

Human Performance

A core objective of education must be to maximise the realisation of a society's human potential to contribute to that society, across the range of economic and social fields. As the demands of society change – through changing socioeconomic norms, such as the changing nature of work, notions of career, and expectations of the role of the State and institutions – we need to re-examine whether our traditional approach to education maximises human performance in this new and highly dynamic environment. This working group will consider current and emerging science across the human developmental cycle, from developmental psychology, learning theory, and adult human performance, to establish how can we build a culture which is not constrained by traditional expectations of what education has to deliver, which encourages people to step outside boundaries of traditional thinking, and in which extraordinary endeavours become ordinary.

Key questions to be answered will be:

Psychology, pedagogy, learning theory and technology

- What insights can we draw from the latest advances in developmental psychology, learning theory, and human performance science?
- How can we ensure the education system not only maximises achievement from those of lower ability, but also drives outstanding performance from those of exceptional ability?
- What is the right balance of content and knowledge-focused learning versus personal and adaptive skills-based learning?
- What insights can we draw from PISA and how should this metric influence our thinking?
- How can new approaches utilising advanced technology be used to improve learning at various stages of the education life cycle?

Education beyond schools and outside the formal institutions

- How can we utilise and channel people into innovative education experiences in order to maximise their capacity for human performance irrespective of participation in the traditional education system?
- How can we evolve education delivery beyond and outside traditional institutions and expectations, such as credentialing, to unleash latent human potential and create more intellectual capital?
- Is there a role for community-based learning opportunities post-library, and if so what does that evolution look like?
- How can we best utilise vocational training and higher education pathways to maximise human potential?

Roles and cultures of teachers, learners, and leaders

- How can we adapt and transform the education service systems, which themselves rely on large numbers of trained and credentialed professional staff, to work effectively with these new approaches; and in doing so, account for differences in capacity?
- How can we attract, train, and retain quality teachers; and what alternative mechanisms might exist to do so?
- How can we empower school leaders to drive institutional change and better learning outcomes?

- What does the next generation want out of their education system; and how can we deliver it while ensuring that we also arm them with the capacity to lead and improve prosperous and well-functioning societies into the future?
- How can we build a culture which is not constrained by traditional expectations of what education has to deliver, which encourages people to step outside boundaries of traditional thinking, and in which extraordinary endeavours become ordinary?
- To what extent is it important, as we educate for new economic realities, that we also educate for social and cultural skills; and what is the role of arts and creativity in a curriculum?

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