

The 6C's to Enhance Positive Learning

Developed by Jenny Horsman

1. Come home to yourself

- Get centred and find your ground to stand on—breathe, and breathe again.
- Create a pause to avoid reacting, or doing the usual thing without thinking.

This prepares you to use all your senses to identify what is needed now.

2. Cultivate curiosity

Ask questions of yourself and others. Muse out loud to help others become curious too and avoid seeing

only diagnosis and disability:

- What is happening here?
- How does this behaviour make sense?
- Am I/Are they in the present, or caught in the past?
- What would being an ally (to myself or others) look like here?
- How can I support them/myself to get into the present and learn or teach?

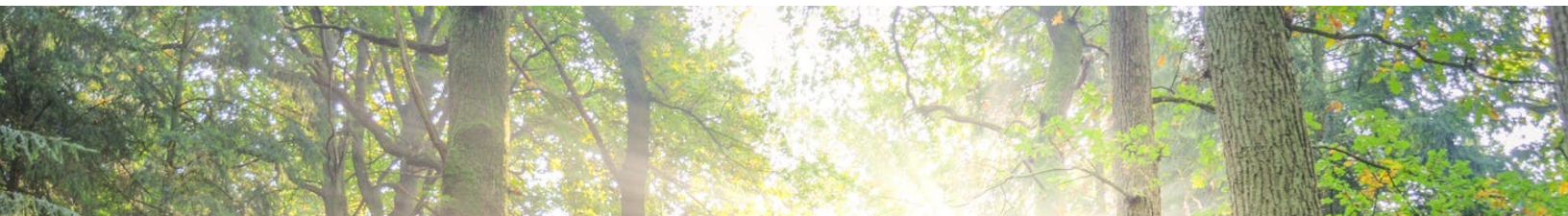
Notice judgments as they arise—avoid acting on them, acknowledge when you do.

3. Connect

Help students/clients and yourself to:

- Connect to self: without that connection, it's hard to connect anywhere.
- Connect to the present: return from echoes of the past.
- Connect to the material: connect to what they already know, and find connections to new knowledge.
- Connect to others: to students or teachers, to fellow students with empathy and understanding, rather than competition, and criticism.

The fix-it screen blocks connection! Try to avoid the slippery slope of fixing, when you get caught there, acknowledge it, to reconnect!



4. Craft conscious awareness

When we learn about the brain and how it reacts to danger and fear; when we name accurately, and avoid labels and one-size-fits-all solutions; when we explore what works for ourselves and others; then everything is possible.

- Help students/clients to be their own researcher/explorer/detective—whatever metaphor works for them—when we see and name, change happens!

The neuroscience and many modes of innovative practice offer possibilities:

- Explore mindfulness, physical activity, guided imagery, brain gym, tapping, yoga, neurofeedback, visual arts, sound, weights, and movement.
- Help the student/client themselves to remain or become the “expert” at the centre of the exploration, and to avoid handing over control to anyone.

5. Create conditions for learning

We don't blame lettuces for growing poorly. Instead, we look at the growing conditions and make changes. If you don't like the behaviour, change the conditions!

- If together you have tried everything, try again, get even more creative, try something unusual—anything
- Keep searching for safety. Safety is key. Feeling safe settles the nervous system.

When the system is on alert, the brain can't change, and we can't learn.

6. Call to action

How can you lead the adoption of a learning and violence stance in your setting?

- Develop your own voice. Find your words, actions, and activities to bring this stance to your work, whatever your role.
- Identify supports you need to “show up.” Include yourself in the circle of care.
- Be an active side support—educators for healing, counsellors for learning.
- Check out what enhances inclusion—take the next steps possible.
- Find your allies and resources. Think about who and what can support you in this way of seeing, on this teaching, learning, and supporting change.

Check out: jennyhorsman.com

Learn more at: learningandviolence.net

