

Chapter 1 : 10 Elements of Good Education | IDEA

Elements of Education innovative education for all students We envision a future where all students can participate in high quality educational experiences that develop their unique passions so they become life long learners, thinkers, creators, and activists.

Schedule a Tour Elements of a Montessori Education Montessori education is a comprehensive form of education where many of the elements fit together with other elements. A true Montessori program will include children in mixed age classrooms, and a long work period. Children work in a prepared environment under the guidance and observation of a trained Montessori teacher, but they have a great deal of freedom. Independence and creative thinking are encouraged to solve problems. The Joyful child Montessori company has written the following article to help individuals understand aspects of the Montessori program. The 3-Hour Work Period: Aft every age, a minimum of one 3-hour work period per day, uninterrupted by required attendance at group activities of any kind is required for the Montessori method of education to produce the results for which it is famous. The Process of Learning: There are three stages of learning: Stage 1 introduction to a concept by means of a lecture, lesson, something read in a book, etc. Stage 2 processing the information, developing an understanding of the concept through work, experimentation, creation. The steps of learning any concept are analyzed by the adult and are systematically offered to the child. A child is always learning something that is indirectly preparing him to learn something else, making education a joyful discovery instead of drudgery. The Prepared Environment is essential to the success of Montessori. There must be just the right amount of educational materials to allow for the work of the child. The basic collection of didactic materials such as that approved by the materials committee of AMI, The Association Montessori International has been thoroughly tested over many years and has been shown to engage the children as much today as it has, as much in the USA as in other countries. Therefore it is very important to only supplement these materials with essential books and materials that are chosen only by an experienced teacher. These observations are made on the level of concentration of each child, the introduction to and mastery of each piece of material, the social development, physical health, etc. The environment is arranged according to subject area, and children are always free to move around the room, and to continue to work on a piece of material with no time limit. There are no text books, and seldom will two or more children be studying the same thing at the same time. Children learn directly from the environment, and from other children rather than from the teacher. The teacher is trained to teach one child at a time, with a few small groups and almost no lessons given to the whole class. Large groups occur only in the beginning of a new class, or in the beginning of the school year, and are phased out as the children gain independence. The child is scientifically observed, observations recorded and studied by the teacher. Children learn from what they are studying individually, but also from the amazing variety of work that is going on around them during the day. The most successful or classes are of children to one teacher, with one non teaching assistant, this number reached gradually over years. This provides the most variety of personalities, learning styles, and work being done at one time. This class size is possible because the children learn from each other and stay with the same teacher for three to six years. This size help to create much independent work, and peer teaching, and eliminates the possibility of too much teacher-centered, teacher-directed work. A well-trained Montessori teacher spends a lot of time during training practicing the many basic lessons with materials in all areas. Although the teacher plans lessons for each child for each day, she will bow to the interests of a child following a passion. Areas of Study Linked: All subjects are interwoven; history, art, music, math, astronomy, biology, geology, physics, and chemistry are not isolated from each other and a child studies them in any order he chooses, moving through all in a unique way for each child. At any one time in a day all subjects math, language, science, history, geography, art, music, etc. There is at least one 3-hour period of uninterrupted, work time each day, not broken up by required group lessons or lessons by specialists. Adults and children respect concentration and do not interrupt someone who is busy at a task. Groups form spontaneously but not on a predictable schedule. Specialists are available at times but no child is asked to interrupt a self-initiated project to attend

these lessons. There are no grades, or other forms of reward or punishment, subtle or overt. The real test of whether or not the system is working lies in the accomplishment and behavior of the children, their happiness, maturity, kindness, and love of learning, concentration, and work. Requirements for Age There are no academic requirements for this age, but children are exposed to amazing amounts of knowledge and often learn to read, write and calculate beyond what is often thought usual for a child of this age. Requirements for Ages Requirements for ages There are no curriculum requirements except those set by the state, or college entrance requirements, for specific grades and these take a minimum amount of time. The work of the class includes subjects usually not introduced until high school. All intelligences and styles of learning—musical, bodily-kinesthetic, spatial, interpersonal, intrapersonal, intuitive, natural, and the traditional linguistic and logical-mathematical—are nurtured and respected. Opportunities for the valorization of the personality is considered at least as important as academic education. Children are given the opportunity to take care of themselves, each other, and the environment—gardening, cooking, building, moving gracefully, speaking politely, doing social work in the community, etc. The Results of learning in this way: In looking at the results one must be sure they are judging a class run by a fully trained teacher. Using Montessori without this training will not have the same results. When the environment meets all of the needs of children they become, without any manipulation by the adult, physically healthy, mentally and psychologically fulfilled, extremely well-educated, and brimming over with joy and kindness toward each other. Here is an early quote by Dr. When the children had completed an absorbing bit of work, they appeared rested and deeply pleased. It almost seemed as if a road had opened up within their souls that led to all their latent powers, revealing the better part of themselves. They exhibited a great affability to everyone, put themselves out to help others and seemed full of good will.

Chapter 2 : The Elements Of The Teaching And Learning Process

In honor of today's National Day of Blogging for Real Education Reform, I'm reminded that the ideas for how education can be improved are already out calendrierdelascience.com at IDEA, we know that we are not pioneers of what is good in education.

The body is active. Students are searching for meaning and trying to understand. The way that they connect with others powerfully influences what they are thinking and feeling. Notice that the Principles rely on teaching that is dynamic, i. There is just too much going on for each element to be addressed separately by teachers as they teach. However, some general patterns emerge from the principles that become a very useful frame of reference for teaching. We just refer to them as the three core elements of effective teaching. Relaxed alertness All learning is impacted by the state of mind of the learner and the relationships and overall atmosphere in a learning environment. The principles indicate that the optimal state of mind and atmosphere are what we call relaxed alertness. It consists of a state of mind that combines confidence, competence and intrinsic motivation in the learner, together with a low degree of threat. When in this state of mind, students are ready and able to respond to appropriate exposure to the subject matter of the curriculum by asking questions that personally engage them, and to persist with their inquiries and with appropriate practice and rehearsal. The way to translate this notion into education is to orchestrate the immersion of learners in experiences in which content standards are embedded. More specifically, students need opportunities to do such things as: Physically interact with what is to be learned or understood. Make associations or have opportunities to recognize how what is being experienced links to what they already know. Frame their own actor learner centered adaptive questions. Be where those who are more expert in the subject matter can be imitated and where they can participate in natural conversations about the subject matter. Engage in deliberate or mindful practice and rehearsal as they master a wide variety of skills. Create products or perform in ways that call for the use of vocabulary, concepts and skills tied to real world standards. Receive feedback on their work. Use the new knowledge in spontaneous situations. Active processing of experience Although experience is essential, students do not automatically learn all that they need to learn just by being immersed in experience. This continuous and personal engagement by students is what we mean by active processing. Active processing should include, where appropriate: Detailed sensory observation; Making links to previous learning; Multiple modes of questioning; Analysis of data and sources; Ongoing reflection on feedback; and Expansion of capacities for self-discipline and self-regulation Active processing is doubly useful because it simultaneously provides feedback for both teachers and students while it can be used to expand and deepen student thinking. As Fullan and his colleagues point out , the timing of feedback and the timing of responses to feedback is critical. In this way formative and summative assessment are largely integrated. These three elements and their components do not need to occur in a linear or sequential fashion. Rather, they should be seen as a triple helix, with each element supporting and being a part of the other two. Learning outcomes The more fully these three elements are incorporated, the greater the depth of learning. And so we would see a shift, for instance, from memorization to understanding. We address different types of learning outcome in our next post. About the author - Geoffrey and Renate Caine Renate and Geoffrey Caine are co-authors of ten books, and have written many articles and chapters, that integrate brain research, psychology, small group processes, systems thinking and education. Visit their Caine Learning website. If you enjoyed this post, subscribe to our free newsletter Related Articles.

Chapter 3 : What Is Classical Education? | Circe Institute

Element Education is a non-profit corporation which oversees two publicly funded charter schools and one private early learning program.

Carolyn Young Director of Continuing Studies, Western University There are a number of critical elements each institution must consider to develop highly successful adult education programs, but without making a commitment to widening accessibility the benefits of the other elements cannot be fully realized. Rapid changes in technology and the impact of globalization are pushing higher education institutions to adapt to the needs of adult learners. There are five principles that institutions should adhere to in order to enable adults to return to the classroom and contribute to individual and community growth. As an example, UBC Continuing Studies reflects its respect for adult learning needs in the benefits available to UBC graduates and in award-winning programs like the summer institute in Sustainability Leadership. Program Relevance and Diversity Consideration for adult needs is further reflected in the programs offered by the school. Are they responsive to community needs? Do the options for learning include professional development and personal interest? Does the institution recognize formal education from other schools and informal learning gained from workplace experience? Are the courses and certificates relevant? An outstanding example of a unique program is the Trois-Pistoles French Immersion School, which Western runs to meet the demand for bilingualism education in Canada. At Western Continuing Studies, post-degree diplomas for new graduates, certificates in professional development and personal interest courses show the diversity of goals and interests in the lives of adults. Adult learners who enroll in programs at a college or university expect an outstanding experience in the classroom and are willing to pay the higher associated costs. Partnerships Partnerships appeal to another important aspect of adult learning needs and are reflected in multiple ways, such as programs that are associated with professional organizations. Relationships with employers provide another example of partnerships. As a result of the practicum component in post-degree diplomas, Western has formed partnerships with hundreds of employers in the community, nationally and internationally where students apply the learning and knowledge from courses in the workplace. Accessibility Without accessibility, all of the above factors are irrelevant. Multiple campuses, online delivery, customer service and financial aid all contribute to accessibility in lifelong learning. Many schools in large cities recognize how the campus location enables access and consequently, provide students with several choices to enroll in courses. For example, University of Toronto, which is in a city of 2. Another way to ensure an accessible location is moving from the main campus to the downtown. In a central location in downtown London, Western Continuing Studies not only improves accessibility in the community, but has also contributed to the downtown revival and economy. Funding for students is critical to accessibility. With financial aid, including educational assistance from employers, government programs and bursaries from endowment funds, one barrier for adult learners to continue their learning is removed. More than anything else, online learning expands accessibility and meets the needs of adult learners, whose time and mobility are at a premium. Going beyond geographic boundaries so that adults from around the world can enroll in online programs is the most significant development in lifelong learning since its inception.

Chapter 4 : Elements of a Montessori Education - Roots N Wings Montessori

Elements of the Process of Education Aims Curriculum Pedagogy Evaluation Sociological Role in Education Education should help in transmitting the folk-ways traditions and other institutional patterns in sociological organization.

Classical education has grown so much in the last twenty years that when Dr. But classical education is also ancient. Its origins are in the classical world of Greece and Rome, but its roots lie still further back in Egypt and Mesopotamia. The story of classical education is a long, strange trip through the centuries. At the CiRCE Institute, we are committed to the mission of understanding classical education in its essence. We want to discover what is common to all classical educators so that we can better understand classical education itself. First, classical educators have a high view of humanity. To the Greeks, mankind possessed a divine spark. To the Christian and Jew, he is the Divine Image. One way or another, classical schools and educators are committed to cultivating wisdom and virtue in their students. While classical education honors and even equips for vocational education which is more accurately described as training that is not what classical education is. Second, classical educators are logocentric. In a word, that means they believe that the world makes sense and that the sense it makes is knowable. They base their approach to education on discovering that sense. In essence, then, classical education is the logo-centric quest for the ideals of wisdom and virtue. They become obsessed with the practical and useful instead. Third, classical educators take responsibility for the western tradition: Fourth, classical educators teach in light of the three foregoing elements, leading to an emphasis on language the trivium , mathematics the quadrivium , and modes of teaching, governance, and assessment that support the rich goals of a classical education. Everything you will find on this site is our best effort to apply the four elements of classical education through our research and in our services to the classical renewal. Other common features of classical education include: It is a much more fundamental and inclusive change in paradigm. The classical difference affects what we teach and how we teach, govern, and assess. It even affects the vocabulary we use to express our vision. Different words are used and emphasized such as "trivium", "quadrivium", "virtue", etc. We teach differently because we have a different perspective on the Child. We believe that she is nothing less than the Divine Image, an icon of the invisible God. She must not, therefore, be taught following techniques developed to instruct beasts. She must not be reduced to mere chemical responses to electrical stimuli. She must be taught personally, in relationship. We teach different things because we have loftier goals for the child. We govern differently because we have a more serious perception of our task. We assess our work differently because we have higher standards. This paradigm shift creates a number of challenging practical problems, perhaps none of which is more significant than the problem of communicating it to the contemporary audience. Consequently, textbook companies have little choice but to publish textbooks that are easy to use and understand or else to publish books that the educational bureaucracy demands. Neither option works, the first because Christian classical education cannot be made easy and the second, because of the distance between the teachers and the curriculum designers and choosers. A similar problem arises for a classical school that wants to communicate its vision to its local community. What can they say that the local community will appreciate and understand according to the intention of the speaker? The best solution seems to us to be to tell them what classical education is and why it is valuable. This will draw in those most ready to receive the message. A core will be built up and equipped, which will lead to more explanation and expansion. The worst thing we can do would seem to be to rush forward not worrying about whether we understand what we are talking about and drawing in, for the sake of numbers, a weak base that is not committed to or able to understand classical education which raises vital and unavoidable questions of viability. What it boils down to is this: For in the end, classical education is a rich and vigorous stewardshipâ€”and that demands responsibility. But classical education varies considerably from conventional education. It holds to a different metaphysical paradigm i. To learn more about classical education, please take a leisurely look around our website. Join us in this relentless pursuit of wisdom and virtue. To learn more, please check out any of these pages:

Chapter 5 : The Three Elements of Great Teaching | Funderstanding: Education, Curriculum and Learning

Elements of Education, Tacoma, Washington. 1, likes 1 talking about this 6 were here. Elements of Education Partners is a non profit organization.

Teaching process cannot be performed if there is one element that is missing among the three of the teaching and learning elements. There is what we called as elements of teaching and learning processes. These elements are necessary to be able to make teaching and learning possible. Without one of these elements, there could be no real teaching or learning process that will exist. It is so important that the presence of these elements is present in the process of teaching, considering that all of them play an important role in the system. The elements of teaching and learning process are the teacher, the learner as well as the good learning environment. It is being considered that learning occur when there is established relationship among these three elements. The teaching as well as the learning activity depends upon how these elements works together. The teacher is considered as the element that has the main role in the teaching-learning process. The teacher is the one that facilitates the whole process of learning. He or she directs its flow and serve as main control of the teaching learning process. The learners are considered as the key participant in the teaching and learning process. They are considered as the primary subject or the main reason why the process is implemented. The knowledge that acquired by the learners will decide if the teaching and learning objectives are achieved. Learners vary from one another in the aspects of learning. There are those learners that learn fast while there are those learners that learn in average or slower. The favorable environment, participates in the teaching-learning process by providing a place where there is a smooth flow of communication, avoiding some common barriers between the teacher and the learner. The presence of a good environment is so much important in the teaching and learning process. The good environment provides a smooth flow of communication between the learners and the teachers, thus it facilitates a well executed teaching and learning process. A good environment is necessary for learning. The reason why we should make sure that we should have this kind of environment, as we teach or we learn. Article Written By varron varron is a blogger at Expertscolumn.

Chapter 6 : Six key elements of quality

About Elements of Education. We believe that all students have the right to high-quality educational experiences that develop their unique needs and passion.

An e-Interview With Jonathan Kozol. *Children in the Years of Hope*. Effective schools in New York City shine brightly in an educational system fraught with problems. Hoping to learn what makes effective schools work, Education World visited three of them. Mother Hale Academy is a public elementary school in the South Bronx. No single magic bullet prevails at the three schools. Each offers a different curriculum and different approaches to teaching and learning. However, each school has developed an environment that nurtures student achievement and personal development: Student settings, either class size or student population, are small. Ground rules set the tone for respectful behavior. High expectations and clear consequences are articulated to students frequently. Staff is dedicated and caring. Structured daily and classroom routines provide stability and direction. Historically, at-risk children share some common characteristics. They are often poor children who are members of minority groups. Many are immigrants, or children of immigrants, who do not speak English at home. They often have limited proficiency in English or are bilingual. Mothers who have not completed high school are raising many at-risk children. Statistically, students with such characteristics often drop out of high school or are among the lowest achievers. Compounding those factors is the environment in which those students live; many live in neighborhoods rife with violence and crime. The New York City school system as a whole has shown improvement in some areas, yet students continue to struggle. Dropout rates are on the rise, however. Each minute ticks by in agonizing slowness. At the schools Education World visits, however, the classrooms are full of energy. The teachers are animated. During a day at Crossroads School, students in a science class conduct an experiment. In another part of the school, students discuss ancient hieroglyphics and speculate about the use of artifacts discovered by archaeologists. Students raise their hands eagerly as Vance introduces each new word. He writes each spelling word on the board as if it is pivotal to solving a murder mystery. Vance tells the students all the words have something in common. He invites them to use the clues to discover what trait the words share. There are giggles and smiles from both teachers and students at these schools. Although the students like having fun in school, they know what it takes to learn. A staff member at Mother Hale agrees that for students to learn, explanations need to be specific and complete. She [or he] has tunnel vision. Teachers need to teach their students to take the challenge from whatever is necessary. Long days are the norm, not the exception. Kennedy and other Crossroads teachers are available to help students with homework during lunch periods and after school. Many coach athletic teams. At Mother Hale, staff members do more than pay lip service to the belief that children come first. The buzzword since the reorganization has been "relentless," principal Margaret Hill tells Education World. Hill has spent her entire education career at Mother Hale, starting there as a first-grade teacher in Two days a week, I run an after-school program. Other examples of teacher dedication are not hard to find. At Crossroads, one teacher made triple-lens microscopes for the chemistry lab. Wiener often personally subsidizes field trips and monthly passes for city buses. One of the main reasons they choose to remain at their schools -- many have turned down substantial pay hikes to teach at other schools -- is the collaborative atmosphere among teachers and support staff. Every Wednesday, we talk about issues, our struggles, and we share those problems with one another. There was no one really there to check on you or help you out," explains Alisa Shanske. Before Mother Hale closed and reopened with new staff and administrators, teachers often quit during the school year, she says. Staff members have learned to work cooperatively; they plan together and meet for common preparations. One of the first hints that something is different at these schools is the orderly way in which students pass from class to class. The students are nice to one another. There is no shouting, shoving, or pushing. Missing are the teasing and name-calling. Teachers are respectful to the students; students are respectful to their classmates and their teachers. That same thought is echoed at Mother Hale. It is needed, really needed, now. We try to bring a sense of team to the classroom. He comments that there is a big difference between KIPP and the Levittown

schools where he once worked. The Levittown system serves a more-affluent population that is about 85 percent white. KIPP is pretty impressive. Small school settings help staff members form personal connections that encourage students to be more responsible for their work and their behavior. Seldom can a student slip through the cracks or go unnoticed. Although Mother Hale has nearly students, it is divided into two academies, one for pre-K to grade two and the other for grades three to five. Most classes have 20 or fewer children. Some reading classes are even smaller, with only 15 students. Although a lot of kids do have really supportive parents and guardians, most receive free and reduced lunches. Ranale, another Crossroads student, is in the sixth grade. He cites the large student enrollment at the other school he taught in as a factor behind its struggle. There were 15 fourth-grade classrooms. There is no way that school could succeed. The school was totally dysfunctional. They know just what to say, when to pull back, when they are needed, when they are not needed. It is relating to one another as humans. That sense of community helps teachers think outside their own classrooms and be part of a big building. The social climate in the hallways directly affects the classrooms. Staff members who remained during the restructuring, along with the new administrators, students, parents, and community members, were involved in the reorganization of the school. Getting students to buy into that climate requires frequent reminders from the staff. In a fifth-grade classroom down the hall, a student is asked to erase the board. Her teacher reminds the classmates to be "good teammates. Many tell EW about their goals and how they know hard work will help them succeed. Nkafu, ten, a fifth grader, says she came to KIPP hoping for help with her math skills and for a more-challenging program overall. You just had to sit down and be quiet -- that was enough. At KIPP, students receive paychecks every week. The checks reflect the work they completed, their effort, their demeanor, and other factors, Myers explains. Parents or guardians must sign the checks. The amount on the check is based on positive and negative comments. Myers works with students who earn below-average paychecks to determine what can be done to help them improve. Students must earn an average paycheck -- based on a point system -- to play on a team or participate in an activity. There is no escaping the KIPP philosophy that hard work equals results. It is the school creed, and it is written everywhere. The whole tone of the building sets the pace. She directs him to stand in the back of the room. According to Maisel, the parent of a Crossroads student, "The teachers are clear. In fact, students at both Crossroads and KIPP say they like their schools because they feel safe there. Many live with aunts and uncles, grandparents. We try to create a safe space for them, and we do that by establishing consistency and structure. Each advisory group of 16 students meets weekly for about 40 minutes.

Chapter 7 : Five Critical Elements of Any Adult Education Program | The EvoLLLution

Elements of Education Elements of Education is a non-profit funding arts, math, science and literacy initiatives in public education. Elements, Vol. 3, released 14 March 1.

E-mail 1 The teacher and teaching methods The teacher is perhaps the most important factor in the quality of education. Do the teaching methods even out the different starting points of the students, including gender? Has the teacher access to the teaching material needed to satisfy the requirements of the curriculum? Teachers who cannot survive on their wages will become less motivated and have frequent absences. If it takes them two to three hours to get to school, they will have less time for preparation. Are basic literacy and numeracy skills sufficiently emphasized? Is there an inclusive learning environment also for minorities or pupils with disabilities? Do the pupils learn to respect each other and the surrounding natural environment? Do the teachers cooperate to ensure a sound learning environment? Do they punish the pupils? Are parents and the surrounding community included so as to ensure that the school is a welcoming place to be? Does it adhere to national guidelines? Is the school day well organized? Is the administration of the school transparent so that everyone can see how funding and other resources are deployed? Do teachers have clear parameters for how they should teach and treat pupils and female colleagues? Do headteachers and the school board treat teachers with respect? Has the pupil been exposed to special challenges such as natural disasters, abuse, child labour or AIDS? Has the pupil grown up in an environment where girls and boys have equal opportunities? How dissimilar is the language used at school to the one spoken at home? Are pupils hungry when they arrive at school? Do any suffer from chronic diseases? Do they have a long way to school and what is this like? A school that is not granted adequate funding and has no clear guidelines will not be able to ensure quality. However, each individual school must administer its own resources and organize the work in the best possible way on its own terms.

Chapter 8 : Elements of Education

Education Elements works with school districts to build and support dynamic school systems that meet the needs of every learner, today and tomorrow.

Chapter 9 : Common Elements of Effective Schools | Education World

An ideal system of education requires distinct characteristics. Our education system today is not quite perfect. All education institutions share a common goal. The goal is for all the students to gain knowledge that they didn't have before in order to compete in the real world.