

The findings and recommendations of 3 decades of synthesis

The 21st Century Learning Initiative Education 2000, Born to Learn

Notes taken by JDB with honor for the forward thinking expressed.

Forward by Caroline Wijetunge

Those attempting to fight against outcome-based learning are often dismissed.

In this book, John Abbott suggests possible treatments, based on how human beings learn. He also gives insight into the dysfunction.

We are in a crisis. We've become so used to being told what to do and think by "experts." Those that acknowledge the problem want a prescription solution. Yet, "whole-system change can only happen when a self-selected group of individuals commits to assimilating these ideas generating within the context of their own social and political landscape and generating a narrative compelling to to engage leaders. and decision-makers across the board.

"There has been an ever-widening schism between political dogma and multi-disciplinary research on how we are born to learn.

Battling for the Soul of Education: Moving beyond school reform to educational transformation.

by John Abbott, Director of the 21st Century Learning Initiative

This age learning is expected almost exclusively through the school. Those seeking to adapt to rapidly changing social, economic and political turmoil question school reform, with no clear answers taking hold.

Abbott states: "Given what we now know from research into human learning, it would seem that what we need is not further school reform, but a radical transformation of the education system based on the complementary roles of home, community and school."

He notes that the systems in place today are when schools were designed when prevailing cultures assumed that “children were born to be taught rather than to learn.”

“What kind of education for what kind of world?”

As a hen, we are better suited if raised with a free-range environment rather than a better hen in that the free-range approach encourages adaptability and creativity.

The value systems we are raised in make a difference. If it is only about acquisition, it leads to the downfall of society.

Do we raise creators of their own material and eternal destiny or consumers of a range of goods and services as defined by someone else?

Are teachers “boring” their students?

Is it just following the instructions with no room for creation on one’s own part? Or, is there an invitation to create? Too often, a student says, “we are being taught to fit into, rather than shape, our world.”

Our technological knowledge is outpacing both wisdom and ability to make balanced judgments.

When we push to “have it all now” we forget the traditions that bind the individual to the community and the community to the individual for mutual sense of meaning.

AN ANSWER:

Construct an alternative vision: A whole new way of doing things that includes the union of political, economic, scientific and spiritual.

Requires distributed leadership.

Examination of the shared moral code.

How to cultivate thinking for oneself?

The more education given, the more freedom.

The role of teacher has to change from ‘sage on the stage’ to ‘guide on the side.’

Classrooms need to provide extended periods of quiet in which students can burrow away at a topic. Teachers need the space to respond to particular interests. They need opportunity to escape from set lesson plans and provide alternative ways to get children to use their time.

Raising Citizens of the world:

seeking self-starting individuals to the needs of dynamic communities