

# Learning Stewards: The Fulcrums

view online w/links at: <http://www.learningstewards.org/wp-content/uploads/2012/01/Fulcrums.pdf>

**“We can no longer assume that what we think children should learn is more important than how well they can learn.”**

The following are brief summaries of what we consider optimal ROI “fulcrums” or “tipping points” for changing the trajectory of learning in our population. Below each summary are links to resources on our sites that explain each fulcrum in more detail.

## **National:**

### **#1 – The National Institute for the Study and Prevention of *Acquired Learning Disabilities* –**

An institute housed within NAS or NIH (or a major university) that is completely independent from the Department of Education. The institute is chartered to: 1) study human learning (similar to Human Genome Project) 2) study the variety of ways in which learning can disable learning ([unhealthy learning](#)) 3) enhance our populations understanding of learning and the importance of preventing Acquired Learning Disabilities. Reference: [The Institute](#)

**#2 – The Public Learning System:** In many ways similar to ‘PBS’, the PLS would be a free public service - a non-commercial, not for profit, ‘channel’ people can trust. Where PBS is a network within our television system PLS is a network within our Internet system. The PLS is a domain (.pls), a parallel-universe, within the Internet that instead of being organized around ‘broadcasting’ (pushing content) is organized to resource people’s on-demand learning. PLS is an artificially evolving intelligent agency purposed to personally-relevantly steward anyone’s learning into/about anything and everything he or she might be interested in or, ‘need to know’.

Reference: [The PLS](#)

**#3 – Training Wheels for Literacy:** Statistically, more American children suffer long-term life-harm from the collateral effects of reading difficulties than from parental abuse, accidents, and all other childhood diseases and disorders *combined*. In economic terms, reading related difficulties cost us more than the war on terrorism, crime, and drugs *combined*. Though [many factors](#) contribute to learning to read difficulties, what most makes learning to read (English and other [deep orthographies](#)) difficult for *most* beginning and struggling readers – [what most challenges their brains](#) – is the *confusing relationship* between the *naturally evolved* and *learned* code of speaking and listening, and the *artificially created and learned* c-o-d-e of reading and writing (see [“Disambiguation”](#)). Training Wheels for Literacy is an entirely new way to reduce that confusion. Reference: [Training Wheels for Literacy](#)

**#4 – Learning (PBS Documentary Project):** Similar to PBS’s “Brain” and “Mind” but modularized like [COTC](#), a broadcast documentary and web resource series that includes the latest from all relevant sciences formed around human stories that entertainingly teach the key distinctions.

## **Local:**

**#4 – Teachers as Learning Stewards:** A deeply reorienting PD experience that translates the *key distinctions* into practicable methods for 1<sup>st</sup> person learning, ‘syncing-up’, and recognizing, minimizing, and remediating [maladaptive cognitive schema](#) and [mind-shame](#). Reference: [Live Events](#)

**#5 – Parents as Learning Stewards:** An experience that deeply reorients parent’s sense of their ‘mission’ as parents and translates the *key distinctions* into parent-practicable methods for 1<sup>st</sup> person learning, ‘syncing-up’, and recognizing, minimizing, and remediating mind-shame. Reference: [Stewarding Healthy Family Learning](#)