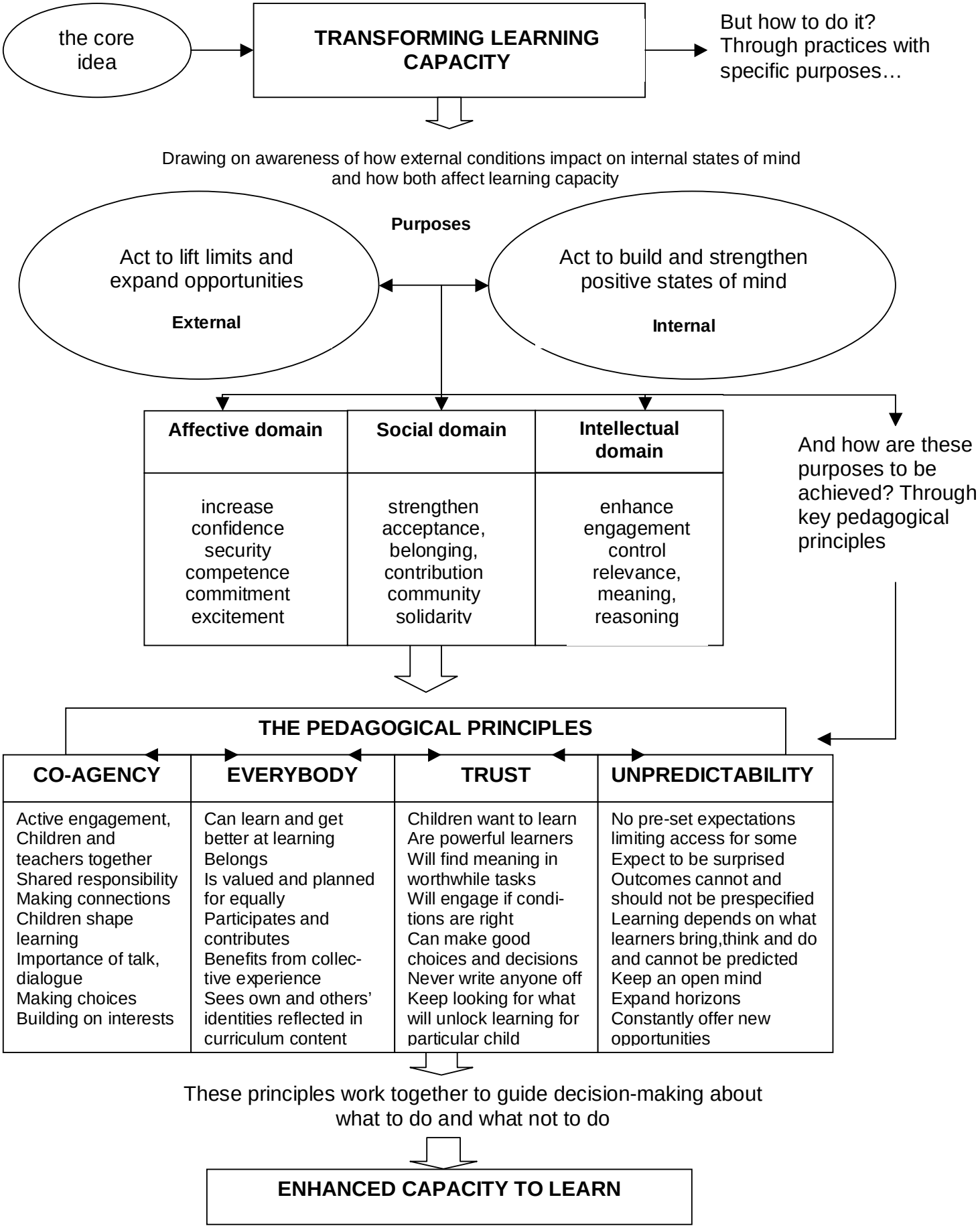
the core idea
TRANSFORMING LEARNING CAPACITY
But how to do it? Through practices with specific purposes…
Drawing on awareness of how external conditions impact on internal states of mind and how both affect learning capacity
Purposes
Act to lift limits and expand opportunities
External
Act to build and strengthen positive states of mind
Internal
Affective domain
Social domain
Intellectual domain
increase confidence security competence commitment excitement
strengthen acceptance, belonging, contribution community solidaritv
enhance engagement control relevance, meaning, reasoning
And how are these purposes to be achieved? Through key pedagogical principles
THE PEDAGOGICAL PRINCIPLES
CO-AGENCY
Active engagement, Children and teachers together Shared responsibility Making connections Children shape learning Importance of talk, dialogue Making choices Building on interests
EVERYBODY
Can learn and get better at learning Belongs Is valued and planned for equally Participates and contributes Benefits from collec-tive experience Sees own and others' identities reflected in curriculum content
TRUST
Children want to learn Are powerful learners Will find meaning in worthwhile tasks Will engage if condi-tions are right Can make good choices and decisions Never write anyone off Keep looking for what will unlock learning for particular child
UNPREDICTABILITY
No pre-set expectations limiting access for some Expect to be surprised Outcomes cannot and should not be prespecified Learning depends on what learners bring,think and do and cannot be predicted Keep an open mind Expand horizons Constantly offer new opportunities
These principles work together to guide decision-making about what to do and what not to do
ENHANCED CAPACITY TO LEARN

Diagram 4