Over the last six years or so, the New Zealand government main policy focus has been on improving our economic performance. A key aspect of this focus is an emphasis on innovation and knowledge development – in particular, the cross-disciplinary Knowledge Wave and Growing an Innovative New Zealand projects. These projects make it clear that a ‘quality’ education system is seen as being the solution to many of the problems we face as we try to become a ‘knowledge-based’ society.

This chapter argues that the current government’s focus on ‘quality’—that is, improving what we do now—will not produce the kind of education system we need if we are to participate in the knowledge-based societies of the future. Recent education policy has clearly been influenced by some Knowledge Society ideas. However, it neglects other Knowledge Society ideas, some of which are highly significant for educationists. This chapter explores two of these ideas. It looks at what the Knowledge Society is, focusing in particular on knowledge’s new meaning and its consequences for conventional understandings of identity/individuality. Then it explores the implications of this for our education system. It argues that while these new ideas are deeply challenging to many of the assumptions our education system was built on, they also allow us to ‘think outside the square’ with respect to some of education’s most difficult and long-standing problems—in particular, the problem of educational inequality.
This change in educational patterns is all set to open up newer avenues for the teaching and learning groups, paving way for a modern school of thought. If you are curious to know about the futuristic trends in education that will shape the lives of the global student fraternity, here are the driving forces that you should watch out for. Practical Learning Strategies. Learning by rote is a thing of the past. This strategy of practically demonstrating their knowledge can help students master their subjects. Focus on Students’ Choice and Preferences. The future of education is all about strengthening and incorporating student-centric learning. In this endeavor, the onus is on teachers to adopt personalized learning and teaching patterns. The New Zealand Curriculum. Ministry of Education, 2007. Key competencies: the journey begins. (Kick Starts). Rosemary Hipkins, Josie Roberts and Rachel Bolstad, 2007. Key competencies: exploring the potential of participating and contributing. (Kick Starts). Rachel Bolstad, Josie Roberts, Sally Boyd and Rosemary Hipkins, 2007. Catching the knowledge wave?: the knowledge society and the future of education. Jane Gilbert, 2005. Teachers and Curriculum Decision-Making. Clive McGee, 1997. MOE key competencies website: keycompetencies.tki.org.nz NZCER website: www.shiftingthinking.org In print: On The knowledge society and the future of education’, Wellington, New Zealand: NZCER Press] | Find, read and cite all the research you need on ResearchGate. In this article, we attempt at analysing the thoughts of Alvin Toffler. Toffler is a prominent futurist and the proponent of the theory of ‘The Third Wave society’. In his theory, Toffler has explicitly discussed the role of knowledge and technology in effecting changes and thus shaping the coming of the new type of society in the future. View full-text. Discover more. Download citation. What type of file do you want? RIS. BibTeX. Check these 7 trends that will shape the future of education. Due to the need to give education more individual approach, the priority will be given to homeschooling. Students will be able to study and learn what they want, when they want, and for as long as they want. It will also give more physical, emotional and religious freedom as well as opportunity to spend more time with family. Significantly less money is spent on homeschooling than on an average public school. A school environment is more favorable at home. Peer pressure, competition, boredom, and bullies are no longer the part of an education process. Statistics: There are approximately 2.3 mi