



FUTRE (Futures Unfolding Through Relational Ecologies) supports educators in thinking together about the future.

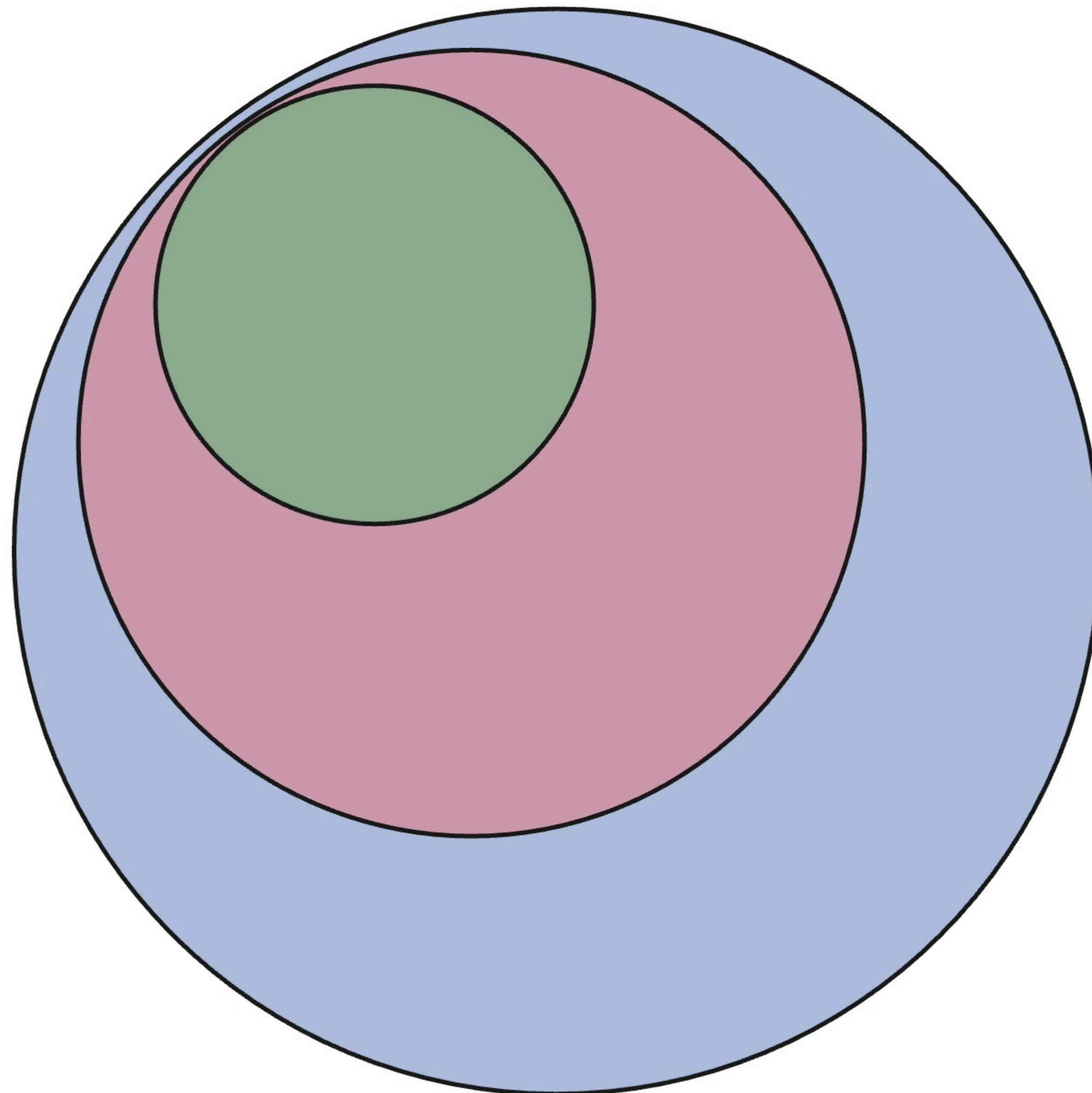
Participants are invited to describe current practice, engage seriously with possible future conditions and stretch their thinking beyond the obvious in order to examine how everyday professional action may unfold over time.

There are no right answers in FUTRE — only possibilities. The focus is on shared exploration and collective sense-making.

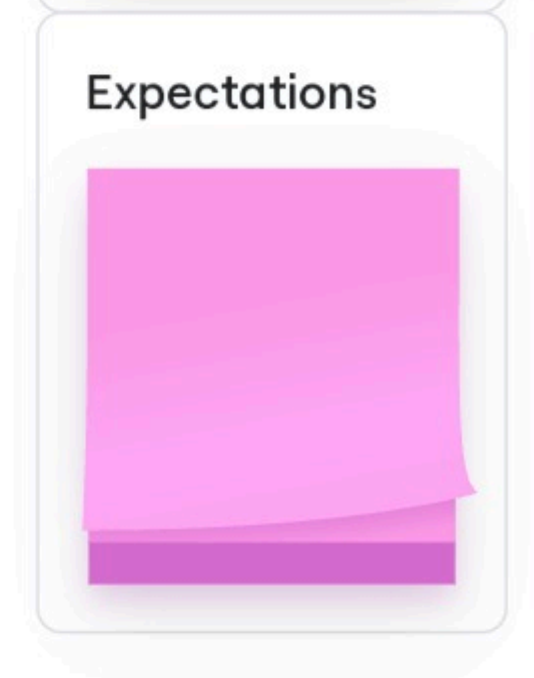
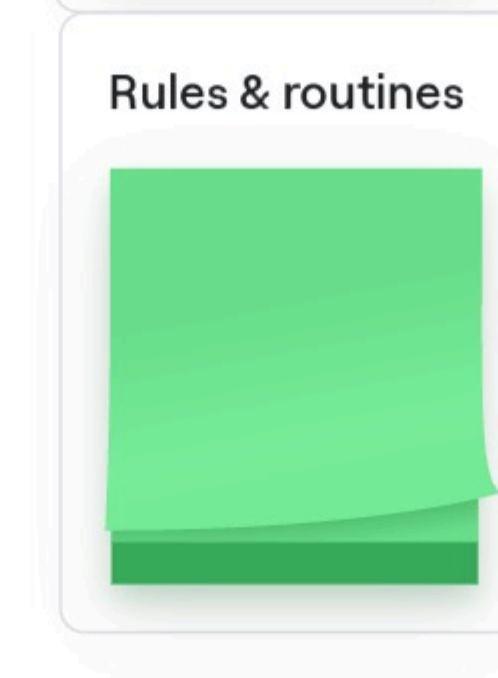
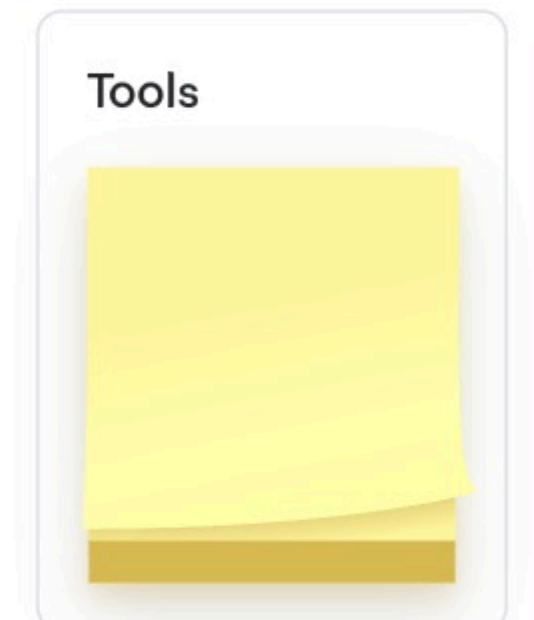
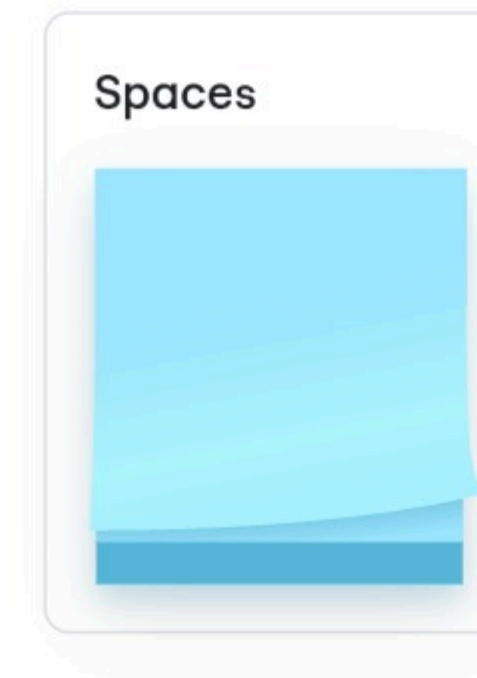
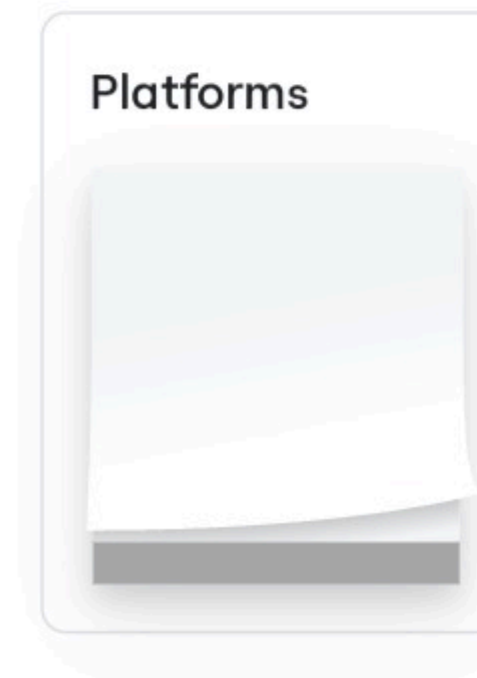
Through the four phases of the FUTRE method, participants generate material that is used to construct **plausible, illustrative scenarios** describing “*a day in the life of ...*” in a possible future (typically 10–15 years ahead). These scenarios highlight the kinds of challenges, tensions and responsibilities an individual may encounter in that future.

FUTRE is designed as a facilitated activity. Facilitators provide inputs related to foresight, futuring practices and anticipated technological and social developments throughout the process.

Describe the learning environment as it currently exists. Focus on people, tools, spaces, systems and routines, not on opinions or solutions.
At this stage, aim for **description** rather than evaluation.



- Class environment
- Social environment
- World environment



- Who is in the environment?
- What tools, platforms and systems are in use?
- What spaces (physical or digital) matter?
- What rules, routines or expectations shape everyday work?

Here we collect and sort inputs that represent **possible future conditions** that could become part of effected environments over time. These are not predictions, rather plausible changes that **could** occur.

Class
environment



Social
environment



World
environment



Sorting space: These inputs help us imagine changed environments.

Feels familiar

Feels uncomfortable

Feels hard to imagine

Given these possible future conditions, explore **what actions become possible, constrained or difficult** for teachers, school leaders and learners. Focus on what people **can do** in these conditions — not on beliefs, attitudes or expectations.

Action-oriented sentence starters (use these verbatim):

- Teachers can now...
- School leaders are required to...
- Learners are no longer able to...
- Decisions that were once handled by people now involve...
- Some actions become slower, riskier or more constrained because...

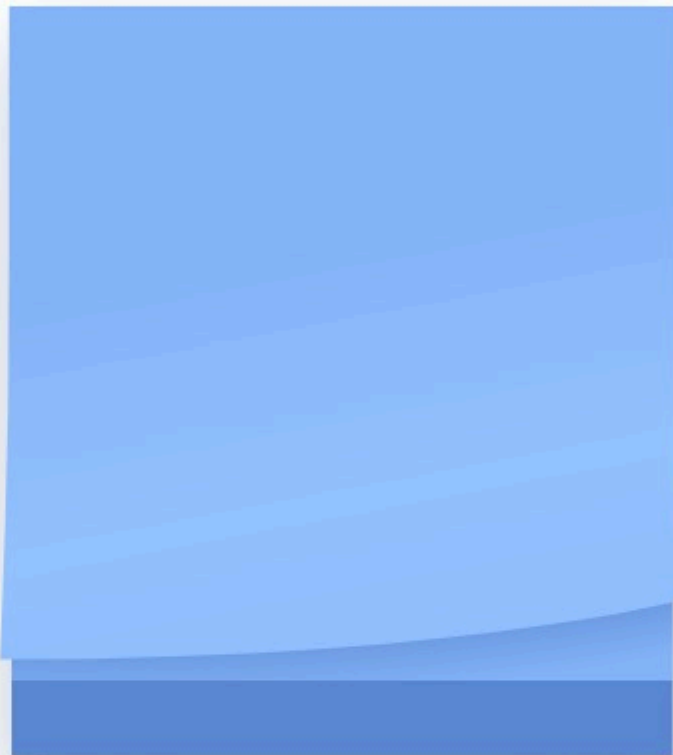
Class environment



Social environment



World environment



Sorting space

Possible

Constrained

Difficult

Here we start to structure our scenario. Our goal is to create a short description of a **normal working day** for a teacher or school leader 10–15 years from now, based on the conditions you have explored. To do so, we need to determine where our scenario occurs, who are the key players, what tools are available and what actions players are able to take.

Setting: Where and when?

Tools: What can we use?

Actions: What can we do?

Reality check

- What new details become visible when you look more closely?
- What systems, people or constraints push back?
- Where does action require coordination, permission or adjustment?

Sticky stack



Sticky stack



Sticky stack



Our scenario illustrates possible future conditions for action, for *good or ill*. We are not trying to say what should be possible - we are creating a space for examining what could be possible.