



Michael Griffin

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Breaking Shackles

Liberating the Mind for Learning

Monday December 3, 9.30-3.30

Brighton RSL, Keelara Hall 11-13 Keelara Street Brighton SA

Explore the pedagogical factors that most impact learning. With reference to the work of Hattie, Dweck, Deci & Ryan, Ericsson, Csikszentmihalyi, the Harvard Project Zero team, and other notable educational psychologists, we synthesise mindset, intrinsic motivation & metacognition into a model that challenges capped-potential self-conception. Teachers will understand the impact adult beliefs, words and actions have on cultivating the learning disposition of students. Teacher mindsets result in expectations raising or lowering student achievement. Metacognitive teaching has the greatest effect on learning, enabling freedom of the mind enhancing self-efficacy, but how is it taught? Reinvigorate your teaching by revisiting the key teaching and learning principles that result in greater student achievement and engagement.

- Learn best-practice concepts of motivation, goal setting, metacognition, and growth-mindset, with research-based reference.
- Discuss classroom applications and ideas that arise from the above using Harvard PZ thinking routines.
- Be challenged to consider and re-examine underlying premises and positions that impact student learning.

Includes resources, certificate of attendance, lunch and refreshments. Price \$275. [Email](#) for further details.

[Michael Griffin](#) is an educator, speaker, and author. His talks are inspired by self-determination theory and the premise that the greatest predictor of progress is the quality and the quantity of effort. He has consulted for Cambridge University Press and is the author of several books, including *Children and Learning – For Parents*. Michael has presented to [400 schools and conferences](#) in 30 countries. Outstanding testimonials.

The PD by Michael was excellent. The topics were interesting and relevant. I have implemented his ideas into my classroom and with the leadership group. There were many examples he gave were the theories related to classroom practice. Having come from the classroom himself I knew he understood the classroom setting. His nature and delivery were easy to relate to and listen to. Taree Christian College NSW July 2017

I enjoyed the time-out to think about the importance of pedagogy rather than content! Michael was able to link key themes very well and make it accessible to all of us. Linda, SA.

I particularly liked how you gave us ideas, strategies, questions and prompts, to implement and use. Justine Bartlett, Cabra Dominican College, SA.

Very much aligned with our strategic direction and with strong evidence to support his teaching. Raelene Plozza, Brighton Grammar School, VIC

This course was informative, engaging and material was insightful. A thoroughly enjoyable day. I will definitely take ideas and strategies back to the classroom and embed into my programs. NSW

Really enjoyed the interaction with both presenter and participants. Michael was both knowledgeable and accessible. Jo Davey, St John's College Nambour, QLD

Also available in your school, for students:

[Seeking Excellence:](#) Core learning for senior students: finding motivation, becoming metacognitive, learning for understanding, and why growth mindset surpasses notions of natural ability.

[Study Stress and Music:](#) What is the impact of background music on learning? Given that approximately 70% of students listen to music during homework, this informative and interesting research-based lecture is immediately relevant not only for students, but for teachers also.

[How Are You Smart?:](#) We all have the capacity to be intelligent. For ages 11-14, this presentation empowers students with a sense of their unique multi-intelligent self. Based on Howard Gardner's model of multiple-intelligence.