

HIGH SCHOOL 2030

A lot of the content you needed to succeed in high school you could now get online at home. There were numerous sources, recommended by the school. For example, the state's leading universities such as Harvard and MIT incentivized their professors to produce online lectures, with marvelous graphics, specifically for high school students, because by doing so they generated the supply of future graduates and transformed the image of universities.

Even so, going into school each morning was still the expectation. As always, the social aspects of school had their appeal but the motivational power of the whole learning experience was now of a different order. No two days were the same. They involved a different mix of individual study, teamwork focused on solving problems, seminar discussions and arguments about the content learned at home, large classes with top lecturers – beamed in as holograms - on important curriculum themes and one-to-one sessions with a personal tutor reviewing progress on an individual learning plan and thinking through the next steps. In effect these were counseling sessions. Then sometimes for an entire week, the school as whole would focus on some major issue affecting the community and apply its educational and human capital to solving the problem or enacting the solution.



The curriculum had moved on since the Common Core had been introduced 15 years ago. Not that the Common Core had been replaced; rather it had been extended and deepened. Contrary to received opinion back then, it turned out that excellent teaching combined with inspiring online materials ensured that pretty much every student could, in time, master the Algebra 2. Some students came to it from a theoretical perspective; others from an applied or vocational perspective, depending on their preferences. In addition to the core subjects, high school students could study a much wider range of vocational and academic elective options too. Many of these options were now available through online

courses. The school had become an orchestrator of educational options as much as a provider. This meant the faculty had to be aware of what options were available, but the key was for them to know the students well as individuals, and to provide constant challenge and encouragement as students took on ever more difficult assignments. The most talented students were assembling university-level courses in their learning profiles; others were

mastering vocational skills, such as coding, plumbing or customer service. Their learning profiles described not just their progress on these outcomes but their progress too in learning the leadership, interpersonal and team working skills that the economy valued so highly.

Since 2015 many school buildings had been redesigned with some of the old classrooms being let as design studios, startup incubation spaces and offices. Increasingly as students moved towards graduation, the school was a place where learning and work seemed to merge, just as in workplaces across the country work and learning were becoming synonymous.