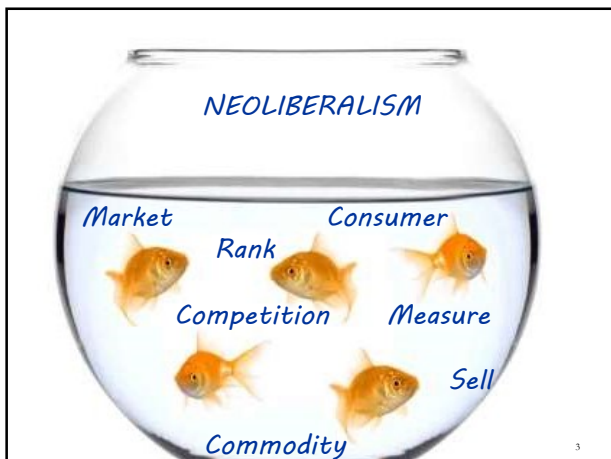
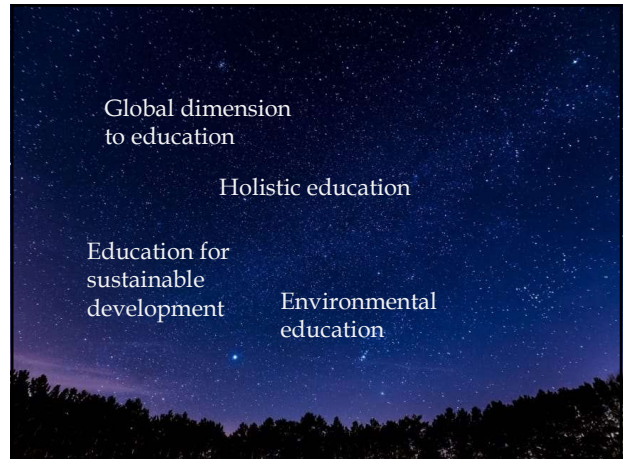


Ambivalent systems: Tick box frameworks and holistic education

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UNESCO (2017)

Ashwin's shopping list:
(Ashwin, 2020, p. 21)

'Systems thinking competency':

- the abilities to recognize and understand relationships;
 - to analyse complex systems;
 - to think of how systems are embedded within different domains and different scales;
 - and to deal with uncertainty.'
- (UNESCO, 2017, p. 10)
- Mum likes being given chocolate
 - Queue lengths vary
 - Shops have different suppliers and buyers
 - Chocolate may be unavailable

Also in:
(Advance HE and QAA, 2021, p. 22)

Example of 'uncertainty'

Tweaks

- Probability in maths
- Tenses in languages
- Questioning causality in history
- Inequalities of precarity in sociology

Transformation of education

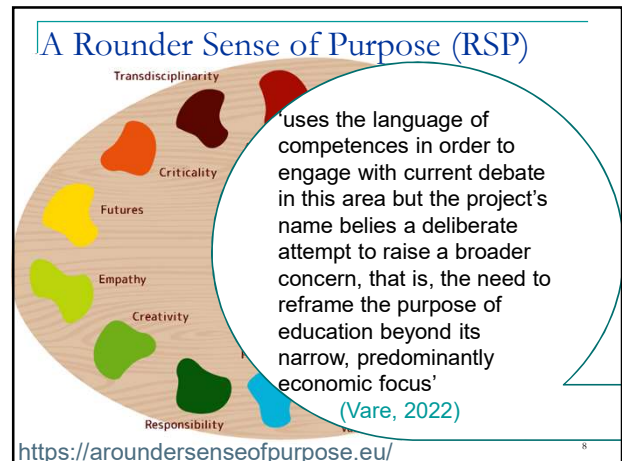
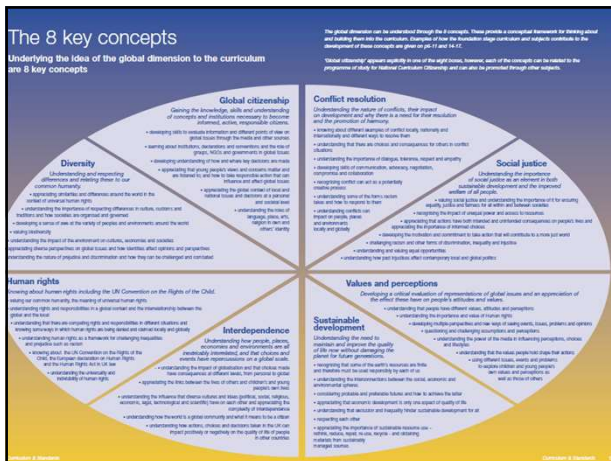
- Interdisciplinarity
- Teacher / student relationships
- Limit testing that is not assessment for learning

Quantophrenia

'Much important learning cannot be measured or counted'
(UNESCO, 2021, p. 55)

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Consensus can be problematic

- When frameworks are fixed and imposed on others, they can stop active contextualised thinking
- Frameworks can give us a false sense of security
- BUT**, as Stein points out, the future is 'volatile, uncertain, complex, and ambiguous' (Stein, 2021)

UNESCO (2021) 'Reimagining our futures together: A new social contract for education'

'The visions, principles, and proposals presented here are merely a starting point... It is neither a manual nor a blueprint but the opening up of a vital conversation' (UNESCO, 2021, p. iii)

Re-imagining

- 'things are not as inevitable as all that' (Foucault in Ball, 2006, p. 5)
- Critiquing and/or drafting a framework together can facilitate dialogue on the aims of education

Thank you!

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