

Fully Human Education: Towards learning and wellbeing ecosystems

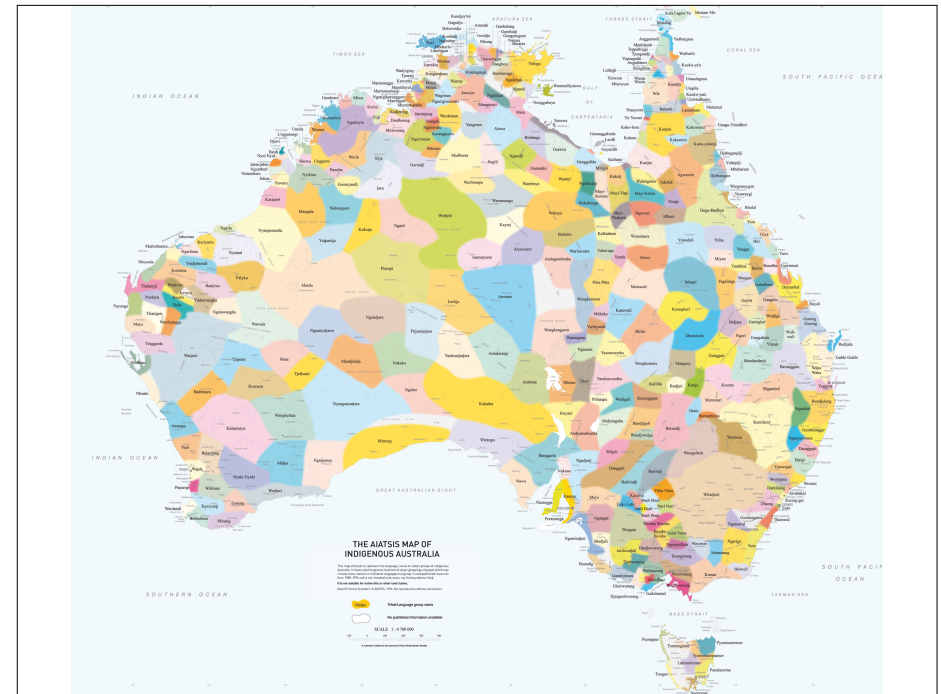
ISO Forum
Brisbane Convention Centre - 17th June 2021

Louka Parry

CEO + Founder - The Learning Future
Executive - Karanga Global
Human - Earth



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I would like to respectfully acknowledge the Traditional Owners of the land on which this event is taking place and Elders both past and present.

I also recognise those whose ongoing effort to protect and promote Aboriginal and Torres Strait Islander cultures will leave a lasting legacy for future Elders and leaders.

How are you feeling?

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MOOD METER

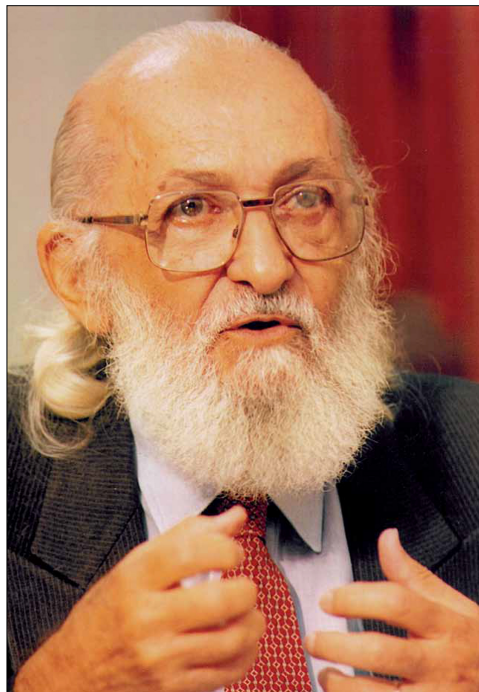
How are you feeling?



Credit: RULER, Yale Center for Emotional Intelligence

Breathe in

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"we must dare, in the full sense of the word, to speak of love without fear of being called ridiculous, mawkish or unscientific. We must dare in order to say scientifically and not as mere blah-blah-blah, that we study, we learn, we teach, we know with our entire body. We do all these things with feeling, emotion, with wishes, with fear, with doubts, with passion, and also with critical reasoning. However we never study, learn or know with the last only. We must dare so as never to dichotomise cognition and emotion."

- Paulo Freire

A reimagined narrative for success in education

The evolution towards a learning and wellbeing ecosystem

Leading cultures for the new economy based on social, emotional and academic learning

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slido.com

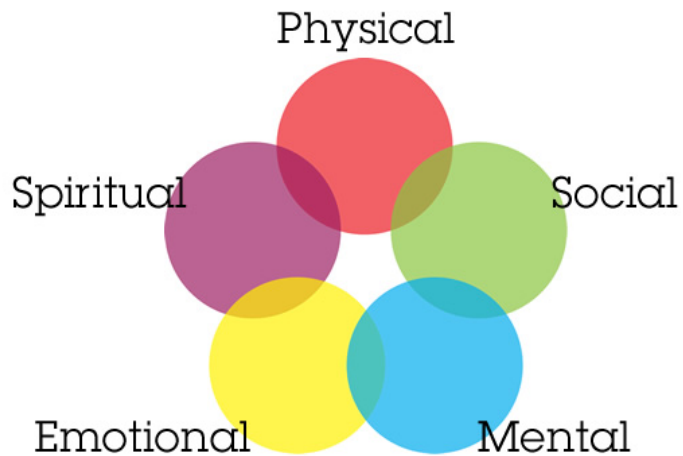
#ISQ

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Seven dimensions:

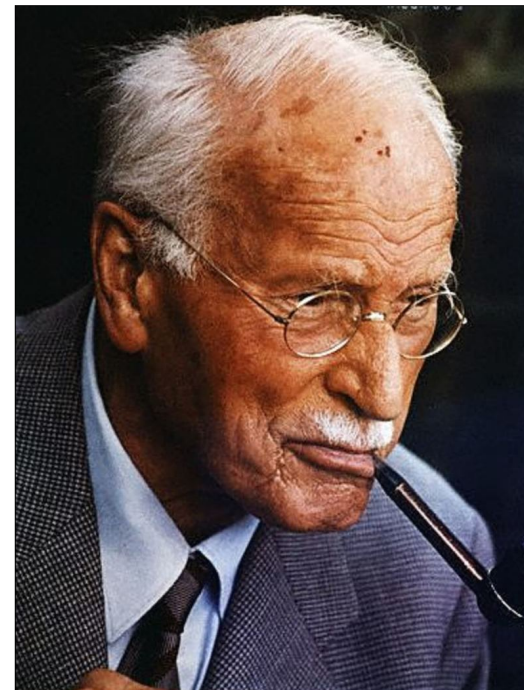
1. How is your sleep quantity and quality?
2. How is your quality of nutrition?
3. How much movement are you creating?
4. How are you feeling (emotionally)?
5. How sharp and focussed are you?
6. How strong are your relationships in work and life?
7. How purposeful do you feel in work and life?

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Credit: Multi-dimensional model of wellbeing

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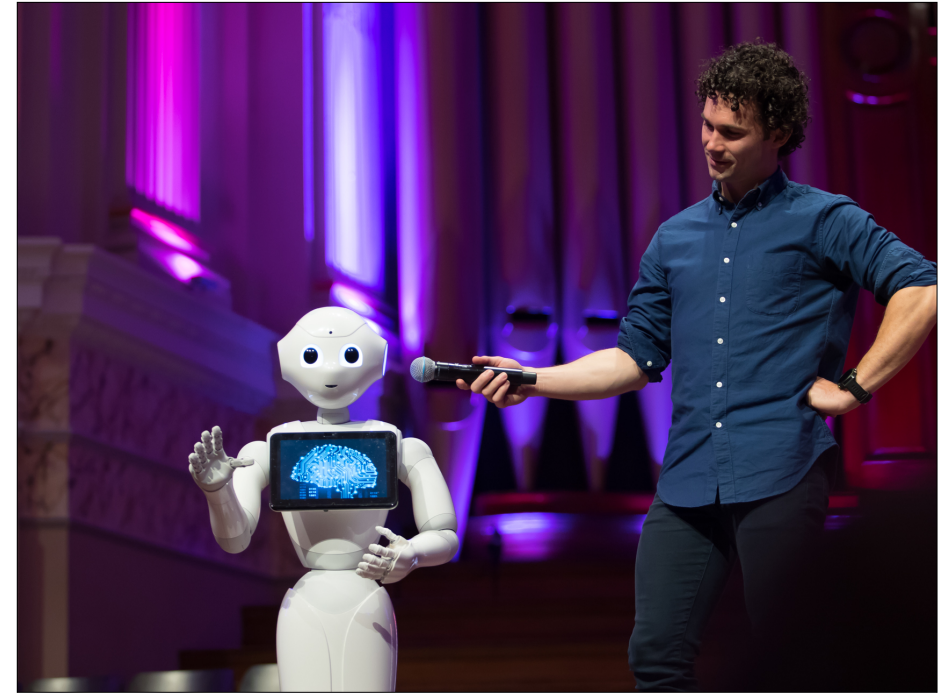


**"Until you make
the unconscious
conscious, it will
direct your life and
you will call it fate"**

- Carl Jung







Leadership
through our
language



"Words are events,
they do things,
change things.
They transform
both speaker and
hearer; they feed
energy back and
forth and amplify
it"

- Ursula K. Le Guin



How safe are
the names of
others in our
words?

The future of
learning in an
unknown world

The Challenges



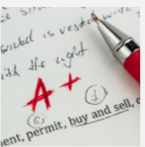
The Future of Work

How can education equip all young people with the skills and competencies for rapidly-evolving economies and the digital revolution?



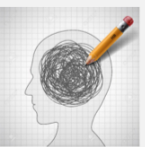
Innovation Capacity

How can schools foster initiative, resilience and entrepreneurial spirit?



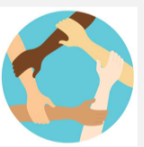
Educational Attainment

How can we improve learning outcomes in all contexts, especially for those children and adults on the margins of society?



Mental Health

What can education do to help promote wellbeing and reduce mental health difficulties?



Social Cohesion

How can we help young people feel confident in their own identities and vested in community at local to global levels?

Credit: Salzburg Global Seminar: Statement on Social Emotional Learning (2019)

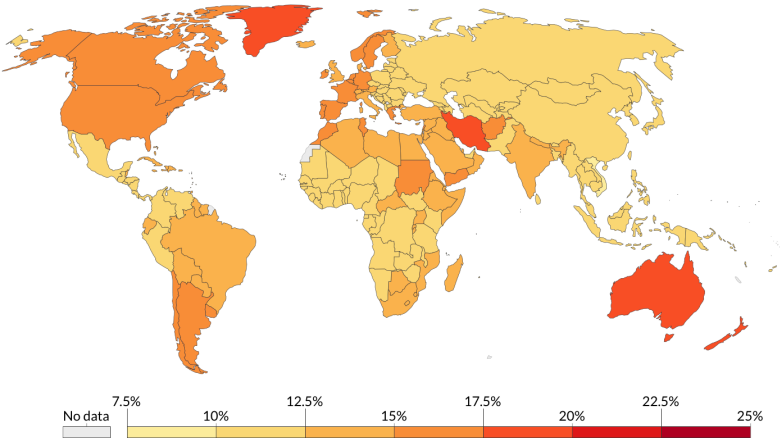
	Monday	Tuesday		Wednesday	Thursday	Friday
Pastoral Care	8.35	8.35	Pastoral Care	8.35	8.35	8.35
Lesson 1	8.50	8.50	Lesson 1	8.50	8.50	8.50
Lesson 2	9.35	9.35	Lesson 2	9.35	9.35	9.35
Lesson 3	10.20	10.20	Lesson 3	10.20	10.20	10.20
Recess	11.10	11.10	Recess	11.00	11.00	11.00
Lesson 4	11.30	11.30	Lesson 4	11.20	11.20	11.20
Lesson 5	12.15	12.15	Lesson 5	12.05	12.05	12.05
			Lesson 6	12.50	12.50	12.50
Lunch	1.00	1.00	Lunch	1.20	1.20	1.20
Lesson 6	1.40	1.40	Lesson 7	2.00	2.00	2.00
Lesson 7	2.30	2.30	Lesson 8	2.40	2.40	2.40
Admin	3.20	3.20		3.20	3.20	3.20

Credit: Somewhere in the 20th Century

Share of population with mental health and substance use disorders, 2017

Share of population with any mental health or substance use disorder; this includes depression, anxiety, bipolar, eating disorders, alcohol or drug use disorders, and schizophrenia. Due to the widespread under-diagnosis, these estimates use a combination of sources, including medical and national records, epidemiological data, survey data, and meta-regression models.

Our World in Data



Source: IHME, Global Burden of Disease

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Building Wellbeing Ecosystems by Design



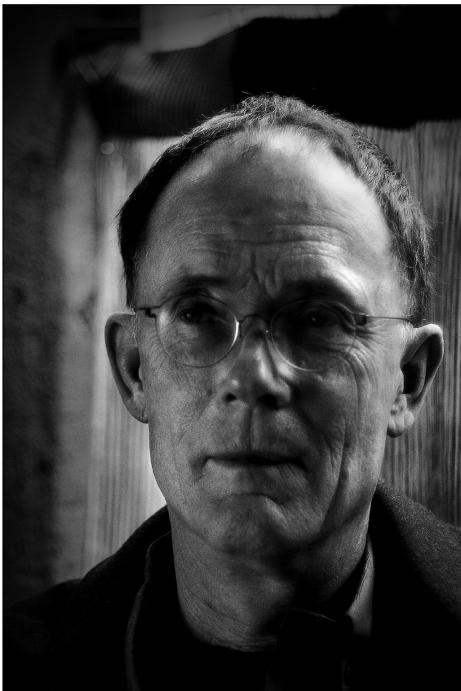
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5 big questions for education leaders.

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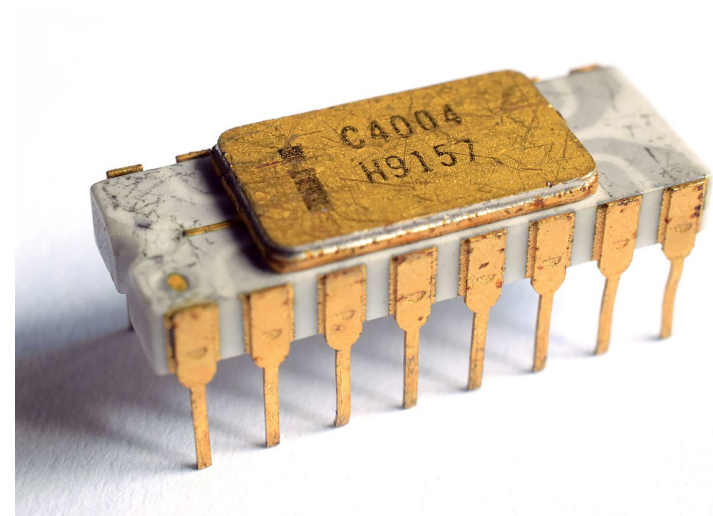
1. What do we understand about the pace of change?

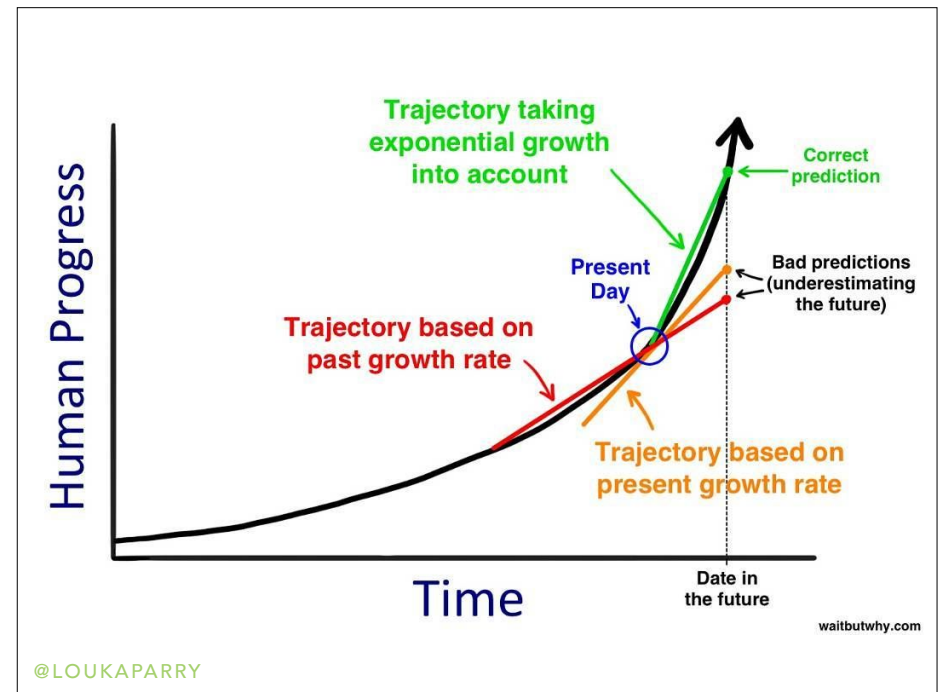
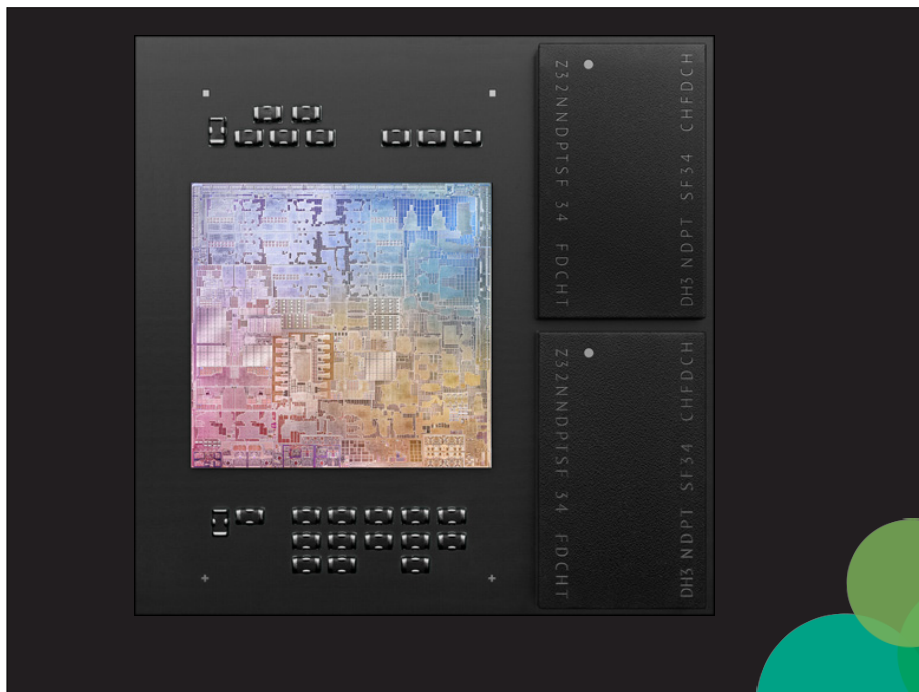
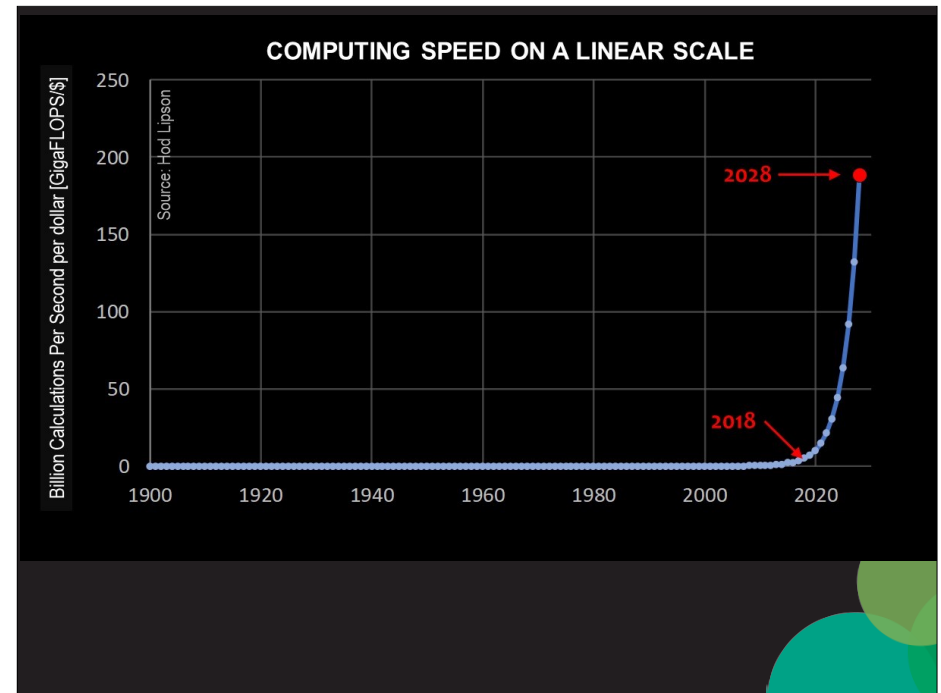
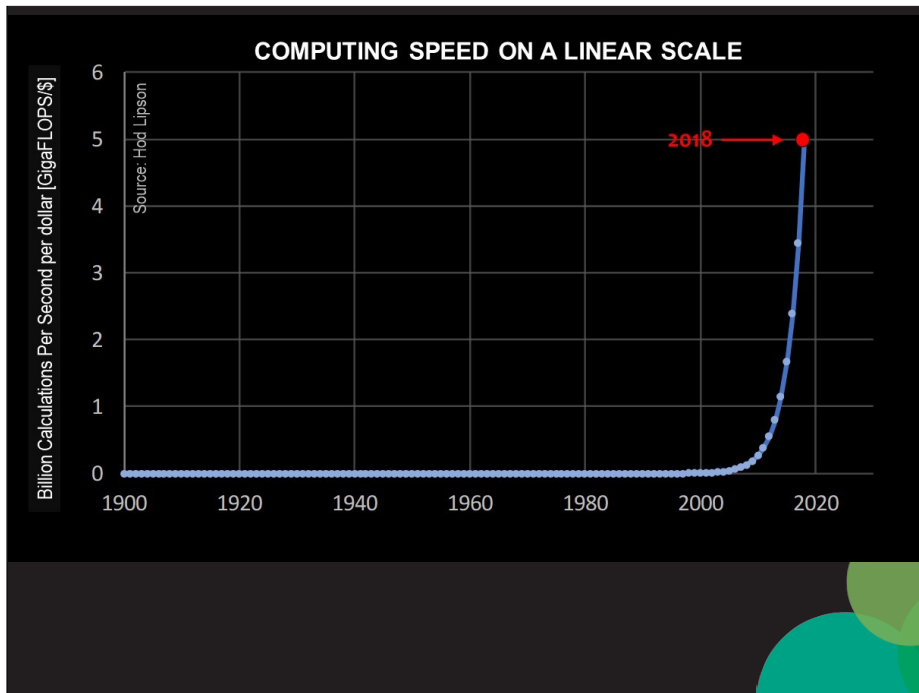
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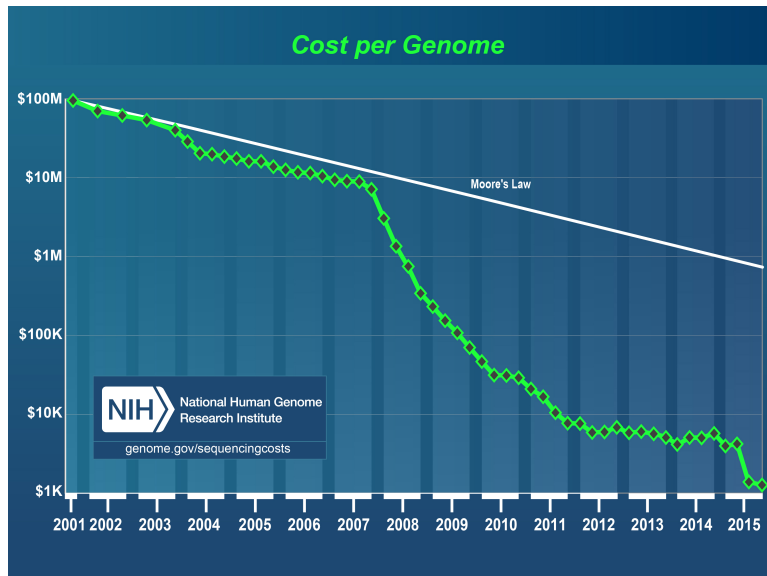


"The future is already here - it's just not evenly distributed."

- William Gibson







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Boston Dynamics | TED



Credit: Boston Dynamics



Credit: Boston Dynamics

What is changing fastest, what is changing slowest?

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2. How then do we allow for more curiosity, exploration, agency?

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School as Partnership

DEGREES OF CO-AGENCY



Vaughan, T., Howarth, S., Cartwright, S., & Cleary, J. (2020). Student agency in action in the Northern Territory. Australian Council for Educational Research. https://www.teachermagazine.com/au_en/articles/student-agency-in-action-in-the-northern-territory
Degrees of co-agency, adapted from (Hart, 1992; OECD, 2019, p.11; State of Victoria (Department of Education and Training), 2019).

School as Relationship

Senior Group
Managing my learning

Name _____

Supported Learner		Self-managing Learner		Self-directed Learner	
I need help to determine all, or most of: • WHAT I do • WHY I do it • HOW I do it • WHERE I do it • With WHOM I do it I need help to direct/support me in my personal and community responsibilities I need help to direct/support and scaffold my behaviours and actions I reflect on and succeed in my learning when I am told what to do.		I am open to support in deciding some/all of: • WHAT I do • WHY I do it • HOW I do it • WHERE I do it • With WHOM I do it I am becoming more aware of my personal and community responsibilities I actively keep track of my own behaviours and actions I reflect on and succeed in my learning with frequent feedback and guidance		I determine: • WHAT I do • WHY I do it • HOW I do it • WHERE I do it • With WHOM I do it I am conscious of, and act on personal and community responsibilities I actively direct my own behaviours and actions and encourage others to do the same I reflect on and succeed in my learning, knowing when to seek and accept guidance and feedback.	
WHAT	WHY	HOW	WHEN	WHERE	WHO
Do I set measurable, achievable, specific personal goals? Do I actively plan to achieve my goals? Do I set personal challenges? Do I reflect and act? Do I celebrate my learning	Can I identify the motivation, importance and worth of doing what I am doing? Do I understand my intentions?	Am I prepared? Do I know how to start? Do I know how and what to do? Do I know how to finish it? Do I know how to work with others?	Do I know how long it will take? Can I create timelines? Can I meet deadlines? Do I choose when in the day/week? Can I create a timeline? Can I manage my time?	Can I choose where it's best to work? Can I choose where to go to get things done?	Can I choose who I will learn with? Can I decide who I need? Can I choose whom I work with best? Can I identify who can help? Do I lead?

<https://www.ero.govt.nz/publications/teaching-approaches-and-strategies-that-work/developing-student-agency-and-motivation-through-effective-teacher-practices-and-inquiry/>

School as Apprenticeship

PRINT SHOP CLASS

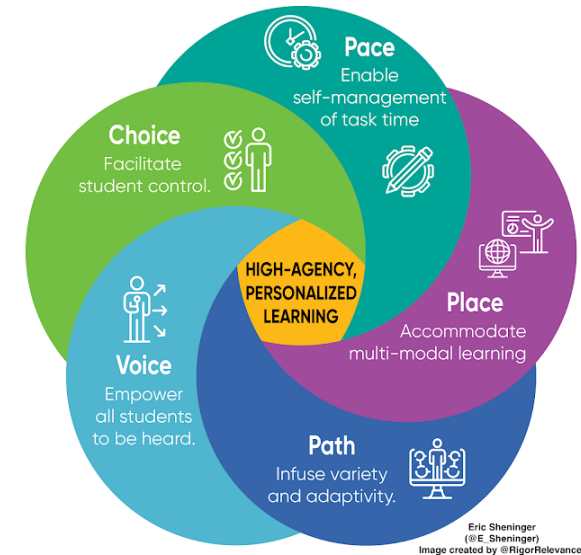
- STUDENTS RECEIVE ORDERS FROM TEACHERS TO DESIGN POSTERS AND BROCHURES FOR CLASSROOMS
- RESPONSIBLE FOR CREATING THE SCHOOL'S STUDENT ID CARDS.

SERVICE LEARNING CLASS

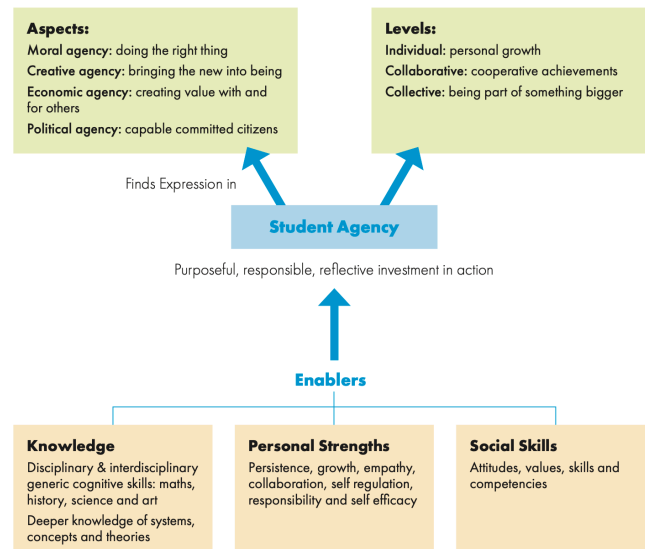
- STUDENTS PRACTICE TEACHING THE SCHOOL'S FOUR CORNERSTONES AS EDUCATORS
- LEADERSHIP, STEWARDSHIP, SCHOLARSHIP, AND CITIZENSHIP

LOCAL ARCHITECTS, NURSES, ENGINEERS, AND GRAPHIC DESIGNERS ARE INVITED INTO CLASSROOMS TO DIALOGUE WITH YOUNG PEOPLE ABOUT THEIR JOBS.

GOSNER, S. (2020). HOW AN APPRENTICESHIP MODEL ENGAGED STUDENTS AND TURNED A SCHOOL AROUND.
 @EDUTOPIA. [HTTPS://WWW.EDUTOPIA.ORG/ARTICLE/HOW-APPRENTICESHIP-MODEL-ENGAGED-STUDENTS-AND-TURNED-SCHOOL-AROUND](https://www.edutopia.org/article/how-apprenticeship-model-engaged-students-and-turned-school-around)



The Student Agency Model



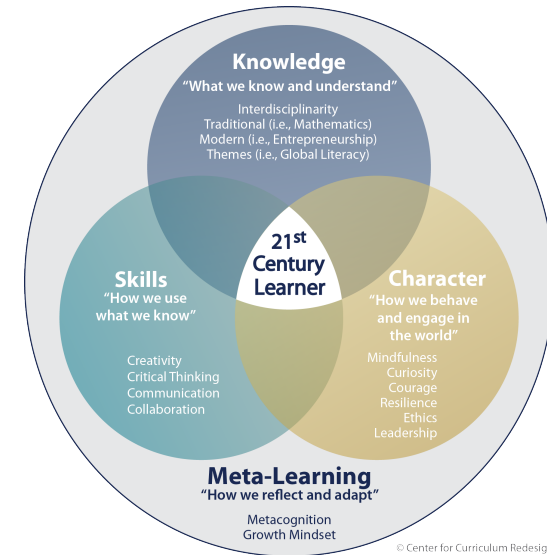
Credit: Leadbeater, 2017. Student Agency: Learning to Make a Difference, CSE Paper

Where is the highest level of agency in your school today?

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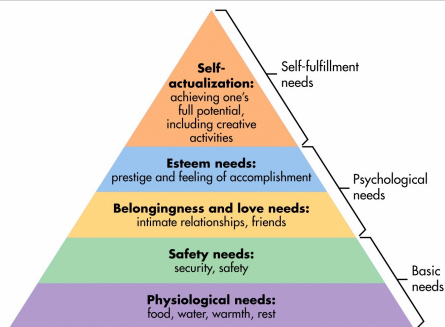
3. How might we treat all people as learners (students, teachers, leaders, citizens) and all learners as whole people?

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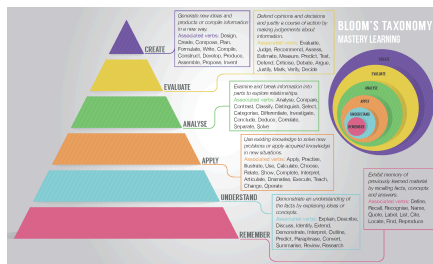


© Center for Curriculum Redesign

Credit: Fadel, 4D model of Education, Center for Curriculum Redesign, Harvard



Maslow before Bloom

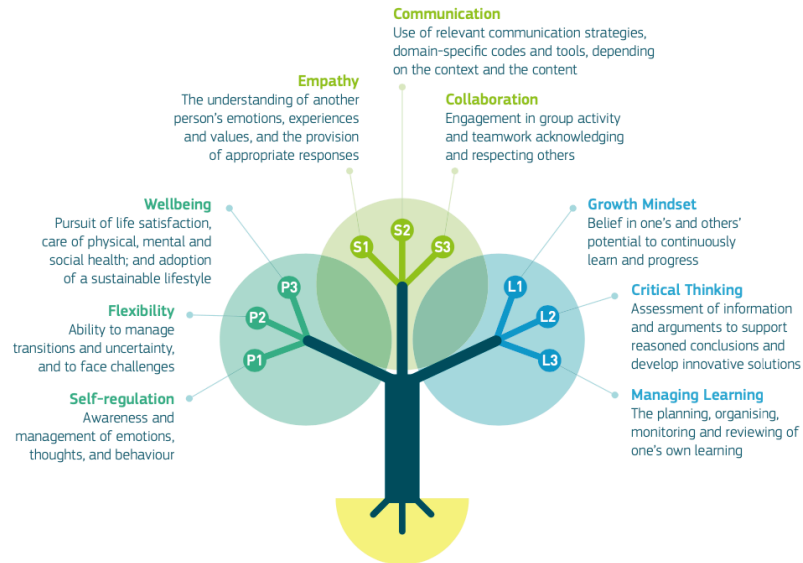


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"I am large. I contain multitudes"

-Walt Whitman

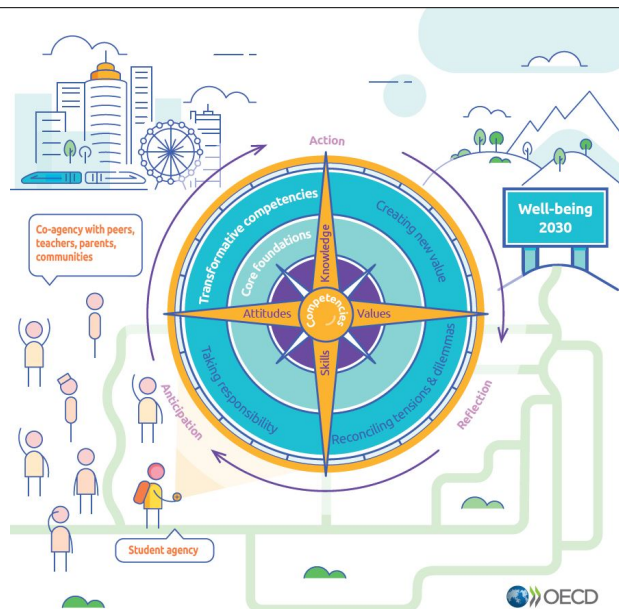
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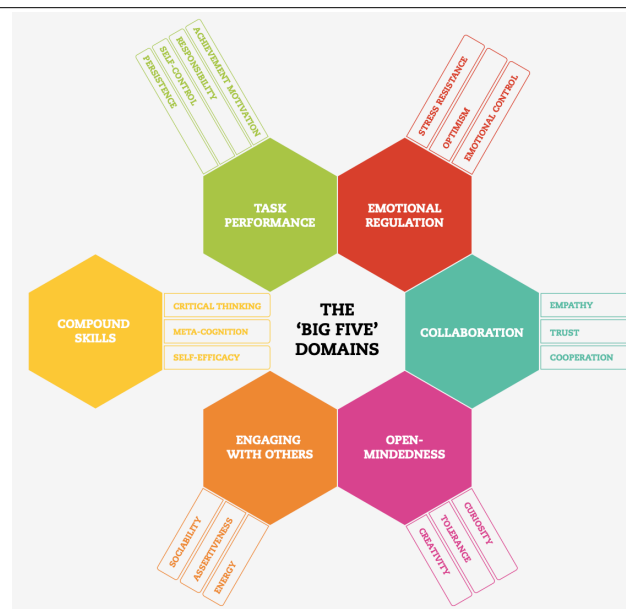
Credit: EU, European Commission LifeComp Framework

4. How might we design a compass for learning, not build the map?

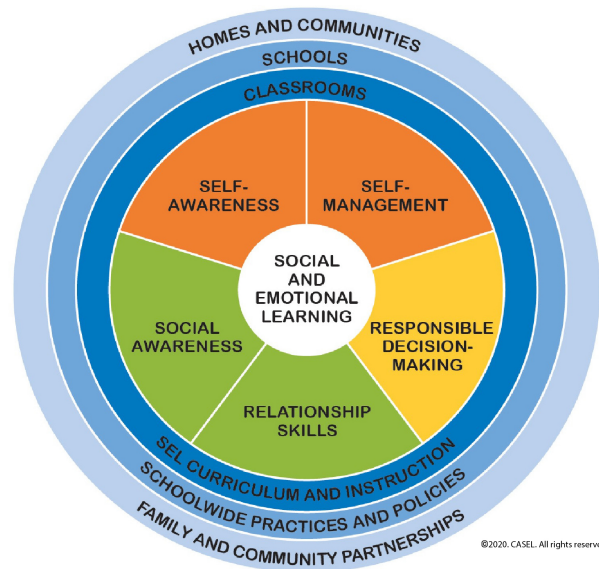
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Credit: OECD - Education 2030 Project

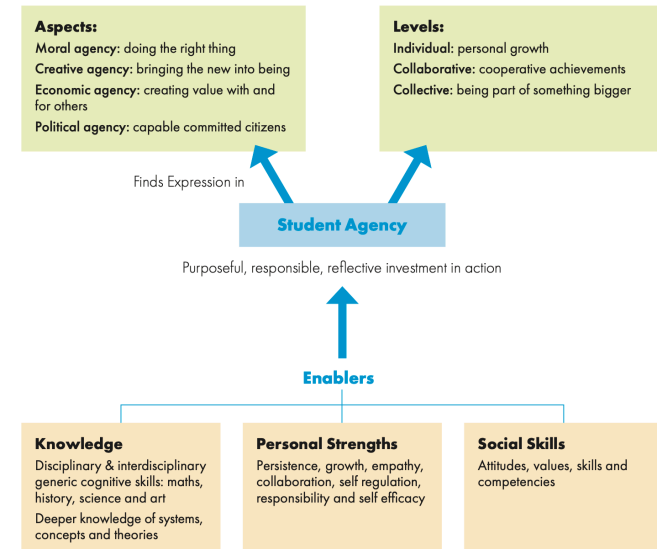


Credit: OECD, Study into Social Emotional Skills



Credit: CASEL, SEL Model

The Student Agency Model



Credit: Leadbeater, 2017. Student Agency: Learning to Make a Difference, CSE Paper



"We think too much and feel too little.

More than machinery, we need humanity;

More than cleverness, we need kindness and gentleness.

Without these qualities, life will be violent and all will be lost."

- Charlie Chaplin

5. How might our culture help to shift our mental models?

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~~What do you do?~~

~~What do you want to do when you grow up?~~

~~Is this on the test?~~

How are you feeling?

What impact do you want to make?

What kind of person do you want to become?

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VIA Classification of Character Strengths



Copyright of VIA Classification of 24 VIA Character Strengths
© 2016 VIA Institute on Character (<https://www.viacharacter.org/www/>). All rights reserved.

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Credit: Values in Action Institute

What is our school vision? What is the unspoken grammar?

Why do we start school when we do?

How do we structure our timetable?

What do we celebrate most at our school?

How far have we moved towards voice, choice and ownership?

How much focus do you have on the HOW of teaching, not just the what?

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Conceptual mental
models

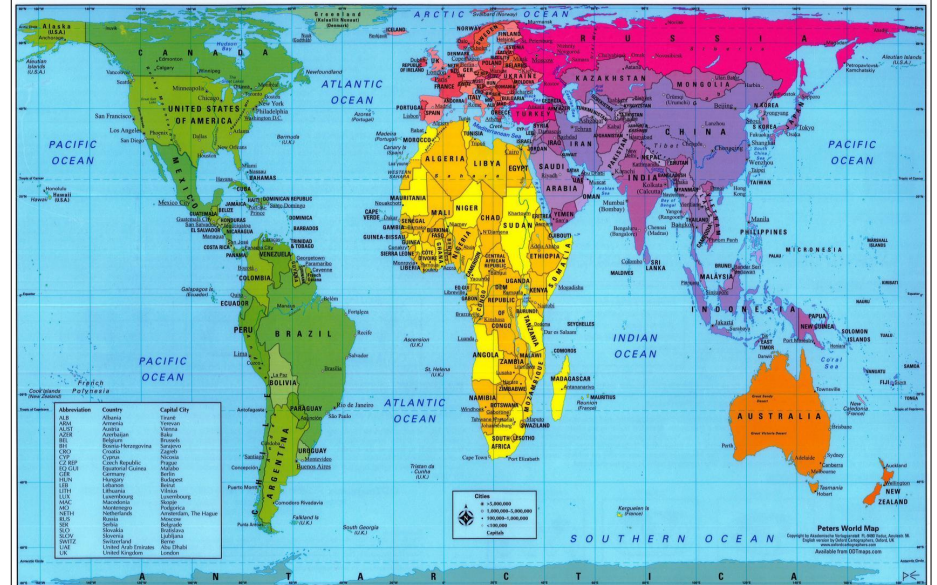
to/from

concrete learning
practices

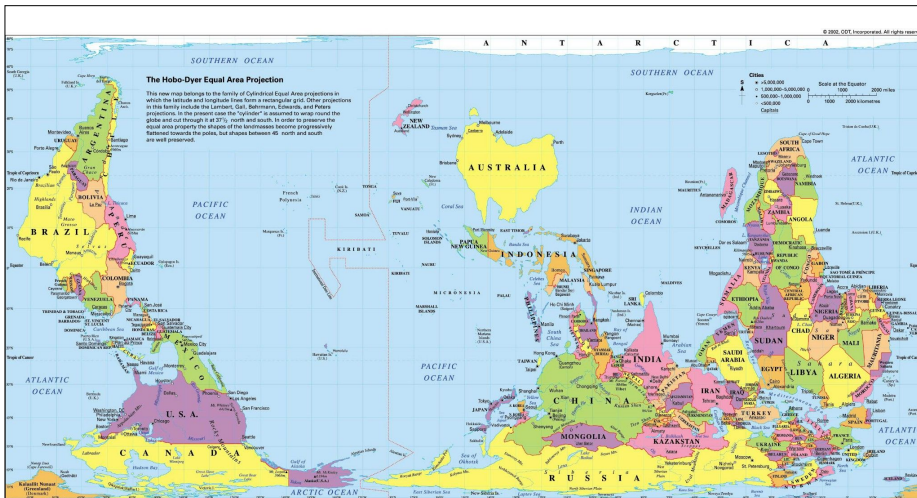
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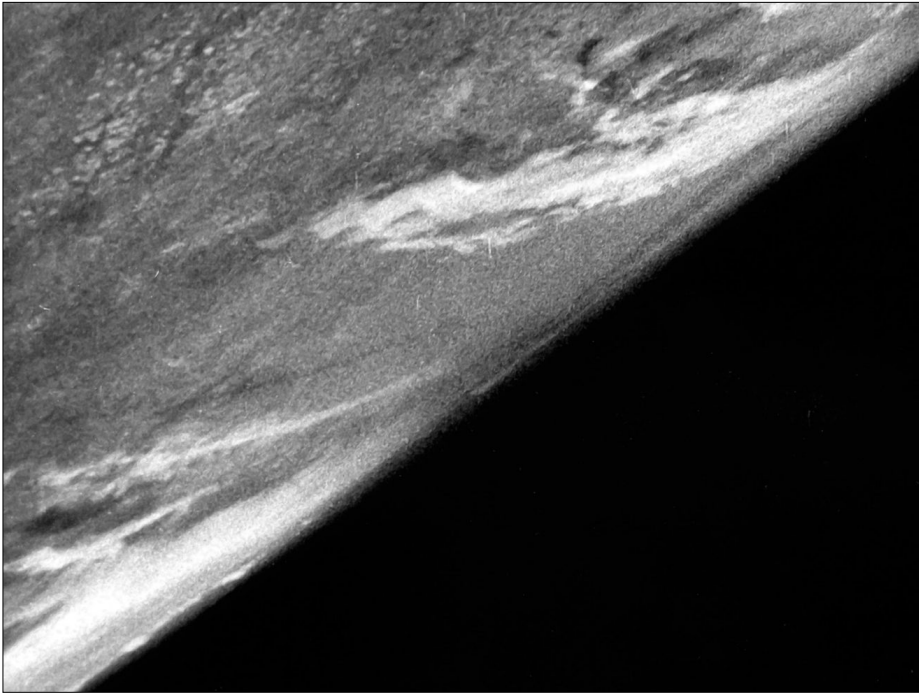
Clarity
without
Certainty

Purpose
with
Profit

Rigour
without
Rigidity

A collection of
institutions
to
a thriving, connected
learning ecosystem

Beyond 2021



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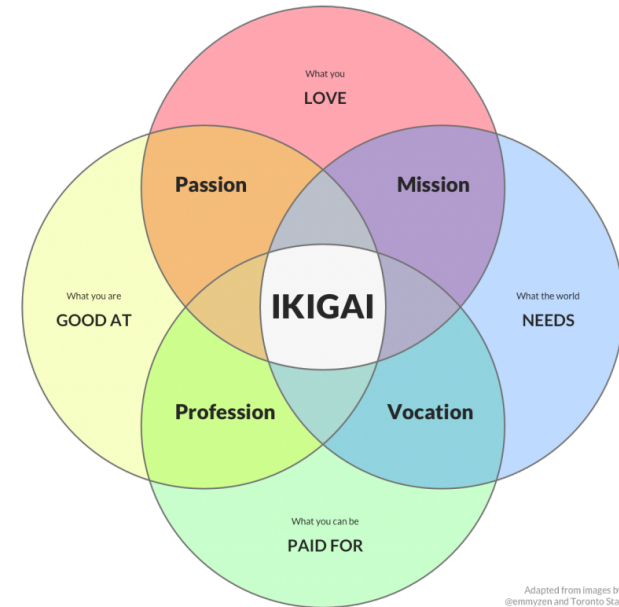


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Dear future you...



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Adapted from images by @emmyzen and Toronto Star

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"You can choose every day, every minute, to act in a way that may uplift a stranger, or else drag them down. The choice is easy. And it is yours to make."

- Eddie Jaku

"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them **feel**."

- Maya Angelou





"You cannot get through a single day without having an impact on the world around you. What you do makes a difference, and you have to decide what kind of difference you want to make."

- Jane Goodall

Thank you for choosing to make a difference.

Get in touch
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Our Podcast

