

THE

# PEDAGOGICAL REFINERY

APPROACH

EST. 2016

# Combining Educational Processes with Entrepreneurial Ventures

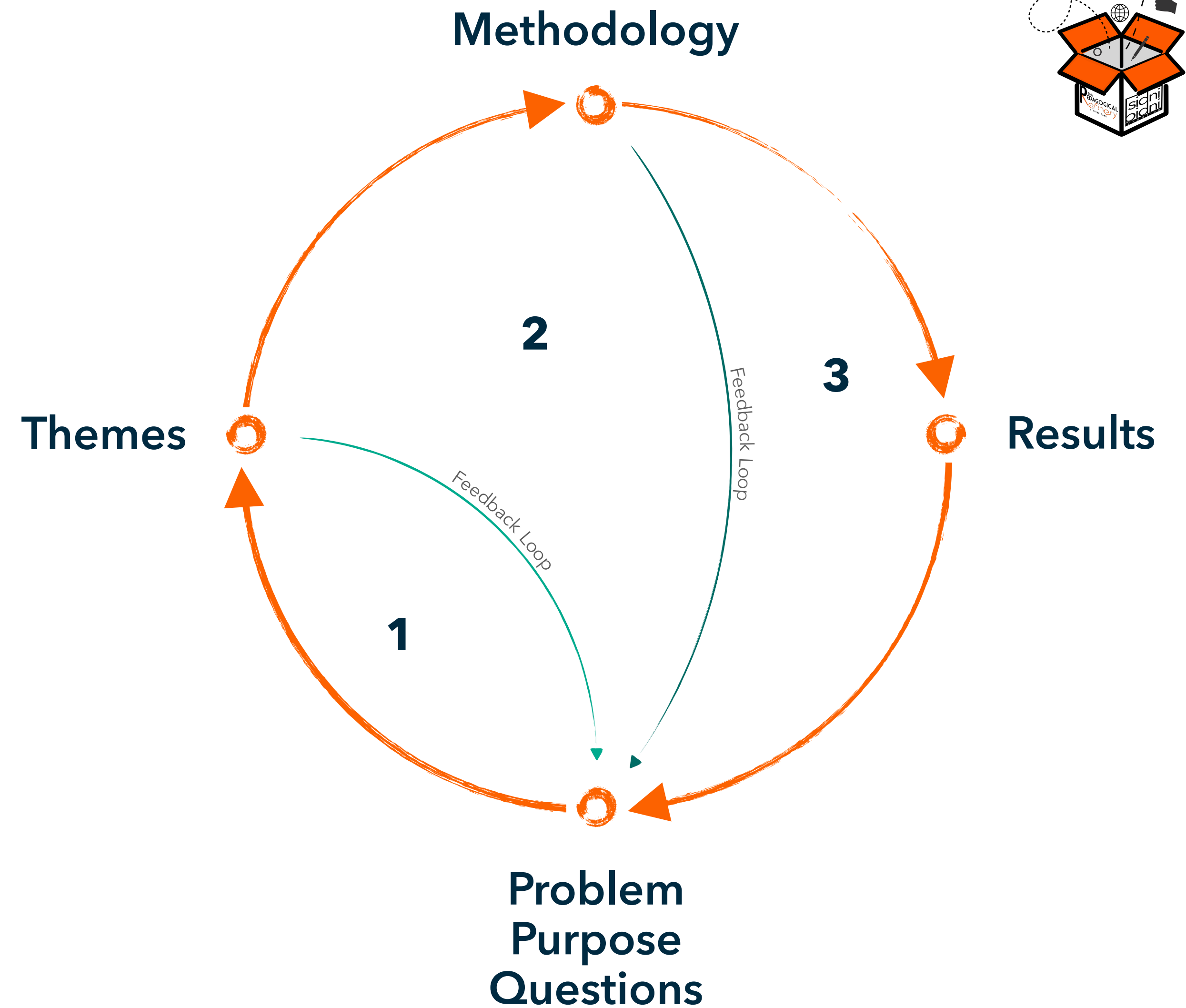
Idea Exploration, Validation, & Iteration

Interpretation of Creative Solutions

Quality Assurance of Products

Innovative Training Techniques

Branding, Product, & Workshop Design





Methodology

2

3

Themes

Results

1

Feedback Loop

Feedback Loop

Problem  
Purpose  
Questions

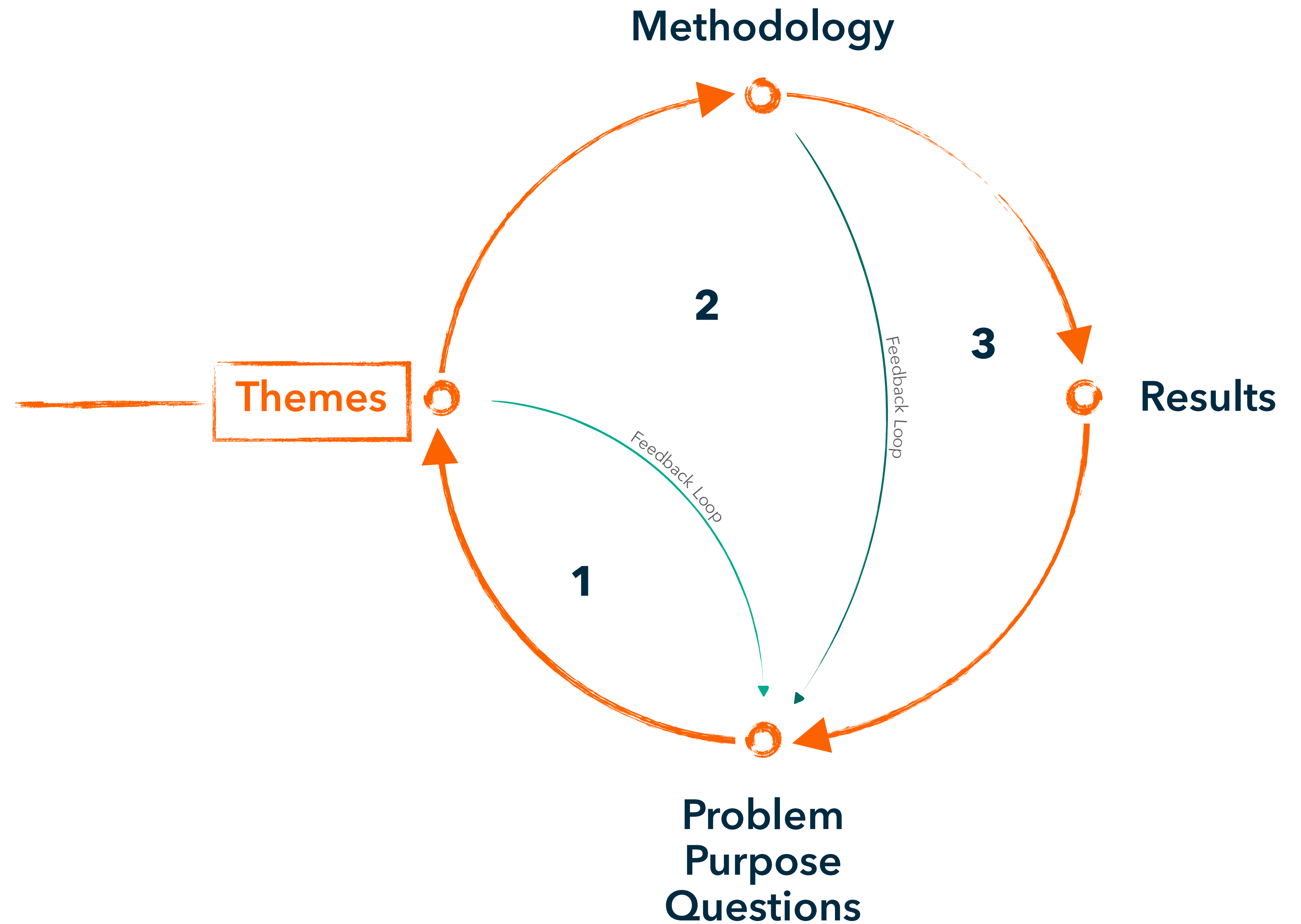
# [RESEARCH]

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]

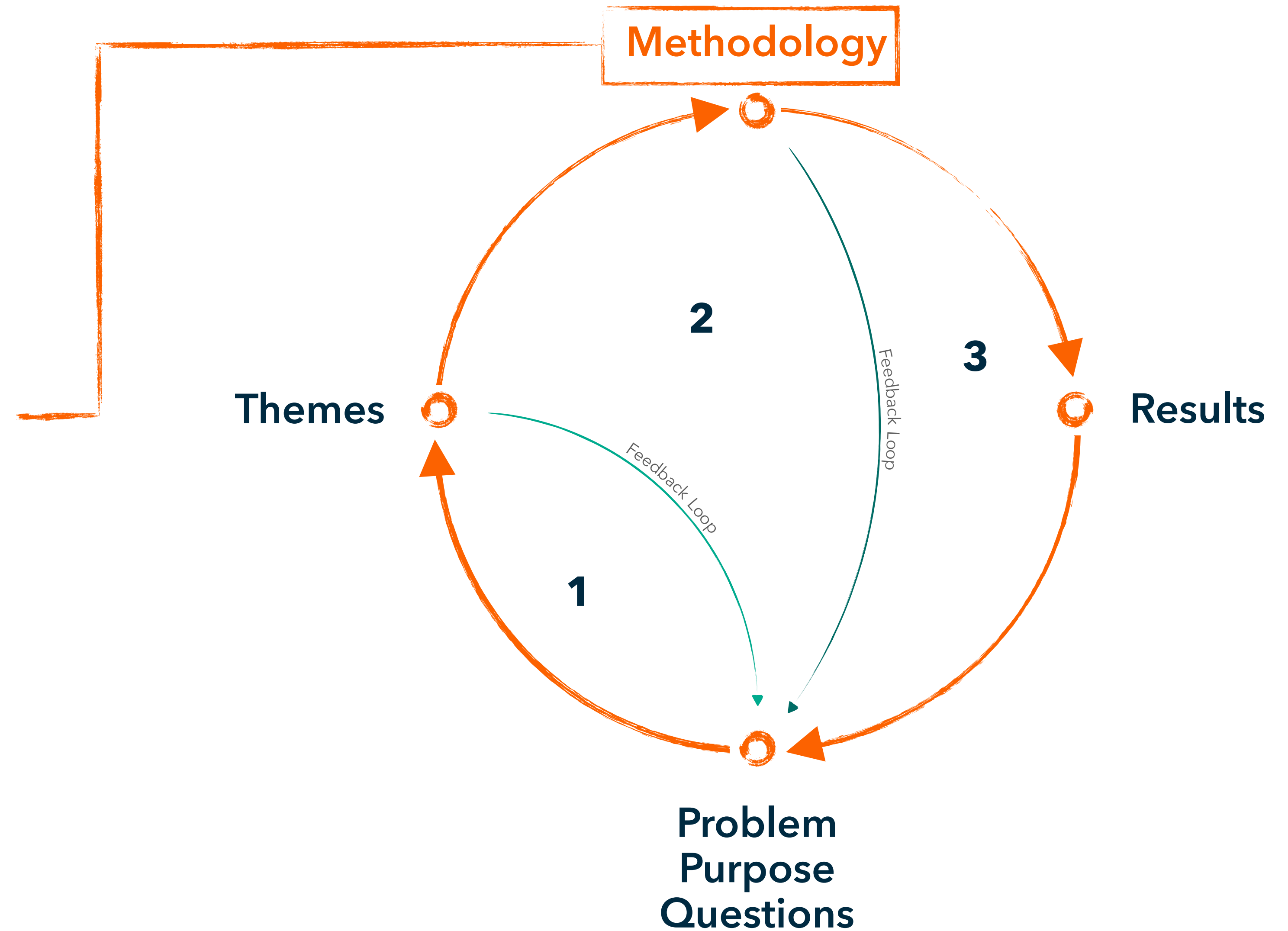
It is important to pay attention to themes across all aspects of your work. Utilize differentiated, design-thinking approaches that change the way solutions are discovered by remaining human-centered & systemically strategic.

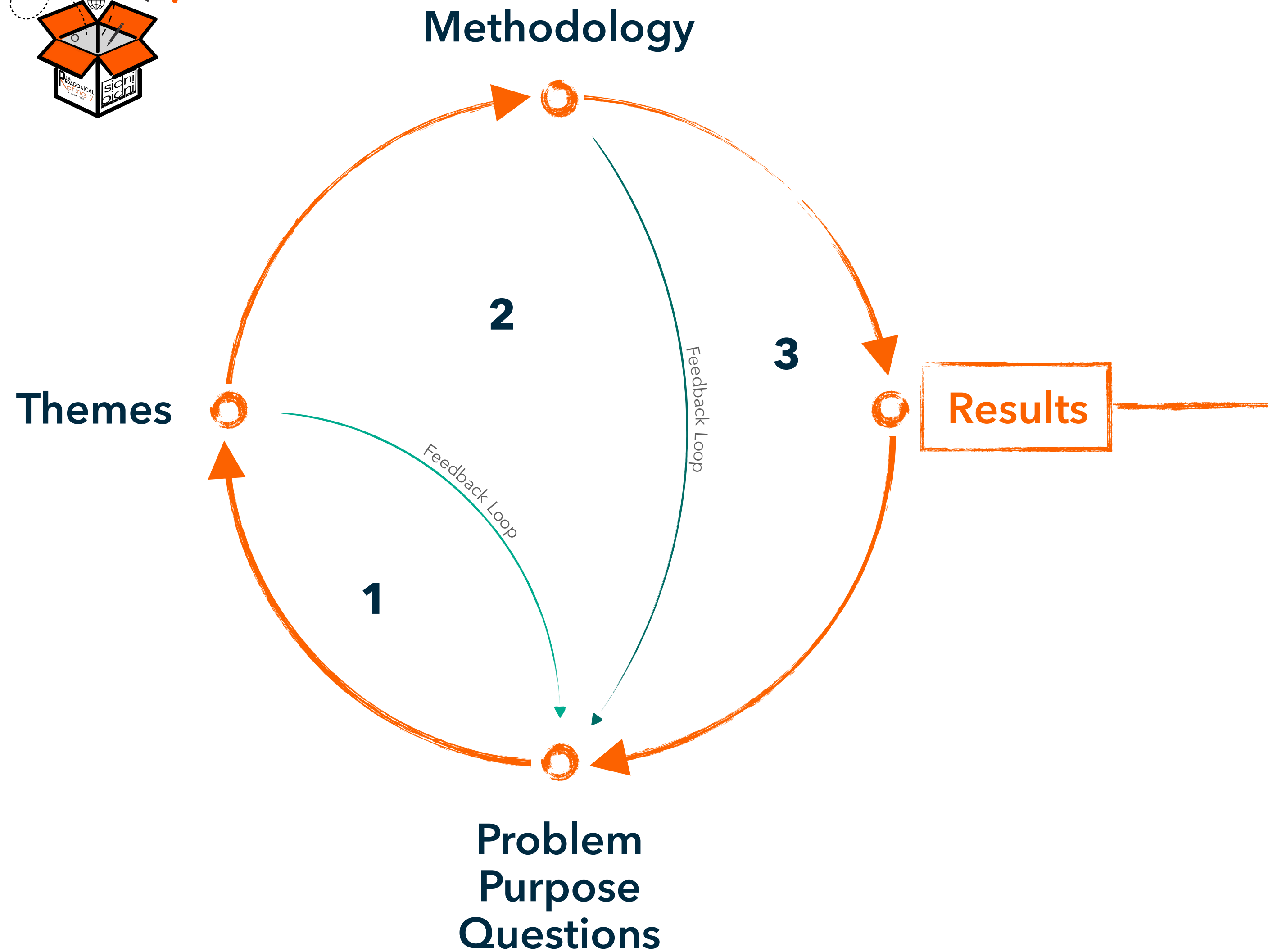
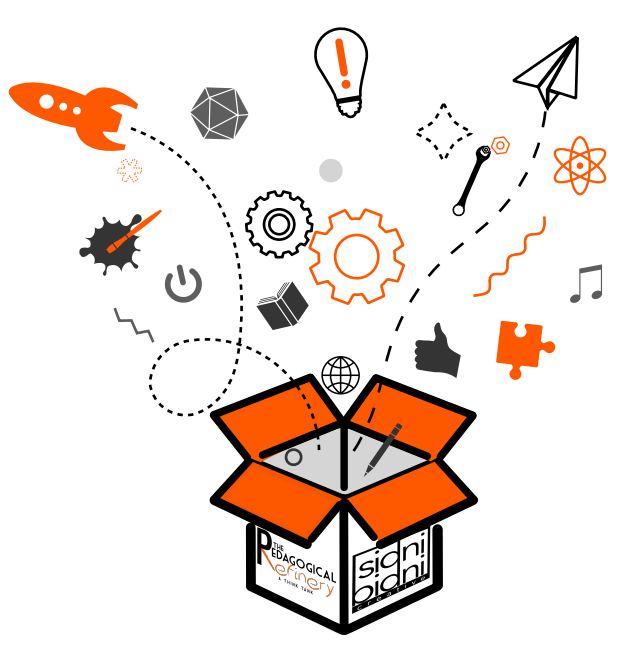




# [IDEAS]

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.





# [ORGANIZE]

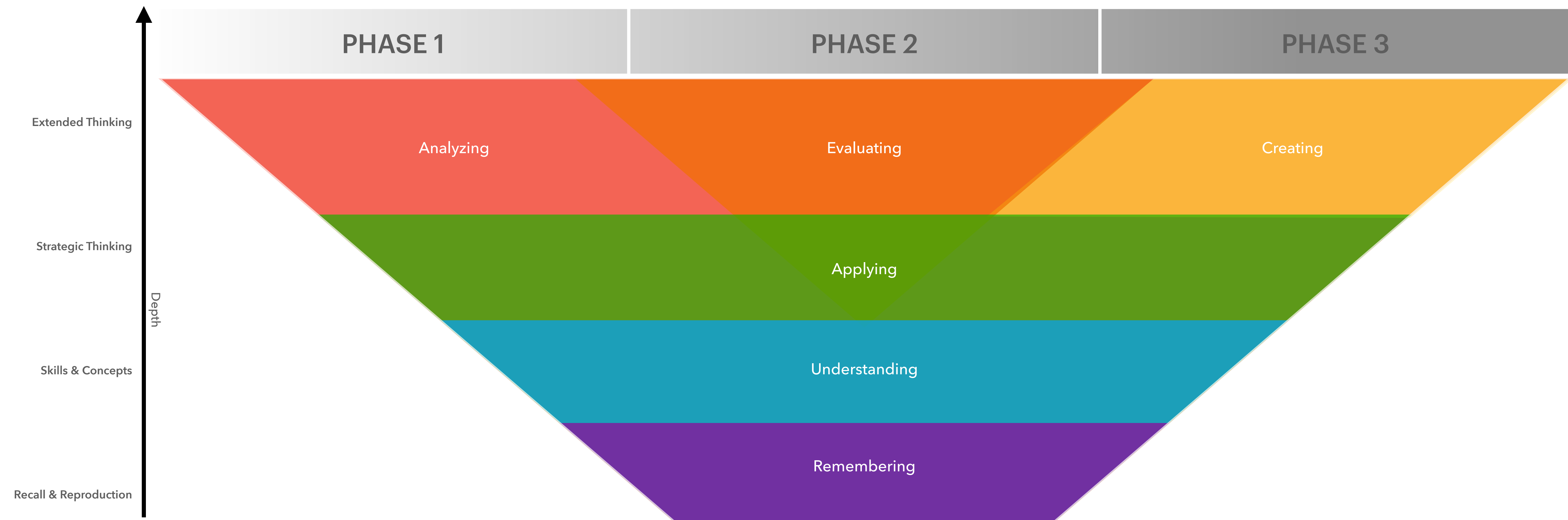
Organizing your potential helps results become clearer. Strive to provide clarity to your end discovery through aligning your key objectives with the results created.



# THE LEVELS



## INTERACTING WITH OUR LEARNING



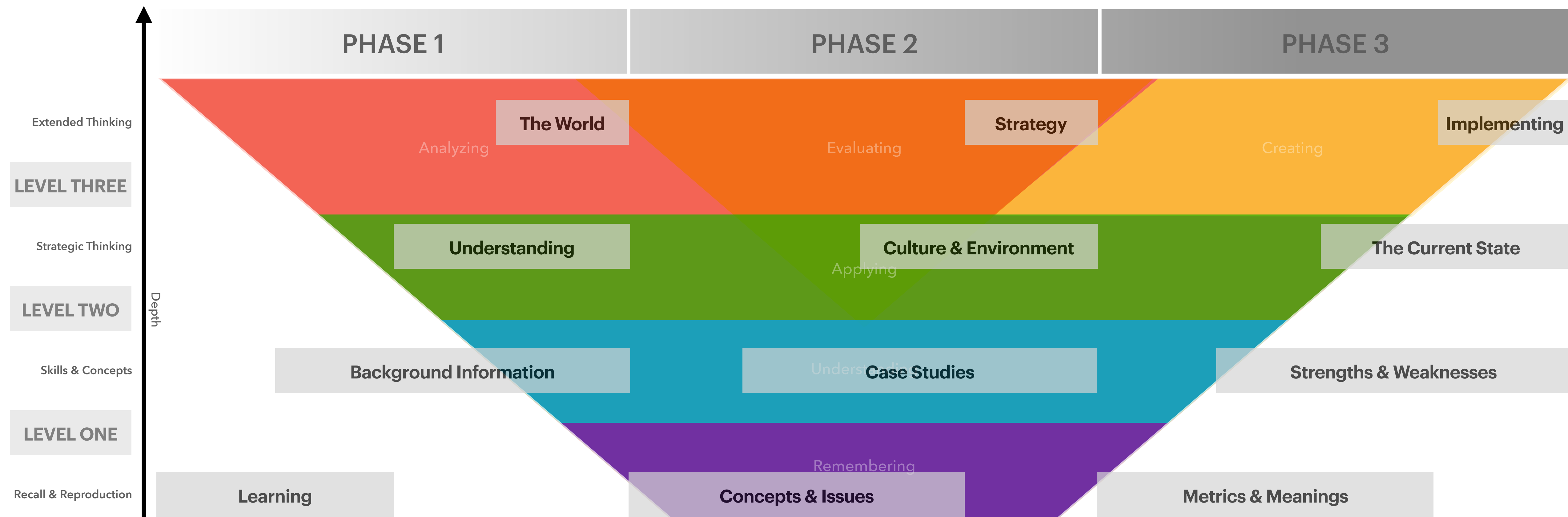




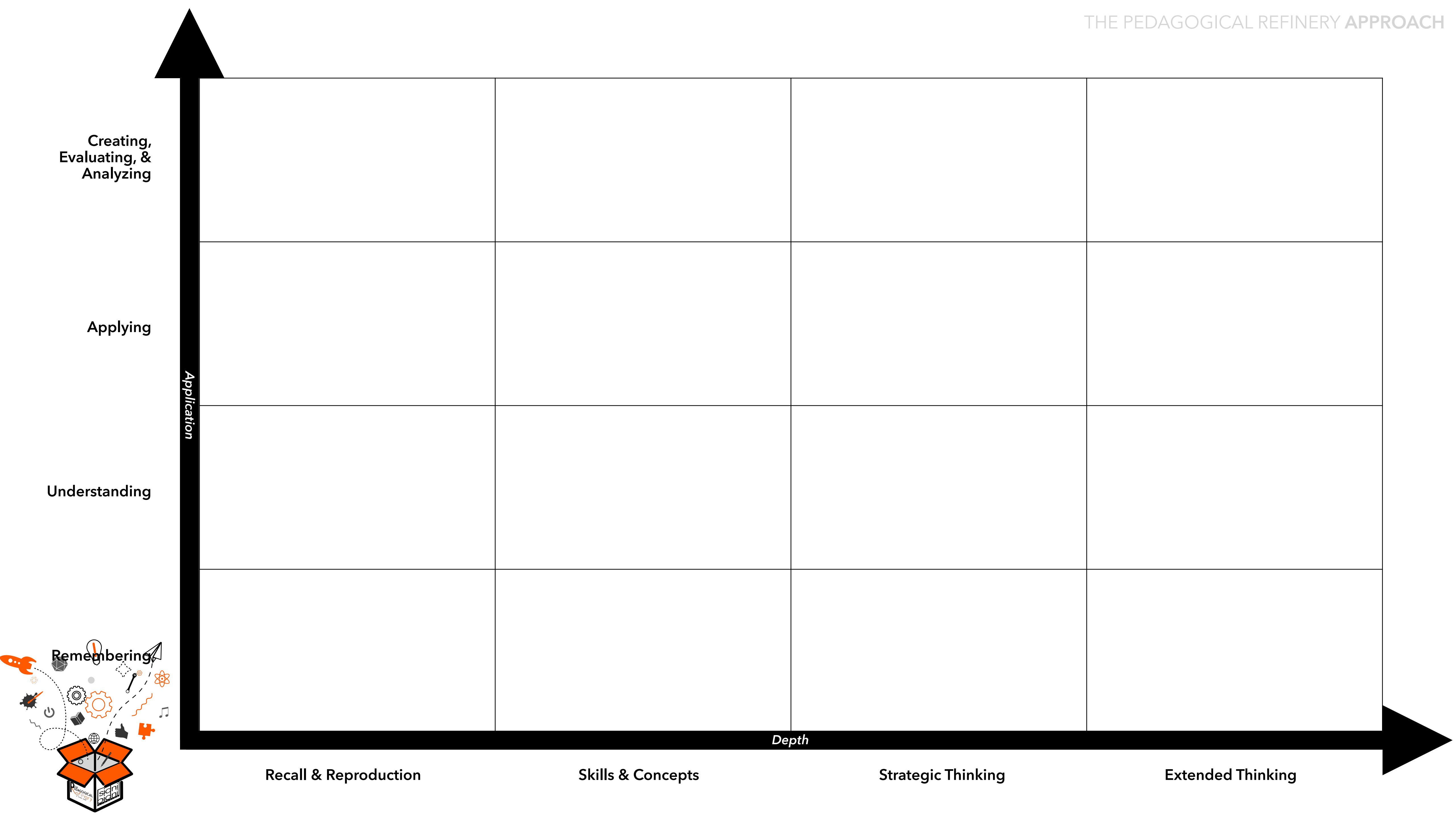
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## INTERACTING WITH OUR LEARNING



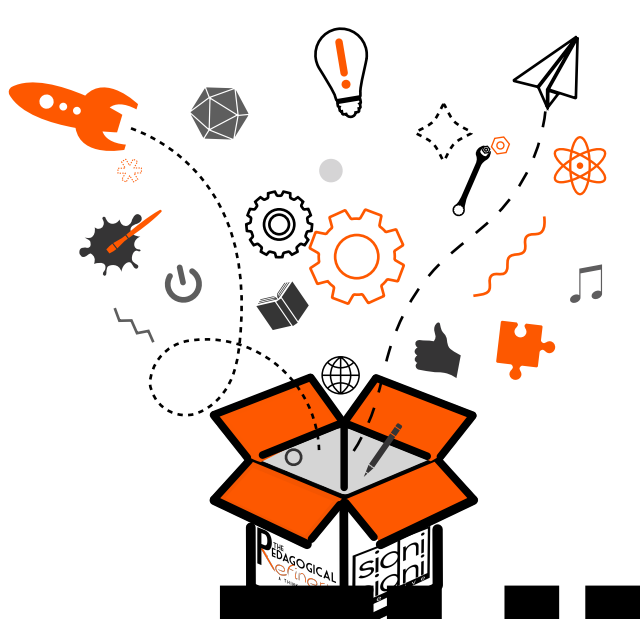






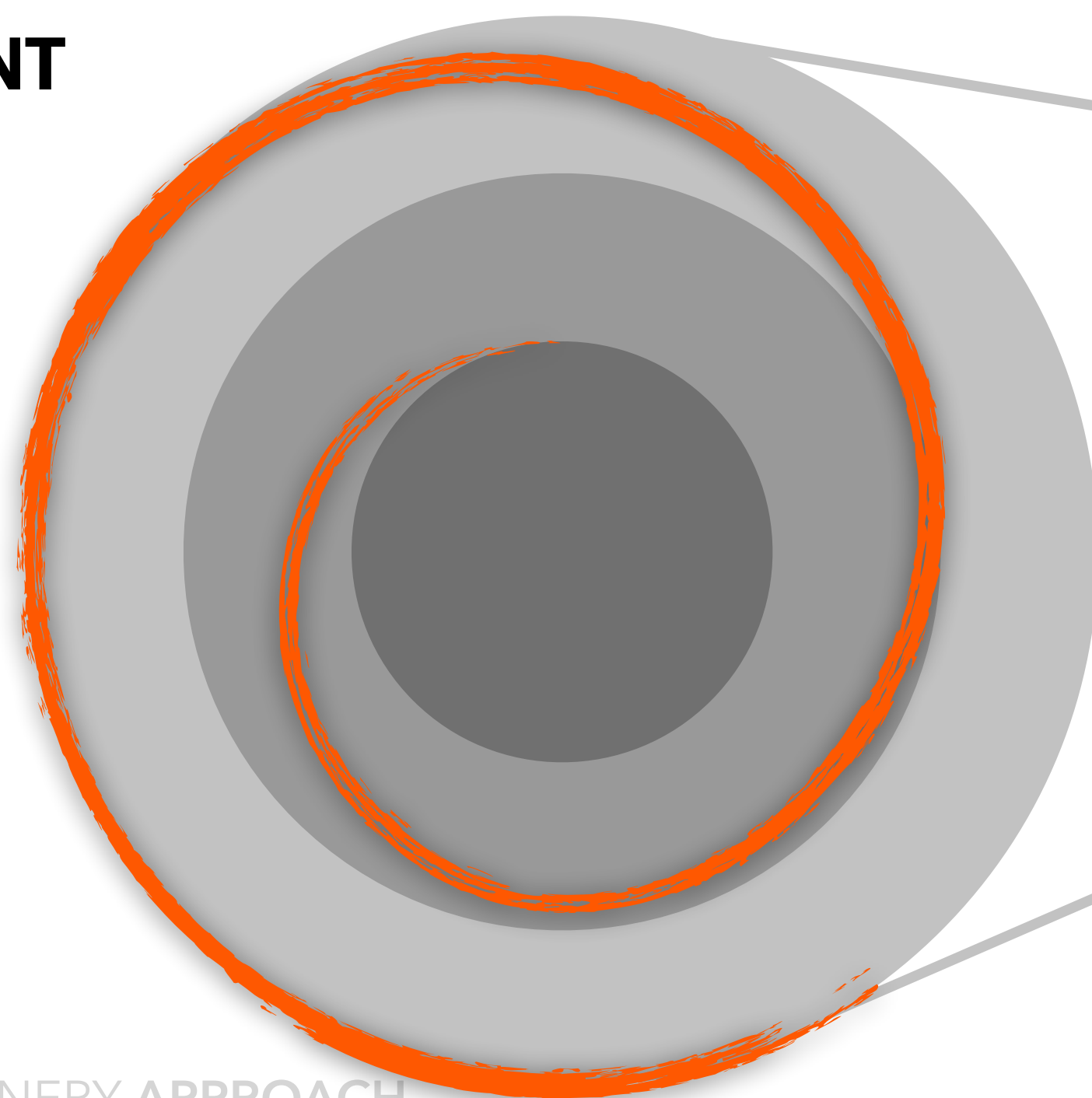
Foundation of  
Progression



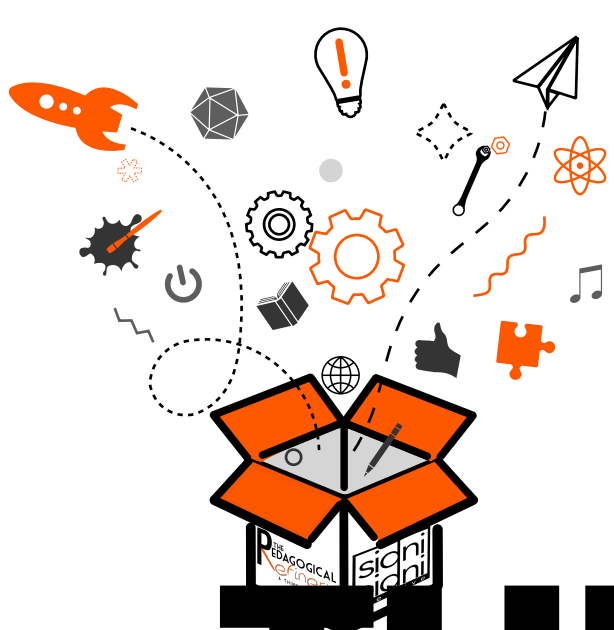


# THE FRAMEWORK

THE SUSTAINABLE  
APPROACH OF  
IMPROVEMENT







# THE FRAMEWORK

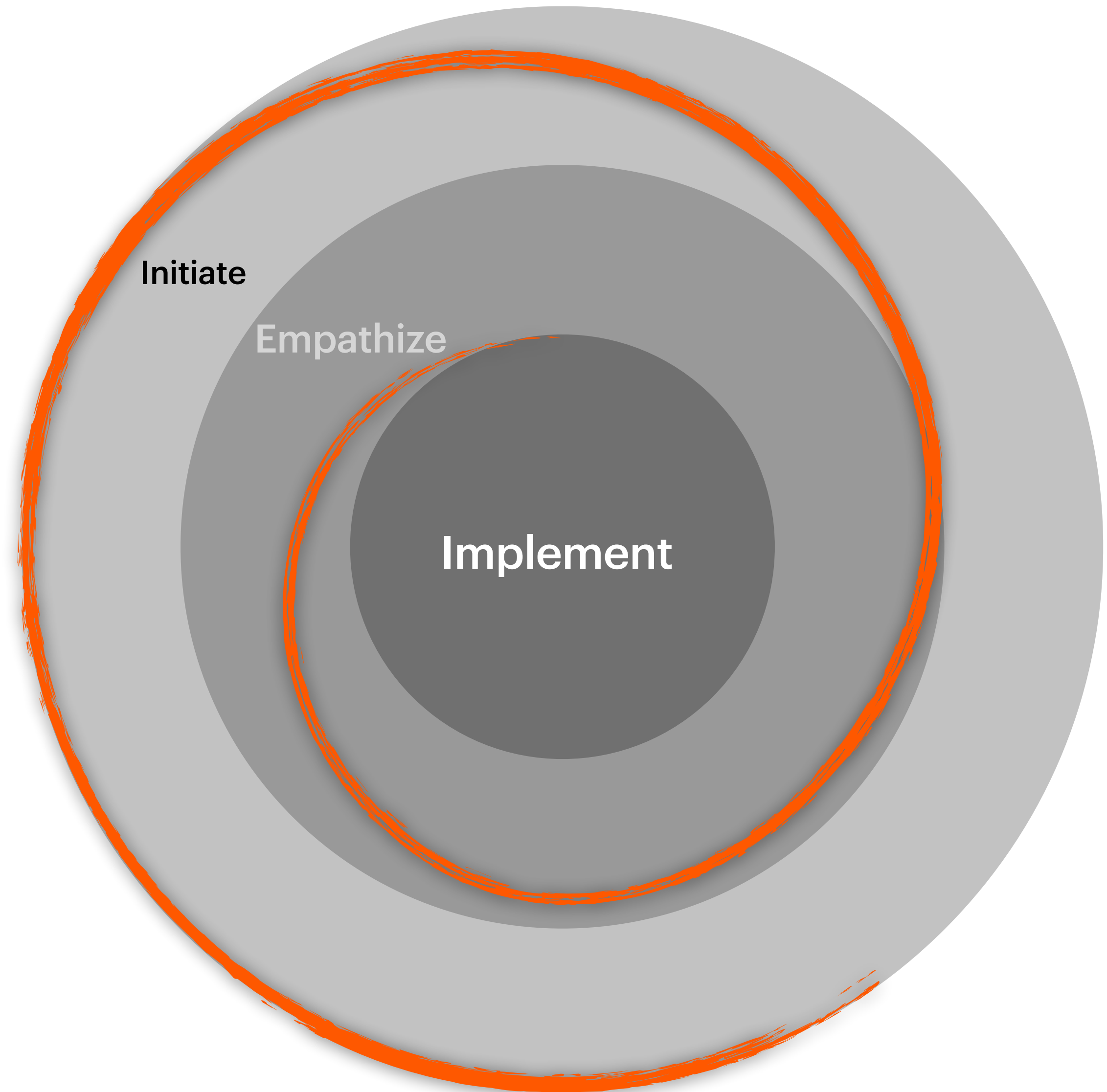
THE SUSTAINABLE  
APPROACH OF  
IMPROVEMENT

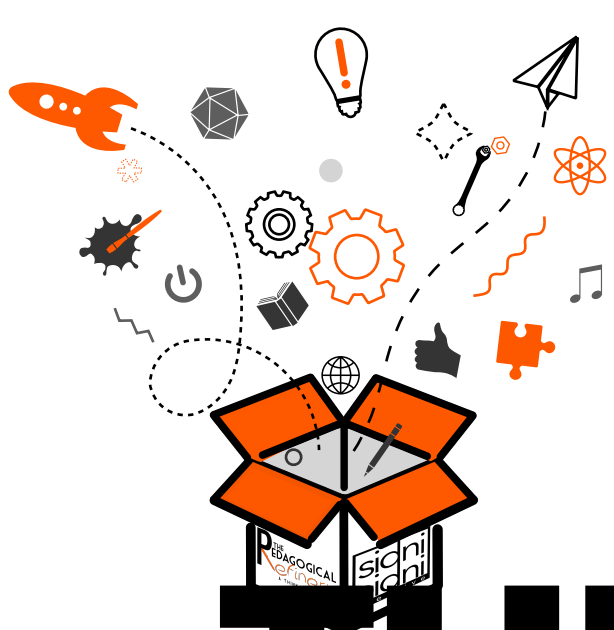
**Key Elements That Cultivate & Nurture a  
Culture of Values, Learning, & Growth**

**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**

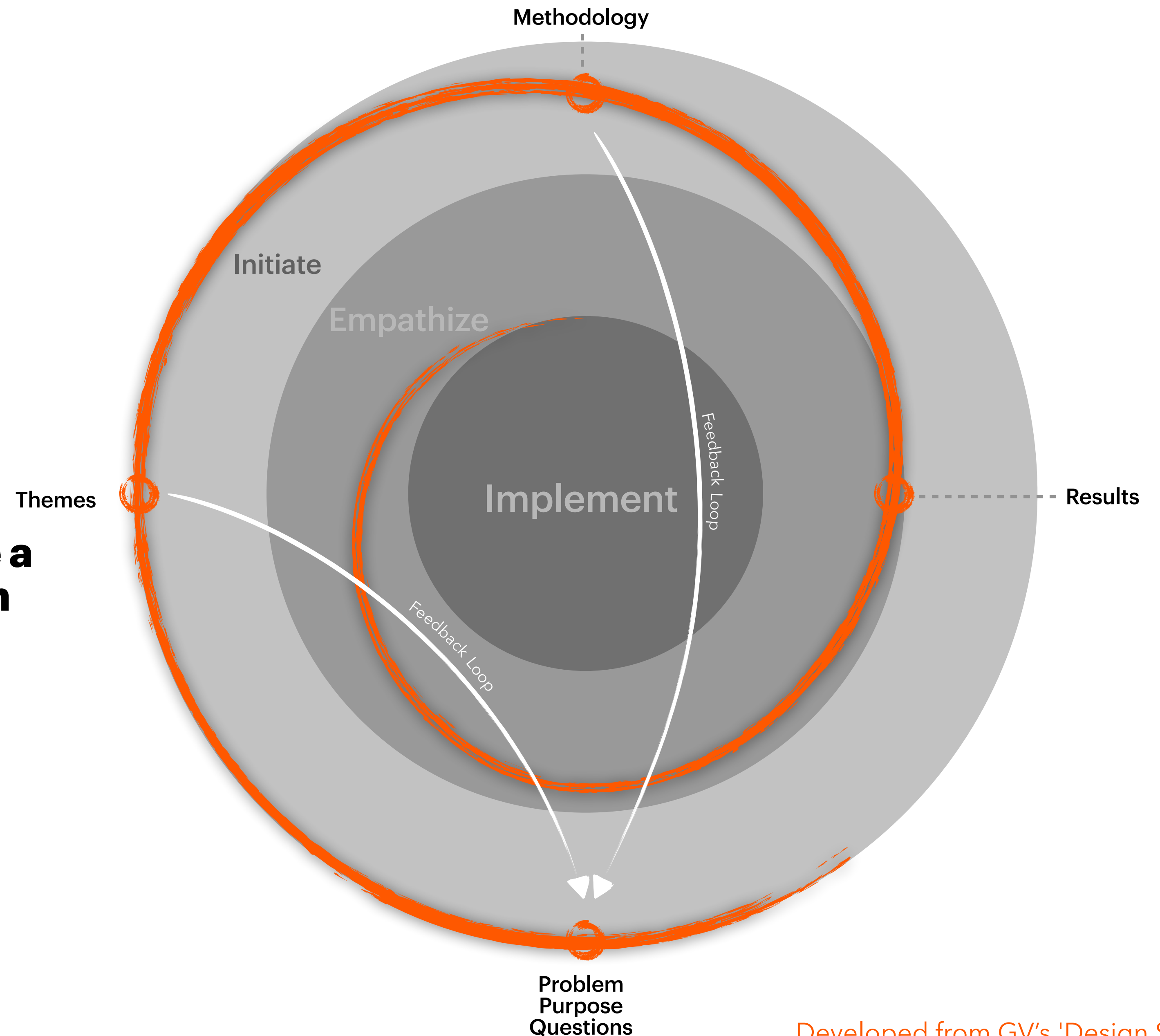
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**Phase 2 //** Empathize (Identity)

**Phase 3 //** Implement (Action)

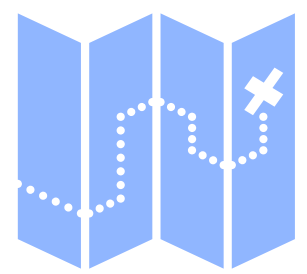
*Learning Opportunities:*

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

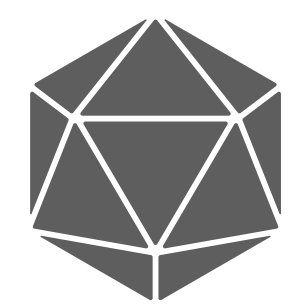
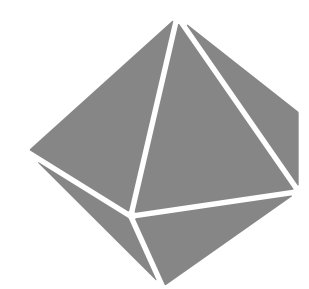
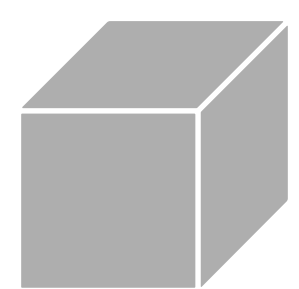




# THE BLUEPRINT



WHERE WE ARE GOING



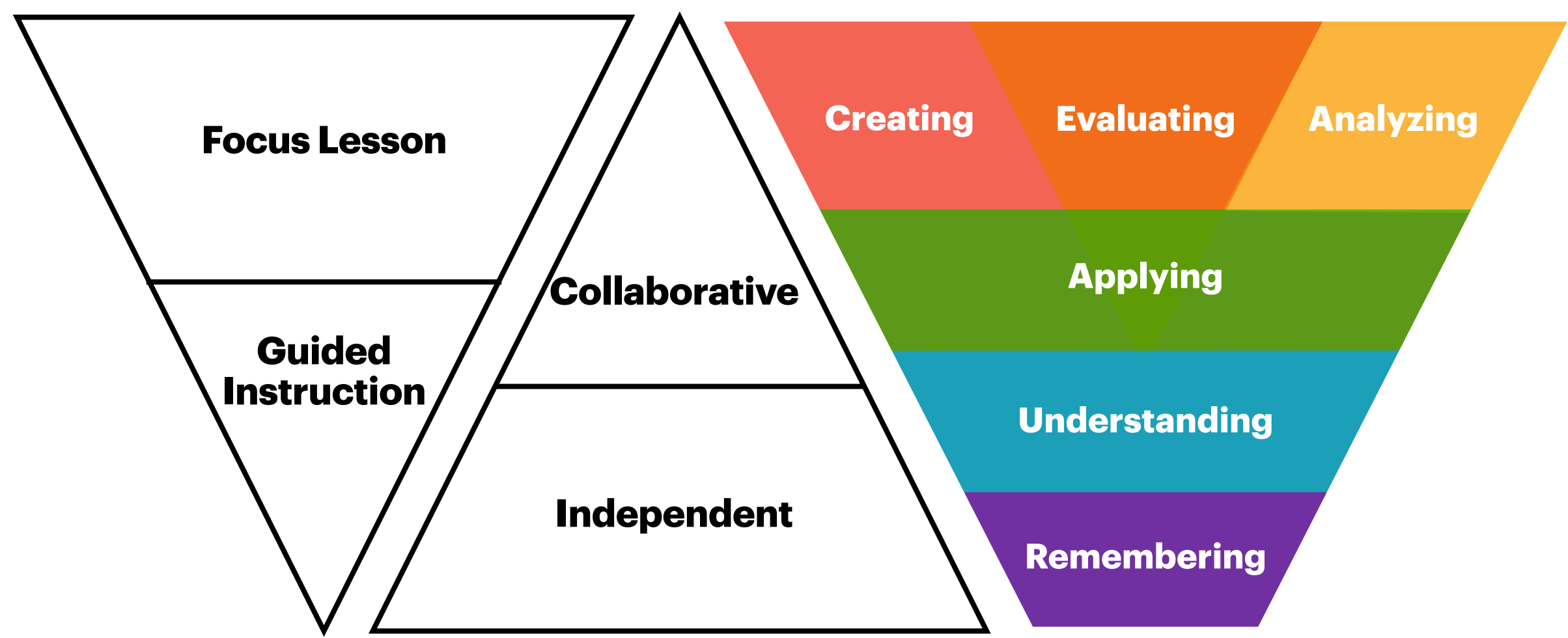
	PHASE ONE Initiate	PHASE TWO Empathize	PHASE THREE Implement
LEVEL THREE Action			
LEVEL TWO Identity			
LEVEL ONE Foundation			



HOW WE ARE LEARNING

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

Bloom’s Taxonomy



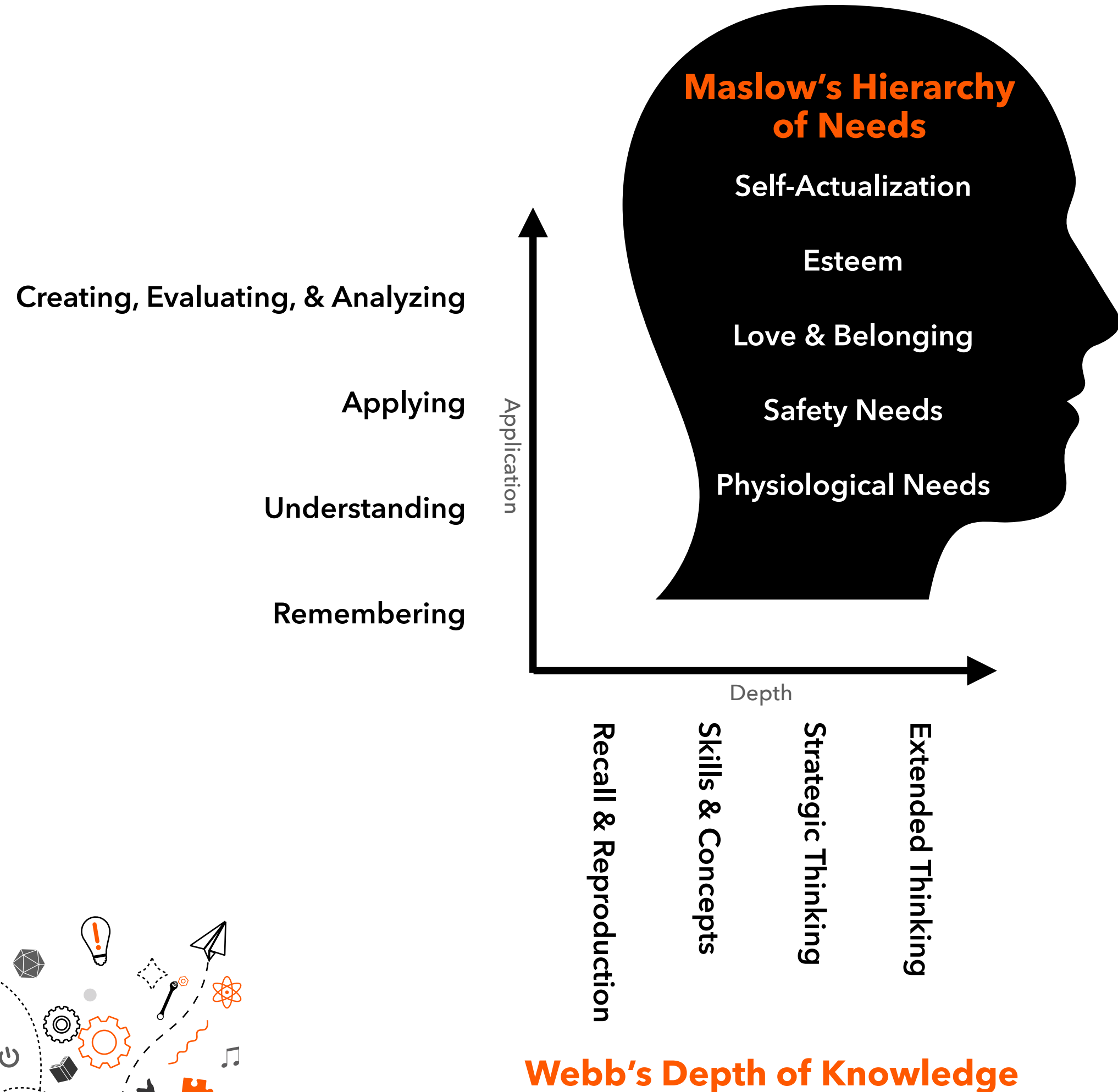
Gradual Release Model



# 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



## 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)



	Listener Knows	Listener Does Not Know
Speaker Knows	<ul style="list-style-type: none"><li>• <b>Relationship Builder:</b> The listener and speaker can equally contribute to what is being talked about</li><li>• <b>Collaborator:</b> The listener and speaker provide insights about what is being talked about for each other</li><li>• <b>Bridge Burner:</b> The listener is offended that you would assume they do not know what you are talking about</li></ul> <p><i>Commonalities for growth in trust, relationship, and interest</i></p>	<ul style="list-style-type: none"><li>• <b>Relationship Builder:</b> The listener is intrigued to be informed by the speaker</li><li>• <b>Collaborator:</b> The speaker informs the listener about something the listener can connect with</li><li>• <b>Bridge Burner:</b> The listener is overwhelmed, depending on the complexity of the information or how the information was framed</li></ul> <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"><li>• <b>Relationship Builder:</b> The listener is excited to share what they know</li><li>• <b>Collaborator:</b> The listener is able to provide information that the speaker can connect with</li><li>• <b>Bridge Burner:</b> The listener mistrusts the speaker because they did not know (this necessitates a built relationship)</li></ul> <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

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