

1: Change, Knowledge Management and Strategy - eLearning Learning

Abstract. Each time we are confronted with the unfamiliar, we make a profound www.enganchecubano.com either engage in exploring and learning from what we have encountered, or try to secure ourselves inside familiar territory.

Here are three perspectives to consider: It was believed that business analysis, financial literacy, planning, process improvement, systems thinking, and workflow management was what leadership was about. Since the mids, there has been a marked shift in the understanding of what makes leaders effective. Leadership is about change. Management is about stability and getting results today, whereas leadership is about change and achieving greater results beyond today. Change is central to everything effective leaders do. I use a four-step change model to illustrate how constructive change comes about. First, you become Aware of the situation that needs to be addressed, the opportunities for improvement or the dissatisfaction with the status quo. The next step is understanding what new thinking, mindsets, and beliefs you need to Adopt in order to change the situation. How we think determines how we behave. So before we can change our behavior, we need to adopt different thinking patterns, beliefs, and mindsets. Leadership is principle centered. The 4 Principles of Effective Leadership represent the mindsets, language, skills, and behaviors of effective leadership, and apply at all times in all places. Modeling these principles will enable you to succeed as a leader. Helping others follow the 4 Principles will entrench leadership as an organizational capability, enabling all to succeed. The Leadership Model Applying the change model to effective leadership begins with an awareness of your leadership development priorities—what you need to focus on to realize your leadership potential. Then give yourself the opportunity to understand and adopt the 4 Principles of Effective Leadership. By demonstrating the behavior of an effective leader, you create an environment or culture in which team members feel more engaged and can flourish. Download the Leadership Model graphic at the end of this article. Learning about leadership begins with learning about self. To be an effective leader you need to model what you want others to be and do. But before you can become a role model, you first need to understand how and why you behave the way you do. To know yourself begins with developing a heightened level of self-awareness in five key areas: Knowing and leveraging your strengths to add greater value. Relating and interacting with others more effectively. Optimizing how you acquire and apply new knowledge and skills. Realizing your potential by using your whole brain. They represent what you find meaning in being, and purpose in doing. He was a senior associate of a leading legal firm in Sydney. Tom had just been given the opportunity to become a partner in the firm. At our first session together, I asked Tom whether he wanted to be a partner of the firm. I kept repeating the question, and after about 45 minutes Tom broke down in tears. He was totally satisfied with the work he was doing, the hours he worked, and his remuneration. But he knew if he became a partner, he would have to take on much more responsibility, work many more hours, and be accountable for business development. In his mind, the responsibilities and commitments of being a partner were overwhelming. Sure, there was also the added prestige and income. He was also afraid that if he rejected the offer, he would lose the respect of his colleagues and his wife, and put his career in jeopardy. By being true to your values and living a life you choose, you will more likely engage in work that leverages your strengths, and pursue a career of your choice. For more information, visit [http: Bernard Desmidt](http://Bernard Desmidt) is managing director of Exceld, where he helps businesses improve their performance through more effective leadership. Contact him via e-mail at bernard.exceld. For more information, visit www. Special hotel rates are available for attendees, book your room today! Need training on Articulate Storyline? Start with Fundamentals and then take Next Level Design.

2: Emergent curriculum - Wikipedia

Abstract. The emergent perspective (Yackel and Cobb,) is a powerful theory for describing cognitive development within classrooms. Yackel and Cobb have shown that the formation of social and sociomathematical norms, and opportunities for learning are intertwined.

In order for this to happen, the teacher must consider their position as a facilitator in the classroom. This role involves careful observations of the children and their play as well as flexibility and creativity in order to develop learning opportunities that align with their interests Cassidy et al. Although this openness adds a dimension of difficulty to their work, it also makes it more exciting. Teachers in these settings act as researchers who are constantly learning in their roles by collecting data, implementing strategies and assessing their outcomes MachLachlan et al. Success in implementing emergent curriculum requires a curious disposition about children and their learning Stacey, The teacher is constantly going through the process of observing and documenting, planning learning experiences, implementing plans, documenting and beginning the cycle again Crowther, ; MachLachlan et al. In these types of settings, a few educational initiatives are often implemented by teachers. For example, learning is viewed as a process-oriented experience where children are praised for their effort over final product Stacey, ; Wright, Additionally, children in these settings are given options and choice about how they wish to spend their time, activities and learning centres they wish to participate in and how they engage in organized activities Stacey, This is believed to develop curiosity, initiative, self-direction and persistence MachLachlan et al. One way to engage in reflection is through discussion with colleagues Stacey, It is important for teachers to be aware of their own knowledge and where it is lacking, as this type of environment can lead to investigations in an unlimited number of directions Crowther, Teachers are also individuals with interests and passions, and sharing these with the class can provide a great opportunity to model knowledge and enthusiasm MachLachlan et al. These programs are meant to be culturally responsive and inclusive in nature, so that all children are able to work at their own pace Crowther, From these observations and brainstorming, the teacher comes up activities that compliment and build upon the emerging interest, with opportunities for play at multiple ability levels. The teacher documents these observations and reflects on the effectiveness of the activities. Then the process begins again. The teacher may be at different levels of this planning cycle for multiple activities or learning outcomes at once Cassidy et al. In these settings, learning plans are often more of a loose outline because, in order for the program to be successful, there is often spontaneous deterrence from plans to support engagement MachLachlan et al. Webbing is often used because of its flexible nature. To get a plan, we chose an idea and brainstormed ways that children could play it “ hands-on activities we could provide. Putting all the activities on a web gives you a road map full of possible journeys. For instance, a teacher may overhear a group of students having a discussion about bugs that leads to the class sitting down and coming up with a web topic that explores all the possible directions the class could go in their quest to learn all they can about the topic of bugs. Ideas may also be sparked by offering experiences such as taking a walk through the neighborhood, visiting local businesses, or reading books. These classrooms are often organized into core curriculum areas, where activities may have a curricular theme while following student interest Crowther, For example, while students are demonstrating an interest in restaurants, the literacy area may allow opportunity to write customer orders while the math area may have plastic money for the children to experiment with. These centres are meant to encourage active participation with the content Crowther, In emergent curriculum settings, there should be opportunity to involve all the senses, challenge creativity, hear and use oral and written language, explore art media, practice solving interpersonal problems, conduct investigations and ask questions, explore and order material, and acquire various physical skills Crowther, ; MachLachlan et al. Teachers see learning as a process through which children first engage in exploration and physical action which then leads to mastery of skills MachLachlan et al. Some researchers argue that this method of planning is more effective for learning because it relies on the intrinsic motivation of students, therefore facilitating increased engagement with the material Stacey, This makes documentation and preparation very important.

Emergent learning classrooms still maintain much of the structure of a regular classroom. It is important for children to still experience schedule and organization. The Learning Environment[edit] Because emergent curriculum programs emphasize independence and persistence in their programs, learning centres are typically set up in very particular ways. Items and materials that are stored are easily accessible to the children visually and physically. Students can be seen working in a variety of social environments. The learning environment should offer opportunities to work in groups of all different sizes, as well as individually Crowther, Students are also given opportunities to experience materials in different ways, such as quiet reading corners and dramatic play areas Stacey, " Montessori " and "Reggio Emilia" schools are two varieties of school that use emergent curriculum. Documentation[edit] Documentation is a very important and very time consuming aspect of this type of programming Stacey, Because teachers are held accountable to parents, licensing boards and colleagues, it is necessary that thorough documentation is kept Crowther, ; Stacey, Documentation for Observation and Assessment[edit] Because of the reliance on observational methods to inform planning and assessment, it is crucial for teachers to have strategies in place to expedite the process. Some examples of tools use by teachers are sticky notes, observation baskets around the room to collect small anecdotal notes, file folder systems for each student or area of the classroom, clipboards, digital recorders, photography, and video and audiotaping. These methods allow learning to become visually represented and are good for reflection and validation of methods Stacey, These strategies can be effective in ensuring proper assessment procedures Cassidy et al. Additionally, the use of pre populated data collection sheets can be helpful to keep good records Stacey, Documentation for Planning[edit] Use of webs and other graphic organizers can be a good way to demonstrate how the students are being exposed to curriculum expectations and brainstorm related ideas MachLachlan et al. Keeping track of interest paths that develop in the classroom can help teachers demonstrate the process of learning, revise and reflect on it and develop future directions Stacey, Each learning or interest centre in the classroom usually has its own plan, as well as activities facilitated by the teacher Stacey, Documentation for Students[edit] Emergent curriculum involved students being collaborative partners in their learning Stacey, , therefore it is important to incorporate children in displaying and documenting their learning ; Stacey, ; Wright, These processes are not static, rather these projects grow as learning develops Crowther, References[edit] Booth, Cleta. Early Childhood Education p. Emergent curriculum and kindergarten readiness. Childhood Education, 79 4 , Introduction to early childhood education: Gandini, Lella, Forman, George. The Hundred Languages of Children: Emergent Curriculum in Action. Planning, assessment and implementation 2nd Ed. Emergent curriculum in early education settings: From theory to practice. Emergent curriculum in action. Redleaf Press Wein, C. Emergent curriculum in the primary classroom: Interpreting the Reggio Emilia approach in schools. Teachers College Press, Washington: National Association for the Education of Young Children. Learning how to learn the arts as core in emergent curriculum. Childhood Education, 73 6 ,

3: Emergent learning for wisdom (Book,) [www.enganchecubano.com]

"Learning from experience" is mostly done retrospectively. Engaging in emergent learning means taking an intentional, evolutionary approach to learning "through" experience "by conducting iterative experiments using a group's real work as the experimental field."

Search Enter your keywords Inspired by Reggio Emilia: Malaguzzi passed away two decades ago, but we hope he would be pleased with the progress early childhood educators in North America have made toward understanding his pedagogical lessons. As such, at the core of the Reggio Emilia philosophy is its emphasis on building and sustaining relationships. Much like Vygotsky, Malaguzzi believed that social learning preceded cognitive development Gandini He emphasized that the environment plays a central role in the process of making learning meaningful. So important was this notion, that Malaguzzi defined the environment as the third teacher Gandini Fostering creativity through the work of young hands manipulating objects or making art, it is an environment that reflects the values we want to communicate to children. A little more than a decade ago, Pinnacle Presbyterian Preschool, in Scottsdale, Arizona, began implementing a program directly influenced by the schools of Reggio Emilia. Inspired by the writings of Lella Gandini, we began a fond relationship with the author and educator, inviting Gandini to visit our school with regularity. Lella Gandini is best known in North America as the leading advocate for the Reggio Emilia approach to early childhood education. It is through our friendship with Lella Gandini that we have implemented strategies that empower teachers to use space and materials to ignite learning. For example, teachers notice in early autumn that the children are taking an interest in spider webs on the playground. Several 4-year-olds discover the strands reflecting the sunlight on a fence post. Classroom teacher Keri Woolsey describes her response: And then they began to draw. Yet here they are jumping at the task because it was meaningful to them. No matter what the drawing looked like, it was a total celebration of what they were learning. Creating a flexible, relationship-driven learning environment Relationships are at the very heart of the Reggio Emilia philosophy. The first teacher "the parent" takes on the role of active partner and guide in the education of the child. The second is the classroom teacher. Often working in pairs, the classroom teacher assumes the role of researcher and intentionally engages children in meaningful work and conversation. The curriculum, often emergent in nature, is based on the interests of the children. Emergent curriculum is not a free-for-all. It requires that teachers actively seek out and chase the interests of the children. It is a perspective that turns structured curriculum, with predetermined outcomes, on its head. A standardized curriculum that is designed to replicate outcomes often eliminates all possibility of spontaneous inquiry, stealing potential moments of learning from students and teachers in a cookie-cutter approach to education in the classroom. Given the diversity of the children we teach, accepting a canned recipe for teaching, evaluation, and assessment is problematic at best. Each child we teach is unique, requiring us to use our own judgment, instead of rules, to guide our teaching practice. To teach well, educators must ensure that creativity and innovation are always present. Although good teaching requires organization and routines, it is never inflexible and rarely routine. It dances with surprise. It finds joy at every turn. Flexible environments allow teachers to be responsive to the interests of the children, freeing them to construct knowledge together. This is apparent in our example of the spider investigation. Instead, they encourage the children to draw what they observe and to share those observations and drawings during class circle time. One of the classroom teachers, Kristine Lundquist, describes what happened next. We asked the children what they knew about spiders and spider webs. Living in the desert, spiders of all shapes and sizes are common. So we were not surprised when the children bubbled forth with ideas about how webs are created or stories of brave dads removing spiders from rooms in their homes. The very next day on the playground the children were at it once again, finding and exclaiming, rather loudly, that another spider had been discovered. The teachers take action, at first by seeking out spider storybooks in the school library and checking out non-fiction books from the local library. A chance conversation between one of the teachers and her neighbor results in the donation of a live tarantula "elevating the investigation to the next level. Parents, alerted to the spider investigation through daily email communication, begin talking and

reading about spiders with their children at home. The construction of knowledge becomes apparent as children include egg sacs, spinnerets, and multiple eyes in their drawings; count off the legs of the spiders; and compare spiders to other insects found on the playground. Creating environments that reflect our values

Surprisingly, in our efforts to define best practices, we seldom address the vision of how our values are communicated through our practice. Once we get beyond standards in literacy and numeracy, what do we hope to achieve? What kind of culture do we want the children to experience in our schools? A few years ago, our staff attended a conference at one of the local community colleges presented by Deb Curtis and Margie Carter. Margie Carter suggested that as a teaching team we create a simple worksheet to help us consider how our values are reflected in our classroom environments. When we evaluate the spider investigation, the worksheet reflects the learning occurring in our classroom, modifications needed to the environments, and introductions of new materials. Using evaluation tools like this, the teaching team at Pinnacle meets each week as a group and also several times during the week with classroom teaching partners. This time for teachers to learn from each other is scheduled into the week and never compromised. It is time devoted to discuss their work, their hopes and concerns, and their ideas with other colleagues. It is a recognition that learning to teach well rarely occurs during college instruction, but rather within the context of classroom experiences and discussions with colleagues. We believe that learning to teach well is a lifelong endeavor. As such, we define ourselves as colearners with our students. Behaving more as researchers, teachers provide meaning and demonstrate values as teachers and students construct learning together. One thing we know for certain is that students will thrive in a school environment where the teachers themselves are thriving. The best schools nurture the teachers who work there as well as the students who learn within the walls. Learning from our colleagues deserves time and attention, as it opens up new ideas about what professional development should be. Changing outcomes in classrooms requires teachers to challenge what they know and what they think is developmentally appropriate, and to reach beyond pedagogical techniques. In our experience, this can happen only in an environment that is respectful of differences in viewpoint, supportive in trying something new, and mindful of the willingness of teachers to shed their sensitivity and isolation. Teachers who have grown accustomed to working alone transform their thinking into creating solutions as they share with their colleagues. This transformation in teaching practices can happen only in an environment where collaboration and discussion are highly valued. Creating environments that foster creativity

Teaching for creativity involves asking open-ended questions where there may be multiple solutions; working in groups on collaborative projects, using imagination to explore possibilities; making connections between different ways of seeing; and exploring the ambiguities and tensions that may lie between them. Learning to Be Creative

There is much about the Reggio Emilia approach that distinguishes it from other efforts to define best practices in early childhood education. George Forman and Brenda Fyfe describe the hundred languages of children as symbolic languages children use to express their own knowledge and desires through artwork, conversation, early writing, dramatic play, music, dance, and other outlets. Recognizing that at the very core of creativity is our desire to express ourselves, Reggio Emilia schools create environments that inspire and support creative thinking and invention. If building and sustaining relationships are to be the foundation of a learning community, then creativity must always be present. Creativity is the *conduit*—the instrument that allows us to communicate with and understand others. At Pinnacle, every learning space has paper and writing instruments. In the imaginary play spaces within the classrooms and the playground outside, children are actively writing and drawing. It becomes a part of the culture of learning, a process that is internalized within the group. We have made a conscious effort to steer away from purchasing ready-made materials, such as pre-cut foam pieces or rubber stamps, and instead spend resources on paper, clipboards, and multiple forms of writing and drawing tools. Asking children to draw what they see and then revisit the subject later to add yet more detail is the very essence of scientific observation. When the tarantula joins the classroom, teachers place magnifying glasses, small clipboards with paper, and markers next to the terrarium. They place nonfiction books about spiders on the shelf near the terrarium and display close-up pictures of different kinds of spiders. Rather than instructing the children, the teachers set up the provocation and then take a step back. In Reggio Emilia-inspired schools, teachers place great emphasis on using materials and activities that provoke

investigation and group learning. As expected, being curious and inventive little people, the children are very excited about the new spider addition to their classroom. They closely watch the tarantula, using the magnifying glasses to see the details and then drawing what they observe. The conversation is lively and loud as they speculate about where the spider came from, what the spider eats, whether it is a boy or a girl spider, and how the spider compares to the other spiders in the photographs. When the children ask their teachers what kind of spider it is, the teachers seem uncertain and wonder aloud how the class might figure it out. We act as guides in the hunt for information. The children want to write, because the writing is meaningful to them. The scientific inquiry, early literacy, and math opportunities naturally fall into place around the spider investigation. Fostering creativity through investigations Creativity seems to emerge from multiple experiences, coupled with a well-supported development of personal resources, including a sense of freedom to venture beyond the known. Historically, an atelier serves not only as a place where seamstresses, carpenters, painters, sculptors, and other artists could create their products, but also as a place that could offer inspiration and answers to their questions. Inspired by the schools of Reggio Emilia, we have created a special place, separate from the classrooms, where children use creative art as a tool to represent their ideas and feelings. Though classrooms have a scheduled time each week to visit the atelier, teachers are welcome to bring small groups to the atelier to create at any time. The two teachers in our atelier have a close relationship with the classroom teachers. As colleagues, they communicate about the interests of the children and work going on in the classroom. Today, the children arrive in the atelier to find a shadow of a spider cast across the white tiled floor. They delight in this discovery and wonder how this can possibly be. Some reach down with hesitant hands to touch the dark shadow on the floor. Encouraged, they soon search out the source of the bright light. In the corner is an overhead projector with a spider photograph laying on the light tray. The teachers allow them to touch the equipment and investigate. They giggle at the discovery that the spider on the floor moves when the photograph moves.

4: What does inside out mean? definition, meaning and pronunciation (Free English Language Dictionary)

She develops a model of the emergent learning process that incorporates and elaborates the new science, particularly the "inside-out" version of developmental theories of Bateson, Kegan, and Wilber and Experiential Learning Theory.

Emergent Learning What is Emergent Learning? In complex and changing situations, there are no right answers, at least not for very long. Our answers are really hypotheses that represent our current best thinking about what it will take to get the results we intend. Emergent Learning enables organizations or networks to adapt their strategies and action plans, in-course, to achieve the results they want. Through Emergent Learning, know-how emerges in the course of doing work in contrast to learning that happens away from work in a classroom setting. Emergent Learning is pragmatic, so it means overcoming challenges, especially those that have no simple solutions, but require discipline, ongoing attention, learning through experience, and adaptation. Learning emerges from the work itself, because learning is built directly into the flow of work. Know-how emerges and is refined through successive iterations. Over time, proficiency is built through repeated comparisons of intended and actual results. By taking on each new challenge with the intention to learn, success starts to accumulate in one setting after another, creating a positive track record and a confidence that encourages groups to raise the bar on their own performance. What is an Emergent Learning "Practice"? An Emergent Learning practice entails a systematic approach to using existing challenges and opportunities as the grist for developing skills, know-how and good practices. Every organization faces challenges for which there is no single right solution. Having identified its key challenges, the organization or team can consciously prepare to learn from each cycle of action; each wave of deployment means applying insights from one to the next Step into a situation with the clear intention to learn. Articulate assumptions and metrics. Focus attention and gather data on what happens during the action. Reflect on the interim results and adjust course. Do this over and over again continually improve outcomes. Can your people name a performance target and hit it, regardless of what situations they encounter?.

5: Emergent learning for wisdom (eBook,) [www.enganchecubano.com]

PersPectiVe to strategY of inside-out thinking is to drive strategy thinking from the operations improve customer value by learning to anticipate.

6: Inspired by Reggio Emilia: Emergent Curriculum in Relationship-Driven Learning Environments | NAEYC

"In Emergent Learning for Wisdom, Marilyn Taylor outlines the 21st Century challenges brought on by exponential change and proceeds to offer solutions based on the new emergent science of learning that has replaced 20th Century www.enganchecubano.com develops a model of the emergent learning process that incorporates and elaborates the new science.

7: Emergent and Learning - eLearning Learning

What Is Meant By Emergent Perspectives List And Describe 3 Emergent Perspectives On Crime Causation. Emergent Literacy During the last 3 decades, increased attention has been focused upon the effects of emergent literacy in an early childhood education environment and children's later knowledge (Roberts, Jurgens, & Burchinal,).

8: Emergent Learning is using your own work to become a learning organization

Emergent Learning enables organizations or networks to adapt their strategies and action plans, in-course, to achieve the results they want. Through Emergent Learning, know-how emerges in the course of doing work (in contrast to learning that happens away from work in a classroom setting).

9: 3 Perspectives to Developing Leadership Effectiveness | Training Magazine

Emergent curriculum is a developmentally appropriate approach to planning for children's learning in early childhood settings. Through this approach, teachers gain greater understanding of each child's individual needs, allowing for thoughtful and individualized programming.

*A trip through Italy, Sicily, Tunisia, Algeria and southern France Sri Lanka (Hildebrands Travel Guide) Choice theory
Mechanical tools list with pictures Girl in development The Special Collection Clinical sexuality Guys and other things
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