

LEARN TO LEARN

A. *DECISION MAKING* – consider ethical, safety and societal factors in making decisions.

1. Identify social norms and safety consideration that guide behaviour, explaining why unprovoked acts that hurt others are wrong.
2. Demonstrate knowledge of how social norms affect decision making and behaviour, and the ability to respect the rights of self and others.
3. Analyse the reasons for school and societal rules evaluating how honesty, respect, fairness and compassion enable one to take the needs of others into account when making decisions.
4. Evaluate how social norms and the expectations of authority influence personal decisions and actions, and demonstrate personal responsibility in making ethical decisions.
5. Apply ethical reasoning to evaluate societal practices and examine how the norms of different societies and cultures influence their members' decisions and behaviours.

Like in any other activity, decision making is a skill that can be learned and it doesn't make a difference if the decision that needs to be made is professional or personal.

Principle 1: Focus on making the right decision rather than make the right guess.

Good decisions and good guesses are clearly different. One can make a mistake by making the right decision or get it right even after making the wrong decision.

		Decision	
		Right	Wrong
Outcome	Right Outcome	OK	Luck
	Wrong Outcome	Bad luck	Possibility to learn

Principle 2: Setting Objectives:

Don't be Alice:

The Cat only grinned when it saw Alice. It looked good-natured, she thought: still it had **VERY** long claws and a great many teeth, so she felt that it ought to be treated with respect.

'Cheshire Puss,' she began, rather timidly, as she did not at all know whether it would like the name: however, it only grinned a little wider. 'Come, it's pleased so far,' thought Alice, and she went on. 'Would you tell me, please, which way I ought to go from here?'

'That depends a good deal on where you want to get to,' said the Cat.

'I don't much care where--' said Alice.

'Then it doesn't matter which way you go,' said the Cat.

If we set our objectives a priori, we will act according to these objectives instead of acting randomly depending on the circumstances. If we are conscious that we have set objectives, then we will act accordingly. If not, we are likely to act randomly depending on the circumstances.

Another way of saying it: The more defined your vision, the easier it will be to set goals and objectives. This will also help you stay focused on the things that will help you achieve your goals.

If we don't know where we want to get to, we probably won't get anywhere.

Principle 3: Lay out problems in a realistic way

We have to admit that we aren't Superman. Try to set objectives and foresee problems as realistically as possible.

Principle 4: Don't fool yourself

Don't become limited by assumptions. It's easy to make mistakes if we're surrounded by people who only agree and never criticize.

Principle 5: Pay attention to relevant information

Accessing and making use of relevant information will provide important assistance in taking the right decision. Don't rely on assumptions.

Principle 6: Uncertainty Management

It's good to admit that sometimes things don't turn out the way we expect them to. It's a good idea to think ahead and foresee anything that could stall your progress. Don't underestimate the future consequences of actions that you may take in the present.

Principle 7: Be creative; bring forth alternatives

The first alternative doesn't always have to be the best. Alternatives can help us make a better decision. Therefore, it's good to create alternatives. The more the merrier.

Principle 8: Be aware of the fact that your decisions will lead to consequences

We tend to judge our decisions according to how effective they turned out but we often ignore the consequences that derive from them. When it comes to assessing alternatives, it's a good idea to take into account not only the risks but the consequences as well.

Principle 9: Carry out your decisions

Don't delay things. No decisions are good unless you put them into practice: decisions must be followed by action. Before choosing an alternative, bear in mind how easy it is to carry it

out. If you spend time on making a decision which will never end up being fulfilled, you would actually be wasting your time.

Principle 10: Be aware that it is not all about rationality.

Rationality is in the end limited because of each one of us. This limitation is linked to personality traits, such as fear; shame, etc. Depending on what kind of person we are, we will warp rationality one way or the other.

Organization development is also somewhat limited when it comes to working in groups. A group of people can often collectively decide on a course of action that is counter to the preferences of many of the individuals in the group. This expresses the individual's desire not to "rock the boat".

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B. *SELF-AWARENESS* – apply decision-making skills to deal responsibly with daily academic and social situations.

1. Identify a range of decisions that students/teachers make at school and make positive choices when interacting with peers.
 2. Identify and apply the steps of systematic decision making, generating alternative solutions and evaluating their consequences for a range of academic and social situations.
 3. Analyse how decision-making skills improve study/work habits and performances and evaluate strategies for resisting pressures to engage in unsafe or unethical activities.
 4. Evaluate personal abilities to gather information, generate alternatives and anticipate the consequences of decisions, applying decision-making skills to establish responsible social and work relationships.
 5. Analyse how responsible decision-making affects career choices and interpersonal and group relationships.
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Learning depends on you not in what you are being taught.

How much do you know about self-awareness and learning?

Allow me to set some examples in which learning may be involved:

1. Necessities. Sometimes, we cause necessities to arise, other times necessities are inflicted upon us; like when teachers tell their students that they “need” to do something.
2. Necessities lead to action. The result of taking action is normally the acquisition of knowledge or skills through experience, practice or study.
3. The outcome of our action can either be assessment or evaluation. If we think about a teaching-learning environment, it may all be linked to passing or failing.

You may think that it all ends here, but it’s actually when the learning process truly begins. It all depends on your interpretation of the feedback that you have received from the evaluation. You may feel blocked and try to find someone or something to blame; you may also be at ease because the whole process hadn’t been much of a challenge for you. But you can also learn a lot from the feedback. Feedback can help you analyze what you had wanted achieve; what you actually achieved and what options that you may have in order to improve.

How do you react to feedback? What do you do when things don’t turn out the way you had thought? What crosses your mind?

Think about the way you let feedback sink in and if it helps you to learn.

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C. *INTERPERSONAL RELATIONSHIPS* – contribute to the well-being of one’s school and community.

1. Identify and perform roles that contribute to one’s classroom and family.
2. Identify and perform roles that contribute to the school and local community.
3. Evaluate one’s participation in efforts to address an identified need in one’s school and local community.
4. Plan, implement and evaluate one’s participation in activities and organisations that improve school climate and participate in a group effort to contribute to one’s local community.
5. Work cooperatively with others to plan, implement and evaluate a project that addresses an identified need in one’s school and the broader community.

