

Fogarty
EDfutures

Community ECO

ETHOS

CULTURE

OUTCOMES

EXPLORING LEARNING POSSIBILITIES

AN INITIATIVE OF



Fogarty Foundation

An Education Ecosystem

Catalysing
Innovation in
Education

Exploring
learning
possibilities





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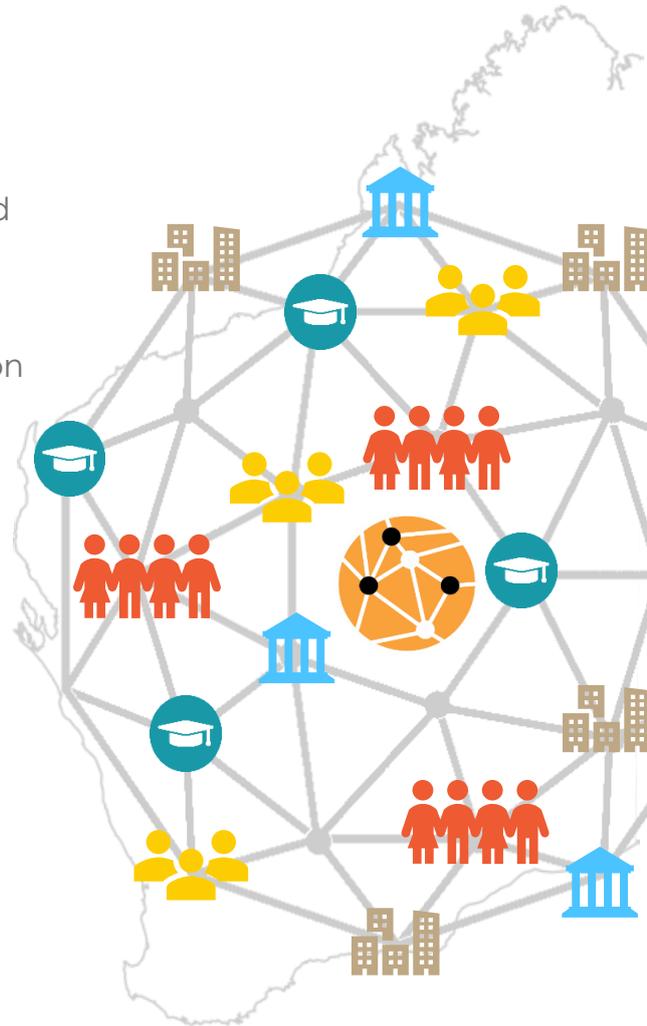
COMMUNITY IDENTITY

The Edfutures community is a Western Australian network of individuals and organisations, including K–12 teachers, school leaders and administrative staff, tertiary educators, businesses, industry, not-for-profits, social enterprise, government organisations, parents, carers, young people and other community members who are working together to challenge the status quo in education and equip young people with the knowledge, skills and values necessary to thrive in the 21st century.

Members are united under a common agenda, laid out in the Edfutures ECO (Ethos, Culture and Outcomes). We operate as a community of practice across four key areas: as convenors, incubators, investigators and influencers.

Convenors

As convenors, members seek to create partnerships and increase the number of connections and collaborations within the community. We aim to build an education ecosystem — a critical mass of individuals and organisations





working together to catalyse systems change in education.



Incubators

As incubators, members provide advice and support to those within and outside the community. We work together and exchange ideas, resources and expertise, helping each other to develop meaningful and impactful learning solutions.



Investigators

As investigators, members seek to generate data flow within and from the community. We collect and share data on our education programs, practices and partnerships. Our aim is to add new knowledge to the domain of future-focussed education; our firsthand experiences and stories are central to this.



Influencers

As influencers, members act as champions of the community's message. We use EDfutures as a platform. We develop recommendations based on international, national and community-led research and engage in targeted advocacy, identifying key systemic levers and seeking to influence policy support for our shared Vision.





EDFUTURES ECO

Community identity and experience is driven by our ECO: Ethos, Culture and Outcomes. Our Ethos consists of the values and perspectives underlying our community: collaboration, sharing, innovation and critical reflection. Our Culture is made up of the customs, habits and activities that characterise our community: change agency, future-focussed education and evidence of impact. Our Outcomes are driven by our shared Vision and Mission.





ETHOS

“Our Ethos consists of the values and perspectives underlying our community”

Collaboration

The challenge of systems change in education is significant. This cannot be achieved



Alone we can do so little; together we can do so much.

— Helen Keller —

by a single person or organisation acting alone. Edfutures community members value collaboration for this reason. Our collaborative ethos encourages individuals and organisations to combine their strengths to produce greater and more meaningful outcomes. Members seek to create collaborative relationships with other members and with organisations and individuals from outside our network, inviting them to join our community.

Sharing

Edfutures community members value sharing. The exchange of ideas and resources, across sectors, across different organisations and between individuals is central to the community experience. In sharing resources and expertise, members aim to demonstrate how and what: how we can combine quality teaching with the opportunities that new technologies provide; how cross-sectoral collaborations and partnerships can be



activated to maximise our collective impact; how industry can take an active role in supporting young people through education; what this looks like in the classroom; what tools and resources are available; and what the outcomes of successful partnerships and future-focussed projects will be.

Innovation

Innovation reflects our commitment to challenging the status quo in education,



If you're not prepared to be wrong, you'll never come up with anything original.

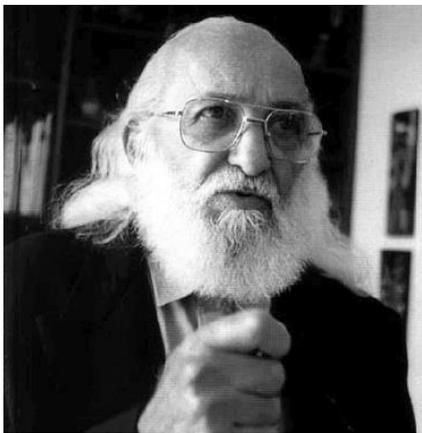
— Sir Ken Robinson —

taking risks and embracing rather than fearing failure. Novel approaches to pedagogy, curriculum, assessment, reporting, infrastructure and partnerships are valued by our community. We also recognise that in many circumstances, innovation may not be necessary; continuous improvement is appropriate where a particular practice is backed by sound evidence, has a proven track record of success and is suitable to the needs and context of the young people in question. We believe that the future of education will be a marriage of old and new, "the best of the past with the possibilities of the future", and, to this end, we see innovation and improvement as two sides of the same coin.



Critical reflection

One of the core values in our ethos is critical reflection. EDfutures community members are critical thinkers, regularly reflecting on their work and the assumptions underlying their own values and beliefs about education. They engage in the academic literature relating to their field of interest and seek multiple perspectives when validating an idea. This cycle of theory-informed action followed by reflection is known as praxis and represents our underlying commitment to lifelong learning and continuous improvement.



Liberation is a praxis: the action and reflection of men and women upon their world in order to transform it.

— Paulo Freire —



CULTURE

“Our Culture is made up of the customs, habits and activities that characterise our community”

Change agents

Change agents are people with a passion for organisational and system-wide transformation. They



The most dangerous phrase in the language is, “It’s always been done that way”.

— Grace Hopper —

inspire and lead change with their enthusiasm, energy and expertise.

Effective change agents have a strong sense of moral purpose which guides their actions. They have a commitment to learning about the change process. They are relationship builders and endeavour to improve relationships within their organisations while building new relationships with diverse groups. They are continuous learners and seek to generate and share new knowledge. They place themselves on the creative “edge of chaos”. They are comfortable with ambiguity and the unknown, but strive for coherence in their practice (Fullan, 2014).

EDfutures community members are committed to developing and enacting their capacity for change agency.

Fullan, M. (2014). Leading in a culture of change personal action guide and workbook. John Wiley & Sons.



Future-focussed education

Future-focussed education is our bread and butter. It is at the heart of our community culture. By “future-focussed” education, we mean educational opportunities that prepare students with the knowledge, skills and values necessary to thrive in a global, 21st century society. This includes opportunities for students to engage deeply with the self, with each other and with their local and global communities, with their environments, with science, the arts and technology, with language, history, philosophy and culture, learning to synthesise and apply this knowledge and understanding for a better future.

Future-focussed education fits into our overall vision: To future-proof the education system, creating opportunities and improving outcomes for young people. To future-proof the system means to (re)design it so that it becomes both complex and adaptable. Moving away from the ‘one-size-fits-all’ mentality, a complex, adaptable education ecosystem is responsive to outside influences such as our changing economy and climate, disruptive technology, evolving social and cultural norms and globalisation. It prepares students for the

unknown and
for the
complexities
and challenges
of life in the 21st



It's quite fashionable to say the education system's broken. It's not broken. It's wonderfully constructed. It's just that we don't need it anymore. It's outdated.

— Sugata Mitra —



century (and beyond). Future-focussed education is at the centre of our community's overall interest and commitment to systems change.

Evidence

An outcome of our community values is the generation, collection and sharing of evidence. One of the aims of the EDfutures education ecosystem is to generate data flow within and from the community. There is a wealth of knowledge and expertise in Western Australia relating to future-focussed education and education partnerships. Often, however, this information is locked away in the minds of individuals or within the walls of individual organisations. In keeping with our sharing ethos, EDfutures members make a habit of collecting and disseminating their stories, insights and findings as useable evidence our community can learn from. The community seeks to find, develop and share appropriate tools for measuring our impact. In particular, new ways of assessing traditionally 'difficult to measure' skills and capabilities such as creativity and critical thinking. For this reason, we look towards an integral research paradigm, broadening our definition of data beyond purely experimental and quantitative forms.



OUTCOMES

Each component of the Edfutures ECO wheel is an outcome in its own right. Collectively, they contribute to the pursuit of the community's Vision.



Our Vision

An education ecosystem that enables all young people to reach their highest potential.

Our Mission

We explore the future of education and catalyse activities and partnerships that grow the innovation capacity of the WA education system.





COMMUNITY GUIDELINES

The EDfutures community guidelines outline a member's rights and responsibilities within our community, as well as the responsibility of the Fogarty Foundation who deliver the EDfutures initiative. Please read the guidelines carefully.

When you register as an EDfutures member, you are agreeing to uphold the EDfutures Community ECO and Community Guidelines.

PRIVACY AND COPYRIGHT

Privacy

Fogarty EDfutures, an initiative of the Fogarty Foundation, is bound by laws which impose specific obligations when it comes to handling information. The Fogarty Foundation has adopted the following principles contained as minimum standards in relation to handling personal information.

Fogarty Foundation will:

- 🌐 Collect only information which the organisation requires for its primary function;
- 🌐 Make reasonable efforts to ensure that stakeholders are informed as to why we collect this information and how we administer the information gathered;
- 🌐 Use and disclose personal information only for our primary functions or a



directly related purpose, or for another purpose with the person's consent;

- 👤 Store personal information securely, protecting it from unauthorised access; and
- 👤 Provide stakeholders with access to their own information, and the right to seek its correction.

Member profiles

When you create an Edfutures profile, the information you elect to share will be publicly available on our community map. The email address that you use when signing up will not be made public and will be stored in accordance with our privacy guidelines. You will be able to update or delete your membership at any time through our website.

Sharing and Copyright

The Edfutures community shared drive is a place for members to share educational resources in the spirit of collaboration and reciprocity. We encourage members to share resources in our community drive. Alternatively, you may include a link to a website or external drive where resources can be shared in accordance with your organisation's intellectual property policy.

Terms:

- 👤 All Edfutures members operate independently of the Fogarty Foundation and maintain intellectual property rights over their work.
- 👤 Resources that are added to our community shared drive must be



licensed under a [Creative Commons Attribution-Non Commercial-Share Alike 4.0 International license](#). This means that copies or adaptations of materials that you share on our drive can be downloaded by other community members. Members are free to:

- **Share** — copy and redistribute the material in any medium or format
- **Adapt** — remix, transform, and build upon the material

Under the following terms:

- **Attribution** — You must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.
 - **Non-Commercial** — You may not use the material for commercial purposes.
 - **Share Alike** — If you remix, transform, or build upon the material, you must distribute your contributions under the same license as the original.
- 👤 You can delete or update resources you have shared to the drive at any time.
 - 👤 Further information on sharing and copyright is included within the shared drive.



SOCIAL MEDIA

Code of Conduct

When posting on the Edfutures social media pages, all members must follow the guidelines below:

All pages

- 🚫 Do not post any material that is inappropriate or unlawful. This may include posts that are fraudulent, threatening, bullying, embarrassing, of a sexual nature, obscene, racist, sexist, defamatory or profane, whether obscured by symbols or not.
- 🚫 Do not spam. Please ensure that new posts are relevant to and in keeping with the community ECO.

Edfutures Community Group on Facebook

- 🚫 Do not use this page as a notice board for events. The only events that can be shared to this page are official Edfutures events.
- 🚫 Do not post advertisements for businesses or business products.
- 🚫 The Edfutures community group exists to promote conversation, sharing and collaboration among Edfutures community members. Ask yourself if your comment or post invites conversation, shares something useful with our community and/or supports collaboration before posting.

Edfutures Page on Facebook



- 👤 Free and paid events that may be of interest to our community can be advertised on our Edfutures Page. If you have an event or opportunity you wish to advertise or promote, please post this to the Edfutures page. An Edfutures team member will then re-share your post with our followers.
- 👤 Events and opportunities advertised on the Edfutures page should be in line with our Vision and Mission.

The Edfutures team does not wish to censor community activity, but we will delete posts or comments that conflict with our code of conduct.

AGREEMENT

- 👤 On registration, you are making an agreement with the Fogarty Foundation to uphold the Edfutures Community ECO and follow the Edfutures Community Guidelines.
- 👤 It is your responsibility to ensure that you are compliant with appropriate legislation and policy when organising, promoting and conducting any activities for the Edfutures community.
- 👤 You are entitled to seek out partnerships and collaborations within the community. It should be made clear to potential partners that you do so independently of the Fogarty Foundation and without the Foundation's endorsement, unless otherwise agreed.
- 👤 Opinions expressed by individual members do not represent the views of the Fogarty Foundation.

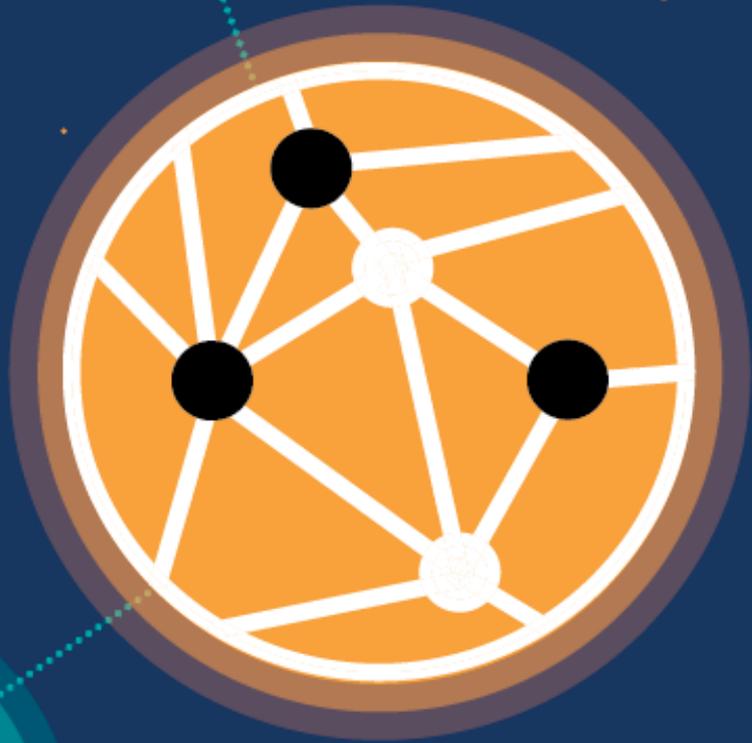


- 👤 If the terms of this agreement are breached, the Fogarty Foundation retains the right to remove your membership from the Edfutures website. In this case you shall cease using the Fogarty Edfutures name, brand and logo in the promotion of your activities.
- 👤 The Fogarty Foundation may terminate this Agreement with any member without cause on thirty days' notice.

DISCLAIMER OF LIABILITY

You are solely responsible for the activities you conduct as a member. The Fogarty Foundation accepts no responsibility or liability whatsoever where a party is injured while engaging in activities coordinated by a registered Edfutures member or group of members. It is the responsibility of each member to ensure they maintain valid and appropriate insurance for each of their activities.

Agreeing to these conditions does not constitute endorsement of those activities by the Fogarty Foundation.



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Fogarty

EDfutures

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Fogarty Foundation

Creating opportunity, realising potential