PROPOSED PROGRAMME

PROGRAMME LISTING

No	Workshop	Duration* (day)	Recommended Audience			
			Elementary School	Middle School	High School	School Leaders & Key Personnel
1	From Teacher-Led to Student-Centred: Facilitation Strategies for the 21st Century Classroom	2	✓	✓		
2	Brain-Friendly Learning	1	✓	✓		
3	Kagan Cooperative Learning	2	✓	✓		
4	Creating Effective Teams in the Classroom	0.5	✓	✓	✓	
5	Developing a Synergistic Classroom	0.5	✓	✓	✓	
6	Conscious Classroom Management	1	✓	✓	✓	
7	Making Thinking Visible through Powerful Questions	1	✓	✓	✓	
8	Creating a Culture of Thinking in the Classroom	2		✓	✓	
9	Differentiated Instruction in the Classroom	0.5	✓	✓	✓	
10	Creative Problem Solving	2	✓	✓	✓	
12	Social and Emotional Learning	1	✓	✓	✓	
13	Introduction to Problem-Based Learning	2		✓	✓	
14	Implementing Effective Professional Learning Teams	2	✓	✓	✓	
15	Managing Project Work	2	✓	✓	✓	
16	The Reflective Educator	1	✓	✓	✓	
17	Nurturing Active 21st Century Early Learners	2	For early childhood educators			
18	21st Century Instructional Leadership	2				✓
19	21 Irrefutable Laws of Leadership	2				✓
20	Dynamic Leadership	2				✓
21	Change Management	2				✓
22	Leading Professional Learning Teams	2				✓
23	Skilful Mentoring	2				✓

*Duration can be customised based on request and needs of learners

FROM TEACHER-LED TO STUDENT-CENTRED: FACILITATION STRATEGIES FOR THE 21ST CENTURY CLASSROOM

SYNOPSIS

How can teachers reduce the amount of teacher talk in the classroom so that their students can become active participants in learning? In this experiential workshop, educators will be introduced to strategies which can be used to create a safe, student-centred learning environment that promotes active learning. Active learners absorb and retain information longer, and find learning more enjoyable regardless of the subject matter. Incorporating collaborative elements into active learning strategies enables students to not only learn with the help of the educator, but also from their peers. At the same time, these strategies can help to improve Communication, Collaboration, Critical Thinking and Creative Thinking skills in students.

In addition, powerful templates that are incorporated in the active learning strategies help to scaffold learning and make learners' thinking visible. These provide insights into learners' prior knowledge and reasoning processes, thereby allowing educators to offer growth-producing feedback.

DELIVERABLES

At the end of this workshop, participants will be able to:

- Enrich existing lessons using dynamic learning strategies
- Engage learners with different abilities by managing heterogeneity
- Teach learners about the importance of social responsibility through peer/team sharing
- Integrate Communication, Collaboration, Critical Thinking and Creative Thinking strategies into their lessons

TARGET AUDIENCE

Elementary and Middle School Teachers

BRAIN-FRIENDLY LEARNING

SYNOPSIS

Brain-Friendly Learning is aligned with how our brains learn best. It is a powerful concept that can be easily applied in all learning environments. Knowing the principles and science of Brain-Friendly Learning will optimise learning as this will enable learners to process, retain and recall information better. Employing the principles of Brain-Friendly Learning also promotes the development of Social Emotional Learning competencies as learners develop social skills through regular structured interactions.

In this experiential workshop, participants will learn the six principles of Kagan's Brain-Friendly Teaching – Nourishment, Safety, Social, Emotion, Attention, and Stimuli. They will be equipped with easy-to-implement strategies that are designed to boost learning and achievement among learners. In this way, lessons become more engaging and enjoyable.

DELIVERABLES

At the end of this workshop, participants will be able to:

- Put brain science to work to optimise learning
- Uncover and manage factors that can affect learning adversely
- Create a safe learning environment so that learning, thinking, and creativity can flourish

TARGET AUDIENCE

Elementary and Middle School Teachers

Kagan Cooperative Learning

SYNOPSIS

Theoretical and extensive empirical research support the conclusion that the use of Kagan Cooperative Learning structures in the classroom promotes higher-level thinking, better-quality reasoning, metacognition, quality of problem solving, creativity, and social perspective-taking in the classroom. These structures are teacher-friendly and can be easily implemented in the classroom.

During the workshop, educators will be taught how they can structure student-to-student interactions after every ten minutes of direct instruction. Educators will also be introduced to easy-to-apply classroom management strategies and provided with tips to seamlessly infuse the development of social skills in their classrooms. These strategies promote self-directed learning and the creation of a student-centred learning environment.

DELIVERABLES

At the end of the workshop, participants will be able to:
- Enrich their lessons with learning structures to transform their existing lesson plans into Cooperative Learning ones
- Use classroom management strategies and strategies to infuse social skills in their lessons
- Create a caring and cooperative classroom through energising class-building and team-building activities

TARGET AUDIENCE

Elementary and Middle School Teachers

Creating Effective Teams In the Classroom

SYNOPSIS

"Teambuilding is the process by a group of four students with different backgrounds and experiences becomes a cooperative and caring team."

Building a positive team is critical to creating connectivity and accountability among the members of the team. Having an effective team means that everyone has a part to play in success and, everyone has a part to play in failures. In this hands-on workshop, educators will experience different team building strategies to know, trust and respect the members of the team. The aim of the workshop is to transform a heterogeneous group into an effective learning team directed towards a common goal.

DELIVERABLES

At the end of the workshop, participants will be able to:
- Understand the goals of teambuilding
- Help set up a positive climate for learning within teams
- Promote collaborative and self-directed teams

TARGET AUDIENCE

Elementary and Middle School Teachers

DEVELOPING A SYNERGISTIC CLASSROOM

SYNOPSIS

"Classbuilding is the process by which a room full of individuals with different backgrounds and experiences become a caring community of active learners."

Having a positive class culture is critical to creating a sense of belonging and synergy among students. The best way to achieve this is through class building activities. Class building creates a positive context for learning where students see themselves as part of a larger support group. It creates mutual support among students and foster positive interdependence. The strategies shared in this hands-on workshop can be easily integrated into our lessons without sacrificing valuable curriculum time. They build positive student empowerment and result in a feeling that the class is a safe place for learning.

DELIVERABLES

At the end of the workshop, participants will be able to:
- Understand the goals of classbuilding
- Cultivate a mutually-supportive learning environment
- Promote prosocial behaviours among all members of a class

TARGET AUDIENCE

Elementary and Middle School Teachers

All misbehaviours are a form of communication. It is important for educators to understand the motivations behind all forms of disruptive behaviours so that appropriate strategies can be meted out to manage them. Discipline is not something we do to students, but rather a behaviour which students can acquire through respectful and responsible strategies while dealing with their unmet needs.

Through this workshop, participants will discover the various types of disruptive behaviours, and the motivations behind these disruptions. Understanding the motivations is useful when devising follow-up strategies or long term plans to help learners manage their own behaviours. Participants will be introduced to strategies such as preventive procedures to prevent disruptive behaviours and "moment-of-disruptions" strategies to quickly and easily manage disruptive behaviours.

DELIVERABLES

At the end of the workshop, participants will be able to:
- Understand the motivation behind learners' disruptive behaviour
- Learn useful classroom management skills
- Acquire routines and strategies that can be used to meet learners' needs during disruptive behaviour

TARGET AUDIENCE

Elementary and Middle School Teachers

CONSCIOUS CLASSROOM MANAGEMENT

SYNOPSIS

Making Thinking Visible through Powerful Questions

SYNOPSIS

As one of the most basic pedagogical tools, questioning can be an indispensable means for developing and engaging students' critical thinking. However, not all questions are equal in terms of their impact on developing and encouraging students' thinking in the classroom. Closed questions, such as verification questions, or those aimed merely at assessing students' content understanding, do little in terms of developing students' critical thinking. In contrast, 'Powerful Questions' are invitational and can engage specific cognitive operations at various levels of complexity, as well as address external or internal content that is relevant to the learner.

Teachers will also be introduced to Thinking Routines that they can use to document thinking and make students' thinking visible. The integration of Thinking Routines in daily practice helps make thinking visible, whether participants are working individually or in a group. At the end of the workshop, teachers will take away practical questioning strategies that they can use to motivate students to think critically and creatively at all times.

DELIVERABLES

At the end of this workshop, participants will be able to:
- Identify different types and functions of questions
- Apply powerful questions effectively to develop students' critical thinking skills and yield impactful responses
- Identify types of thinking that aid understanding
- Recognise the features of Thinking Routines and the role that it plays in cultivating thinking
- Match appropriate Thinking Routines to content in order to target specific types of thinking

TARGET AUDIENCE

Elementary, Middle and High School Teachers

Creating a Culture of Thinking in the Classroom

SYNOPSIS

During this interactive workshop, participants will discover the role that culture plays in the transformation of an environment through eight cultural forces. These forces are aimed at engaging individuals and facilitating the development of 21st century competencies, while ensuring that 'collective as well as individual thinking is valued, visible and actively promoted as part of the regular day-to-day experience of all group members' (Ron Ritchhart, 2011).

Participants will acquire a repertoire of practical strategies and tips to create a visible Culture of Thinking where collaborative skills, as well as critical and inventive thinking skills, can be simultaneously developed and nurtured over time.

DELIVERABLES

At the end of this workshop, participants will be able to:
- Explain the eight Cultures of Thinking and the forces that shape it
- Build a thinking culture by implementing the cultural forces in day-to-day activities
- Document individual's thinking in order to maintain a record of everyone's collective thinking and their progress towards understanding content

TARGET AUDIENCE

Middle and High School Teachers

DIFFERENTIATED INSTRUCTION IN CLASSROOMS

SYNOPSIS
A differentiated classroom is one where the teacher responds to the needs of a diverse group of learners. Carol Ann Tomlinson (1999) names content, process, and product as avenues for differentiation in a classroom. The content is what is taught; the process is the way learners interpret, adapt, and find ownership; and the product elicits the learner's personal interpretation and understanding of the subject.

Differentiation of instruction does not mean that we individualize instruction or provide something "different" from the normal lesson for struggling or advanced students. Instead, educators are encouraged to think proactively, and from the start, include various teaching strategies to ensure no student is left behind. In this way, we can consider the diverse nature of our learners when planning our lessons, and not fall into the trap of thinking that 'one size fits all.'

OBJECTIVES
At the end of this workshop, the participants will be able to:
● Understand the principles of differentiated instruction
● Use Cooperative Learning and Active Learning strategies to design differentiated lessons
● Create a learning environment that supports learning through differentiated activities

TARGET AUDIENCE
Elementary, Middle and High School Teachers

CREATIVE PROBLEM SOLVING

SYNOPSIS

What is creativity, and does everyone possess it in equal measure? Is it possible that we may not be using our creativity as effectively as we should? With more people recognising the value of creativity, it is imperative that we place greater focus on the development of this skill to ensure that we remain relevant in our learning environment and workplace.

This workshop is developed with the belief that everyone is innately creative, and that creative skills can be learnt and continually developed. During this fun and engaging session, participants will discover the role that creativity plays in their daily lives and learn to think beyond personal boundaries. They will be introduced to a variety of thinking tools that can be used to identify and reframe problems through exploration. They will also learn how to generate a variety of ideas before designing and implementing effective solutions. While working collaboratively to solve authentic real-world tasks, participants will learn to suspend their judgement and discover the importance of conveying their ideas to others coherently. Through engaging activities, participants will be challenged to think and act beyond their normal patterns of behaviour, and develop creative habits that they can continue to exhibit in their daily lives.

DELIVERABLES
At the end of this workshop, participants will be able to:
● Use thinking tools individually or in groups to generate unique and creative ideas
● Engage in creative thinking to manage different kinds of tasks and challenges individually or in teams
● Use reframing tools to gain different perspectives of problems
● Select appropriate evaluation tools to assess solutions
● Develop creative habits that will help to integrate creativity in their daily lives

TARGET AUDIENCE
Elementary, Middle and High School Teachers

SOCIAL AND EMOTIONAL LEARNING

SYNOPSIS

Students in distress cannot learn. When they are overwhelmed with social and emotional issues, it is difficult for them to focus. As teachers, we need to help learners manage their social and emotional issues through the development of social and emotional competencies.

In this workshop, teachers will learn about the five cognitive, emotional, and behavioural competencies – Self-Awareness, Self-Management, Social Awareness, Relationship Management and Responsible Decision-Making – and how they can help their students to acquire these competencies through Social and Emotional Learning strategies.

Teachers will acquire useful interactive strategies to facilitate the development of these competencies. The use of these strategies will provide for an inclusive and safe learning environment that will create a lasting impact on learners' academic and social development.

DELIVERABLES
At the end of the workshop, participants will be able to:
● Develop SEL competencies in students
● Promote interactions and rapport building in the classroom
● Build trust and empower learners through creating a safe learning environment

TARGET AUDIENCE
Elementary, Middle and High School Teachers

INTRODUCTION TO PROBLEM-BASED LEARNING

SYNOPSIS
Problem-based learning helps learners develop critical thinking and problem-solving skills. Unlike traditional methods of teaching, this teaching approach leads to the transformation of the teacher's role - from a pursuer of outcomes to being a facilitator who proactively searches for ways to enhance the cognitive development of their learners.

In this workshop, introduction to the processes and features of a Problem-Based Learning (PBL) lesson. Its aim is to assist teachers in gaining proficiency in both designing and facilitating PBL lessons. The scope covers curriculum design in the areas of crafting problems, setting of assessment, as well as, scheme of work planning. Also included is the topic of PBL facilitation which will be anchored on the tenets of Critical Thinking and Powerful Questioning.

DELIVERABLES
At the end of the workshop, participants will be able to:
● Articulate the essential features of PBL
● Evaluate and make decisions about the application of PBL in the classroom
● Facilitate PBL lessons

TARGET AUDIENCE
Middle and High School Teachers

IMPLEMENTING EFFECTIVE PROFESSIONAL LEARNING TEAMS

SYNOPSIS

A Professional Learning Community is made up of Professional Learning Teams (PLTs) where members of the team work interdependently to achieve common teaching and learning goals. Members of PLTs need to recognise that collaboration will not lead to better results unless educators are focused on the right issues. These issues can only be teased out using various divergent and convergent techniques to promote quality conversations during PLT meetings.

The workshop will be conducted using divergent and convergent thinking structures so that educators will be able to successfully synthesize diverse ideas and points of view without compromising on established objectives. Once the right issues have been identified, PLTs can then continue with the systematic loop of planning, implementing, result gathering and reflecting.

DELIVERABLES

At the end of the workshop, participants will be able to:
- Identify a key learning gap or area for improvement in the school
- Plan for intervention using active and cooperative learning strategies
- Reflect critically on how the plan will be effective in improving students' learning

TARGET AUDIENCE

Elementary, Middle and High School Teachers

MANAGING PROJECT WORK

SYNOPSIS

The workshop aims to equip educators with the necessary skills to plan and execute projects effectively. Educators will be introduced to the four stages of project planning: Define, Plan, Execute and Reflect. These tools will enhance the quality of projects and build on learners' knowledge and skills. Educators will be taught how they can plan and execute quality projects. They will learn how to incorporate innovative teaching strategies for project implementation and create authentic project that develop core 21st century skills.

DELIVERABLES

At the end of the workshop, participants will be able to:
- Plan and execute a project
- Incorporate innovative teaching strategies for project implementation
- Develops skills in students to achieve the desired outcomes of the project

TARGET AUDIENCE

Elementary, Middle and High School Teachers

THE REFLECTIVE EDUCATOR

SYNOPSIS

This workshop aims to develop educators to become self-directed learners. Educators will be introduced to four iterative steps - Readiness, Goals, Engagement and Reflection to help them become self-directed learners. Educators will examine the concept of self-efficacy and discover the importance of continuous learning. They will learn about Professional Reflection and how it can be used to strengthen their practice through the Professional Reflection Cycle. Educators will also learn how they can apply what they have learnt through professional learning by incorporating their new knowledge and skills in classroom lessons and event planning.

DELIVERABLES

At the end of the workshop, participants will be able to:
- Understand the importance of professional reflection
- Identify areas for professional growth
- Develop a plan for professional growth

TARGET AUDIENCE

Elementary, Middle and High School Teachers

NURTURING ACTIVE 21ST CENTURY EARLY LEARNERS

SYNOPSIS

We aim for our students to become confident active learners and effective young communicators by helping them to acquire the necessary knowledge, skills and disposition.

This workshop will equip educators with skills to develop core 21st Century competencies such as collaboration, communication, critical thinking and creativity, as well as skills to develop the social and emotional competencies in early learners. The workshop will introduce educators to strategies that can be used to create a safe, child-centred learning environment, and to make learning enjoyable.

They will also be introduced to strategies to develop self-awareness, social awareness, self-management skills as well as foundational academic skills (such as listening, following instructions, staying on task, etc.) in early learners. In addition, powerful templates will be incorporated in the active learning strategies taught, helping to scaffold learning and make the learners' thinking visible.

DELIVERABLES

At the end of the workshop, participants will be able to:
- Enrich existing lessons using dynamic learning strategies
- Engage learners with different abilities by managing heterogeneity
- Teach learners about the importance of social responsibility through peer/team sharing
- Integrate Communication, Collaboration, Critical Thinking and Creative Thinking strategies into their lessons

TARGET AUDIENCE

Early childhood educators

21ST CENTURY INSTRUCTIONAL LEADERSHIP

SYNOPSIS

Tailored for education leaders who wish to bring about changes to prepare their organisations for 21st century education, this workshop engages and steers participants towards understanding the 'new millennial learner' and the changes and challenges in the education environment. With this knowledge, they will be better prepared to embrace the changes that are evident in the categories of curriculum, assessment, instruction, technology, culture and climate, professional development, supervision and school improvement.

Education leaders will be equipped with implementation tools to support effective instructional leadership in the 21st century schools. They will examine the importance of possessing and sharing expert knowledge, crafting and communicating the school's mission, vision and values consistently, and collecting, analysing and interpreting various data.

DELIVERABLES

At the end of the workshop, participants will:
- Understand the DNA of the 'new millennial learner'
- Reflect on the challenges and changes in today's educational environment
- Be equipped with implementation tools to support effective Instructional Leadership

TARGET AUDIENCE

School leaders and key personnel

This workshop is especially relevant for the heads of educational institutions, where leadership qualities are necessary both for skilfully organizing the work of their team and for developing the leadership potential of their subordinates and students. The aim of this training is to provide the heads of educational institutions with the necessary knowledge to become effective leaders and mentors capable of transforming and leading a team.

At each stage of the training, the heads of educational institutions are directed to understand and apply the 21 Irrefutable Laws of Leadership designed and developed by John Maxwell. They will acquire practical tools for effective management of their team and learn how to create a productive environment.

DELIVERABLES

At the end of the workshop, participants will be able to apply the leadership laws to:
- facilitate problem-solving to specific situations
- improve team dynamics
- develop leaders amongst various individuals in the organisation

TARGET AUDIENCE

School leaders and key personnel

21 IRREFUTABLE LAWS OF LEADERSHIP

SYNOPSIS

Dynamic Leadership

SYNOPSIS

In the training programme "Dynamic Leadership", heads of educational institutions will be challenged to think for the future, rethink and think beyond the current framework to bring about dynamism within the school environment amid unpredictable and abrupt changes.

Heads of educational institutions will need to develop the skills of foresight and strategic planning (thinking for the future) while continuing to analyse the current situation (rethink) and continue to cooperate outside of the school organization for the benefit of the school (thinking beyond the framework). The ability to apply these thinking abilities in daily organizational processes (educational process, planning and reflection) leads to innovations in management and a simplification of the perception of the process of change.

DELIVERABLES

At the end of the workshop, participants will be able to:

- Reframe their thinking in order to adapt to changes in the education landscape
- Identify areas that will benefit from improvements
- Engage in strategic planning to improve the efficacy of their organisation

TARGET AUDIENCE

School leaders and key personnel

Change Management

SYNOPSIS

This training programme provides heads of educational institutions with an in-depth study of leadership in the 21st century. It also introduces the heads of educational institutions to how innovative teaching methods can be achieved through the effective management of changes within the educational institution. The training begins with an introduction to the changes in the educational environment and the role the methodological leader plays in transforming the educational institution. The main part of the training consists of a detailed examination of each of the eight elements of methodological leadership as proposed by John Kotter. The training will be supported with specific examples, case studies and tips for efficient and rational use of resources.

During the training, heads of educational institutions are invited to focus their attention on the formation of an effective methodological base and they will be required to create an individual plan to induce innovations to the educational processes within their school.

DELIVERABLES

At the end of the workshop, participants will be able to:

- Identify important traits of a 21st century leader
- Use John Kotter's 8-step process to kickstart the process of change in their organisation
- Develop an innovation plan for school improvement

TARGET AUDIENCE

School leaders and key personnel

Leading Professional Learning Teams

SYNOPSIS
A Professional Learning Community (PLC) is made up of collaborative teams whose members work interdependently to achieve common teaching and learning goals. These teams, also known as Professional Learning Teams (PLT), act as the engine that propels the school's PLC efforts and is a critical factor for its success. Facilitators of PLTs need to be cognizant of the principles of adult learning as well as various facilitation styles that can entice educators in PLTs to move beyond their comfort zones and begin to look at their own practices in their classrooms.

This workshop will introduce heads of educational institutions to the principles of adult learning and the use of practical facilitation techniques to lead PLT meetings effectively. Throughout this interactive session, heads of educational institutions will be engaged in hands-on activities while discovering how they can employ a suitable style of facilitation to suit differing profiles of members within the PLTs.

DELIVERABLES
At the end of the workshop, participants will:
● Lead teams of teachers in identifying a key learning gap or area for improvement in the school
● Plan for intervention with the teams using active and cooperative learning strategies
● Guide the teams in reflecting critically on how the learning strategies have been effective in improving students' learning

TARGET AUDIENCE
School leaders and key personnel

SYNOPSIS

Research has shown that on average, 30% to 50% of educators leave the profession within their first 5 years of teaching. Support for educators is important for the reduction of attrition rate and the high cost of replacing teachers.

This workshop will equip heads of educational institutions with mentoring skills to support educators and teach them how they can scaffold success for these educators. They will be introduced to the five important tenets of a successful mentor and learn how they can develop a mentoring plan to raise teacher retention in their educational institutions.

DELIVERABLES

At the end of the workshop, participants will:
● Identify the five important tenets of a successful mentor
● Develop Beginning Teachers' instructional effectiveness
● Plan for Beginning Teachers' professional growth

TARGET AUDIENCE

School leaders and key personnel

Skilful Mentoring

COLLABORATION AND COMMUNICATION SERIES

Cooperative Learning

Transforming Learning
for the 21st Century

Active Learning Workshops

Brain Friendly Learning Workshops

Facilitation Skills Workshops

Teambuilding & Classbuilding
Workshops

Conscious Classroom

CRITICAL THINKING SERIES

Expectations of Thinking

Cultures of Thinking

Elements of Thought

Powerful Questioning

CREATIVE THINKING SERIES

Creative Thinking
Workshops

Creative Problem
Solving

LEADERSHIP SERIES

21 Laws of Leadership
by John Maxwell

Kotter's Change
Management
Workshops

Instructional Leadership

Dynamic Leadership