

# Institute for Self Active Education (ISAE)

## ***Hands, Heart, and Mind*® Play Leadership Training Program**

### Level 1

Level 1 of the Play Leadership Program provides an experiential approach to developing leadership skills for play advocacy. The program incorporates ISAE's mission which stresses the importance of experiential learning in order to construct self knowledge. The participants learn how these play experiences influence teaching practice, the role of the teacher, and the pursuit of self-knowledge. These experiences provided in Level 1 Training are the foundation for further study in Level 2 and Level 3 Play Leadership.

Objectives	Program Components	Possible Methods of Evaluation/Documentation
1. Learn to create quality self active play experiences for children and adults using open-ended materials.	<ul style="list-style-type: none"> <li>∞ Develop 2 Workshop Plans</li> <li>∞ Implement 2 Workshop Plans</li> <li>∞ Personal Play History</li> <li>∞ Documentation Techniques</li> </ul>	<ul style="list-style-type: none"> <li>∞ Reflective Journal of self active play experiences</li> <li>∞ Written Detailed Workshop Plans</li> <li>∞ Implement Workshop Plans</li> <li>∞ Documenting Workshops</li> </ul>
2. Construct, implement, and evaluate new approaches to teaching.	<ul style="list-style-type: none"> <li>∞ Read selected publications on approaches to teaching</li> <li>∞ Discuss readings with collaborative teams</li> <li>∞ Journal changes in teaching behavior</li> </ul>	<ul style="list-style-type: none"> <li>∞ Actively participate in collaborative teams</li> <li>∞ Reflective Journal</li> </ul>
3. Develop more reflective teaching practice.	<ul style="list-style-type: none"> <li>∞ Read selected publications on reflective teaching practices.</li> <li>∞ Discuss readings with collaborative teams</li> </ul>	<ul style="list-style-type: none"> <li>∞ Participate in guided discussions, journaling, share experiences with colleagues, and relate those experiences to learning standards and human development</li> </ul>
4. Strengthen teacher's vision of Self as play advocate.	<ul style="list-style-type: none"> <li>∞ Define self active play advocate</li> <li>∞ Apply new knowledge about play as an advocate</li> </ul>	<ul style="list-style-type: none"> <li>∞ Written Detailed Workshop Plans</li> <li>∞ Reflective Journal</li> </ul>
5. Deepen understanding of the teacher's role in the learning process.	<ul style="list-style-type: none"> <li>∞ Define and illustrate the connection between play and early learning strategies</li> </ul>	<ul style="list-style-type: none"> <li>∞ Written Detailed Workshop Plans</li> <li>∞ Implement Workshop Plans</li> </ul>
6. Develop strategies for building business partnerships to acquire open-ended materials.	<ul style="list-style-type: none"> <li>∞ Identify potential sources of materials from businesses</li> <li>∞ Collect materials from businesses for your play experiences</li> </ul>	<ul style="list-style-type: none"> <li>∞ Develop and document simple systems for networking partnerships with local businesses to locate and collect materials for creative learning.</li> </ul>
7. Explore action strategies for strengthening NAEYC affiliate play, policy, and practice to benefit children.	<ul style="list-style-type: none"> <li>∞ Document how the state affiliate is advocating for play</li> <li>∞ Develop strategies to promote play within the state affiliate</li> </ul>	<ul style="list-style-type: none"> <li>∞ Document the development of a network system to strengthen play, policy and practice affiliates in own state.</li> </ul>