LEARNING
TO LEARN

An Inside/Out Educational Reform

Forces compelling a new approach - why change is not an option?

- Changing nature of life/work/global context

- New understandings about learning ☐

- Changing nature of learners ☐

- Global and local policy mandates ☐

- Recognition of the limits of current thinking ☐

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Changing nature of life/work □
 Globalisation
 living in the knowledge society
 new forms of work
from knowledge acquisition to knowledge
 production

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Changing nature of learners

- Y generation
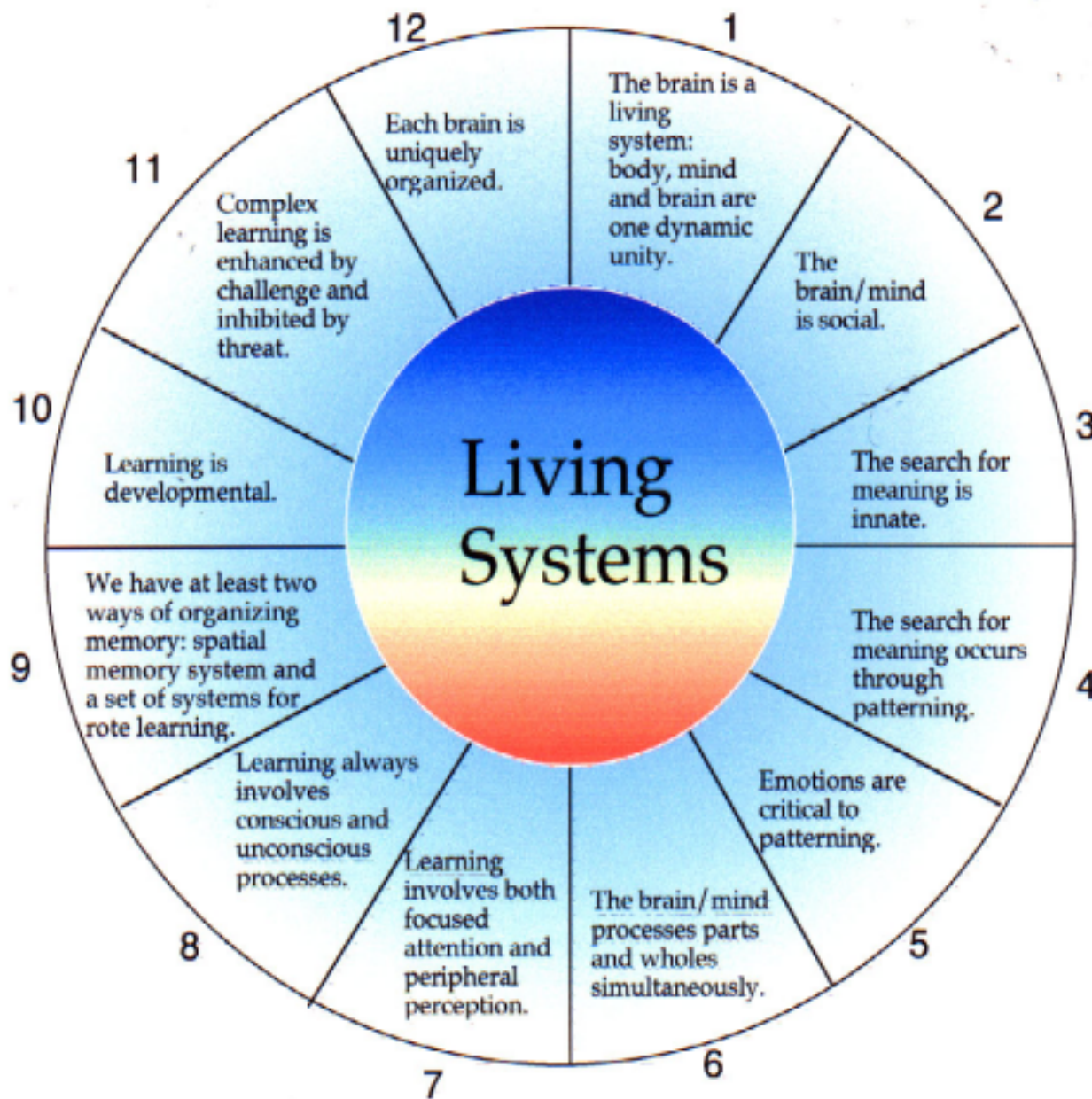   - kinaesthetic, visual

- ICTs, Multimedia

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New understandings about learning
- Brain based research
- Emotions: gatekeeper to the intellect
- Affirmation of constructivism and relationships
- Experiential/Inspirational learning

The Brain/Mind Learning Principles

12 Each brain is uniquely organized.

11 Complex learning is enhanced by challenge and inhibited by threat.

10 Learning is developmental.

9 We have at least two ways of organizing memory: spatial memory system and a set of systems for rote learning.

8 Learning always involves conscious and unconscious processes.

7 Learning involves both focused attention and peripheral perception.

1 The brain is a living system: body, mind and brain are one dynamic unity.

2 The brain/mind is social.

3 The search for meaning is innate.

4 The search for meaning occurs through patterning.

5 Emotions are critical to patterning.

6 The brain/mind processes parts and wholes simultaneously.
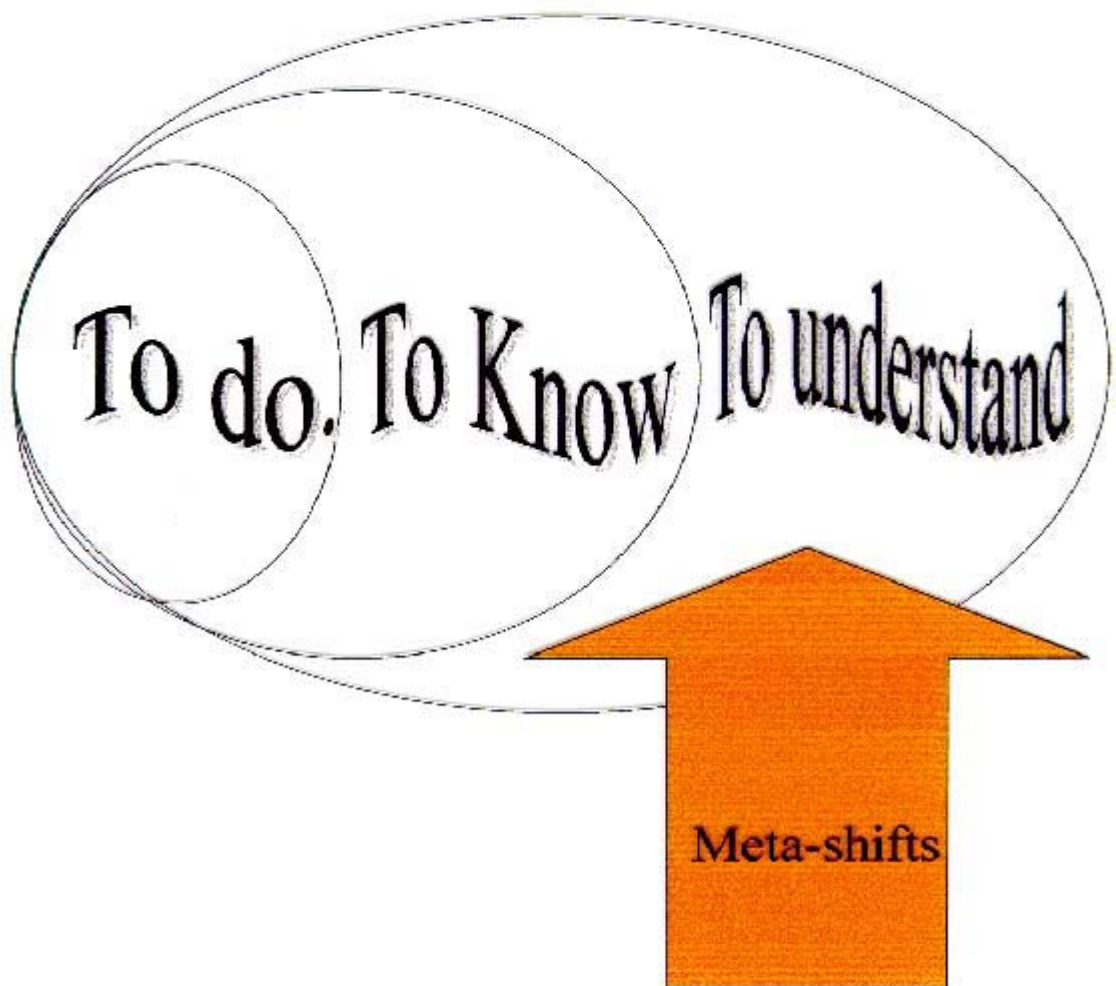
Living Systems

© Caine Learning 2000

Three interactive teaching elements emerging out of the principles:

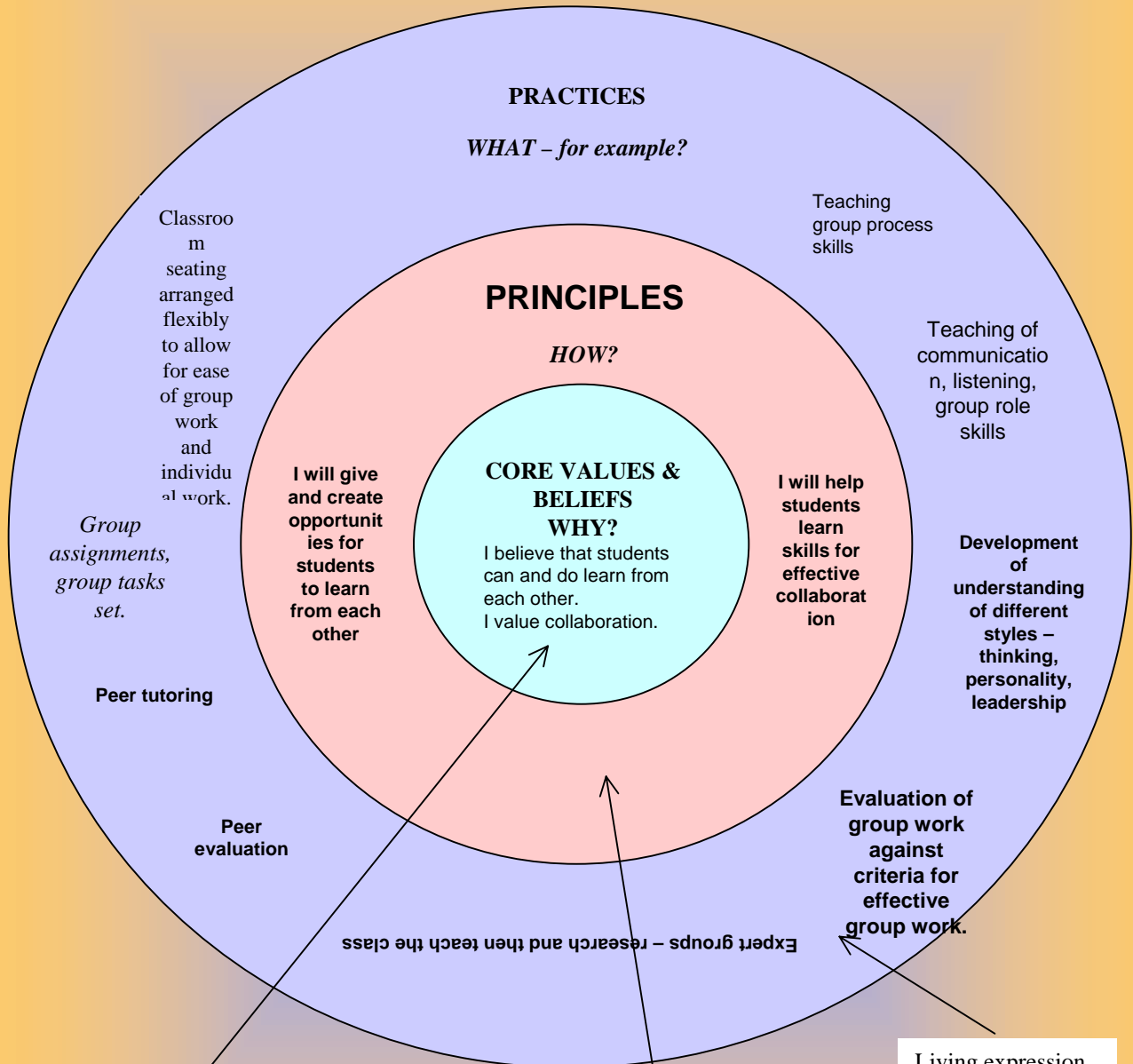Relaxed Alertness | Orchestrated Immersion in Complex Experience | Active Processing

Deep Ecology of Understanding

To do. To Know To understand

Meta-shifts

The relationship between core values and beliefs and practices

PRACTICES

WHAT – for example?

Classroom seating arranged flexibly to allow for ease of group work and individual work.

Group assignments, group tasks set.

Peer tutoring

Peer evaluation

Teaching group process skills

Teaching of communication, listening, group role skills

PRINCIPLES

HOW?

I will give and create opportunities for students to learn from each other

CORE VALUES & BELIEFS
WHY?
I believe that students can and do learn from each other.
I value collaboration.

I will help students learn skills for effective collaboration

Development of understanding of different styles – thinking, personality, leadership

Evaluation of group work against criteria for effective group work.

Expert groups – research and then teach the class

Living expression of your values

Mutually agreed upon and owned by school community – basis of a common sense of purpose. Made explicit in vision/mission statement

Derived from values & beliefs captured in policy statements

By Julia Atkin

HOLT'S 4 WORLDS WE LIVE IN

World 4

World 3
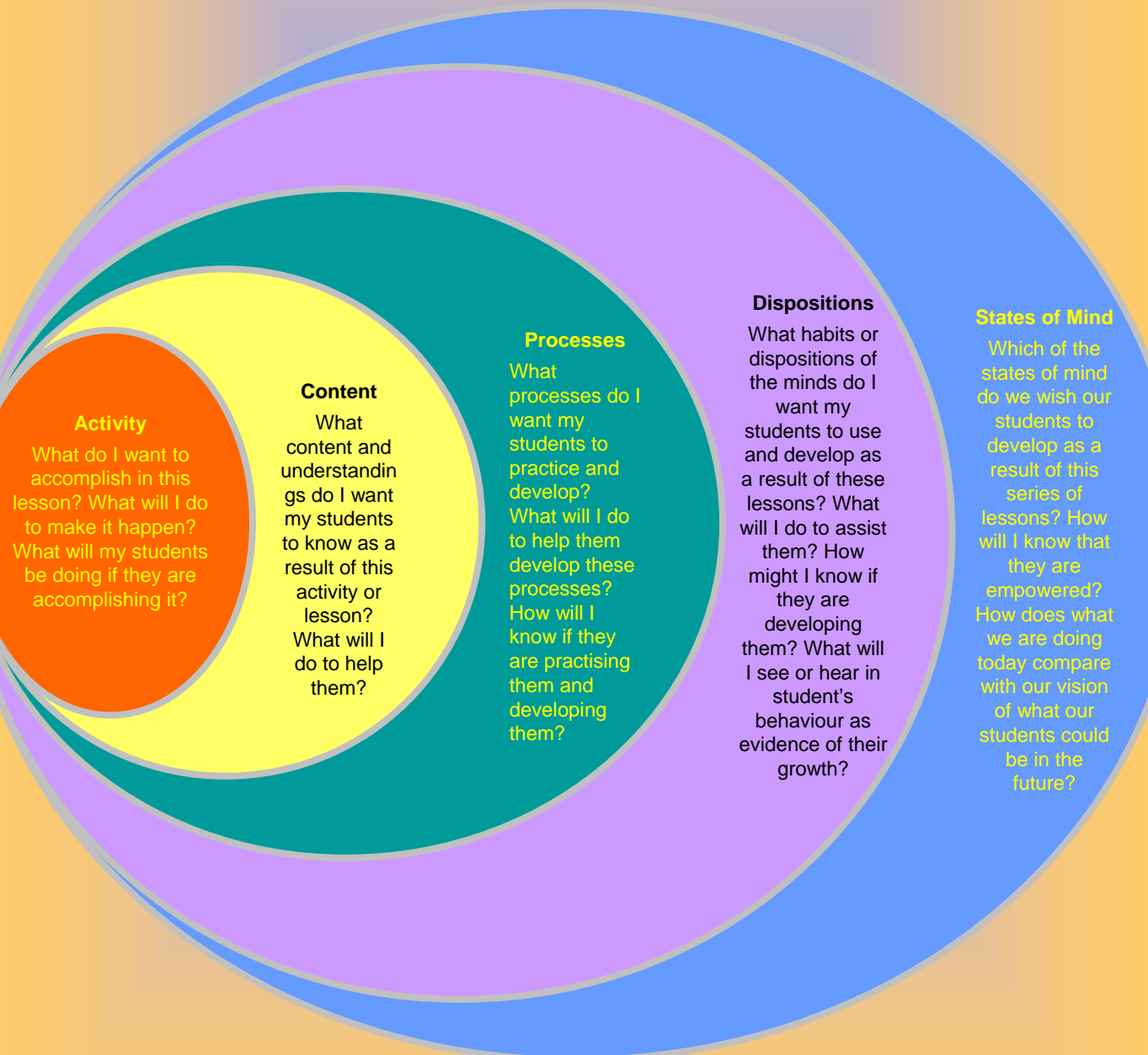
World 2

World 1
The world inside my body

The world I know directly from experience

The world I have heard about but not experienced

The world of possibilities, the world I haven't heard about or envisaged

Maturing Outcomes

Activity
What do I want to accomplish in this lesson? What will I do to make it happen? What will my students be doing if they are accomplishing it?

Content
What content and understandings do I want my students to know as a result of this activity or lesson? What will I do to help them?

Processes
What processes do I want my students to practice and develop? What will I do to help them develop these processes? How will I know if they are practising them and developing them?

Dispositions
What habits or dispositions of the minds do I want my students to use and develop as a result of these lessons? What will I do to assist them? How might I know if they are developing them? What will I see or hear in student's behaviour as evidence of their growth?

States of Mind
Which of the states of mind do we wish our students to develop as a result of this series of lessons? How will I know that they are empowered? How does what we are doing today compare with our vision of what our students could be in the future?

By Arthur Costa

"It makes no sense to decide how to teach before one understands how people learn".

Eric Sotto, 1994

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Global policy mandates
- *UNESCO Delors 'Learning; The Treasure within',*
- Adelaide Declaration 'National Goals of Schooling'

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Changing world context:

 - September 11, Bali, Peace Marches, reconciliation

 - Constancy of change

 - complexity of futures issues

 - Loss of predictability - and cultural meaning

'Education' has been

been

Institutionalised

Legalised

Internalised

Reinforced

Professor Bill Spady

LEARNING

TO LEARN

Beyond reform to redesign ....

"We need a metamorphosis
of education,
from the cocoon a butterfly
should emerge -

Improvement does not
give us a butterfly -
only a faster caterpillar"

Bela Bathany in
Touchstones for Future Education - a Systems Approach
Edited by Patrick Jenlink

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Recognition of the limits of current ways of knowing

 - Renewed valuing of wisdom indigenous

- Unsustainability of western thinking

- Incremental change inadequate

- Beyond industrial paradigm - emerging systemic view

.- *Herding cats video*

"We're in a time when world corporations have more power and influence than governments"

Anita Roddick 2002

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Where do we begin?
Returning to learning

teachers and leaders first

- reconnecting teachers as learners to their profession
- engage educators' purpose

relearning how to learn

- conscientisation - beyond reform to redesign – not just incremental

values driven reform

- vision, image, design
- teachers learn from teachers

at every layer of the organisation

- Individual of whole school

Replete with tensions

Outcomes of L2L

- **Increased expectation of student achievement**

- Improved teacher morale and teacher efficacy

- Expanded teacher repertoire

- **Increased student engagement**

- More democratic and just learning environments

- **Improved student:**
- **- behaviour**
- **- attendance**
- **- time on task**

Outcomes of L2L

- **Improved student achievement – BST, school based tests,**

- **New conceptions and practices for DECS policy development – co-construction partnerships**

- **Increased professional dialogue across the system through practicums, forums, learning circles,**

- **Strengthened teachers' professional theory and classroom repertoire – praxis**

What we've learnt

- Leaders as learners (Sterling)

- Whole school redesign – self organising systems

- New ways of planning

- Strategy – planned and merged

- Alignment – Marsland

- The power of local school culture and the centres leadership for enablement – CHOICE
.
- Reform to redesign has to be learning focussed

- Learning focussed accountability
.
- Chris for paper
- Tensions

"Decisions about curriculum are embedded in worldviews and value systems. Reflection enables us to analyse our work and "trouble the things we take for granted". In so doing we continue our learning"

Source: SACSA Framework - *Learners and learning in the Early Years*

FOUR PILLARS cont'd

Learning to Know

acquire knowledge and master instruments of knowledge and understanding

Learning to Do

apply knowledge and act creatively on one's environment

Learning to Live Together

understanding others, take responsibility for participating in and contributing to society

Learning to Be

self knowledge to discover creative potential as a complete person

Educational Reform

☞ *holistic approach encompassing all sectors from early years to higher education & lifelong learning*

☞ *placing education and training at the heart of personal, community and economic development*

☞ *redefining roles and professional requirements of educators*

☞ *developing stronger partnerships & international cooperation for the 21st century, with the concept of educating for a global society*

Learning Society

TO KNOW

Learning Society

Learning
Organisation

Learner

TO LIVE TOGETHER

TO BE

TO DO

PARTICIPATION ="EVOLUTIVE' LEARNING