

# EDUCATED TEACHING

ISSUE 3

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*I fear the day that technology will surpass our human interaction. The world will have a generation of idiots.*

Albert Einstein

## IN THIS EDITION

### LESSONS FROM FINLAND

"Finland's approach to education reform contradicts just about everything the world is doing right now to improve student performance." ...

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## LESSONS FROM FINLAND

*More success with less face-to-face teaching hours! What's happening?*

If there was a western manufacturing company happily and efficiently producing a needed consumer product cheaper than anywhere else, wouldn't competitors want to find out what was happening? In education it is a great error to see children and schools through the eyes of a production line mentality, but something special is happening in Finland so shouldn't their "unplanned" successes deserve scrutiny? Well they will be at an up-coming workshop in Brisbane where elements of their strategies will be examined, such as; the relationship between schools and government, teacher

quality, school as a social hub, equality of access, learning readiness and much more. Diane Kyle, professor of education at UofL points out that



*Finland's approach to education reform contradicts just about everything the world is doing right now to improve student performance. So should some of our strategies be under the microscope? Maybe! According to [Pasi Sahlberg](#), author of [Lessons from Finland](#), There's no evidence globally that doing more of the same [instructionally] will improve results. An equally relevant argument would be, let's try to do less. Increasing time comes from the*

## Workshops term 3 2013

**Brisbane and Noosa**  
(see page 4 for dates)

Book online at [www.qtpd.com.au](http://www.qtpd.com.au)

- Lessons from Finland (UQ Brisbane)
- Too Much Too Soon (UQ Brisbane)
- An Integrated English and Maths Curriculum (UQ Brisbane)
- Educating the Heart (Noosaville)
- Remedial Movement for Learning Difficulties (Noosaville)
- Catering for Multiple and Emotional Intelligences (Noosaville)



*old industrial mindset. The important thing is ensuring school is a place where students can discover who they are and what they can do. It's not about the amount of teaching and learning ... To prepare young people for a more competitive economy our school systems must have less competition.*

Now this workshop will be food for thought! Don't miss out if



you are an educational thinker or leader.

## BODY INTELLIGENCE

*Balanced children need their body, heart and head educated*

The survival of humans from hunter gatherer times has depended on certain body intelligences. Without the co-ordination of movement for hunting, primitive people would not have been able to feed themselves.

We know today that children who perform well in sport, which requires good body co-ordination, do better academically. Do we give enough attention to body intelligence these days? Good body intelligence requires that children are spatially aware in three dimensions, their laterality and dominance is correctly established and their primitive reflexes have naturally been turned off. Nearly every child with learning difficulties seen by [NeuWays Remedial Movement Therapists](#), has body intelligence issues.



If children are deprived of movement activities or are pushed into learning before their natural body integration has taken place, they may suffer from learning challenges.

Most (but not all) of the integration issues are completed naturally around 6-7 years of age. Children who have

hopping, marching or skipping deficiencies at the age of seven or eight will most likely have learning difficulties.

Teachers can learn to observe their children from a movement development perspective and give simple remedial exercises to help children.

This body intelligence has a



bearing on more advanced faculty development such as writing and reading. If a child is pressed to write and read better, progress may be poor if body intelligence issues are not rectified. The QTPD workshop [Remedial Movement for Children With Learning Difficulties](#) in Noosaville will be of great value to teachers conscious and concerned about body intelligence. Educating the head when the body intelligence is poor is like trying to sow seeds on stony ground and can be frustrating for child, parents and teachers.



## TOO MUCH TOO SOON

*Could pushing children to learn too much too soon lead to health problems later in life?*

It is a big question, but one significant philosopher and scientist did make this clear at the turn of last century, over 100 years ago. Nowadays there are over one thousand independent schools right across the globe which seriously consider this



issue. They are Rudolf Steiner, or Waldorf schools.

At these schools, the curriculum is designed to work with the developing child's readiness and not push them to do too much too soon. From many perspectives there are similarities to the successful Finnish education system.

Now that neuroscience has confirmed that we have head, heart and gut brains (see [mBraining](#) by Marvin Oka and

Grant Soosalu) much more credence is likely to be given to the head, heart and gut brain education in Steiner schools.

Steiner clearly described what would happen if we fed herbivores meat. Exactly what he predicted happened with Mad Cows Disease. He also pointed out that *too much head learning too soon* would lead to sclerotic (hardening) diseases later in life.

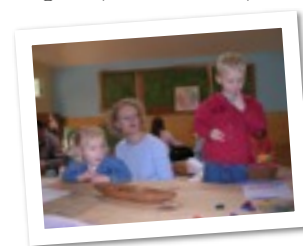
It would take a substantial study to quantify this hypothesis, but we can't hide from the fact that sclerotic disease is rife in our western world and that mental disease is rapidly on the increase as well ...



We know that children in England have been diagnosed as some of the unhappiest children in Europe, and the country's early push for legislated academic outcomes in the early years has backfired considerably (see [Too Much, Too Soon?](#)

[Early Learning and the Erosion of Childhood](#), Richard House).

Steiner makes it clear that children's life forces will be depleted if we try to educate too early. Sadly, the Australian political push is to follow strategies (often failed) in



England and the USA.

I believe what G Stanley Hall said circa 150 years ago was correct. Herbert Spencer said similarly in 1851, as did Rudolf Steiner -

*There is a one-to-one correspondence between childhood stages and evolutionary history ... and it is counterproductive to push a child ahead of its development stage.*

G. Stanley Hall (1844 –1924)

Finland does not agree with pushing too early. How nice it would be to see our government adopt a concept such as:

**Children should not be pushed for early success!**

Now that would not be too much too soon, would it?



# QUEENSLAND TEACHER PROFESSIONAL DEVELOPMENT WORKSHOPS TERM 3, 2013

Focussing on learning readiness which follows the wisdom of child development

**\$125 or \$100 for QTPD FOLLOWERS or \$50 for the unwaged**

DATE	VENUE	WORKSHOP
MON 26 AUG	NOOSAVILLE	• <a href="#"><u>Educating Children's Hearts</u></a>
THURS 29 AUG	UQ BRISBANE	• <a href="#"><u>Lessons from Finland</u></a>
MON 2 SEPT	UQ BRISBANE	• <a href="#"><u>Too Much Too Soon</u></a>
THURS 5 SEPT	UQ BRISBANE	• <a href="#"><u>An Integrated English and Maths Curriculum</u></a>
MON 9 SEPT	NOOSAVILLE	• <a href="#"><u>Remedial Movement and Learning Difficulties</u></a>
FRI 13 SEPT	NOOSAVILLE	• <a href="#"><u>Catering for Multiple and Emotional Intelligences</u></a>

**Click on a workshop for more information and to register**

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

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