

Question	Thoughts
<p>What are the working conditions that represent the hill? What are the working conditions that make learning an “unnatural act” and stand in the way of people making connections between their existing cognitive structures or practices and some new set of practices that might make learning more possible?</p>	
<p>What stands in the way of their participating in a community of practice so that those meanings become more sophisticated as the learning continues?</p>	
<p>What can be done so that learning occurs in situations in which the knowledge has real use and real meaning?</p>	
<p>Is there anything more separate from the places where people actually use knowledge than schools? Reflect on Leithwood’s commentary that we take kids out of the context in which they are intended eventually to learn to be sophisticated and meaningful contributors to society. We take them out of that context and provide them with knowledge which is highly decontextualized.</p>	

<p>How would we have to change working conditions in our schools for learning to become a natural act? (A very Yang-like, organic question.)</p>	
<p>Under what conditions would students be naturally curious and intellectually engaged in schools (because many of them aren't after a while)? Why do students become disengaged? What are the conditions of schooling from their point of view?</p>	
<p>Under what conditions would it seem natural for teachers to build deep understanding on the part of their students?</p>	
<p>Under what conditions would teachers and administrators naturally want to work together to improve kids' learning rather than compete with one another or ignore one another?</p>	