

EDUCATED TEACHING

SUPPORTING THE WISDOM OF CHILD DEVELOPMENT

ISSUE 7

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If you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.
Albert Einstein

TOO YOUNG TO FAIL

IN THIS EDITION

TOO YOUNG TO FAIL

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Failing children too early can be problematic in many ways

There are three important questions to ask in relation to young children and their learning:

- *What age-specific faculties does a child naturally develop when provided with the right stimulus?*
- *When is the right time to intervene if a child has learning challenges? or*
- *When might we be interfering with a natural development process if we push for too much too soon?*

Learning is an organic and natural process for young children, but if we create externally anticipated norms and then test the children according to these norms, we create and utilise the wrong educational drivers. Pushing children to achieve beyond their natural disposition is counter

productive. Instead of fitting children to anticipated schooling norms, schools should be ready for the child and not readying the child for school, based on expected normative outcomes.



Australia has a habit of following some of the educational mistakes in England. England's Early Years Foundation Stage framework, which became law in 2008, set out 69 writing, problem solving and numeracy skills that children had to reach before turning five. Some of these skills failed to take developmental stages, neurological maturation, and individual developmental differences into account.

Workshops term 3 2014

*Brisbane, Sunshine Coast
(Noosaville) and Samford
(see page 4 for full details)*

Book online at www.qtpd.com.au

Learning from Finland: Why NAPLAN and National Testing are Irrelevant - (EY, P and S)
Monday 4th August Noosaville, Sunshine Coast.

Creatively Teaching English, Grammar and Punctuation in the Primary School - (P)
Friday 8th August Noosaville, Sunshine Coast.

Creatively Teaching Number, The Four Operations and Geometry in the Primary School
Friday 15th August Noosaville, Sunshine Coast. (P)

Storytelling in the Early and Primary Years - (EY and P)
Thursday 14th August Brisbane.

Movement and Sensory Learning in the Early Years - (EY and P)
Wednesday 20th August Brisbane.

Steiner Education and the Finland Education System - (EY and P)
Monday 25th August Wights Mountain



Counter movements aimed at preserving childhood and making learning more child centred and organic are emerging across the globe. One is the Too Much Too Soon organisation. They are explicit in their concerns.

Below is a summary of the [Too Much Too Soon](#) organisation's findings. Let us hope that



Australia does not follow too far down the same path, or have we already?

THE FACTS:

- Young children In England are being negatively impacted by the downward pressures of the schooling system.
- There is no evidence to support the claim that an early introduction to formal learning results in improved performance later, in fact the opposite is the case.
- The children most at risk in the current system are those that most need the right early support i.e. those from disadvantaged backgrounds, the summer-born and premature babies.
- Developmental readiness is an essential prerequisite for

successful learning. It cannot be accelerated.

- Developmentally inappropriate pressures harm young children's wellbeing and their motivation to learn.
- In the last decade, there has been a steep increase in the number of primary school children suffering signs of depression with children as young as five now suffering from the condition.
- There is growing concern about the possible high levels of



misdiagnosis of special educational needs in the early years.

INDIVIDUALISED LEARNING - TOGETHER!

Storytelling and individualised learning

Storytelling is one of the major arts of teaching and must not die if we are to develop children with rich imaginations and good memories.

When we tell a story to a child they attempt to build memory pictures out of their own inner forces. When they watch a screen, their inner imaginative forces are not engaged, and thus too much screen time dumbs down imaginative faculties, because the pictures are already given.



Sitting in a group also engenders social responsibility and while listening, each child individualises the content.

It is a fallacy that children need to be doing different activities so that individualised learning is effected. Every time a child listens to a story, draws, writes or reads, they are individualising their learning according to their ability.

It is the activity *within* that is extremely important. It is always individualised.

Storytelling is one of the great educational arts and should be emphasised in teacher training. The art of speech and storytelling is the foundation on



which speech, drawing, writing and comprehension exists.

If we want children to write and punctuate well, it is most important that they hear good punctuated speech in the first place. When this is done, learning is truly organic.

Storytelling does not only benefit drawing, writing and reading, but develops the moral and social life



when age-appropriate educative stories are told.

Speech and stories are two extremely important educative tools. That is why they are the theme of upcoming QTPD workshops.

THE WRONG EDUCATIONAL DRIVERS

The big flaw in the Queensland Government's education accord

In September this year, the Queensland Government is holding an [education accord](#) based around seven questions. There is good intention here, but one of the questions is flawed.

It is flawed because it fails the Socratic test, namely, "Is

education kindling a fire or filling a bucket?"

We presume far too much if we predestine all children with the idea that they are to drive the economy of the future. We can falsely empower teachers and parents with the wrong educational drivers as well.

Sadly this over emphasis on economics appears to have bipartisan political support federally and locally - a major error in our education drivers.

Economic drivers are important in the right context, but it is wrong to focus only on this aspect of out humanness.

Two other key aspects of our humanity are important:

1. Creativity and thinking
2. Rights, responsibilities and justice



Scientists, teachers, counsellors, priests, philosophers, artists, inventors etc work with this thinking and creativity element.

How do we put monetary value here? A scientist may work for years with no answers, but keep struggling until there is a major breakthrough. We cannot, and should not, ascribe economic value to scientists in the developmental stages. If it is

valued as beneficial to the human good, it needs funding and may eventually be economically rewarded, but not necessarily.

Secondly, we want human beings who have great compassion for others to drive our legal system, drive our politics in a moral way and to ensure we are treated equally. This fundamental soul-desire lives in nearly all of us. So we can ask, "What value do



politicians give to the economy? How can that be measured? Probably not.

How do we value a loving parent who brings up their child to be caring with a strong moral compass?

What about Red Cross workers, nurses, the amazing work that volunteers do and all the hidden acts of random kindness.

Let's not forget the value of humanness. It cannot be quantified in financial terms.

Education has a much greater role than providing product for the future economy. The Finns have it right when they say "**Education is a strictly domestic system of human development ... a public service for the social good.**"



QUEENSLAND TEACHER PROFESSIONAL DEVELOPMENT WORKSHOPS TERM 3, 2014

Focussing on learning readiness which follows the wisdom of child development

\$125 school funded or \$100 self funded or \$50 for the unwaged

Brisbane workshops at University of Queensland * Noosaville workshops at Noosa Tewantin Bowls Club

DATE	VENUE	WORKSHOP
MON 4TH AUG	NOOSAVILLE	<u>Learning from Finland: Why NAPLAN and National Testing are Irrelevant</u> - <i>The Global Education Reform Movement and Australia's educational direction</i> (EY, P and S)
FRI 8TH AUG	NOOSAVILLE	<u>Creatively Teaching English, Grammar and Punctuation in the Primary School</u> - <i>Creative engaging lessons which follow the wisdom of child and faculty development</i> (P)
FRI 15TH AUG	NOOSAVILLE	<u>Creatively Teaching Number, The Four Operations and Geometry in the Primary School</u> - <i>Creative engaging lessons which follow the wisdom of child and faculty development</i> (P)
THURS 14TH AUG	BRISBANE	<u>Storytelling in the Early and Primary Years</u> - <i>The why and how of storytelling in the early and primary years</i> (EY and P)
WED 20TH AUG	BRISBANE	<u>Movement and Sensory Learning in the Early Years</u> - <i>Supporting the development of movement, touch, balance and joie de vivre in the early years and primary school.</i> (EY and P)
MON 25TH AUG	SAMFORD V'Y STEINER SCHOOL	<u>Steiner Education and the Finland Education System</u> - <i>Underlying elements that are shared by two of the most successful educational systems in the world</i> (EY and P)

Key: EY - Early Years; P - Primary; S - Secondary

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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