

The Learning Compass - Vol 1 - Issue 3

**Let's
Explore
This
Together**



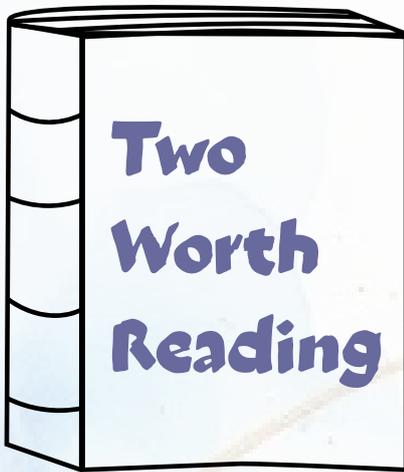
We talk at each other constantly in education, but when did we stop talking with each other?

Walk into any school system and you'll find layers of monologue masquerading as communication. Administrators announce initiatives to teachers. Teachers deliver lessons to students. Parents complain to school boards. Students sit silently in rows. Everyone's speaking, but nobody's truly listening or responding.

Real dialogue—the kind that challenges assumptions, builds understanding, and creates change—has been sanitised out of our schools. We've replaced it with compliance meetings, scripted curricula, and one-way feedback forms. Students learn to regurgitate rather than reason. Teachers implement rather than innovate. Parents receive newsletters instead of engaging in meaningful conversation about learning.

The cost? We're raising a generation that can't engage with opposing ideas, can't think collaboratively, and can't navigate complexity through conversation. Our professional culture mirrors this—we avoid difficult conversations, stick to our silos, and wonder why transformation feels impossible.

What if the missing piece in all our reform efforts isn't another program or policy, but simply learning how to dialogue again? What if real change happens when we create spaces where students, teachers, parents, and leaders can genuinely explore ideas together?

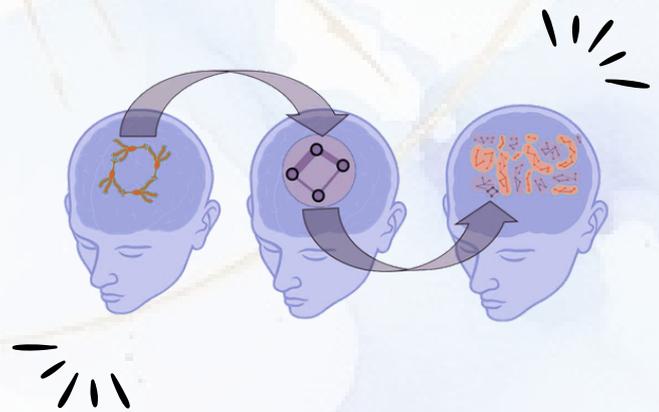


1. OECD's Unlocking High-Quality Teaching:

Focusing on 20 practices that support five key goals of high-quality teaching, this report draws from extensive research to delineate what we know—and what remains to be understood—about each. Achieving high-quality teaching is not a solitary pursuit; it also depends on the school environment. This report can be of interest for anyone committed to educational improvement

2. The Memory Paradox: Why Our Brains Need Knowledge in an Age of AI:

Mulling over the recent decline in IQ scores in developed countries, Barbara Oakley and others examine the role of the brain in the age of AI. Drawing on insights from neuroscience, cognitive psychology, and learning theory, they explain how underuse of the brain's declarative and procedural memory systems undermines reasoning, impedes learning, and diminishes productivity.



Three to Try



Question to Ask: "When was the last time I changed my mind because of something a student/colleague/parent said to me?" If you can't remember, you might not be dialoguing—you might just be talking.

Socratic Seminars Reimagined: Try the "Philosophical Chairs" protocol for any subject. Students physically move between "agree", "disagree", and "unsure" spaces while discussing complex questions. Movement creates energy, positions become fluid, and real thinking happens.

Reverse Parent-Teacher Conferences: Students lead, parents and teachers listen together to student reflections on learning. Increase the chances of parent participation when they know that their ward is going to lead.

On My Radar



1. "In a democracy, we don't need agreement. We need the capacity to disagree well." - Parker Palmer.



2. Seating arrangements in the classroom and why we aren't asking students.



3. Richard Elmore's Instructional Core and how that needs to be at the centre of every reform conversation.



4. How the problems of education are not of the school or a particular teacher but of everyone of us, and maybe that's why we don't see it.

Elevating Education to Excellence for Impact,

H. Anand

Chief Education Officer



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Excellence for Impact