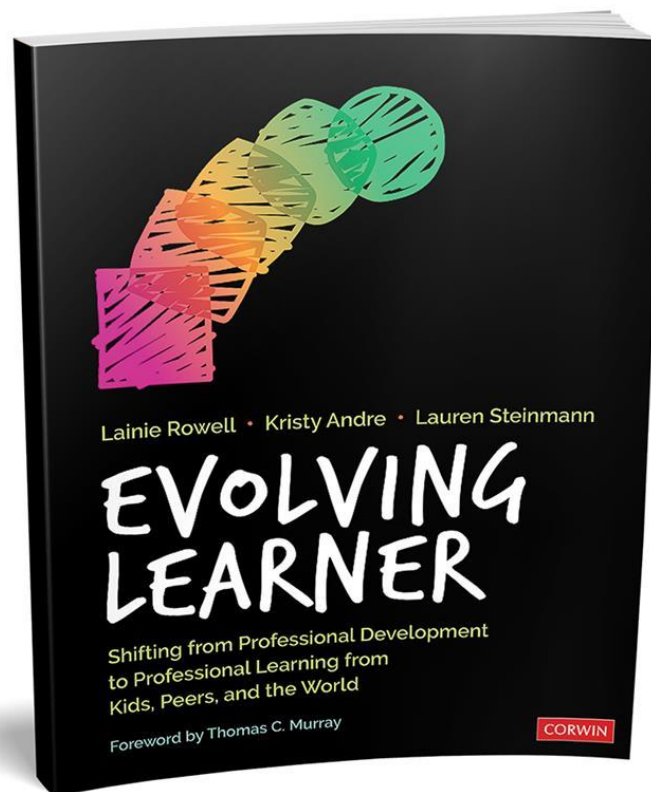


DISCUSSION GUIDE

FOR



EvolvingLearner.org
[#EvolvingLearner](https://twitter.com/EvolvingLearner)

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HOW TO USE THIS GUIDE – A NOTE FROM THE AUTHORS

We set out to write *Evolving Learner* because we wanted to curate the most innovative, effective, and sustainable approaches to professional learning. A huge part of that journey was clarity on three big ideas:

1. We must be willing to learn from kids, peers, and the world.
2. Continuous improvement through cycles of inquiry is the most effective form of professional learning.
3. Social-emotional learning (SEL) is essential for ALL learners, both kids and adults.

With that, we encourage you to be mindful of all three of these concepts as you discuss *Evolving Learner*.

Learn from Kids, Peers, and the World

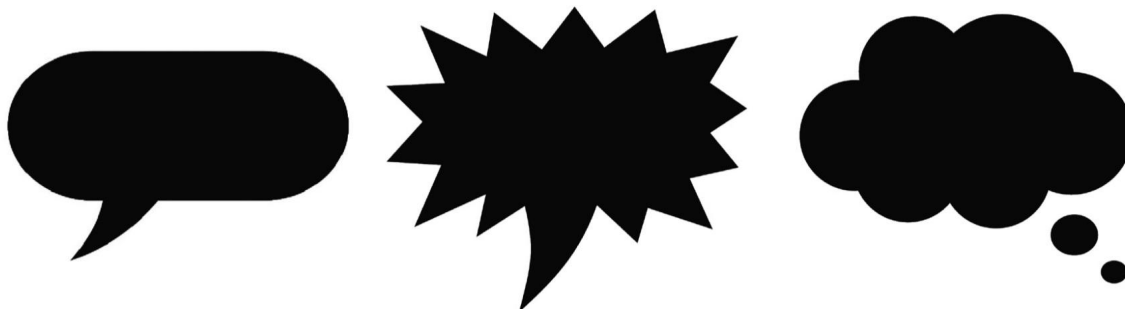
Learning relationships are key! If possible, connect with kids, peers, and/or the world and discuss these questions together. Please include us by sharing on social media using the hashtag, #EvolvingLearner.

Commit to Continuous Improvement

As you explore each chapter of *Evolving Learner*, we recommend you document your learning using the chart on the last page. Consider creating a timeline for your cycle of inquiry to give you/your team an opportunity to truly refine and reflect.

Embed Social-Emotional Learning

As you meet with your team to discuss *Evolving Learner*, consider how social and emotional practices can be integrated throughout in meaningful ways. For ideas, check out CASEL's video, [SEL 3 Signature Practices: Adult SEL](https://bit.ly/3sigpractices). (bit.ly/3sigpractices)



Source: iStockphoto.com/portfolio/pop_jop

INTRODUCTION

PD vs. PL

Given your role (teacher, coach, principal, etc.), what does shifting from "PD" to "PL" mean to you? How does/would this shift impact those you learn with (kids and adults)?

Unlearn, Then Relearn

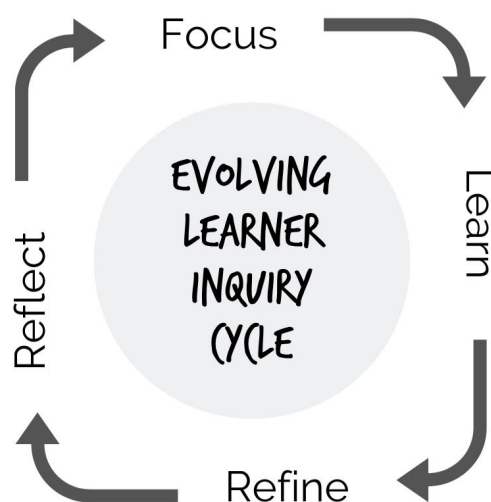
Chris Dede (quote on pg. 4) talks about how unlearning is even harder than learning because there is a social and emotional struggle in "making a fundamental change to your identity." What supports do you/your team have and/or need to overcome this obstacle?

Adult Learning Theory

In reviewing Knowles' Four Principles of Andragogy (pg. 5), consider your school/district's strengths and opportunities for growth. How would the culture of your school/district change if all adult learning experiences were designed based on these principles?

Cycles of Inquiry

The *Evolving Learning Cycle of Inquiry* graphic on page 6 includes a variety of action words. Which of these words resonate with you/your team? How do you envision your own cycle of inquiry? How could you use a tool like the chart on the last page to improve your practice?

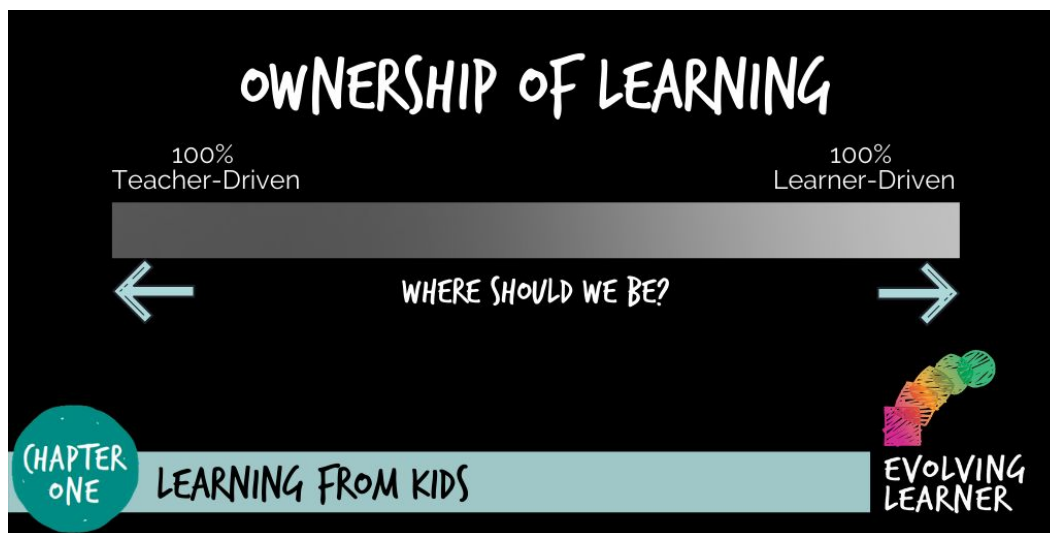


DISCUSSION QUESTIONS

Learning from Kids

We think about “ownership of learning” on a spectrum. Consider the graphic below as you reflect on your practice.

- Where does your practice usually land on the spectrum of teacher-driven vs. learner-driven?
- How does it shift throughout a day, week, etc. Does it shift as you move learners through a cycle of inquiry? For example, do you gradually release responsibility?
- What is one opportunity for growth that you could focus on to foster a more learner-driven experience for those you teach, coach, and/or lead? (e.g. “classroom/school culture,” “guiding inquiry,” “managing teamwork”)



DISCUSSION QUESTIONS

Learning from Peers

Explicitly teaching SEL to our kids is so important and we have to remember that in order to truly teach it, we have to model it.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines SEL as a process that kids and adults go through in order to understand and manage emotions. CASEL splits this up into five core competencies:

- self-awareness
- self-management
- responsible decision making
- relationship skills
- social awareness

Spend a moment reflecting on your own SEL journey.

- What is one core competency that you would like to grow in and research? Why?
- How could social and emotional practices be integrated in meaningful ways as you collaborate with kids, peers, and the world?

THE MORE WE DEVELOP OUR OWN
SOCIAL-EMOTIONAL LEARNING CAPACITY,
THE BETTER EQUIPPED WE ARE TO
COLLABORATE IN A CLIMATE OF TRUST,
MUTUAL RESPECT, AND HONESTY.

CHAPTER
Two

LEARNING FROM PEERS

DISCUSSION QUESTIONS

Learning from the World

In the digital age, it is easier than ever to explore and, by creating a connection with learners around the world, teachers can build capacity. At the time of this writing, the most popular social media tools are Twitter, Instagram, and Facebook, but much more important than the specific tools are the relationships and the learning that the tools enable.

- How are you and/or your team connecting to the world to solve your problem of practice?
- How do you share successes with those outside of your classroom, school, and district?

Note: Please include us by sharing on social media using the hashtag, #EvolvingLearner.

IT IS ESSENTIAL TO DEVELOP
A TRIBE OF INDIVIDUALS
WHO WILL HELP YOU GROW,
DEVELOP, PERSEVERE, AND IMPROVE.

CHAPTER
THREE

LEARNING FROM THE WORLD



EVOLVING
LEARNER

EVOLVING LEARNER INQUIRY CYCLE

Focus

Learn

Refine

Reflect

Google Docs version available at bit.ly/elcycle