

## Meta-Praxis Project Review Summary

### March 2020

In March 2019, 12 schools embarked upon the MetaPraxis project, led by Michael Bunce from the University of East London. The MetaPraxis philosophy views social, collaborative and reflexive interdisciplinary learning environments as natural contexts within which to establish and nurture complex capabilities, with significant potential to promote agency and transfer of expertise across diverse contexts.

During the first year, schools have focused on developing capabilities in designing and implementing interdisciplinary learning projects with an emphasis on developing metacognitive capability and reflexive practice, to capture the impact of multidimensional learning.

Guided by an overall pattern of development, schools established a *vision* and a *case for change*, developing deepening awareness of the contexts and factors that impact their work. Schools explored the concept of *meta-learning*, evaluating the *meta-skills* and reflexive interdisciplinary environments (*meta-spaces*) they would integrate and develop within their projects, and considered different models for planning and project development.

During session 2 in July 2019, schools established project proposals and collaborated by sharing ideas and approaches with other schools, as critical partners. One key focus of this session was to explore the theory and modelling of an interdisciplinary learning framework. Another was a review of multimodal methods to capture and recognise the multidimensional impact of metadisciplinary projects (rather than assessing fixed points relative to standardised systems).

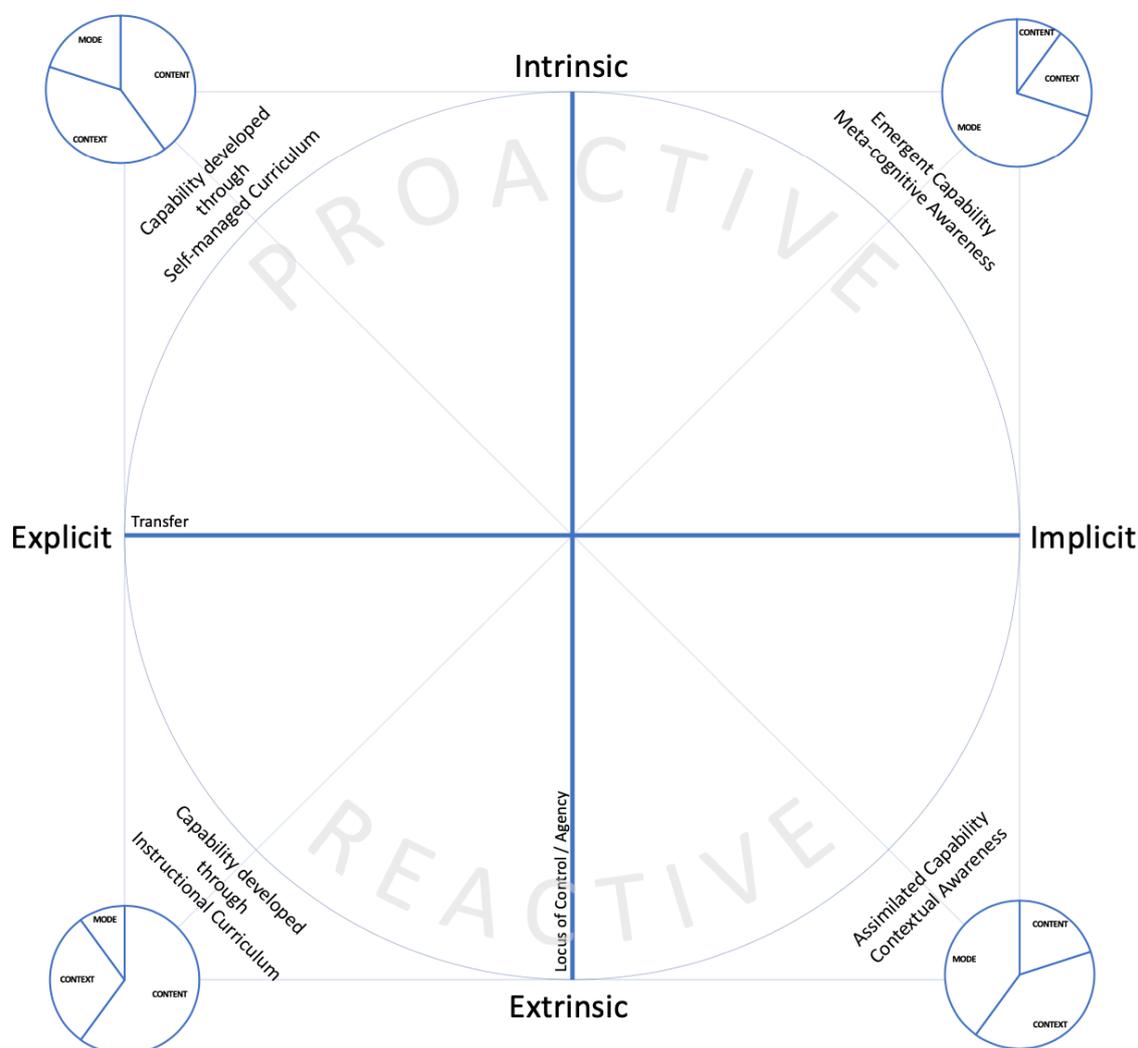
Session 3, held in September 2019, focused on the key elements of modelling (values, skills and capabilities, processes, reflexive behaviours, critical partnerships); capturing and narrating reflexive praxis; and open interactive models for collaboration and critical partnership.

Prior to the session, schools were challenged to produce a poster that captured the *vision, progress, process and potential* of their projects, as a qualitative mode to frame learning practice. Panning out, the session then considered the task reflexively, to examine concepts of epistemic justice as a core principle and purpose in our transformational role as facilitators of learning: to enable equitable access to knowledge and the tools of interpretation.

In February 2020, the first session of year 2 concentrated on deepening understanding of: epistemic vision, critical partnership, leading innovation and change, and metapraxial progression modelling. Research groups (as focused critical partnerships) were established to evaluate projects according to four lenses: impact and potential, agency, leading innovation and rigour.

The *Mountain* (developed by AISSA), was used as a developmental and retrospective mapping tool, to facilitate the continued implementation and scaling of school projects.

Finally, a model to map metapraxial learning processes was introduced. The model compares levels of agency (extrinsic to intrinsic) with levels of transfer of expertise (explicit to implicit), to establish a tool to profile *planned* and *emergent* impact at multiple levels: for a school, curriculum, project, lesson, teacher or learner, for example.



It also maps the balance of emphasis on the **content** (data, information, knowledge, model of understanding, skill), **context** (behaviour, topic, discipline, learning area, space, environment) or **mode** (learning process, way of knowing, tool of interpretation, mode of inquiry, skill).

Key to this use of this model, is the recognition that no single quadrant or domain is paramount. Indeed, the profile of metapraxial learning impact at all levels is dynamic, non-hierarchical and based on a balance of emphasis relative to context and the individual, over time.

It is anticipated that this model will form the basis of learning activity-system planning and design, and retrospective mapping of emergent learning impact. Multiple instances of these impact maps at all levels, can represent change processes and growth across multiple domains, for individuals, groups and organisations.

This model can be used to mentor students in mapping their growth or facilitate self-mapping of complex capabilities, to form part of a reflexive narrative of their learning journey across the school.