

# A MESSAGE TO AUSTRALIA'S EDUCATORS

2018 marks the 10 year anniversary of the *Melbourne Declaration of Education Goals for Young Australians*. Australian educators have been committed to:

- Goal 1: that Australian schooling promotes equity and excellence
- Goal 2: that all young Australians become - Successful Learners; Confident and Creative Individuals; and Active and Informed Citizens

These goals remain as powerful and as relevant in 2018 as they were in 2008. They have been adapted by other jurisdictions in the intervening period, as indeed Australia was informed by a number of leading education systems in crafting these goals in 2008.

What is apparent to all of us, as the nation's educators, is that this is unfinished business. We would all agree that we need to refocus our efforts, and our shared commitment, to advance these goals in the interests of the public good and every young Australian.

The forces of change in the past decade impacting on our learning system have been immense and the next decade will bring heightened levels of complexity, uncertainty and volatility. Our learning system will need to adapt to our local, national and global environments to ensure that all young Australians graduate with the competencies that will enable them to thrive and to genuinely experience well-being – a concept that is now at the heart of our efforts to define “new measures of learning success”.

It is clear that the ‘why’, the ‘what’, the ‘how’ and the ‘where’ of learning are the central challenges for our communities, our economy and our society – local, national and global. In the Australian context, equally applicable across the globe, our challenges associated with inclusivity, diversity and indigeneity are currently in sharp relief as we experience the fourth industrial age and the rise of artificial intelligence, robotics and big data.

The Teaching Profession, first and foremost, is acutely aware of the special responsibility we have for creating learning systems – supported by enabling conditions provided by government - that are fit for purpose and enrol the support of key stakeholders, public awareness and political commitment - learning is everybody's business.

The challenge in uncertain and complex times to put front and centre this national endeavour, to collaborate on shared national educational goals, is both compelling and urgent. This is why we as the 7 peak professional educational bodies – identified below - have agreed to commit ourselves to refocusing on the Melbourne Declaration. We seek to do so with and through AESOC and the Ministerial Council.

We are all acutely aware of the significance of decision making at a national level over the coming months, as the process and nature of a new National Schools Agreement is realised. An inclusive national conversation around agreed Educational Goals for Young Australians is vital. Young people, their families and their communities, will be key contributors to this national conversation – as will politicians, the business sector, the not-for-profit sector, foundations, the media, and civil society.

We look forward to the opportunity to determine the most productive way to undertake this shared work over the coming months. This Message is intended to send a strong signal that the Teaching Profession is both willing and able to play a central role in refocusing our efforts and reactivating our commitment to empowering educational goals for all young Australians.

