Mr John Joseph holds one of the most impressive education CVs in the education world. He is the author of multiple books, including *How to create classrooms that are uplifting for the spirit*, and *Brainy Parents – Brainy Kids*. John writes subscription articles for schools and education programs which are used across all grade levels. He has developed learning and career profiling systems that are being translated into Mandarin, Thai and Finnish. His on-line Young Thinkers’ Program is being used to implement critical and creative thinking programs for students globally. Mr Joseph has taught at all school grade levels from kindergarten to senior high school and has taught extensively in education programs at 3 Australian universities. He holds a Master’s Degree in Mathematics and Science Education from the University of South Australia. John has a real passion for neuroeducation. His focus is on learning: how it happens; how to maximize it; how to inspire it in students; and practical strategies to enhance it. John is a parent of two young adults.

Check out Focus Education’s programs outlined in this booklet or from the Focus Education website. Alternatively, John, or any of our team can plan specific sessions with you. We have a strong depth of experience in supporting sites to develop and implement sustainable change. We work with individual sites or at cluster levels. Focus Education trainers work with educators, students, parents and the corporate world of work. Focus Education programs are available face-to-face or via distance education modes.

“For a list of Focus Education Trainers please visit [www.focuseducation.com.au](http://www.focuseducation.com.au)"
“Dear John, thank you for coming half way around the world to be with us in Istanbul. You were sensational! Your workshops were overflowing. People were spellbound by what you had to say about the brain and how the way it works affects teaching and learning. Your presentations and content were just so effective. We learnt a lot from you.”  
David Chojnacki, Executive Director, NESA, 5-day residential conference for 1,200 delegates, Istanbul, Turkey

Company Profile
Focus Education is a global research, training and resource organisation that develops educational programs for consumer and professional markets. Developing Critical and Creative Thinkers is a subsidiary of Focus Education Asia with Corporate Headquarters located in Australia. Its role is to manage and develop Focus Education’s thinking-based range of consumer products.

Vision
To create engaging new educational experiences for consumers by combining latest generation thinking with contemporary content and delivery services.

Mission
Focus Education is committed to developing resources and services that challenge the traditional ways that students, adult learners, families and corporations think and learn.
- To have the courage to articulate and work towards a better education future for all
- To move from an answer-based to a question-based learning curriculum
- To inspire critical and creative thinking

Focus Education: The Company Numbers
We offer programs that captivate and activate educators, students, parents, families and corporations.

<table>
<thead>
<tr>
<th>4,000+</th>
<th>300+</th>
<th>350,000+</th>
<th>150,000+</th>
<th>1,800+</th>
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</thead>
<tbody>
<tr>
<td>Schools John has worked in across 29 Countries</td>
<td>Companies and community organisations we have worked with</td>
<td>Delegates who have attended a full-day (or longer) workshop with John Joseph</td>
<td>Students who have attended a Learning to Learn workshop with John Joseph</td>
<td>John Joseph keynote and workshop presentations globally</td>
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Key websites:
http://www.focuseducation.com.au
Information about Focus Education plus additional reading
http://www.learningandcareers.com
Learning and Career Profiling System
http://www.mytalents.com.au
Learning and Career Profiling (English, Mandarin and Thai Versions)
http://www.mindwebs.com.au
Education and Parent Resources for sale
www.criticalandcreative.com.au
Critical, Creative and Curious Thinking Programs
Education is essential to the economic prosperity and community and family aspirations of entire nations. The first and most important goal is to ensure that children are receiving good educational outcomes with significantly reduced gaps between the highest and lowest performing students. Running through this proposal are three key and interconnected principles: children’s learning is at the heart of classrooms, and, teacher professionalism is at the heart of teaching, and, parents are children’s first and most foremost teachers. We represent a move away from minimum standards to ambitious high standards in which all children have access to highly trained teachers who engage young minds in learning and inspire young minds through their actions.

2. Our training focuses on 6 key elements for developing children as learners:
   1. Building children’s willingness to learn and set high self-expectations (Motivation)
   2. Building children’s preparedness to make errors and self-correct those errors based on regular and timely teacher feedback (Confidence)
   3. Building children’s repertoire of learning strategies as well as their capacity to use the language of learning (Strategies and Meta-Cognition)
   4. Ensuring each child has a personal learning plan that recognizes different rates of learning (Time Management)
   5. Ensuring each child seeks and uses feedback to improve performance and the child’s family is aware of progress against expectations (Feedback and Reporting)
   6. Development of out-of-school practices that improve the home learning environment, especially literacy and numeracy (Relevance and Community-Orientation)

And our training focuses on 6 key elements for developing teacher professionalism and performance:
   1. Organizing and transforming classrooms into safe, calm and productive places (Management)
   2. Knowing many powerful instruction strategies and then knowing when, why and how to use them (Pedagogy)
   3. Developing a range of of inquiry-based skills and processes in children such as problem solving, hypothesising, researching and investigating, critical and creative thinking (Intellectual Engagement)
   4. Understanding contemporary views of learning, especially the role of emotions, stress, sleep, nutrition and information processing (Theories of Learning)
   5. Knowing how to improve student performance through developing explicit success criteria and teaching children to self-monitor (Feedback and Revision)
   6. Developing leadership capacity in students through a range of authentic participation practices (Student Voice and Student Empowerment)

And our training focuses on 6 key elements for developing school-wide organisation development:
   1. Organizing and transforming staff learning opportunities (High Quality, Evidence-Based Training)
   2. Shared meaning about the language and practices used to describe and implement high quality teaching (High Quality, Evidence-Based Practice)
   3. Capacity for teachers to receive and respond to feedback about their effectiveness in terms of student learning (Developing Expert Teachers)
   4. Embedding and monitoring of a school’s vision and values in all practice (Developing Culture)
   5. Shared involvement from staff, student and parents in planning, tracking learning, data collection and analysis to compare goals with expected outcomes (Using Data to Plan and Grow)
   6. Critical and ongoing evaluation of structures, systems, programs and feedback processes (Knowing What Works)
Focus Education offers intellectually challenging and practically-oriented professional learning services within the education industry. We believe that you best understand the complexities and necessities of your school so we provide you with the opportunity to design a program to suit your needs.

“I just wanted to let you know that you completely exceeded our expectations with your presentation on Friday. I imagine you are fairly used to this sort of feedback but take into account comments such as “I just want to sit down and hear it all again - right now” which was said to me by a teacher reluctantly exiting the theatre. 100% of staff want you to return to work with staff and students and parents. Many commented it was the best pupil free day they had ever experienced. Many thanks for all that you do. Much appreciated.”  
Joy Ganter Principal, Glenmore High, Rockhampton, Queensland, 200 delegates

• Build years of quality professional learning, customised for your staff
• Inspire your staff with new, exciting and highly relevant ideas and strategies
• Examine the latest, paradigm-shifting research about how humans learn
• Understand Generation Gaps: innovative teaching for a modern, interconnected world
• Design new ways to engage young people in learning
• Build classroom strategies to reach every learner
• Understand how to utilise Learning and Career Profiles across your site
• Create programs for young people where they learn about learning
• Construct ways to build parent and community support for sustainable growth at your site
• Develop Student Voice: ways to share authentic power with students; moving from being ‘done to’ to ‘working with’

John Joseph’s Programs for teachers, students and parents

The past decade has seen an explosion of information about the brain and its function. More has been learnt about the functioning of the human brain in the last decade than in all the preceding centuries. Applied to classroom practice, this information affirms many elements of taken-for-granted teaching practice, and challenges numerous others. We offer programs that captivate and activate educators, students, parents, families and corporations. Our trainers work with educators, students and parents. We spend half our professional lives in classrooms. What other adult trainers do that!!

Workshop #1: Neuroeducation: Learning with the Brain in Mind
Workshop #2: Developing Emotional Intelligence
Workshop #3: Focus on Assessment: Assessment with the Brain in Mind
Workshop #4: Developing Thinking Skills (Critical, Creative and Curious Thinkers)
Workshop #5 Mind Your Brain Teacher Training: 2-day train-the-trainer program for teachers
Workshop #6 Mind Your Brain: part day – up to full day workshop for students
Workshop #7: How to become a SuperStar learner! (2-day workshop, please request further information)
Workshop #8: Parenting with the Brain in Mind: raising great families (a seminar for parents)
Workshop #9: 5-day train-the-trainer course: learn to use John’s presentations for teachers, parents and students within your own schools. By negotiation only.

“John, I met you at the amazing Leading Learning conference at the King’s School earlier this week. I have heard nothing but your name on people’s lips ever since…. THANK you for your inspiring work - and your incredible gift for passing it on to people.” Teacher of Chinese, National Conference, Australia
Using Focus Education’s Four Worlds and the Information Processing Models, you’ll enjoy six amazing hours of learning about how the human brain best works in classrooms – Create the conditions that optimise students’ engagement in classroom learning. This dynamic workshop uses stunning images, relevant anecdotes, discussion time and extensive notes to make it one of the most memorable of all time.

**Content:**

- Setting the scene: why is knowing about the brain important in today’s schools
- What is neuroeducation: 50+ brain-compatible teaching and learning strategies
- How the Brain Learns: developing a contemporary understanding of learning
- Old-Way – New-Way: changing views about the nature of the brain, learning, memory and intelligence
- Girls brains and Boys brains: explaining differences and why boys so often disconnect from schools
- Generation Gaps: innovative teaching for a modern, interconnected world
- Closing the achievement gap: ways to reduce the gap between the lowest and highest performing students
- PISA: why Finland, Sth Korea, China and Poland dominate internationals student rankings
- Effect Sizes: what innovations make the biggest difference to learning, looking at the research evidence
- Building student Motivation and Confidence: creating the conditions for engaging learners
- Building teacher willingness and knowingness: improving the quality of teachers in our schools
- The Four Worlds: crafting education experiences for the Heart, the Hands, the Intellect and the Future
- Information Processing Model: ways to teach using explicit levels of memory and stages of learning
- Teaching Strategies: knowing what, when and why to select strategies that improve student learning
- Why the brain forgets: striking the balance between memory, forgetting and thinking
- The purposes and benefits of Homework: 5 strategies to make homework more efficient and more effective
- The critical role of sleep and hydration: brain care for optimal learning and better behaviour

**Take this workshop and you can expect to:**

- Discuss evidence-based views on how to lower the gap between highest and lowest performing students
- Determine a range of powerful instruction strategies and then knowing when, why and how to use them
- Lower your work stress by building the motivation and confidence of your students
- Develop a range of of inquiry-based skills and processes in children such as problem solving, hypothesising, researching and investigating through Critical and Creative Thinking initiatives
- Find out why your students are so tired so often and learn ways to impact their sleep patterns
- Understand neuroscience’s contribution to the role of emotions, trauma, stress, sleep, nutrition and information processing
- Analyse evidence-based educational initiatives or innovations are most worthy of attention

“Your presentations were exceptional and have given me many critical questions to follow up on when I return to school. You made this conference truly meaningful for me. I will be in touch.” Jeff Fischmann, Director, Qingdao No. 1 International School of Shandong Province (QISS), China

“As I had witnessed John in action at various professional development conferences, I knew he would be engaging but I underestimated the overwhelmingly positive response from each of the three audience groups (teachers, students and parents). His ability to describe the physiology of the brain and the impact on memory and learning with relevance, humour and action was remarkable. Despite the wide range of ages, from 6 to 60 year olds, he “spoke” to each with appropriate references and pitch so the message penetrated deeply. In John’s interactive, dynamic, entertaining workshops the students gained a rich understanding of their brain and metacognition and how it relates to their learning, and indeed how they can be more effective learners.” Wendy Linderman, Principal, Australian International School of Saigon, Vietnam

“This was quite simply the best presentation I can ever remember attending. I learnt more today than in any other PD conferences in 20 years of teaching.” Deputy Principal, South Australia, full-day conference for 110 teachers

“Dear John, Thank you for your wonderful contribution to our Bridging the Gap conference. Feedback from staff, students and the wider community has been fantastic! Our heartiest thanks.” Neil Richards OBE, Principal, Yokohama International School, Japan
The ‘Emotional Rooms’ model provides a conceptual framework to assist teachers and their students in maximising student engagement in classrooms. It explains how to create classrooms that are inspirational to students; to live their lives with hope; to value community service; to contribute to self and family; to plan with an optimistic future in mind.

Content:

- Introduction to the Emotional Rooms Model: a model of hope and inspiration
- Attitudes and concepts: how students’ thoughts and emotions influence their thinking and behaviour
- The Concept Model: using questions to build optimism and healthy thought patterns
- The Hope and Despair Cycles: teaching students how to manage 7 key emotions
- Mind Your Brain Program: inspiring ways to teach students about emotions and behaviour
- Energisers and Engagement: using emotions to shift focus; to maximise engagement and to boost learning
- Introducing the ‘Chatz’: teaching students how to manage their own self-talk
- Planning and presenting lessons with the Emotional Rooms Model: practical applications
- Behaviour rubrics: constructing frameworks for behaviour, consequences and reporting to parents
- Discipline with dignity: non-punitive management strategies for every classroom
- Red Room: strategies for management and prevention of crisis situations
- The Strengths, Challenges and Growth Meter: a tool for identifying problems and planning growth

Take this workshop and you can expect to:

- Get heaps of practical energising emotionally-sound classroom strategies
- Learn how to inspire your students regardless of their circumstances
- Show your students how to use Hope as a driving, motivational force
- Find out why emotions, not the intellect make our most significant decisions
- Find out why your students are so tired so often and learn ways to impact their sleep patterns
- Go back to work with numerous, sure-fire practical, energisers
- Shift away from classroom rules and consequences to guidelines and restitution

“John, I met you briefly at your book signing and I just wanted to write and tell you how powerful and literally life-changing the conference has been for me. I have never been exposed to the 'brain-based' content and I am now so very captivated by it all!! It harnesses so many things I believe about education and has such depth and research validation. Thank you for all your hard work. I know those who attended were all intensely blessed by all that occurred. Thank you so very much. Lanelle Cobbin, 3-day conference, New Zealand

“A very powerful professional development which has touched me professionally as a teacher and personally. Lots of wonderful information to inform practice and how to live life with a more positive approach and a future full of hope.” Teacher attending a Building Emotional Intelligence Conference, Kent, England

“John led a group of 200 teachers and principals from Lutheran Schools through a positive, informative and engaging agenda spanning from 9am until 4:30pm. The feedback was overwhelmingly positive about the vibrancy and relevance of the information presented. John’s presentation inspired all.” Marion Nott, Assistant Director, Lutheran Education, Victoria, Australia

“Dear John, Your workshops squarely addressed the traumas of our past. I could not wait to give a 2-hour précis of your session while your ideas were still fresh in my mind. I was really overwhelmed by your choice of topic. We are faced with a highly complex situation which you have now tested. Please never forsake us, We need you.” Tille, Eastern Cape Province Educator, South Africa

“It was a treat meeting you at the Neuroleadership Summit. Would like to stay in touch. Mentioned you in my Psychology Today blog. You were spectacular and I appreciated your passion for making a contribution and difference. It shines through.” Dr Mark Goulston, Hostage Negotiator FBI, Los Angeles, USA
The Human brain is biologically geared for feedback and so assessment is a critical aspect of the learning process. This workshop provides a comprehensive view of what an approach to assessment congruent with brain compatible learning would look like in action.

Content:
- The importance of feedback in the learning process: planning assessment processes
- How ‘authentic assessment’ differs from ‘traditional’ assessment: assessment for learning
- Purposes of assessment: prioritising our purposes and linking them with practise
- Developing an assessment tool kit: moving away from results and grades to reflection and performance
- Engaging young minds: ways to engage students as key participants in the assessment process
- Assessment processes: creating an assessment framework and placing the tool kit into classroom action
- The purposes and benefits of testing: when and why to use tests
- Rubrics as assessment and coaching instruments: the why and how of building assessment rubrics
- Roundtable assessment: holding students accountable through public performance
- Assessment for diagnostic purposes: why do students achieve or underachieve?
- Recording and reporting student achievement: making reporting more meaningful

Take this workshop and you can expect to:
- Challenge steadfast beliefs about the nature and purpose of assessment
- Reveal the untapped intellectual capacity of your students
- Transform students grades into meaningful and challenging feedback
- Orientate your feedback so students see it as growth instead of labels
- Find out how to turn student apathy into engagement based on quality authentic assessment practices
- Go back to work with numerous, practical, essential feedback strategies
- Write more meaningful student reports

“I was in your afternoon session yesterday at Caulfield Racecourse. This was one of the most impressive presentations I have ever seen in my career both at Swinburne and my involvement in producing major events. Your content and delivery was excellent.” Damian Barber, Event Management Coordinator, Department of Tourism, Hospitality and Event Management, Swinburne University, Melbourne, Australia

“Hi John, We cannot thank you enough for the great job you did with our staff and students. I have received many positive comments. It was not only really interesting and enjoyable, but also very relevant for all of us. I can say with no doubt that you are one of the best guest speakers I’ve ever listened to. Tom Farrell, Superintendent, Kaohsiung American School, Taiwan

“Dear John, I am writing to tell you about the fantastic feedback we have received from the Assessment for Learning workshop you conducted. Your open and relaxed manner created a dynamic learning environment. Staff commented on the practical nature of the sessions. I now feel stimulated, satisfied, challenged, interested and confident regarding assessment.” Maria Voutas, Staff Development officer, ACT Department of Education, Canberra, Australia

“Dear John, I have never seen a staff so invigorated by a speaker before. There has been a constant buzz in the staff room ever since and many teachers thinking of ways to utilise what they have learnt.” Sally Ferguson, Lutheran Education Conference for 440 participants, pre-school to year 12, Adelaide, South Australia

“I just wanted to let you know that you completely exceeded our expectations with your presentation on Friday. I imagine you are fairly used to this sort of feedback but take into account comments such as “I just want to sit down and hear it all again - right now” which was said to me by a teacher reluctantly exiting the theatre. 100% of staff want you to return to work with staff and students and parents. Many commented it was the best pupil free day they had ever experienced. Many thanks for all that you do. Much appreciated.” Joy Ganter Principal, Glenmore High, Queensland, Australia
The ‘industrial model’ of education, with its focus on rigid compliance, the development of routine skills, and memorisation of quite specific knowledge no longer serves the needs of any of our young people to be effective children and adolescents in the modern era, and neither does it prepare them for their uncertain future. Young children today are entering a different world to the one their parents entered. It is a world of rapid change, of global competition, and of instant access to masses of media information. To thrive in this world, future citizens will have to be both inventive and inquisitive. That is, they will have to possess the mindset and thinking skills associated with creative thinking and critical or judgmental thinking. This workshop is cutting edge, bringing you the very latest in the global development toward a Thinking-Based education.

Content:
- Challenging the research: what do our students already do well and what needs further development
- Purposes of teaching thinking processes: prioritising our purposes and linking them with practise
- Outlines of Critical, Creative and Curious Thinking: a framework for developing a question mindset
- Developing a Thinking Processes Tool Kit: activities and questions for developing thinking processes
- Engaging young minds in thinking: ways to engage students in asking questions about information
- Thinking processes for mentally organising information in the brain: visual summarising, classifying...
- Processes for thinking critically, creatively and curiously: thinking at school; at home; in the community
- Linking thinking processes to the future: the why and how of occupational thinking
- Assessing thinking processes: how we know that we’re making a difference
- Young Thinkers’ Program: examining how to create programs for teaching thinking skills

Take this workshop and you can expect to:
- Prepare a practical approach to teaching thinking processes
- Recognise short falls in a technology rich school environment
- Reduce the distractions and interrupted nature of information presented on-line
- Find out how to engage students in deep and meaningful thinking processes
- Orientate your teaching so students increase understanding
- Go back to work with question facilitation strategies for every subject you teach
- Make a significant difference to the thinking capacity of those you teach

“John, you must be the closest thing to David Attenborough in our field. Well Done! What you have taught us was done in a way that made the technical into knowledgeable. Thank you for the most inspiring, useful session ever!”
Principal attending the QASSP annual Conference, Queensland, Australia

“Dear Mr Joseph, In November of last year you held over 800 teachers enthralled by your keynote speech at KORCOS in Seoul. In fact, the teachers have been clamouring to have you back (isn’t it great to be wanted!). That being so I formally invite you for a return visit to Seoul to open our 2008 KORCOS Conference. A continuance of this year’s topic would be gratefully appreciated.”
Timothy Gray Head, Seoul Foreign School, South Korea

“John, have enormous respect for your professionalism and talk of your brain-based learning approach wherever I go. Only last week, I came across a cluster of schools using the BBL principles as the core strategy in school pedagogy; a discussion which again prompted me to mention your work. Your valuable message about how teachers can optimise their teaching effectiveness has been inspirational for thousands of teachers.
Hon. Rod Welford, Minister for Education & Training, Government of Queensland, Australia

“Dear John, thank you for such fantastic presentations to the parents/Southern Highlands community members and the boys at Tudor House. The feedback from both days has been phenomenal. It has generated a lot of heavy-duty reflection amongst the adults & a lot of excitement for the boys. One Year 6 lad sought me out to tell me that the your workshop on the 20th May was, “the most I have ever learned during my entire school-life”. No wonder you have called it the ‘Amazing Brain Workshop’!
Phyll McLaughlin, Director of Enrichment, Tudor House School for Boys, Sydney, Australia

“Dear John, we greatly appreciated your open and relaxed manner which created a dynamic learning environment. Their enthusiasm is illustrated through the following quote, “John Joseph is inspirational, and left me feeling motivated in terms of reflecting on my own practise, and considering future directions.”
Staff Development Officer, ACT Dept of Education and Training, Canberra, Australia
Every year, up to 20,000 students from pre-school to senior secondary level enrol in John Joseph’s ‘Your Amazing Brain’ Workshops. Now, your staff can develop the knowledge and expertise to run their own programs using John’s remarkable PowerPoint presentations and resources. Participants will dissect a real brain, build models, use PowerPoints, make plans for student lessons, and bring back to their schools an extensive insight into planning and implementing an entire learning about learning program for students. Developed and tested with more than 100,000 students across 16 countries, *Mind Your Brain* - A Journey into the Mechanics of Learning, Emotions and Brain Care for Young Minds provides the essential ingredients for developing a fully integrated thematic approach to learning about learning. Choose your High Flyer teachers for this 3-day workshop. They will be challenged, stimulated and totally absorbed by the possibilities presented. John Joseph will demonstrate how to use over 500 remarkable PowerPoint slides including numerous brain and neuron animations to switch your students onto learning. The course, with 300 page teacher book addresses:

Section 1: Anatomy of the Brain – neuroscience for beginners  
Section 2: Neurons - tiny cells that learn  
Section 3: Information processing - understanding learning and memory  
Section 4: Learning Styles - assessing talents and strengths  
Section 5: Brain Care - grow a healthy brain!  
Section 6: The Emotional Rooms – enjoying life’s challenges

If you are interested in this 2-day event, please contact John for full details. It is a highly negotiated program based on your needs and our capacity to deliver. It is for ‘High Flyer’ teachers ONLY!

"The information presented was amazing and his examples and explanations were clear and easy to understand. A fantastic professional learning opportunity. It is an amazing program that every child will benefit from. What a fantastic workshop! It will definitely help us to help students be more happier and more productive at school."  
**High School Teacher at a 3-day Mind Your Brain workshop, Melbourne, Australia**

"John led 320 students and 20 teachers through the Amazing Brain workshop. My opinion of the quality of the presentation is that it was the best I have ever seen in 15 years in the education system. Pre-workshop planning, organisation, communication and preparation were extremely thorough and efficient. The actual workshop content and delivery kept students (from ages 5- 13) and staff (ranging from graduate teachers to teachers with more than 30 years experience) thoroughly engaged, interested, motivated and enthralled for the entire 6 hours. In fact, two weeks later, they are still talking about the ‘Brain Man’ and their learnings."  
**Kelly Edgar, Principal Delaney’s Creek State School, Queensland, Australia**

"I haven’t stopped talking about the ‘Mind Your Brain’ conference as I found it so fascinating. There is so much that can be used in the classroom and in staff development events. It was a very enjoyable day."  
**Abi Smith, teacher, United Kingdom**

“Fantastic seminar! – an insightful and thought provoking PD that reinforces our thinking and gives the understanding of why we do things and which things are most important to do.”  
**Peter Hubble, Canterbury High School, England**

Hi John, On behalf of Young Presidents Organisation Sydney I just wanted to say thank you again for a wonderful evening and what a pleasure it was to meet you. Lisa, Nicky and I benefited enormously from the time spent with you and I have no doubt that what we all learned from your presentation will impact our lives for many years. The feedback that we received from all those that attended was wonderful and it rated 9.6 out of 10 which is not an easy rating to achieve at a YPO event!I wish you every success in the future and hope that you will continue to impart your knowledge and experience to as many people as possible.  
**Regards, Matt Carty, Carty Property Group, Sydney, Australia**

“Hello John, We have just returned home to Teda, Tianjin, China after the EARCOS conference in Manila. It was a great experience and you were a big part of it. Thank you for your great presentations. Thank you so much for your unique, refreshing contributions to education today!”  
**Cynthia O’Shea, Teda International School, China**
Mind Your Brain (Student Workshops)

Mind Your Brain is an action-packed exploration of how the human brain functions. Over 150,000 students ranging in age from 4 year-olds to 18 year-olds have participated in these amazing workshops. Students dissect a real brain (from a sheep!); watch 3-D computer–generated images produced by the Focus Education Asia Team; build models; engage in higher-order thinking activities and play games that demonstrate key brain processes. This is one of the most memorable days any student will ever have at school!

Content:
- Learn how the smartest students in the world succeed
- Explain how the brain works: we dissect real lamb brains to help find out!
- Plan for high quality brain care: develop healthy sleep and hydration habits
- Explain the concept of Allostasis: create a list of ways to manage stress
- Memory and information processing: learn strategies to improve memory, questioning and performance
- Evaluate a number of learning strategies: build skills as an independent learner
- Evaluate a number of graphic organisers: using mind webs, graphs, paraphrasing, note-taking, T-charts, cause-effect maps, flow-charts and summarising techniques to be a more efficient learner
- Learn how to improve test scores: using feedback to improve performance
- Summarise Learning and Career interests: how to develop a personal learning plan to achieve goals
- Develop critical and creative thinking skills: moving onwards from good memory to great thinking!
- Plan 10 ways to become a better learner: what to do and how to do it
- Plan 5 ways to improve the efficiency of homework: making the most of study time
- Develop ways to build motivation and confidence: boost school performance
- Develop the skills to become an independent learner: key attributes for higher education success
- Develop leadership and collaboration skills: key attributes for high level employment

Students who take this workshop can expect to:
- Become inspired to learn more about how their brains work
- Recognise their talents and areas for further development
- Understand how to care for their brains, especially with regard to sleep and stress
- Find out how to become a more efficient learner
- Create a homework plan to reduce time and increase effectiveness
- Go back to their classroom with high levels of motivation and confidence

“...John Joseph mentioned that you don’t always need a lot of intelligence in order to be successful in school, what you need most is motivation and confidence. Mr. John Joseph’s workshop was so interactive and so interesting I didn’t even get a chance to jot down any notes. I was so into his ideas and his experiments, and I am rarely so into talks and lectures. It was great being able to learn what we could do to increase our brain developments. John Joseph is a true inspiration for me and I’m sure, for the people that have worked with him during workshops. His nonstop humour and stories that make things much more believable will make you smile all the way through the workshop. I’m so thankful and I will truly cherish this unforgettable opportunity, and I hope to see and work with him again in the near future!” Grace Harn, Year 12 Student Kaohsiung American School, Taiwan

“Dear Ian, I am a huge believer in positive feedback so I wanted to thank you BIG TIME for organising for John Joseph to visit UWCSEA. He was as inspiring as he was informative. My only sadness was that none of my three children had the privilege of hearing him speak and interacting in one of his sessions! Thankfully you mentioned that he has visited UWCSEA for the past three years so I would like to request that he comes for longer and that more grades - certainly from MS and 6th grade upwards - are lucky enough to hear and participate in one of JJ’s sessions. Speaking personally I would happily pay for my children to participate in such an inspiring forum. Please forward this e-mail to John. We all like to hear praise and in this case it is very justly deserved.” With kind regards, Aloise Price, Parent of 3 children attending United World College, Singapore

“Hi Mr John, I am a person who asked for your email and had a stuttering problem. I am Tin. I am now in grade twelve. Your lecture yesterday really inspired me a lot. I am always excited about brains and their miraculous features. If it is possible, can I stay in contact with you from now on? As I said, neurosurgeon is what I desire for. So I think we both have something in common. You and I are brain-lovers. I guess that you will be my best guide ever.”

Nguyen Trong Tin, International School Ho Chi Minh City, Vietnam
Keynote Address: – Mind Your Brain
When things go wrong: Real stories about damaged brains
Learning about learning: why this workshop is important
The achievement gap: why is it so?

Section 1: Anatomy of the Brain – neuroscience for beginners
1. name 10 brain parts and describe their key functions
2. correctly label an illustration of a human brain
3. follow a step-by-step process to draw a brain and label 10 brain parts

Section 2: Information Processing – understanding learning
4. link the terms, acquisition, rehearsal, retention and retrieval to general brain areas
5. analyse memory techniques and critique a number of learning strategies
6. observe the animated Information Processing Model and explain how the brain processes information, and why the brain only learns a tiny fraction of what it initially acquires
7. create an Advantages and Disadvantages matrix to explain the purposes of the junk detectors (over-ride switch, rubbish eliminator, dumpster, surge protector…) and the benefits of forgetting
8. create a Learning and Memory Pyramid in order to outline the most effective learning and memory strategies for each individual
9. construct an information processing model from play-dough and explain how the model works
10. evaluate a number of learning strategies in order to build skills as an independent learner

Section 3: Brain Care – growing a healthy brain
11. describe how substances such as illicit drugs work
12. clarify the major purposes of sleep; outline cycles of sleep and plan for effective sleep
13. make a list of ‘sleep thieves’ that occur in my home and determine ways to reduce their impact
14. use a mathematical algorithm to determine my best performance times and my down-times
15. make a case for keeping screens such as computers and televisions out of children’s bedrooms

Section 4: Learning and Career Profiling – assessing talents and strengths
16. explain the 4 Worlds Model and use the model to describe individual strengths
17. summarise what Learning Styles are and describe the stages of learning and memory that generate Learning Styles quadrants
18. undertake the ‘Learning and Career Profiling System to identify and describe my own learning styles, specific talents, career interests and areas for development

Section 5: Learning in the Emotional Rooms – developing emotional and thinking intelligences
19. outline the Emotional Rooms Model by defining the characteristics of each Room
20. explain the concept of Allostasis and create a list of ways for me to manage my stressors
21. elaborate on what concepts are and how concepts affect performance
22. outline the differences between critical and creative thinking
23. determine the main types of thinking used in a range of occupations
24. undertake a Creativity Test to determine my level of critical and creative thinking
25. create a personalised Learning Plan to direct my study
Parents are crucial partners in the learning process because they are children's first and most important teachers. 'Parenting with the Brain in Mind' is designed to achieve three broad goals: 1) Provide parents with an understanding of what the school is seeking to achieve with their children. 2) Give practical strategies for supporting children's academic learning and emotional development at home. 3) Describe the conditions necessary to raise great families.

Content Part 1:
- Weighted Elements: why there is an achievement gap between students and how to support your child to engage with school
- Motivation and Confidence – developing ‘I can do it’ concepts with your children
- Allostasis – why parents and their children get stressed! Managing family stress when times are tough
- The Four World Model – creating and education for the heart, the hands, the intellect and the future. Creating the conditions for harmonious families
- Brain Care – the critical role of sleep in learning and behaviour. Developing healthy sleep patterns for the whole family

Content Part 2:
- Emotional Intelligence – exploring the role of emotions in learning and relationships
- Creativity – teaching our children how to develop thinking skills, creativity, group skills and entrepreneurial skills
- Learning and Career Profiling – assessing each child’s strengths and career interests. Building personal learning plans with the future in mind
- Making homework more productive – ways to work smarter, gain better results from study in less time and create balanced approaches to study, family and leisure time
- Conversations with our kids – using questions to engage our kids in conversation

“Your talk has been the subject of a great deal of discussion around the Centre with the unanimous view being one of wonder sparked and mysteries unraveled. From those who didn’t attend there has been a unanimous expression of regret.” Jo Freeman, Community Childcare Centre, South Australia

“When John Joseph began his introduction; I was captivated. Everything about him caught my attention, his body language, his voice, and most of all his words and supporting digital imagery on the big screen in front of me. He understood what was happening in my very own home. He knew what I was enduring with my own two daughters. I listened intently to his every word. As I left the auditorium almost an hour later, I vowed to alter my own evening routine to fit in with my children. To alter their addictive night time routine to fit in with their futures. No more would they see their Mum going to bed before them. Instead we would all change our bed-time routines to fit in with our new freedom, freedom from being trapped by the lure and obsessive use of the Internet. I have to persuade my children that this is the right path; but somehow I think John Joseph may have already done that for me.” Melanie Tennant Admissions Officer PTIS International School, Chiang Mai, Thailand

“Dear John, Our son Dylan started at Guildford Grammar School in year 7 this year, which was the reason that we attended your lecture at G.G.S.on Wednesday 23/02/2011. We thought your lecture was very enlightening and your presentation fantastic. We didn't think that we would be given so much valuable information in such an entertaining and refreshing way, it was totally unexpected.” Thankyou very much. Mrs Bi and Mr Phil Walsh, Perth, Australia

“Dear John, thank you for your excellent presentation to the judges. The issue of the impact of alcohol and other drugs upon the brain, and particularly the difficulties experienced by the young in our community are of vital concern to judges both as members of the community and in their capacity as judges. You opened the eyes of everyone in attendance.” Brian Martin, Chief Justice, Supreme Court of Australia

“The juvenile Justice System staff were so impressed that their Training and Development Committee want to ask you to present the same workshop to their personnel.” Gerri Walker, Principal, Youth Training Centre.
John Joseph M Ed  B Ed  Dip T

Academic and Trade Qualifications
Master of Education, (Mathematics and Science Education) University of South Australia, 1994
Bachelor of Education, (Middle Childhood) University of South Australia, 1984
Diploma of Teaching, (Middle Childhood) SACAE Underdale, 1983

Countries of Speaking and Face-to Face Key-note and Workshop Presentations
Australia, Malaysia, South Africa, Tonga, New Zealand, India, China, Japan, Turkey, Germany, The Netherlands, Thailand, UAE, South Korea, Hong Kong, Wales, England, Borneo, Singapore, Romania, USA, The Philippines, Kenya, Indonesia, Vietnam, Taiwan, Jordan, Lebanon, Qatar

AusAID Projects (Australian Aid Abroad Program)
1. Training of undertrained teachers in South Africa for full teacher accreditation with the University of Fort Hare and the University of South Australia
2. Training of teachers and school leaders in the Kingdom of Tonga

Professional Workplace Experience
Jan 1998 – Present: Author, Trainer and Speaker for Focus Education Australia Pty Ltd
Author, Trainer and Speaker for Focus Education Asia
Author, Trainer and Speaker for Mind Webs Pty Ltd

- Manage state-wide retraining/in service training needs for 22,000 leaders and teachers
- Conduct training needs analysis and implementation across DETE system
- Design and deliver on-the-job in-service/retraining programs according to systematic needs
- Produce educational support materials for teachers' professional training

Feb 1992– Dec 1995: Lecturer, School of Education, University of South Australia
Course Coordinator, Graduate Diploma in Education (Secondary). Subjects coordinated and taught:
- Science and Mathematics Education 1, 2 and 3
- Investigations into Science and Mathematics 1, 2 and 3
- Social Education
- Teaching Studies 1, 2, 3, 4 and 5 (elementary and high school)
- Teaching in rural, remote and other complex locations (elementary and secondary)

1983 – 1992: Teacher, Kindergarten (5-year-olds) – to Year 12; General Classroom Teaching, Social Science, Science, Biology, Environmental Studies, Mathematics, Photography

1969 – 1982: Plasterer, Joseph and Sons

- Over 1,800 part or full-day workshops and seminars across all Australian states and 28 other countries for more than 350,000 education and parent delegates
- Over 600 full day or longer workshops for more than 150,000 student delegates
- Over 4,000 schools have participated in John Joseph conferences and workshops
- Over 300 corporate seminars for more than 5,000 delegates
- Educational papers and ministerial briefings for Education Departments across Australia
- Over 400 Conference Keynote Addresses for principals’ and leaders’ associations, IB, subject associations, Independent, International Schools’ Associations, Lutheran and Catholic schooling systems across the world
- 2011 Country Education Program (CAP) Travelling Scholar, 12 remote locations
- 2008 Australian Council of Education Leaders (ACEL) Travelling Scholar, 10 locations
- 2008 Scholastic Seminar conference speaker, 3 locations
Publications: Books, Programs, Articles

Joseph, John and Blunden, Sarah (2011) *Wake up to the Impact of Sleep*. Focus Education Australia
Joseph, John and Langrehr, John (2012) *Young Thinkers’ Program*. Focus Education Asia
Joseph, John, More than 100 web-based and journal articles, radio and television appearances since 1998

“Hi John, On behalf of the Gubei Faculty we want to thank you for your guidance through a dynamic and thought provoking workshop and presentation. While you have been busy visiting some of our other campuses during the past week, many of our teachers here have been sharing their experiences. The level of 'table talk' focused on our ongoing curriculum development program has changed significantly in how we are thinking about the context of our student's learning habits and how we can design our learning programs to effectively engage students and their families in very powerful ways. Thanks for enriching our YCIS professional growth program and we look forward to planning your return to our campuses. We have been thinking deeply about how next time we might have you directly involved with our students during their academic year so that they too can engage with what lies behind their learning endeavor and experiences.”

Dr. Richard Swann, Principal, Yew Chung International School of Shanghai, Gubei Campus, China, 2014
Parents are crucial partners in the learning process because they are children’s first and most important teachers. ‘Parenting with the Brain in Mind’ achieves two broad goals: 1) provides parents with an understanding of what the school is seeking to achieve with their children; and 2) gives practical strategies for supporting children’s social, academic and emotional development at home.

An Evening with John Joseph on DVD is a live production showing John presenting a 90 minute evening session in front of 450 parents and teachers in Sydney, Australia. John’s workshops have drawn outstanding feedback from thousands of parents globally. The DVD provides a stimulating educational and entertaining message.

Parenting with the Brain in Mind: An Evening with John Joseph
- The Four World Model – creating the conditions for harmonious families
- Allostasis – managing stress
- Motivation and Confidence – developing ‘I can do it’ concepts with your children
- The power of the human brain – all brains can learn!
- Brain Care – the critical role of sleep in learning and behaviour
- Emotional Intelligence – exploring the role of emotions in learning and relationships
- Learning Styles – assessing each child’s strengths and career interests
- Conversations with our kids – using questions to engage our kids in conversation
- Learning partnerships – key ways for parents to support their children at school

Save hundreds of hours of writing for your school’s newsletter. John has completed 65 articles for you in easy-to-read, informative and topical fashion.

In these enlightening, superbly written articles parents will discover:
- Ways to enrich children’s worlds in reading, writing, play and mathematics
- John Joseph’s brilliant Four Worlds Model – ways to build healthy families
- Strategies and techniques to assist children with homework
- Ways to promote healthy sleep, nutrition and hydration in families
- How to use questions to stimulate healthy conversations between parents and children
- How to use John Joseph’s Emotional Rooms Model to manage Red Room incidents
- Creative thinking tools for developing and expanding children’s mental capacities
- The powerful associations between the concepts we hold and lives we construct to match those concepts
- The ways in which actions, sensations, and memories sculpt the anatomy and function of each brain
- Groundbreaking information on the effects of diet, sleep, music and exercise on brain development
- Scientifically grounded methods for enjoying the roller-coaster rides through adolescence
- The skills necessary to assist children in building healthy emotional states
- A rich collection of strategies to assist children to build optimism
- The debilitating effects of substances abuse and how to educate children about associated risks
- Strategies for working with the “vulnerable brain”, AD/HD, dyslexia, conduct disorders, depression
- What the term ‘gifted and talented’ means and what to do if you consider children to meet the criteria
- How brains grow in specific ways at every age and how to provide age-appropriate stimulation

Format and Subscription Details
The format is simple: sixty five well-written, well researched articles of about 1,000 words per article in 2-sided, PDF, parent-friendly format. You attach the Articles to your weekly School Newsletters or provide them as reading matter in your school’s foyer or library. Subscribe on-line at www.focuseducation.com.au or email Cathy Joseph: cathy@mindwebs.com.au The Subscription Period lasts for 2 calendar years. The cost is $Aust 220.
Everyone thinks. However, not everyone thinks well.

Research with more than 15,000 students shows that one in three were unable to reach a 50% pass rate in critical thinking tests. A further one in two were unable to reach the pass rate in creative thinking tests.

Is it important that your students can:
- Skillfully improve the quality of their thinking
- Learn to be smarter, independent thinkers
- Apply Critical and Creative thinking processes
- Distinguish between facts, myths & opinions
- Develop their creativity
- Develop their confidence as learners
- Prepare their mind for university studies
- Score and record their own progress?

Young Thinkers’ Program is a locally developed on-line program containing 10 highly engaging interactive picture-stories. Each story has 12 questions and each question requires high level thinking such as making judgments, determining cause and effect, distinguishing facts from opinions, creative problem-solving, creative consequences, creative reversals…

Combining the best features of the internet with topics that motivate and challenge students, the YTP aims to give all students an enjoyable time practicing their ability to think up their own ideas, decisions, and reasons. The materials are tightly focused on developing critical, creative and curious thinking.

The stories are expertly assessed with instant feedback provided after each question. Students learn how great thinkers think and what counts as great thinking. Students learn how to assess their own thinking!

Teachers learn how to embed critical and creative thinking into their every-day program and methodologies.

Parents learn how to ask engaging questions that stimulate their kids in conversation.

Contact John Joseph for a FREE trial version!