

THE KEYS TO TRANSFORMATIVE LEARNING

A. ESTABLISHING A HOLDING ENVIRONMENT		B. PROMOTING LEARNER CENTEREDNESS		C. ENGAGING CHANGE			D. SEEKING INCLUSIVENESS		E. EMBRACING MYSTERY			
1. CREATING SAFE ENVIRONMENT	2. MUTUAL SUPPORTIVE RELATIONSHIPS	3. BUILDING SUPPORTIVE ALLIANCES	4. LETTING THE LEARNER LEAD	5. UTILIZING FULLY THE LEARNER'S CAPACITIES	6. DEVELOPING REFLECTIVE CAPACITY	7. DISCOVERING OPPORTUNITY IN DISORIENTING SITUATIONS	8. SURFACING AND QUESTIONING ASSUMPTIONS	9. EXPERIMENTING WITH AND EMBRACING CHANGE	10. DECIDING TO RISK ACTION	11. BROADENING AND DEEPENING THE LEARNING PLAN	12. DEVELOPING WHOLISTIC PERSPECTIVE	13. CULTIVATING CONNECTIONS TO THE HEART
<ul style="list-style-type: none"> Safe, honoring environment Sharing & understanding belief systems to come to a common understanding Mutual trust and respect Creating the positive learning environment Affirming learner's life-experience Building on a child's intrinsic values Providing open space and respect Based on affirming the positive; valuing what students already know 	<ul style="list-style-type: none"> Building personal relationships & connections to enable communication Team and individual must be in balance Establishing bonds & caring for each other Creating student/teacher mutuality Mentor as transforming/transformed 	<ul style="list-style-type: none"> Direct benefit to individual & society (social, individual) Support from civic institutions Involving diverse groups Building alliances, not walls 	<ul style="list-style-type: none"> Facilitating active student involvement Asking for student to tell their own story Active responsibility for own learning Develop the child's self-story Student involvement "curriculum" 	<ul style="list-style-type: none"> Openness to cultural differences Respecting individual differences Accepting generalizations Allowing flexibility & styles 	<ul style="list-style-type: none"> Self-discovery to find one's mission Continuous reflective thinking Curiosity & asking "right" questions Reflecting on experience-based reflections Focusing on attitudinal change (beyond skills & knowledge) A process of experience & reflection Developing self-belief & curiosity Allowing question rise/come up from 	<ul style="list-style-type: none"> Recognizing dissonance Life crisis starting point Challenge imbalance 	<ul style="list-style-type: none"> Dialoguing with "other" Every solution is temporary Questions old assumptions & paradigms Dialoguing partner for transformation 	<ul style="list-style-type: none"> Student openness & (glasnost) to change Will look beyond immediate Develop mental readiness to change 	<ul style="list-style-type: none"> Empowering Meaningful action Risking failure in action 	<ul style="list-style-type: none"> Experiential learning /as/s arts in curriculum Learn through play Creating imaginative experiences Oral language development Deepening self-reflection & expanding social experience Understanding concepts of T.L. Targeting relevant interests Releasing left-brain pressures Evaluation of transform-ative learning 	<ul style="list-style-type: none"> Calling for comprehensive context Wholistic includes all the earth Multiple ways to insure sustainability Vision stretching context Broadening social context Expanding metabol All ages, whole earth, dynamics not static, social/individual images Learning results in transformation Considers the larger context—family, society, culture 	<ul style="list-style-type: none"> To bring out the quality of the spirit Consciousness of journey Change of attitude by use of multiple perspectives Deepening the human spirit Meaning-making, synthesis, connectivity