

A Cross-Sector Call to Action for Australian Education and Training

Educators, researchers, students and industry leaders from across Australia have come together to issue a bold call to action: our education system must evolve to prepare young people for an AI-transformed world. This is the central message of *The Castlereagh Statement*, released in 2026 following a national summit hosted by the University of Sydney at its Castlereagh Street campus.

The Statement contends that while Australian education aspires to develop confident, creative and capable lifelong learners, many of our systems were designed for a world in which the reproduction of knowledge was highly valued. In an era when artificial intelligence can increasingly generate information and complete cognitive tasks, educators are being challenged to reconsider what students should learn to help them flourish in life and work. The Statement does not challenge the importance of knowledge, but rather, the importance of balancing knowledge with explicit development of the capabilities and dispositions required to thrive in a world that has and will continue to rapidly change.

It's Not Just About AI

The Castlereagh Statement is not primarily about technology. It arose from collective sense-making among education stakeholders working together to answer the question: **What dispositions, capabilities and knowledge should humans develop in a world where AI is increasingly present and powerful?**

The Statement proposes three national goals:

1. A shared definition of what we value in human educators and learners, supported by aligned measurement systems.
2. Coherent, scaffolded learning pathways from early childhood through to lifelong learning, aligned with societal needs.
3. Every Australian being capable of engaging with AI confidently, critically and creatively.

What Does This Mean for Schools in the Short Term?

The Statement proposes recommendations that span sectors and timeframes. Its 'near horizon' recommendations for schools include:

- Embed teaching approaches that emphasise productive struggle.
- Redesign the aspects of assessment within our control, while collaborating with assessment authorities to pursue broader reform that protects the fidelity of learning and the integrity of qualifications and shifts the focus from evaluating products to learning processes.
- Replace an emphasis on AI detection and academic integrity breaches with a focus on responsible and effective AI use and redesigned assessment.
- Embed AI literacy and learning-to-learn capabilities across curricula, appropriate to learners' age and stage.

A Call for Teacher Leadership

The Castlereagh Statement positions teachers at the centre of educational transformation. It argues that meaningful change cannot occur without teacher agency, expertise and professional judgement. The Statement also recognises the realities of educator workload and calls for systems that provide teachers with the time, support and resources required to innovate and adapt.

Joining the Conversation

The Castlereagh Statement is currently presented as a green paper designed to encourage dialogue, experimentation and collaboration across sectors. Educators, school leaders, policymakers and students are invited to engage with its ideas, provide feedback and help shape Australia's educational future.

If you would like to learn more or get involved, visit <https://www.castlereaghschools.com/>