

**Futures Thinking for Social Foresight**  
Author Biographies

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### Richard A Slaughter



Richard A. Slaughter is an internationally recognised futurist, author, editor, teacher and innovator who works with a wide range of organisations in many countries and at all educational levels. Currently he is Director of Foresight International, Brisbane. During 1999 to 2004 he was Foundation Professor of Foresight at the Australian Foresight Institute, Swinburne University (Melbourne). He completed one of the first PhDs in futures studies at the University of Lancaster in 1982. He has since built a reputation through futures scholarship, educational innovation, strategic and social foresight and the identification of a knowledge base for futures studies. He is a fellow of the World Futures Studies Federation (WFSF) and a professional member of the World Future Society (WFS). During 2001–2005 he was President of the WFSF.

He is a prolific writer and holds several editorial positions. These include: board member of *Futures* (Oxford, UK), *Foresight* (UK), the *Journal of Futures Studies* (Tamkang University, Taiwan) and series editor of *The Knowledge Base of Futures Studies* (Foresight International, Brisbane).

He is co-author of *Education for the 21st Century* (Routledge, 1993), author of *The Foresight Principle — Cultural Recovery in the 21st Century* (Praeger 1995) editor of *New Thinking for a New Millennium* (Routledge 1996) and co-editor of the *World Yearbook of Education 1998: Futures Education* (Kogan Page, London 1998). He has published a series of futures resource books and an edited volume of essays: *Futures for the Third Millennium: Enabling the Forward View* (Prospect, Sydney, 1999) as well as a collection of papers by various authors from The ABN Report entitled: *Gone Today, Here Tomorrow: Millennium Previews* (Prospect, Sydney, 2000). Several of these publications have been revised and re-issued on a series of CD-ROMs, beginning with the *Knowledge Base of Futures Studies vols 1–4, Millennium Edition* (Foresight International, 2001). His latest book is *Futures Beyond Dystopia: Creating Social Foresight* (Routledge, London, 2004). His research interests include: the use of futures concepts and methods in education, business and government; the development of critical futures methodologies; the knowledge base of futures studies; and the social implementation of foresight. With the support of the Pratt Foundation he initiated a research program to support the development of a national foresight strategy for Australia. His main aim is to facilitate the emergence of a wise culture that is not merely driven by the past but is also responsive to the emerging near-future context. The latter, he believes, is far more challenging

than is commonly realised. There are, however, many innovative paths out of the trap that humanity has collectively created for itself.

Since 2000, he has applied integral thinking, integral methods, to futures studies and applied foresight, and increasingly explored the potential (and the reality) of post-conventional approaches to futures generally. Two of his most recent projects are the *Knowledge Base of Futures Studies: Professional Edition* and *Towards a Wise Culture: Four 'Classic' Futures Texts*, both available from Foresight International on CD-ROM.

Contact information: PO Box 793, Indooroopilly, Queensland 4068, Australia.

Web: [www.foresightinternational.com.au](http://www.foresightinternational.com.au)

## Marcus Bussey



Marcus Bussey began teaching the classical guitar in 1975. In 1983 he won the Dwight Prize for academic excellence at the University of Melbourne. Since then he has taught in a wide variety of contexts from large city-based grammar schools and various state schools through to small city and country community schools. He is currently an advisor for Alcheringa Montessori College, Buderim, Queensland and is on the state board of the Queensland Suzuki Music Teachers Association. He has also contributed to the development of the Neohumanist Education Diploma Programme ([www.gurukul.edu](http://www.gurukul.edu)). His focus throughout has been on generating learning communities via a wide range of cultural and creative curricula experiences that involve the whole family and build on the teacher's direct commitment to their own creative and spiritual fulfilment. It is out of this work that he began his current task of seeking to reframe critical pedagogy as an expanded form of neohumanistic, futures oriented learning. Marcus began writing

about his experiences as an educator in 1995 and immediately linked up with the work of futurists Richard Slaughter and Sohail Inayatullah. He has published regularly over the years with over 30 journal articles, book chapters and encyclopaedia entries to his credit. He is currently working on his PhD at the University of the Sunshine Coast, Queensland, Australia, where he also teaches. His topic is the futures of critical pedagogy.

Marcus can be contacted at [MBussey@usc.edu.au](mailto:MBussey@usc.edu.au)