
Creating an Inspired Learning Environment!

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PRINCIPLES AND RESULTS

The good news is we already know how to create an inspired learning environment. It's a learning environment that honors students for their own innate wisdom that celebrates forward progress in mastering a new subject and is joyous for both teachers and students.

At the **Foundation for Inspired Learning** this learning environment is called the **Inspired Learning Model™**. **The underlying principle of the Inspired Learning Model™ is that learning takes place** when the student is open to learn. To be open to learn, the learning environment needs to be safe and it is primarily the teacher who creates that safety.

When safety has been established, learning begins to flourish! When it is not safe to risk new behaviors, skills or expressions, learning stops. So, there is a direct correlation between the perceived safety that each student feels and that student's openness to risk new behaviors and in turn his or her openness to learn. As a result both the quantity of materials that are being learned and the speed at which the materials can be learned are enhanced.

The student's connection with what most inspires him is naturally and easily evoked when he perceives the learning environment is safe. And within every student is a source of inspiration. The primary role of the **Inspired Learning Model™ Facilitator then becomes creating the highest** quality of safety in the learning environment.

Every element of the **Inspired Learning Model™ focuses on: "How can a totally safe space be created and maintained that effectively supports and most honors the Inspired Learner's connection with what most inspires him or her?"**

When all 7 elements of the **Inspired Learning Model™ are fully honored, Inspired Learning is guaranteed!**

- Students learn more.
- Students learn faster.
- The learning process inspires students.
- Students and teachers are joyous and derive a deep sense of personal fulfillment from the learning process.

Every educator knows this feeling. Most educators haven't felt it on a regular basis in recent years. Some, sadly, have all but forgotten they ever did feel this deep joy and fulfillment.

The Foundation for Inspired Learning is the world's leading advocate for the Inspired Learning Model™. The Foundation's vision is for every learning environment in the world to use the Inspired Learning Model™. This includes public and private schools at all levels, universities, corporations, churches, prisons, families, continuing adult education, personal training firms, etc.

THE INSPIRED LEARNING MODEL™

The model is made up of the following seven elements:

1. The Facilitator – A facilitator of learning, a subject matter expert, the acknowledger of progressive mastery.
2. The Inspired Learner – The student who is innately wise and primarily responsible for his or her own learning.
3. The Subject Matter – The area of focus organized in a manner that allows constant, positive acknowledgements for observable components or competencies that are pre-articulated.
4. The Physical Environment – Safe, comfortable, uninterrupted area in which to learn.
5. The Standards of Presence – Ten guidelines that create the way students in the learning group, class, workshop, family, etc., agrees to conduct themselves while together in the learning environment.
6. The Integration – A planned and honoring format for experiential repetition of each of the pre-articulated components or competencies of the Subject Matter until each is learned.
7. Inspiration – The magic, the unexplained, the spark of genius - for some, the Divine! This element allows openness for inspiration to enter the learning environment.

All seven of these **Inspired Learning Model™** elements exist in one form or another in every learning environment today. What makes the **Inspired Learning Model™** unique and powerful is how each of these elements is employed.

The Facilitator's primary focus is asking questions of the learner that evoke self-discovery. The **Inspired Learning Model™** Facilitator is much less the provider of content or fountain of knowledge and much more the container and guide for the learner's self-discovery.

The Inspired Learner's role is a very active one. It is the student who takes responsibility for her own learning process, honors her own innate authority to know what interests her and what most serves her in order to fully express her life purpose. Do not underestimate the human-spirit, at any age, to know exactly what best serves it!

The Subject Matter is the area of focus. It is what is being explored. The key is that the Facilitator has pre-articulated all the components or competencies of this Subject Matter's mastery in order to know when to acknowledge the learner. The learner is acknowledged whenever he demonstrates or even begins to demonstrate an understanding of one or more of the competencies.

The underlying philosophy of the **Inspired Learning Model™** that is extremely important here is: *What is focused on expands!* What the Facilitator of learning wants to expand is the Inspired Learner's abilities, capabilities or understanding of this particular Subject Matter. It is therefore vital that the Facilitator know ahead of time what she is looking for or listening for so she, in turn, can acknowledge the Inspired Learner for getting it right or for being on the road of mastery.

The Physical Environment is a safe and comfortable space that supports the students and Facilitator to carry on the exercises necessary for self-discovery. The environment is free from interruption of all people, media, or events that could sidetrack the physical, intellectual, or emotional exploration that the learner is engaged in.

When any observer (parent, manager, administrator, or student-teacher) has a need to observe the class session a special permission procedure should be honored.

This special permission procedure will include:

- The entire class gives approval, prior to the admittance of the observer or guest.
- The observer agrees to abide by all the guidelines (Standards of Presence) previously agreed to by the class. This is done orally and in front of the class.
- The purpose of the observer's presence is clearly stated.
- The period of time the observer will be present is clearly stated.
- The way in which any information that may be collected will be used is clearly stated.

When the class does not have the power to deny the special permission they need to be told that this is mandatory. Modify the above special 'permission' procedures, as appropriate, and then each student should be allowed to choose to participate, or not participate, in the learning activities while this observer is present.

The Standards of Presence offer guidelines on how the students and the Facilitator are going to interact during their time together. These guidelines emphasize the honoring of each individual learner to be seen, heard, and acknowledged as magnificent, *no matter what!*

A fundamental guideline primarily established through these Standards of Presence is to have everyone in the class or learning group agree to look for 'what is right' as defined by the Subject Matter's components and competencies. This creates an atmosphere of celebration and joy that consistently invites further discovery and deeper inquiry by all students.

The Integration element allows for the repetition of practicing, honing and mastering the new Subject Matter and putting this new learning into the context of each student's life. Little or nothing is mastered after the first exposure to any Subject Matter. The entire **Inspired Learning Model™** and philosophy (i.e., acknowledge that which you want to expand within a specific Subject Matter) is carried through from initial Subject Matter exposure to mastery and certification.

The Inspiration element opens the Facilitator as well as the student to the unexpected. This element is the unexplained genius that flows through us all, the quiet voice of ancient wisdom. When we are in a safe, quiet and honoring environment, inspiration leaps out of us. It cannot be kept inside under the conditions of the **Inspired Learning Model™**. The components of self-mastery are explored within this element of the model. The model takes a stand for the importance of self-care, self-knowledge and self-love as being vital to the **Inspired Learning Model™** Facilitators' self-mastery that permeates their lives and the learning environments they create.

SUMMARY

The **Inspired Learning Model™** flies directly into the face of many traditional teaching practices and learning philosophies that hold, "You must point out where the student or novice did something *incorrectly* in order for them to take corrective action." Regardless of how compassionate or constructive this is intended, this is still criticism.

The **Inspired Learning Model™** suggests a bold alternative to further the mastery of any given Subject Matter. In this model criticism is replaced with positive acknowledgement!

So the **Inspired Learning Model™** and core philosophical underpinnings directly challenge this commonly held teaching/learning dogma. For those who must hold that “constructive criticism” is the only way or the most effective way or the fastest way to learn, the **Inspired Learning Model™** has very little to offer. For all those educators who have been teaching with practices and philosophy similar to the **Inspired Learning Model™** and for those curious or willing to explore a fundamentally new learning model, be prepared to be inspired by every learner in your life for the rest of your life. Your own innate love of learning is about to flourish!

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