
Preface

The development of this extensive repertoire of teacher and leadership strategies has an unusual and interesting history. Bobbi DePorter, one of the founders and president of a company called Quantum Learning Network, set in motion a sequence of events more than twenty years ago that has had a profound impact on thousands of teachers and students around the world. My own experience is closely linked to these events and this history, and it has helped prepare me to recognize the power of this curriculum to maximize the potential of classroom teachers and school administrators. We discovered a recipe for improving performance in the educational organization, a recipe that blends effective classroom practice with motivation and leadership.

In 1978, a psychiatrist from Bulgaria named Dr. Georgi Lozanov gave a lecture in Europe relating his research about what we now call accelerating learning. Dr. Lozanov's conclusions were astounding and set in motion events that changed many of our basic beliefs about effective teaching methodology.

Dr. Lozanov demonstrated that he could accelerate a student's ability to learn and retain information. When he presented his findings at the conference in Europe, he shocked many of his listeners with the results from his research with students. Following the conference, the Soviet-backed Bulgarian government took special interest in his work and immediately placed Dr. Lozanov under house arrest to prevent him from sharing his research. Dr. Georgi Lozanov remained under house arrest for more than a decade. He continued his research, but the sharing of his results was carefully controlled and monitored by the Bulgarian government.

It was shortly after Dr. Lozanov gave his lecture in Europe that Bobbi DePorter became aware of his work. Bobbi had already founded a school called the Burklyn Business School. It was an innovative program, and Bobbi was interested in learning strategies that would help students at the school. She wanted to know if it was possible to accelerate the encoding of long-term memory. She established contact with Dr. Lozanov and invited him to come to the United States for a vacation.

Surprisingly, the Bulgarian government allowed Dr. Lozanov to make the visit. They impounded his research, held his family, and tattooed a

symbol on his right hand near his thumb, so he could be easily identified. They sent a bodyguard to accompany him and ensure his return.

Dr. Lozanov stayed for three weeks in Bobbi DePorter's home. During this visit, Dr. Lozanov worked with a group of volunteer students to demonstrate what he had learned. Dr. Lozanov introduced the students to a language they had never experienced and demonstrated how they could accelerate their learning.

Following his visit, Dr. Lozanov returned to Bulgaria and continued his research and his communication with Bobbi DePorter. He wanted to escape from Bulgaria with his family. Bobbi and several other individuals raised money to help him escape, and he and his family were finally able to do so. They moved around Europe for a time, secretly going from location to location. Money was funneled to them through a contact in Europe, and their whereabouts were kept hidden. Dr. Lozanov and his family eventually settled in Austria.

Two years after the visit, Bobbi and others interested in Lozanov's work developed the first SuperCamp. The original SuperCamps were academic, motivational, and life skills programs for high school students, but they were later expanded to include programs for elementary, middle school, and college students. They are rigorous ten-day programs designed to teach learning and life skills and build learner confidence.

SuperCamp program locations have included Stanford University, Wake Forest, University of Wisconsin, Claremont College, Colorado College, and Hampshire College, as well as England, Singapore, Hong Kong, Malaysia, Switzerland, Australia, Mexico, China, and Taiwan. Over 40,000 students have graduated from the programs. Follow-up studies of the effects of the program on these students have revealed some impressive results.

The SuperCamp programs have been like a learning laboratory that have been ongoing for more than twenty years. It has been a constant search for "what works." As the programs matured, it became apparent that many of its aspects would be effective for classroom teachers and school leaders. Many powerful Teaching strategies have been identified, and, as a result, the Quantum Learning for Teachers Training and the Quantum Learning and Leadership Program for School Administrators were developed.

ABOUT TERMINOLOGY USED IN THIS BOOK

We refer to many of the strategies identified over the years as "moves." The word "move" is used to indicate a specific action taken by a teacher or school leader. Moves are not theories; they are actions. Examples include changing instructional position, using anchor music, creating an empowered classroom climate, reinforcing content, and increasing as well as

sustaining motivation in school organizations. Teacher moves are the concrete actions used by teachers to educate students. Leadership moves are actions used by teachers and school administrators to upgrade performance and motivation in the classroom or school organization.

WHO SHOULD READ THIS BOOK

The book is valuable for teachers in all teaching arenas including elementary, middle school, high school, college, and graduate-level programs. Teachers will find a rich repertoire of effective strategies that can be easily implemented to improve teaching effectiveness. They will also discover powerful ideas and strategies for improving motivation in students and for strengthening character. They will discover how to implement and support leadership in the classroom. Perhaps, most important, teachers will experience renewed energy and passion for their profession, and will experience an increase in their own motivation.

The book is also written for school principals and other educational administrators who work directly with teachers in the role of an educational leader. They will discover a powerful new way to view leadership, and the book will serve as a valuable resource of specific actions designed to upgrade the effectiveness of the educational organization. Specific strategies for improving sustainable motivation and energy throughout the organization will be discovered in every chapter. The book will serve as a handbook for teacher improvement strategies that can enhance the effectiveness of any professional educator. It will also serve as a valuable resource for those who work directly with parents.

Both the teacher and the principal will learn the important new breakthroughs in neuroscience and cognitive science that are directly related to effective learning methodology. They will learn the science behind accelerating the encoding of memory in the human brain and will gain important brain-based insights that explain the foundation of many of the teacher and leadership moves presented in the book. This material can also act as a guide by showing what students should know about how their brain works and how they can increase learning capacity by using good brain-based strategy.

HOW THIS BOOK IS ORGANIZED

The book is organized into six chapters. Chapter 1 sets the stage for the other five chapters and develops a working definition of leadership. The topic of leadership throughout the organization is explored, and the theme of durable motivation is introduced. Durable motivation is a term

used in the book to indicate motivation that is sustainable over long periods. The remaining five chapters focus on four educational connections. Those include the context connection, the cognitive connection, the character connection, and the classroom connection.

Chapter 2 introduces the theme of context with a primary focus on context for the professional educator. Systems thinking, the definitions for the main event of education, and specific strategies for staying resourceful are presented.

Chapter 3 covers the cognitive connection by updating the teacher and principal on important brain discoveries that are directly related to teaching and leadership. This information is an essential part of the book because it provides the background for understanding the science behind the teacher and leadership moves included in the chapters that follow. The material in Chapter 3 is referenced throughout the remainder of the book.

Chapter 4 is a return to the context connection, but this time with a focus on creating an empowering context for students. Specific moves for establishing an effective classroom climate are explored. This chapter includes effective strategies such as creating a focus on effort, the use of inclusive language, the effective use of music in the classroom, establishing equal-value relationships, and creating a classroom or school “home court advantage.”

Chapter 5 covers the character connection with an introduction to the concepts of cognitive anchors and the importance and power of overarching principles. The chapter is a treasure trove of stories and examples that can be used with students. The material is organized around the “gold coin of respect” and the “four gems of excellence,” which include integrity, ownership, positive mental attitude, and perseverance. The chapter also contains a positive self-coaching script for students.

Chapter 6 provides an extensive coverage of effective classroom strategy as the classroom connection unfolds. A powerful strategy for the brain-based presentation of content, called the “connected quartet,” is explored. An effective protocol for reinforcement is presented with many effective teacher moves. The ALERT model for helping students focus their working memories is developed and is followed by an extensive list of effective state management teacher moves. The chapter is followed by a resource section with diagrams of the brain; a brain preferences survey to measure style, modality, and brain dominance; and a powerful tool and strategy for teaching effective expository reading methodology to students.

Chapters 2 through 6 each contain a section titled “Catalogue of Educational Moves.” The purpose of this catalog is threefold. First, it will function as a valuable tool to help the reader identify the specific teacher and leadership moves presented in the chapter and will also function as a review of the chapter content. These catalogs will serve as a valuable resource in the future for identifying moves for implementation into classroom practice and enhancing leadership.

Chapters 2 through 6 also each include a section called “Leadership Notes.” The purpose of these sections is to advise the reader about how specific moves can be used as leadership initiatives. These sections are for the teacher and the principal, and they create an important focus on leadership and motivation, allowing the reader to better assess the potential of certain moves as leadership initiatives.