



A Framework for Growing & Sustaining a Personalized Learning Culture

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A personalized learning culture is comprised of a community of learners based on the shared belief that thinking is central to complex problem solving, rich collaboration, and emergence of new ideas. The culture becomes strengthened as people experience trust, respect, and confidence that feeds their loyalty and commitment to actions.

People in the community need to be protected by a psychologically safe environment in which they can take risks and work on the edge of their incompetence. As they observe how they are growing from success as well as failures, they are likely to realize deep learning can be simultaneously messy, joyful, and energizing.

Although any one part of the framework can live in isolation of the others, it becomes a healthier community when the three parts interact on behalf of the whole.

The framework is based on three interdependent parts:

- 1 Four Attributes** that describe how the community values thinking
- 2 Habits of Mind** that describe the dispositional behaviors of the community
- 3 Personalized Learning** that describes how to intentionally grow the innate potential of each individual in the community



Description of Four Attributes

The following attributes describes how the community takes action on its belief that growing thinking is central to learning and interdependence.

- **VOICE:** Increasingly more open for every individual to share their thinking
- **CO-CREATION:** Thinking interdependently to construct and take actions on ideas
- **SOCIAL CONSTRUCTION:** Building networks and connections to seek out and share expertise
- **SELF DISCOVERY:** Reflecting on learning and gaining insights through self-knowledge



Kallick & Zmuda (2017)

Description of Habits of Mind

Habits of Mind are a set of thinking dispositions at the core of social, emotional, and cognitive behaviors. These Habits help us respond intelligently and empathically when confronted with problem situations, conflicts, and uncertainties the resolution to which are not immediately apparent.

<p>1. Persisting Stick to it! Persisting in task through to completion, remaining focused. Looking for ways to reach your goal when stuck. Not giving up.</p>	<p>2. Managing impulsivity Take your time! Thinking before acting; remaining calm, thoughtful and deliberative.</p>	<p>3. Listening with understanding and empathy Understand others! Devoting mental energy to another person's thoughts and ideas. Make an effort to perceive another's point of view and emotions.</p>	<p>4. Thinking flexibly Look at it another way! Being able to change perspectives, generate alternatives, consider options.</p>	<p>9. Thinking & communicating with clarity and precision Be clear! Strive for accurate communication in both written and oral form; avoiding over-generalizations, distortions, omissions and exaggerations.</p>	<p>10. Gathering data through all senses Use your natural pathways! Pay attention to the world around you. Gather data through all the senses, taste, touch, smell, hearing and sight.</p>	<p>11. Creating, imagining, and innovating Try a different way! Generating new and novel ideas, fluency, originality</p>	<p>12. Responding with wonderment and awe Have fun figuring it out! Finding the world awesome, mysterious and being intrigued with phenomena and beauty.</p>
<p>5. Thinking about your thinking (Metacognition) Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</p>	<p>6. Striving for accuracy Check it again! Always doing your best. Setting high standards. Checking and finding ways to improve constantly.</p>	<p>7. Questioning and problem posing How do you know? Having a questioning attitude; knowing what data are needed & developing questioning strategies to produce those data. Finding problems to solve.</p>	<p>8. Applying past knowledge to new situations Use what you learn! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>	<p>13. Taking responsible risks Venture out! Being adventurous; living on the edge of one's competence. Try new things constantly.</p>	<p>14. Finding humor Laugh a little! Finding the whimsical, incongruous and unexpected. Being able to laugh at one's self.</p>	<p>15. Thinking interdependently Work together! Being able to work in and learn from others in reciprocal situations. Team work.</p>	<p>16. Remaining open to continuous learning Learn from experiences! Having humility and pride when admitting we don't know; resisting complacency.</p>

Costa & Kallick (2009)



Description of Personalized Learning

Personalized learning is a progressively learner-driven model where learners deeply engage in meaningful, authentic, and rigorous challenges to demonstrate desired outcomes.

The personalized learning community is committed to design opportunities that promote skillful thinking for individuals as well as groups. Some examples of how schools are using the three interdependent parts of the framework are:

- Working with school stakeholders to imagine and articulate learner outcomes and then build vertical coherence with students to design opportunities that target essential skills and dispositions.
- Developing instructional routines, protocols and practices that are designed to provide a psychologically safe space to question, imagine, examine, and shape ideas.
- Growing capacity of students to self-assess as they study their work as well as benefit from feedback (e.g., peers, teachers, and/or experts in the field) to improve, imagine new ideas, and consider possible next steps.

This visual represents choices made based on judging the situation, level of appropriateness, and access to resources.



Educators and their stakeholders around the world are transforming their learning culture guided by this framework. Being an agent of change in education isn't easy. Efforts to transform can involve standing alone, facing failure, and most commonly fatigue. But it also brings great joy, and most important of all, it involves living an undivided life full of the kind of energy that is created when we are whole. The reason we want learners to be innovators and empowered is so they can lead lives of meaning making a difference in the world.

References

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