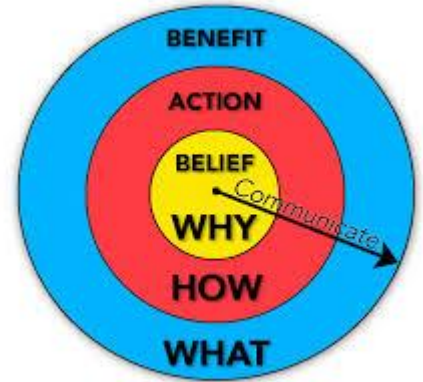


Misty Meadows School
creating a learning ecosystem for children

Presentation to School Parents
18 May 2015

Objectives from Tonight's Presentation

1. Why do we want to create something different from other education offerings?
2. What is our plan for how our school will function?
3. How do we plan to implement this plan?
4. Answer parents questions





Why something different from other education offerings?

Mainstream education is a dinosaur on the verge of extinction...

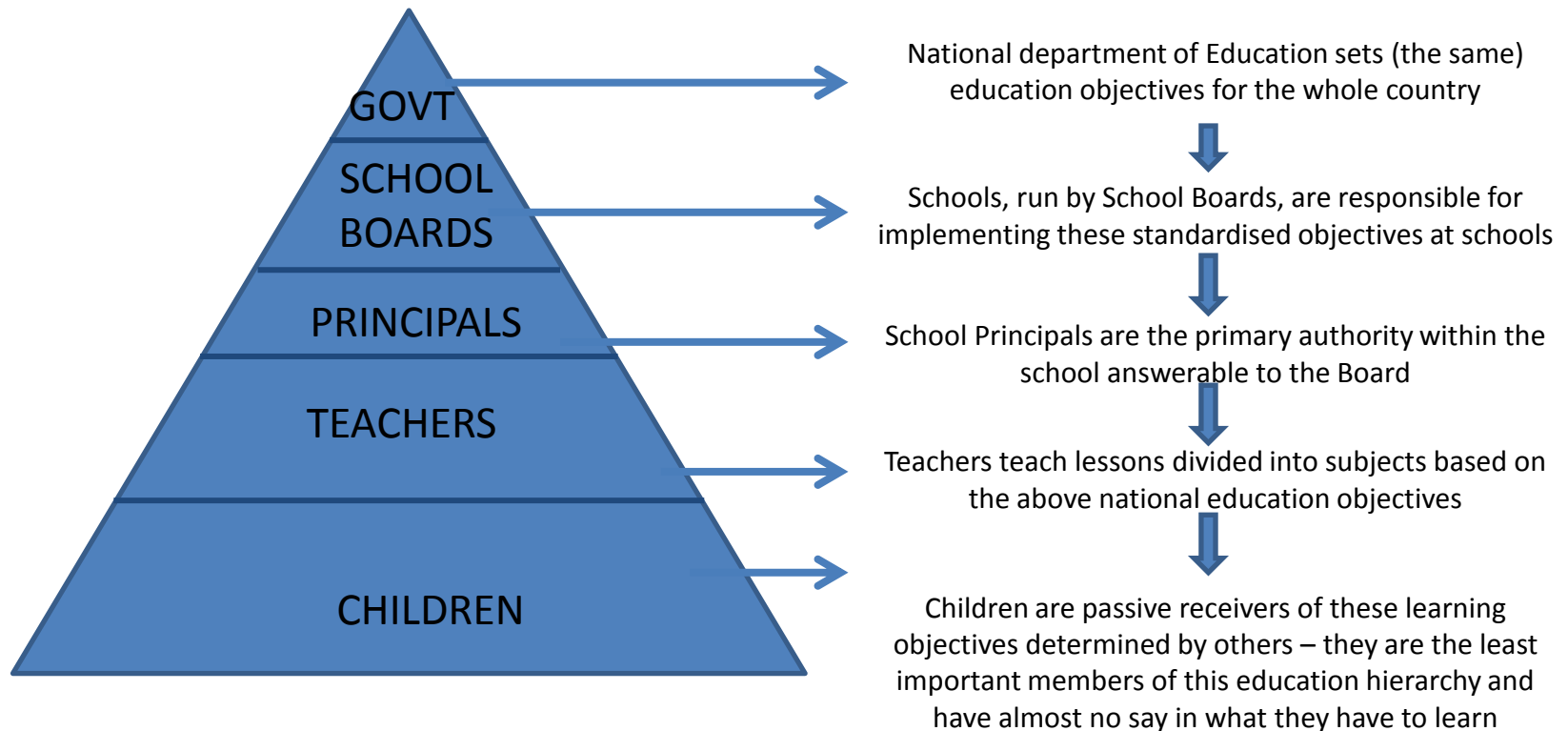


Why?

Because it is founded on an inaccurate understanding of who children are, how they learn, and what they need to know to become fulfilled successful adults in the twenty first century, and more and more people are starting to realise this...

Mainstream education is an authoritarian hierarchy with children at the bottom

Mainstream education functions as a hierarchy, with the children it is designed to teach given the least amount of say in what and how they learn...



Key Features of mainstream education

The key features of this hierarchical model of education are:

Standardisation – one-size-fits-all

Conformity – all must act, think and be the same to “fit in” – all have to pass standardised tests

Uniformity – all must look the same, diversity is discouraged

Authority - the Principal and teachers are the bosses of the children

Obedience – Do as you are told

Coercion – if you don't do what you are told, you will be punished

Passivity – you must wait to be told what and how to think by your teacher, because they know the answers and you do not

Feelings of inadequacy - Children feel stupid when they don't achieve what the system tells them they should, or when others perform better than they do

Competition – the only way to stand out from the crowd is get to the top

Boredom – this system doesn't make sense to me and it is not recognising who I really am, so I won't fully engage with it...



Schools are run like factories , with bosses telling you what you can and can't do, performance standards, uniforms, ringing bells, and children educated in age-batches like standardised widgets. Children are treated like they are all exactly the same “product” and should all learn the same things in the same way and at approximately the same speed, i.e. as if they are machines.



SCHOOL

- . authoritarian structure
- . dress code
- . emphasis on silence and order
- . negative reinforcement
- . walk in lines
- . loss of individual autonomy
- . abridged freedoms
- . no input in decision making
- . set times enforced for walking, eating etc.

PRISON

- . authoritarian structure
- . dress code
- . emphasis on silence and order
- . negative reinforcement
- . walk in lines
- . loss of individual autonomy
- . abridged freedoms
- . no input in decision making
- . set times enforced for walking, eating etc.

SCHOOL TODAY WAS SO BORING



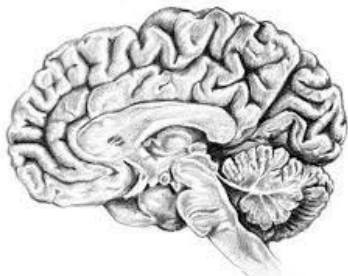
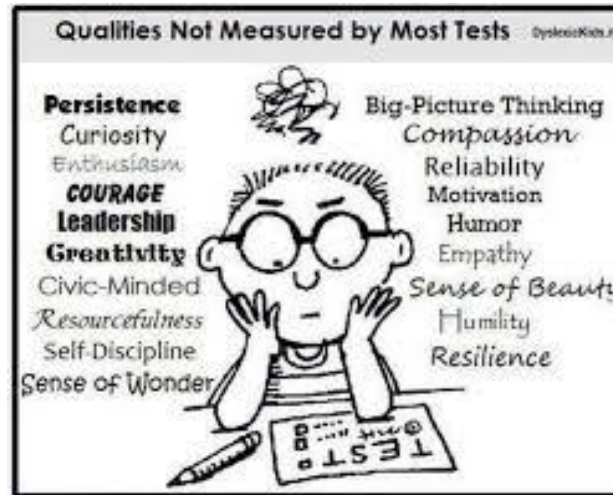
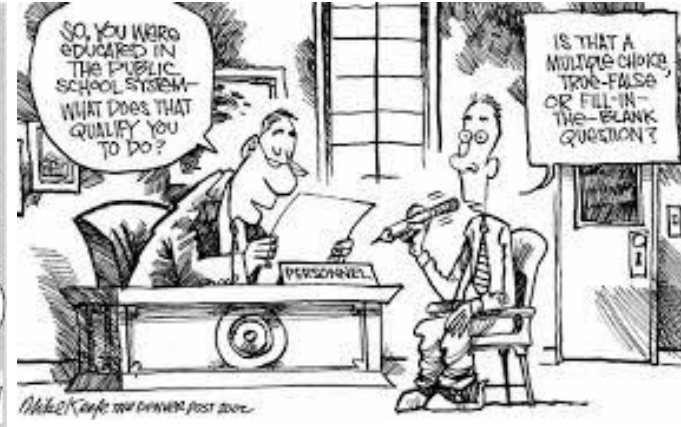
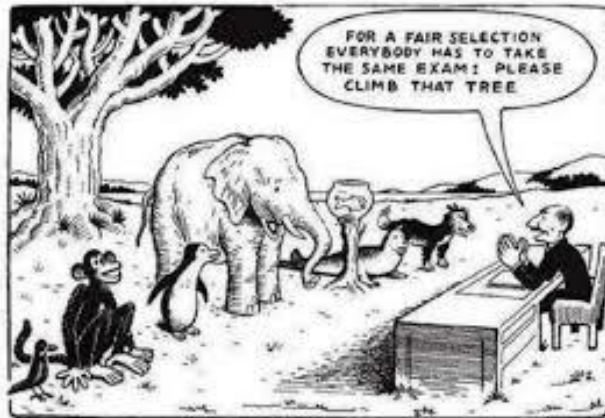
SCHOOL IS SO BORING



Seven
Crappy
Hours
Of
Our
Lives



Why this standardised approach to educating children is failing...



"The problem with conformity in education is that people are not standardised to begin with"

- Sir Ken Robinson, Creative Schools

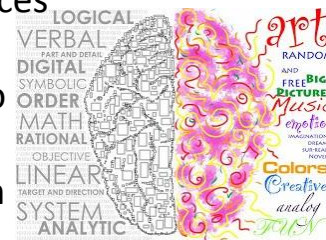
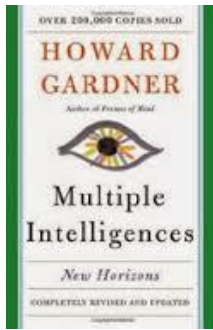


If children are not
standardised machines, then
what are they?

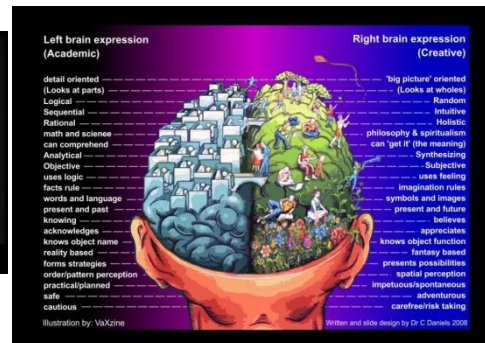
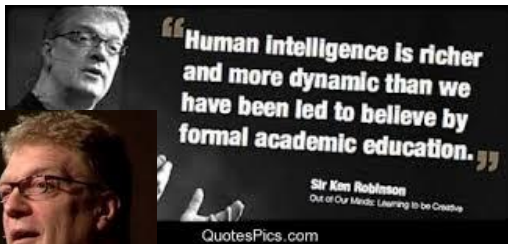


More and more people around the world are researching this
subject, and a consensus is starting to emerge about who
children really are and how they actually learn...

Who children really are, and how they actually learn



1. Children are actually skilled learners long before going to school – they learn to walk and talk, arguably the most complex human achievements, without school.
2. They have multiple types of intelligence and personalities (they make sense of the world in many different ways – Reggio calls these the “hundred languages of children”).
3. They always construct their own understanding (learning) in ways that make sense to them.
4. They are all creative in many diverse ways.
5. Their process of learning is not linear and predictable.
6. They are far more highly motivated by the desire to know something than by being forced to know something. Their interest in learning is actually constrained by having to learn content and processes defined by others.
7. They perform better when trusted to perform and not coerced to do so.
8. They are highly capable of learning things on their own (without waiting for an expert teacher to tell them – they do this by watching and copying others and through trial and error).
9. Their skills and abilities are more multi-dimensional than standardised tests can measure.
10. They experience life horizontally as a series of inter-connected, multi-disciplinary experiences and not as separated silos of vertical subjects.
11. Their curiosity thrives when they have an abundance of free time and is stifled by being too busy.
12. They learn more effectively building up their knowledge collaboratively with others than on their own.



Creativity expert Sir Ken Robinson challenges the way we're educating our children. He champions a radical rethink of our school systems, to cultivate creativity and acknowledge multiple types of intelligence.

"We don't grow into creativity, we grow out of it. Or rather, we get educated out of it."
Sir Ken Robinson

Children are in fact multi-dimensional, multi-talented, highly creative and diverse organisms and not standardised one-size-fits-all machines...



If we now know that children are
diverse, multi-faceted
ORGANISMS rather than
standardised machines, then the
next question we have to ask is:
How should highly diverse
organisms be effectively
educated?



Most education reformers agree that we need to find a
more organic approach to educating the organisms called
children because the mechanistic approach is failing...

...But whilst there is some agreement that we should teach children more organically, there is a lot of confusion regarding how to do this effectively. Many people worry that the diversity required of organic education would be too unstructured and chaotic to manage...

Won't allowing them to be the diverse organisms that they are be too chaotic and unmanageable for school??



“Some parents might worry that I am advocating for a pedagogical approach that creates *instability and chaos*. That a play-based education is overly *laissez faire*, chaotic, or dangerously permissive: that we will be responsible for spoiled, entitled children, one's without a sense of community, fairness, or morals; children who, if not on the road to full-on psychosis are at least going to be prone to disobedience”.

- Teacher Tom



However, if we look at nature carefully we can see that natural organisms do not behave in a chaotic or unstructured manner at all when left to be themselves!

What is interesting however is that nature's structure and order is always non-linear (there are no straight lines in nature)



Nature always self-assembles its own structure one step at a time using very simple, non-linear, fractal patterns

(a fractal pattern is a pattern that repeats itself over and over again and is the same at every scale)

All natural systems from single plants to animal populations to weather systems and even galaxies self-assemble from the bottom up following simple, repeated, non-linear patterns.

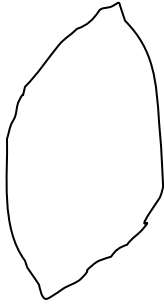
Nature never focuses on an end result,
diverse systems emerge as a consequence of following these
simple patterns.

All of the biodiversity we see on our planet today has stemmed
from single-celled organisms making self-generated small,
incremental steps of variation, adaptation and mutation over 2-3
billion years.

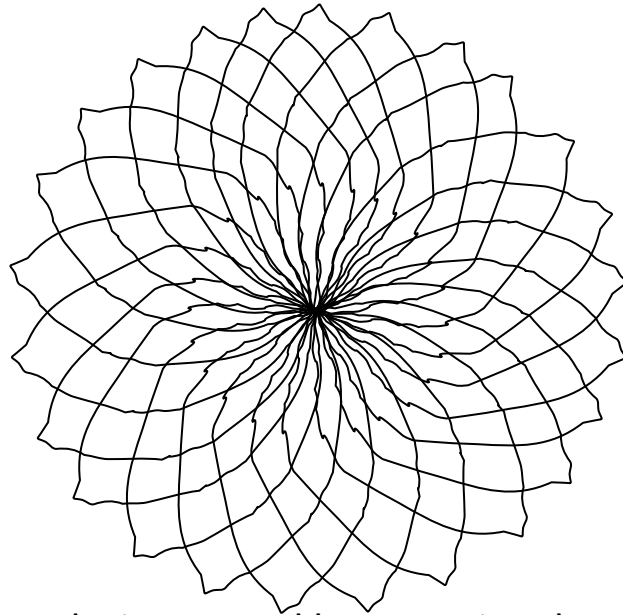


We can learn from how nature creates structure in order to create an
education system that is more aligned to human children's nature as
organisms...

For example, look at how a flower emerges from repeating the pattern of a petal...



One non-linear
hand-drawn petal



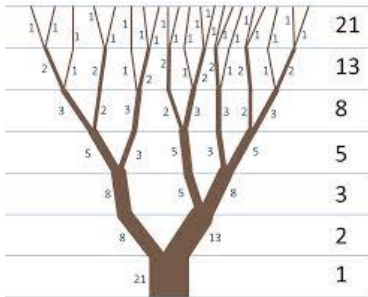
Complexity created by repeating the same
hand-drawn petal 25 times (moving one
position to the right each time)



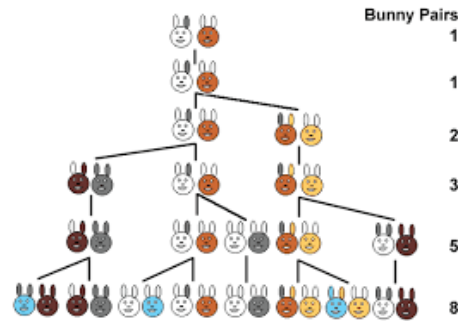
Once we understand nature's strategy for creating structure using simple, non-linear, repeated (fractal) patterns, we start to see nature's patterns everywhere...

Patterns that nature uses repeatedly are the Fibonacci sequence and the Golden Ratio: 0,1,1,2,3,5,8,13,21,34,... and the ratio of each successive pair of numbers in the sequence approximates phi (1.618)

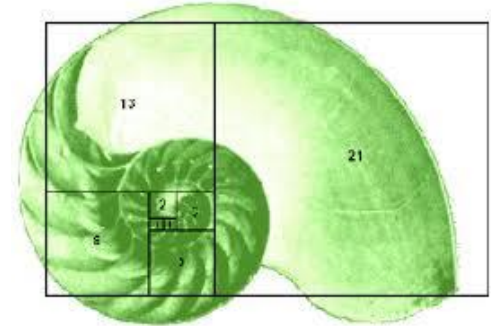
Tree and forest growth



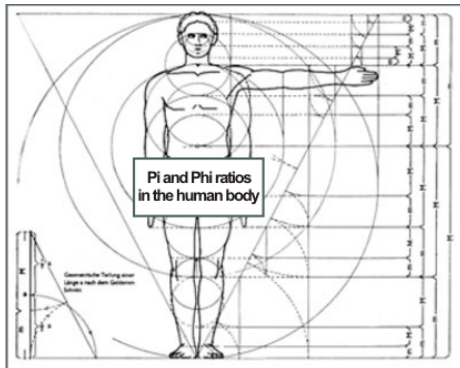
Rabbit population growth



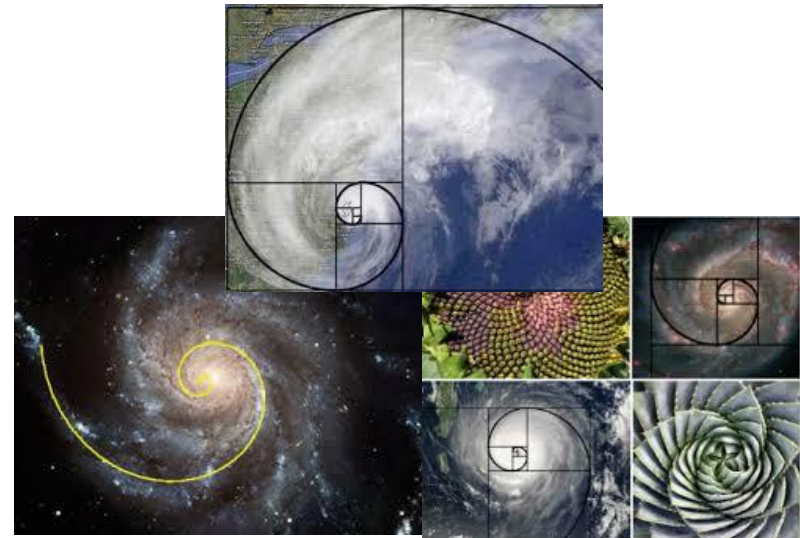
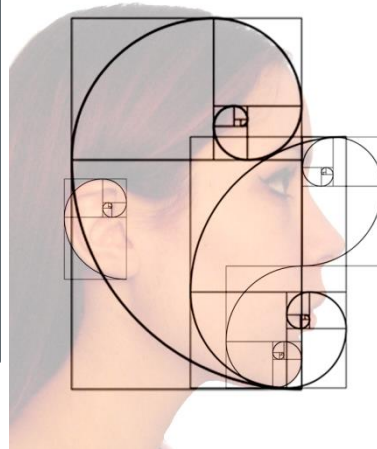
Nautilus shell growth



Human bodies



Weather systems and even galaxy formations



So, if children are organisms too, then logic would suggest that all they need is a simple, non-linear learning pattern to follow in order for highly structured, unchaotic, but non-linear organic learning outcomes to emerge...

The process of each child repeatedly following this organic learning pattern over and over again would result in the emergence of a diverse range of flourishing, thriving, Capable, fulfilled adults aligned with their true nature as organisms...



Focusing on implementing a fractal learning pattern is quite different from focusing on children performing according to pre-determined, standardised National Curricula – it allows for much greater diversity without sacrificing the quality of the result

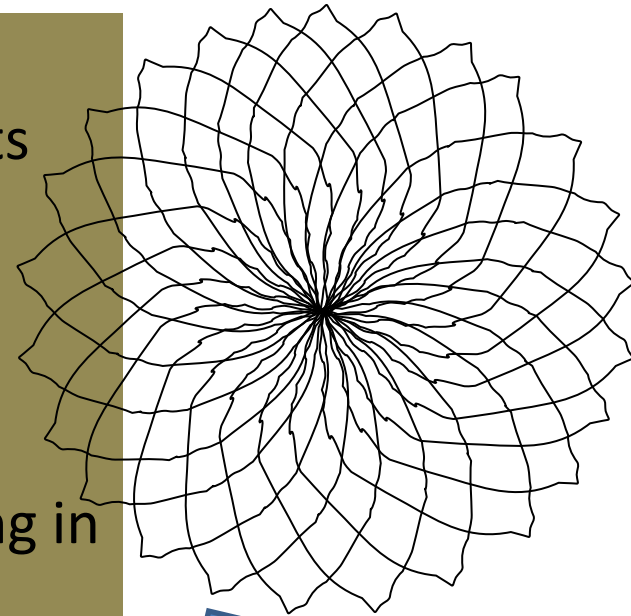
After much research I have come to the conclusion that the most appropriate organic learning pattern for all children to follow is actually incredibly simple...

BLUEPRINT FOR ORGANIC EDUCATION

Children must function as the central agents
(creators) of their own learning

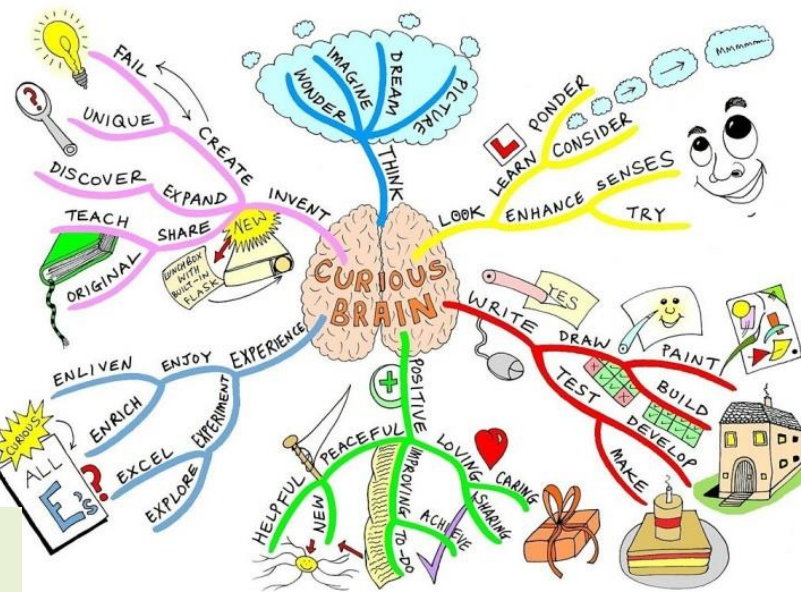
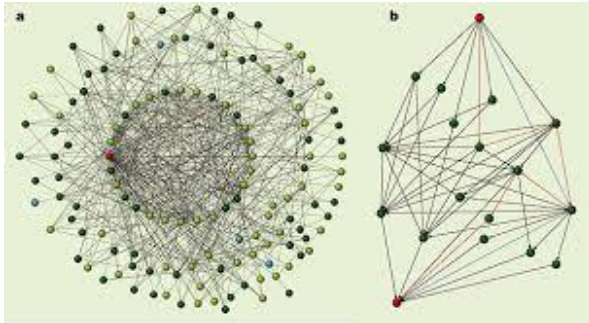
OR PUT INTO DIFFERENT WORDS:

Children must self-assemble their own learning in
ways that make most sense to themselves

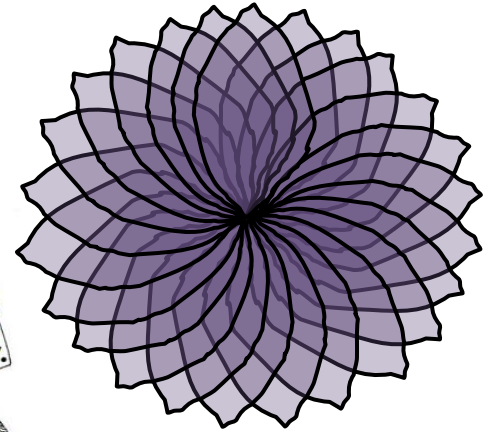


... the process of children self-assembling their own learning one step at a time over and over again in ways that make sense to them is what will ultimately result in the emergence of highly capable, resourceful, thriving, fulfilled, balanced and happy adults

This self-assembled learning pattern for children would not look like a learning hierarchy with the child at the bottom at all...



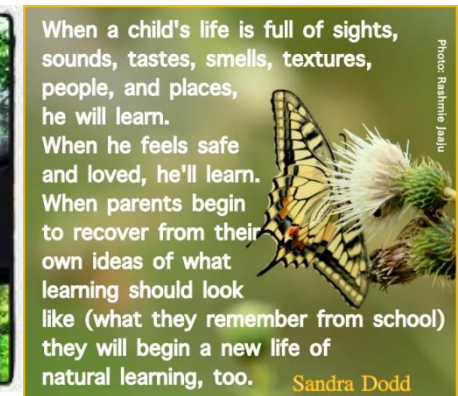
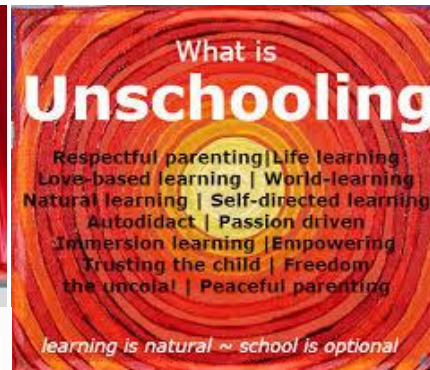
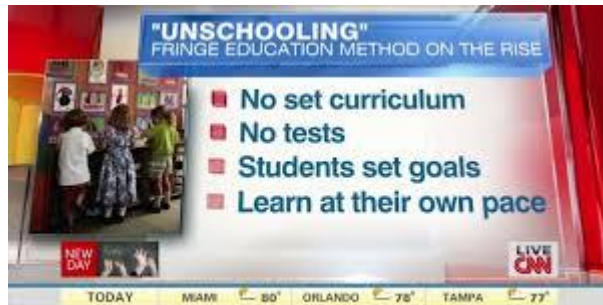
© Paul Foreman <http://www.mindmapinspiration.com>



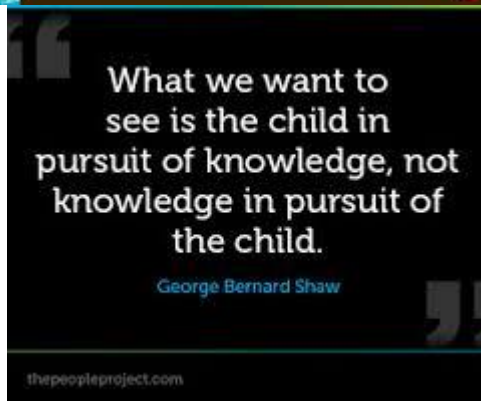
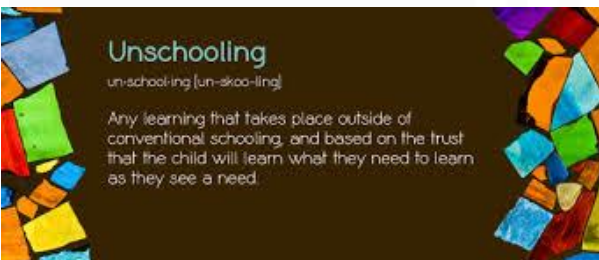
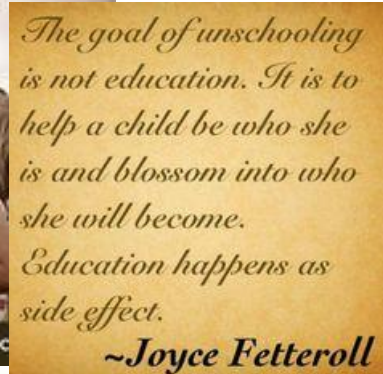
... rather it will look like a **LEARNING WEB** with the child always in the centre constructing his or her own learning linkages ongoingly outwards in ways that make sense to him or her...

Already more and more
groups of people are
starting to explore how
to use this organic
learning pattern to
educate children...

There is a rapidly growing global movement called the Unschooling movement. Unschooling is all about children self-assembling their own learning in ways that make sense to themselves without school...



TRADITIONAL SCHOOLING	UNSCHOOLING
LEARNING BY SUBJECTS	LEARNING BY INTERESTS THAT CROSS MANY SUBJECTS
KNOWLEDGE IS GIVEN BY TEACHER TO STUDENT	KNOWLEDGE IS ACQUIRED BY STUDENT & SUPERVISED BY PARENT/TEACHER
GOALS SET BY TEACHER	GOALS SET BY STUDENT
SPECIFIC CURRICULUM & TEXT BOOKS	RESOURCES COME FROM BOOKS, PARENTS, SIBLINGS, INTERNET, OUTDOORS, MUSEUMS, LIFE EXPERIENCES
SPECIFIC TIME SET FOR LEARNING TO OCCUR	LEARNING HAPPENS CONSTANTLY, ALL HOURS, YEAR-ROUND.



unSCHOOL
OPEN YOUR MIND

what they don't ^(and can't) teach you at your school!



Whilst I agree with the unschooling movement that children are born highly capable learners with in-built capacities and abilities called their DNA, whether they thrive to their full potential as organic life learners depends on the quality of their learning environment ... and not all learning environments are created equal

**In nature a poor growth environment =
poor results**



**In nature a good growth environment =
good results**




**Children need a supportive and enabling learning environment for their
self-assembled learning from life to truly thrive**

Not all children have good access to the people, places, connections, resources and multi-faceted experiences that will enable their self-assembled learning to truly flourish at home...

I would prefer my children's self-assembled learning to look like this... 



Rather than this... 



Also, what is the point of self-assembling our learning from life if we do not have friends to share our journey, our discoveries, our challenges and our joys with?



An anthropologist proposed a game to African tribe kids. He put a basket full of fruit near a tree and told them that whoever got there first won the sweet fruits. When he told them to run they all took each others hands and ran together, then sat together enjoying their treats. When he asked them why they had run like that as one could have had all the fruits for himself they said: **UBUNTU**, how can one of us be happy if all the other ones are sad?

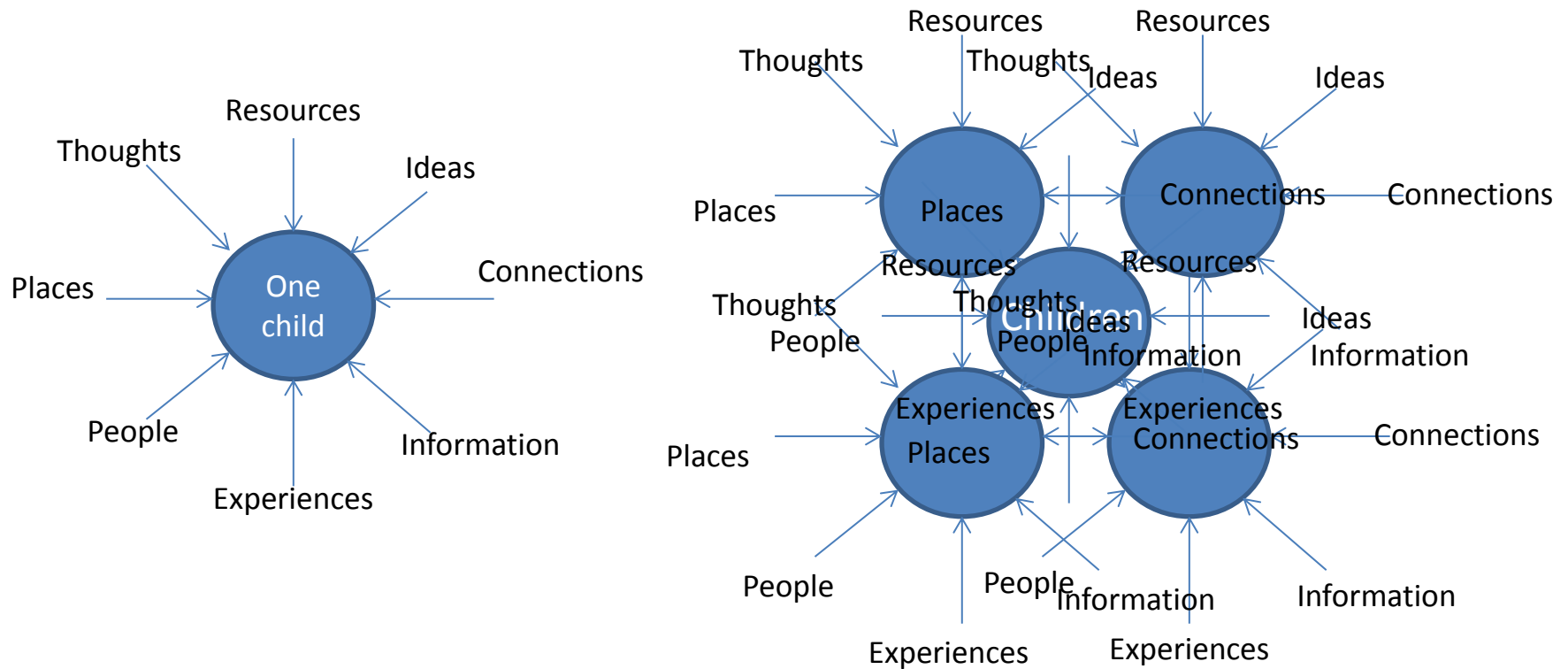
UBUNTU in the Xhosa culture means:

“I am because we are”



Humans are social animals and thrive from interconnectedness with others...

... and more connections are generally better than fewer because we learn and grow from our inter-relationships with each other



... we have more feedback loops (others with different perspectives and ideas to complement and improve our own) when we learn with others and this improves the quality of our learning

So, I came to the realisation that I would like to create a “school” that offers children a high quality enabling learning environment to optimise their self-assembled (organic) learning both collectively and individually...

“If we change our fundamental metaphor for the education of children from a mechanical one to an organic one – in other words, from the manufacture of a product to the flowering and fruiting of a plant – then we begin to see that our role is not to rigidly control each step in the process, but to create the conditions – the soil, the water, the light – under which human brilliance may unfold and flourish”.

- Carol Black, Schooling the World



I love this metaphor of school as the “soil, water and sunlight” with which children’s brilliance may unfold and flourish, rather than the metaphor of school as a factory manufacturing standardised products

Which is why we have defined our objective at Misty Meadows School as:
“creating a learning ecosystem for children”





The next question to answer is:

How will this learning ecosystem actually function to best support children to self-assemble the learning that they need in order to flourish both collectively and individually as adults in the Twenty First Century?

This depends partially on what we think children should be enabled to know and do so that they will thrive as adults in the Twenty First Century

So, what will children need to know and do in the Twenty First Century?

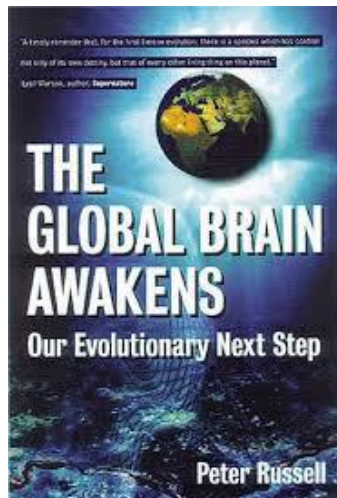
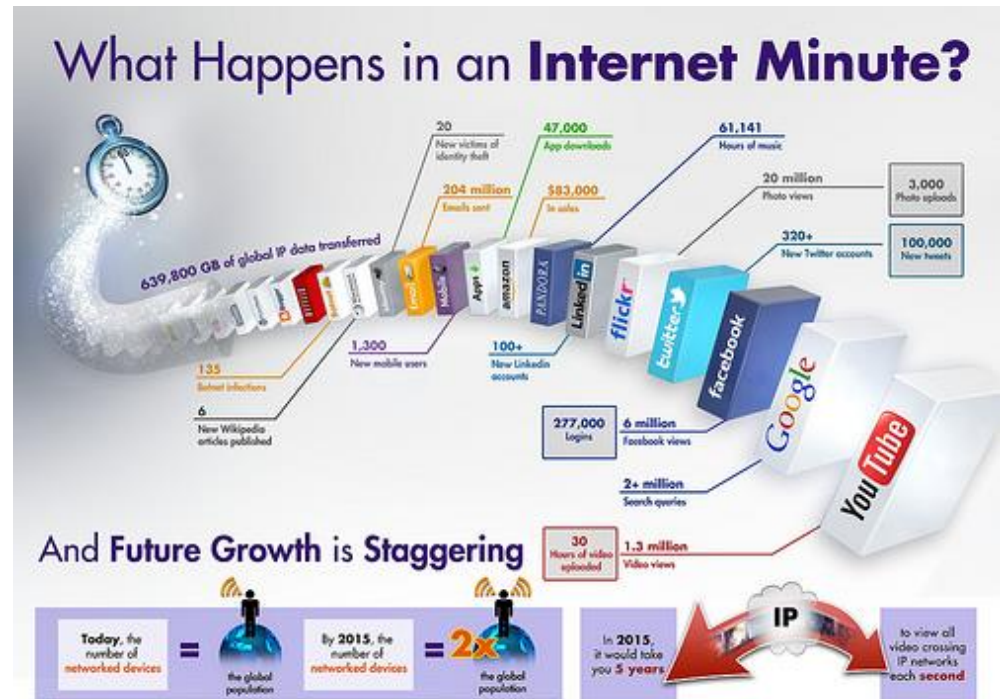
In the past learning pre-determined answers might have been enough...



TOO OFTEN WE GIVE CHILDREN
ANSWERS TO REMEMBER RATHER
THAN PROBLEMS TO SOLVE

ROGER LEWIN

But, now...



The Internet is emerging as a “Global Brain” of shared intelligence that is accessible to all. We don’t just use it to find information, we use it to share information – we are active participants in the creation of new information on a minute-to-minute basis.

Teaching children to remember a lot of stuff in subject categories is not necessary if every piece of information they will ever need to know is available to them at the touch of a button.

Our whole planet is now an inter-connected global village via the Internet.

Our children's generation will need to figure out how to solve complex problems





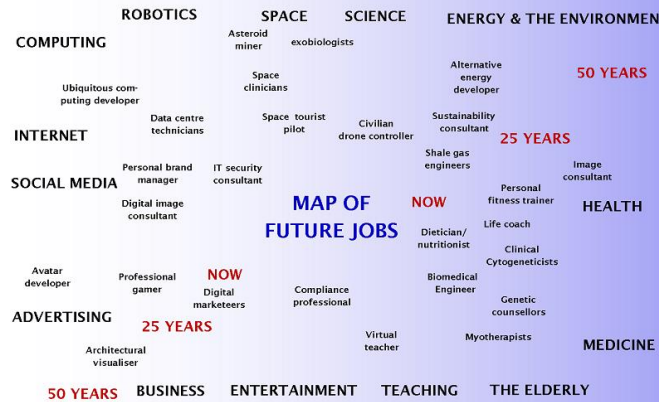
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They will need to use their CREATIVITY to solve some BIG human challenges that we do not have the answers to yet (we cannot give them the right answers because we don't know them ourselves).

In order to solve these problems they will need to develop their collaborating skills more than their competing skills.



Many of the jobs our children will end up doing haven't even been invented yet



There might not even be “jobs” as we know them at all when our children grow up. The next generation will increasingly have to create their own work and find ways to employ themselves as jobs become more scarce. They will therefore need transferable skills like problem-solving skills, communication and inter-personal skills, practical skills, versatility, adaptability, initiative...



never get so busy making a living that you forget to make a life.



“IF YOU DON'T BUILD YOUR DREAMS, SOMEONE WILL HIRE YOU TO HELP BUILD THEIRS.”

Developing 21st-Century Critical Thinkers

Integrate critical thinking skills within and across all content areas.

Open-Minded

Analyze, Reason, and Evaluate

Engage in Problem Solving

Collaborate with Others

Consistently cultivate higher-order thinking skills.

Establish safe, intellectually risk-free learning environments.

Reflect on Learning

Make Real-World Applications

Think Critically and Creatively

Allow time to develop critical thinking skills.

Provide students with repeated opportunities to practice higher-order thinking.

Communicate Clearly and Accurately

Promote academic conversations or dialogue that foster critical thinking.

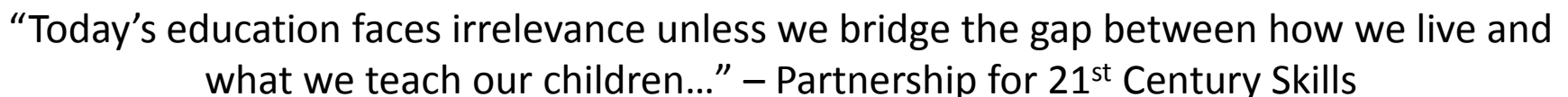
Your Students' Path to Critical Thinking

1. Think deeply to make relevant connections
2. Ask quality and clarification questions
3. Use evidence and reasoning to support thinking
4. Analyze, reason, and evaluate
5. Interpret information beyond surface learning
6. Synthesize diverse ideas
7. Solve relevant and complex problems
8. Make reasoned decisions
9. Generate and evaluate options prior to making decisions
10. Focus on details to derive meaning
11. Apply higher levels of thought to real-world situations
12. Think critically on a daily basis
13. Use criteria to judge the value of ideas and solutions
14. Engage in reflective thinking
15. Follow problem-solving steps
16. Question the credibility, accuracy, and relevancy of information and sources
17. Well-informed
18. Willing to consider multiple perspectives
19. Seek new and better solutions
20. Explore alternatives
21. Examine diverse points of view
22. Value and respect ideas of others
23. Question what is read, heard, or seen
24. Assess consequences of actions or ideas
25. Think independently and in concert with others

mentoringminds.com

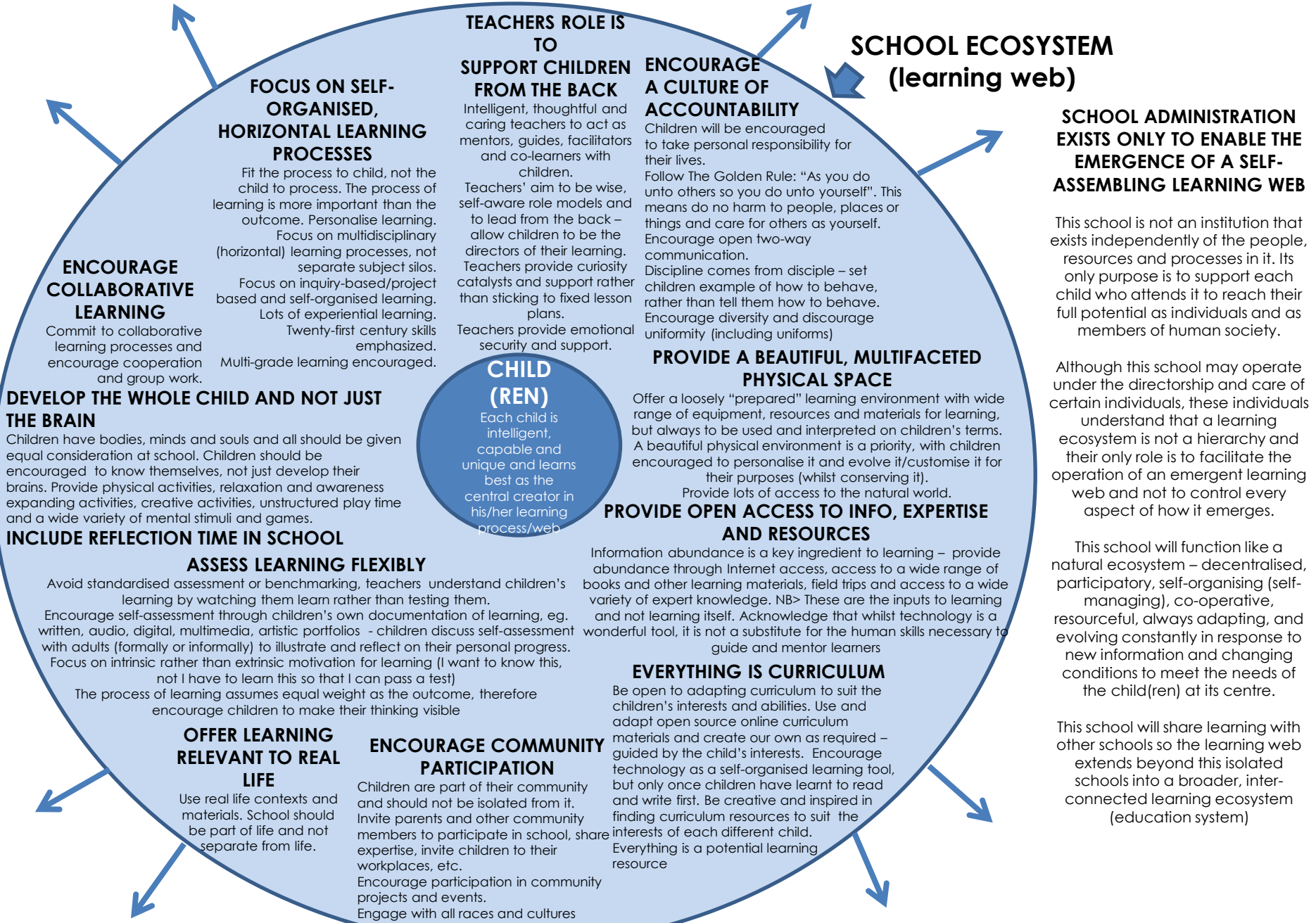
Critical Thinking for Life!
Mentoring Minds

Seven Cs	Component Skills
Critical Thinking-and-Doing	Problem-solving, Research, Analysis, Project Management, etc.
Creativity	New Knowledge Creation, "Best Fit" Design Solutions, Artful Storytelling, etc.
Collaboration	Cooperation, Compromise, Consensus, Community-building, etc.
Cross-cultural Understanding	Across Diverse Ethnic, Knowledge and Organizational Cultures
Communication	Crafting Messages and Using Media Effectively
Computing / ICT Literacy	Effective Use of Electronic Information and Knowledge Tools
Career & Learning Self-reliance	Managing Change, Lifelong Learning and Career Redefinition



So, how can Misty Meadows School support our children to develop the skills they will need to thrive in the Twenty First Century, knowing that they all self-assemble their learning in ways that make sense to them?

Organic Operating Principles for Misty Meadows School



Focus on self-organised, multidisciplinary, horizontal learning processes



inquiry

"We learn more by looking for the answer to a question and not finding it than we do from learning the answer itself."

~Lloyd Alexander



The Self Organised Learning Environment (SOLE) School Support Pack.

IN AN INQUIRY-BASED LEARNING ENVIRONMENT THE TEACHER'S JOB IS NOT TO PROVIDE KNOWLEDGE, BUT TO HELP STUDENTS ALONG THEIR PROCESS OF DISCOVERING KNOWLEDGE.



- SOLE**
Self Organised Learning Environments
- 1. Groups of 2-3
 - 2. Students Choose their own groups
 - 3. Students may change groups at any time
 - 4. Students may go and look what other groups are doing and may bring this information back to their own group
 - 5. Students must present their information to the class
- 1 tablet
1 computer

CURIOUS CATALYST

A Self Organised Learning School

Its NOT inquiry if:

- 1. Students know what results they're "supposed" to get.
- 2. The question and steps are predetermined for them.
- 3. The teacher is working harder than the students

www.stemmon.org

inquiry

Students seek and explore their own questions

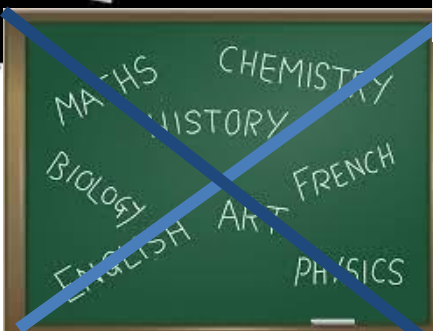
A beautiful question is

- ? ambitious yet actionable
- ? shifts the way we think or perceive
- ? serves as a catalyst to bring about change

A More Beautiful Question

creativity, decision making, thinking, life-long learner, reflecting, engaged, questions, ownership, action, authentic, investigation, processes, gathering information, purposes, research, attitudes, issues, problem-solving, construct, skill development

Inquiry



Art & Design	Home Economics
Business Studies	ICT
Careers	Mathematics
English	PE
Geography	RE
History	Science
Technology	Modern Languages
Music	Youth Sport

Teachers' role is to support from the back

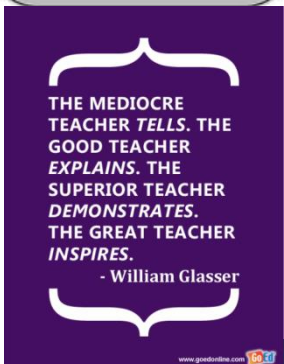
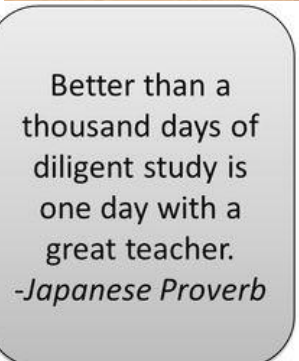
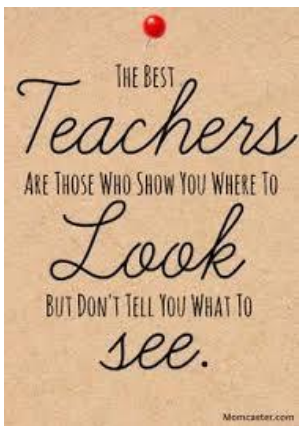
A natural teacher understands that it's not about getting the children to do what she wants, but rather about helping them figure out how to do what *they* want.

“Whereas the traditional idea is of a teacher standing in front of a room of attentive learners, lecturing, correcting, grading, and testing, the role of a teacher in a play-based model (sometimes referred to by more academic sounding names like "inquiry-based" or "experiential-based") is to, in effect, create an environment in which children can freely engage with materials, ideas, and people, that is to *play* with them, and from that play construct their own, personalized education”.

“As for me, the teacher, I try to play with them, to get into their flow. If I've done it right, the set up has created a “safe enough” environment, one with natural boundaries, but plenty of opportunities to fail. As the older, wiser playmate, it's my role then to help these younger children, not to direct them, but to help them do what they are trying to do or go where they're trying to go. I might share my ideas and observations, but they are like any other “loose part” that is strewn about our outdoor classroom, something to be picked up and used or not”.

“One thing I don't do is decide *what* the children will learn on this or any day. That's not the job of a teacher in a play-based curriculum, that's the job of the children. My job is primarily to create an environment, then play with them in it, helping them, but only when they really need it”.

- Teacher Tom (<http://teachertombsblog.blogspot.com/>)



Encourage a culture of accountability, good communication and personal responsibility

The Golden Rule:
Treat others
the way you
would like
to be treated

Too often we forget that discipline really means to teach, not to punish. A disciple is a student, not a recipient of behavioural consequences.

Daniel J. Siegel

meetville.com

The word discipline sometimes touches a slightly rebellious chord in our natures. Remember that it comes from the word disciple.

Boyd K. Packer

meetville.com

Confucianism

One word which sums up the basis of all good conduct... loving kindness. Do not do to others what you do not want done to yourself

Confucius, Analects 15,23



Do to others
as you would
have them
do to you.

~ Luke 6:31

www.pd.org/facebook

Self Discipline...

Doing what you
know needs
to be done
even when
you don't
feel like it.



**DISCIPLINE IS THE FUEL OF
ACHIEVEMENT**

www.dailyinspirationalquotes.in

Different
Individuals
Valuing
Each other
Regardless of
Skin
Intellect
Talents or
Years.

We are the same
on the inside!



kidsactivitiesblog.com

Good communication is a thoughtful process.

Constructing good communication is an art.

We like art.

A LOT OF
PROBLEMS
IN THE WORLD
WOULD
DISAPPEAR
IF WE TALK
TO EACH OTHER
INSTEAD OF
ABOUT EACH OTHER

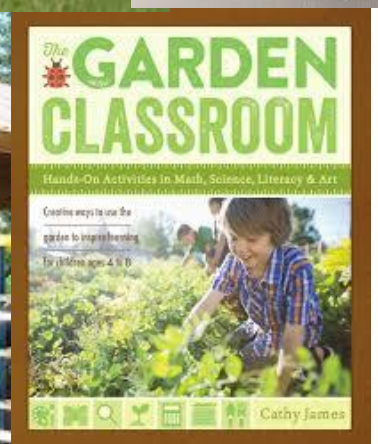


Effective Communication Includes:

- Good listening
- Awareness of nonverbal communication
- Recognizing communication barriers
- The art of clear request
- Exploring your own unresolved issues
- Deciding when and why to have a difficult conversation

www.flourishingWithChange.com

School environment should never be ugly! Children must feel “at home” and comfortable and take ownership of the space, including caring for it and evolving it



Provide open access to information, expertise and resources

TECHNOLOGY IS
NOT AN ADDITIVE
TO EDUCATION, IT
IS A MEANS
SIR KEN ROBINSON



www.shutterstock.com 225726523



Everything is Curriculum

Learning doesn't only happen from a textbook. Learning happens every day in a million different ways – everything provides an opportunity to learn – life is learning and learning is life... we cannot say something is not a valuable learning experience because we don't know what careers our children will have...

View life as a continuous learning experience.
Denis Waitley

meerville.com



"Life learning is about respecting the everyday experiences that enable children to understand and to interact with the world and their culture."
Wendy Priesnitz, Editor, Life Learning Magazine



All life lessons are not learned at college, 'she thought. Life teaches them everywhere.
L.M. Montgomery

meerville.com



Encourage collaborative learning

“Group Work”

Group work is one of the most essential skills our students need going into ‘the big wide world’

GOOD group work is one of the BEST things we can do.



We need true learning in our schools by championing processes that cannot be graded: engagement, participation, practice and initiative.



I used every available resource, including my friends, to enhance my learning on this assignment.



Self Organised Learning



We cannot ‘manage’ self-organised learning for our students. We can only create conducive environments within which students will organise their own learning.

© Steve Wheeler, Plymouth University 2013

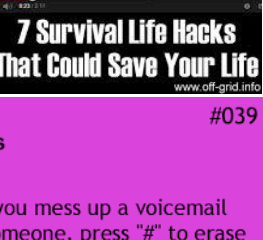
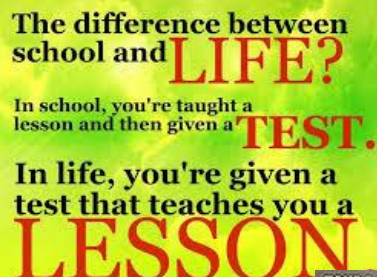
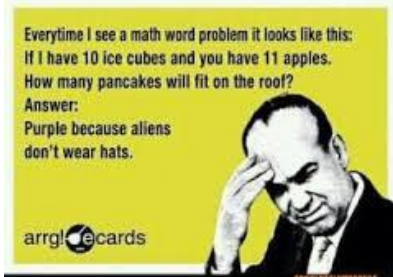


Ok, first thing we should do is devise a group name. We'll draw a Venn Diagram with me as "Super" and you as "Awesome", so the outcome is Team Super Awesome. Like so:

LAPSURA 2010



Offer learning relevant to real life



Flexible Assessment of what children are learning

There are lots of different ways to see and assess what children are learning...



Children can write, speak,
paint, act, build, make,
cook, create, etc to show
us what they have learned
– this can happen formally
and informally.



Remember that writing and passing tests is not the same as learning...
mainstream education's addiction to standardised testing is not
teaching children more, its measuring what they already know...



Include time for reflection in the school day

There is a difference between efficiency and effectiveness – trying to fit as much as possible into the day might seem efficient, but how effectively are children going to learn if they never have time to reflect? It takes time to be truly curious...

Imagination is the source of every form of human achievement. And it's the one thing that I believe we are systematically jeopardizing in the way we educate our children and ourselves.



Children find joy in the most common of things by being fully present



LALABO

Curiosity is the vitamin of learning.

Sir Ken Robinson



Nothing limits achievement like small thinking; nothing expands possibilities like unleashed imagination.



William Arthur Ward
American Author

Clean out a corner of your mind and creativity will instantly fill it.
- Dee Hock



STOP the →
GLORIFICATION
← **of BUSY**



"Beware
THE
BARRENNESS
OF A
BUSY
LIFE."

-SOCRATES

www.LivingWellSpendingLess.com

blessed are the curious for they shall have adventures

(Lorraine Hansberry)

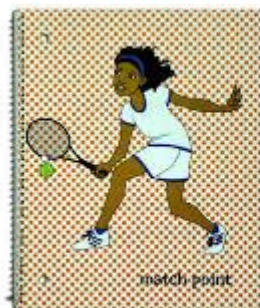


Develop the whole child and not just the brain

ART CLASSES TEACH KIDS TO:
 RESPECT OTHERS START A DIALOGUE
 EXPERIMENT WITH MATERIALS OBSERVE
 FIND THEIR VOICE SELF-EVALUATE
 MAKE CONNECTIONS EXPRESS THEMSELVES
 LEARN FROM THEIR MISTAKES
 CLEAN UP REFLECT ON THEIR WORK
 EMBRACE DIVERSITY PERSEVERE
 HAVE AN OPINION APPRECIATE BEAUTY
 BREAK AWAY FROM STEREOTYPES
 ENVISION SOLUTIONS VALUE AESTHETICS
 SEE ANOTHER POINT OF VIEW INNOVATE



Children need to **PLAY** to
 BE ADAPTABLE
 CONSTRUCT KNOWLEDGE
 PROBLEM LEARN CREATE
 SOLVE PROCESS EMOTIONS
 INTERNALISE EXPERIENCES
 DISCOVER CHALLENGE
 BE HEALTHY THEMSELVES
 LAUGH & HAVE FUN
 LEARN TO WORK IMAGINE
 TOGETHER LEARN TO LEAD
 EXPRESS EXPLORE SPEAK
 IDEAS DEVELOP READ
 MANAGE AN INQUIRING MIND WRITE
 STRESS COUNT
 Because **PLAY** matters.



You are an individual.
 Live your own life.



DON'T JUST TEACH KIDS HOW TO COUNT. TEACH 'EM WHAT COUNTS. MOST.



What about sport?

Why do we want our children to play sport?

1. For the physical exercise
2. For the enjoyment of it
3. So that they spend time outside
4. So they learn to win and lose
5. So that they learn what it is to be part of a team
6. Because we loved it when we were at school
7. Because we think it would be good for them
8. For the love of a particular game: Rugby, hockey, cricket, tennis



If you answered yes to 1-7 then these objectives can be achieved in a wide variety of ways at Misty Meadows School.

If you want them to play a particular game, or they want to play a particular game, then we either have to try to put a team together at school, or else you will have to take them to a club for that sport

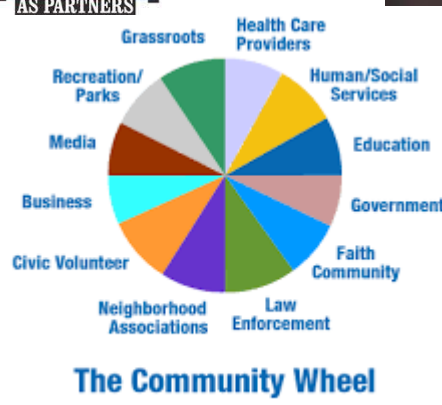
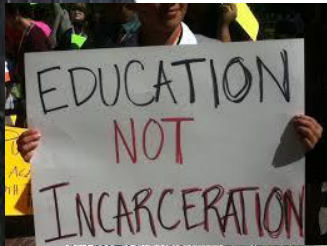
What about a broader interpretation of "sport"



Community participation



What is community wealth, and how do you build it?



How to self-assemble an organic school...

It's not about having all the answers up front, it is about creating it one step at a time... using our plan defined in this presentation as the pattern for unfolding it.

1. Always ask ourselves:
“How can we?” questions

Rather than:
“Its too hard”
“I don't know”
“I can't”
“Yes, but...”

2. Ask for help when we need it
3. Keep learning and evolving continuously

Final word for parents...

1. I know this approach is different from what you have known as “education” in the past.
2. Differences are scary for parents because we feel responsible for keeping our children safe and we feel safer with the known than the unknown.
3. The reality is that the world is changing constantly and exponentially and humans need to adapt more quickly than education has been doing over the last several decades.
4. Many thinkers and researchers in this field are starting to understand this and try to figure out how to do education differently – I have spent three years piecing together what they are saying, so this approach is not pie-in-the-sky... it is the future of schooling for everybody.
5. You would actually be doing your children a favour by taking a risk on this organic approach to their education.
6. ... and yes, your children will learn how to read and write and do maths and life sciences and all those things you think they need to know... but maybe not in the way that you learned these things, or at the same speed as everyone else....

So, maybe this is a chance worth taking...??

Questions??