

learning for life
ideas for action

aims – and issues – for this work

to enable people to *find out* what is going on
and to *work out* what they can usefully do about it.

- > career positioning and career learning are different;
- > access to opportunity is increasingly stratified;
- > people need to be ready for anything in C21st-22nd living;
- > curriculum tends to separate knowing from action.

changing context - global influences on well-being

- > economic: in business – competitiveness / up-skilling / employability / enterprise;
- > cultural: in communications – pressure / scepticism / attachments / allegiances;
- > environmental: in exploitation – developing world / the environment / living species / work's collateral damage.

changing cultures – fragmenting beliefs, values and expectations

- > with more ways to find and exchange impressions;
- > using self-propelled ways of making up your mind;
- > in a matrix of enticement and distrust;
- > with work-life balancing - with fun, family, fairness and (environmental) future;
- > all embedded through 'gossiping' into inner life.

emerging curriculum – process above content

- > learning-to-learn: learners interrogating - finding / sorting / checking / and working-out what they need to know;
- > making progress: learners moving on – from what they find / through how they see things / and how they might see things / to what they will do about it;
- > thinking laterally: learners crossing boundaries - academic to useful / curriculum to community / expertise to experience;
- > transferring learning: learners marking outcomes of learning - linking learning to life / fired-up by a point for learning / seeing learning as a solution not a problem.

learning structures – for schemes, timetables and programmes

- > academic: 'semantic' for knowing what - facts / factors / trends;

 - > skills: 'procedural' for seeing what to do - search / link / plan / apply / look good;

 - > personal, social and emotional: 'episodic' for appreciating why - experience / sequence / / emotions / turning-points / 'do-it-now!' / moving on.
-

opening professionalism – working across boundaries

less an elite, more engaged in personalisation

both how we help _____ and how they learn
both positioning _____ and well-being
both central requirements _____ and 'local' needs
both professional expertise _____ and informal experience

refocusing research – practice-based research for research-based practice

what research shows and what we and our learners need it to show:

- > impact research value-for-investment;
- > structural research compliance with performance indicators;
- > diagnostic research why and how which learners get to do what;
- > formative research what, in practice, leads to what.

contexts for change:

www.hihohiho.com/underpinning/caffutures.pdf

rethinking the basis for action:

www.hihohiho.com/moving%20on/CPITxt&Map/cafcpijcttxt.html

implications for practice

www.hihohiho.com/magazine/mkngtwork/cafreform.ppt

policy proposals for life-role relevance in curriculum - LiRRiC

www.hihohiho.com/moving%20on/cafqca.pdf

Bill Law
www.hihohiho.com
16/11/07