for the first time in the Middle East...

5-Days Training Programme

NEUROEDUCATION
Learning with the Brain in Mind

Advancing our understanding of the brain, learning, memory and behaviour

International Trainer from Australia
John Joseph

brought to you by
in association with
accredited by

www.ciceld.com
International Center for Early Learning & Development - Jordan

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OVERARCHING Goals

1. To have the knowledge and courage to articulate and work towards a better future for all who work in schools, or attend our schools as students.

2. To create engaging new educational experiences for children attending school by combining latest generation thinking with contemporary content and delivery services.

3. To develop a teaching force that is capable of and committed to strategies that improve educational outcomes for children.

PROGRAMME Rationale

Neuroeducation is a term used to describe the highly interdisciplinary blend of theories that relate to all levels of organisation of the human brain. Much of the evidence arises from multiple disciplines including psychology, neuroscience, neurotheology (the mixture of brain science and theology), health sciences, child development studies and behaviourism. It is all about smarter and more purposeful teaching, based on continual updating as we learn more about how our remarkable brains work.

This 5-day hands-on conference is about purposeful exploration of key ideas which translate into practical strategies to engage the minds of students and their teachers. Powerful information. Practical applications. Planning and reflection. Loads of great classroom based resources!

TRAINER Credentials

Mr Joseph holds one of the most impressive education CVs in the education world. He has presented conferences, workshops and extensive training in more than 4,000 schools across 27 countries, and has presented more than 400 keynote addresses at education conferences worldwide. He is the author of multiple books, including How to create classrooms that are uplifting for the spirit, and Brainy Parents – Brainy Kids. John writes subscription articles for schools and education programs which are used across all grade levels. He has developed learning and career profiling systems that are being translated into Mandarin, Thai and Finnish. His on-line Young Thinkers' Program is being used to implement critical and creative thinking programs for elementary students.

Mr Joseph has taught at all school grade levels from kindergarten to senior high school and has taught extensively in education programs at 3 Australian universities. He holds a Master's Degree in Mathematics and Science Education from the University of South Australia. John has a real passion for neuroeducation. His focus is on learning: how it happens; how to maximize it; how to inspire it in students; and practical strategies to enhance it. John is a parent of two young adults.
Programme Outline: Day 1

Do you want to create the conditions that optimise students' engagement in classroom learning? Using Focus Education's Four Worlds and Information Processing models, you'll enjoy six amazing hours of learning about how the human brain best works in classrooms. This dynamic workshop uses stunning images, relevant anecdotes, discussion time, an actual brain dissection (from a sheep!), modelling and extensive notes to make it one of the most memorable of all time.

Content:
• What is neuroeducation: 50+ brain-compatible teaching and learning strategies
• How the Brain Learns: developing a contemporary understanding of learning
• Old-Way – New-Way: changing views about the nature of the brain, learning, memory and intelligence
• Closing the achievement gap: ways to reduce the gap between the lowest and highest performing students
• The Four Worlds: crafting education experiences for the Heart, the Hands, the Intellect and the Future
• Building student Motivation and Confidence: creating the conditions for engaging learners
• The critical role of sleep and hydration: brain care for optimal learning and better behaviour
• Information Processing Model: ways to teach using explicit levels of memory and stages of learning
• The purposes and benefits of Homework: 5 strategies to make homework more efficient and more effective
• The importance of feedback in the learning process: a beginning point for planning assessment
• Purposes of assessment: prioritising our purposes and linking them with practise
• Developing an assessment tool kit: moving away from results and grades to reflection and performance

John, have enormous respect for your professionalism and talk of your brain-based learning approach wherever I go. Only last week, I came across a cluster of schools using the Brain Based Learning principles as the core strategy in school pedagogy; a discussion which again prompted me to mention your work. Your valuable message about how teachers can optimise their teaching effectiveness has been inspirational for thousands of teachers. Hon. Rod Welford, Minister for Education & Training, Minister for the Arts Government of Queensland, Australia.
Developing Emotional Intelligence

How to create classrooms that are uplifting for the spirit

The ‘Emotional Rooms’ model provides a conceptual framework to assist teachers and their students in maximising student engagement in classrooms. It explains how to create classrooms that are inspirational to students; to live their lives with hope; to value community service; to contribute to self and family; to plan with an optimistic future in mind.

Content:
- Introduction to the Emotional Rooms Model: a model of hope and inspiration
- Attitudes and concepts: how students’ thoughts and emotions influence their thinking and behaviour
- Effects of allostasis, stress, boredom and enrichment on brains: creating ideal classroom conditions
- The Concept Model: using questions to build optimism and healthy thought patterns
- The Hope and Despair Cycles: teaching students how to manage 7 key emotions
- Energisers and Engagement: using emotions to shift focus; to maximise engagement and to boost learning
- Introducing the ‘Chatz’: teaching students how to manage their own self-talk
- Planning and presenting lessons with the Emotional Rooms Model: practical applications
- Behaviour rubrics: constructing frameworks for behaviour, consequences and reporting to parents
- Discipline with dignity: non-punitive management strategies for every classroom
- Red Room: strategies for management and prevention of crisis situations
- The Strengths, Challenges and Growth Meter: a tool for identifying problems and planning growth
- Mind Your Brain Program: inspiring ways to teach students about emotions and behaviour
- Learning and career profiling: building independent learners and fulfilling career aspirations
- Life-long learning and career preferences: deploying the Learning and Career Profiling application

“Dear John, thank you for coming half way around the world to be with us in Istanbul. You were sensational! Your workshops were overflowing. People were spellbound by what you had to say about the brain and how the way it works affects teaching and learning. Your presentations and content were just so effective. We learnt a lot from you.”
David Chojnacki, Executive Director, NESA, 5-day Regional Conference for 1,200 delegates, Istanbul, Turkey
The ‘industrial model’ of education, with its focus on rigid compliance, the development of routine skills, and memorisation of quite specific knowledge no longer serves the needs of any of our young people to be effective children and adolescents in the modern era, and neither does it prepare them for their uncertain future. Young children today are entering a different world to the one their parents entered. It is a world of rapid change, of global competition, and of instant access to masses of media information. To thrive in this world, future citizens will have to be both inventive and inquisitive. That is, they will have to possess the mindset and thinking skills associated with creative thinking and critical or judgmental thinking. This workshop is cutting edge, bringing you the very latest in the global development toward a Thinking-Based education.

Content:
- Challenging the research: what do our students already do well and what needs further development
- Purposes of teaching thinking processes: prioritising our purposes and linking them with practise
- What do Critical, Creative and Curious Thinking involve: a framework for developing a question mindset
- Developing a Thinking Processes Tool Kit: activities and questions for developing thinking processes
- Engaging young minds in thinking: ways to engage students in asking questions about information
- Thinking processes for mentally organising information in the brain: visual summarising, classifying...
- Processes for thinking critically, creatively and curiously: thinking at school; at home; in the community
- Linking thinking processes to the future: the why and how of occupational thinking
- Assessing thinking processes: how we know that we’re making a difference
- Young Thinkers’ Program: examining how to create programs for teaching thinking skills

“Dear John, it was a treat meeting you at the Neuroleadership Summit. Would like to stay in touch. Mentioned you in my Psychology Today blog. You were spectacular and I appreciated your passion for making a contribution and difference. It shines through.” Dr Mark Goulston, Hostage Negotiator and Trainer, FBI, Los Angeles, USA
**PARENTING WITH THE BRAIN IN MIND**

**Partners in Education**

Programme Outline: Day 4

Parents are crucial partners in the learning process because they are children’s first and most important teachers. “Parenting with the Brain in Mind” is designed to achieve three broad goals: 1) Provide parents with an understanding of what the school is seeking to achieve with their children. 2) Give practical strategies for supporting children’s academic learning and emotional development at home. 3) Describe the conditions necessary to raise great families. In this workshop, you will learn how to create powerful parent seminars which address the concerns of parents of school-aged children. Note, it is possible to purchase for your school the entire presentation on PowerPoint on an annual licence basis.

**Content:**

- Weighted Elements: why there is an achievement gap and how to support your child to engage with school
- Motivation and Confidence: developing ‘I can do it’ concepts with your children
- Allostasis: why parents and their children get stressed! Managing family stress when times are tough
- The Four World Model: creating and education for the heart, the hands, the intellect and the future
- Computers and Internet: strategies for coping with computers, internet, gaming, texting and social interaction sites
- Brain Care: the critical role of sleep in learning and behaviour. Developing healthy sleep patterns
- Emotional Intelligence: exploring the role of emotions in learning and relationships
- Creativity: teaching children how to develop thinking skills, creativity, group skills and entrepreneurial skills
- Learning and Career Profiling: assessing a child’s strengths and career interests
- Building personal learning plans: family planning with the future in mind
- Making homework more productive: ways to work smarter, gain better results from study and create balanced approaches to study, family and leisure time
- Conversations with our kids: using questions to engage our kids in conversation

“John, you are exceptional in every way. It has been an absolute privilege to have you here at Wesley. The buzz in the Great Space, the total engagement of the children, the delight and sheer joy of learning was evident throughout each day. You are amazing. You engaged everyone, children, teachers and parents in the most extraordinary way. Australia is indeed blessed to have an educator of your calibre.” Kim Anderson, Head. Wesley College, 2 day workshop for staff, students and parents, Melbourne, Australia
Day 5 is our opportunity to reflect on our learning and plan for action. Education is essential to the economic prosperity and community and family aspirations of entire nations. The first and most important goal is to ensure that children are receiving good education outcomes with significantly reduced gaps between the highest and lowest performing students. Running through this 5-day workshop are two key and interconnected principles: children’s learning is at the heart of classrooms, and, teacher professionalism is at the heart of teaching. A recent New South Wales (Australia) Government research report stated that ‘a student with a teacher in the top 10 per cent of teachers in the country could achieve in half a year what a student with a teacher in the bottom 10 per cent of effectiveness takes a full year to achieve.’

In the long run, it is teachers who will make the difference to children’s learning.
And it is high quality teacher training that will inspire them to do so.

Our workshop training will focus on 6 key elements for developing children’s dispositions as learners:
1) building children’s willingness to learn and set high self-expectations (Motivation)
2) building children’s preparedness to make errors and self-correct those errors based on regular and timely teacher feedback (Confidence)
3) building children’s repertoire of learning strategies (Strategies)
4) ensuring each child has a personal learning plan that recognizes different rates of learning (Time Management)
5) ensuring each child seeks and uses feedback to improve performance and the child’s family is aware of progress against expectations (Feedback and Reporting)
6) development of out-of-school practices that improve the home learning environment, especially literacy and numeracy (Relevance and Community-Orientation)

And our training will focus on another 5 key elements of teacher professionalism and performance:
1) organizing and transforming classrooms into safe, calm and productive places (Management)
2) knowing many powerful instruction strategies and then knowing when, why and how to use them (Pedagogy)
3) developing a range of of inquiry-based skills and processes in children such as problem solving, hypothesising, researching and investigating, critical and creative thinking (Intellectual Engagement)
4) understanding contemporary views of learning, especially the role of emotions, stress, sleep, nutrition and information processing (Theories of Learning)
5) knowing how to improve student performance through developing explicit success criteria and teaching children to self-monitor (Feedback and Revision)

To be effective, our time together needs to have a series of next steps.
This will be driven by some key questions:
1. What is your vision as a result of the conference?
2. How will you choose priority areas of work?
3. What are your change objectives?
4. What assumptions are you making?
5. What are the risks?
6. What is your overall programme strategy?
Who should attend?

- Supervisors in Early Childhood Education at Ministry of Education
- Assessment Supervisors in ECE
- ECE Teachers and Academic staff in universities
- Head teachers of kindergartens and ECE
- Curriculum developers
- Special needs centers
- Research Centers
- Teacher training centers

Dates

The event will begin with a reception on the morning 4th of August 2014, and will finish after lunch on 8th of August 2014. Your early reservation is highly recommended to secure your place in this unique programme.

Language

The programme language is English with the translation into Arabic.

International travel

Participants should make their own travel arrangements to and from the programme venue. We strongly advise all participants to make return reservations before leaving their own country as it may be difficult to make them after arrival at the event.

Programme Fee

$1,800 USD per participant

The fee will include:
- Full professional programme
- Social Programme (including opening reception)
- Training Material
- Certificates of Attendance from CICELD and Focus Education
- Number of participants: 40
- Copy of “Learning in the Emotional Rooms” by John Joseph, 208p

Method of Payment

Please transfer the fund to:
Name Account: Childhood International Center for Early Learning & Development
Bank Name: ARAB BANK
Branch: Jabal Al-Hussein Branch
IBAN: JO61ARAB1160000000116625698500

Cancellation Policy:
If participant decides to cancel his/her registratoin, repayment will be made as follows:
- Up to six weeks: Full amount
- Up to four weeks: 50%
- Up to two weeks: None
CICELD may cancel the programme if participants’ number is below 15.

For Registration Please Contact:

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