


THE
**Rebooting
Education**

REPORT 2023

A transformative vision of the future from teachers

 Reboot the Future

 **CAMBRIDGE**
UNIVERSITY PRESS & ASSESSMENT

Contents

02	INTRODUCTION AND FOREWORD
03	HEADLINES AND METHODOLOGY
04	FINDINGS
04	HOW IT IS NOW
10	SPOTLIGHT ON SUSTAINABILITY
18	HOW IT COULD BE
24	CONCLUSIONS
26	ABOUT US

"In the future, we will have the time, the space, to make the curriculum much more focused on the children as individuals. I think every subject should be given equal weighting. That every child should be allowed to develop their skills and go forward the way that their personality and their mind works."

- CLASSROOM TEACHER, PRIMARY SCHOOL, GREATER LONDON



Introduction

Reboot the Future have partnered with Cambridge University Press & Assessment, OCR and a coalition of partners to gather responses from 7,000 teachers and educators.

The Rebooting Education Report 2023 collates their thoughts, insights and experiences, informing how we can create a regenerative, transformative, green education system.

It is broken into three chapters:

- How it is now
- Spotlight on sustainability
- How it could be

Serving as both a source of inspiration for current teachers, and a roadmap for the future of education in the UK, this report calls for values, sustainability and wellbeing to be placed firmly at the heart of our education system.

Foreword

BY SATISH KUMAR, FOUNDER, SCHUMACHER COLLEGE

Most of the world problems we face today are caused by the activities, practices and policies of highly trained and educated people. Global warming, diminishing biodiversity, production of fossil fuel, pollution, waste and war are consequences of business decisions, industrial actions and governmental policies managed and supervised by the graduates of prestigious schools and universities. Education, as it is delivered by our system today, is a part of the problem rather than a part of the solution.

Fortunately, the majority of our teachers recognise this situation. This timely report shows that a very large percentage of teachers believe that the current curriculum taught in our schools is inadequate to meet the needs of future generations. Overwhelming numbers of teachers are convinced that the good health of our precious planet Earth, sustainability of our ecosphere and wellbeing of people should be at the heart of learning.

It is time to move away from “education as usual” and create a new paradigm of education which puts sustainability of the natural environment and flourishing of human life at the centre of our school syllabus.

Headlines

This year, we spoke to almost 7,000 teachers about the challenges they're facing and their visions for the future. We found...

85%

85% of teachers in England doubt the current education system is **adequately preparing pupils for the future**.

1%

Only 1% of teachers in England believe the Department of Education's vision of the UK being **"a world leader in sustainable education by 2030"** is achievable if we carry on as we are.

3X

There are **three times more teachers** willing to take on the role of Sustainability Lead than are required.



Teachers have a vision for the future of education, and it includes centering **values, wellbeing and sustainability** at its heart.



Methodology

In September 2023, Reboot the Future and Cambridge University Press & Assessment worked with polling organisation Teacher Tapp: a daily survey app that asks over 9,000 teachers in England questions each day and reweights the results to make them nationally representative. On average, **6,804 teachers** answered our six core questions.

These answers form our **core findings**.

6,804
teachers
said...

We also carried out a series of teacher focus groups in May 2023 and September 2023 and conducted a survey of **195 UK educators** in August - September 2023, which was distributed online through our networks and those of our partners. The representation of Primary and Secondary educators is consistent with the workforce population, as is the distribution of role seniorities, however geographically the results do show an overrepresentation from South East England and underrepresentation from Northern Ireland.

This data informs the **wider findings** of the report.

How it is now

In the first chapter of this report, we explore the challenges that teachers are currently facing, and their concerns around the way in which our education system is preparing our children and young people for the challenges they are likely to face in the future.

We look at the values and skills which educators feel are currently promoted in our schools, and how they compare to those which will best equip pupils to thrive in a complex and changing world.

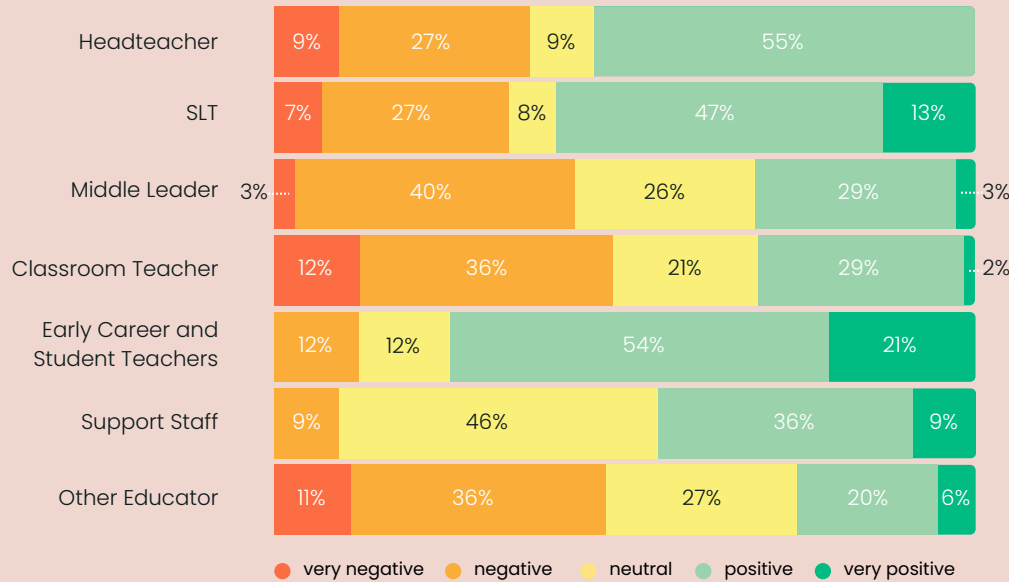
*“We work miracles with
the bare minimum”*

**– PRIMARY SCHOOL
TEACHER**

Quote from our May 2023 focus groups

Only 36% of the educators in our network **feel positive** or very positive about working in education right now.

Q: How do you feel about working in education right now?



Data from our survey of 195 UK educators

Educators at the earlier stages of their training or careers reported higher levels of positivity than others. Those working outside of school environments recorded the highest levels of negativity.

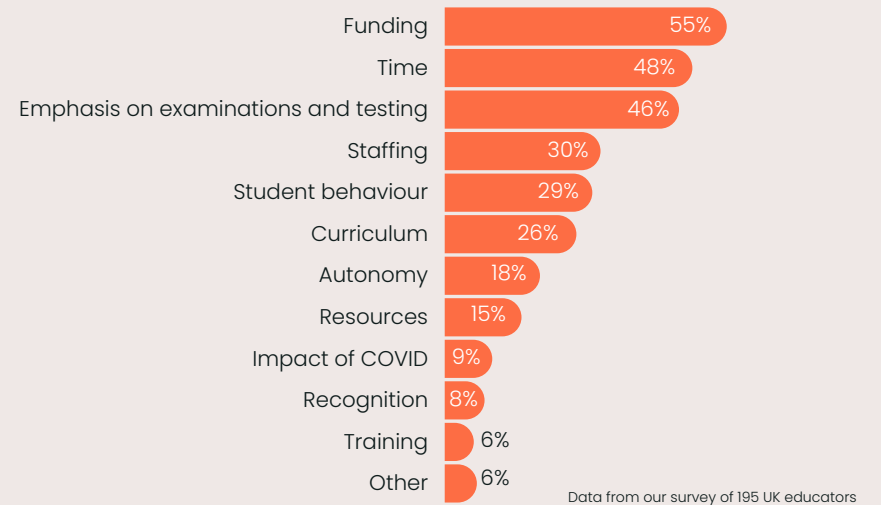
Funding was the biggest challenge stated by all respondents, but it was felt most greatly by those educators in Primary Schools.

Data from our survey of 195 UK educators

What are the biggest challenges that teachers currently face?

The 3 biggest challenges our educator network says teachers are facing are **funding, time**, and the **emphasis on examinations and testing**.

Q: Which of these are the biggest challenges that teachers are currently facing? (select 3)



Data from our survey of 195 UK educators

62% vs **44%**

Primary teachers said funding was one of the biggest challenges

College teachers said funding was one of the biggest challenges

6,847
teachers
said...

Our network of educators believe the biggest challenges our young people will face in the next 20 years are the **climate and ecological emergency, AI and technology, and polarisation and intolerance.**

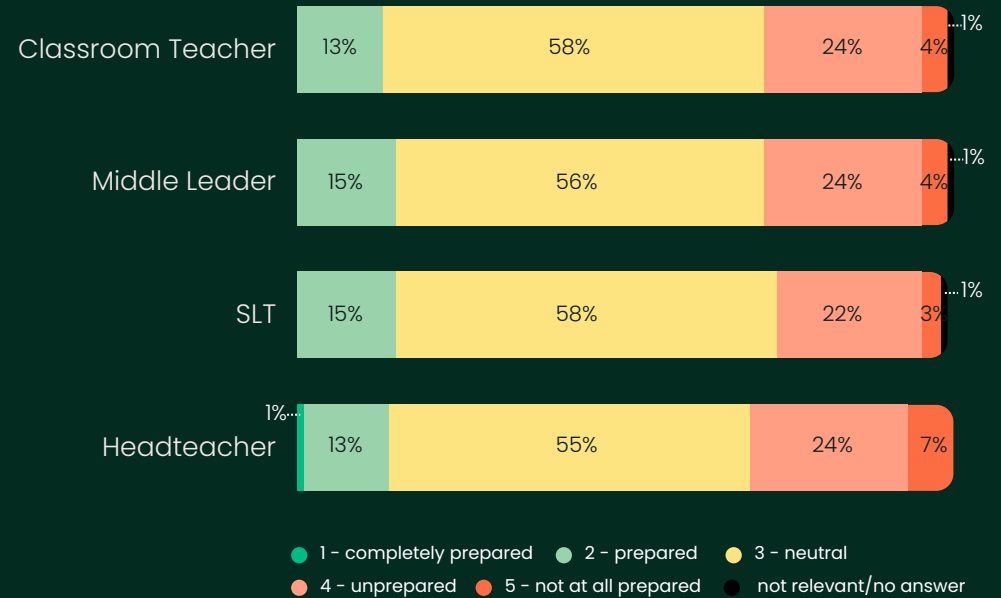
Q: What do you think are the biggest global issues that today's children and young people will face in the next twenty years?



Data from our survey of 195 UK educators

85% of teachers in England are not confident that the current education system is **preparing pupils** well for the future.

Q: On a scale of 1 to 5, where 1 is completely prepared & 5 is not at all prepared, how well is the current education system preparing pupils for their future?



28% of teachers in England believe the current education system is leaving pupils unprepared or not at all prepared. **57%** answered neutrally. This trend was generally consistent across all seniorities.

Data gathered through Teacher Tapp from 6,847 teachers

So how should we be preparing our young people for the challenges of the future?

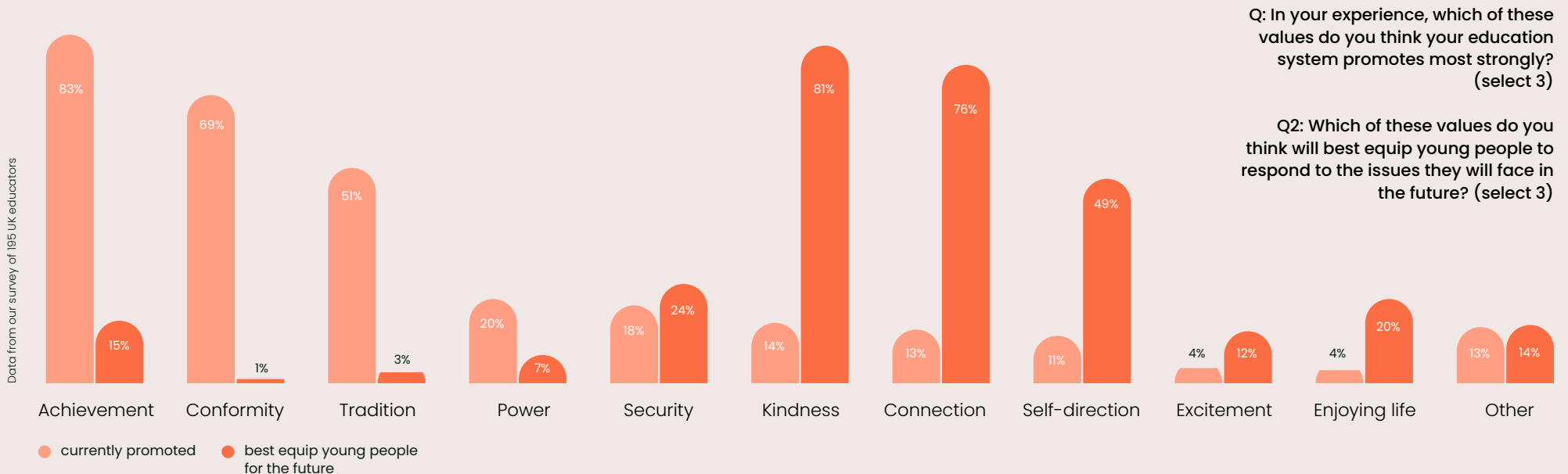
Most of our educator network agreed that **Achievement**, **Conformity** and **Tradition** were the most strongly promoted by our education system, but that these values were not the best to equip young people to respond to the issues they will face in the future.

Connection, **Kindness** and **Self-direction** were more frequently selected as important for equipping young people for the future.

There is a **significant disconnect** between the **values** which educators in our network think will best equip young people for the future and the values promoted by the current education system.

Values are the guiding principles we deem most important and choose to live by. The values we presented in our survey are based on Schwartz' 10 Universal Human Values.

In the 'other' category '**Academic success**', '**Knowledge**', and '**Compliance**' were most commonly cited as values which our education system currently promotes.



What about the skills our young people will need?

We presented our educator network with 10 'life skills' and asked which are most strongly promoted by the current education system, and which would best equip young people for the future.

Critical thinking and **Empathy** stood out as the two skills which are not currently promoted as much as educators believe they should be.

Of those who selected 'other', 43% stated that the current education system **does not promote any of these skills**.

Other answers put forward in the 'other' category included **Conformity**, **Memorisation**, and **passing exams**.

"Future generations will face incredible environmental issues which will call for problem solving and communication to solve. They will need to be critical thinkers to hopefully avoid putting in the sort of emotion-stoking, polarising heads of government we've had historically."

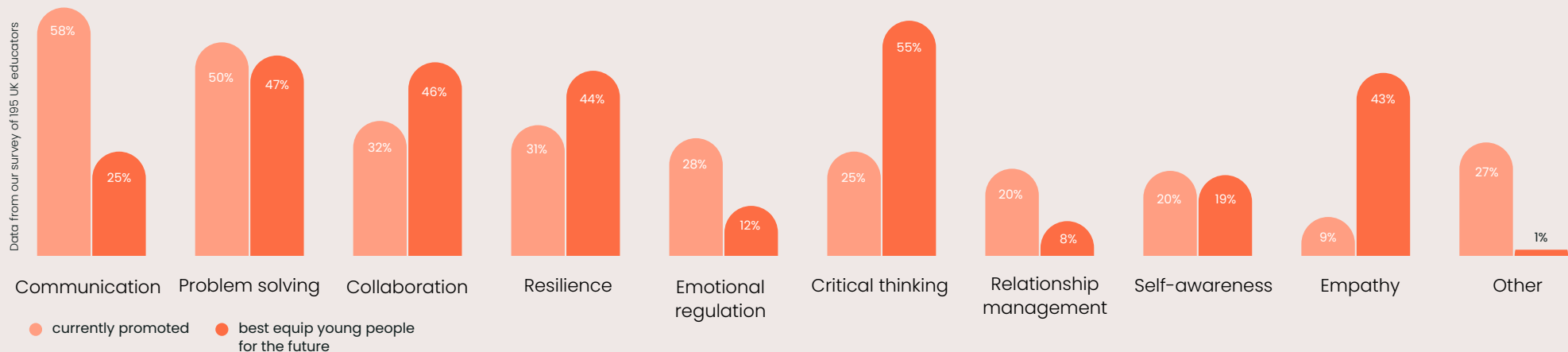
- CLASSROOM TEACHER, PRIMARY SCHOOL, SOUTH EAST ENGLAND

"Young people need skills to equip them for sustainable futures. Resilience, collaboration, connection to nature, empathy are all essential."

- MIDDLE LEADER, SECONDARY SCHOOL, NORTH EAST ENGLAND

Q: In your experience, which of these skills do you think your education system promotes most strongly? (select 3)

Q2: Which of these skills do you think will best equip young people to respond to the issues they will face in the future? (select 3)



When asked what the **education system** should or could be **prioritising**, the dominant themes were **mental wellbeing, life skills** and **environmental knowledge** with a focus on **self-led learning**.

"Support younger children and their families to develop skills for learning like communication, focus and resilience - no learning can happen if they are hungry, neglected, frightened, sad or confused."

**- CLASSROOM TEACHER,
SECONDARY SCHOOL, SCOTLAND**

"Self direction, creativity, excitement, communication and collaboration."

**- SLT, NURSERY SCHOOL, NORTH WEST
ENGLAND**

"Helping students understand their nature & strengths & equipping them for positioning themselves in society for a fulfilling life where they can support themselves in a fulfilling way."

**- PEACE EDUCATION FACILITATOR,
WEST MIDLANDS**

"Understanding of sustainability and ways in which students can make positive change for others"

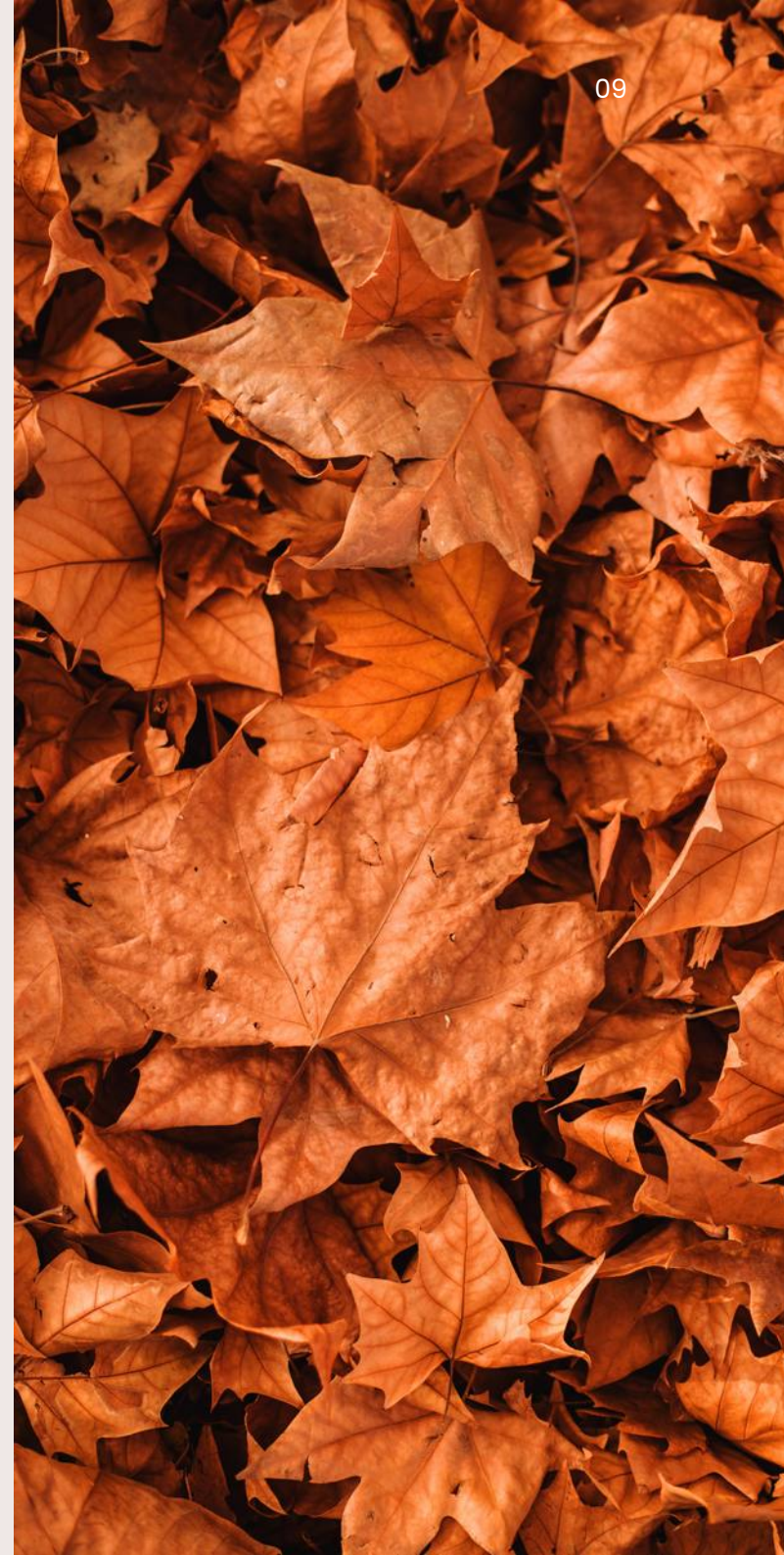
**- MIDDLE LEADER, SECONDARY SCHOOL,
GREATER LONDON**

"There should be more allowances for differing needs and opportunities for self-led learning from an early age. I also think that there should be a core school subject specifically for teaching life skills with less focus on academia."

**- SUPPORT STAFF, PRIMARY SCHOOL,
SOUTH EAST ENGLAND**

"An individual dialogue with learners. Each learner is unique and a one size fits all approach does not serve learners well"

**- CLASSROOM TEACHER, FURTHER
EDUCATION COLLEGE, EAST MIDLANDS**



Spotlight on Sustainability

In chapter two, we take a deep dive into 'sustainability education': what it is, when it's taught and who by, and the roadblocks to incorporating it into teaching. We explore teacher responses to key parts of the Department for Education's Sustainability and Climate Change Strategy, and wrap up with top tips from teachers on bringing sustainability into schools.

"Don't keep [sustainability] in a silo. Bring global learning into every area of the curriculum. Allow young people to appreciate the importance of these as the basis of their education, and the intersectionality between these separate topics."

**MIDDLE LEADER, SECONDARY
SCHOOL, NORTH WEST ENGLAND**

'Sustainability Education' is about **more than the environment...**

When defining 'sustainability education', teachers in our focus groups felt that it should go **beyond knowledge acquisition**, with a focus on **skills** and **practical applications** in the real world. It is about encouraging young people to consider the **impact** they have on the world, **empowering** them to make a difference, and preparing them for an uncertain future. It should encapsulate both a **local and a global** perspective, moving beyond the environment to bring in **broader social factors**.

Teachers feel sustainability learning **should be assessed** in some manner, but that it is best suited to a **project-based approach**, meaning that assessment needs to go beyond a written paper.

Skills such as **oracy, critical thinking** and **creativity** were all mentioned as measurable indicators of learning, with a large focus on **practical applications** of knowledge, skills, and real world impact.

Findings from September 2023 focus groups

"[Sustainability education] is preparing students to have the mindset and the skills and the critical thinking that they need, and the background knowledge to actually be making change on the sustainability front in wherever they go, whether that's on a local or even a national or global level."

– CLASSROOM TEACHER, SECONDARY SCHOOL, EAST ENGLAND

Quote from September 2023 focus groups



SUSTAINABLE DEVELOPMENT GOAL 4.7:

By 2030, ensure that all **learners acquire the knowledge and skills** needed to promote sustainable development, including, among others, through education for **sustainable development** and sustainable lifestyles, **human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship** and appreciation of cultural diversity and of culture's contribution to sustainable development.

6,811
teachers
said...



More than 2/3 teachers are engaging their students in topics related to sustainability.

Q: In the last year, which of these topics have you included in lessons?



Data gathered through Teacher Tapp from 6,811 teachers

6,811
teachers
said...



Humanities teachers were the **most likely** to have engaged in sustainability topics, with only **2%** saying they hadn't taught any lessons related to sustainability in the last year.



Maths teachers were the **least likely** to have taught a lesson related to them - with **60% of Maths teachers saying they didn't teach any lessons** related to these topics in the last year.

More primary teachers said they had included sustainability-related topics **than secondary teachers** - who are often more subject specific.

77% vs **59%**

Primary teachers have taught about the environment in the past year

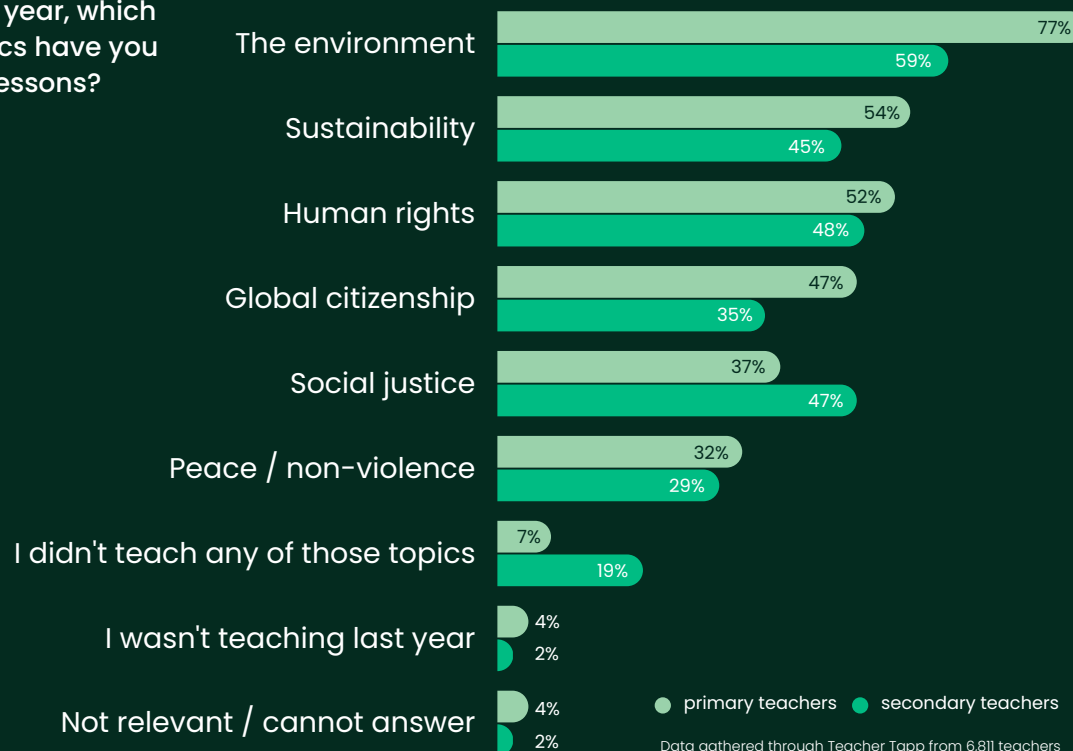
Secondary teachers have taught about the environment in the past year

[Sustainability education] starts with what's growing behind the hedge, and it grows on from there - looking at how each individual can make sure that they are sustaining the survival of this earth, with everything that comes with it."

- SLT, SECONDARY SCHOOL, GREATER LONDON

Quote from our September 2023 focus groups

Q: In the last year, which of these topics have you included in lessons?



● primary teachers ● secondary teachers

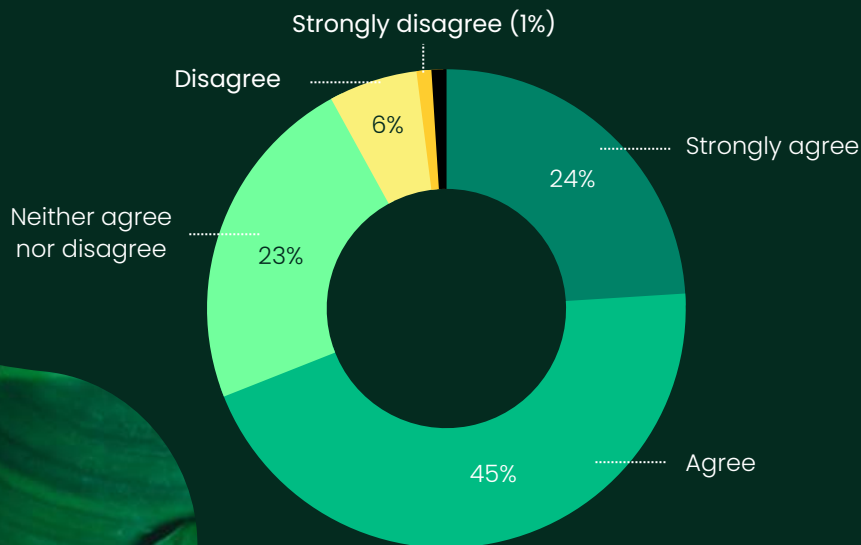
Data gathered through Teacher Tapp from 6,811 teachers

6,794
teachers
said...

Teachers believe more space is needed in the curriculum to teach these topics

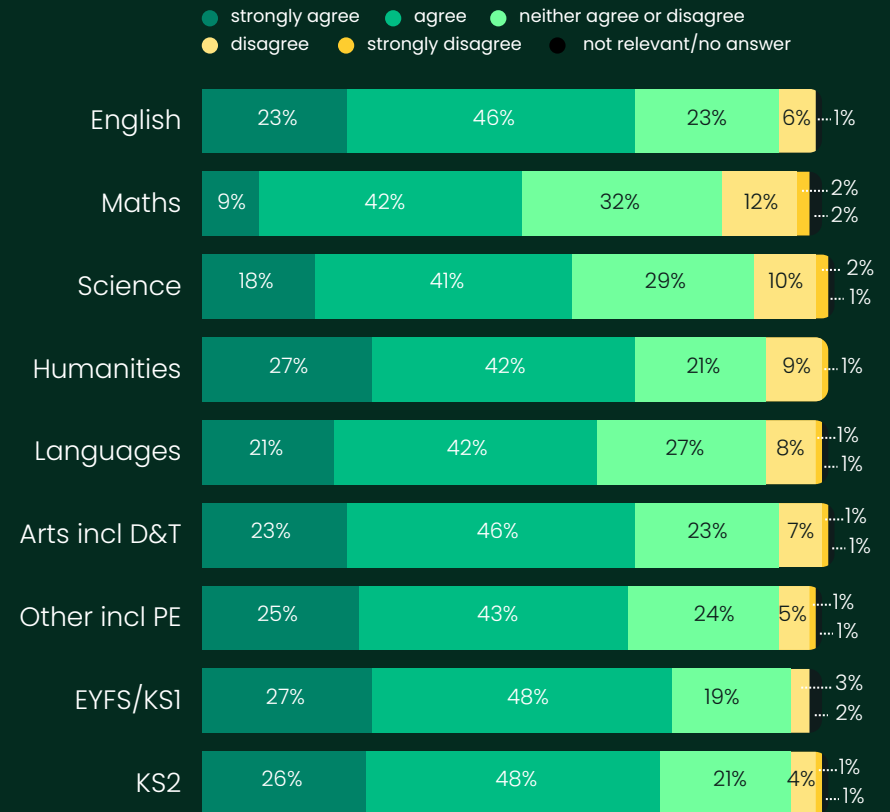
More than **two-thirds of teachers** agree that there should be **more space** in the **curriculum** to teach issues such as **sustainability** and **global justice**, with just 7% disagreeing.

Q: There should be more space in the curriculum to teach about issues like sustainability, global citizenship, social justice and peace. How far do you agree?



Primary teachers were more likely than secondary teachers to say that there needed to be more space for these issues, with **74% of primary teachers agreeing**, compared to 63% of secondary teachers.

However, even within the secondary phase, there was variation by subject taught, with **teachers of English and the Humanities** more than ten percentage points more likely to agree compared to Maths and Science teachers.



What roadblocks and challenges get in the way of teaching sustainability?

Many teachers in our focus groups noted that **science and geography** are the two main areas in which sustainability is taught in schools.

However, there is a real desire for **more integration** and **cross-departmental working**, which is more easily achieved in schools with a **Sustainability Lead**, and with **willing and supportive leadership**.

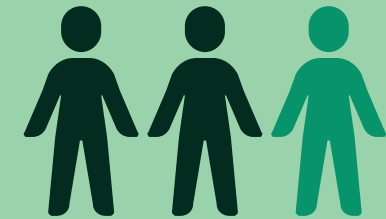
They explained that the biggest barriers to teaching about sustainability are that there is:

- not enough **room in the curriculum** dedicated to sustainability
- not enough **time outside of the curriculum** to engage in these topics
- and not enough **priority given to non-examined topics**

This **triple-barrier** to sustainability education means that, unless sustainability becomes **more integrated into the curriculum**, particularly in examined subjects, then teachers will struggle to find room in an **overloaded timetable**.

"If it's not part of the curriculum, particularly if it's not part of the exam curriculum, people won't take it seriously enough to pay it much time."

- CLASSROOM TEACHER, SIXTH FORM COLLEGE, WALES



Two thirds of the educators in our network said that they **don't get enough training** on how to teach sustainability-related topics.

There are **three times** more teachers willing to take on the role of Sustainability Lead than are required.

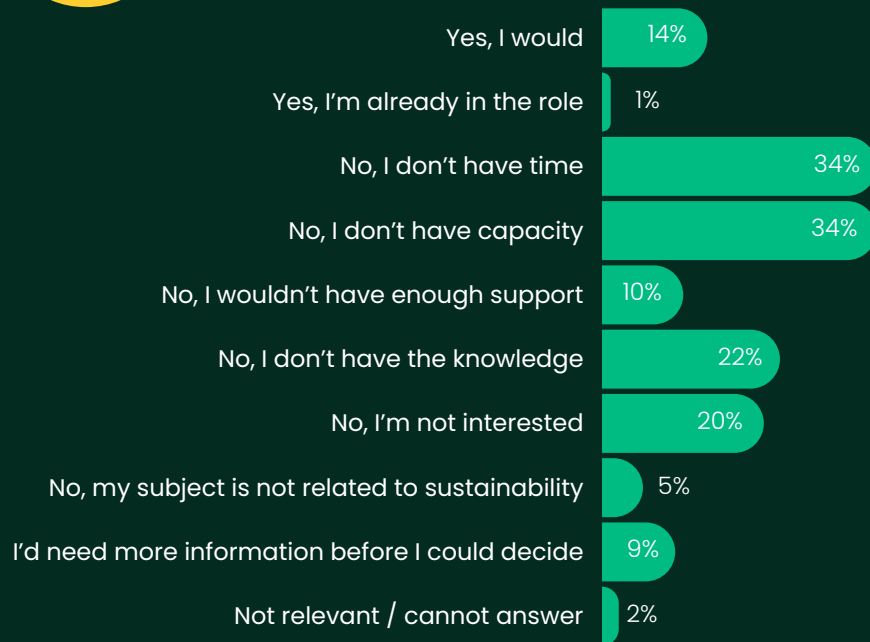
By 2025, all education settings in England are expected to have nominated a Sustainability Lead.

15% of teachers

either are already a Sustainability Lead or would happily put themselves forward for such a role in their school.

6,762 teachers said...

Q: Would you put yourself forward as a Sustainability Lead?



With **one Sustainability Lead required per school**, England needs 24,442 Sustainability Leads out of a pool of 468,371 teachers, (**5% of teachers nationally**).

Our data suggests that **three times that number** would be willing or are already in the role.

Humanities teachers were the most likely to say they would put themselves forward for the role:

18% vs 7%

Humanities teachers said they would put themselves forward as a Sustainability Lead

Maths teachers said they would put themselves forward as a Sustainability Lead

Only around one-in-five teachers were completely uninterested in the role.

In their Climate and Sustainability Strategy, the UK Department for Education share a vision for **“the United Kingdom to be the world-leading education sector in sustainability and climate change by 2030.”**

But **99%** of teachers in England do not believe this vision is achievable if we carry on as we are.

6,730
teachers
said...

Only 1% of teachers...

...believe that the DfE's vision of the UK being **“a world leader in sustainable education by 2030”** is achievable if we carry on as we are.

More than half of teachers...

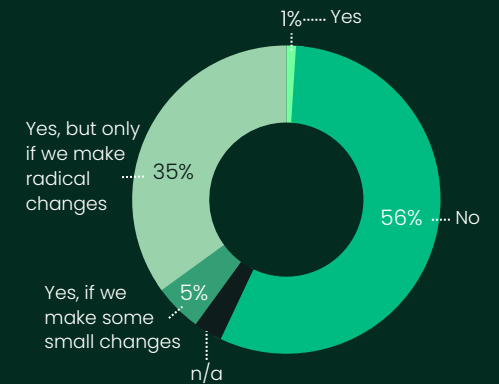
...don't believe it is possible that the UK will become a world leader in sustainable education by 2030, with **35%** of teachers believing that we can, but only with **radical changes**.

Younger teachers...

...were more optimistic, with **40%** saying the UK can be world leaders if we make **radical changes**, compared to **31%** of teachers in their 50s+. Those teachers aged 50+ were **14 percentage points** more likely to say they didn't believe it was possible for the UK to be world leaders in sustainability education than teachers in their 20s.

Data gathered through Teacher Tapp from 6,730 teachers

Q: Do you believe that the UK will be “a world leader in sustainable education by 2030”?



“I’m an optimist by nature, but there needs to be radical change in all layers of society. We need to have wider discussions with parents, experts, everyone, because education is the foundation of what can be achieved.”

- CONSULTANT AND TUTOR, SOUTH WEST ENGLAND

“I have hope given the conversations happening in education in Wales and the Future Generations Act, that there will be tangible changes within the sector”

- PEACE EDUCATION COORDINATOR, WALES

Quotes from our survey of 195 UK educators

So, within the current context of our education system, how can teachers **integrate sustainability practices** into their schools?

3

"Find the connections to other curricular areas - they are there. Ask children what they are interested in, allow them to become leaders of learning. Be flexible and open to change."

- CLASSROOM TEACHER, MIDDLE SCHOOL, SCOTLAND

6

"Taking a "learn, think and act approach" to support children and young people to learn about issues of relevance to them, think critically about potential causes and solutions, and take the lead in shaping any action they decide to take as a result."

- FREELANCE EDUCATION CONSULTANT, NORTH WEST ENGLAND

1

*"To increase engagement, **make links to real life** and involve students in collaborative project work and designing their own curriculum."*

- ACADEMIC ADVISOR, YORKSHIRE AND THE HUMBER

4

*"Look at the opportunities like Earth Day, Human Rights Day, Martin Luther King Day, Cultural Capital activities etc. and **build lessons into the whole school** PSHE, Science, Geography English, Drama, RE etc. curricula so that all students are involved and the topics become important issues with quality debate and teaching."*

- SLT, SECONDARY SCHOOL, GREATER LONDON

7

*"**Leadership** must champion it!"*

- HEADTEACHER, SPECIAL SCHOOL, SOUTH WEST ENGLAND

2

*"These topics can easily be woven into the curriculum but it requires teachers to zoom out of their daily practice and **think creatively.**"*

- SLT, PRIMARY SCHOOL, NORTH EAST ENGLAND

5

*"Encourage children's natural interest in nature and the outdoors through **discussions** and **bringing them outside** to explore"*

- SUPPORT STAFF, PRIMARY SCHOOL, SOUTH EAST ENGLAND


8

*"Connect to the past - connect to what's happening in the present and teach what could happen in the future. **Help children to have ownership** of these issues and to feel they are valued voices and changemakers."* -

- CLASSROOM TEACHER, FREE SCHOOL, SCOTLAND

How it could be

In this final chapter of the report, we explore what the future of education could look like, from the perspective of teachers. Whilst the majority of teachers do not feel optimistic about the future, they are convinced that change is necessary, and - if that change is successful - there is hope for a more compassionate, sustainable education system. We finish with words of hope from educators across the UK.



"The future will need radically new understanding that we cannot continue plundering the planet in the name of growth, profit & exploitation. We need to give children, globally, different visions & versions of how we can coexist."

**- EDUCATOR OUTSIDE OF A SCHOOL
CONTEXT, NORTH EAST ENGLAND**

Quote from our September 2023 focus groups

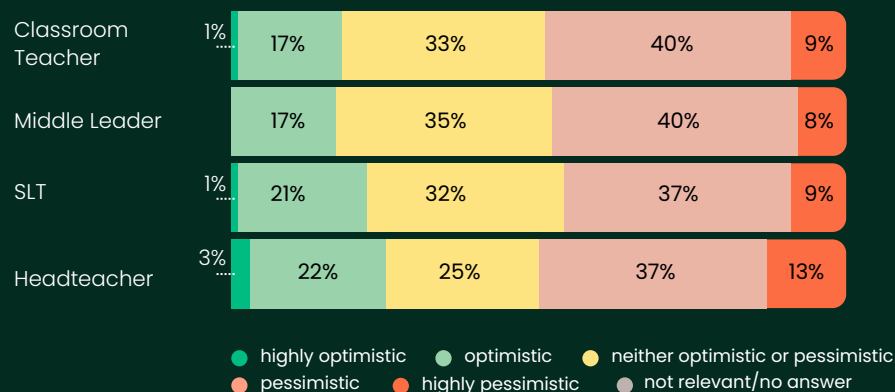
- MIDDLE LEADER, SECONDARY SCHOOL, GREATER LONDON

Quote from our survey of 195 UK educators

6,880
teachers
said...

Only **19%** of teachers feel **optimistic** or **highly optimistic** about the **future of education**.

Q: When you think about the future of education, how do you feel?



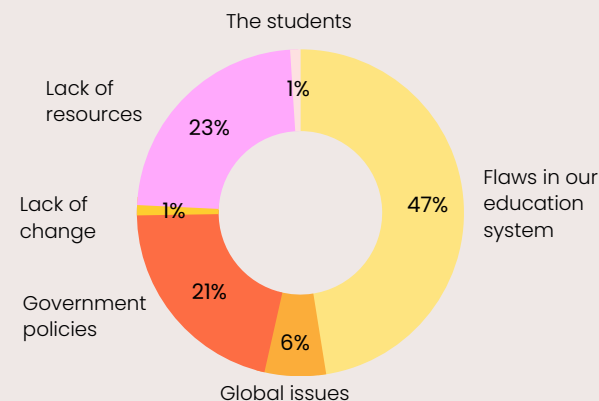
Overall, less than one-in-five teachers said they were optimistic about the future, compared to **almost half who said they were pessimistic**.

More than twice as many teachers report pessimism compared to optimism. **This was even true among teachers of different ages.**

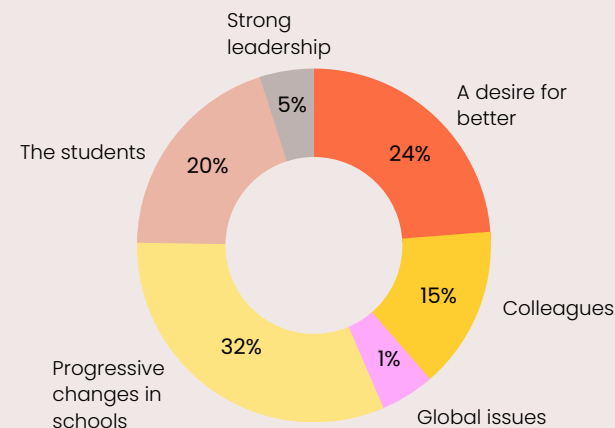
Headteachers reported **stronger feelings** both ways, with more than average reporting feeling either highly optimistic or highly pessimistic.

Data gathered through Teacher Tapp from 6,880 teachers

When we asked our educator network why they felt pessimistic, their answers fell into the following categories:



Whereas those that felt optimistic, gave answers which fell into the following categories:



Data gathered through our survey of 195 UK educators

98% of our educator network agree the education system needs to change.

When imagining a shift to an education system which meets the demands of the future, **one third** of our education network were **unsure how that change might happen**.

But only 2% felt that the system wouldn't need to change to meet the demands of the future.

24%

A gradual evolution: where we adapt current methods over time.

11%

A sudden shift: where we replace old methods with new approaches.

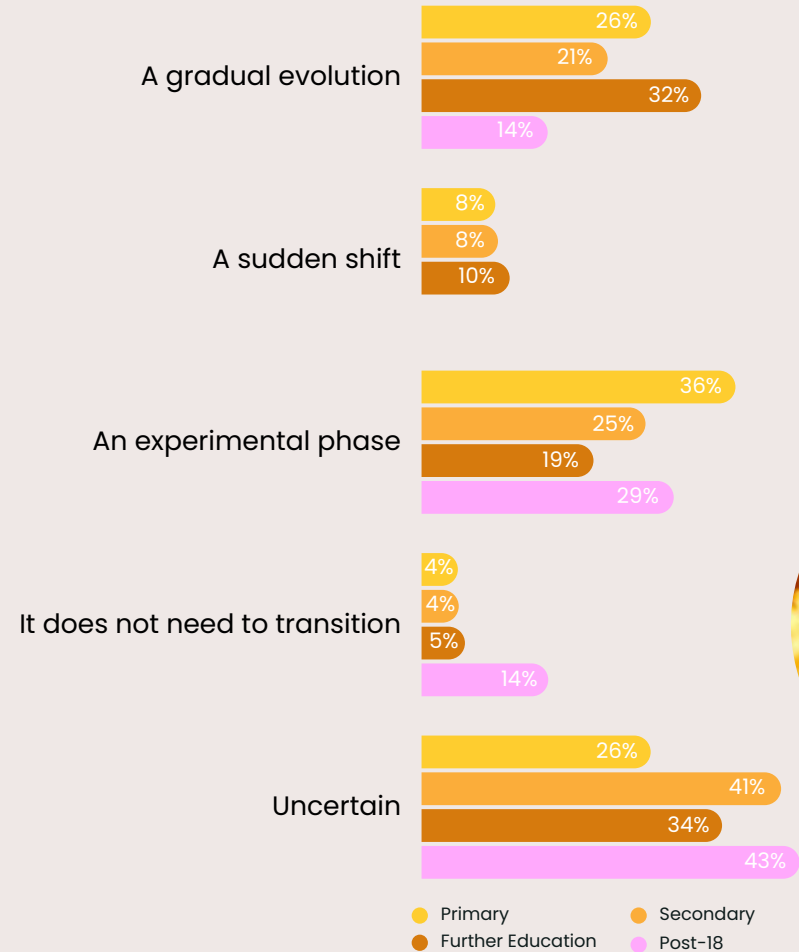
30%

An experimental phase: where we combine existing practices with innovative elements.

33%

Uncertain, unsure how the transition might occur.

Data gathered through our survey of 195 UK educators



Post-18 teachers felt most that the education system does not need to transition to meet the demands of the future, whilst Primary School teachers were most likely to suggest an experimental phase was needed, and Further Education teachers were most likely to promote a gradual evolution.

Data gathered through our survey of 195 UK educators



Future visions of education

When imagining what education could look like in 2030, many teachers in our focus groups described a curriculum built around **project-based learning**, with learning being much more tailored to **individual students**. Teachers would take on more of a role of 'guides' or 'enablers', in a context where learning is about **practical application, skill development, and problem solving**.

In some subjects, end of year exams would be replaced by **continuous assessments**, so the end of year becomes a time of celebration and reflection rather than dominated by exams. **Values** such as kindness, love and inclusivity featured highly, as well as a deeper **connection with nature** and with the **local community**. A desire for calmness, creativity, greenery and a focus on **wellbeing** were prominent, with teachers calling for more time and space and smaller class sizes.

OFSTED, or its equivalent, would have a much more **supportive role** - enabling schools to implement sustainable approaches, instead of focusing on attainment or exam results.

Findings gathered through our September focus groups

"In the future, kids are allowed to learn what they are interested in, and what's unifying them is the values we promote. We will support them to also understand each other, understand how to live in a social world."

- CLASSROOM TEACHER, PRIMARY SCHOOL, GREATER LONDON

"I really hope that in 2030 we have more inclusive schools. I want it to be kind. I want it to be the place where everyone feels safe."

- CLASSROOM TEACHER, SECONDARY SCHOOL, SOUTH WEST ENGLAND

"We will be the enablers. We will be the supporters of our students' learning. The young people will be able to speak for themselves, and direct what they're doing and we will just be guides."

- CLASSROOM TEACHER, SECONDARY SCHOOL, SCOTLAND

"it'll be less plodding and bureaucracy, and more dynamic, creative, cerebral, inspired by the environment"

- HEADTEACHER, PRIMARY SCHOOL, CORNWALL

"In 2030, hopefully Ofsted will judge schools by their quality of teaching sustainability. They will not necessarily judge a school by how many GCSEs in a particular subject area will have been done, but they will have found some form of measurement to judge a school by the quality of the provision of sustainability."

- SLT, SECONDARY SCHOOL, GREATER LONDON

Future visions of education

"Schools will be the heart of a community. Buildings will be shared, transport vehicles will be shared, so it works as a central hub. You have repair cafes, you have shared spaces. We grow produce in the school garden that is then shared with the community and eaten in our school dining halls"

- MIDDLE LEADER, SECONDARY SCHOOL, NORTH EAST ENGLAND

"In 2030, students from primary school will be in secondary; they will be doing their A levels. They will be the ones driving what goes on in the classroom. They will be the ones asking the questions and finding solutions in their own groups because they will have been enabled with all the skills."

- CLASSROOM TEACHER, PRIMARY SCHOOL, SOUTH WEST ENGLAND

For now, teachers still find hope in their work.

"Myself and my current PGCE cohort give me a sense of hope in my work. I see that we all are frustrated with the current state of education, and want better for ourselves and our children. I am not sure that our efforts will necessarily lead to structural change, but I am confident that our own determination to provide a more holistic experience to pupils will at least lead to individual changes within our own classroom environments, and this gives me hope enough to carry on."

- STUDENT TEACHER, PRIMARY SCHOOL, GREATER LONDON

"Our children who invest in our learning everyday with their open hearts and passion for the environment and our place."

- HEADTEACHER, PRIMARY SCHOOL, SOUTH WEST ENGLAND

"Seeing how much is possible and is already done in other countries."

- SLT, SECONDARY SCHOOL, GREATER LONDON

Pupils, colleagues and the opportunity for change were the largest sources of hope for the educators in our network.

Data gathered through our survey of 195 UK educators

"That the Curriculum for Wales is focused on developing the whole child and reflecting upon their needs and with pupils' contributing to their own direction of learning. At the heart of the curriculum are the Four Purposes where the emphasis is on developing ambitious capable learners, who are healthy and entrepreneurial and are ethical citizens of the world."

- HEADTEACHER, PRIMARY SCHOOL, WALES

"Technological progress, human resilience, and the inherent curiosity of young minds collectively fuel my optimism for the transformative potential of education."

- DIRECTOR OF RESEARCH, NORTH EAST ENGLAND

"It's always inspiring to watch children learn new things and make new discoveries. I think when I see one of the children do something incredibly kind for someone else, that's what makes me most hopeful."

- SUPPORT STAFF, PRIMARY SCHOOL, SOUTH EAST ENGLAND

Conclusions

The findings from this report reveal a strong desire among teachers for a more **values-driven, sustainable, and student-centered education system**. They highlight the need for curriculum reform, professional development, alignment on the values we teach and a reimagining of pedagogical approaches to better prepare students for the challenges of the future.

Teachers want to more effectively prepare pupils for a sustainable future.

- 1.** A large majority of teachers (85%) **doubt the effectiveness of the current education system** in preparing pupils for the future.
- 2.** Educators feel that the current education system emphasises values such as **achievement, conformity, and tradition**, which **may not be the most suitable** for equipping students to face future challenges, including the climate and ecological emergency.
- 3.** Instead, educators want to see more focus on **kindness, connection, critical thinking, and empathy**.

Teachers believe the DfE's current approach to sustainability is lacking, but many are keen to do more.

- 4.** There is a **significant surplus** (15%) of teachers willing to take on the role of **Sustainability Lead**, indicating a strong interest in sustainability within the teaching community.
- 5.** However, very few (1%) believe that the DfE's current sustainability goals are achievable **if we carry on as we are**.
- 6.** Many teachers (81%) are already teaching sustainability-related topics, but a majority (69%) believe **more room is needed** in the curriculum to address them.
- 7.** Teachers suggest that sustainability education should be assessed, and that this is best achieved through **project-based** approaches and practical indicators like **oracy, critical thinking, and creativity**.

Teachers have a positive vision for what the future could look like if we prioritise wellbeing and values.

- 8.** While teachers are generally pessimistic (49%) about the current state of education, they **strongly advocate for change**, envisioning a more compassionate, sustainable, and student-centered education system.
- 9.** Many envision a future where **pedagogy is learner-led**, featuring more project-based learning and continuous assessments.
- 10.** The future curriculum many educators are calling for prioritises values like **kindness, inclusivity**, and a deeper **connection with nature and the community**, leading to increased wellbeing for staff and students and greater preparedness for the challenges of the future.

What next?

Reboot the Future is launching the Rebooting Education campaign to champion and connect pioneers in sustainability education.

Over the next six months we will bring together teachers, civil society, public and private sectors to champion and connect around the education we all want to see for a compassionate, equitable, sustainable future.

We have a long way to go, but Rebooting Education will showcase ideas on what the future of education can look like.

To find out more, visit bit.ly/RebootEd_23





CAMBRIDGE
UNIVERSITY PRESS & ASSESSMENT

OCR
Oxford Cambridge and RSA

At OCR we are committed to supporting a curriculum that **helps young people develop an ethical view of the world.**

This enables them to become **passionate about the natural world** and want to do their best to protect it, to take **social responsibility**, understand **environmental issues** and prepare for the **green jobs** of the future.

As part of our commitment to support the **inclusion of green issues** into the curriculum, working alongside stakeholders, including many young people, we are introducing:

- a new **Natural History GCSE**
- and a new vocational qualification at Key Stage 4, the **Cambridge National in Sustainability: Business and Communities.**

Both these qualifications are aimed at young people at school who are eager to **expand their knowledge and understanding of the natural world**, its resources and interconnectedness. They also align with the DfE's "**Sustainability and climate change: a strategy for education and children's services systems**".

Find out more at teach.ocr.org.uk/naturalhistory.

There are many organisations who provide **support, training, resources** and **approaches** to embedding sustainability into schools. These include our report partners:



Reboot the Future host a **resource hub** called Global Dimension, with a vast library of **free resources from hundreds of organisations** exploring issues from climate and environment, to peace, justice and wellbeing.

Visit www.globaldimension.org.uk to find out more.



About us

Reboot the Future

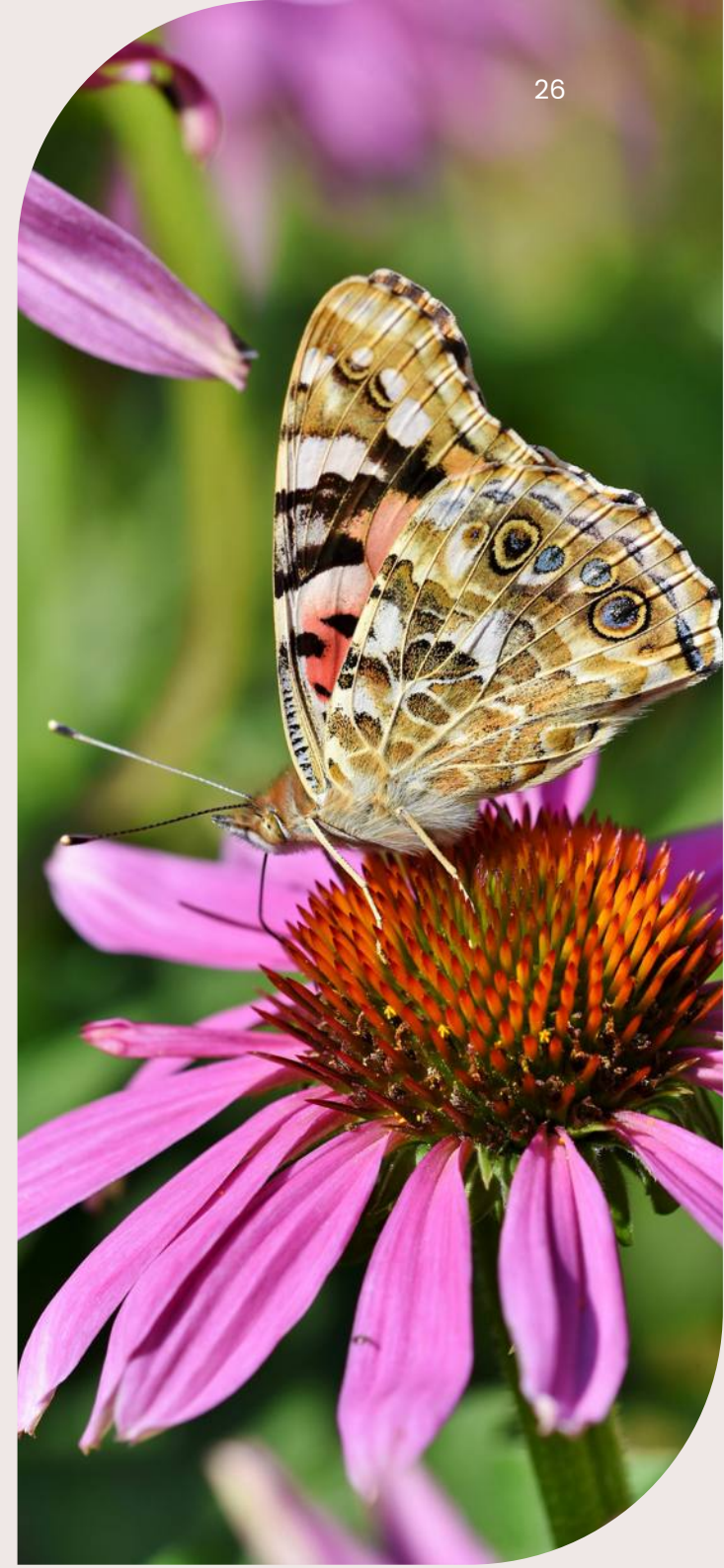
Reboot the Future is a non-profit working for a sustainable and equitable future for all. Our work is rooted in a rule as ancient as humanity itself: treat others and the planet as you would wish to be treated. Our campaigns, education and leadership programmes bring together arts and culture, learning, and conversation to inspire deep feelings of connection with our inner values, with others and the planet, empowering people to take action for our shared future.

We host an education platform called Global Dimension, supported by the Allan & Nesta Ferguson Charitable Trust, which brings together a calendar of global events and a vast library of free resources exploring issues from climate breakdown, to migration and democracy. We also release a monthly newsletter which goes out to over 18,000 subscribers - offering themed class activities, featured resources, global days and event opportunities. Find out more at www.globaldimension.org.uk



Cambridge University Press & Assessment is a world leader in assessment, education, research and academic publishing. We are part of the University of Cambridge and share its mission 'to contribute to society through the pursuit of education, learning and research at the highest international levels of excellence'. This connection gives us an unrivalled depth of experience in research, academic publishing, national education systems, international education and English language learning.

We explore, collaborate and innovate to find bold new ways to spread knowledge, spark enquiry and aid understanding. We help people across the world to realise their potential, benefiting society and the planet. Through our products and services, we inform action around some of the world's most pressing challenges, including climate change, and we are committed to reducing our environmental impact.



THE
**Rebooting
Education**

REPORT 2023


"It's like pebbles in the pond.

*Everybody is a pebble and that
circular motion outwards is
either negative or positive.*

*It starts with something small
with responsibility, and then the
circle grows to your immediate
vicinity, your village or your town,
and then gradually grows out to
be more global.*

*But if you start small, it's just
about being aware and caring
on a daily basis and then
gradually you build on those so
it moves out."*

**- HEADTEACHER, LOCAL
AUTHORITY SCHOOL, WEST
MIDLANDS**

 Reboot the Future

 **CAMBRIDGE**
UNIVERSITY PRESS & ASSESSMENT

OCR
Oxford Cambridge and RSA



 The Harmony Project

 ThoughtBox

 **THE GLOBAL
LEARNING NETWORK**
Learning together for an equitable, just
and sustainable world

**EMPATHY
LIEEK**

 global
action plan
OUR LIVES. OUR PLANET.

**Schumacher
College**

 **Sustainability and
Environmental
Education**

 WELLINGTON
COLLEGE

 InterClimate
Network



**CURRICULUM
FOR LIFE**

HAWKWOOD
centre for future thinking



**eden
project**

 **ODDIPZZA**
உணவு நுகர்வோர் உணர்வு நுகர்வோர்

 PLANETARI

WITH THANKS TO

TeacherTapp

**EQUAL
KICKS**
THE WOMEN'S SPORT CONSULTANCY

 THE
Allan & NESTA Ferguson
CHARITABLE TRUST