

EDUCATED TEACHING

ISSUE 4

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Education is not the learning of facts, but the training of the mind to think

Albert Einstein

IN THIS EDITION

THREE BRAIN LEARNING

Old wisdom knew the “key to the door” (of adult life) was 21 years of age. The gut, heart and head brains develop sequentially ...

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THREE BRAIN LEARNING

New neuroscience research endorses ancient wisdom.

Due to [new neuro-scientific research](#), we are confirming deep insights from esoteric and spiritual traditions about human development. One of these insights is the knowledge that we have complex and functional brains in our gut, heart and head. And wouldn’t it be wonderful if we knew how to educate these three brains? Well we do. Educating the whole human being (a holistic education), is the catch-cry of many schools and schooling systems. But without ancient wisdom of how best to educate the three brains, we can stab in the dark. Education would be much more holistic if we consciously educated the gut, heart and head brains. But to do

that, we would need a revolution to combat the present emphasis on head learning.

Experienced and wise early childhood educators know that play-based



learning is so important in the early years. Resilience and risk-taking have their foundations during these first seven years when the gut brain truly needs self-educating. Given good nurture with lots of natural challenges, a child will develop a healthy gut brain. But the child needs to encounter the three-dimensional world. Two-dimensional screen activity is no substitute. In fact [screen watching is counter-productive](#)

Workshops term 4 2013

Brisbane and Noosa
(see page 4 for dates)

Book online at www.qtpd.com.au

- **Too Much Too Soon** - The clash between child development and National Curriculum expectations. What can be done?
- **Educating the Heart** - Why this should be at the heart of primary school education. What can be done?
- **Lessons from Finland** - Why we should follow the highly successful Finland education system
- **Remedial Movement for Children with Learning Difficulties** - Learn how body intelligence and learning are inextricably linked and what can be done



and is becoming a great concern for many educators and parents. The heart brain should have its major developmental phase from 7 - 14 years. Children should be imbued with curiosity and wonder from their teachers. Teachers pushing a head-curriculum cannot reach many children via the intellect. And the heart brain, which lies between the head and gut brain

teachers want to share their passion and enjoy working with children who have good foundation faculties, still love learning and are not anti-school. Learn how to educate children's hearts, by attending one of our [Educating the Heart workshops](#) in Brisbane or Noosa.

You can also watch the YouTube video on [Educating the Heart](#).

our Australian schooling systems.

One question we are not openly discussing is the morale of Australian teachers. But when around 50% of new teachers don't survive the first two years of teaching, you can be sure that something is wrong. In Finland, teachers do not want to leave their profession, and there are many reasons for this:



needs to be at the heart of our humanness. We need it to balance cold logical thinking. It is our hearts that make us truly human. To educate the heart we need to be creative and artistic teachers. It is through an aesthetic primary school education that the heart is best educated. Teaching is an art, not a science. Scientific technology-clever computer programmes lack the human interface; the human connection; the human warmth that is so needed in our societies today. We may be heading in a very dehumanising direction.

Intellectual and abstract thinking belongs to the high school (14+ years). High school

TEACHERS NEED ROOM TO BREATHE



Pressures on teachers may stifle their effectiveness as well as the children's joy of learning. Learn from Finland!

Finland has a wonderful education system which can teach us a lot - best results from least face to-face teaching hours, equity of opportunity in a national welfare system, and an extremely contented group of teachers.

Teachers have more room to breathe spared many of the bureaucratic burdens which are plaguing or choking aspects of



- They are well trained and highly respected in their communities
- There is no government intervention with driven curriculums and outcomes-based expectations
- There are no external inspections
- There are no national tests to prepare children for
- They have considerable spare time for lesson planning and educational meetings
- School principals are autonomous and make decision without external approval



- Teachers can do any further educational study they wish - at no cost!
- There is no formalised teacher professional development

Australian teachers need to breathe. They need the space to be creative, adventurous, risk takers, and enjoy collegial professional development and support away from governmental or teacher body pressures. False media and political claims of an under-performing nation do not help.

The big-stick approach will not work. Governments who drive



education pressures should trust more and let professionals run education like they do in Finland.

We must not follow failed education reforms in American and England, especially. They are part of a global education reform movement (GERM) which restricts teachers (and children) from breathing well. The Finnish education system is the focus of an up-coming workshop, [Lessons from Finland- Why we should follow the highly successful Finland education system.](#)

If you wish to find out more about how we can reduce pressure on teachers and assist them to breathe more effectively and achieve better student outcomes, then this workshop will be extremely valuable.

EDUCATIONAL LEADERSHIP

Educational outcomes needed not only for intelligence, but health and happiness

At the turn of the century it was calculated or predicted that the professional arenas where jobs would grow the most in the early part of the third millennium would be mental health and economics.

From an educator's perspective



two questions are seriously worth posing and examining:

1. Could education contribute to mental health problems?
2. Should a national curriculum focus on educating children to contribute to the national economy?

Our education system is structured to be more combatant, more competitive

and consequently less health contributing than before, even although we might provide health education. Children cannot make health-contributing decisions when they are young. Childhood is slowly being eroded. Parents are more anxious about their children's futures. Teachers are under more



stress to perform and the possibility of performance pay is at our doorstep - an insanity which is likely to lead to more mental illness in the educational sphere!

Children should not be prepared to feed a country's economy in the foreseeable future. The economies of yesterday and today have caused major social upheaval across the world. We want thinkers who have courageous hearts and creative minds that may liberate us from malaise and economic inequities. Sorry educational leaders, we need to think deeply about these issues. [Educating the Three Brains](#) and not asking [Too Much Too Soon](#), need an educational focus.



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

Brisbane workshops at UQ * Noosaville workshops at Noosa Tewantin Bowls Club

DATE	VENUE	WORKSHOP
MON 21 OCT MON 28 OCT	NOOSAVILLE BRISBANE	<u>Too Much Too Soon</u> - <i>The clash between child development and National Curriculum expectations. What can be done?</i>
WED 23 OCT FRI 8 NOV	NOOSAVILLE BRISBANE	<u>Educating the Heart</u> - <i>Why this should be at the heart of primary school education. What can be done?</i>
THURS 24 OCT MON 11 NOV	NOOSAVILLE BRISBANE	<u>Lessons from Finland</u> - <i>Why we should follow the highly successful Finland education system</i>
WED 13 NOV FRI 15 NOV	NOOSAVILLE BRISBANE	<u>Remedial Movement for Children with Learning Difficulties</u> - <i>Learn how body intelligence and learning are inextricably linked and what can be done</i>

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

Educated Teaching is the newsletter of Queensland Teacher Professional Development

Email: jonathan@qtpd.com.au

Phone: (07) 5471 1752

Mobile: 0404 103 662

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