



Sustaining your learning

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1. Think about your learning journey so far as an educator, with or without this journal. Portray it in some way that you feel comfortable with – a picture, a journey line, a series of points, a timeline and so forth.

Now place the next steps that may help you to focus on students with disability and additional learning needs in your classroom.

2. With colleagues, think about the learning that you have developed so far. How can you, as a community of inclusive learning practice, continue to develop working with students with disability and additional learning needs in your school.

What factors need to be taken into account?

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3. How do you ensure you gain and maintain this larger overarching view of education over time, rather than address situations one by one?

How could you keep capturing this learning and turning it into better practice?

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In **Sustainable Leadership** Hargreaves and Fink (2006) make reference to a quiet accumulative learning that happens over time – a sort of gradual knowing. This is for leaders, but can apply to all professionals. This sort of learning gives depth and produces the greatest breakthroughs. It is vital in creative, knowledge-driven organisations, and essential to understand complex interconnected problems.

Metacognition, big picture views and models are useful to gain a sense of the whole of things in relation to practice in educational leadership and in the classroom. They can make sense of the detail and provide a clarity of purpose when we are working our way through busy days. In fact, they are essential to help us maintain a healthy and positive attitude.



The 4 Pillars of Learning



In your Professional Learning Community, talk about your experiences using the Four Pillars of Learning outlined by UNESCO. The four pillars of learning are fundamental principles for reshaping education.

4. Using the table on the left what can you say about the learning for students with disability and additional learning needs in your classroom?

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5. What could you suggest as some of the required conditions to gain substance and quality in a professional learning community in the school?

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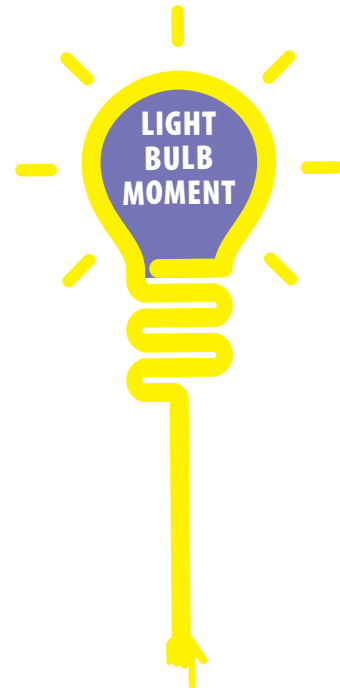
The four fundamental types of learning by UNESCO.

6. Where will you take your professional learning about students with disability and additional learning needs from here?

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Personal Development for educators is never finished. Good teachers do not stand still in their practice. Take the learnings you have made and move forward.

Professional development itself needs to have some of the characteristics raised above: deep and thoughtful, short term and long term, detailed and big picture.



What shift has occurred? How have you changed what you do?

Time to celebrate the progress on your Professional Learning Journey!