

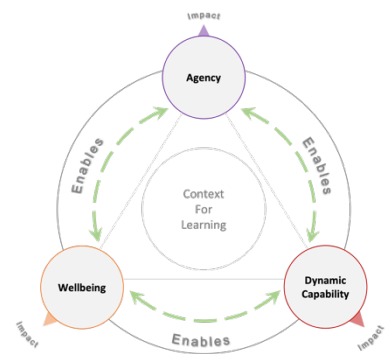
# Learning Impact Project

## Year 3

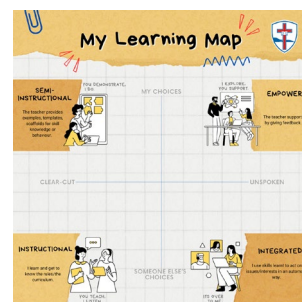
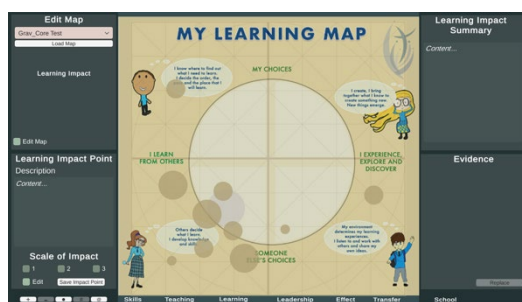
### Summary

The primary research focus of the Learning Impact Project seeks to understand and evaluate the extent to which *Agency*, *Dynamic Capability* and the *Quality of Being* are mutually enabling as part of a broader holistic concept of dynamic learning.

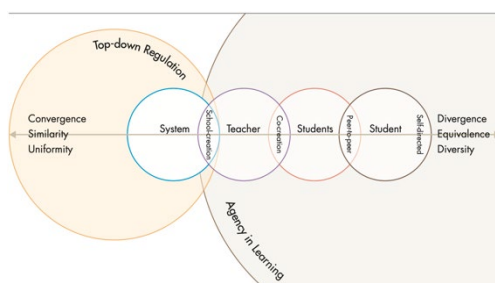
Its secondary research focus seeks to investigate and evaluate the efficacy of methods to capture and recognise the impact of dynamic learning and its products / artefacts, through mapping and narration, as an alternative to conventional assessment approaches.



During the first two years of the Learning Impact Project, fourteen project schools have researched and established projects that develop innovative approaches to evaluating and recognising dynamic learning by adapting and customising Michael Bunce's Learning Impact Mapping methodology and digital tool.



In year three, school teams will work alongside students to customise digital versions of the impact mapping tool, by designing maps that are appropriate to their school context and the level of their students. We will run the first full trial of the learning impact mapping and narration methodology in term 1 of year 3, working with groups of students to map, narrate, and reflect on their learning and growth across both disciplinary and project-based transdisciplinary contexts. This will provide an initial data set that schools will be able to analyse and evaluate to inform how the method, tool and project context can be adapted.

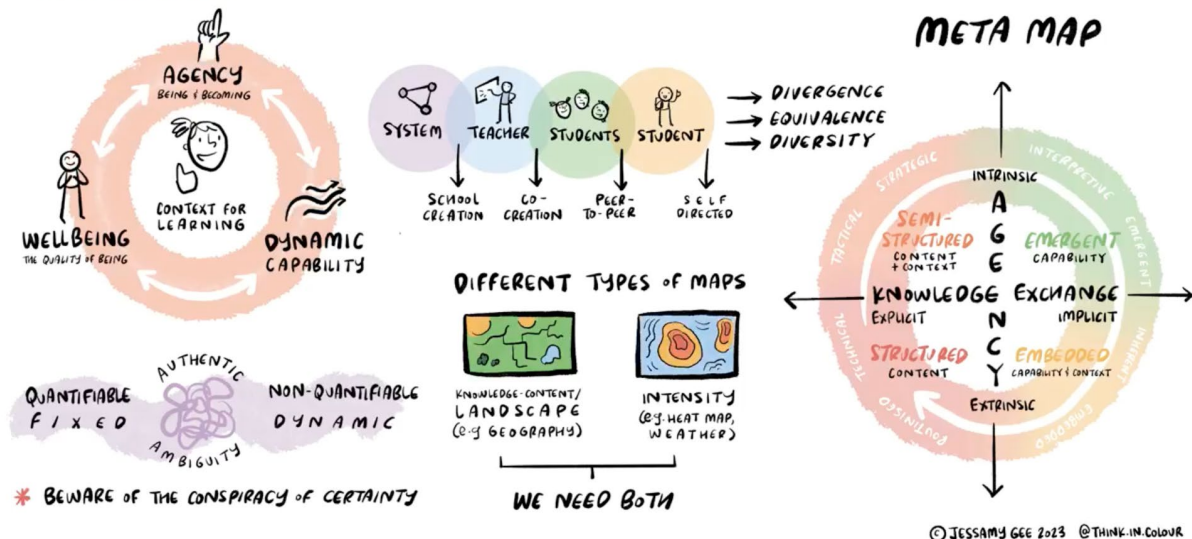


Our ambition is that schools will deepen their philosophy of learning to place significantly greater emphasis on the role of students in directing, mapping, and narrating the paths of their learning, leading towards a broader and deeper concept of assessment and learning recognition.

Schools will continue to adapt their impact mapping and narration practice with their students through the use and customisation of the digital mapping tool, in three further research cycles during the year.

# LEARNING IMPACT MAPPING AS RECOGNITION OF HOLISTIC LEARNING

MICHAEL BUNCE



The central themes of the project in year 3 are:

**Ways of Knowing and Being:** celebrating the richness and diversity of ways of knowing and being to embrace a plurality of modes that exist across cultures, placing significant emphasis on First Nations peoples' ways of knowing and being.

**Representation of Learning:** how learners and learning collectives can represent each unique learning journey in ways that communicate the richness and depth of who they are, and who they can become.

We will work with visual artists in residence (established independently by schools with internal or external artists) to explore personalised ways of representing learning. The project seeks to engage visual artists to work with schools and their students to design visual maps of their learning, exploring indigenous concepts of the visual representation of diverse knowledge over generations.

**Narration of Learning:** what kinds of stories can we tell about ourselves? As learners, how do we make connections between learning experiences; how do we trace our journeys or landscapes of learning with words? How do we conceptualise, connect, and communicate our learning experience to others? How can we use words to characterise our learning experiences, and opportunities for future learning?

We will engage writers, storytellers, and narrative specialists to support this development of learning narratives. We will work directly with a First Nations expert to explore and learn about Songlines as complex multi-layered narrative forms and embodied knowledge systems with inter and trans-generational impact.

**System Transformation:** how can we lead and embed a transformation of our education system. This aspect will connect strongly with the strategic objectives of Learning Creates Australia <https://learningcreates.org.au>, with mutual benefit.

Charles Leadbeater and Valerie Hannon will lead sessions that set the imperative for change and explore approaches that can lead to a permanent shift away from redundant systems of education towards transformational, regenerative, and equitable systems of learning.

Michael Bunce  
Learning Vectors 2023