

TRANSITIONS TO INTUITIVE LEARNING

Major areas of unlearning to reach *Intuitive Learning*

Traditional Teaching	Intuitive Learning
Teacher controlled textbooks	textbooks are created by the learner as a record of learning
High stakes cognitive testing	performance/demonstration oriented evidence of learning (portfolio)
One year exposure to learners	looping (houses) or staying with the same class for years
Administrative oriented system of compliance	learner oriented system of self-paced academic progress
Grade level testing and placement	ungraded alternative system of mastery learning and grading
Developing teaching strategies	facilitating and nurturing a learning environment
All learning is inputting data	all learning is calling forth gifts and talents
Specific grade level instruction	differentiated/tiered academic expectations
Teaching to the content expectations	wrapping the content expectations around student driven inquiry
No attention to development needs	experiential learning timed to developmental needs
Teaching for cognitive outcomes	learning through doing and reflecting with the creative process
Sitting in chairs while teacher's deliver instruction	kinesthetically enhancing every teachable moment
Administrators run the school	teachers & Head Master Teacher focuses learner-centered goals
Music, art, singing, dancing as specialty classes	fine arts integrated into all instructional settings
All lessons are scripted from textbook	all lessons are memorized and delivered artistically
Parents are observers at school	parents are integrated mentors, resources, and fellow learners
All learning proceeds from teaching	all learning proceeds from learner generated interest
Learners' have a short attention span	learners are thoroughly engrossed in learning
Short, shallow lessons reinforce learning	full-emersion is the best way to learn
Daily lessons throughout the year create learning	3 to 4 week long concentrated lessons enhance learning
Students learn math by solving problems	students learn math through handwork and rhythmic counting
Students learn best by memorizing	students learn best by doing
No theory or philosophy of education	a new philosophy and psychology of learning
Teaching to the state/federal test	learning to illuminate and inspire the learner
Education removes all questions	learning creates questions
Students are there to learn from teachers	learners are there to learn from anyone

Traditional Teaching	Intuitive Learning
Teachers defend their instructional methods	learners defend their inquiry with new knowledge and demo/displays
Student must be taught to learn	learners must be free to learn and not be punished for errors
Knowledge must be poured into the student	new knowledge is birthed (drawn forth) from the learner
Teachers must “know” their subject	learners must experiment with knowledge and find its limits
All teachers teach	all teachers must learn (then learners model their learning) otherwise we are simply training students to be only teachers
Teachers master their subject and lessons	teachers must learn new materials constantly to create a learning model
Teachers lead classes of students	teachers as learners lead the learning process
Teachers teach and students learn	teachers learn and students teach what they have learned