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Building the Future of Learning: What Schools Must Build for 2030

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What Schools Must Build for 2030

Emerging insights and practical actions from a leadership dialogue on the future of teaching and learning

This document emerges from a leadership dialogue convened to ask a single, urgent question: **What must schools begin building today to be ready for tomorrow?**

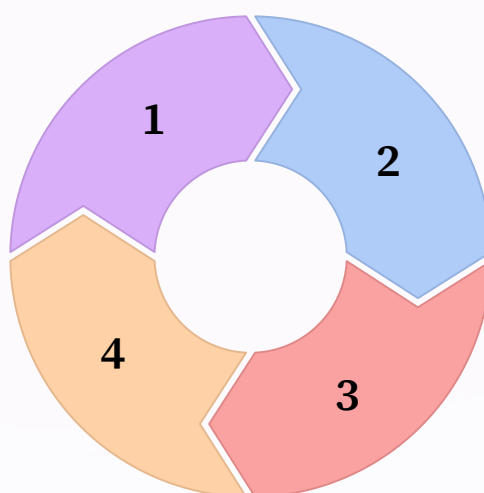
Four interconnected themes shaped the conversation, each reflecting a dimension of school life that is under pressure to evolve.

Assessments in Service of Learning

Moving beyond measurement toward assessment that genuinely improves teaching and learning.

Schools of Tomorrow

Imagining the structures, cultures and relationships that will define future schools.



Evolving Pedagogy

Rethinking how teachers teach and how students engage with knowledge and creation.

Design & Technology

Ensuring technology serves instructional purpose rather than driving it.

Through facilitated discussions and collaborative action planning, leaders reflected on where schools are today, what needs to change, and what practical steps could begin that journey. This brief brings together the ideas, questions and actions that emerged.

Across the dialogue, one idea consistently emerged: the **future of schooling is not technology-led — it is learning-led, evidence-informed and deeply human.**

The opportunity now is to turn these insights into practice:

Try → Observe → Learn → Improve

The invitation-only dialogue brought together school leaders and education experts in four facilitated cohorts. Participants first explored key challenges and assumptions, then moved into collaborative action planning and a gallery walk to translate ideas into practical next steps.



Six Shifts at a Glance

Across the conversations and action plans, six interconnected shifts emerged.

1

Rigid Pathways → Individual Learning Journeys

Build greater flexibility around learner needs, growth and evidence.

2

Content Delivery → Agency, Engagement & Creation

Design learning around what students think, create, discuss and do.

3

Assessment as Reporting → Assessment for Improvement

Use evidence to determine what should happen next.

4

Training Events → Continuous Teacher Growth

Connect competency, observation, reflection, professional learning and improved practice.

5

Silos → Connected Learning Ecosystems

Strengthen the connections between people, evidence, practices and decisions.

6

Technology Adoption → Instructional Enablement

Use technology purposefully to remove constraints and create capacity.

Across all six shifts, one principle remained constant: **keep schools deeply human.**

- These six shifts are not sequential. Schools may be further along in some areas than others — and that is expected. The value is in the direction, not the destination.



Shift 1: Individual Learning Journeys

FROM RIGID PATHWAYS → TO INDIVIDUAL LEARNING JOURNEYS

Leaders questioned rigid pathways, timelines and structures that make it difficult to respond to different learner needs. The emerging aspiration was towards more individual, holistic learning journeys, supported by greater flexibility in grouping, access, evidence and support.

Individual pathway. Holistic ecosystem.

Ideas to put into practice

1

Identify where rigidity gets in the way.

Choose one learner journey and examine where fixed pathways, timelines or structures limit your ability to respond to different needs.

2

Experiment with flexible learning structures.

Explore small-group, centre-based or flexible grouping approaches where they better support learner growth.

3

Listen to the learner.

Complement conventional evidence with student voice and stakeholder reflection.

Look for

- Students articulating their own learning goals
- Evidence of flexible pacing and pathway options in timetables and course structures
- Regular dialogue between teachers and students about progress and next steps

Reflect



How well do we currently understand each student's unique learning journey?

What barriers prevent us from personalising pathways today?



Shift 2: Agency, Engagement & Creation

FROM CONTENT DELIVERY → TO AGENCY, ENGAGEMENT & CREATION

The role of teaching is shifting from delivering content to cultivating agency. When students have voice in what they learn, how they learn it, and how they demonstrate understanding, engagement deepens and learning becomes more meaningful. Creation, not just consumption, should be at the heart of learning experiences.

Idea generation in collaboration with the students.

Ideas to put into practice

1

Start with one learning experience.

Design learning experiences where students make real choices about content, process and product.

2

Build student voice into learning design.

Use student feedback to shape curriculum and teaching approaches.

3

Broaden how learners engage.

Use art, music, performance, interdisciplinary activities or other approaches where they deepen learning.

Look for

- Students making meaningful choices within learning experiences
- Evidence of student-created work across all subject areas
- Student voice influencing curriculum design and classroom practice

Reflect

- ❓ Where in our learning experiences are students mainly consuming rather than creating, discussing or solving?

What changed when learners were given greater ownership of their learning?



Shift 3: Assessment for Improvement

FROM ASSESSMENT AS REPORTING → TO ASSESSMENT FOR IMPROVEMENT

Assessment practices must shift from a reporting function to a learning function. When assessment is designed to improve teaching and learning, rather than simply measure and report, it becomes a powerful tool for understanding what students know, what they need next, and how instruction should adapt.

How do we know that our learners are learning?

How are the assessments and evidence being used?

Ideas to put into practice

1

Start with the learning outcome.

Share assessment criteria and learning goals with students; involve them in self-assessment.

2

Broaden what counts as evidence.

Appropriately, consider portfolios, speaking, performance and other authentic demonstrations alongside conventional assessment.

3

Build in the ‘What next?’

Use evidence to determine who needs remediation, greater challenge, a different explanation or another instructional response.

Look for

- Teachers using assessment data to inform next steps in teaching
- Students understanding what they are learning and why it matters
- Assessment tasks that require application and thinking, not just reproduction

Reflect

❓ How much of our assessment practice is designed to improve learning versus report on it?

What would change if we prioritised improvement?



Shift 4: Continuous Teacher Growth

FROM TRAINING EVENTS → TO CONTINUOUS TEACHER GROWTH

The same developmental thinking applied to learners was also applied to teachers, moving from generic training towards **competency mapping, self-assessment and personalised professional development**.

One-off professional development events are insufficient. Teachers need ongoing, embedded opportunities to learn, experiment, reflect and grow. Continuous growth happens through collaboration, observation, feedback and the freedom to try new approaches in a supportive environment.

The group also proposed peer review of teacher planning and practices such as **“Worth a Watch”**, where colleagues observe lessons and provide constructive feedback.

Ideas to put into practice

1

Identify capability before prescribing development.

Use competency mapping and self-assessment to identify individual strengths and areas for growth.

2

Personalise professional learning.

Connect development opportunities to actual teacher needs rather than simply available programmes.

3

Make reflection part of everyday practice.

Use peer observation, collaborative planning, feedback, action research and self-reflection to support continuous improvement.

Look for

- Regular peer collaboration and observation cycles
- Teachers experimenting with new approaches and reflecting on impact
- Professional learning connected to real classroom challenges and evidence of improving self-set benchmarks over time
- Emerging teacher leaders

Teachers staying with the school because they are growing.

Reflect

- 🔍 What evidence do we have that professional learning has changed classroom practice?
- How much of our professional development is one-off versus continuous?



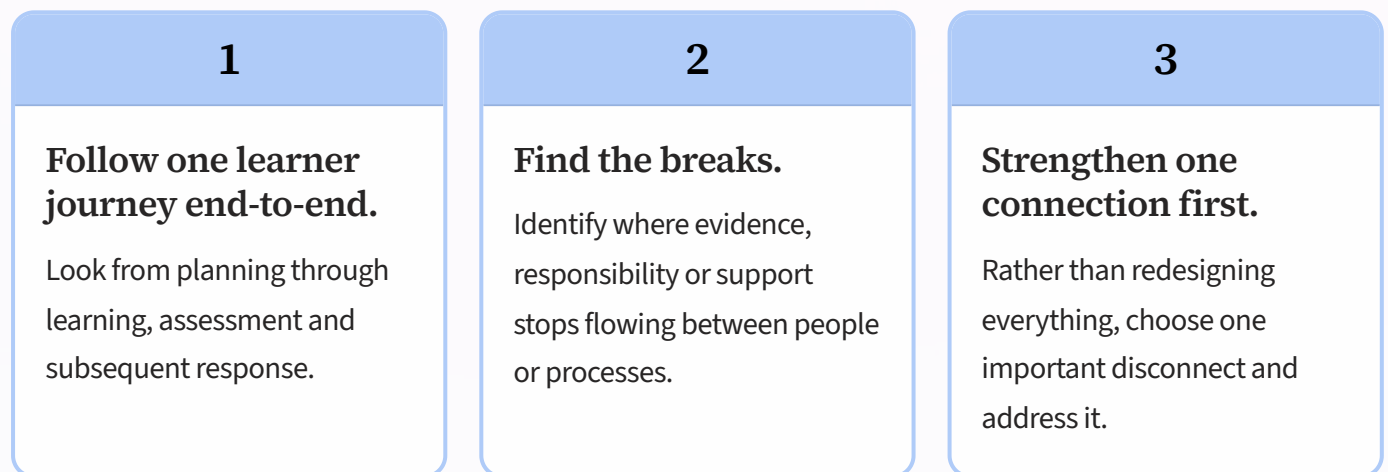
Shift 5: Connected Learning Ecosystems

FROM SILOS → TO CONNECTED LEARNING ECOSYSTEMS

Learning happens across many spaces and relationships, not just within classroom walls. Leaders repeatedly raised the challenge of schools and practices operating in silos. Schools that break down silos between subjects, year levels, and external partners create richer, more connected learning experiences. Technology can enable these connections, but relationships and intentional design are what make them meaningful.

Desired future included **school collaboration, stronger parent communities, learner voice, shared resources and strong connections across the ecosystem.**

Ideas to put into practice



Look for

- Greater collaboration resulting in fewer isolated practices
- Evidence of clearer shared ownership improving flow of information
- Stronger school and parent communities

Reflect

❓ What connections could we build that would enrich learning?

Where are our strongest practices still operating in isolation?



Shift 6: Instructional Enablement

FROM TECHNOLOGY ADOPTION → TO INSTRUCTIONAL ENABLEMENT

Technology should serve instruction, not drive it. The question is not “What technology should we adopt?” but “What do teachers and learners need, and how can technology enable it?”

The opportunity lies in placing instructional purpose at the centre of technology adoption. Used around the instructional workflow, technology can strengthen planning, teaching, assessment and learner support — rather than add another layer of complexity.

Finding our way through the AI rubble.

AI presents enormous possibilities, but its value depends on purposeful use. The future envisioned was not technology everywhere, but technology used where curriculum and instructional need justify it — strengthening critical thinking, teacher judgement and academic integrity.

Ideas to put into practice

1

Start with the instructional need.

Define the problem first, then identify and test technology that serves that need.

2

Automate to create human capacity.

Reduce repetitive and clerical work, freeing teachers to focus more deeply on learners.

3

Personalise instruction

Enable teachers to adapt learning experiences, activities, and assessments to learner readiness, interests and learning needs.

4

Use evidence to improve instruction

Turn evidence of learner progress, curriculum implementation and assessment into timely instructional decisions.

Look for

- Teachers using technology to enhance learning, not replace teaching
- Reduced clerical workload and stronger academic planning
- Visible learner progression and responsive remediation
- Instructional insights informing curriculum implementation, teacher development and school improvement

Reflect

🔍 What instructional constraints are we trying to remove?

How can technology give teachers more time, capability and insight to improve learning?

Where can AI genuinely strengthen teaching — and where must human judgement remain central?

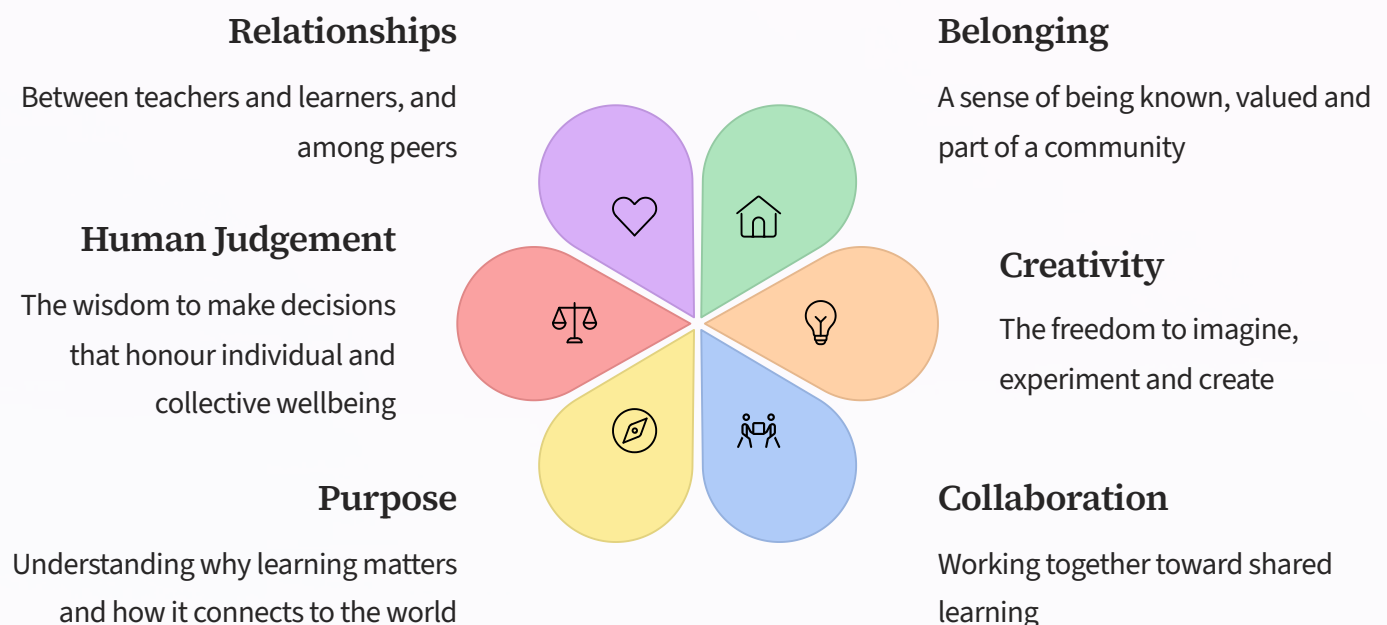


Keep the School Deeply Human

Across all six shifts, a deeper principle emerged. As schools become more technologically capable, they need to become more deliberate about what should remain deeply human.

Schools have a gap in the connection between a teacher and the learners. Future schools should proactively build these connections.

Future schools should be there for the common good.



Technology can increase capacity, can make expertise and personalised support more accessible. But the **school of 2030 cannot simply be a more efficient version of today's school.**



Closing the Instructional Loop

Looking across the dialogue, another pattern becomes visible.

Schools may already have many strong practices — **planning, pedagogy, assessment, professional learning, and technology** — but they do not always inform one another consistently.



Assessment evidence may not always change subsequent teaching.



Teacher capability evidence may not always shape professional learning.



Learner needs may not immediately trigger the right support.



Technology may sit alongside instruction rather than strengthen the connections within it.

How does an instructional system learn from evidence?

The continuous cycle is not a linear process. Each stage informs the next, with evidence and improvement feeding back into planning — creating a responsive instructional system.



The objective is not more intelligence in the technology, but more intelligence in the instructional system, where each part better informs what happens next.



From Dialogue to Practice

These ideas are not a checklist. Every school has its own context, culture, and starting point. The invitation is simply to **choose one shift that feels most relevant**, try something small, and see what you learn.

You do not need to implement everything. You need to start somewhere that matters — and pay attention to what happens.



When this leadership community comes together again, we would love to hear:

What did you try?

The specific action you took — however small.

What did you observe?

What you noticed — expected or not.

What did you learn?

What the experience revealed.

What will you do next?

How the experiment shapes your next step.

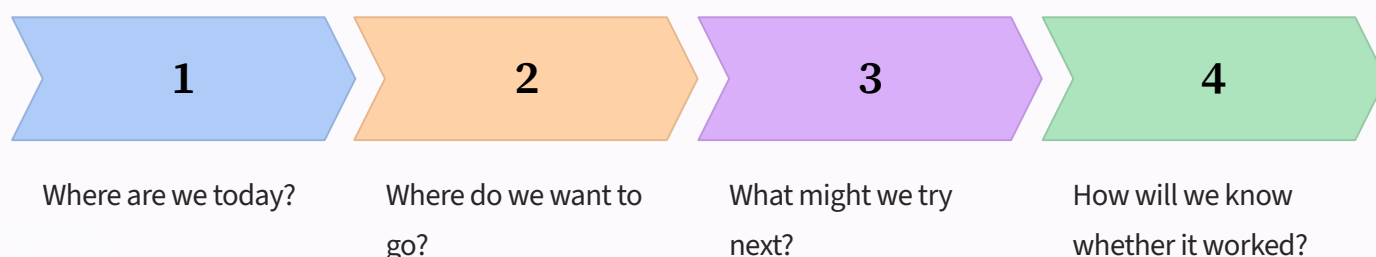
❏ Experiments that did not go as planned are just as valuable as successes. **Both help the community learn — and both are worth sharing.**



You Don't Have to Navigate the Journey Alone

Some schools will choose to explore and experiment with these ideas quietly at their own pace. Others may value support in understanding their starting point, identifying priorities, designing interventions, building capability and measuring progress. Both are equally great starting points.

Wherever you start, the questions that matter most are often the same.



For schools that would value support, this growing community and its trusted partners can help explore the journey — from understanding the current state and identifying priorities to designing interventions and observing progress.



The Dialogue Continues

The future of learning will not be built by one organisation, one technology or one school. **It will be built together.**

The next step is to move from conversation into practice — and to bring what we learn back into the conversation, building a growing body of shared wisdom across schools.

Want to be part of the next conversation?

Join the leadership community, share your school's journey, or explore putting these ideas into practice.

dialogue@amplifiu.com

Scan to express your interest



Our sincere thanks to every school leader who contributed openly, challenged assumptions and helped shape these insights.

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