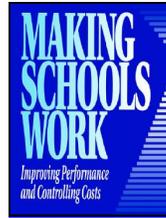


# Stewarding the **HEALTH** of our Children's LEARNING

Dr. Eric Hanushek: It's not that somebody 'knows' the current science, because the current science might be wrong. But it's that somebody knows **how to learn about new science, and adapt**. It's also how they learn to adapt to workplaces... **how to learn to do something that they had never even thought about doing when they were in school. That's the key element.**



Dr. Eric Hanushek, Paul and Jean Hanna Senior Fellow at the Hoover Institution of Stanford University.

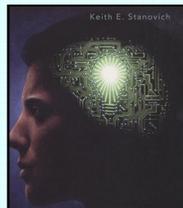


David Boulton: So then the fundamental intention of our education system must be to use knowledge, skills and experience not just as the end, but as the means through which **we're exercising how well someone is able to participate and become self-extending in learning what they need to learn when they need to learn it.**

Dr. Eric Hanushek: Yeah, right. **Precisely.**



Dr. Keith Stanovich is Canada's Research Chair of Applied Cognitive Science at the Department of Human Development and Applied Psychology, University of Toronto.



David Boulton: if you take more than a one generation view of our collective human problems, whether it's ecological or political, whatever it is, it comes down to: **the most precious resource on this planet is how well our children learn."**

Dr. Keith Stanovich: **Yes.**

David Boulton: **There's no getting around it. Nobody can argue.**

Dr. Keith Stanovich: **No.**

David Boulton: **Therefore, the most important thing we have to do collectively is to 'steward the health of their learning' - how healthily they're learning.**

Dr. Keith Stanovich: **And find out how to do that best.**

David Boulton: **It starts with recognizing the fundamental, profound, and capital value of 'stewarding the health of our children's learning.'**

Dr. James Heckman: **I agree. I think everything points in that direction. I think you want to get to a basic set of principals and this is clearly it.**



Dr. James J. Heckman, recipient of the 2000 Nobel Prize in Economic Sciences.



Arthur J. Rolnick, Senior Vice President and Director of Research at the Federal Reserve Bank of Minneapolis.



David Boulton: I think the neuroscience arguments and the self-esteem arguments and all these different planes are very critical, and they'll reach a number of different people in those different universes. But ultimately what's going to shift the behavior of the country over the long-term is going to be understanding how fundamental this [healthy learning] is to **everybody** through the economic channel.

Arthur Rolnick: Yes, I agree.

David Boulton: **One of the missing ingredients that could register all these different planes or dimensions of research and information is to come up with a way of describing, measuring and supporting the health of children's learning. It is the unhealthy learning environments that are the problem.**

Arthur Rolnick: **Yes, that's the message. That's the message you've got to get across.**

David Boulton: **Is there an educational mission that trumps, that is more important than "stewarding the health of our children's learning"?**

Dr. Grover (Russ) Whitehurst: **No, when put that way.**



Dr. Grover Whitehurst, Director of the Institute of Education Sciences, and an Assistant Secretary of Education with the U.S. Department of Education (2002-2008).

