

NAVIGATING THE CYCLE OF LEARN, UNLEARN, AND RELEARN

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Abstract

Changes in policies, new technologies and changing student expectations are always changing the way modern education works. Professional development for teachers needs to go beyond traditional methods. It should focus on both learning new things and the deliberate process of letting go of old ways of doing things and accepting that they will need to keep learning. This study combines research and policy to provide a thematic form of the learn, unlearn and relearn cycle as a key idea for helping teachers to get better. the discussion of actionable strategies and institutional roles that pointed the significance of being flexible, reflective, and having supportive environments for teachers and students to get succeed.

Keywords: *Teacher Professional Development, Learn, Unlearn, Relearn, Lifelong Learning, Educational Change, Growth Mindset*

Introduction

Contemporary education is experienced a profound transformation driven by policy reforms, technological advancements, and the changing needs of learners. The best example of this shift is India's National Policy 2020, which emphasizes overall development that is holistic development, interdisciplinary learning, flexibility and conceptual understanding rather than rigid structure and rote memorisation. At the same time, the widespread integration of digital technologies has reshaped both teaching and learning processes, interactive and accessible to diverse learners.

As a result of these developments, the responsibility of the teachers has broadened considerably. They are no longer seen only as a provider of information, but as facilitators, mentors, and guides who help the students to build up the creativity, critical thinking, collaboration, and lifelong learning skills. Teachers are expected to develop inclusive learning environments, to use effective technology in a meaningful way, and adapt their teaching methods to meet individual needs.

To remain effective in this changing environment, teachers must embrace the practice of learning, unlearning, and relearning (LUR). This continuous process includes regularly gain of new knowledge and skills, giving up as a outdated practices and beliefs and embracing a new methods. By taking part in this thoughtful and flexible approach, educators can remain relevant, adaptable and open to change, follow LUR for promoting a culture of lifelong learning going cycle involves continuously acquiring new knowledge and skills, letting go of outdated methods and assumptions, and adopting innovative approaches and perspectives. By

engaging in this reflective and adaptive process, educators can stay relevant, resilient, and responsive to change. Moreover, embracing LUR promotes a culture of lifelong learning within educational communities, empowering teachers to better address the diverse and ever-changing needs of their students.

Conceptual Framework: Learning, Unlearning, And Relearning

Learning

Learning refers the gaining of new knowledge, skills, and professional competences. For teachers, learning is not limited aspects it is an extends beyond subject content, integrating technological fluency, pedagogical innovation, and an understanding of resent educational findings.

Unlearning

Unlearning is the planned rejection of outdated beliefs, practices, or instructional methods. This process requires critical reflection and a willingness to challenge question deeply rooted habits, enabling educators to discard practices that are incompatible with present educational goals.

Relearning

Relearning emphasizes the integration and practical use of updated new knowledge or methods. This stage involves revisiting basic concepts with new insights and embedding innovative practices into everyday teaching. Relearning helps to maintain a long-term impact and success of professional development.

Theoretical Perspectives

Alvin Toffler's assertion that "the illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn" underscores the relevance of LUR in education (Toffler, 1970). Teacher responses to change can be typified as neomethodophobes (resistant to change), neomethodomaniacs (uncritically embracing novelty), and neomethodophiles (critically engaged, adaptive practitioners) (P'Rayan, 2009). These typologies inform the design of professional development frameworks.

Drivers of Change in Teacher Professional Development

Policy and Curricular Reform

The NEP 2020 exemplifies a policy-driven shift toward flexible, interdisciplinary, and holistic education. Educators are progressively tasked with facilitating critical thinking, inquiry-based learning, and the integration of diverse knowledge systems. These reforms necessitate continuous upskilling and pedagogical innovation.

Technological Advancements

The increasing use of educational technology and blended learning environments requires digital literacy and adaptive learning strategies. Technology allows for personalized learning and increased access to resources, but it also poses challenges in dealing with digital distractions and ensuring equity.

Evolving Learner Expectations

Modern learners prioritize engagement, relevance, and the ability to develop skills that can be transferred across different contexts, including analytical thinking, creativity, and emotional intelligence. The teachers' role has expanded to include mentoring, teaching and the cultivating a supportive and inclusive learning environment.

The Cycle in Practice: Strategies for Learning, Unlearning, and Relearning

Learning: Building Competencies

- Setting clear and measurable objectives for professional growth.
- Taking part in training programme, collaborative projects, and reflective practice.
- Make use of resources including research articles, digital platforms, and peer networks.
- Consistently applying new knowledge and reflecting on experience to strengthen understanding.
- Practicing mindfulness to enhance concentration and retention.

Unlearning: Releasing Obsolete Practices

- Enhancing self-awareness regarding biases and outdated methods.
- Critically examining and challenging established paradigms.
- Embracing cognitive dissonance as a necessary aspect of professional renewal.
- Incorporating feedback and regular self-evaluation to identify areas for change.
- Building support networks to facilitate acceptance and implementation of new practices.

Relearning: Integrating and Sustaining Innovation

- Revisiting foundational concepts in light of new research.
- Connecting new knowledge with existing frameworks for deeper understanding.
- Engaging in collaborative, community-based learning environments.
- Monitoring trends and developments within the field.
- Iteratively reassessing and refining instructional practices.

Institutional and Leadership Roles

Creating Supportive Environments

Institutional leadership is fundamental in fostering a culture conducive to LUR. Effective professional development agendas address the real-world challenges faced by educators and

promote relevant, ongoing learning opportunities. Institutions must facilitate access to resources, mentorship, and protected time for professional growth. Leadership should articulate the benefits of continuous development and model adaptability and openness.

Fostering a Growth Mindset

Recognition and encouragement of adaptability, curiosity, and reflective practice reinforce a growth-oriented culture. Structured opportunities for collaboration and the celebration of incremental progress contribute to sustained teacher engagement and resilience.

Challenges and Solutions

Barriers to effective implementation of the learn, unlearn, and relearn (LUR) cycle are multifaceted and often deeply rooted in the educational culture. One significant obstacle is the attachment to traditional teaching methods and longstanding practices. Many educators may feel comfortable and secure with familiar approaches, making it difficult to embrace new pedagogies or technological tools. Additionally, there is often a fear of failure or making mistakes when experimenting with innovative strategies, which can inhibit willingness to change. Time constraints also pose a substantial challenge; educators already manage heavy workloads, and finding time for reflection, professional development, or experimentation can seem daunting. Moreover, professional isolation—where teachers have limited opportunities to collaborate or share experiences with peers—can further hinder growth and adaptation, leaving individuals feeling unsupported in their efforts to evolve.

To overcome these barriers, targeted and supportive strategies are essential. Gradual transition approaches, rather than abrupt changes, allow educators to adjust incrementally and build confidence in new practices over time. Encouraging a culture where experimentation and risk-taking are normalized helps to reduce apprehension around failure, framing mistakes as valuable learning opportunities rather than setbacks. Institutional support is crucial, particularly through the allocation of dedicated time and resources for professional learning and development. Finally, fostering strong professional communities—such as collaborative teams, peer networks, or mentorship programs—provides educators with the necessary support, feedback, and shared sense of purpose to sustain change. Together, these strategies create an environment conducive to ongoing professional growth, helping educators successfully navigate the LUR cycle and adapt to the evolving demands of contemporary education.

Conclusion

In today's education system, the learn, unlearn, and relearn (LUR) cycle is a significant role for teachers to enhance their abilities. Teachers can always hold their skills and methods up to date by reflective practice and encouraging flexibility. One of the main things the

Institutional support, they should focus on form of training, collaboration, and resources, is very important for making the teachers in their professional upliftment.

A continuous focus on the LUR cycle not only improve teachers strong and healthy in their profession, but it also leads to effective student outcomes and overall success for the school. Teachers who are committed to continuous and conscious learning and being flexible help create an educational environment strong that is always changing and growing.

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