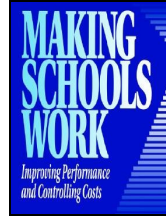


Stewarding the HEALTH of our Children's LEARNING

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.**



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 [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: 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.***"

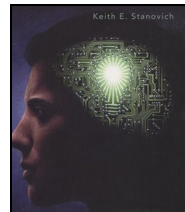
Dr. Keith Stanovich: **Yes.**

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.**



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



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



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.

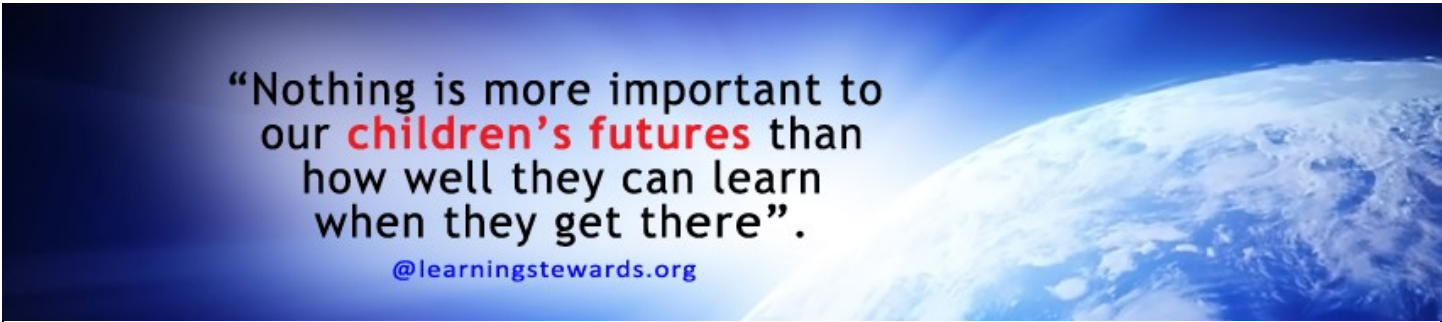
David Boulton: **Is there an educational mission that trumps, that is more important than "stewarding the health of our children's learning"?**

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).





“Nothing is more important to
our **children’s futures** than
how well they can learn
when they get there”.

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Learning Stewards: The Key Distinctions

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

#1 – Learning is the Central Dynamic of Being Human: Our common conceptions of learning mislead and misguide our approaches to educating and parenting. We tend to think of learning as an ‘ancillary mental utility’ - as the ‘means’ through which we acquire knowledge, skills and experiences. For all too many people, including educators, learning is seen as academic - what children (and adults) do in schools or at work - rather than the central dynamic of human life. Our common conceptions of learning and its role in our lives are, in effect, disabling the learning of our population. References: “[Learning](#)” – “[I Am Learned](#)” – “[We Are Learned](#)” – “[The Codes](#)”

#2 – Unhealthy Learning: We are always learning but not all learning is healthy. We can learn our way into illnesses, addictions, attitudes, and beliefs that have profoundly unhealthy effects not only to our bodies but also to our learning. We can learn maladaptive cognitive habits that misdirect learning and maladaptive emotional habits that cause us to avoid learning. In order to improve educational outcomes we have to be able to recognize and address the ‘unhealthy learning’ undermining student performance. Most importantly we have to be able to recognize and address the maladaptive cognitive schema that misdirects learning trajectories and the ‘mind-shame’ that children can’t help but learn (in our system as it is) and that can profoundly disable their learning. References: “[Unhealthy Learning](#)” – “[Maladaptive Cognitive Schema](#)” – “[Mind-Shame](#)”

#3 – Artificial Learning: Humans are ‘wired’ for ‘natural learning’ - learning through real-time action-feedback loops happening on the living edge of ‘now’ (walking and talking for example). Most children struggling in school are struggling with learning challenges that are ‘unnatural’, challenges that are ‘artificially confusing’ – challenges involving human inventions and conventions that don’t ‘work’ the way nature (and human nature) does. Learning to read, write, spell, and calculate (and most of what later depends on them) requires a kind of learning that is unnaturally challenging to our organisms. Failing to recognize this, we contextualize these challenges in a way that promotes “mind-shame”. References: “[What is Reading](#)” – “[The Brain’s Challenge](#)” – “[Children of the Code](#)”

#4 – Mission Flip: Stewarding Learning: The world is changing faster and more complexly than at any time in human history. What human skills will be in demand 15 or 20 years from now? Obviously there will be ever fewer opportunities for human beings who can only perform repetitive manual labor, remember factoids, or perform routine intellectual functions. What should children be learning today that will make their future employment opportunities less vulnerable to becoming obsolete as the machines continue to advance? When it comes to preparing today’s children for their futures, our mission as parents and educators must flip from ‘teaching them what we think they should know’ to ‘stewarding how well they can learn when they get there’. References: “[The Challenge of Change](#)” – “[Stewarding Healthy Learning](#)”

#5 –First Person Learning (there’s no substitute): Change begins with you. This is not about acquiring knowledge ‘about’ learning; it’s about you learning about your own (always happening) learning and the learning in those around you. This is about you first-person witnessing the life-altering affects of ‘unhealthy learning’ and the mind-altering affects of ‘mind-shame’. As you learn to see learning differently it will change you and how you interact with everyone around you. As you become more learning oriented you can’t help but have a more learning enabling effect on everyone around you. References: “[First-Person Learning](#)”