



ACCELERATED LEARNING PRACTITIONER CERTIFICATION (LEVEL 1)

IMPACT BY DESIGN

ACCELERATED LEARNING PRACTITIONER CERTIFICATION (LEVEL 1) CONSIST OF 4 PARTS

This is designed in light of the need to have practices imbedded into the certification program. In between the parts, participants will undergo practices that will enhance their learning.

If you require accommodation while attending this program, we will be able to advise you on this matter. There are a number of hotels in the vicinity of the venue for you to choose from.

Please feel free to e-mail us if you do need assistance in acquiring suitable accommodation.

We are also extending our support if you do need further information on how to travel to Kuala Lumpur or any ground handling issues.

We strongly encourage you to participate in this second ever Accelerated Learning Certification (Level 1) held in Malaysia.

Venue: neOOne Centre for Accelerated Learning, 40B, Jln Tun Mohd Fuad, Taman Tun Dr Ismail, KL
Time: 9am-6pm daily

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PART 1: 2 - 3 SEPT 2017 (STARTER CERT)
PART 2: 5 - 8 SEPT 2017
PART 3: 25 - 27 SEPT 2017
PART 4: 9 - 11 JAN 2018

ORGANIZED BY


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CERTIFICATION CONTENT

What facilitates deep learning: a look at current understanding of how we learn, what limits us and what facilitates a process of deep learning as opposed to the surface learning of rote memorization.

Accelerated Learning - What? Why? How?: an overview of the Accelerated Learning model and its underlying principles.

The Pillars of Accelerated Learning - an overview of the foundational pillars that support the success of learning and the learner in AL

Working with Belief Systems: Recognize both limiting and enabling beliefs, design activities that help learners move beyond limits in their thinking and tap into their potential. Work with language in ways that help you use language intentionally to empower, open up, focus attention on possibilities, and create opportunities to grow and develop.

The Learning Environment: Create a learning environment in which learners feel safe. Design the environment in support of the type of learning and activities that will facilitate learning. Create opportunities for interaction with the environment, the content, other learners and the facilitator.

Music and Learning: Learn how to choose and use music to support both learning and the optimal energy for what is happening.

Reflective Practice: Use reflection in a variety of ways to deepen learning, surface thinking, create new possibilities, and help learners tap into their inner wisdom.

The Arts and Learning: Learn how to use the Arts to support learning. Write and tell powerful learning stories; help learners surface and write their own personal stories in support of their personal development; use movement to help learners "embody" the learning; integrate role-play, drama and theater activities into your learning programs; learn how to use drawing, collages, and "living" art in support of learning.

Guided Imagery, Visualization, and Centering Activities: Use various meditative tools to deepen learning, tap into inner knowing, build confidence, and make the content come alive.

The Accelerated Learning Cycle (Learner Preparation Phase, Connection Phase, Discovery Phase, Activation Phases, Integration Phase): Learn how to use the cycle to design learning programs with impact. Master each phase of the cycle and explore the diverse activities and approaches that will support learners in their journey.

Impact by Design: Learn how to design your learning programs for optimal impact. Develop powerful questions to surface thinking, experience, aspirations, strengths and personal goals in the needs assessment phase. Determine the key outcomes and learner/organizational benefits, and choose the best design to achieve impact, not only in the learning program, but back at work, in school, or in learners' lives in general.

The Inner Teacher: Work on becoming the teacher/facilitator you want to be. Develop your own potential and become more and more aware of your own aspirations, potential and rid yourself of any remaining limiting beliefs you have that are getting in the way.

Capstone Project: Design your own Accelerated Learning program, anything from 1 hour to several days. Receive coaching and guidance along the way and present it to the group for further feedback and support. Leave with a design that will have impact, one you can use in your work!





GAIL HEIDENHAIN

Gail Heidenhain has been developing people worldwide in Accelerated Learning since 1985. She has trained and certified more than 4000 people from corporations, schools, universities, and non-profit/government organizations. In her work, she draws from a wealth of practical experience in applying Accelerated Learning in diverse organizations and for a variety of content areas.

As a consultant and program designer, she has worked to support them in designing learning programs that get sustainable results in the most effective and efficient way possible. TechnoServe, an international development organization, is designing various programs to help farmers and small business owners in

Africa and South America build their capacity to create a better life for themselves. Keys to Financial Literacy, Farming as a Business, Effective Farmer Business Groups, Effective Consulting Techniques for TechnoServe's Business Advisors, and Youth Entrepreneurship for rural youth in East Africa are some of the programs that Gail has designed, partnering with their internal capacity builder.



Gail's work over the years in public education has supported faculty at colleges, universities and in schools in designing curriculum and lesson plans that build the capacity to learn, develop critical and creative thinking and support deep learning.

Corporations have sought **Gail** out to support them in determining the needs of their organization through her unique "discovery process", in engaging the workforce for the organizational changes needed, and in working with their internal design teams to create learning programs that apply an integrated Accelerated Learning approach - bringing the reality of work into the classroom, learning back to work, while focusing on "what really matters" to the learners and the organization.

Gail has worked in Africa (Nigeria, Tanzania, Ghana, and Kenya), the Americas (Canada, Mexico, Venezuela, and the USA), Asia (Brunei, Malaysia and Singapore), Europe (Austria, Germany, Italy, the Netherlands, Sweden, Switzerland, and the United Kingdom), and in the Middle East (Bahrain, United Arab Emirates, and Qatar).

In addition to her training of other trainers, her consulting practice and her instructional design, **Gail** facilitates a wide range of programs she developed using Accelerated Learning as a guiding principle. Her main areas of facilitation are Leadership Development, Personal Leadership and Mastery, Intercultural Effectiveness, Coaching, and Productive Communication. In addition, **Gail** facilitates large group interventions using a combination of Accelerated Learning, Appreciative Inquiry, and the Dialogue Process.

Gail was president of the German organization for Accelerated Learning (DGSL) for many years, was on the committee that developed their highly successful three level certification process. She was also president of the international Accelerated Learning organization, (IAL) International Alliance for Learning, and is currently the Director of their Certification Committee. She has served on the boards of NASAGA (the North American Simulation and Gaming Association), the English Accelerated Learning organization (SEAL), the Organizational Change Alliance (USA), and the conference committee of ASTD, the American Society of Training and Development.



TAKE AWAYS FOR PART 1 (2-3 SEPT 2017)

- Accelerated Learning Principles and Pillars
- The Accelerated Learning Cycle as a design template and a guide to effective facilitation
- Working with limiting beliefs and learners' aspirations (Suggestion and De-suggestion)
- The Science of Facilitating Learning – An Inter-Disciplinary Approach
- Framing Learning – creating buy-in and learner engagement for the learning process
- The Connection Phase
 - Surface and build on what learners know
 - Help learners discover the personal significance, relevance and meaning for them in the learning to come
 - Create a compelling case for learning!
- The Power of Discovery, Experimentation and Reflection – from surface to deep learning
- Learners as Co-creators of their Own Learning
- Creating and Maintaining the Right State for Learning – the Power of Music, the Possibilities of Language
- Design learning activities that get results effectively and efficiently
- Engage everyone in the learning process
- Create and nurture positive group dynamics
- Support a “community of practice” in your learning programs
- Design effective pre-session assignments and post-support



TAKE AWAYS FOR PART 2 (5-8 SEPT 2017)

Part 2 of the AL certification process begins with some focused pre-reading and reflection questions. The assignments build on the learnings in the two day Starter Certificate program.

Pre-work assignments:

- Readings on the brain and learning, constructivism, inductive and deductive approaches to learning, current learning theories, and NLP and learning.
- Participants create a Connection Phase experience individually and send in their work for review for their pre-assigned topic.
- Participants write an initial framing for a class or learning program of their choice using the template provided by the facilitator and send it in for review.
- Participants reflect on the program or lesson they wish to work on for their capstone project and reflect on the people coming, their limiting beliefs and aspirations and send their thoughts to the facilitator for review using the template provided.

Four Day Program:

The four days build on the work in the Starter Certificate and give participants a firm foundation in the principles of Accelerated Learning. The design of the program enables participants to begin to apply the principles to their learning programs, receive feedback and build their competency as a facilitator in general and an AL practitioner in particular.

After the four days, participants will have an opportunity to apply their learning “back home” and then prepare for the next part of the three part certification with some more reflection and guided activities.

As a result of the four days participants will be able to:

- Apply the Accelerated Learning cycle in the design of their learning programs to create more effective and engaging learning
- Apply interdisciplinary research results and best practices to the design of learning programs that achieve consistent impact at work and in the lives of learners
- Begin to apply music effectively to support learning
- Design and facilitate in ways that support a variety of learning preferences
- Create a physical environment conducive to learning
- Recognize and work with both limiting beliefs and learners' aspirations
- Frame learning for optimal engagement and "enrollment" in the learning process
- Create activities and experiences that help build community and encourage learners to see themselves as part of a "community of practice"
- Surface what learners know, think and feel about the content and optimally build on it to support deep learning.
- Design and facilitate activities that allow learners to experience the relevance and significance of the learning to them and their organizations
- Use various methods and processes in the Discovery Phase to replace lecture and/or make presentations more engaging and effective
- Apply inductive and deductive approaches to "teaching" that get results and engage the learners.
- Design effective posters, PowerPoints and other visual stimuli to support learning.
- Design practice activities in the Activation Phase to facilitate mastery of the skills and their application in the lives of the learners
- Begin to apply the Accelerated Learning techniques and strategies into their own personal projects.



TAKE AWAYS FOR PART 3 (25-27 SEPT 2017)

This module focuses on deepening participants' skills in creating lesson plans and facilitating using the Accelerated Learning cycle. It builds on the learnings in the Starter Certificate, in Part 1 and in the pre-work activities. During the three days, participants will apply each element of the cycle to their teaching, receive feedback and support, and design/redesign their lesson plans based on the learning.

Pre-work Assignments:

- Create a worksheet applying appropriate music to various phases of learning and development and submit it.
- Design a Discovery Phase activity for a pre-determined topic and submit it.
- Create a poster or PowerPoint using the criteria from Part 1 and submit it/them.

These three days focus on developing a learning program design that is integrative - includes work and stakeholder engagement before the formal learning program, effective and efficient in-class learning activities, and processes and methods to support application and continuous learning on the job.

Three Day Program:

As a result of the three days, participants will be able to

- Apply Delphin's "design for impact" principles to determine needs, goals, limiting beliefs, aspirations and systemic influences on the learners and the learning
- Create a learning strategy that engages the learner and the system in which he/she operates in support of learning and development
- Apply the principles of AL in the following areas:
 - Design a reconnect activity to build community and nurture a community of practice
 - Design effective lessons using the AL cycle
 - ❑ Create engaging starts to learning modules and programs to gain learners' attention, help focus on the learning to come, and build community and shared learning
 - ❑ Design effective activities to help learners reflect on the relevance of the learning and their role in becoming effective learners
 - ❑ Prepare effective Discovery Phase activities: interactive and memorable lectures, creative presentations, discovery activities (like simulations, experiments, webquests, "research" activities and some type of "teach-back")
 - ❑ Create the right series of practice activities at home and in the classroom, learning program to help learners master the material
 - ❑ Design effective integration activities to make certain that learners have time to reflect on what they have learned and prepare to apply their learning at work and in their lives
- Apply the type of feedback that maximizes potential.
- Incorporate stories and storytelling into your classroom to support learning and help learners to expand their thinking
- Design activities that will help "de-suggest" limiting beliefs and expand thinking and develop both creative and critical thinking skills
- Use a variety of reflective activities to enhance and deepen learning
- Choose music effectively and apply it correctly in support of learning
- Apply the Arts to learning - improv, role play, theater techniques, collages, movement, and other art forms



TAKE AWAYS FOR PART 3 (25-27 SEPT 2017)

Apply change management principles to learning and development to encourage development and make changes easier

- Work effectively with beliefs and aspirations
- Begin to use centering activities, guided imagery and other reflective practices to deepen and enhance learning.
- Determine content for Capstone Project and begin the design of a personal project

During the three days, participants will also have an opportunity to apply the principles of AL, practice “teaching” and receive feedback.

Between Parts 2 and 3, participants will complete their capstone project. It consists of the following:

- Participants determine and describe the limiting beliefs, the aspirations and the goals of the learning program.
- Complete the questionnaire on the logical levels of change and learning and send to facilitator
- Write framing for capstone project learning program or module and send to facilitator
- Write invitation for learning program or class and send it to facilitator
- Receive feedback and design first draft of complete lesson plan or program using the AL cycle. Send to facilitator
- Based on feedback, finalize the design of lesson or learning program and send to facilitator
- Prepare to facilitate part of the design during Part 3



TAKE AWAYS FOR PART 4 (9-11 JAN 2018)

During the final face-to-face program, participants will present the designs of their capstone project and facilitate a key part of it. The feedback they will receive will support them in completing their project effectively and efficiently. Through the feedback process, participants will also have an opportunity to practice giving effective feedback and learn from what they observe others doing. Part three also gives participants an opportunity to develop some of the more advanced facilitation skills needed to effectively apply the AL principles to a systemic learning design for their organizations.

As a result of the three days, participants will be able to:

- Use language effectively to ensure a growth mindset, engage learners and help them to focus on goals and effective behaviors to achieve those goals
- Foster positive group dynamics, create and sustain a vibrant community, work with “difficult” people and situations, recognize and take advantage of “teachable moments”
- Frame, run and debrief simulations effectively
- Manage state and energy levels and support an optimum state for learning
- Apply an Accelerated Learning approach to the design of pre- and post work
- Foster positive group dynamics, create community, work with “difficult” people and situations, recognize and take advantage of “teachable moments”
- Prepare themselves to be completely present as a facilitator of learning and able to use the AL tools appropriately and effectively and adjust when needed.
- Work with stakeholders effectively to design a learning strategy and program and achieves the desired impact.
- Complete their capstone project and plan their time and actions appropriately

After the three days, participants will complete their capstone project including the final design, facilitation and review of the video-taped session. All participants will receive one year free membership in the International Alliance for Accelerative Learning on successful completion of their certification. In addition, they will become part of the Delphin/Neone Community of Practice and have access to all the resources of the community.

REGISTRATION AL CERTIFICATION

neOOOne Centre for Accelerated Learning, KL

Training Fee - RM15,500 per pax (Part 2, 3 & 4).
This fee is not inclusive of 6% GST.

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Name of Organization:	
Address:	
Tel:	Fax:

Name of Authorized Signatory:
Designation:
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Contact No. :
Signature:
Company Stamp:

Participant Names	
1. Participant Name:	
Designation	
e-mail:	Contact No. :
2. Participant Name:	
Designation	
e-mail:	Contact No. :
3. Participant Name:	
Designation	
e-mail:	Contact No. :

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Terms and Conditions:

- If you are unable to attend, a substitute delegate is always welcome at no extra charges.
- A full refund, minus a 10% administration charge will be made for cancellation received in writing 14 working days prior to the training.
- A complete set of course documentation and a 50% refund will be provided for cancellation received in writing 7 working days prior to the training.
- For cancellation received less than 7 working days or on the day of the training, NO REFUND shall be provided. The paid registration can only be credited for the same workshop on a future date.
- neOOOne Associates Sdn Bhd reserves the right to cancel or alter the content and timing of the workshop or the identity of the speakers for reasons beyond its control.

Method of payment:

- Payable by cheque to NEOONE ASSOCIATES SDN BHD
- Payable by bank transfer to MAYBANK 5142 7125 9942

Reminder:

- Please send us your bank transfer slip via e-mail: tzeyasmin@gmail.com or fax to +603 7731 7134 for our record.
- Full payment must be received before the event date in order to guarantee your place.