



Meta-Praxis Project

The Meta-Praxis Project, led by Michael Bunce from the University of East London, proposes that multidisciplinary, interdisciplinary and transdisciplinary approaches create learning environments that enable the development of student agency, cognitive skills, creative and critical thinking and personal and social capabilities. This project responds to the *design principles* set out in the OECD Education 2030 (2018) project. It focuses on those which relate to learner agency and the concept of competency. The project involves the mobilisation of knowledge, skills and capabilities (particularly the critical and creative thinking and personal and social capabilities), the capacity to build awareness and to think deeply about learning within and across the boundaries of the disciplines. This is metadisciplinary work.



Metadisciplinary: *A reflexive approach to disciplinary practice that acknowledges the transfer, expertise, integration and leveraging of disciplinary knowledge, establishing awareness of transversal and disciplinary skills sets, and knowing when and how to apply them in varied and diverse contexts.*

Michael Bunce has worked in universities in the UK, North and South America and Greece. Michael's key pillars of practice and research are as a senior lecturer, program lead, curriculum innovator, interdisciplinary arts practitioner and educational technology developer. His current research centres on the concept and practice of Metadisciplinary. Charles Leadbeater will co-deliver some of the face-to-face sessions.

The challenge of the plurality of integrated disciplines, one known well by schools, also provides learners endless opportunities to intentionally develop meta-cognitive skills: skills in learning how to learn, how to apply discipline knowledge in a new context, to problem solve, reflect, analyse and evaluate. These meta-learning environments celebrate the integration of theory and practice across disciplines to enable the development of confident and active learners.

Working with students, teachers and school leaders in up to 15 AISSA member schools, the Meta-Praxis Project involves the designing and facilitation of collaborative interdisciplinary education projects that build capacity in learners, teachers and learning organisations to emphasise transversal 'soft skills', alongside knowledge-based disciplinary skills. Schools will be invited to identify at least two disciplinary areas as the context for their project e.g. The Arts and Sciences.

The Meta-Praxis Project will involve thought and research partners from the University of East London and the University of Melbourne. Schools will be supported by digital experts to capture their practice using online interactive portfolios.

Schools will benefit from:

- making a significant contribution to and direct involvement in a project of international significance and interest
- formal partnership through the AISSA with thought leaders and leading universities
- practice-based research where action teams work within the “real world” contexts of their schools to rigorously investigate aspects of meta-praxis
- ongoing access to thought leaders via regular face-to-face sessions as well as 1:1 videoconference meetings facilitated by Michael Bunce
- ongoing access to the meta-praxis network of schools and thought and research partners who will be critical friends to the school’s work
- ongoing 1:1 clinics with AISSA’s Directors to assist with the leadership of the project and provide support throughout the work
- purpose-built online interactive portfolios for schools to measure their impact, curate their research, development and practice and to create and showcase interdisciplinary projects.

This workshop series is available only for those school teams who are committed to the three-year program and to investigating and establishing approaches to multidisciplinary appropriate to their school setting.