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**The Neuroscience of Learning III**

**Dr Andrew Curran**

*Seven Post-video Discussion Points*

1. To what extent does attachment theory inform practice in the day-to-day work across your school?
2. What might you and/or the wider organisation adapt to take on board Andrew Curran’s insights?
3. Are ‘secure emotional attachments’ a feature of the adults working with the children and young people across your school?
4. To what extent do the culture, ethos and practices within your organisation contribute to your own emotional well-being?
5. Look again at the features of brain-friendly Expeditionary Learning (see below) and score your lessons from one (lowest) to five (highest) for each feature.
6. Where do your strengths lie and how could you improve your scores in other areas?

And finally…

1. Name the first thing you are going to do (or have already done) as a result of Andrew Curran’s three videos.

***Design Principles of Expeditionary Learning***

**The Primacy of Self-Discovery** states that learning happens best with emotion, challenge and the requisite support. People discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. The primary task of the teacher is to help students overcome their fears and discover they can do more than they thought they could.

**The Having of Wonderful Ideas** places emphasis on fostering curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.

**The Responsibility for Learning** argues that learning is both a personal process of discovery and a social activity. Therefore, every aspect of an Expeditionary Learning school encourages both children and adults to become increasingly responsible for directing their own personal and collective learning.

**Empathy and Caring** believes that learning is fostered best in communities where students' and teachers' ideas are respected and where there is mutual trust. Older students often mentor younger ones, and students feel physically and emotionally safe.

**Success and Failure** states the fact that all students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. But it is also important for students to learn from their failures, to persevere when things are hard, and to learn to turn disabilities into opportunities.

**Collaboration and Competition** positions Expeditionary Learning schools as integrating individual development and group development, so that the value of friendship, trust, and group action is clear. Students are encouraged to compete not against each other, but with their own personal best and with rigorous standards of excellence.

**Diversity and Inclusion** believes that both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others. Schools and learning groups are heterogeneous.

**The Natural World** helps create a direct and respectful relationship with the natural world, which refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect. Students learn to become stewards of the earth and of future generations.

**Solitude and Reflection** argues that students and teachers need time alone to explore their own thoughts, make their own connections, and create their own ideas. They also need time to exchange their reflections with other students and with adults.

**Service and Compassion** places emphasis on strengthening students and teachers through acts of consequential service to others. One of an Expeditionary Learning school's primary functions is to prepare students with the attitudes and skills to learn from and be of service.

*Source: https://en.wikipedia.org/wiki/Expeditionary\_learning\_schools*