


**While You Are Waiting**  
Download the Viewer's Guide and follow along!



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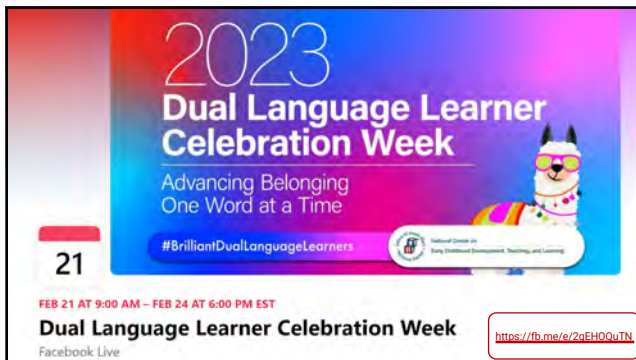
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**2023**  
**Dual Language Learner Celebration Week**  
Advancing Belonging  
One Word at a Time  
#BrilliantDualLanguageLearners

**21**

FEB 21 AT 9:00 AM – FEB 24 AT 6:00 PM EST

**Dual Language Learner Celebration Week**

Facebook Live <https://fb.me/e/2oEHOQuTN>

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**Webinar Features**



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Office of Head Start  
National Center on  
Early Childhood Development, Teaching, and Learning

February 21, 2023

## Using Brain Science to Inspire and Motivate Education Staff

Vanessa Maanao-French  
NCECDTL

Katie Miller  
NCECDTL

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Education Managers  
February 21, 2023  
Using Brain Science to Inspire and Motivate Education Staff

**Webinar Objectives**

- Review research on the connection between brain science and motivation
- Share strategies to engage and energize staff using brain science and motivation theories
- Review practical strategies that help education managers inspire and motivate their teams

**The Skills for Early Learning Leaders**

- **Engage and Energize Staff:** Inspire and motivate staff using brain science and motivation theories
- **Build a Supportive Environment:** Create a positive and inclusive work environment that supports staff well-being and productivity
- **Communicate Effectively:** Use clear and concise communication to share information and provide feedback
- **Collaborate and Partner:** Work with staff and other professionals to develop and implement effective practices
- **Lead and Inspire:** Set a vision and lead by example to inspire staff to achieve their full potential

Viewer's Guide



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## Objectives

- Discuss the connection between motivation and staff productivity
- Share strategies to engage and energize staff using brain science and motivation theories
- Review practical strategies that help education managers inspire and motivate their teams



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### What is your learning objective?

Please take a moment to write down what you hope to learn during today's webinar in your downloaded viewer's guide.



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### Overview of NCECDTL's 5Rs for Learning Leaders



**Purpose:** to identify effective practices of learning leaders



**Approach:** research and interviews of learning leaders from the field



**Findings:** The 5Rs for effective learning leaders



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-  Responsive Relationships
-  Reason
-  Resources
-  Reflective Dialogue
-  Recognition

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**Poll Question: What is your experience with the 5Rs?**

- a. I have learned about the 5Rs through Education Manager webinars
- b. I have been in 5Rs training offered through my Head Start Regional TTA team
- c. A and B
- d. The 5Rs are new to me

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**Resources** 

Early learning leaders support staff growth and learning by providing resources needed to engage effectively with children and families.



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**Resources**

- Translating theory to practice in doable chunks
- Provide responsive resources and varied, concrete presentation modalities



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 Resources

Translating theory to practice in doable chunks



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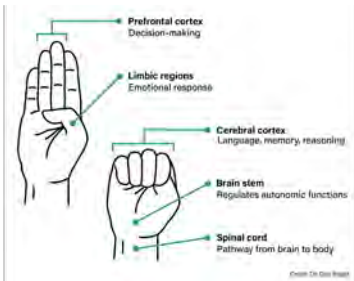
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Orientation to Brain Function



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**How many of these situations have you experienced?**


I felt like needed more instruction or preparation.

I felt "talked at" by a trainer.

I felt overwhelmed with too much detailed information presented quickly.

I felt lost with the use of acronyms and/or jargon.

I was distracted by memes, jokes, or stories.



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## Cognitive Load Theory

<p><b>Extraneous cognitive load</b> is the type of load created by the way information is presented to the person. The cognitive load is the result of irrelevant or unimportant pieces of information that are given to the person. This load can be the result of unproductive methods of teaching that throw off the learner and makes learning unnecessarily confusing and complicated.</p>	<p><b>Germane cognitive load</b> is the result of the constructive method of handling information, in a way that contributes to learning. Therefore, germane load refers to the work that is put into constructing a long-lasting store of knowledge or schema. This significantly accelerates the learning process. Germane load involves developing patterns of thoughts or behavior to organize categories of information. The more practiced the use of these behavioral schemas becomes, the more effortless the behavior becomes. This type of cognitive load is encouraged.</p>	<p><b>Intrinsic cognitive load</b> represents the inherent complexity or difficulty involved in certain tasks or materials. Intrinsic load is governed by the number of elements that interact with each other, which all have to be processed simultaneously, making the task more complicated. If there are many elements that the person needs to attend to at once, the intrinsic load will be higher than in the case of low element interactivity.</p>
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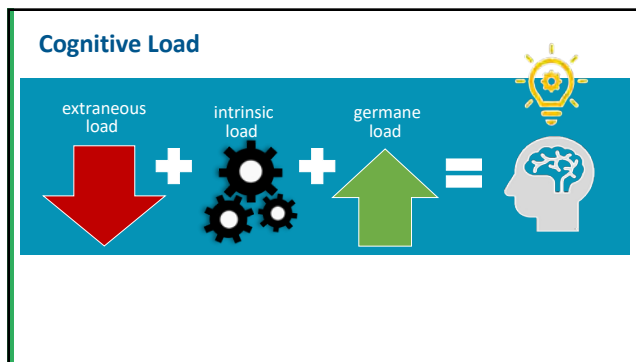
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	<b>MAXIMIZE</b> germane load	Offer opportunities for deeper learning and application
	<b>SIMPLIFY</b> intrinsic load	Provide information in smaller segments Structure from simple to complex
	<b>REDUCE</b> extraneous load	Minimize distractions

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### Cognitive Processing



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### Cognitive Processing Strategies



"chunking"  
Miller's 7 +/- 2

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### Microlearning: not just "bite-sized" learning



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## Revisiting Cognitive Processing



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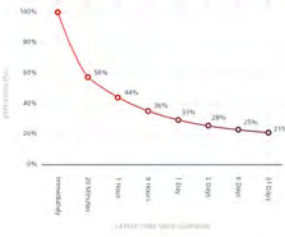
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## The Ebbinghaus Forgetting Curve



We typically **lose 80% of the knowledge** we learn within a month.

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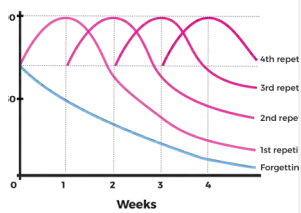
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## Curve of Forgetting

For newly learned information



## How do we disrupt the curve of forgetting?

*"With frequent repetition, the capacity of consciousness may be increased."*

Hermann Ebbinghaus

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### Spaced Repetition Activity Options

- Revisit this webinar on PushPlay or when posted, on ECLKC
- Review your notes in the Viewer's Guide
- Use the resources in the Viewer's Guide, including the modules on cognitive load theory, to learn more and/or share with your team

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### Pulse Check

How are you doing in reaching your personal learning objective for today's webinar?

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### Resources

Provide responsive resources and varied, concrete presentation modalities



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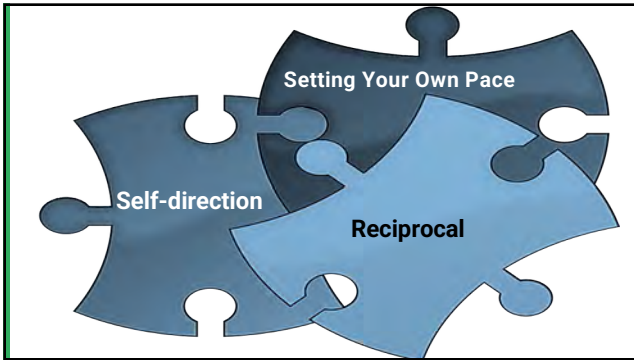
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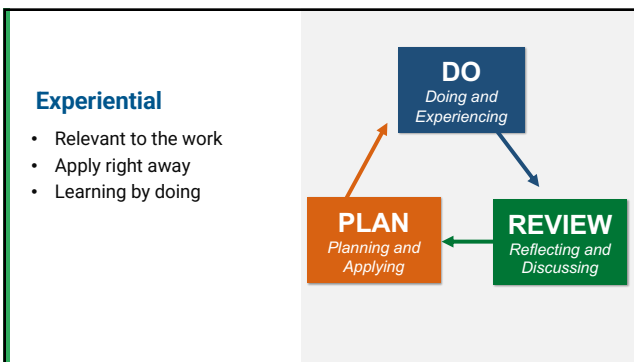
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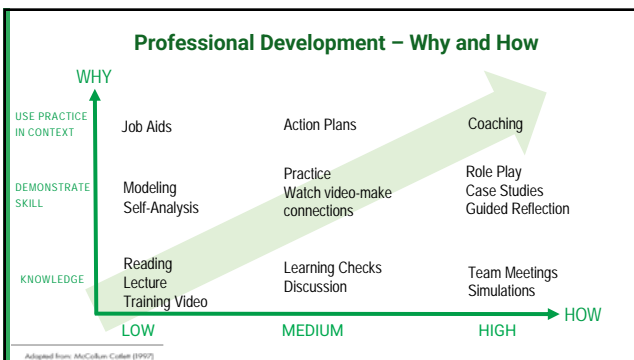
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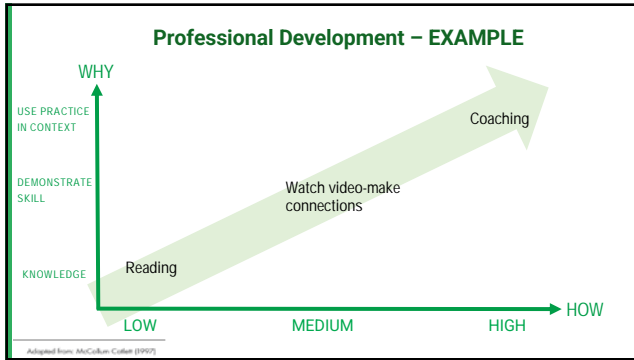
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**Constructivism and Adult Learning**

**Knowledge is:**

- created from past learning experiences
- actively constructed by the learner
- dependent on the standpoint of the learner

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**Constructivism and Adult Learning**

Each learner interprets experiences and information in the light of their:

**Knowledge**      **State of Cognitive Development**

**Personal History**      **Cultural Background**

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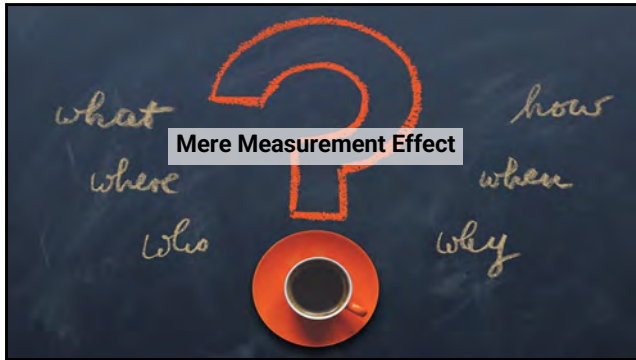
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### The Brain and Motivation

- Experiences trigger neural activity
- Repeated experiences create pathways
- Pathways create associations between actions and memories
- We are motivated to repeat experiences that made us feel good



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### Intrinsic and Extrinsic Motivation

- From within (satisfaction, growth, autonomy, competence)
- From the outside (pay, benefits, praise/awards, fear)
- Not additive, but interactive
- Relationship based



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**“Learning is an experience.  
Everything else is just information.”**

– Albert Einstein



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**Time for Questions!**

Please submit your question using the Q&A widget

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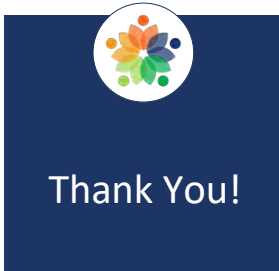
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Please join us for our next episode!

Education Manager Webinar  
**Responding to Challenging Behavior: The education manager's role**

May 16, 2023  
3-4 pm ET

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