

THE

PEDAGOGICAL REFINERY

APPROACH

EST. 2016

Combining Educational Processes with Entrepreneurial Ventures

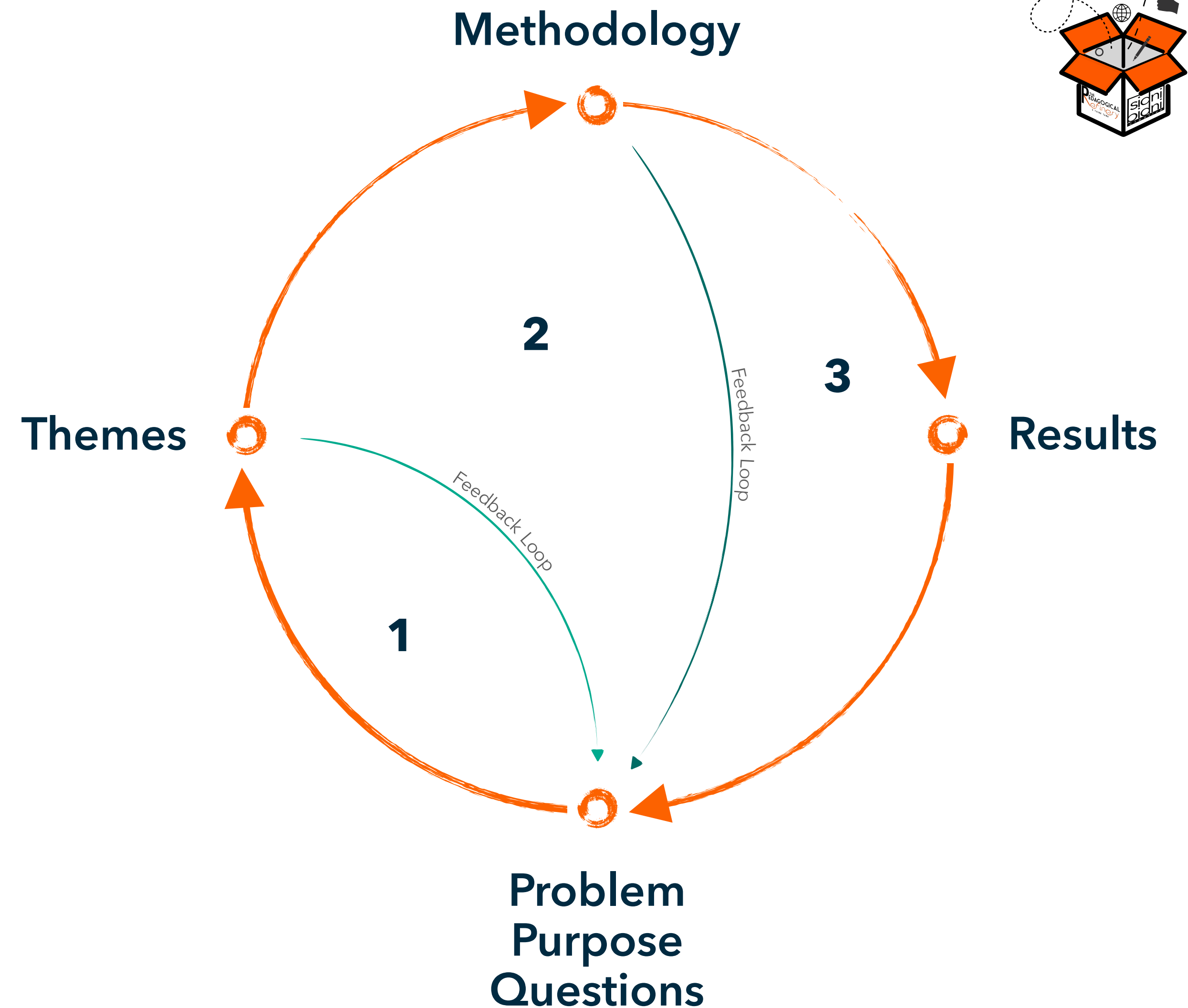
Idea Exploration, Validation, & Iteration

Interpretation of Creative Solutions

Quality Assurance of Products

Innovative Training Techniques

Branding, Product, & Workshop Design

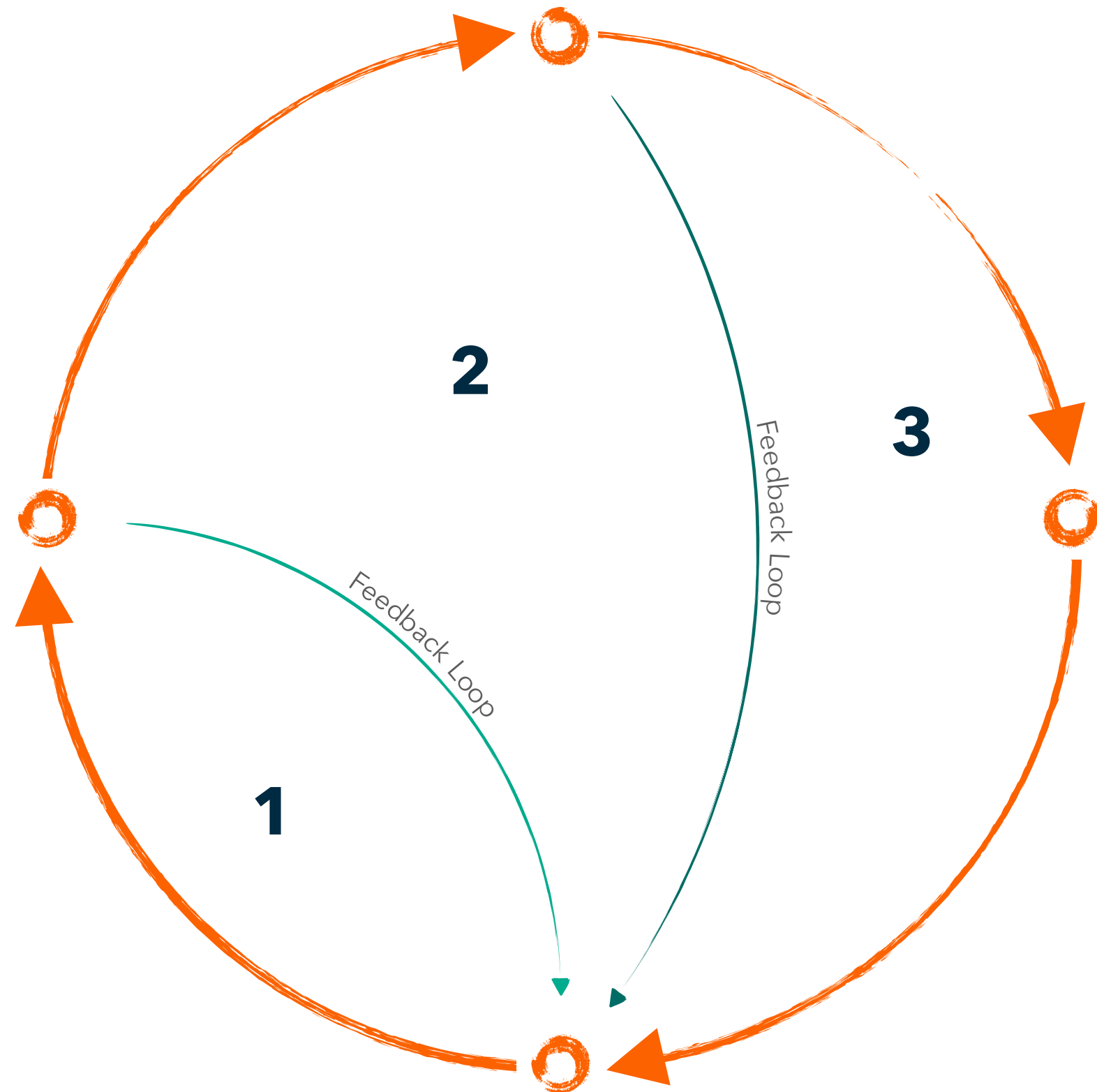




Methodology

Themes

Results



Problem
Purpose
Questions

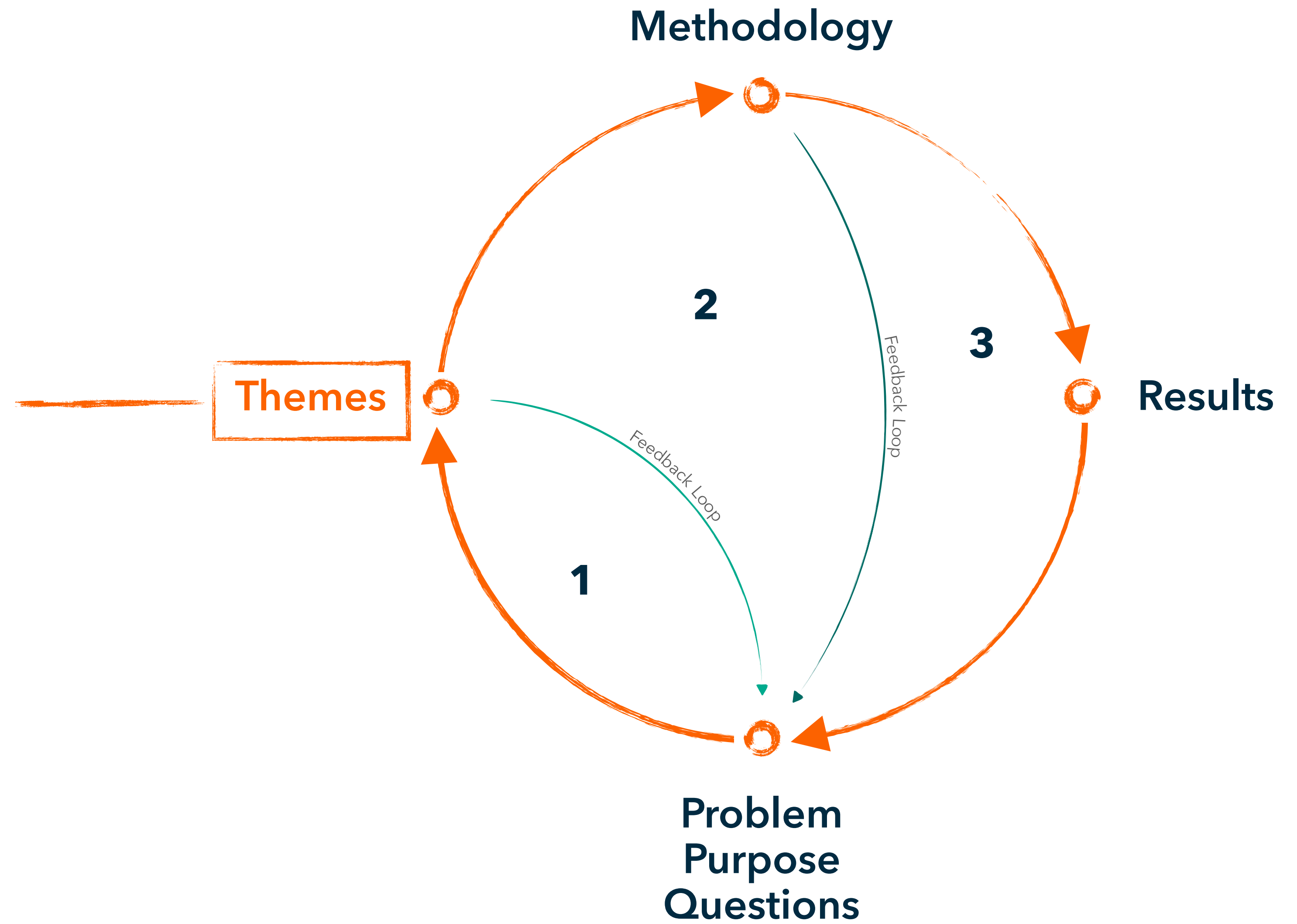
[RESEARCH]

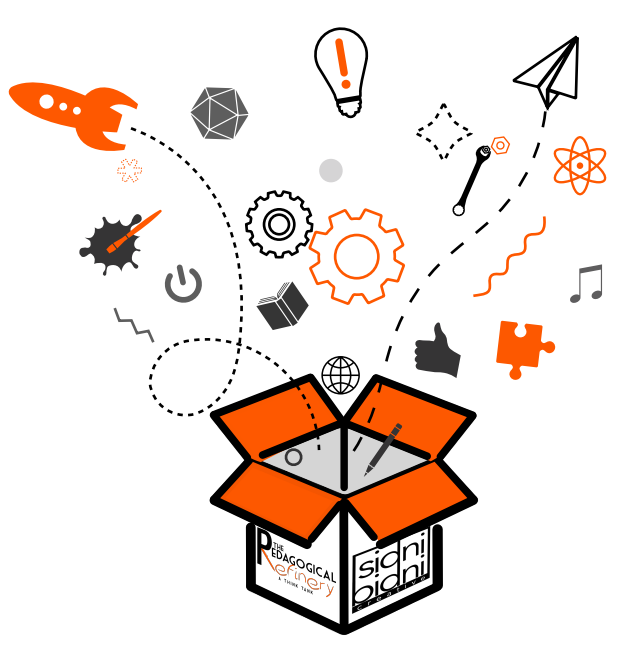
What is your problem, purpose, & burning questions? Research, identify & implement innovative practices & leadership studies that are relevant & essential to the continuation of leading, learning, & evolving.



[STRATEGY]

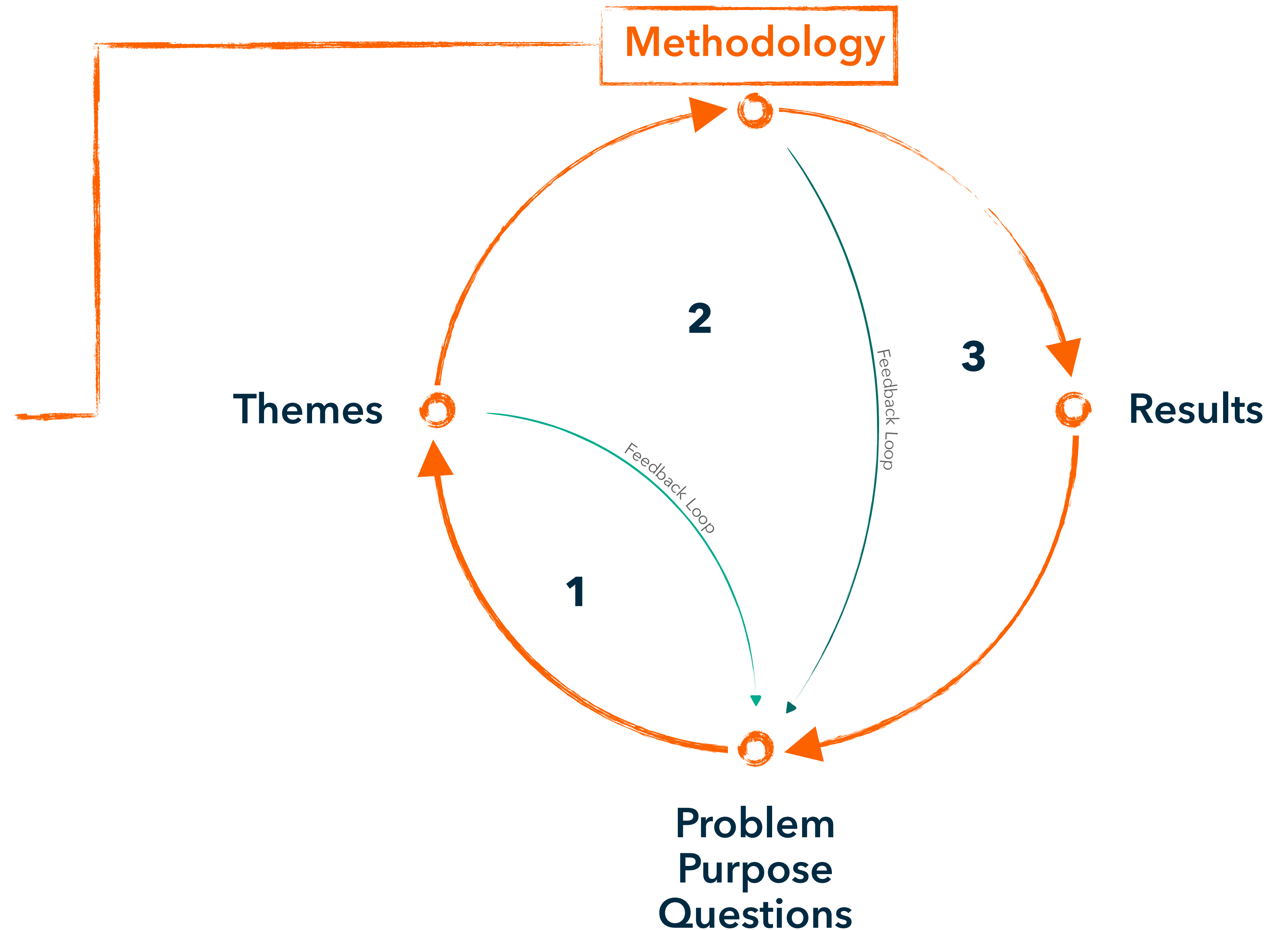
It is important to pay attention to themes across all aspects of your work. Utilize differentiated, design-thinking approaches that change the way solutions are discovered by remaining human-centered & systemically strategic.

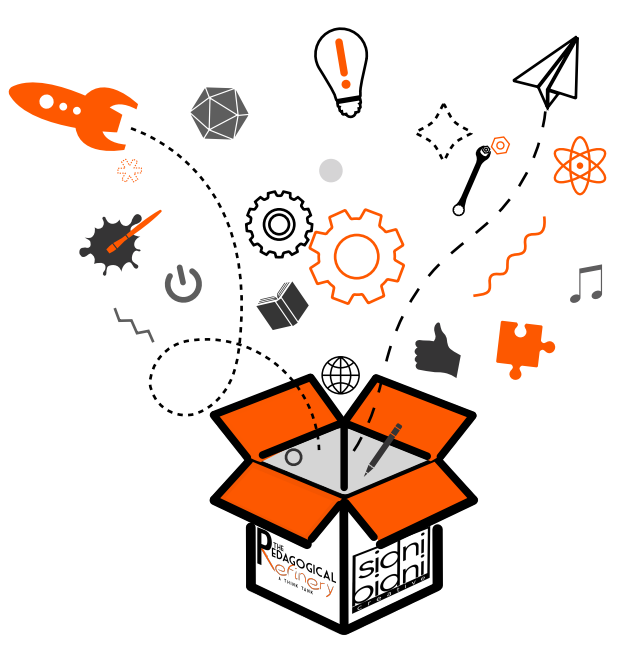




[IDEAS]

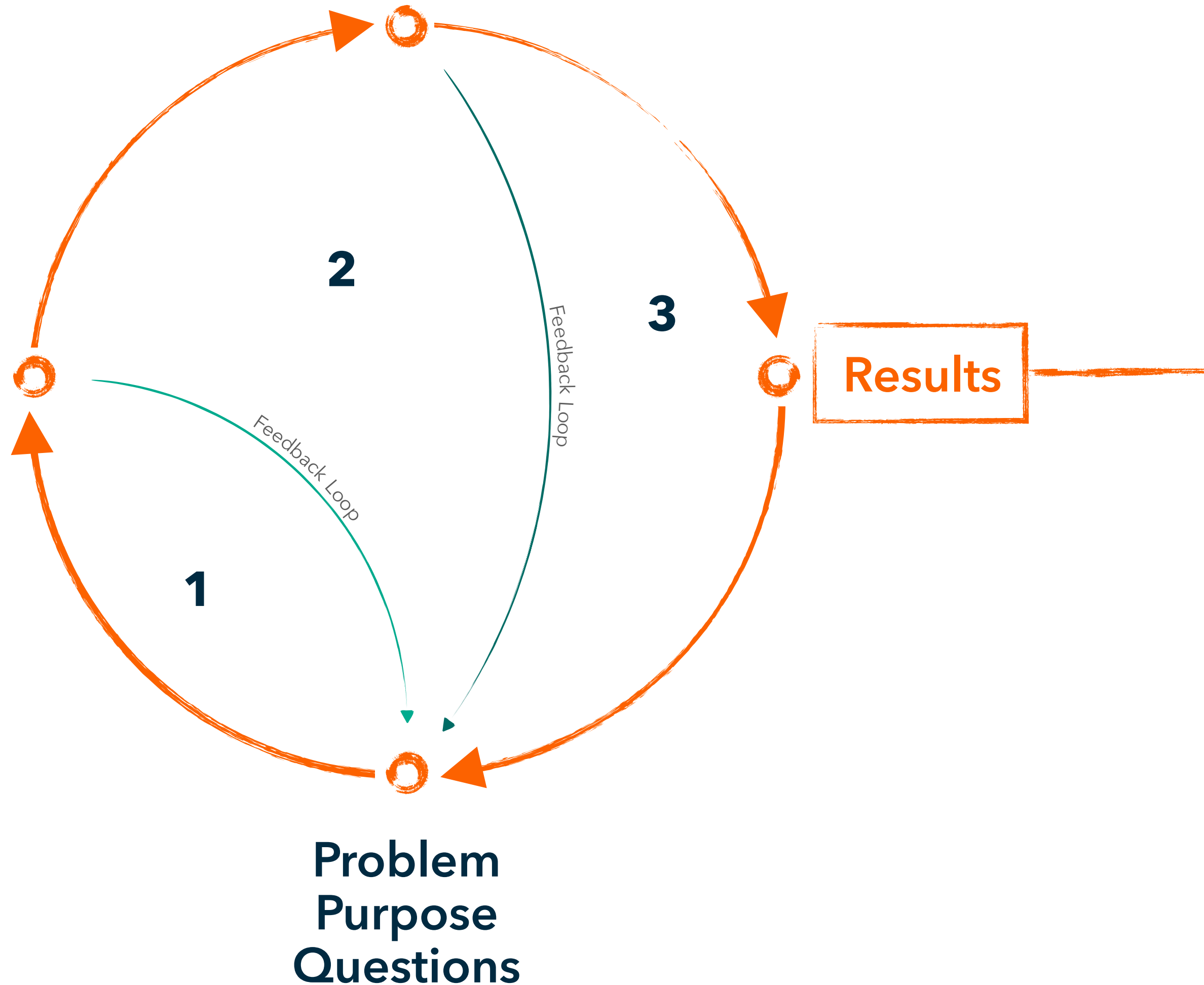
There is a method to your madness. Synthesize what has yet to be tried to create possibilities & opportunities by focusing on identifying the right problems, generating the best solutions, & validating quality ideas.





Methodology

Themes



Problem
Purpose
Questions

[ORGANIZE]

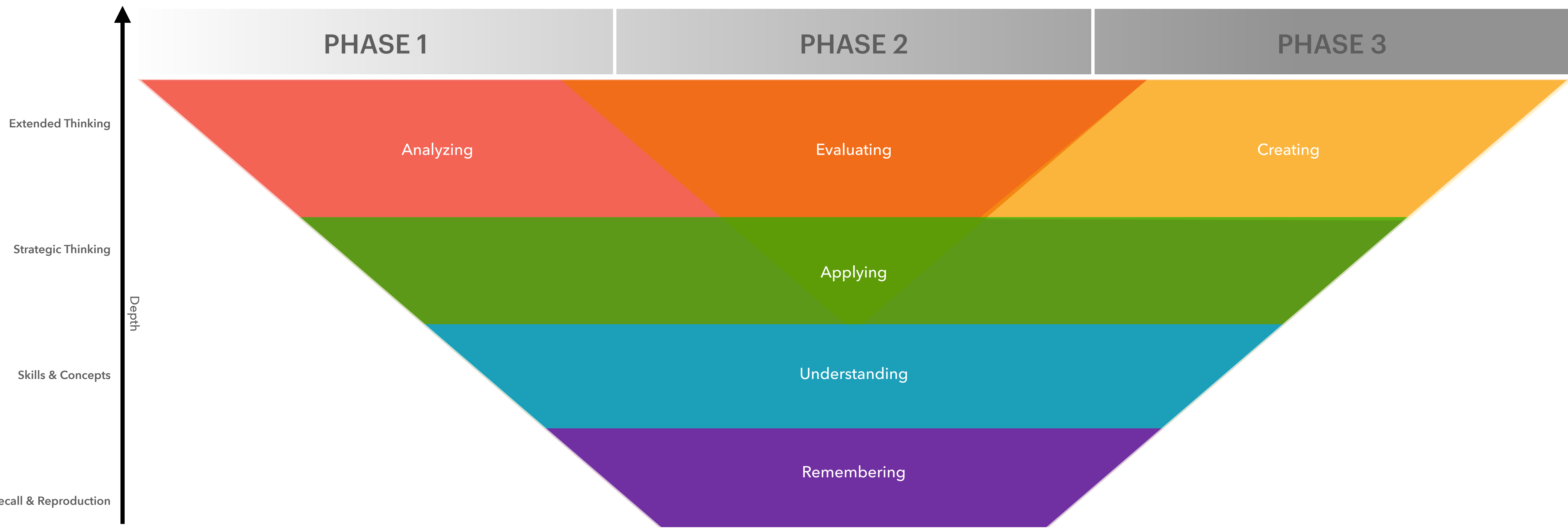
Organizing your potential helps results become clearer. Strive to provide clarity to your end discovery through aligning your key objectives with the results created.



THE LEVELS



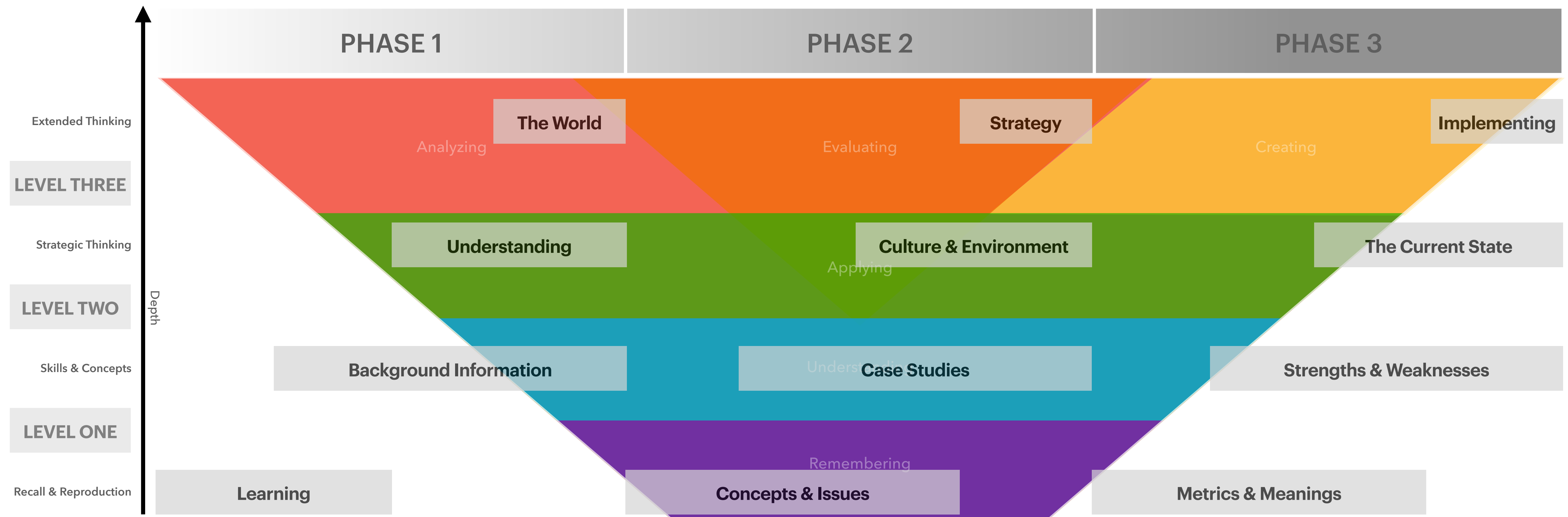
INTERACTING WITH OUR LEARNING

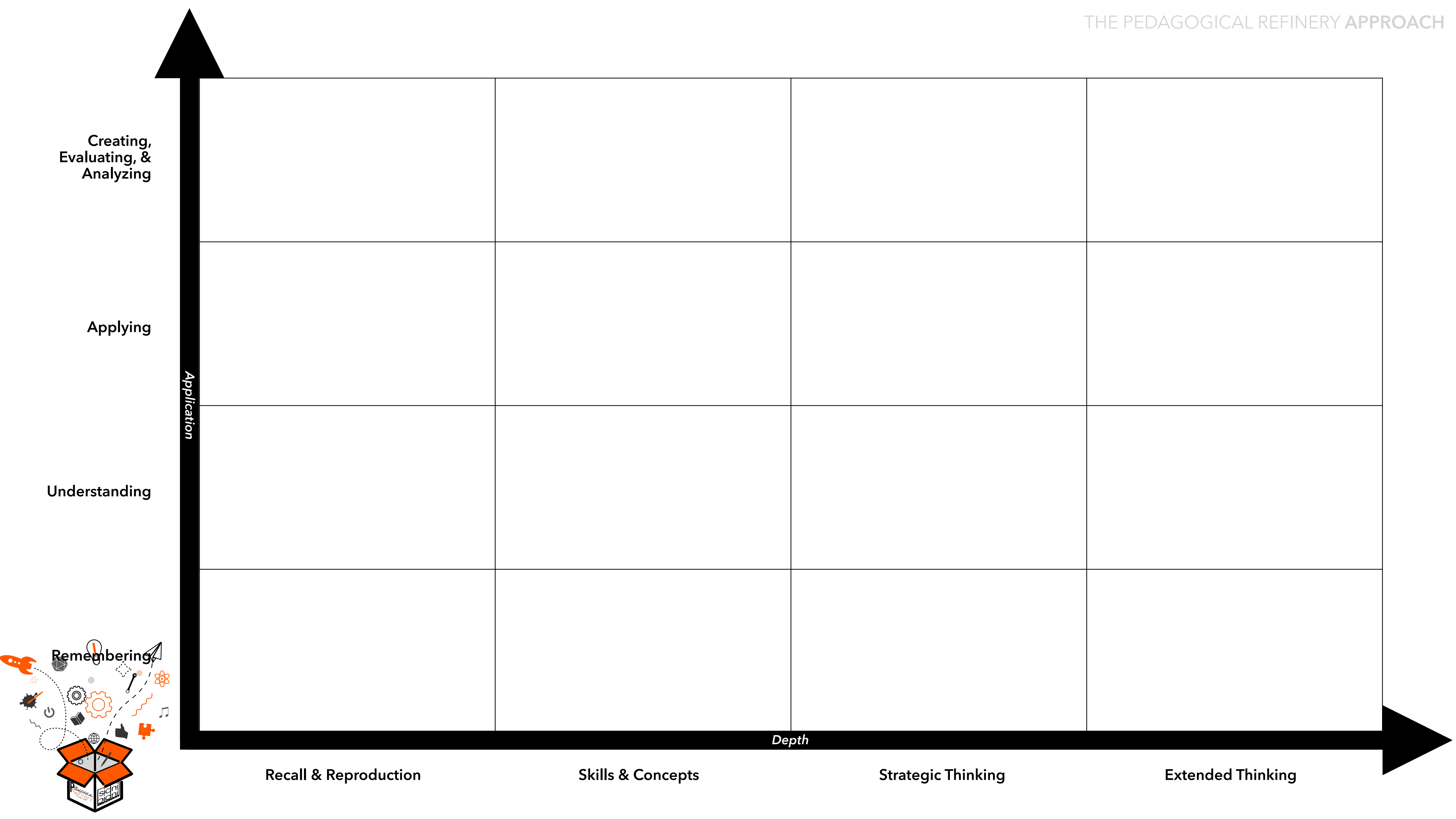




THE LEVELS

INTERACTING WITH OUR LEARNING





Creating,
Evaluating, &
Analyzing

Applying

Understanding

Remembering

Application

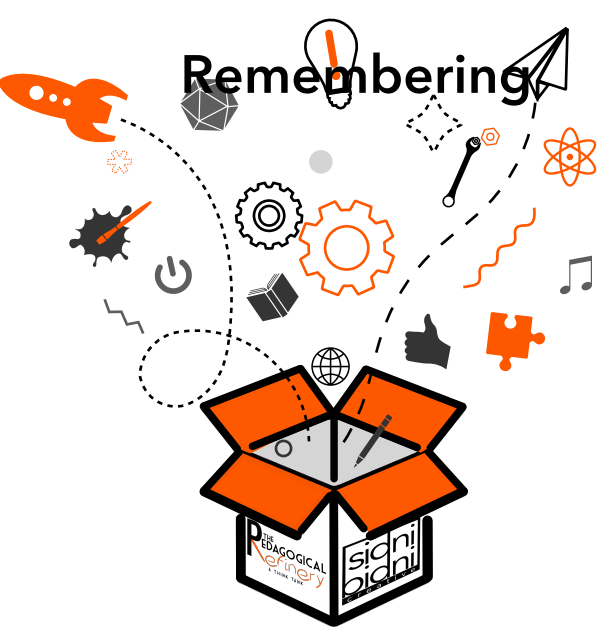
Depth

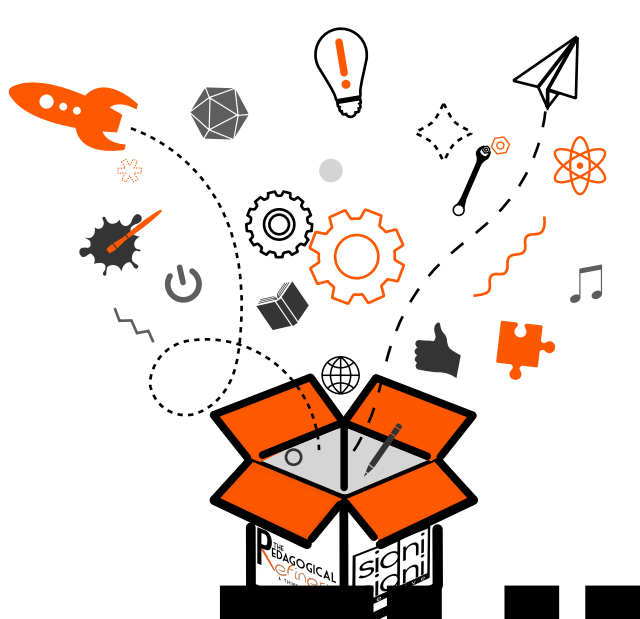
Recall & Reproduction

Skills & Concepts

Strategic Thinking

Extended Thinking

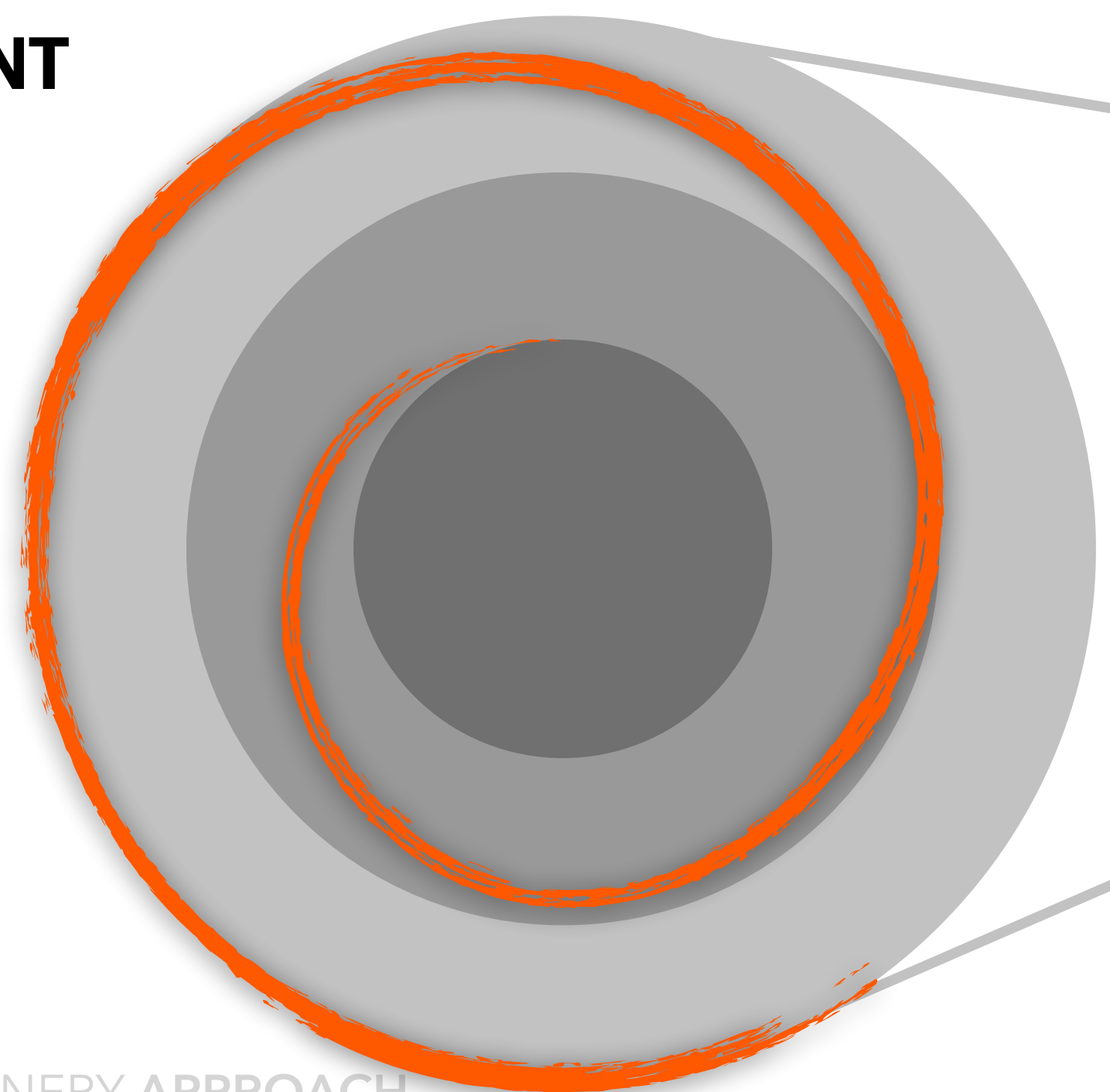


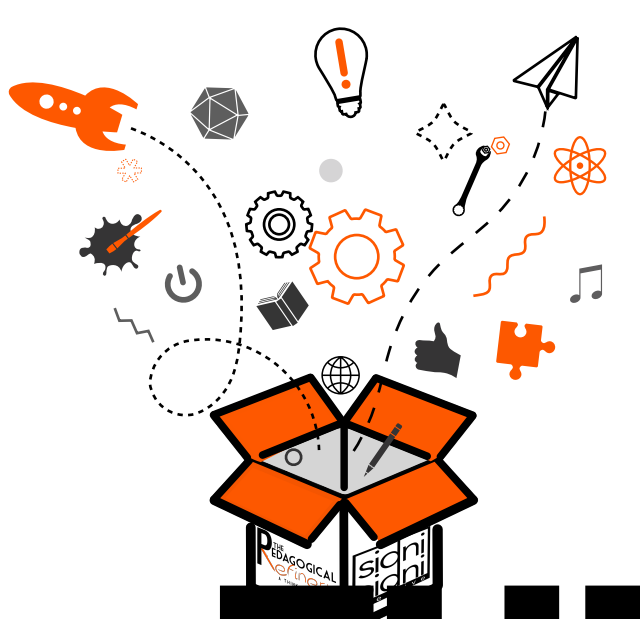


THE

FRAMEWORK

THE SUSTAINABLE
APPROACH OF
IMPROVEMENT





THE FRAMEWORK

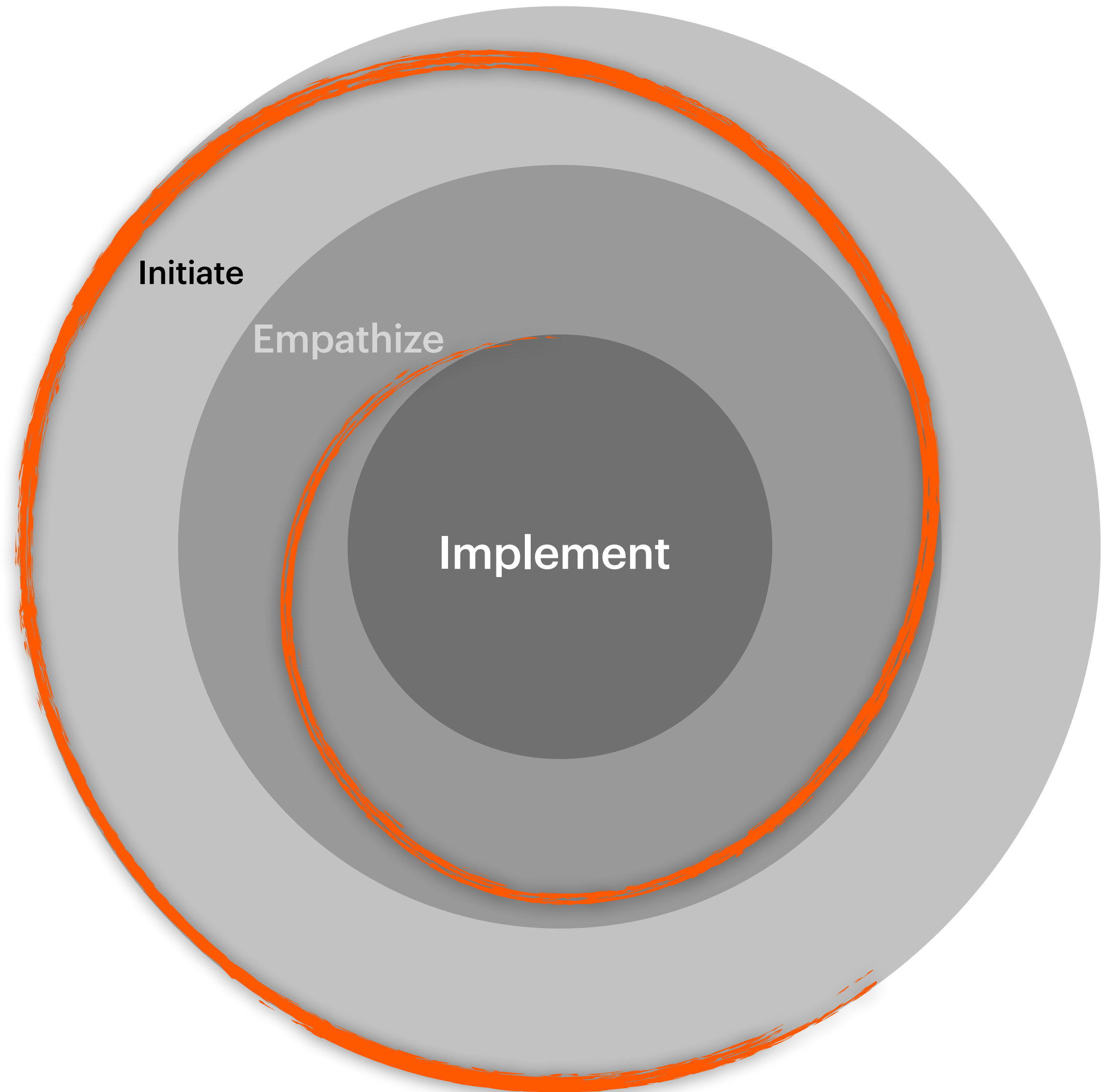
THE SUSTAINABLE
APPROACH OF
IMPROVEMENT

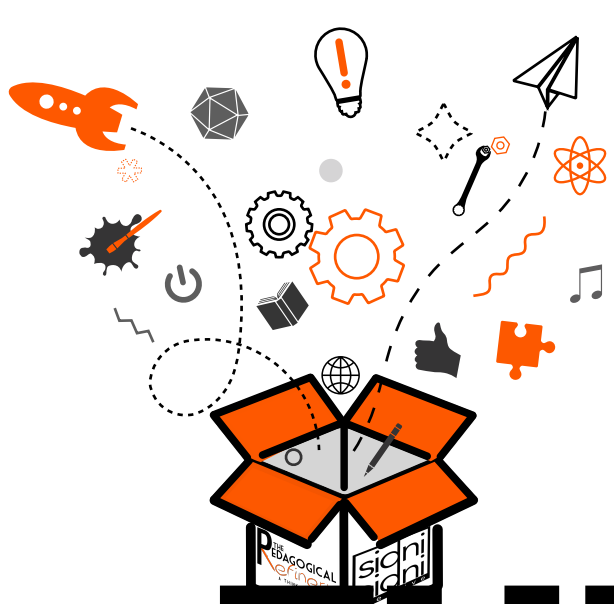
**Key Elements That Cultivate & Nurture a
Culture of Values, Learning, & Growth**

Phase 1 // Initiate (Foundation)

Phase 2 // Empathize (Identity)

Phase 3 // Implement (Action)





THE FRAMEWORK

THE SUSTAINABLE APPROACH OF IMPROVEMENT The feedback loop for multiple iterations of practice, skill development, & understandings

Key Elements That Cultivate & Nurture a Culture of Values, Learning, & Growth

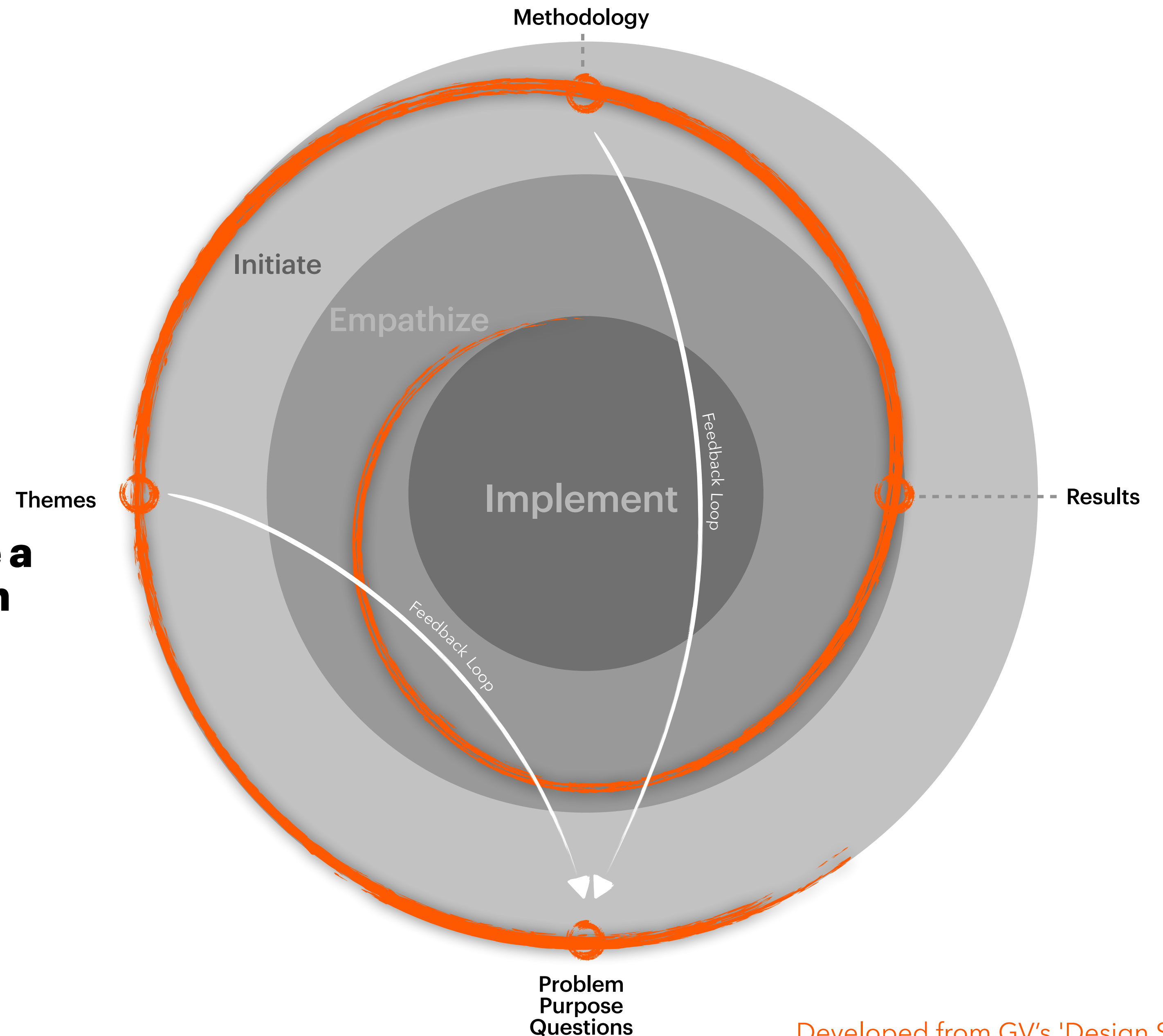
Phase 1 // Initiate (Foundation)

Phase 2 // Empathize (Identity)

Phase 3 // Implement (Action)

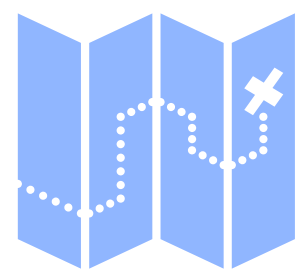
Learning Opportunities:

- ▶ Course Sections
- ▶ Videos
- ▶ Worksheets
- ▶ Articles
- ▶ Recommended Professional Development

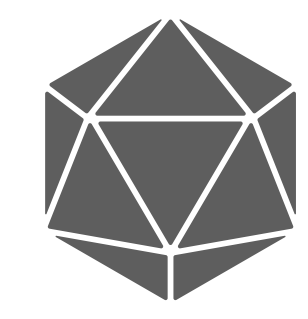
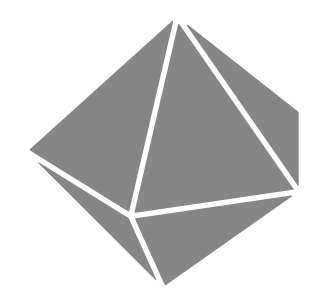
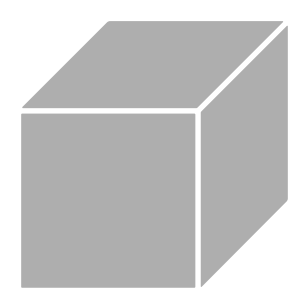




THE BLUEPRINT



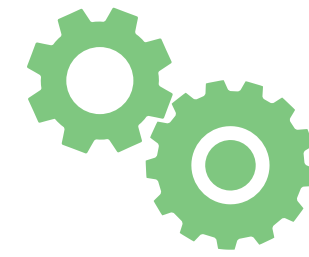
WHERE WE ARE GOING



	PHASE ONE Initiate	PHASE TWO Empathize	PHASE THREE Implement
LEVEL THREE Action			
LEVEL TWO Identity			
LEVEL ONE Foundation			



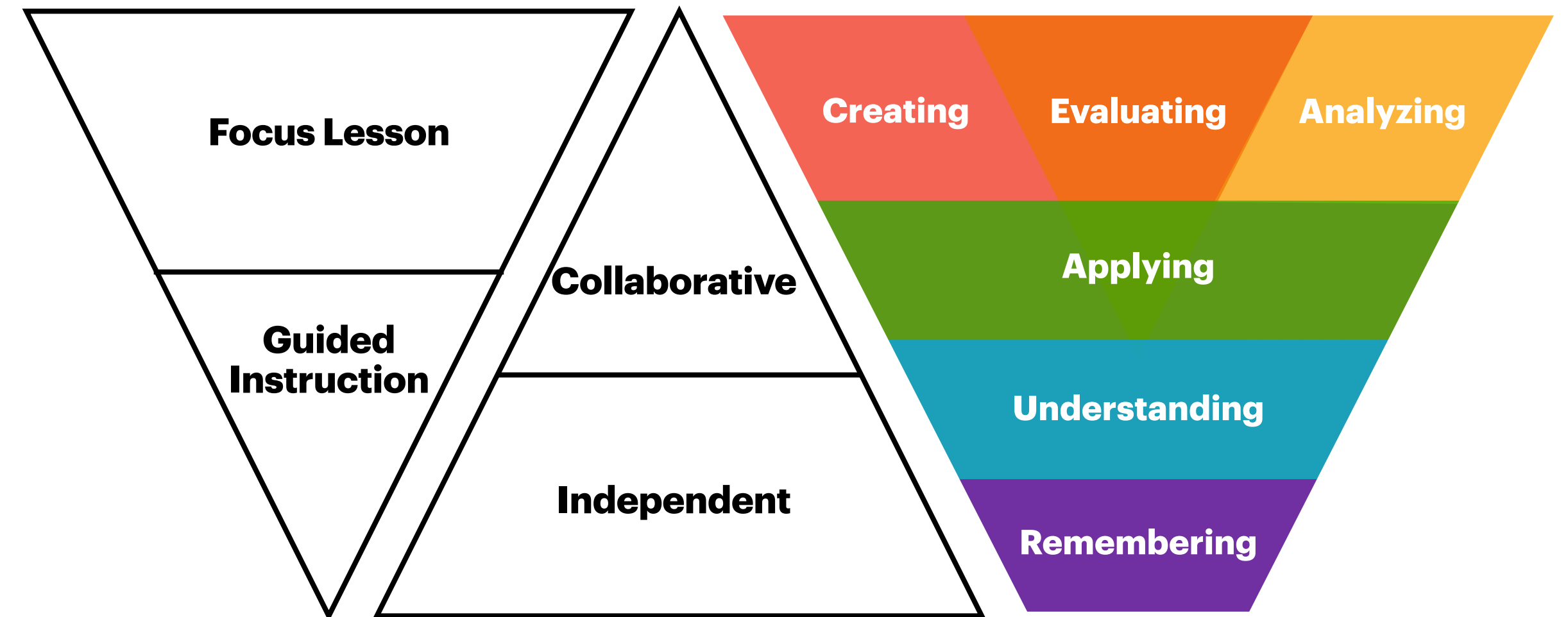
THE EXPERIENCE



HOW WE ARE LEARNING

Training Title	
Duration	
Objectives	Resources
	<i>What materials will I need?</i>
Essential Question(s)	Enduring Understanding(s)
<i>What essential questions will guide inquiry and focus instruction for uncovering the big ideas?</i>	<i>What big ideas will be uncovered to give meaning and connect facts and skills?</i>
Content Knowledge	Takeaways
<i>What important knowledge will be acquired and used as a result of this training?</i>	<i>What important skills will be acquired and used as a result of this training?</i>
Best Practices Checklist	
<i>What practices am I including?</i> <ul style="list-style-type: none"> • Small Group Activities • Reading as Thinking • Representing to Learn • Classroom Workshop • Authentic Experiences • Reflective Assessments • Integrative Unit 	

Bloom's Taxonomy



Gradual Release Model

THIS IS NOT A CURRICULUM //

Human Being > Doing: Getting beyond WHAT to do, and understanding HOW to go about being with humans based on new knowledge

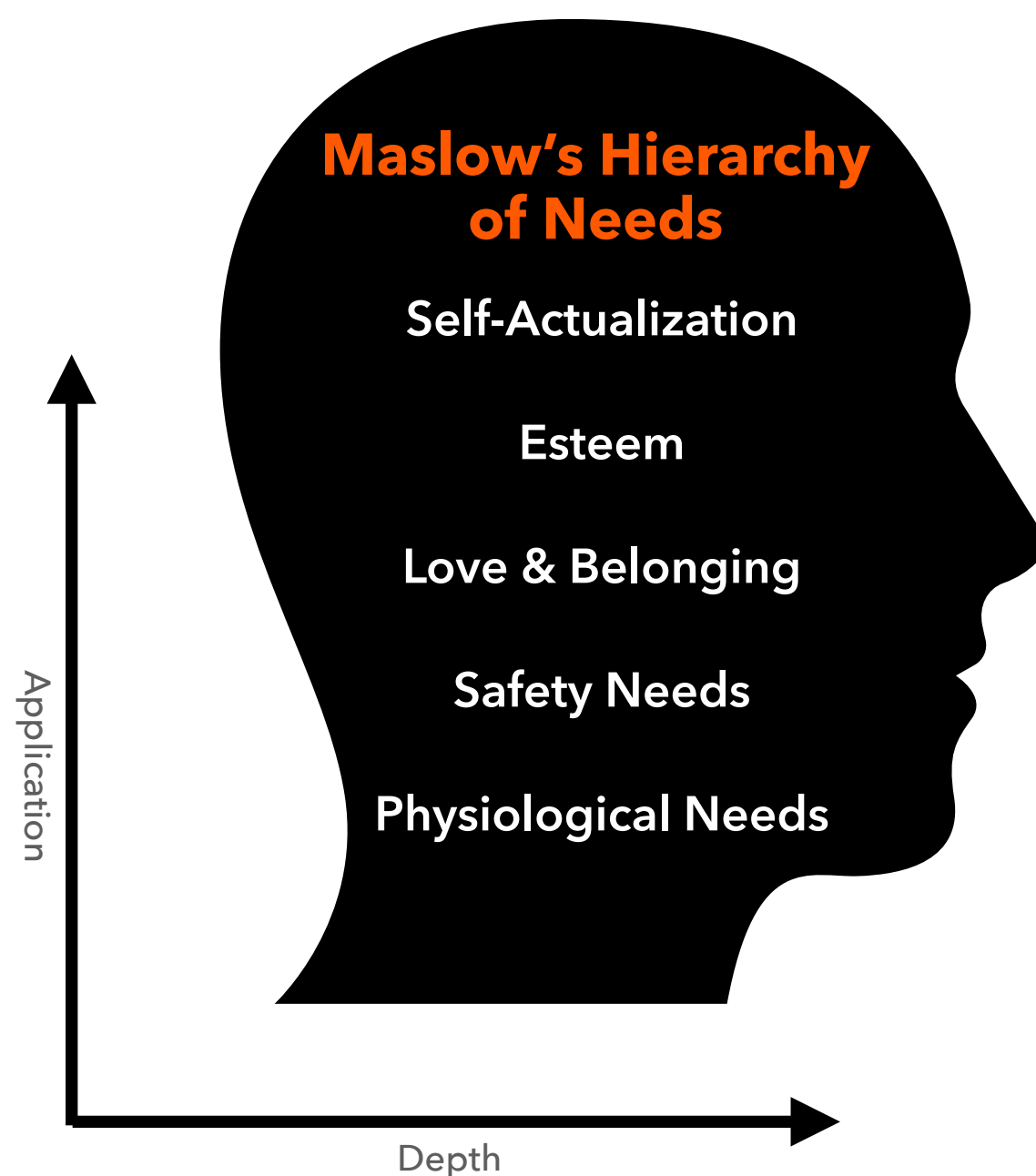
Bloom's Taxonomy

Creating, Evaluating, & Analyzing

Applying

Understanding

Remembering



Webb's Depth of Knowledge

THIS IS NOT A CURRICULUM Titles

- Interweaving Mindfulness Automatically Into The Classroom
- Blaming the Brain For Why We Do What We Do
- Gray Thinking
- It's Not Always What They Say; What Are They Not Saying?
- How Self-Aware Are We?
- The Power of Recognition
- Scenarios and Automatic Responses/Practices
- Life By Design
- The Something Effect

THIS IS NOT A CURRICULUM's Life By Design

- Why You Are The Way You Are (neuroscience, ACEs, etc)
- Where Stress and Anxiety Come From
- What The Stress-Cycle Is and How To Break It
- Stress-Management 101
- Mindfulness; How To Acquire and Teach It
- Mindfulness Practices
- Mindfulness Worksheets
- Mindfulness Chart
- Habit Trackers
- Task and Time Organizers
- Habits and Automating Your Life
- Designing Your Life
- Where Confidence and Self-Esteem Are Born and Bred
- Optimizing You (and How This Builds Your Confidence)
- Efficiently You (and How This Manages Stress, Mindfully)

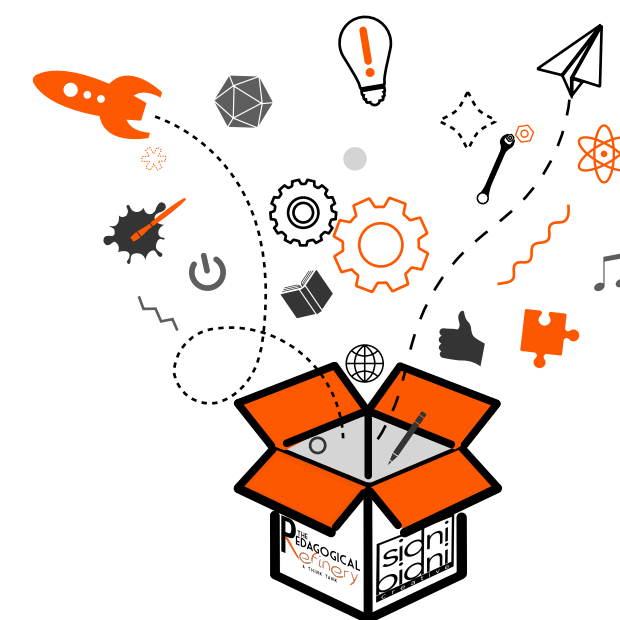


THE SOMETHING EFFECT //

How to calibrate and align understandings across various audiences

	Listener Knows	Listener Does Not Know
Speaker Knows	<ul style="list-style-type: none"> • Relationship Builder: The listener and speaker can equally contribute to what is being talked about • Collaborator: The listener and speaker provide insights about what is being talked about for each other • Bridge Burner: The listener is offended that you would assume they do not know what you are talking about <p><i>Commonalities for growth in trust, relationship, and interest</i></p>	<ul style="list-style-type: none"> • Relationship Builder: The listener is intrigued to be informed by the speaker • Collaborator: The speaker informs the listener about something the listener can connect with • Bridge Burner: The listener is overwhelmed, depending on the complexity of the information or how the information was framed <p><i>Intrigue based on whether knowing this would benefit me in some way</i></p>
Speaker Does Not Know	<ul style="list-style-type: none"> • Relationship Builder: The listener is excited to share what they know • Collaborator: The listener is able to provide information that the speaker can connect with • Bridge Burner: The listener mistrusts the speaker because they did not know (this necessitates a built relationship) <p><i>Opportunity for growth regarding what perspective the speaker brings and what gaps the listener can fill for the speaker</i></p>	<p><i>The speaker must be able to identify what they don't know in order to gather relevant information from the listener (coding)</i></p>

Does this have anything to do with the thinking processes you have had time immersed in leading up to the discussion?



THE SOMETHING EFFECT //

How to calibrate and align understandings across various audiences

	Listener Knows	Listener Does Not Know
Speaker Knows	<ul style="list-style-type: none"> • Relationship Builder: The listener and speaker can equally contribute to what is being talked about • Collaborator: The listener and speaker provide insights about what is being talked about for each other • Bridge Burner: The listener is offended that you would assume they do not know what you are talking about <p><i>Commonalities for growth in trust, relationship, and interest</i></p>	<ul style="list-style-type: none"> • Relationship Builder: The listener is intrigued to be informed by the speaker • Collaborator: The speaker informs the listener about something the listener can connect with • Bridge Burner: The listener is overwhelmed, depending on the complexity of the information or how the information was framed <p><i>Intrigue based on whether knowing this would benefit me in some way</i></p>
Speaker Does Not Know	<ul style="list-style-type: none"> • Relationship Builder: The listener is excited to share what they know • Collaborator: The listener is able to provide information that the speaker can connect with • Bridge Burner: The listener mistrusts the speaker because they did not know (this necessitates a built relationship) <p><i>Opportunity for growth regarding what perspective the speaker brings and what gaps the listener can fill for the speaker</i></p>	<p><i>The speaker must be able to identify what they don't know in order to gather relevant information from the listener (coding)</i></p>

