What are we building on?

My exploration of the fundamental elements of our work as learning development lecturers in the old and new realities

Hua Dai

Unitec
A big building
Starts from here
And from here
A tapestry is built this way
And this way
A vision set in a vertical way: where we want to arrive – the landscape of the future
A set on the loom
Then adding/building the texture into the landscape horizontally
I wonder if our work is the weaving into the landscape of a student’s learning, their daily experiences which gradually build them up
Embedding concepts and principles underpinning Matauranga Maori

• **Rangatiratanga:**
  (ownership, autonomy)

• **Whanaungatanga:**
  (connection through working together)

• ** Manaakitanga:**
  (kindness, generosity, support)

• **Kaitiakitanga:**
  (trust, stewardship, guardianship)

• **Aroha:**
  (sympathy, charity, compassion, love, empathy)
Applying academic co-creative Inquiry and technological tools as support

• **Academic Co-creative Inquiry:** walking with students on their journey; learning with them as well as providing support and encouragement to cheer them on: their ownership and their determination on their direction as well as their pace

• Upskilling and making use of the technological tools to enhance the learning and teaching
Our work also involves helping our students develop skills to communicate, problem solving as well as align with their purpose, meaning and value in their study and life.
At the same time, we work in alignment with our own purpose, meaning and value so we are nourished through our work (a short story to share)
A community is thus built with each member well developed like a mature tree providing shelter and support for each other.
3 more points to consider

Further exploration into our role as learning advisors:
We can provide the service of
not only holding the vision/the big picture for our students in our guidance and encouragement of their learning and development, but also sharing their aspiration and their struggle in searching and exploring on their personal journey through life.
When two characters meet, if there is any reaction, both are transformed ---Carl, G. Jung

We living in a turning world, and we are turning ourselves.  
--- Robert Kegan
We are after all fellow-travellers with the students on our journey through life.

Can we inspire and be inspired by our students in the shared responsibilities of all human beings for the wellbeing of our planet and our humanity?
As learning advisors,

We have shared responsibilities with our students in promoting the well-being of our planet.

So we need to stay still in the changing world and hold firmly the vision/big picture for our students while working with them, so they experience transformation in their learning. And they will become agents to help transform their communities and the whole of society.

Then maybe one day, our students or the generations after them could find solutions to end war, poverty, racism, global warming...

Fig. 2. Rieger, M. (2009). Construction Crews work a pile of dirt in Fargo, retrieved from https://commons.wikimedia.org/wiki/File:FEMA_40363_-_Construction_crews_work_a_pile_of_dirt_in_Fargo,_North_Dakota.jpg


Fig 8 A Woman in Konya, Turkey works at a vertical loom. Randy Oostdyk (2006). (CC-BY-SA 3.0) retrieved from

Fig. 10 Colourful thread on a loom. Ruth Temple. (n.d.), (CC_BY_SA 2.0) retrieved from: http://www.freestockphotos.biz/stockphoto/17640


Fig 12. Technology won’t replace teachers, but ... . Steve Wheeler (2013) (CC_BY_SA 3.0) Retrieved from: http://1.bp.blogspot.com/-2I_sv7f8Xmw/UVRC2MzT0fI/AAAAAAAADOA/eH26Tt72c-M/s1600/Technology.jpg
Attribution continued

Fig 13. Warp and Weft in Plain Weaving (no name). (2012). (CC_BY_SA. 3.0) retrieved from:

Retrieved from: http://pamelaleavey.com/2015/10/19/daily-affirmations-believe-in-yourself/#.WDtd7uRdMkF

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Thank you!