Developing The Continuum: A summary guide

	Liberal	Technological	Humanistic	Progressive	Radical
Purpose of education	• To teach learners to know more about the world so that they are free to make more of themselves by being more knowledgeable. • The learner becomes **clever** as a result of the **content** in the process	• To train learners to become more skillful in specific tasks or to establish changes in behaviour to achieve **competency** • The learner becomes **efficient** and **accomplished** through **performing** in the process	• To support the growth of learners in emotional, physical, intellectual, moral and spiritual terms to become fully human • The learner **flourishes** as a result of being **upheld** through the process	• To facilitate the learner in solving problems and pursuing curiosity and in doing so co-create meaning • The learner is **empowered** as a result of **engaging** in the process and ultimately becomes **responsible**	• To liberate the learner from oppressive frameworks, roles and expectations • To bring about a **re-distribution of power** in the education endeavour with a view to fundamental **social change**
Top Tips for learner	• Ask questions to understand why and how ideas have developed and are connected • Take time to listen to the people who know what you want to learn about	• Ask for examples demonstrating high competency • Get the information you need about criteria • Watch how people do the task	• Seek out the support you need to realize your potential • Learn to trust self, group and the teacher • Be willing to share your experience of the learning process	• Learn about learning skills • Find out *how to* find out about what interests you • Take charge of what happens in the learning process • Seek out ways of bringing about change or improvement	• Bring questions to explore why you are working in this approach • Take responsibility for leading what happens • Resist being passive and putting up with what you don't understand or find useful to you
Top Tips for educator	• Know your subject • Encourage critique of academic discipline • Provide opportunities for following knowledge 'threads', ie. drilling into subject specific detail	• Demonstrate and explaining **how** to carry out key tasks • Provide plenty of opportunity for learners to practice target tasks • Be patient with learners' mistake making • Encourage practice	• Understand child and adolescent development theory • Demonstrate acceptance and approval of the learner • Listening and observational skills are critical • Develop emotional literacy awareness	• Encourage meta-perspective thinking in learning • Keep intervention to minimum; provide factual information from which the learner makes meaning • Follow learner's lead in driving the direction of learning • Ask questions you don't know the answers • Encourage peer decision-making processes	• Main objective is to support learners in developing learning through praxis. In other words, knowledge emerges through reflective though on action • Maintaining a light touch presence is critical; the group must be the driver of the process, not the educator as either teacher or facilitator • See Progressive for further detail
Curriculum Implications	• Content drawn from major academic disciplines including literature, science, mathematics, languages, history, art and geography • Curriculum planning provides opportunity for extended research into specific subject areas • Curriculum content includes theoretical ideas and meta-perspectives on academic discipline, ie. history of ideas, key figures • The curriculum objective is to increase capacity for reason and intellect	• Content orientated toward target behaviour/specific task completion • Opportunities for practicing new behaviour/task • Opportunities to review and gauge competency. • Regular feedback on skillfulness • Provide 'real-life' scenarios incorporating use of real material/equipment	• Curriculum provides opportunities for group work, personal development and exploration of personal, social and health issue • Personal reflection exercises • Art, drama and craft tasks used for personal exploration and expression	• Curriculum planning involves identifying themes and opening questions to initiate learner enquiry • Sleuthing activities, learning journey and discovery activities • 'Real world' experiences; outdoor education, role play	• Curriculum planning is ideally carried out in conjunction with learners • Curriculum content is initiated primarily in response to the questions raised by learners • Curriculum direction is focused on creating a critique of context of the learner
Role of Educator	The Academic	Technical Expert/Instructor	The Guide	The Facilitator	The Catalyst
Role of Learner	The Scholar	The Apprentice	The Emergent Self	The Problem Solver	The Co-creator
Relationship implications	If done well the impact of the educator can enthuse and inspire providing a powerful role model. The process can draw out learner interest in specific subjects that encourages	If done well the educator motivates the learner to want to practice and become accomplished in the target skill. Role modeling competency can be powerful for learners.	If done well the impact of the educator is that the learner feels noticed and affirmed. They have a sense that someone is looking out for them and is available for support.	If done well the impact of the educator is that the learner feels increasingly autonomous, committed to change, and has a belief in their own sense of agency. The educator is	If done well the educator role becomes assimilated within the group process. In other words teaching and learning become verbs and not ascribed roles. However, without careful monitoring the learner can feel abandoned and

	confidence and embed knowledge and understanding. However, unless the content can be effectively communicated, the process can rapidly become turgid within 20mins. leading to learner disengagement.	However, if the educator lacks patience, the ability to contain learner frustration, then they are at risk of 'leaving the learner behind'. The learner becomes disaffected at not believing in their potential to become skillful.	However, there is a potential for intrusion and smothering. Care must be taken not to reduce the autonomy/choice making of the learner. Co-dependency is likely where the educator is too invested in the process.	a welcome motivator for inquiry and a co-collaborator in problem-solving. However, without sufficient structure and containment the learner experiences abandonment and falls into confusion.	confused due to the lack of structure (similar to the Progressive method). In addition the educator can be experienced as withholding (necessary information which the student does not have)
Advantages	Encourages learning for learning's sake	Encourages learning to innovate and modernise	Encourages learning to realize self-actualisation	Encourages learning to bring about reform	Encourages learning to bring about freedom; liberation pedagogy
Limitations	Elitism: the learner's experience, qualities, curiosity are discounted	Reductionist; the learner is recognized solely on the basis of performance.	Indulgence; the learner regards personal growth and needs as the sole focus of the process	Confusion; this approach can be a default for an educator inexperienced in managing process, leading to unhelpful lack of direction for the learner	Problematising the social context can overlook possible organic (internal) student challenge/needs. This can be especially the case when working with children and young people who may have diverse developmental needs
Underlying model/philosophy	The theory of social development which underpins the concept of a civilized society. People become free from ignorance through education, mitigating the potential for fundamentalism	A theory of social development that emphasizes usefulness – utilitarianism. Society requires that people can 'run the world'; make it work.	A theory of social development based on full realization of individual potential. The collective experience is best achieved where individuals feel safe and attached to self and the world	A theory of social development orientated to social change and democracy. The intention is that sustainable equality and justice is created when individuals can think for themselves, work collaboratively to solve issues inherent in social discourse	A theory of social development is based on social transformation
Theorists/references	M. Oakeshott; F Furedi;	Vocational education; technical college; FE model	C. Rogers; A. Maslow; N. Noddings	Dewey; G.Dennison; Kolb	J.Mezirow; P. Freire; De-schoolers inc. I. Illich; J. Holt
Student Edition	This is about learning **knowledge** Examples: when you find out stuff about things you didn't know before; how things work, why and how ideas are connected	This is about learning **how to do things** Examples: when you learn how to do a particular skill like play a sport, or become really good at playing an instrument or perform well in examinations	This is about you **growing as a person** Examples: when you explore who you are as a person, what it feels like to be you in different situations, how to get the best out of relationships and become you at your very best whilst knowing how to deal when things are not going so well	This is about discovering how to **solve real life challenges and problems** Examples: when you are becoming really good at solving problems that come up in your learning; doing project work that explores a theme that you are curious about	This is about **creating new ideas, ways of working and how to be part of a group** Examples: where you and the group set out to change something, or create something new; activities where you and your fellow students are in charge of the agenda – school council?
	Liberal	**Technological**	**Humanistic**	**Progressive**	**Radical**

Notes:

1. The most important thing to bear in mind is that any point on the continuum has validity. It is the wider contextual contract demands that are critical in determining the relative usefulness of each type of learning. In other words, the contract between the learners and educator is predominantly influenced by what the school permits.
2. Responding to inspection requirements can be plotted across all points on the continuum. Each type of learning can be demonstrated at an outstanding level, but it must be remembered that inspection by definition is underpinned by a technological frame of reference.
3. Building a compendium of locally-grown practice, illustrating what is already taking place at the school/training establishment, is an important first step in making the continuum more relevant.