

LIVED EXPERIENCES OF STUDENTS IN A MULTICULTURAL, DIVERSE LEARNING ORGANISATION: HOW DO PROVIDERS OF QUALITY EDUCATION MAINTAIN AND VALUE LIVED EXPERIENCES OF THEIR STUDENTS?

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ABSTRACT

The advantages of lived experiences are the relevance of the experience which marries to the theory and the practice in the particular fields that many learners are currently involved. Educational theory and practice takes the teaching and learning process into a global state of thinking, to be a 21st century learner means to solidify a strong grounding and knowledge which excels in the areas in which they are applied. This research will not dismiss the advantages of many teaching and learning tools, such as theory, as many of these tools are what provide the basis for excellence in the teaching and learning environment and re-thinking the steps towards a proficiency in all areas of success in education. The literature I use in this paper have maintain the interest in the development of students and teachers in all areas of teaching and learning, and maintain a high level of participation of the learner to develop a pedagogy suited to their learning and to be supported by multiple methodologies used by educators, to provide excellence.

Throughout this paper there will be specific references to the importance of maintaining support for students own knowledge and what is done to encourage usefulness for this knowledge. Having lived experiences in a 21st century learning environment will maintain that knowledge and experience which many students possess and what makes them unique to their peers in their learning space. Knowing what students know does not derive from a theoretical lens only; it is by the practical lens that students have these experiences. Lived experiences in a tertiary organisation collaborates

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