education hub
Competency-based education **Shifting the Content of Learning**	This approach allows students to advance based on their ability to master a skill or competency at their own pace regardless of environment. It is tailored to different learning abilities and can lead to more efficient student outcomes. Challenges the 'knowledge transfer' curriculum and assessment design, and age-based groupings that have characterised traditional approaches in schools.	Aurora Institute: How Competency-Based Education Differs from the Traditional System of Education OECD Future of Education and Skills 2030: Attitudes and Values for 2030 x

'Massification' of education and instruction	Refers to the escalating expansion and widening of access to education. Historically about tertiary education, but increasingly recognises the challenge exists for all levels of education, to avoid it becoming the privilege of the 'educated elite'.	UN Sustainable Development Goal 4 Redefining Education in the Developing World How we can get every child in the world into school with new funding approach? How do we upskill a billion people by 2025?
Global skills shortages	Almost one-third of all jobs worldwide are likely to be transformed by technology in the next decade, according to OECD estimates. There is a corresponding need to achieve equitable, inclusive progress, to equip and enable the world's people to thrive in the jobs of the future.	World Economic Forum -We need a global reskilling revolution – here's why How will automation impact jobs https://www.pwc.co.uk/automation
Changing nature of work - including teachers	Shifting from delivery of knowledge to supporting students to be 'active citizens; thinking about how to be responsible for humanity and the impact that each one of us can have on our planet.	World Economic Forum - Schools of the Future Report
Initial teacher education in crisis	Globally there is a concern about the supply and quality of new entrants into the teaching workforce. A future-focused ITE system must prepare every teaching graduate with the skills to adapt to a changing education environment, requiring our current ITE approach and design to change.	Challenges for initial teacher education in the context of 'twenty-first century' learning imperatives (NZCER) TALIS Initial Teacher Preparation study A Flying Start: Improving Initial Teacher Preparation Systems (OECD)

Equity		OECD: Equity in Education: BREAKING DOWN BARRIERS TO SOCIAL MOBILITY Why economies benefit from fixing inequality (World Economic Forum) OECD: Ten Steps to Equity in Education Equity through education centre
Access to quality education	Removing the barriers to access education which can be limited by a number of factors such as: financial challenges, global teacher shortage, shortage of infrastructure and resources, global conflicts.	The Universal Declaration of Human Rights makes clear that every child has the right to a free basic education
Inclusion **Inclusive Learning** **Educationally Inclusive Practices**	Inclusive education encompasses all aspects of school life and is supported by culture, policies, programs and practices where everyone feels included by feeling seen, heard and valued, wiith equitable access to learning opportunities.	Inclusion Education - TKI
Changing demographics and social mobility		Superdiversity Stocktake PWC: Demographic and Social Change
Careers Education - narrow choices		

Agile education system	One that can adapt rapidly to the changes in society, workforce and workforce needs. Partnerships to be enhanced between business and educational centres ...	Core Education Blog: Supporting education transformation and innovation through Agile
: As the effects of climate change intensify, children across the glove will face additional barriers to education (with increasingly severe heat waves, fires, floods, droughts, and hurricanes,)	In some countries, climate conditions are now starting to impact education outcomes in a variety of ways and with greater frequency. Extreme weather events may destroy or damage school buildings leaving children temporarily unable to attend school.	Climate Change May Weaken Children's Education in the Tropics Climate change could undermine children's education and development in the tropics - Science News How climate change limits educational access Phys.org
		SingularityU - The Exponential Guide to the Future of Learning: https://su.org/resources/exponential-guides/the-exponential-guide-to-the-future-of-learning/

Looking ahead, here are some of the global initiatives and frameworks we should be cognizant of as we seek to prepare ourselves for the sorts of change we and our students are likely to face in the next 15 (or more) years:

- UN Sustainable Development Goals
- KnowledgeWords Future of Education
- OECD Education 2030 Framework
- World Economic Forum - future skillsets
- NZ Productivity Commission report - Technological Change and the Future of Work

Ten Trends feedback

If you have any feedback on our Ten Trends we would love to hear it. Please email marketing@core-ed.ac.nz.

Thank you.

core-ed.org/tentrends2020

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