St Paul's Parent Study
of the Future Scenarios Project and The Realms of Thinking

St Paul's School

3 December 2018

Agenda/Contents

Scope of this research

To understand the St Paul's Futures Planning Project Scenarios,

reframe each story through the eyes of the parents capturing the most relevant needs and challenges facing each family,

and

imagine the best practice for the school to engage with each family to support their child's growing creativity, innovation and entrepreneurship.

The Study

The participants were asked to complete the following tasks:

- Understand the 4 key parenting styles and analyse how they were parented and their own parenting styles.

- Reflect on where they learnt numerous skills and the difference with their expectations for their own children.

- Read the St Paul's futures planning Project document.

- Reframe each student story through the eyes of a parent.

- Prioritise a list of potential ways future St Paul's can engage with families

- Brainstorm more details for the top priorities.

- Consider what characteristic a child needs to thrive in each of the scenarios.

- Consider which parenting style would best develop those characteristics.

**St Paul's Parent Study**

Our vision

For parents of St Paul's to partner with the school to develop disciplined, self driven, self-motivated, problem solving, free thinking, creative, resilient, spiritual, self-aware, young people who have **strong values**, **developed social skills**, **high emotional intelligence** and are experienced in basic life and survival skills.

Parenting Style

St Paul's to be a school that empowers intentional, warm yet disciplined parenting where parents are encouraged to set strong consequential boundaries, when required, but also allowing space for free thinking and discovery.

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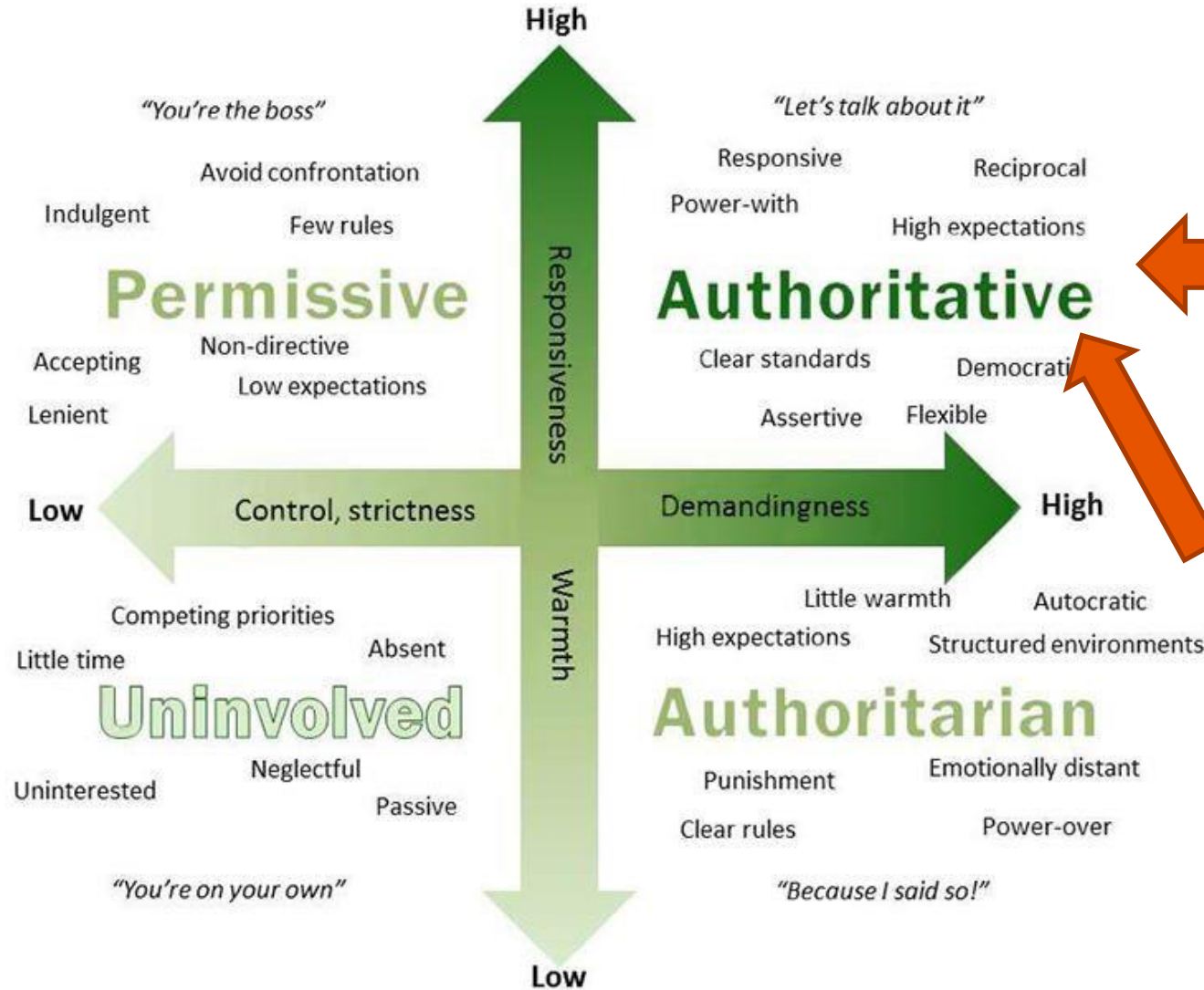
Parenting Styles

The style recommended by "experts

Most participants were parented more towards the high discipline, less warmth part of authoritative – even slightly into the authoritarian category, and were parenting with more warmth and slightly less discipline.

Parenting Style

St Paul's to be a school that empowers intentional, warm yet disciplined parenting where parents are encouraged to set strong consequential boundaries, when required, but also allowing space for free thinking and discovery.

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Parenting Styles

By the end of the study a few participants felt that to thrive in 2030 children needed to be parented in a very warm, and disciplined way – where as the others felt that at times a less disciplined approach, cooler approach, even at times permissive approach might be required.

Partnership in Education

Participants where asked to mark where they learnt a large number of skills, and then mark the same list as to where they felt their children would learn these skills.

Parent

Child

All participants said they learnt the skills from a variety of places – home, school , other (including community groups like scouts, church etc).

All participants showed that they are more intentional as parents, expecting to have a role in teaching their children many of the skills– in partnership with the school.

Thinking about parenting…

"We need to be reminded to help children to stand up and be independent."

"It's the simple little strategies that make a difference."

"We need to develop children who do as they say not just do as parents say."

"We need parents who have time to come and connect to other parents"

"I would advise parents to be present, to listen to understand not to be heard."

"We are in a time of revolution and we need extreme measures."

"What is going to drive the parents? How do we identify to the parent what their needs are"

"Need to understand the technology – digital tech – because if you feel overwhelmed, you can't help your kids."

The Scenarios

Summary of personas

Helen, Han's Mum

Situation - *EduChip Creators v Gamers*
living in a world where Australia embraces technology but feels overwhelmed by the globalization of work

BIO Mother of three – Hans (youngest), George & Lottie (eldest).
Seen a shift in education from knowledge to creativity/innovation and design.
Working full-time to pay for technology.
No time to volunteer at the school.
Has made sacrifices for children's success.
Misses children who are overseas studying/working.
Increasing concern for emotional and social development of the child.

Simon, Sam's Dad

Situation: *Global Education Shift*
living in a world where Australia embraces technology and the globalasation of work.

BIO
Works overseas half of the year.
Concerned that the change in education to individual learning plans that are highly reliant on technology has increased workload of family and that his child is not being adequately skilled to deal with the real world.
It seems that the key to survival is the family.

Kate, Krista's Mum

Situation – *Recession*
living in a world where Australia feels overwhelmed by technology and the globalisation of work.

BIO
Had high expectations for her daughter and had to lower them. Lives in fear of loosing her job and not being able to get another one.
Surviving because of the community and networking that has grown around St Paul's.

Terry, Tayla's Dad

Situation: *Global Education Shift*
living in a world where Australia embraces the globalisation of work but feel overwhelmed by technology.

BIO
Awareness of decline in Humanity and Values.
Understands change must come to restore humanity.
Understands need for Survival Skills for whole family.

Scenario 1 Kate – Krista's Mum
living in a world where Australia feels overwhelmed by technology and the globalisation of work.

"Future shock is the shattering stress and disorientation that we induce in individuals by subjecting then to too much change in too short a time."

— Alvin Toffler *Future Shock*

"

Kate – Krista's mum

Recession

Societal unrest

SITUATION: | Recession | Stress

Employment | Insecure | Work Dictates | Husband Overseas

BIO
Had higher expectations and had to lower them. Surviving because of the community and networking that has grown around St Paul's.

School Supports Used:

Parenting Education	Car Pool App
Language Classes	Markets
Technology Free Day	Community Choir

KEY: | High | Moderate | Low | None

School Support

	Very Low	Low	Average	High	Very High
Parenting Education					
Intentional Networking				
Strong Values			
St Paul's Camp	
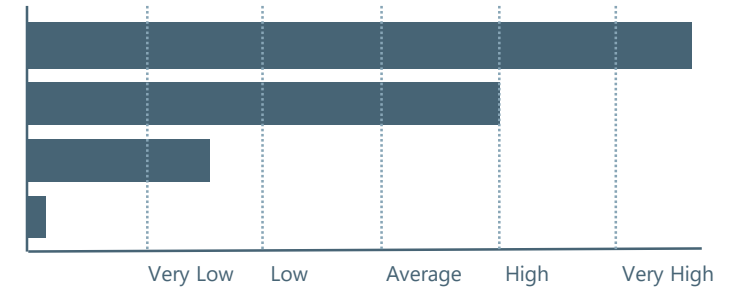
WHAT DRIVES ME
- Job Security = Survival
- No faith in government
- Time Poor
- Still Optimistic that things will get better
- Family
- Unplugged movement

Concern as a parent
- Child's mental health/depression
- Unemployment
- Guilty that I haven't spent time with child
- Reluctant to give child responsibility
- Child's Safety
- Husband's absence
- Crime and Violence
- Disconnection

WHAT DELIGHTS ME
- Schools empowering parenting class
- Tools from parent class – contact
- Understanding from school about our situation
- Intentional Parenting Networking and community
- Meals for students home alone
- Affordable Community activities at the school
- Access to councillors

Child
- Reluctant to take responsibility
- Neglected
- Depressed
- Disconnected

User Journey Map

Kate (Krista's Mum)

Highly stressed Mum and Employee, whose Husband works overseas

" If faith can't bring us together in a time of crisis, what can?".

FEELING

VERY POSITIVE
NEUTRAL
VERY NEGATIVE

	Kate's Morning Thoughts, - living in a world where Australia feels overwhelmed by technology and the globalization of work. Scenario 1											
Activity	Wake up, turn on TV	Krista asks for breakfast	Remembering Parenting Support	Appreciating Network	On the phone	Talking to Krista	Thinking about Crime	Thinking about the future	Review of Past	Thankfulness	Debating Unplugging	Seeking Connection
Action	Watches Morning news on TV.	Apologises that there is no food and takes note to ask Krista to help more with household chores.	Reflecting on the support St Paul's offered though Parenting classes.	Reflecting on how much St Paul's helped me to get to know and network with other parents.	Cancelling out of a community activity as I need to work late again.	Telling Krista that her Dad needs to stay overseas for work. Won't be home for another month.	Reflecting on how much crime and violence there is in our area.	Considering taking a St Paul's sponsored family language class in case of move to Japan.	Consciously lowering expectations I have for Krista and her life.	I am thankful that Krista attended St Paul's as it nurtured us as a family so together we could support Krista to be the best person she can.	I think I might access the various activities at St Paul's to help me gain a work/life and technology-/life balance.	I think I might go back to Church.
Expectation	Understand current events.	Krista needs to self help and share the load now she is older.	I appreciated the information then and still do.	I felt isolated at first but needed a push to get to know others.	I want to attend, but I need this job.	Krista will be disappointed and upset.	I want to ensure our family is safe and can protect themselves.	School run so will be family friendly.	Krista will do well but the goals I used to have for her have changed.	Krista will be able to take the support from St Paul's and thrive – and so will we as a family.	If I am able to unplug from technology I will restore some of my humanity.	Church offers purpose and meaning and that is what is missing in my and my family's life.
Concerns	Australia is going backwards. People are overwhelmed and hopeless.	Krista does not have the mental health to take on the extra chores.	Not all parents had the time or inclination to attend.	Work gets in the way and I cannot help the new families to connect.	Krista doesn't understand that I am trying to juggle work and family the best I can.	Krista's and my own mental health. Unable to provide proper care and education for Krista. No time for me (again)!	Increased crime and violence Family safety – how can we protect ourselves? Need for gun skills?	Might not end up in Japan so won't need the language.	Krista's and my own mental health. Unable to provide proper care and education for Krista. No time for me (again)!	The negative world will squash the little hope I have left.	I won't be able to unplug – technology is everywhere.	I won't have the time.

Scenario 2 Helen Hans' Mum

living in a world where Australia embraces technology but is overwhelmed by the globalisation of work.

"Elon Musk launches Neuralink, a venture to merge the human brain with AI"

NEWS HEADLINES MAR 27, 2017
"

Helen – Hans' Mum

Educhip –
Creators v Gamers

School Support

	Very Low	Low	Average	High	Very High
Parenting Education					
Intentional Networking					
Strong Values					
St Paul's Camp					

SITUATION:
- Radical Technology Transformation
- Dual Society - Large divide between creators & gamers

Employment
- Best Education and work opportunities emerging outside Australia
- Critical skills are creativity/innovation and design

BIO
Mother of three – Hans (youngest), George & Lottie (eldest).
Seen a shift in education from knowledge to creativity/innovation and design.
Working full-time to pay for technology.
No time to volunteer at the school.
Has made sacrifices for children's success.
Misses children who are overseas studying/working.
Increasing concern for emotional and social development of the child.

School Supports Used:

Online Tool kits	International University Tours
Online Modules	Family Service Day
Annual Family Camp	Pop Up Choir

KEY: High | Moderate | Low | None
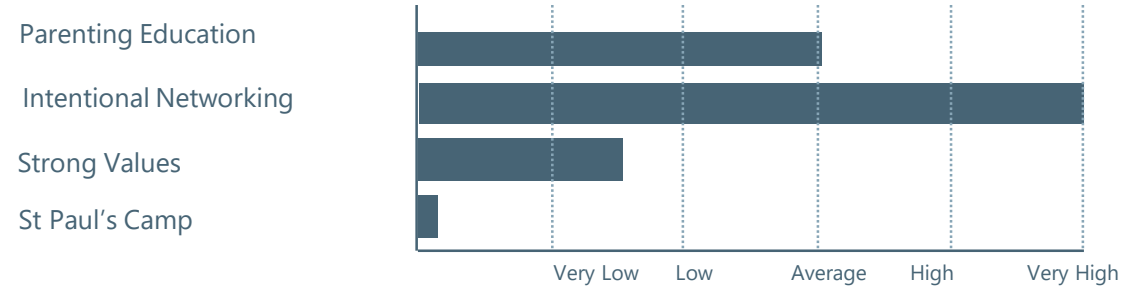
WHAT DRIVES ME
- My Family – Make sacrifices as a family
- Preparation for a world that values, creativity, innovation and design
- Providing skills and support services for social and emotional development education for child
- Preparing child for life beyond St Paul's

Concern as a parent
- Educhip!!!
- Complacency of society
- Funding may be cut to innovative schools
- Lack of wisdom in spite of knowledge
- Lack of moral standards
- Amount of technology/screen-time
- Technology gap between parents and children

WHAT DELIGHTS ME
- Support from school and partnership to nurture children that stand out from the crowd
- Some screen-free activities at school

Child
- Many other young people have become passive receivers of technology, complacent and apathetic

User Journey Map

Helen (Hans' Mum)
Mother of three who is working full-time to pay for technology and has no time to volunteer at the school.
This new technology was meant to be a great step forward, but I think it's been a huge leap backwards

FEELING

VERY POSITIVE

NEUTRAL

VERY NEGATIVE

	Helen's Considerations, - living in a world where Australia embraces technology but feels overwhelmed by the globalization of work. Scenario 2					
Activity	Receiving offer letter	Photo of Hans' Year 1 class	Recounting St Paul's School Tour	Moving Han to St Paul's School.	Download School App	Educhip impact	Additions to large events/gatherings
Action	Sad emotional response.	Recall moving Hans to St Paul's to start Year 3. Teachers becoming wardens.	Moved three children to St Paul's.	Undertook online Realms of Thinking learning Modules to catch children up and helped parents to understand.	Undertake learning and use a one-page toolkit.	Reflection on EduChip.	Adding music, physical interaction, "pop-up" activities,
Expectation	Wonderful education opportunities.	St Paul's teachers would make a difference.	St Paul's would teach the skills required to take information and transform it to ideas/concepts/possibilities.	Made the right decision to move to St Paul's.	Provide information about important topics and a virtual meeting place.	Great step forward. Meant to help students, reduce bullying,	Reminding families to "disconnect".
Concerns	Concern for other students. Family separation.	New school system draining Hans, Need to take action.	Without making a change complacency in children.	Financial pressure – had to make sacrifices	Don't have the time to meet other parents for coffee.	Knowledge no longer valued. Moral standards have declined.	Cost of these activities.

St Paul's Parent Study
December 18

Scenario 3 Simon – Sam's Dad
living in a world where Australia has embraced technology and the globalisation of work

"Successful coping with rapid change will require most of us to adopt a new stance towards the future, a new sensitive awareness of the role it plays in the present"

— Alvin Toffler *Future Shock*

"

Simon – Sams Dad

Global Education Shift

SITUATION: Structural Economic Challenges | Concern

Employment | Secure but need to evolve | Global & Domestic Travel | WLB Compromised | Global Work Colleagues

BIO
Shift in education from face to face, respectful and caring; to virtual and soulless- shift from year levels to competencies and capabilities based.
Increasing concern for child and them not being adequately skilled to deal with the real world.
New Education Shift not suited to all.
Family is key.

School Supports Uses:

Parenting Education	Involvement in Students Leaning Journey
Tool Kits	24 Hour Boarding House
St Pauls Networks	See Saw Web Page etc

KEY: High | Moderate | Low | None

School Support

	Very Low	Low	Average	High	Very High
Parenting Education					
Intentional Network					
Strong Values					
St Pauls Camps					
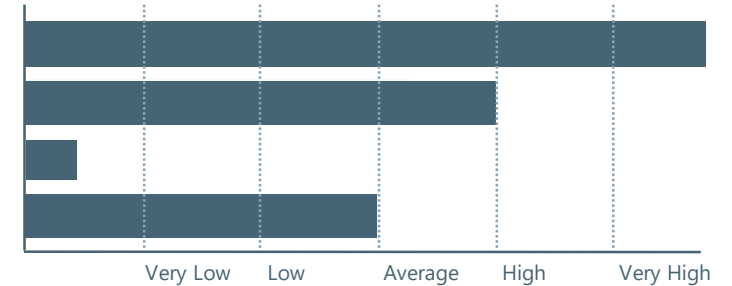
WHAT DRIVES ME
- My Family
- Career that I love
- Family and School actively involved in education for child
- Ensuring child's right learning opportunities
- Preparing child for life beyond St Paul's

WHAT DELIGHTS ME
- Schools Parent Education Sessions.
- Toolkits
- 24 hr boarding house
- Our Family unit (3 generations)
- Colleagues

Concern as a parent
- Course based system vs year levels
- Expectations of 17 yr old is more like 24 yrs
- Not preparing children sufficiently for real world – lofty dreamers, no EI
- Increased costs of Travel, Tech Updates, School fees
- Gap between parents and children
- Child not learning to fail
- New system has robbed child of sense of belonging
- Online security

Child
- No understanding of time and commitment from teachers, parents to assist in education

User Journey Map

Simon (Sam's Dad)

Global Bio security professional, who constantly works overseas along with his wife.

"I do expect the next few years to be a bit rocky as Sam begins to realise just how hard the real world is."

FEELING

VERY POSITIVE

NEUTRAL

VERY NEGATIVE

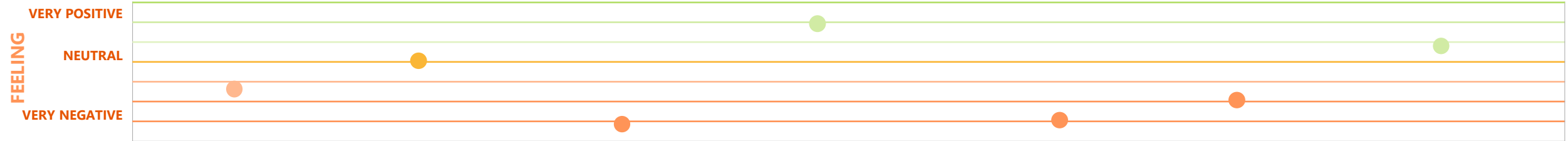|	Simon's Ponderings, - living in a world where Australia has embraced technology and the globalization of work. Scenario 3					
Activity	Wake up	OJT	Dials into parents	Arranging 24 hour boarding school	Payment of updates for children's Technology	Thinking about time commitments	Consider St Pauls online module
Action	Checks Clock.	Takes Sam out into the Bio Security Floor.	Checking on Family.	Due to both self and wife overseas for work decide to put children into short term boarding school.	Complete payment online	Find more time to dedicate to learning initiatives to teach my child	I think I might do another couple of St Paul's online modules. I know Sam is about to graduate but there were a couple of modules that I think I might complete before he leaves – they will help me in my work.
Expectation	Different time back home in Australia.	Provide Sam all the learning required through knowledge from self as well as global colleagues and facilitators/teachers.	That family unit is ok and all are well given self and Mum overseas for work.	Ensure parents get a break from caring for my children as we will be overseas again next week.	Ensure safety of our children online.	Ensure I have the right understanding to teach Sam – even though this is so complex it really should be targeted as 20+ year olds.	The online modules were helpful and designed to support me as a parent.
Concerns	What time to dial into parents to check on family.	Lack of understanding regarding how much time and support other people are providing to teach Sam.	Pressure on parents to support my children.	Not being able to spend time together as a family.	Increased cost pressures to family in addition to overseas, fees and boarding.	Really wish there wasn't heaps of teaching requirements that we had to meet.	I may not have the time.

Scenario 4 Terry, Tayla's Dad
living in a world where Australia has embraced the globalisation of work but feels overwhelmed by technology.

> " The development of full artificial intelligence could spell the end of the human race."
>
> — **Prof Stephen Hawking**
> "

Terry - Tayla's Dad

DNA testing
EduChip in newborns
Pre-defined career paths

SITUATION: EduChip | Anger | Awakening

Employment Insecure

BIO
Awareness of decline in Humanity and Values.
Understands change must come to restore humanity.
Understands need for Survival Skills for whole family.

School Supports Uses:

Parenting Education	Extra Curricular Programs
Health Center	Unplugged Festival
Survival Camp	Sport and Music

KEY: High | Moderate | Low | None

School Support

	Very Low	Low	Average	High	Very High
Parenting Education					
Intentional Networking					
Strong Values					
St Paul's Camp					
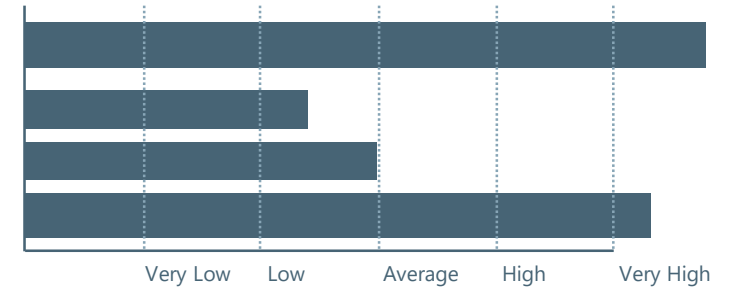
WHAT DRIVES ME
- Family
- Keeping kids human
- Desire for change
- Faith that Humanity can be restored
- Values

WHAT DELIGHTS ME
- School Camp – Survival Skills
- Parenting Toolkits
- Understanding from school about our situation
- Parenting Networking and community
- Music and Physical Education Program for kids

Concern as a parent
- Humanity Survival
- EDUCHIP from birth
- DNA job preselection
- Controlled Society
- Lack of Social Cohesion
- Corporate Greed
- Child's mental health/depression
- Disconnection from others

Child
- Loss of Humanness - cyborg
- Lack of life skills
- Disconnected
- Overwhelmed
- No sense of Belonging
- No identity
- No drive

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User Journey Map

Terry (Tayla's Dad)

Dismayed and very worried about the decline of humanity

" We must have positive social change. Enough is enough ".

FEELING

VERY POSITIVE

NEUTRAL

VERY NEGATIVE

Terry's Morning Thoughts, - living in a world where Australia has embraced the globalisation of work but feels overwhelmed by technology. Scenario 4		

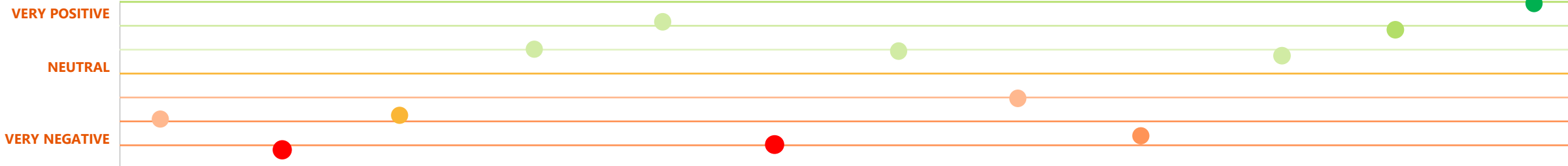| Activity	Watch child	Reflect on Government Education decisions	Reflecting on Technology today	Reflect St Paul's Student education program	Go to annual unplugged festival	Reflecting on Older kids life	Reflecting on Physical Education	Reflecting on loss of social interactions	Wonder about Tayla's Generations' future	Reflection on parent training offered	Involvement in the St Paul's Camp	Make a Movement
Action	Watching Tayla reflect on his school history as he wraps up year 12.	Thinking about how kids learn and are directed to careers today – via IMPLANT.	Notices Tayla is connected all day for school or training, and for leisure they play interactive computer games.	Thinking about how St Paul's push students to have regular breaks from technology.	Family attends the annual St Paul's unplugged festival.	Reflecting on older kids who got through the education system before most of the major changes took place.	Reflecting on School focus of Physical Education.	Noticed Tayla had declining face to face interactions and loss of social skills.	I wonder what the future holds for young people like Tayla.	Used the Pattern training offered at St Paul's.	Family attends Survival camp.	Awareness that society is in big trouble. Community realization that things need to change before humanity is lost.
Expectation	Won't see him for a while, so much has happened since he started school.	People should be able to learn and think, and choose career, not be forced into one.	Expect break from Technology. Wants to reflect and learn from life's lessons.	School provides toolkits to increases self discipline and improve mental health.	Helps families reconnect with each other, building perseverance and problem solving skills.	They have selected good jobs. They are humane and make the world a better place because of who they are.	Kids remain active, school helps encourage and facilitate this.	School provide support to develop strong mental health and emotional skills, by offering sports and music programmes.	School teaches us how to survive in the new world even if unplugged – if Tech fails.	Providers Training and Toolkits to help understand Realms of Thinking, values and learning.	Teach us to survival skills, shelter, defence grow crops,, hunt, social, skills, problem solving skills.	Regain control over ourselves and our families. Educate and START A MOVEMENT.
Concerns	Tayla and I don't belong anywhere, anymore Tayla has no sense of identity.	He should be happier, No career choice – DNA directed. Does not value the learning process or knowledge.	Too much to do. Not enough time. Always online. Tayla overawed No life lessons – everything implanted.	Lack of self discipline, Lack of empowerment and control if toolkit not followed.	Families lost in this techno-reliant world. Young people have a shorter attention span than they used too.	Tayla is not as resilient, have good problem solving or social skills because of the change to system and the chip implant.	Devises having negative effects on Tayla's physical health.	Councillor suggested insert of Happy Chip. The 1st chip has caused enough problems.	Corporate Greed, No care for humanity or the planet. Controlled by Chips .What happens if Tech fails – ANARCHY!!	We would be lost without the schools training, guidance and support.	The world is going so bad - we might need to rely on these skills one day to survive!	Loss of control, loss of humanity. Community Apathy. If we fight this, there may be casualties!

"For what is occurring now is, in all likelihood, bigger, deeper, an more important that the industrial revolution. Indeed, a growing body of reputable opinion asserts that the present moment represents nothing less that the second great divide in human history, comparable in magnitude with that first break in historic continuity, the shift from barbarism to civilisation."

Alvin Toffler – Future Shock

Thinking about Parents and St Pauls....

"Parents need to remember that teachers need a life too."

"I wanted to get involved in the school, so came in three times trying to find a way to connect but the people I asked didn't know how to help me."

"Parents need to be a life line for the other parents - not expect the teachers to support parents."

"There are no volunteer positions at university for parents, we need to transition from doing things to support our kids to doing things for our own social and mental health."

"This is radical stuff, but I think you will find likeminded people who want to help the school – they have kids -actual true motivators who are prepared to work for free!"

"There is a crying gap in the school community to link parent experience and skills to help others – like help to buy a car – like a school airtasker ."

"There is an assumption that your kids are growing up, that you don't need that connection with the school, but I think you need it even more."

"Our children's future does not look good unless the school partners with us, the parents, and educates us so we can educate the next generation - the leaders and influencers. It is our kids who will help society get through these changes. I think it's a big responsibility for the school, but we need the help."

"We need to empower the school to say "yes technology is amazing and look at what it is doing" but also to challenge technology."

Scenarios - Overall

The Pain

Overwhelmed	Apathy	Societal Unrest	Dehumanisation	Disconnected	Employment Vulnerability

The Gain

Support	Hope	Survival Skills	Parenting Education	Community	Survival

The What

Parent Support	Intentional Networking	Technology Education	Modeling Strong Values	St Paul's Camp
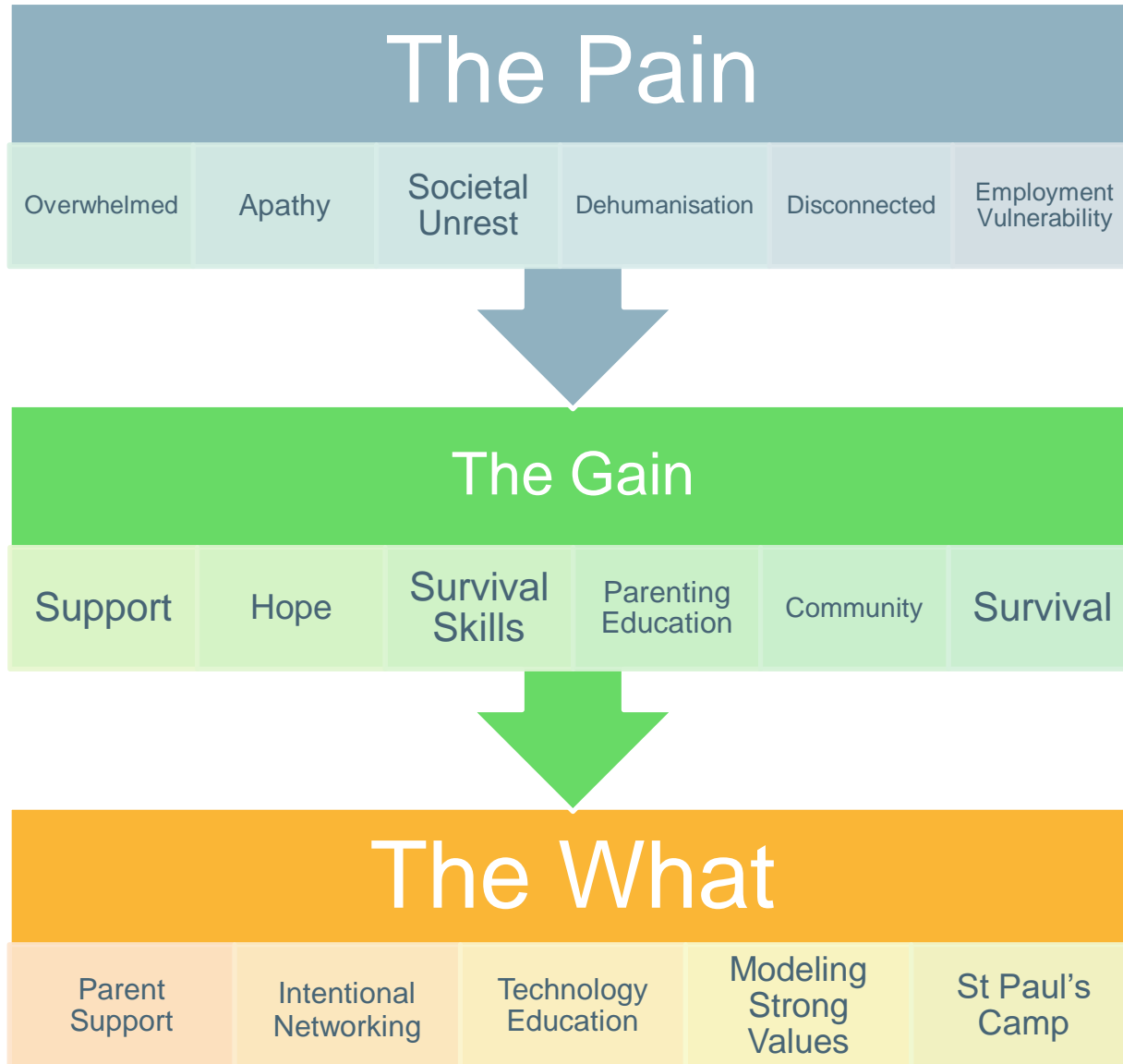
The How

Parent Support
Intentional Networking
Strong Values
St Pauls Camp

When

Start Now – no time to waste!

Parent Support
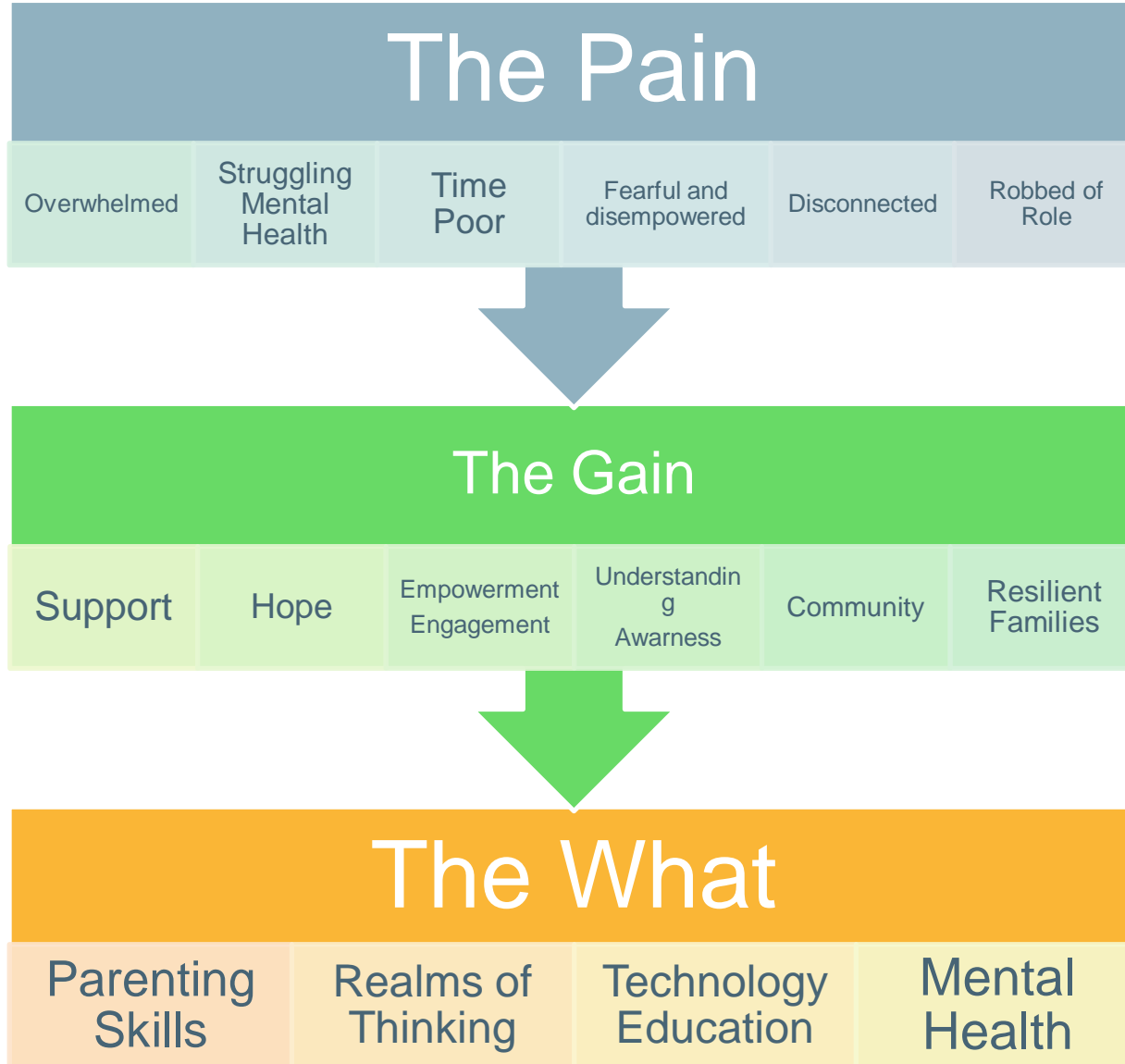
The Pain

Overwhelmed	Struggling Mental Health	Time Poor	Fearful and disempowered	Disconnected	Robbed of Role

The Gain

Support	Hope	Empowerment Engagement	Understanding Awarness	Community	Resilient Families

The What

Parenting Skills	Realms of Thinking	Technology Education	Mental Health

The How

Tool Kits

Face to Face Groups

On Line Modules

When

"Scratch when there's an itch"

Intentional Networking

The Pain

Overwhelmed	Hopeless	Alone	Dehumanisation	Disconnected	Negativity

The Gain

Support Understanding	Perspective	Trust	Sharing Resources	Community Fellowship	Nurturing Free Thinking

The What

Connecting Parents	Providing Opportunity	Develop Culture of Trust	St Paul's Camp

The How

Intentional Welcome
Existing Events
Encouragement of Community
St Paul's Camp

When

Focus on New Families

Modelling Strong Values

The Pain					
Overwhelmed	Hopeless	Degradation of Society	Dehumanisation	Disconnected	Controlled

The Gain					
Support	Hope	Understanding	Parenting Cohesiveness	Community	Developing Leaders

The What				
Spirituality	Family	Global Citizenship	Individual Purpose	Servant Leadership

The How

Communication

Modelling

Parent Support

When

Now and in everything

St Paul's Camp

The Pain

Overwhelmed	Over-reliant	Controlled	Dehumanisation	Disconnected	Disempowered

The Gain

Empowerment	Hope	Joy of Discovery	Parenting Education	Community	Survival Skills

The What

Class Based Camps	Family Adventures	Volunteering Opportunities	Unplugged

The How

"Significant numbers of young people said they want to have time away from the stresses of life, with their family"

Smith Family Research Nov 26 2018 – ABC News TV. 8:06am

A camp/farm where families, classes, and year groups explore, interact and discover the land, each other and themselves, unplugged from technology.

When

As soon as possible

What Next?

Because of this study….

"We need to keep talking about God in our lives and the fact that we need to pray every day and teach our children to pray."

"I am going to be more open about embracing technology and what is being taught to my son."

"I am going to read about new technological inventions and discoveries that relate to learning and I will now question them – are these the right fit for our world?"

"I am going to learn more about technology."

"I am going to try and get to know more parents."

"I think we need to appreciate our families more, to spend quality time, support and to show caring."

"I am going to avoid anything at all, that sounds like the EduChip."

"I am going to encourage the development of basic skills and develop an appreciation for more than knowledge."

"I will put more effort into participation and engagement in the school and hopefully set a good example for my kids."

"I am going to ensure there is plenty of "Unplugged" time and build opportunities for unplugged activities."

"I am going to pay more attention to government proposals and alert other parents."

"I am going to bring the helicopter in for landing."

"I am going to inform others, to open their eyes to what we now know."

"I am going to become a more involved parent in the school."

"I now think parents need to be informed so they can object and influence the future of their kids and grandkids."

What Next?

Maybe we could…

- Engage other stakeholders – SPSSA, Junior School Parents
- Add "parent futures engagement " as a group under SPSSA
- Appoint a project team to prioritise and implement the recommendations and ideas from this project
- Develop a short video summarising project findings and present to school community.
- Invite a parent voice into the school's continuing evaluation of the future studies project and realms
- Grow awareness of the futures project and what the future may hold, including making "official" the study web page that highlights technological inventions and advancements and invite parents to join.
- Write up these findings and publish.………

"We must find a way to show people that this stuff is important." - Study Participant

"We need to remember that all children are different, they learn in different ways, and that families are different so we need to implement a number of strategies."

- Study Participant

"You've got to think about big things while you're doing small things, so that all the small things go in the right direction."
— Alvin Toffler

" By making imaginative use of change to channel change, we can not only spare ourselves the trauma of future shock, we can reach out and humanise distant tomorrows."

— Alvin Toffler

Appendices

1. List of Ideas for Engaging Parents in 2030
2. Priorities for Engaging Parents in 2030
3. Parenting Education
4. Intentional Networking of Ideas
5. Parent Involvement 2030
6. Where to Next
7. Dear Parents of St Paul's – Letters from Study Participants
8. List of Participants
9. Project Proposal

Appendix 1 List of Ideas for Engaging Parents in 2030

- Parenting Classes
- Car Pool App
- Intentional Networking of Parents – events, contact lists, community connect groups
- Availability of school resources/spaces after hours to support community
- Access to School Counsellors for whole families
- Modelling strong values
- Work for fees scheme
- Self defence classes for families
- Technology Free days
- Weekend Markets
- Community "Hack" opportunities
- Community Health centre
- Parent Teacher Interviews on Saturdays
- Church List on website
- Global networking for tertiary options
- Family Tours to overseas universities
- Online Reams of Thinking Modules
- Family Camp on the Oval
- Family Community Service days
- Intentional family events at large events
- YouTube education about technology and games
- Futures Study Course
- Parent Involvement in student learning plans
- Modelling strong values
- Class web pages to include parents
- Online Cyber safety Modules
- Tool kits on parenting, life skills and mental health
- Short term boarding house
- Unplugged Festival
- Annual Family Jigsaw Challenge
- Parent Education for Developing World Leaders
- St Paul's Camp

Appendix 2 Priorities for Engaging Parents in 2030

Priority 1
- Parenting Education including Technology Education
- Intentional Networking of Parents
- Modelling of Strong Values
- St Paul's Camp

Priority 2
- Parent teacher interviews on Saturdays
- Work for Fees Schemes for parents facing insecure work
- Short Term Boarding house
- Family Community Service Days

Priority 3
- Church List on Website
- Family Tours to overseas Universities
- Intentional Events at large events
- Weekend Markets

Appendix 3 Parenting Education Part 1

(to be *marketed as Supporting Parents)*

Four Keys areas where parents need more support:

1. **Parenting Skills**
   - Empowering warm *yet disciplined parents who set strong boundaries with consequences when boundaries are broken.* Parenting that develops young people who are disciplined, self-driven, self-motivated, problem solving, free thinking, creative, resilient, spiritual, self-aware, with strong values, developed social skills, and high emotional intelligence, and are experienced in basic life and survival skills, like first aid and farming.
   - Supporting intentional families.

2. **Realms of Thinking**
   - What they are and how they be incorporated into family life to support the education in the class.
   - Being careful not to scare people.
   - Help parents to think of the future and why the realms will be helpful.
   - Have helpful tip sheets but not on the realms – but on areas that parents need information with the realms imbedded – i.e. importance of reading – how can you encourage creativity while encouraging your child to read.

3. **Mental Health**
   - Mental Health is a big issue for families now and will be even more so in the future. Including drug education.

4. **Technology**
   - To understand the changes in technology
   - Strategies for utilising technology
   - Help for parents to understand change
   - Cyber security – online safety, children are accessing
   - Information about games, and programmes
   - Guidance on tools – apps that help you know how much time on tech etc.
   - Health education like radiation, blue light, posture,
   - Encouragement to switch off
   - Information on licensing – ways to save money with technology
   - Encouragement to be present
   - Resilience so you don't get overwhelmed

   - Encouragement for parents to train the leaders in tech.

Appendix 3 Parenting Education Part 2

(to be *marketed as Supporting Parents*)

Modes of Delivery

1.   **Tool kits**
   - Short one page on line tip sheets for families to access when every and where ever they need. Appropriate for all the key areas, and a great mode for busy parents, parents who travel, and extended family members.
   - Part of a virtual hub that encourages a virtual community.

2.   **Classes**
   - Great option for parents before they start school or soon after, as they are also good intentional networking opportunities.
   - Good also for transitional moments – like year 6 to 7 to build networking.

3.   **On Line Modules/Short webinars**
   - Good for busy families, shift workers, and those who travel a lot.
   - Good to going deeper into subjects.
   - Helpful for parent who feel like they don't understand "modern schools" ?
   - Gives time for parents to be parents and allows them to access information when and where they can and when and where they need it.

Appendix 4 Intentional Networking Ideas

- Family camp on oval
- Car Pool App,
- Strengthened communication with families
- Dinners before or after tours to grow student friendships and support networking among the families
- Should not be controlled but spaces to allow organic relationships
- Understanding parents are busy and should not promote guilt parenting
- Development of a platform for sharing of resources and skills – with the school and directly among families (school airtasker)
- Buying and Selling of school resources – uniforms
- In-sourcing of opportunities for the school
- To connect lonely families
- Letter from a parent to new parents welcoming them to the school and offering friendship.
- Development of local community/suburban connect groups
- Prep is important, so is year 7
- Having year people at events whose job it is to help others network (like Church welcomers)
- Offer parent interest/support groups – i.e. autism, ADHD, tweeny girls,
- Annual Parent Ball
- Trained School Welcomers
- Stories from families on website

Appendix 5

Thoughts in Change in Parent Support in School 2018 to 2030

- Supporters Associations – Possibly Not - time will be more valuable – and groups corporate sponsored
- Watching Events – but the way we do will change - virtual
- Empowering Extra Curricular Providing Instruments/Sporting Equipment
- Attending Sports Dinners – only for committed few
- Coaching – maybe not unless parent has real talent
- Tuck Shop Volunteering - No
- Entrepreneurs Club – Incursions/Excursions – expert help – More subjects intentionally include skills from parents
- This parent study – will have morphed into something else
- Class Incursions/Excursions More subjects intentionally include skills from parents
- In Class – Reading etc – will be different – via technology
- Taxi Service to events – will be via autonomous vehicles
- Reading and Interacting with Sea Saw and website – will change
- Fundraising – School fair – more corporate sponsorships, crowd funding options - time will be more valuable
- Helping with Homework – won't need it if chipped
- Helping at/before/after School Camps – vital that parents are involved
- Weekly Prayer Meetings – vital that parents are involved

Appendix 6 Dear Parents of St Paul's

Some of the letters written by participants to today's parents of St Pauls at the end of the study.

Dear Parents

There is no clear vision of what the future may hold for parents, schools and students. However what is clear is that we cannot go down a pathway that will lead to the loss of the sense of ourselves in creativity, desire to learn. Be open and involved in the school as much as possible and practical as it is and may be even more so, the second family environment for our children as they progress through the stages of life. So despite technology and advances, maintain the ability for our kids to discover the world and themselves, but more importantly how to think and approach problems. The old proverb stands true – give a person a fish and feed them for a day, teach them how to fish and feed them for a lifetime. Teach our children how and give them the tools to fish in any sea they may find themselves in. If we can maintain the ability to nurture well rounded individuals they will be able to adjust to whatever the future may hold as it is the future generations that will shape the future.

warm regards,

Appendix 6 Dear Parents of St Paul's

Some of the letters written by participants to today's parents of St Paul's at the end of the study.

Dear Parents

Change in our world is inevitable. This change could take several different paths.   Some of this change is within our influence or control, but much of it isn't.
What appears to be key are the current "Realms of Thinking" - creativity, design thinking, entrepreneurialism, global sustainability and inquiry.
As parents and families, we need your help to shape today's students to make a difference in this world. As a school we need to partner together to raise the next generation as able to make a difference and contribute positively. We certainly don't want you to have to do this on your own. To equip you as parents, we have developed some highly recommended training and assessment delivered by excellent adult educators.

We have identified that Outdoor Education will form a key opportunity to allow your son/daughter to develop skills. St Paul's have bought and built a dedicated Outdoor Education Facility.
We expect this will:
- promote enjoyment of outdoor activity and nature,
- Develop essential personal and social capabilities such as communication, resilience, self-confidence, leadership, teamwork, goal setting, personal autonomy and initiative.

In considering how to fit this into the curriculum, we will incorporate camps/visits at key times during your child's education. We also see key value around the age of 15 years old to sending students for an extended period of three weeks, which will overlap with one week of the school holidays.
Warm Regards,

Appendix 6 Dear Parents of St Paul's

Dear Parents

There are some views that could turn into reality regarding the way education (at all levels – Primary, Secondary, University) will be in the future and the impact this may have on our families, schools and generations to come – as we know it today.   To this I would encourage you all to question whether the Technology Evolution that is currently occurring should have as greater impact on our education for the future, more specifically:
- our Education system
- the way our children learn
- the school support programmes that are offered (for students and families and the community)
- the family support unit that surrounds out youth of tomorrow.

Is the evolution of EduChips' Virtual Education Hubs, the new way we operate as human beings really the best way forward for our human race?

Based on what I know, I would say not. We want to continue to:
- Embrace the creativity, individual ideas and talents of people across the globe, not have them programmed to think the same way
- We want to encourage our people to learn and explore – not be just a finger touch away to be installed with the information through a re-boot.
- Have collaborative learning hubs both face to face and virtual within our schools
- Have tool kits for our parents/care givers from the school to better understand how to support our next generation through their learning journey
- Be recognised as a country that provides exemplar education to produce highly skilled capable and diverse professionals.
- Encourage our people to have a good balance of outdoor activities, indoor activities, survival, learning - fail fast etc.
- Provide learnings around the environment etc.

If however the technology evolution in education is deemed the best way forward then I have a few tips that I would like you not to lose sight of to assist you, your family and your school network through this evolution:
- be true to your family values and morals
- continue to build and maintain relationships with your family members and community members
- continue to instil in your children the value of relationships love, time to give back to the community, respect, empathy, resilience
- let your children learn from their mistakes but guide them through these learnings
- remind them of the way things used to be and ensure they have these experiences as much as possible in their lives
- continue to set boundaries regarding screen time so they have a good balance of outdoors, indoors, social interaction, being creative in a space beyond a screen
- Learn the importance of being self sufficient and instilling survival learnings
- Community philanthropy

I hope you have found the above helpful and that you find your voice to question the evolution of technology and the impact it has on our education for tomorrow.

Warm Regards,

Appendix 7 Participants

Geoff Dutton
Kathy Wright
Metilda Trench
Larissa Means
Lizzie Pressland
Marian Lynch
Justin Bold
Rod Endicott
Azita Golbarani
Tracy Dare
Facilitator Sarah Gover

Appendix 8 Project Proposal Pt 1

The world is changing rapidly. St Paul's provides students an "education worth having" for the world they will face when they graduate in 2028 and beyond. What kind of parenting will best prepare a child facing that future and what are the best ways for should schools and parents to engage together to develop graduates who will thrive?

Background

In 2014 St Paul's School undertook a "Futures Planning Project 2015-2028". The first phase of the project involved staff in a scenario planning process. Using this research St Paul's School has developed educational practices called Realms of Thinking that support the provision of "An Education Worth Having".

Research has proven that parenting is more influential than schools when accounting for the variation in achievement of students. To enhance the school's approach to an education worth having there needs to be an understanding, and a plan for engaging and partnering with parents, so both parties are working together to prepare resilient global citizens, who are innovative thinkers, with a heart for servant leadership.

Aims and Objectives

This new project will start by examining the four scenarios, written in 2014, from a parenting perspective. The project aims to answer the key question:

What kind of parenting will best prepare children to be resilient global citizens, who are innovative thinkers, with a heart for servant leadership?
The supporting questions are:
* *What are the mindsets and dispositions an 18-year-old in 2028 will need to successfully navigate the challenges they may face?*
* *Do the current styles of parenting adequately prepare a child of today for adulthood in 2028?*
* *If not what are the gaps in the theory?*
* *Are there gaps in current parents "tool box" that a school can meet?*

What are the best ways that schools and parents can work together to develop graduates who will thrive?
The supporting questions are:
* *What do current parents see as their role as opposed to the school's role?*
* *Does this match with existing research on the best outcomes for the student?*
* *What is the best practice for increasing parental engagement with a school?*
* *What are the skills and education a parent will need in order to engage with and partner with the school to provide an "Education Worth Having"*
* *What are the key messages and resources for a school to give the parent community to increase this engagement?*

St Paul's Parent Study
December 18

Appendix 8 Project Proposal Pt 2

Methodology

The key aspect of the study is a series of qualitative co-generative conversations among 2-3 groups of 6-12 current school parents to answer the key questions.

The Research Process will include:

Selection of parents to ensure representation across the school if possible, introduction to the same pre-work that the initial future planning work group completed (16 future focus questions).

Conduct 2 times six 2-hour group discussions with 6-12 parents, rethinking each scenario from parent perspective and discussing parenting tools needed for each scenario.

Session 1   Introduction, mind set work, discussion contact, definition of terms, overview of scenarios

Session 2   Scenario 1 Hard Day's Night

Session 3   Scenario 2 With or Without You - parenting tools needed

Session 4   Scenario 3 Come Together - parenting tools needed

Session 5   Scenario 4 Help - parenting tools needed

Session 6   Bring it all together

Develop video from findings.

Surveys may be conducted to expand and fill in any gaps in qualitative data.

Results will be presented in a number of ways including story form similar to the initial futures research.

Outcomes

A set of resources for parents that helps them develop the skills and tools necessary for supporting their young people as they face 2030 and beyond.

Development of resources for schools to support and educate parents on the key changes to education and their role in the new pedagogy.

Resources for teacher with tips and ideas for engaging with parents.

Parent School Partnership

The strength of this project is that, unlike most educational school based research it is being initiated and conducted from a parent perspective. The best outcomes for a student happen when the school and parents engage together in the education process. This is true of this research; the best results will come if it is a partnership between parents and the school. The research will validate and complement the previous research work of the school, strengthening them with the voice and experience of the parent community.

The credibility and integrity of the project is reliant on the identification of an appropriate partner from within the staff community to be the voice for the school giving the project guidance and support.