



NEWSLETTER OF
QUEENSLAND TEACHER PROFESSIONAL DEVELOPMENT

EDUCATED TEACHING

SUPPORTING THE WISDOM OF CHILD DEVELOPMENT

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The worst enemy of curiosity is standardisation

Pasi Sahlberg

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**LOSS OF HAND STRENGTH AND
DEXTERITY BLAMED ON TOUCH
SCREENS**

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LOSS OF HAND STRENGTH AND DEXTERITY BLAMED ON TOUCH SCREENS

*Trainer of Surgeons Vents -
We need Creative subjects!*

[https://www.bbc.com/news/
education-46019429](https://www.bbc.com/news/education-46019429)

A professor of surgery says students
have spent so much time in front of
screens and so little time using their
hands that they have lost the
dexterity for stitching or sewing up
patients.

Roger Kneebone, professor of
surgical education at Imperial
College, London, says young people
have so little experience of craft
skills that they struggle with
anything practical.

"It is important and an increasingly
urgent issue," says Prof Kneebone,
who warns medical students might
have high academic grades but
cannot cut or sew.

"It is a concern of mine and my
scientific colleagues that whereas in
the past you could make the
assumption that students would
leave school
able to do
certain
practical things
- cutting things
out, making
things - that is



no longer the case," says Prof
Kneebone.

The professor, who teaches surgery
to medical students, says young
people need to have a more
rounded education, including
creative and artistic subjects, where
they learn to use their hands.

Do smartphones really affect
surgeons' skills?

Workshops term 1 2019

*Noosa Pengari Steiner School
Nyell Road
Doonan Qld 4562*

Book online at www.qtpd.com.au

Wednesday 13th March

**DEVELOPING THE FOUR FOUNDATION SENSES
in the early and primary years**

Thursday 14th March

**LESSONS FROM FINLAND AND STEINER EDUCATION.
What can we (or should we) learn?**

Wednesday 27th March

**A STEINER INSPIRED WAY OF TEACHING
Drawing, Writing and Reading**

Thursday 28th March

**ICT - THE SCREEN DILEMMA.
Screen Time and Impact on Young Children's Brains**



Prof Kneebone says he has seen a decline in the manual dexterity of students over the past decade - which he says is a problem for surgeons, who need craftsmanship as well as academic knowledge.

"An obvious example is of a surgeon needing some dexterity and skill in sewing or stitching," he says.

"A lot of things are reduced to



swiping on a two-dimensional flat screen," he says, which he argues takes away the experience of handling materials and developing physical skills.

Such skills might once have been gained at school or at home, whether in cutting textiles, measuring ingredients, repairing something that's broken, learning woodwork or holding an instrument.

Students have become "less competent and less confident" in using their hands, he says.

"We have students who have very high exam grades but lack tactile general knowledge," says the professor.

Alice Barnard, chief executive of the Edge education charity, says:

"The government pays lip service by saying creative subjects are

important, but its policies demonstrate otherwise."

She says the way school performance is measured tends to push schools to focus on core academic subjects, to the detriment of arts and creative subjects.

The report warns that entries to creative subjects have fallen by 20% since 2010, including a 57% fall in design and technology GCSE.

"Creativity is not just for artists. Subjects like design and technology, music, art and drama are vitally important for children to develop imagination and resourcefulness,



resilience, problem-solving, team-working and technical skills," says Mr Hunt.

"These are the skills which will enable young people to navigate the changing workplace of the future and stay ahead of the robots, not exam grades."

Find out why

DEVELOPING THE FOUR FOUNDATION SENSES

in the early and primary years

- is so important

W'shop Noosa Wed 13th March 2019.

THE WARMTH OF A PARENT, CARER OR TEACHER -

What screens and robots cannot provide

Have you ever considered what



takes place when human warmth is expressed from one to another?

This warmth is intangible and cannot be readily measured in our *evidence-based* world and scientifically driven mind.

From human warmth can flow compassion, devotion, care, healing, acceptance and love.

One might say, "I love my computer!" but this is in no way relational to the warmth that spreads from and between humans. A good learning facilitator reads a child - their mood, movement, confidence, joy, behaviour etc.

Eye contact, a soothing voice, gesture, compassion and guidance are all part of a genuine inter-human connection.

None of this human interaction takes place with any electronic device, yet there is increasing evidence to suggest that attachments to, and dependence



on, electronic media are growing exponentially.

We must never forget that suicides happened when children forgot to feed their virtual electronic animals called tamagotchis in the 90s.

We are fascinated by artificial intelligence and what we can programme into software and robots.

Teachers may soon be (if they aren't already) replaced by computers and



very clever software programmes and robots which are presently being developed.

We need to continue gathering the evidence, both scientific and anecdotal, as to what might be happening as the human relationship in education becomes even more diminished as technology pervades a domain that was always predominantly inter-relational between humans. The art of teaching may decline even further and the time available for warmth in that human connection could gradually fade away.

A vivid imagination can project us into a world which is depleted of warmth. It is not nice!

We must consider our options as we enter into uncharted waters.

Education is (or should be) about developing our humanness, and with it, our humanity.

THE MORAL AND SPIRITUAL IMPORTANCE OF EDUCATION -

Focusing on the economy of the future is short sighted

The Finns have it right when they say *"Education is a strictly domestic system of human development ... a public service for the social good."*

Human development can be examined from three substantial perspectives:

- Economic (Fraternity)
- Moral (Equality), and
- Spiritual (Liberty)

If schooling does not emphasise these three significant facets of our humanness, then it would be out of balance.



There is no doubt that the economy is important, but our education systems should not be driven solely by ideas that children will add to our economy in the future.

How debased is a lawless society where a sound justice system does not mirror the soul need of fairness?

How would the world be without the spiritual gift of moral thinking and the creative intuitions it can offer?

When the economic and political spheres become bed partners, we have a recipe for evil.

Sadly the political drivers behind Australian education are wrong - they emphasise the future economic value of children without recognising that the heart and head need to work together to develop a moral society.

Free moral thinking is a spiritual gift. We need creative people with a moral compass guiding humanity.



The current Australian political scene illustrates the imbalance that exists in the spiritual dimension of our humanness. The [Finland and Steiner](#) workshop on Thurs 14th March explores aspects of this issue.



QUEENSLAND TEACHER PROFESSIONAL DEVELOPMENT WORKSHOPS TERM 1, 2019

\$150 school funded, \$100 self funded or \$50 concession/student

ALL WORKSHOPS - [Noosa Pengari Steiner School, Nyell Road, Doonan Qld 4562](#)

DATE	VENUE	WORKSHOP
WED 13TH MARCH	NOOSA PENGARI STEINER SCHOOL	<u>DEVELOPING THE FOUR FOUNDATION SENSES</u> <u>in the early and primary years</u> <i>The sense of touch, movement, balance and joie de vivre. Their importance. How to ennoble them, and much more</i>
THURS 14TH MARCH	NOOSA PENGARI STEINER SCHOOL	<u>LESSONS FROM FINLAND AND STEINER EDUCATION.</u> <u>What can we (or should we) learn?</u> <i>There are so many parallels. Both are success stories.</i>
WED 27TH MARCH	NOOSA PENGARI STEINER SCHOOL	<u>A STEINER INSPIRED WAY OF TEACHING</u> <u>Drawing, Writing and Reading</u> <i>A joyful, age-appropriate, body, heart and hand way to draw, write and read.</i>
THURS 28TH MARCH	NOOSA PENGARI STEINER SCHOOL	<u>ICT - THE SCREEN DILEMMA.</u> <u>Screen Time and Impact on Young Children's Brains</u> <i>Esoteric, scientific and anecdotal evidence implies we have something to learn</i>

Each workshop addresses aspects of the Australian Professional Standards for Teachers (APST) 1, 2, 3, 4, 5, 6 and 7. Workbook and notes supplied

Click on a workshop for more information and to register

Note: All workshops 9.30am - 3.00pm (5hrs professional development)

Book online www.qtpd.com.au

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