
Nurturing Flourishing Agents of Change: Developing Human-Centred Education Systems for the Wellbeing of All

Alice McCarthy Sommerville, Toto Mars

ABSTRACT

This paper outlines key global challenges faced by present and future generations and presents a roadmap for transition towards more human-centred learning approaches that prioritise the holistic wellbeing of children and young people and their communities. Through shifting their core aims, education systems will nurture ethical and engaged citizens who have the capacities and motivation to transform the aforementioned challenges and construct futures which prioritise that wellbeing of all, human and non-human. Shifting to human-centred education systems will have implications for all areas of education; this paper focuses on the need for enriching and diversifying curriculum design, nurturing teachers to facilitate caring and wellbeing-sensitive pedagogy, and transitioning from high-stakes testing towards relational approaches to evaluation. It further proposes that for education to nurture flourishing agents of positive change, an interconnected, mutually supportive and collaborative educational ecosystem, which proactively engages diverse community stakeholders, must be established, capitalizing on the rich interrelationships between schooling, family life, faith/ interfaith and other community groups, and social/cultural practices.

Keywords: human-centred education, wellbeing, pedagogy, evaluation, community