GSOLEN Webinar
January 18, 2022

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Science of Learning Offers a Path for Large-Scale Decolonizing of Teaching and Learning
We must use it as a lens to examine the instructional core.
The Science of Learning

**POTENTIAL**
Each young person has significant potential to learn and thrive.

**MALLEABILITY**
Brains are remarkably malleable and resilient throughout life.

**INDIVIDUALITY**
Every young person learns and develops differently.

**CONTEXT**
Experiences, environments, and cultures are the defining influences on development.

**RELATIONSHIPS**
Strong, trusting relationships are essential to learning and development.

**INTEGRATION**
Cognitive, academic, social, and emotional development are inextricably linked.

**CONTINUUM**
Human development is a progression, but not a linear one.

**MEANING MAKING**
People make meaning by reflecting on the connections between new information and existing knowledge.

Source: Science of Learning & Development Alliance
INTEGRATION
Cognitive, academic, social, and emotional development are inextricably linked.

MALLEABILITY
Brains are remarkably malleable and resilient throughout life.

MEANING MAKING
People make meaning by reflecting on the connections between new information and existing knowledge.
Through the science of learning, we can help the most vulnerable students strengthen their capacity to leverage their schema and build cognitive structures in order to effectively process new content independently.
Culturally Responsive Teaching produces deep learning that creates more equitable outcomes by embracing the affective and cognitive high trust and low stress environment.
Who do teachers need to be in order to develop the skills, dispositions, and capacities of cognitive thriving, especially in light of past inequities?
They need to be the “personal trainers” of students’ cognitive development.
We Must Guard Against the Science of Learning Being Weaponized to Maintain Inequities

- Deficit thinking about historically marginalized students
- Focus on superficial aspects of science of learning to enforce compliance rather than cognitive growth

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