The train of wonders
Practice curiosity and push away your fear of learning
"Curiosity is what draws you out of your comfort zone; fear is what draws you back in." Marc Jacobs.

We often say, "I am curious or I am not that curious" as if it was a fixed personality trait. But what if we could think of curiosity as a growth mindset that we could acquire by practicing it? When we were children, we were all curious because failing was a learning experience and not a fearful one. Now, as adults, for fear of failure or coming across as stupid, we are afraid to ask questions or even try new things out . Last week, I literally took the train of wonders and it made me think! For 4 days, I facilitated sessions on my approach called "Agility of Mind" in a middle school, in France, in the Roya Valley. In a short amount of time, I wanted to bring some valuable keys to engage with learning. I approached the unknown with curiosity and practiced curiosity by asking myself : what can I learn today instead of asking myself, why am I so afraid?

Be mindful of your thoughts,
Be mindful of your sensations
Be mindful of your emotions
Be ok to be wrong with what you say or what you do.

Build your journey by practicing curiosity, little by little, through small trials and wonders. Be ready to surrender to uncertainty by practicing curiosity.

Some of my thoughts.... in the Agility of Mind... a book coming soon...

Call to Action through Interactions!

Terry Heick (author at teach thought) says in one of his videos: "what about creating empathy museums?". His idea is to create some experiential and conversational public spaces where you can borrow people for conversation in order to bring empathy in our everyday life.
This gave me food for thoughts... We have looked at learning in a disconnecting way, behaved in an increasingly independent manner, and designed learning without inspirational interactions. Collaborating towards a common goal in the global learning interest is essential today. We therefore have and need to define our global learning interest at home, at school, and online. How do you bring connecting interactions in your school? in your classroom ? and at home
? #learning #school #parenting #education #empathy

The Agility of Mind

How to turn children into engaged learners

Sophie Le Dorner

Agile authenticity

This picture below is me receiving the prototype of my book some weeks ago... I didn't want to share it with you till it was the right time !!! 😊

But it was more about my fear of not being authentic enough!

🙁 "But is your definition of authentic 'being as I always am'? Why can't it be 'being the person who I might become'? " Hermina Ibarra says, Professor of Leadership and Learning at INSEAD

By reading Professor Ibarra's article about authenticity, it made me embrace the fact that we have different identities 🕵️ and roles as we go towards our growth learning journey.

And to be able to learn as a leader, we need to experiment 🧪 and try out different styles. According to professor Ibarra, the best way to evolve and be authentic is to take this agile self awareness approach to authenticity. Who is the right leader you want to be in every situation?

Learning agility, what does that even mean ? 🥺

It is the ability and willingness to learn and apply this learning even in unfamiliar situations. In fact it is a set of qualities that allow someone to stay flexible, grow from mistakes and rise to a multiple array of challenges.

But can we measure it ? 📏

It is hard to measure but it often depends on emotional intelligence and relates to behaviors. And for that, it is helpful to think about your thinking, behavior and feeling and being confortable with it. Learning-agile individuals are "continually able to jettison skills, perspectives and ideas that are no longer relevant, and learn new ones that are," the researchers say.

✨ But how do you put a system in place to facilitate learning-agile individuals ? and why is this important ? :
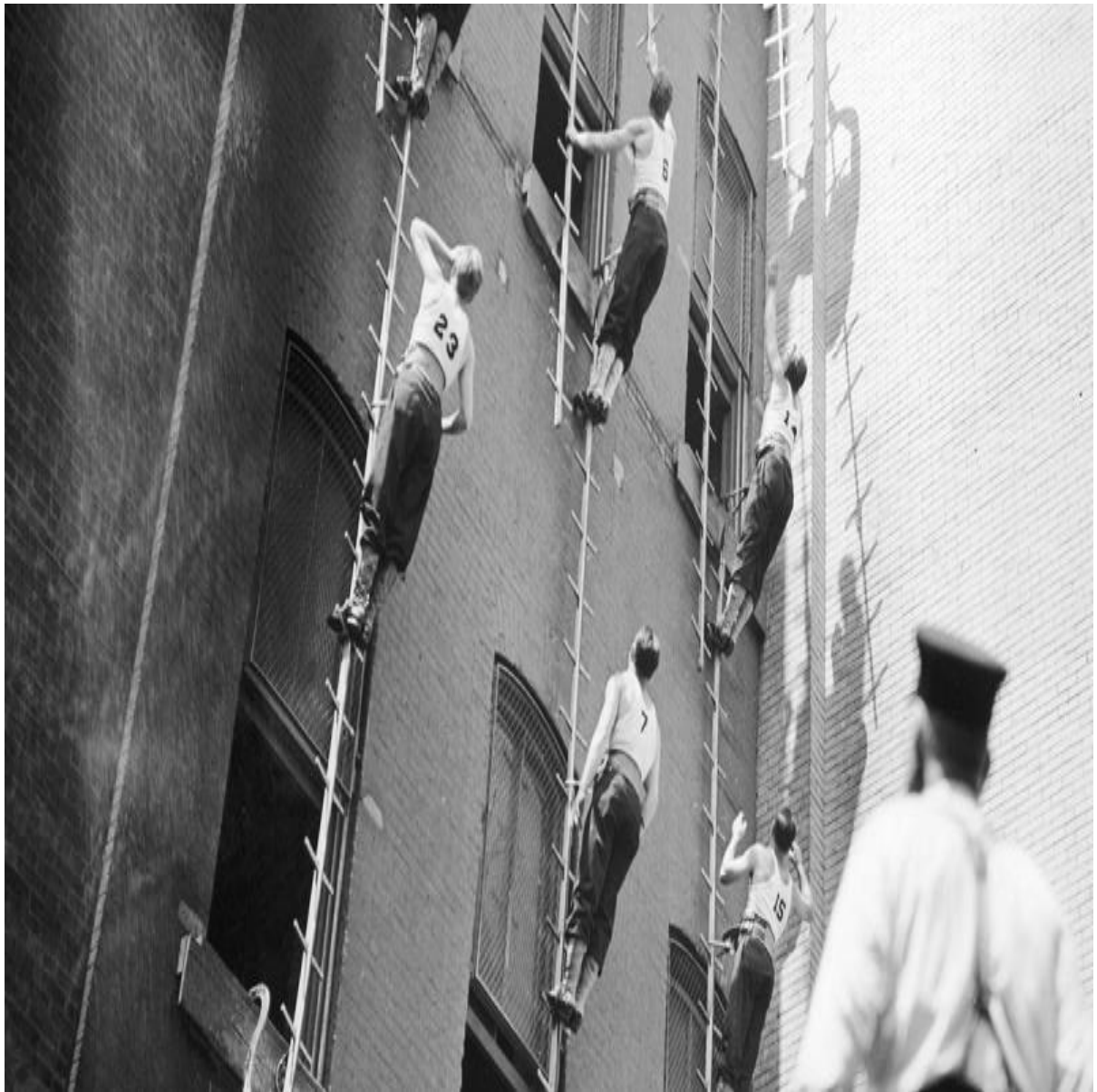
Facilitating a successful learning journey...

If success is the desired outcome at school for all children and, as a consequence, well-being, we need to define success. We may choose engagement through interactions as the key component of success. Success in the classroom could also be the ability to cooperate, to self-monitor, to set goals. 🏫 Perhaps it is more a process, considered a starting point for each learner. Success is having the courage and confidence to learn when facing the unknown and it depends on a strong ability to know oneself and the ability to work with people. Success could be all the little things a person does to give others joy. 😊 Success could also be a connection to something larger than yourself. Success is like beauty, a subjective ideal that is different depending on who you talk to. So, success is not only about getting the best grades, but it is also about having children engage in a meaningful learning journey. Learners are therefore also successful when they are prepared to participate collaboratively 💬 in a learning community, as well as to learn from and contribute to the various communities they are a part of. Learning at this point requires human beings who can model humility, adaptability, and a nurturing attitude; as for learners, facilitating requires vulnerability, adaptability, and resilience.

How do you facilitate a successful learning journey in your classroom, in your school, on line and at home?

💡 If you are wondering how to build an integrative approach to inquiry that builds awareness to thinking, feeling and behavior imbedded in the regular curriculum delivery, you may like to read this:
https://lnkd.in/dmGNQwn. #learning #school #success #engagement #community #leadershipdevelopment #growthmindset #motivation

5
Facilitating Learning

Facilitating learning takes place when learners are encouraged to take greater control over their own learning process. Through incorporating verbal and behavioural language, we can match the learner's energy and channel a positive and enabling outcome at home, at school, and within, that are, the key components at the heart of the "agility of mind" concept in a nutshell.

✨ Mindful learnable interactions : an agile and a growth mindset...

During challenging times, activate your agile and growth mindset to become curious about the mind process and shift from self doubt to potential for growth.
Easier said than done, isn't it ?
Here are the steps I use:
- 🦉 check narratives as much as I can :
instead of saying I am not good at it, start with I want to explore this to see how I can do better.
- 🎥 design small projects in my mind :
commit to learning everyday instead of proving I am worth.
- 🔥 challenge myself for improvement :
Not too hard and not too easy.
- 🧐 learn from mistakes :
Identify what didn't work and correct my mistakes

And I keep this iteration going every day...

Find what works for you and how you can find your own strategies to learn. Be tenacious in your own way of learning since it takes time and practice: What is going on in your mind ? What are your narratives ? How could you change them ? What are the small steps you could take to make this happen ?

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Up for a wonder café ?
According to neuroscientists, the prefrontal cortex is responsible for
the combined questioning and critical thinking that underline inquiry.
When learners can project themselves through initiatives, goals, plans, and
integrating information, they use their prefrontal cortex. When the questions are
asked, power is on! 🔌
Learners ask more questions and become active, taking ownership of the inquiry.
Asking questions ❓ that learners want to know activates an internal desire for action.
If learning consists of exploring and making sense of things, then questioning is the
call to action that can start the learning process.
Wonder is also what works best since questioning will fuel wonder. When questions
come from learners, they will more likely lead to further inquiry. What about opening
some wonder café ☕ moments that would be flexible and dynamic ?

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#learning #inquirybasedlearning

BRING ON the LEARNING !
After a training session, a teacher gave me this direct feedback : "Now I can imagine my classroom in colours during each of my sessions and I love it. Kids actually love it too !" What did the teacher really mean ? And how did it look like when Covid lockdown started ? And is this approach useful for online teaching ?
🧭 This compass on the picture below allows educators, parents, and children to communicate efficiently together and children are more engaged in learning.
✒️ The colours interact with each other and the blend of each of them will reflect different ways you may approach relationships to learning and others.
💡 If you are wondering how to build an integrative approach to inquiry that builds awareness to thinking, feeling and communication imbedded in the regular curriculum delivery that could be shared with the community at large, you may like to read this:
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#teaching #learning #education #teachers #training #community

TEMPORARILY IGNORANT

😖 Have you ever performed poorly in some area of your life over and over again? When a learner is making an effort to do well but still does poorly, they may end up feeling of having no power over their grades or performance. 💔 This feeling can lead to learned helplessness behaviour. When experiencing this helpless feeling of negativity, learners can become more likely to learn that they shouldn't try new things for 😨 fear of failure or rejection.

Preventing learned helplessness behaviour in a learning environment is incredibly important work that educators need to focus on. I truly believe that by modelling that fearless response of not knowing, learners will dare to ask questions ❓, make errors, and embrace new knowledge.

As an educator, modelling positive and exploratory learning is powerful. 🧘🏽 One key to preventing this learned helplessness in the classroom is adopting an exploratory approach. This must be done with a curious mindset created through awareness and trials that will engage children positively towards learning through an agility of mind. Can we be ok with being temporarily ignorant?

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Exploring new territories ...
Lately our life has been a bit like those sailors at the beginning of trade: losing bearings and sailing in hard conditions! We have been navigating ⛵ in unpredictable waters, making us feel unsecured about what was coming next.
We know that the brain 🧠 doesn't like uncertainty, and therefore this fear of change

brings anxiety and worry, both of which can prevent us from learning and reinventing ourselves.

🏝 Learning is about exploring new territories that can be messy and unpredictable, like the ones sailors used to experience in the 12th century right before the magnetic compass 🧭 was invented.

- What if we could have a clear and simple learning process, no matter what route we'd explore, wether we are new or experienced to the adventure ?

- What if we could have a learning compass that would allow us to lead our way or our learners' to travel towards what is coming next ?

- What about an agile process shared to the ecosystem that would allow everyone of us from adapting individually and together?

I won't be alone! Would you like to have an online coffee with me and two other 🤩 wonderful panelists ?

Are you wondering ? ❓
Why emotional support is important for students?
How the emotional needs of students can be met?
What needs to be done to restore in them a sense of safety, love and belonging?
How we can make them talk about their feelings and validate them?
How educators can provide emotional support to their students when they are themselves feeling overwhelmed already?

What about an Online conversation on how to support ❤️ Emotional needs of Students with the International Council for School Leadership (ICSL) between ✨ Mrs #LinaAshar, Mr #VasalAgarval and myself.
The Zoom is at 5 PM (IST) or 1.30 PM (CET) on Friday, 13th August 2021 by clicking the link: https://lnkd.in/dcR74GF5 Passcode: ICSL0505
#education #school #teacher #emotionsupport

An effective relationship through wonder 🫣

Building an effective relationship through wonder between the educator and the parent is a critical task. It was what we all shared online at the #InternationalCouncilforSchoolandLeadership (ICSL)

As with relationships, mutual respect and lots of positive 💁 communication are the foundation. Parents and educators can provide each other with unique insight and different perspectives. Creating some space and time ⏲ to parents could be a start for a successful and active partnership in learning for engaging young learners. Doing so through a common language would enable everyone to bridge their worlds: school, home, as well as online.

While presenting this common language at an online interactive conference (A wonder session between educator-parents) at the Montessori Schule Hobsheid in Luxembourg, I realised that by sharing this language, and opening up through a trusting conversation, true sharing could happen. This common language of the ecosystem was a subtle dose of agile communication and clear awareness of how we learn.

What about embedding a pedagogical and communicative model that would bring two key 🔑 components to the learning phase within the ecosystem: a common language through an experiential process that would connect us all as learners?

💡 If you are wondering how to build this common language that builds awareness to thinking, feeling and communicating imbedded in the regular curriculum delivery that could be shared with the community at large, you may like to read this: https://lnkd.in/dmGNQwn
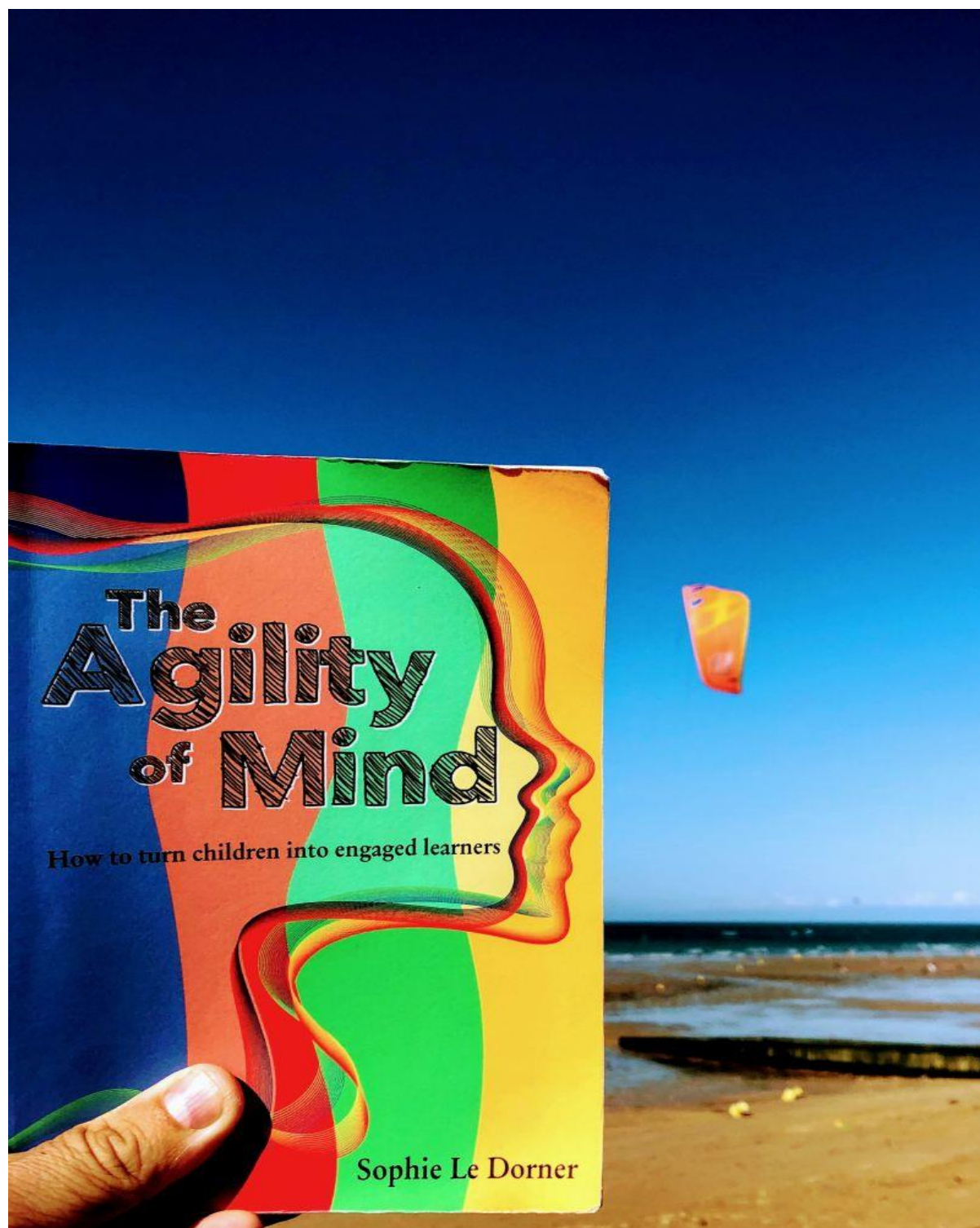
Forget everything you know !
"Sensing" knowledge through a mindful approach in order to bring awareness to thinking could be the how to facilitate. What if you forgot what you knew about your subject matter and get in touch with the present moment to get closer to your learners: asking an authentic question, listening, observing and connecting 🔌 to their answers. At the last Immersion in Thought leaders, MattChurch reminded me of Pema Chodron who has often inspired me when meditating at my summer Shambhala meditation center. For me facilitating is creating learning contexts that are incomplete like the ones Pema Chodron describes when meditating 🧘 : "In practicing meditation, we're not trying to live up to some kind of ideal quite the opposite, we're just being with our experience." When I facilitate, I shift from imposing my knowledge expertise to facilitate learning for a lifelong learning journey 🏊, for a more engaged and collaborative process. There is nothing about undermining my expertise, but only changing my role and behaviour, and being clear about this role in order for a different learning process to happen.

How does facilitating learning feel like for you?

💡 If you are wondering how to build this facilitating learning that builds awareness to thinking, feeling and communicating imbedded in the regular curriculum delivery that could be shared within a school, in the community at large, you may like to read this: https://lnkd.in/dmGNQwn

The Agility of Mind

How to turn children into engaged learners

Sophie Le Dorner

Give empathy, bring learning at large ...
Thomas Ansembourg said in the Odyssey of Empathy, "We won't respect life in front of us if we don't learn how to respect life from within." Developing empathy ❤️ from within is giving someone strength to trust themselves and connect with the world at large. For me, inquiry through empathy is allowing learners step out of their own perspective and dare to be more creative and change. Helping young learners find their strengths 💪 is NOT about creating diagnostics of what they don't do well but creating bridges to improvement and applied effort. If the child is often told that they forget to complete the steps in a math problem for example, they may eventually think they are not good at math and stop learning. What if we could connect with them through empathy and show them how well they can make logical links 🔗 and then ask them how they could use this to complete the steps? This strategy would bring enthusiasm and positive energy to the learner. This empathy would spread and resilience would be strengthened. The ability to bounce back after stressful situations would be empowered.
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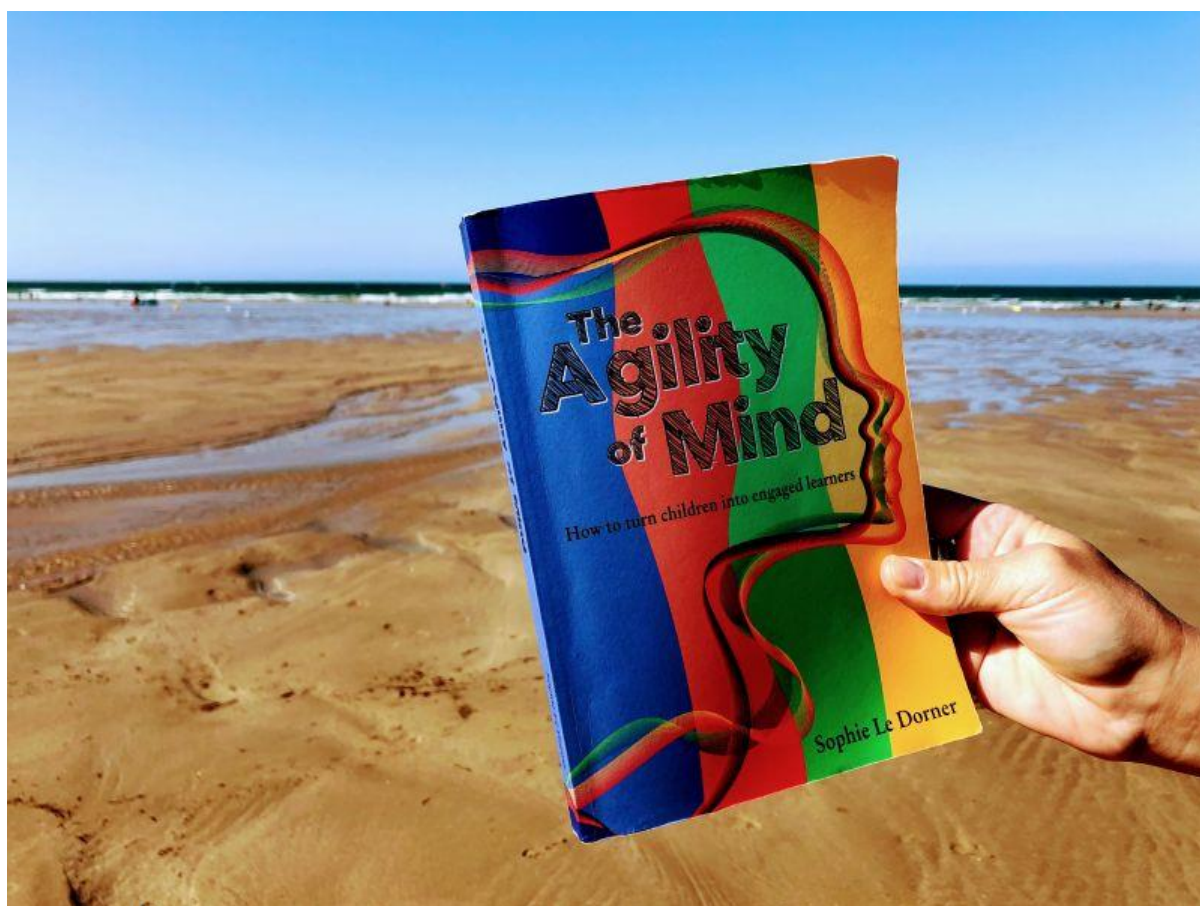
Changing definition of success at school

At Friday@5 with the #InternationalCouncilforSchoolandLeadership (ICSL) , we talked about the parents' fear 😨 for their child to be unsuccessful. What if we could redefine success at School ? If success is the desired outcome at school and, as a consequence, well-being, what is success today?

Success could be the ability to cooperate, to self-monitor, to set goals. Perhaps it could also be more a process, considered a starting point for each learner. Success could also be the courage and confidence to learn when facing the unknown and have a curious mindset. What about a strong ability to know oneself and the ability to work with people? Success could be all the little things a person does to give others joy 😊 or a connection ⚯ to something larger than yourself, empathy towards our peers. Success is like beauty, a subjective ideal that is different depending on who you talk to.

So, success for me is not only about getting the best grades, but it is also about having learners engaged in a meaningful learning journey. Learners are therefore also successful when they are prepared to participate collaboratively in a learning community, as well as to learn from and contribute to the various communities they are a part of. Learning at this point requires human beings who can model humility, adaptability, and a nurturing attitude; as for learners, facilitating requires vulnerability, adaptability, and resilience. We may choose engagement through interactions as the key component of success.

In both cases, agility is for me the key to live a global learning life, but certainly, not fear of success. This new learning approach needs to connect the heart and mind to create an agile approach. What is success at school for you?

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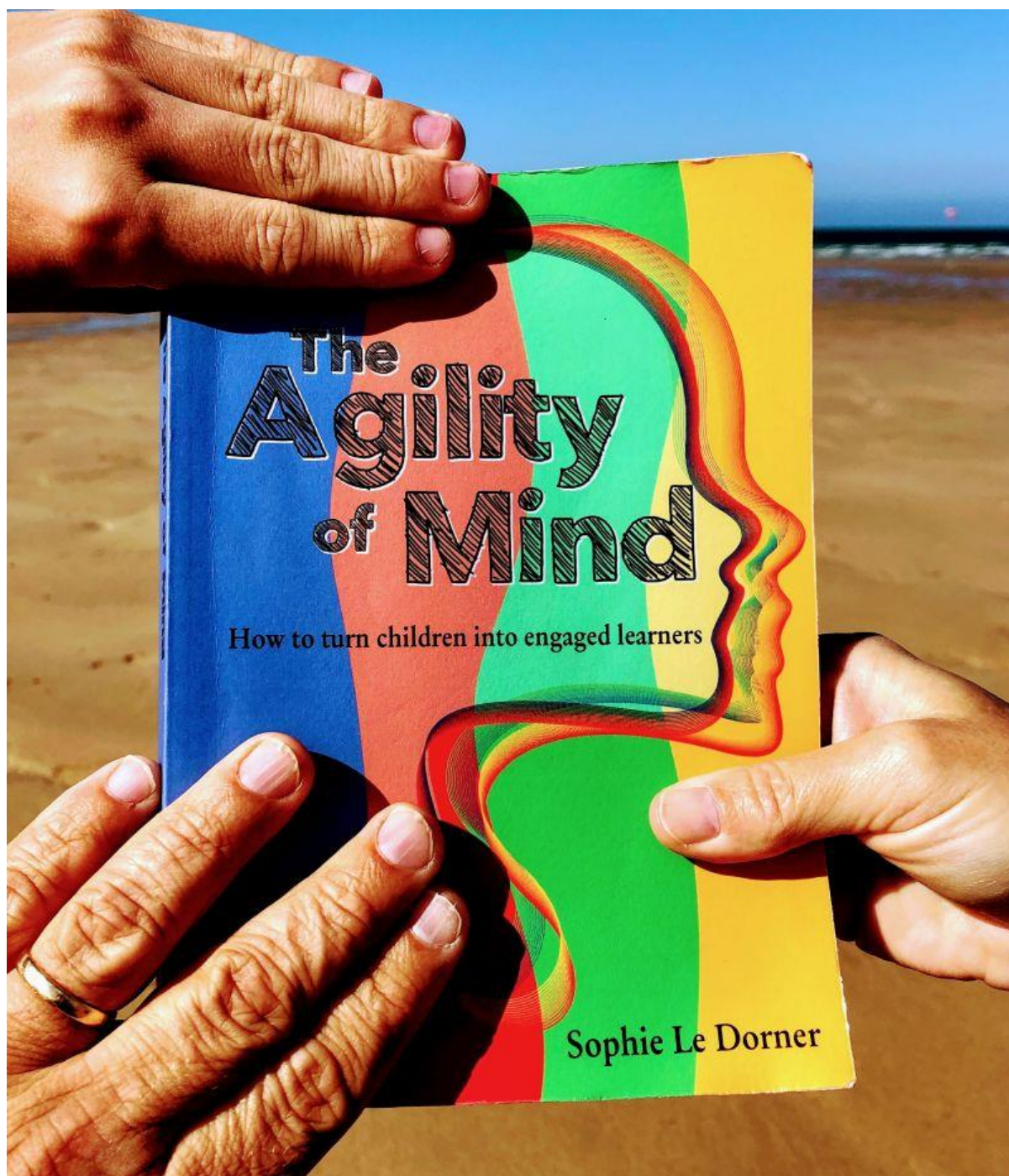
How do you bridge 🏩 the gap between reality and perception of engagement?

As a trainer or an educator, have you ever thought :
"This learner takes so much time to think..."
or " This learner rushes too quickly into action"
or "This learner is so scatterbrain "
or "This learner is going too much into details "
Today, I had the chance to coach some wonderful educators and we talked 🥺 about perception versus reality when we facilitate learning.
What if what we perceived, at this moment in time, was a way for the learner to start their learning journey? What if we could accept that it is not our reality but theirs.
What if we could become aware ✦ of our own reality and co-create some learning experiences according to the learner's energy of the moment.
What about an iterative process through a colourful quest, easy to implement at home, at school and at work ?
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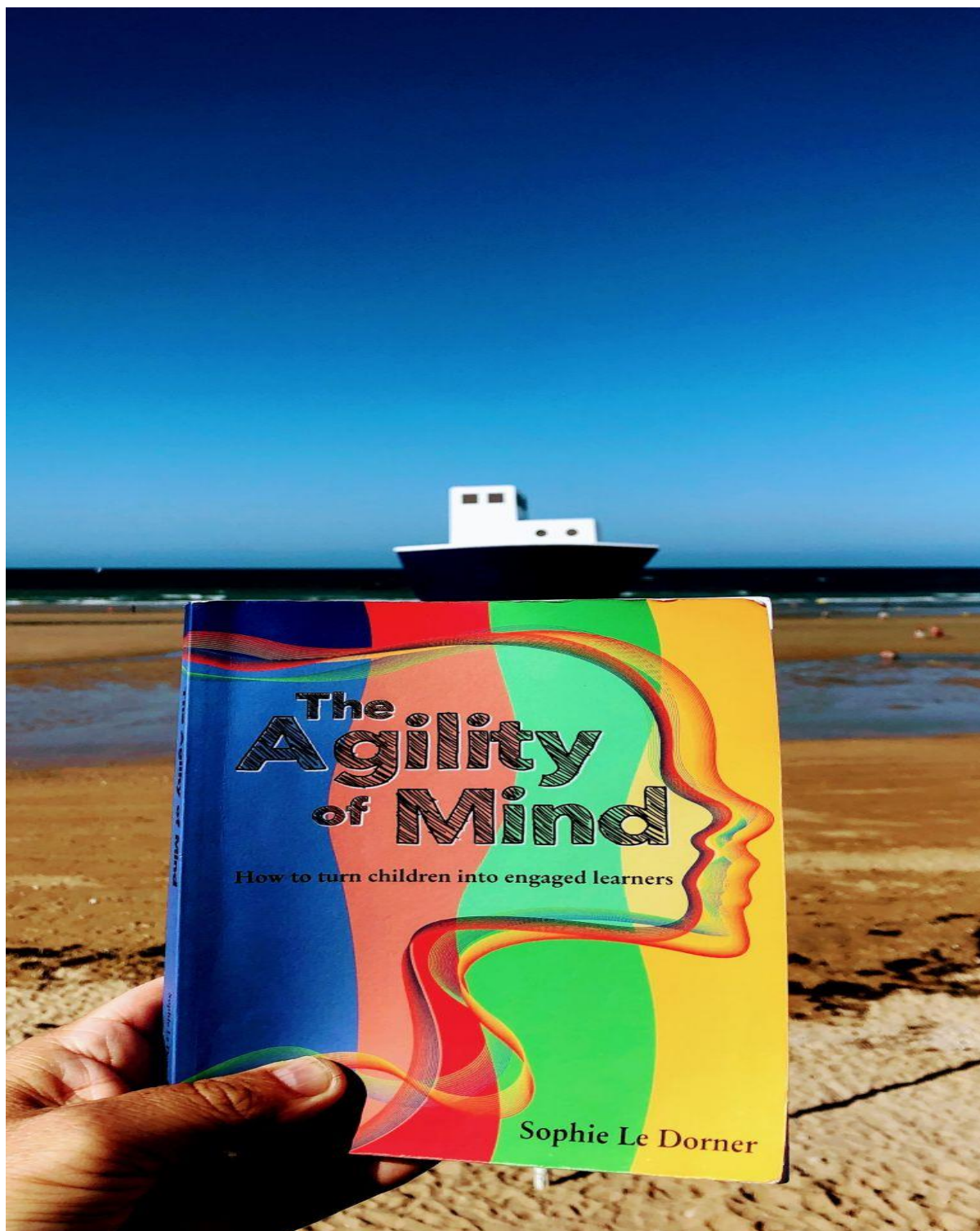
🤝 Shared leading, shared learning

Educators are learner leaders at every moment of the day, inside and outside the classroom. When facilitating and teaching challenging activities, they lead by example through behavior and communication. Education is constantly reacting to social, economic and political changes and constantly being "reformed". This continuous change brings both excitement and exhaustion to the educators. They need to be supported to be change agents.
Being a catalyst of change is about removing obstacles and lowering barriers 🚧. So if we want educators to lean in when change happens, creating a shared learning culture is essential. But how can we do that ? What about creating a shared leadership ?
We wish to develop learners that learn from each other in the classroom, on the playground and in the community as well as shared instructional leadership among educators. What about parents? How to build a sense of collective responsibility among students and parents? What if we may also view the entire ecosystem in the education arena, including community members as instructional co-leaders ?
If we want success and engagement to occur, learning leadership is for everyone and not only for principals. What about a new vision of professional practice 🔗 linking shared leadership to learning ?
💡 If you are wondering how to build this shared learning culture that builds awareness to thinking, feeling and communicating imbedded in the regular curriculum delivery that could be shared with the community at large, you may like to read this: https://lnkd.in/dmGNQwn
#pedagogy #leadership #education #leadershipdevelopment #teaching #learning

"Curioser and curioser" Lewis Carrol, Alice's Adventures in Wonderland

Do you see new information and experiences like Alice in Wonderland ? Have you kept this natural curiosity that you had when you were a child? The one that brings learning and playing at he center of your life. Or have you adapted to the world around you and created "masks" 🎭 as the physiologist Carl Jung calls them. You might have different personas for different people/settings since you have learnt and adapted to this world around you. Being conscious of these personas helps question our "masks" and mindset in general in order to integrate all the parts of who we are and who we want to be. What if we could teach this "being" to the world at a very young age through an agile, mindful and curious approach ?
Jung's model of lifelong development is about both the external and internal focus. The first half of life is all about accommodating to the external world and the second half is accommodating to self.
What if learning could also be about both, like mindful breathing 🫁 : "in and out consciousness". If you add consciousness to breathing, it changes our way of being in the world and as my younger child says, "you are able to control it." If learning energy is released mindfully, learning potential can be released. Generating curious moments at home, at school and at work, like a common language shared within the ecosystem is key to bring lifelong learning.
Facilitating learning, through questioning **?** , in and out reflective mind movements to bring some insights when the learner is ready as well as becoming learner leaders ourselves can arouse curiosity, intrinsic motivation and therefore engagement. A study in the field of cognitive neuroscience from University of California also provides insights about a link between curiosity, learning and memory. (Academic journal Neuron) In another study, curiosity improves psychological and social functioning. So we need a space that brings curiosity through interactions and immediate feedback to support learning: project, explore, integrate, follow up, and exchange.
What about creating learning spaces that truly foster curious interactions and bring learning at large ? But how do we release potential when fear of learning is in the way? When learning stops ?

Let's harness the power of curiosity by transforming tasks into enjoyable and interesting experiences, through wonder!

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to read this: https://lnkd.in/dmGNQwn
#pedagogy #adaptivelearning #learning #motivation #mindset #neuroscience #leadership #community

Be together, learn together

Schools 🏫 are not only about reading, writing and counting. Today more than ever, learning is about being together and learning together to adapt to this new era. More than ever, learners need to adapt together to find strength together. On Wednesday, this week, I facilitated a session in a wonderful local group of teachers on the topic of connection and I shared my opinion about how being together, learning together 👐 for learners in general was an important key to engagement. Facilitating learning at school to be together is about creating a space for interactions to emerge. It is a journey of shared and true interactions that is like a new encounter between two co-authors, that co-emerges and co-exists through empathy and honesty. It is about a space of openness and curiosity to listen 👂 to each other, a space to prepare for this new encounter: a calm but joyful place for the learning journey to happen. We could call this "the flow" area. According to where the learners are with their own energy at that moment in time, they will be able to quiet their mind by being aware of it. This flow area is a way to recharge the energy, become more aware of their strengths, and learn about emotions 🥴 and their behavioral state at the moment. It is the part when learners can pause to be mindful of themselves and others. A place where constellations of support are created to enable everyone to ask for help, find solutions together, bring up confidence and foster collective efficacy. What about at home? and work ? How do we create leading to learn moments, moments of regular interactions to enable each other's learning: learning at large.
Is hiding under the new normal, a real solution ? Let's embrace the new, the now and the future together without fear. Let's help each other, dare to connect and learn together !

How do you create this being together and learning together ?
Please share your thoughts.

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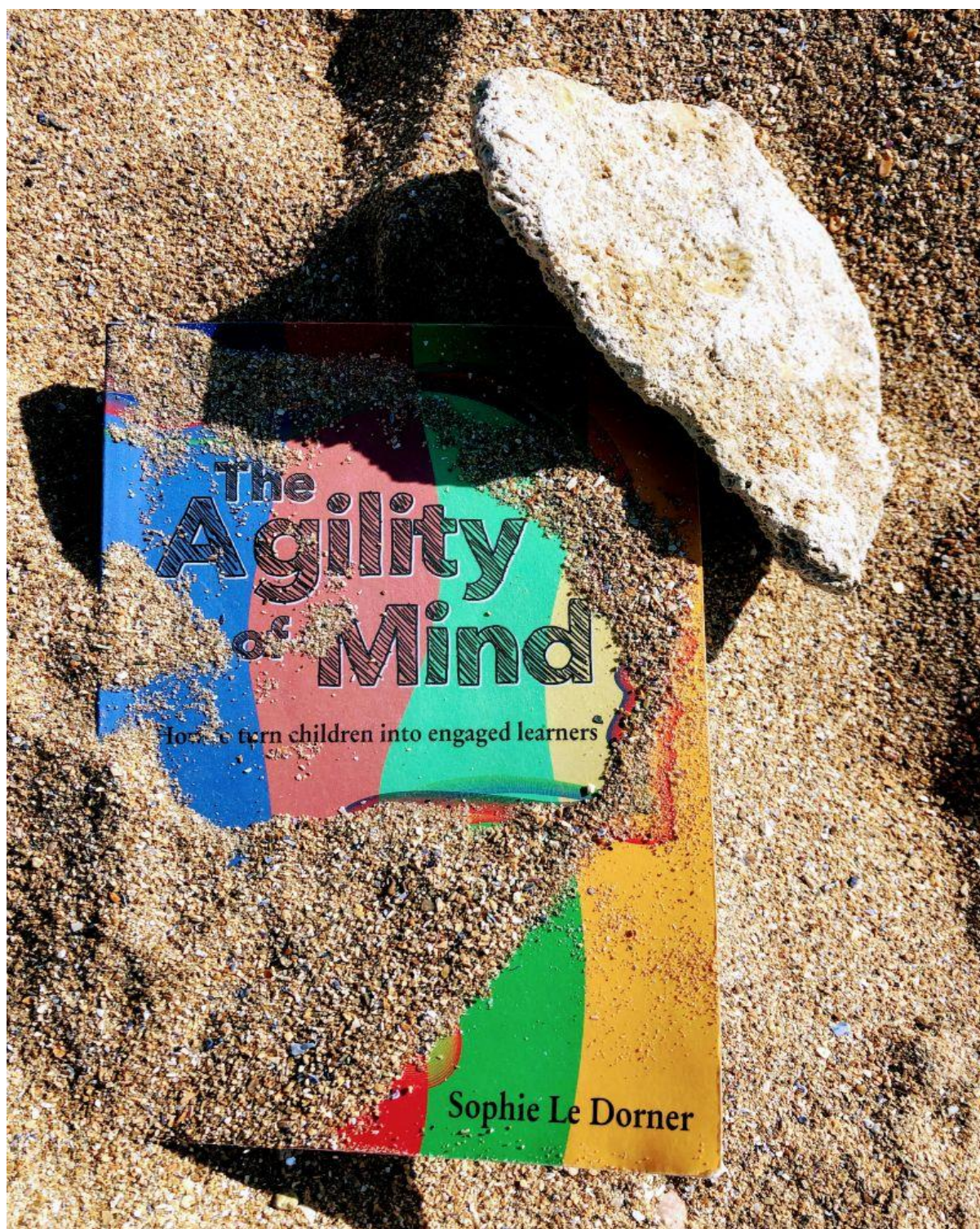
"The greatest risk any of us take is to be seen as we are" Cinderella 😎
In my LisaONeil's purpose planner, the sentence above was written and I have been thinking about it for some days now...
When I show myself as I am, I tend to crack jokes about myself ! I have often thought that it was a coping mechanism, a negative psychological trait used when I am not feeling confortable.
Last night, at a conference on a systemic approach to solving problems, I realized that employing self-defeating humor was actually indicative of high scores in psychological well-being.
Dr Arnie Cann, a psychologist and humor researcher believes that having this conscious 🤓 sense of humour can improve our lives, boost resiliency and enables us to thrive when we're faced with adversity.
We really need to embrace mistakes as a lifelong learning journey to reveal character strengths and invite learners to engage with imperfection and vulnerability.
Facilitating learning is creating learning contexts that are incomplete and astonishing. Learning requires human beings who can model humility, adaptability, and a nurturing attitude; and facilitating learning requires vulnerability, adaptability, and resilience.

Bringing a learning approach that really connects the heart and mind to create an agile communicative approach that allows and encourages individuals within the ecosystem to grow together is what is needed today. An agile model in the practitioners' world would be action-oriented, by carving out small actions, focusing on specific outcomes, and having a curious mindset.

What if we could have some self-mockery humour moments in the classroom? 😊
I believe it would build more positive relationships, reframe challenges, cultivate thinking and problem-solving skills, self-compassion as well as a powerful stress reliever ! Let's reframe our challenges by injecting a little humour !

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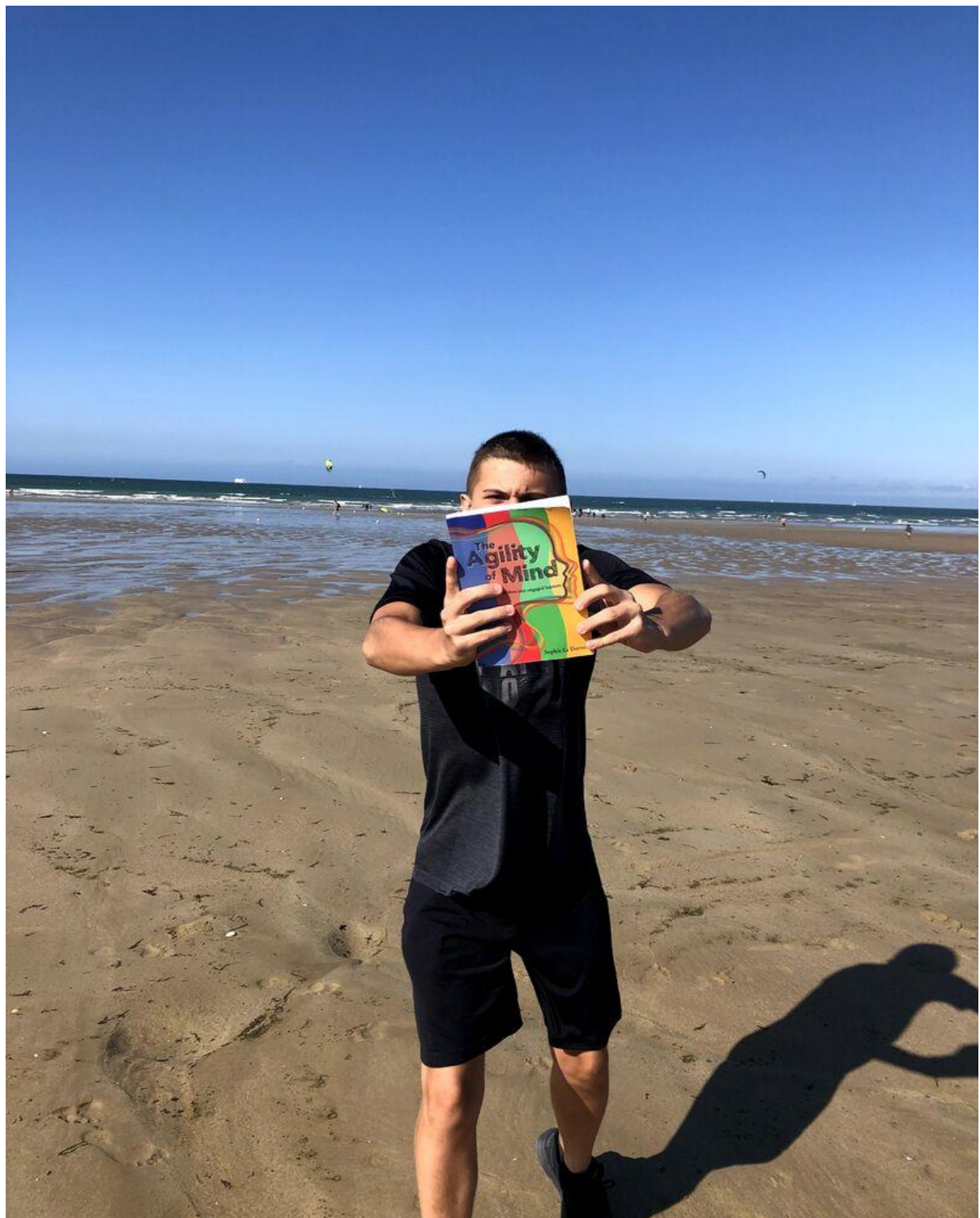
What if "to be" was an action verb ? (and not an auxiliary verb 😜)

"To beat the machines, we have to become more human." Said Professor You Zhao

How "being human" emerges at school 🏫 ? Being human is about being in this world. Being is to change so being is a movement with infinite directions. To be is not yet there because it is a journey. A human journey that is about wonder. It is a daring journey 🟠, happy to face the uncertainty and to take risks. But what if this risk was a sharing one? A risk to take within the group, with the group and the ecosystem as well.

Learners of this new era will not have one job or career for their lifetime, so they will need to reinvent themselves over and over again to be able to adapt each time they enter the workforce. Being mindful of their thoughts, their emotions, their environment, and actions prepares learners to be active and curious 🧐 in their own learning and to be in the world.

We tend to teach learners content before teaching them tools 🧰 to be in this world. Those everyday tools would actually be a pathway to better well-being, equity, and engagement. Lately, the humanity in people has been tested beyond limit and so, in response, educators need to create tasks that require the development of those daily skills and solve authentic problems that matter to learners at a deeper level for a more individual and collective well-being. And it all starts from the educator. What if being was a group responsibility ? What about creating a constellation ✨ of support to learn? What if learners were the source connectors to be built into the learning creation of the content ? What if differentiation was on potential and energy rather than problems to fix ?

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Savouring learning and learning to savour in order to save our planet !

- Published on November 14, 2021

👨‍🎨 Sophie ☀️ Le Dorner

Design a shared culture of learning with Agility of Mind, author, pedagogical consultant, facilitator and speaker in learning engagement.
14 articles Follow

The highlight of my week is about this wonderful moment of interaction that brought my conviction to another level. After my emotional, social and cognitive session with teachers, the person who employed me a few years ago came to my classroom to share some precious time with me. As a surprise, she had brought with her some hot water, two cups of tea 🫖 and some biscuits. I feel so grateful knowing such an authentic human being. We had a tea time together and exchanged our thoughts and feelings about "the now and education." Here is what I shared...

"The need for meaning is inherent in human nature." Sebastian Bohler, a specialist in molecular neurology has written a book called "Human bug" and speaks about the link between our striatum, the area of the brain that influences motivation, reward and much more and how our brain pushes us to destroy our planet. The striatum relies a lot on dopamine and dopamine signals rise in the striatum in response to things that are rewarding or worth paying attention to. We are creating a world of fast rewards to prevent from the stress that we are going through with this crisis that brings so much uncertainty and the singular cortex is exhausted in a world that goes soooo fast that it transmits an error signal and our brain receives stressful hormones without even noticing it !

So how can we get out of this crisis at school ?

The educators' challenge when teaching is a set curriculum and testing that they have to race through as fast as possible. But we know that learning takes time, practice and requires patience and effort. Engaging a child in their learning journey at home and at school can take time. It is like cultivating a cherry tree to grow cherries: most cherry trees do not bear fruit for the first year or two of their lives. Some cherry trees 🍒 take as long as four years to bear their first fruit. By giving the best autonomous environment possible and a nurturing communicative approach through the creation of a co-learning space, acquired with patience, you will be growing some cherries. Like the gardener 🪴 , both educators and parents are in charge of encouraging growth. We need to think of the pre-learning and the post-learning projects and how the learning can be sustained in the long run. We need to create micro learning sessions through questioning and foster positive interactions. Spaced repetition for a more effective technique to learning because it is in synchronicity with our brains function. We also need to think about children's own life-long learning quest for a positive approach to learning in order to bring optimism which is according to Sebastian Bohler a resource in time of crisis. For a savoring learning process, we need to ✋ STOP, embrace the reality of today and build in the resilience and agility to adapt to constantly changing conditions and the concept of anticipatory thinking about the future by therefore adding *quality time* for insights in the learning quest to facilitate learning processes.

Edward de Bono discovered in his research that insight (becoming aware of new information) is always linked to spontaneous laughter 🤭 because discovering or

learning something new makes us happy. Learning with an agile mind to explore the unknown as much as it is to link it to the past in order to make meaning and rediscover each time our environment. By examining our own conscious thoughts and feelings through a process of introspection is essential today. The goal of this active introspection is to gain emotional and cognitive awareness (first interactions) and become curious actors of ourselves and our environment (second interactions). This way of looking inward and examining thoughts, feelings and actions is about creating interaction between cognition and emotion and this process is what savoring is all about. To trigger this "savory moment", a pause ⏸ is needed, and an active mindful step into a curious mindset. It is also to have common language that brings shared visions and some social codes that would bring meaningful interactions as well as more certainty to create tribes of learning.

Today, transforming the learning environment is essential since it is a necessity to be able to come safely through this new era. Young learners are facing inevitable difficulties that need to be addressed. For me, interactions are the backbone of this transformation but how to bring trustful interactions ? What about embedding a pedagogical and communicative model that would bring two key components to the learning phase within the ecosystem: a *common language* through an experiential process that would connect us all as learners? A common language that would bring a social code and a shared vision on a learning process. The common language of the ecosystem could therefore be a subtle dose of agile communication and clear awareness of how we learn.

Let's create a savoring learning journey all together !

💡 If you are wondering how to build this shared savouring learning culture that builds awareness to thinking, feeling and communicating imbedded in the regular curriculum delivery that could be shared with the community at large, you may like to read this: **https://lnkd.in/dmGNQwn**

Innovative education and paradoxes

Lately, I have done a lot of thinking around paradoxes and innovation through my mentoring programs as well as my facilitating ones. As we are facing chaos, how do we keep up training & learning while maintaining a personal life ? How do we innovate as we are living unpredictable scenarios ?

According to the paradox community researchers (Miron-Spector et al…. 2028), we have turned to think paradoxically in order to become more effective in everyday tensions. We have learnt to adapt but how do you bring this paradox in the pedagogy in order to bring innovation and keep up your sanity?

After failing to mentor the design of a session, I have come to learn that designing an approach with the educator takes time to connect since it is not about just giving a process that might be our own. Rushing won't work. It is about knowing the "self" and combining it to the outer space (the learners), through the acceptance of chaos, trials and errors. It is questioning 🤔 the unknown and being ok with it. It is like bringing conundrums during learning sessions.

Learning and teaching is about mastering the agility of mind through greater awareness over both inner and outer spaces: your own self and your teaching space.

I believe that it is learning to be yourself 😊 and connecting 🤝 to the learners, not learning to teach like someone else. The Who you are as a learner and as a teacher is where everything starts. To be yourself is what will bring certainty in this

chaos. "We teach who we are" says Parker Palmer in 1998.

Then, the inner space can be different to the outer space but as Parker Palmer presents it, the good teaching will flow from the identity, the integrity of the educator as a person so listening to your inner self is essential. Therefore, if an educator is listening to expectations of others and allowing actions to be shaped by instructional techniques only, the result will be aimless. If we can have "both and..", innovation 💡 will kick in and the inner educator will grow confidently to embrace this world of paradoxes.

Innovating in a world of paradox might be about being grounded like the stones 🪨 of an old house.
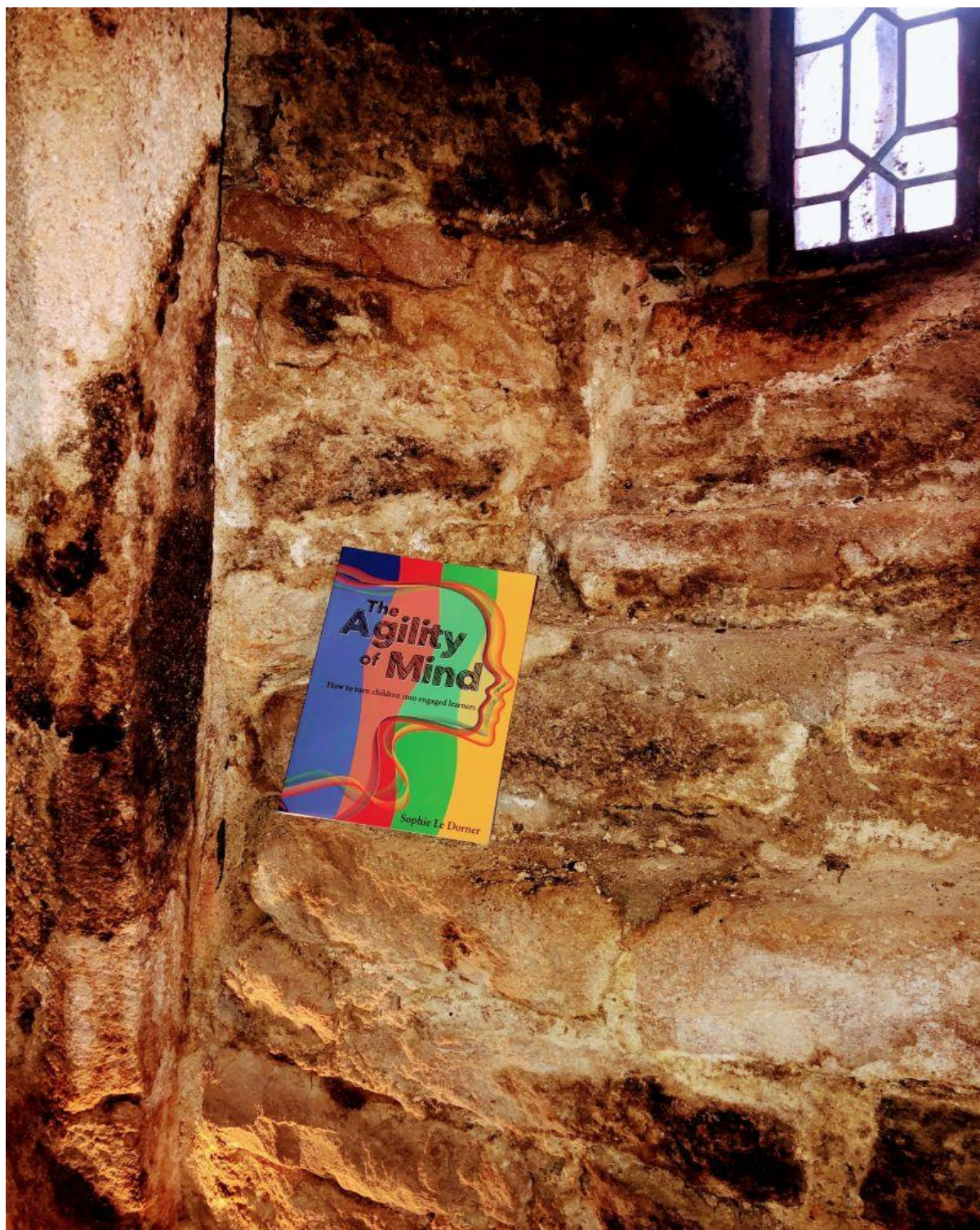
If yourself is what is constant, what "new" could you bring to innovate ? What would be your action ?
What about a paradoxical role such as turning learners into instructors to allow them to become more aware of what and how to learn ?

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#education #training #innovation #mentoring

Starting with a riddle !

What about engaging learners with a riddle when you want to focus on
what "understanding" is all about ?
Relax on your couch, have some tea and think about this riddle: How can you go 10
days without sleep ? Read it once and start thinking as you drink your tea … 📖

Then, read the riddle again and the following questions ❓ one by one and close
your eyes 😴 (if confortable about it, otherwise only pause) each time:
What was the first thing your mind did to understand this question? What does the
word "day" mean to you? What does it mean here?
What would day time be opposed to?
Now read it again. What comes to mind, now? What is tricky about the question?

Educators play a critical role in helping learners transform their curiosity into inquiry,
by facilitating, focusing, challenging, and encouraging them in active engagement.
Being able to engage and bringing insights thanks to reflective metacognitive
activities in the classroom that examine how we process our thoughts 💭 and
emotions play an important role in building confidence and in developing learning
strategies.

Making learning visible through dialogues 💬 deepens learners' understanding of an
issue or topic by sparking engaged learning through an open exchange of
perspectives. The dialogue process encourages those involved to analyse course
content, it inspires reflection, and it stimulates inclusivity in the classroom. It can also
be a journey of discovery within the five Learning How to Learn steps through
questioning: Attention is the initial Learning How to Learn step and the essential first
step …
Are you still thinking about the answer or you have found it already? Tell me in the
chat what has happened to you ?
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Just don't do something, stand there! The white rabbit 🐇

If this sentence rings a bell, it is because you must have read Alice in Wonderland. I feel that this sentence is really relevant in the hectic world we live in today.
How do we engage a child efficiently and in a sustainable manner in the world we live in?

Engaging a young learner in his learning journey is like cultivating a cherry tree to grow cherries 🍒: most cherry trees do not bear fruit for the first year or two of their lives. Some cherry trees take as long as four years to bear their first fruit. By giving the best autonomous environment possible and a nurturing
communicative approach through the creation of a co-learning space, acquired with patience, you will be growing some cherries. Like the
gardener, both educators and parents are in charge of encouraging growth. Over time, energy and power will be released from the child
and growth will happen. Let's observe, dialogue, listen, praise, and adapt projects together!
By focusing on creating micro-learning moments through questioning and colours

(Agility of Mind approach), we will design a sustainable facilitating model and foster positive interactions. It could appear time-consuming but when it is done through a clear learning model, more material can be covered. Spaced repetition is a more effective technique for learning because it is in synchronicity with the manner our brains function, and time studying information you already know is not wasted. Micro learnings that are spaced out are keys to long-lasting information. Researchers have proven that the brain is not well-adapted to storing lots of new information in short periods of time. The psychologist Hermann Ebbinghaus discovered in 1885 that people forget 80% of newly learned material within 24 hours. His research on the capabilities of human memory led to the so-called forgetting curve. That is why learning techniques like cramming are unsuccessful for long-term benefits.

It is the holiday 🎄 period for some of us so let's take time to just stand there with the child and add quality time for insights in the learning quest to facilitate learning moments that will be sustainable.

Enjoy this time together!

"Becoming a linchpin ☐ at school"

"Am I human ?" asked me a crying 😢 young adolescent last week,
"I just want to learn with others and be kind by helping my friends learn but I am not allowed to speak up and move because I just have to do what I am told to do." he shared with me.

Seth Godin describes a linchpin as someone who cannot be replaced and he believes that becoming a linchpin is essential in the world of high competition today. What is a linchpin? A linchpin is a unique and remarkable person who will stand up in the crowd with no fear to express themselves. It is someone who is more human, more connected, mature and energetic. Someone who designs their own future.

When things don't go according to plan, they are flexible. They are leaders and they know that they add value to the world.

A linchpin needs to be an artist: willing to take risks, a willingness to bring some emotional labor in action as the ability to bring memorable and charismatic interactions with people for example.

Linchpins are creative and create art for giving love to the world. This power of art is the ability to change people and artists call people to action. Their art may become more art and the receiver may be motivated to create his own art.

Linchpins create a gift chain that leads to more gifts 🎁 and more connection . And what is preventing us from moving forward? It is the fear of taking risks. But not taking risks is all about being confident in everyone's capacity to learn.

To the parents who are being told that there is something wrong with their children,
To the teachers who feel overwhelmed by all the work they put into their lesson plan and much more,
To the children who feel that schools are like tsunamis…
My message is that everyone can be artists if it is what they wish for.

What if learners were NOT told what to do but given the opportunity to become connected with their inner power-how to be in this world, what would be the first action to take?

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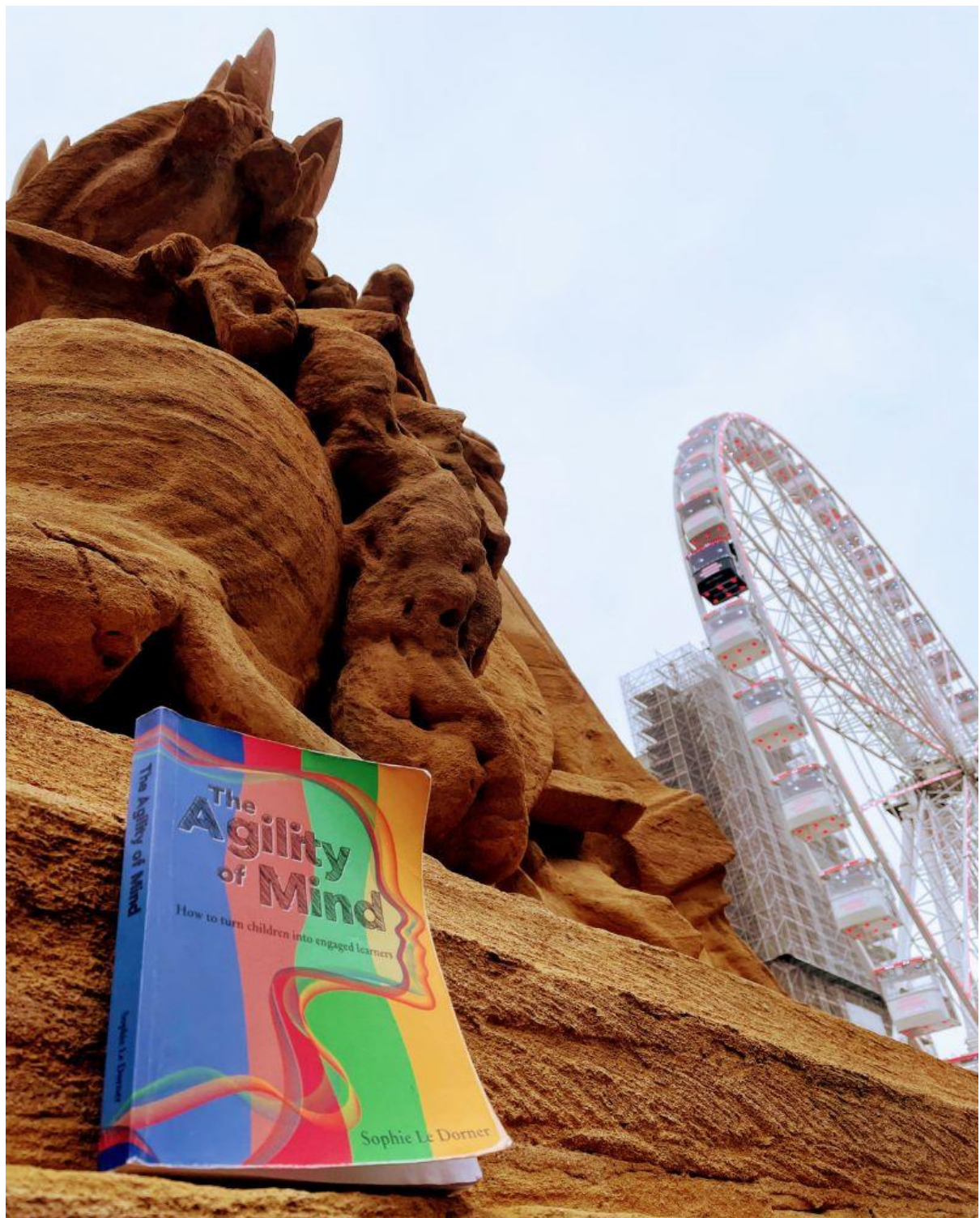
Synchronicity: the future of collaboration

You must be thinking of synchronous versus asynchronous in web-based collaborative systems ... Well, I am thinking of another kind of synchronicity in an educational context that would link school and home...
"When we trust, we feel better and more positive," and "when we experience high levels of trust, we feel empowered to work out issues and challenges, open 👐 ourselves to new experiences, and link with others in a way that is sometimes called synchronicity." Says Judith E.Glaser. How can we open ourselves and "link with others" in synchronicity?

If we see a school as an ecosystem, we realize how every element of a school affects other parts. Parents, teachers, and caregivers are all part of this system and positive interactions between these parts will create balance for an individual's growth 🌱 and learning.
Trust is a crucial factor to create this balance, and even more so in relationships

between parent-educators and their children. It has been established that trust generally enhances parental involvement in school and their interactions with educators, as well as their children's educational achievements. Trust as a dynamic ⚡ disposition and attitude gives learners the ability to take action. Educators and parents provide a vital support system to help young learners flourish. Both groups are important. When parents and teachers have good communication 💬 and can work well together, it can significantly impact each student's long-term success. All the members of the system are interconnected, so the loss or change of one factor can have large ripple effects through the entire ecosystem.

The African saying, "It takes a whole village to raise a child," comes into play here. From a psychological point of view the child benefits from having multiple inspirations and feeling secure to explore and learn in a loving environment. We have looked at learning in a disconnecting way, behaved in an increasingly independent manner, and designed learning without inspirational interactions.

Collaborating towards a common goal 🏫 in the global learning interest is essential today. We therefore have and need to define our global learning interest at home, at school, and online. Let's open ourselves to create a collaborating future!

The Agility of Mind

The

of Mind

How to turn children into engaged learners

Sophie Le Dorner