



International Alliance for Learning

Accelerated Learning Certification

Levels I, II and III

Certification Committee

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Accelerated Learning Certification: Levels I, II, III

The AL Certification Committee is pleased to be able to share with you the results of our committee's efforts. We used a modified Delphi Method to arrive at our conclusions. The Delphi Method is a process—some would call exhaustive-- by which a group of people living in far-flung locations reach consensus around the topic of discussion. In this case, we borrowed from the German Certification program and from the results of Charlotte LeHecka's dissertation study to create the original instrument. That instrument was sent to eight AL leaders, who then participated in the Delphi process. Three levels of certification were recommended.

The three levels of competency certification for Accelerated Learning recommended are:

The Practitioner level enables graduates to teach their subject matter with a high level of competency in Accelerated Learning.

The Master Practitioner level enables graduates to create an Accelerated Learning course design that optimizes learning, requires mastery of AL tools and recognizes a master-level teacher.

The Trainer level develops the capacity for an AL Master Practitioner to train others in Accelerated Learning and support them in their journey to become masterful AL practitioners.

Level I Certification - The Practitioner

"This course made with cooperation between IAL & DALC"

The IAL Level I Certification provides you with an in-depth knowledge of all the elements of Accelerated Learning design and facilitation. It will enable you to facilitate or teach using AL no matter what subject matter you teach or who your target group is. AL has achieved amazing outcomes in public education and corporate training and development.

The certification builds your skills and competency and supports your own personal development. You will not only learn the "tools of the trade", you will also become a proficient tool-user!

Benefits of AL Design:

- Allows each person to thrive
- Supports the diversity of learning styles and preferences
- Deepens learning and promotes learner success
- Develops the ability to learn, retain and use knowledge
- Fosters higher-level thinking skills
- Supports positive group dynamics
- Builds shared learning and fosters community
- Enables learners to tap into their potential and become the best they can be





The Practitioner - Phase One (five days)

- You will deepen your understanding of AL and get practical tools you can use immediately.
- This phase is also the equivalent of the first part of the 2-part training program leading to Level I Certification in Accelerated Learning.
- Master trainers certified by IAL will lead the sessions, so you will receive the best possible training in Accelerated Learning jointly designed by the world's best.

Pre-work:

- Pre-reading, a webquest and reflection questions support you before you come and enable your facilitator to customize for you and your needs.

Face-to-Face

As a result of the interactive, five day program, you will be able to

- Use the AL Learning Cycle to design and facilitate learning
- Begin designing learning based on the five elements of the cycle (Learner Preparation Phase - preparing/centering/focusing of participants, Connection Phase – building on what learners already know and facilitating intrinsic motivation for the learning, Creative Presentation Phase– enabling learners to discover key elements of the content or process for themselves through simulations, interactive lectures, concert readings, skits, etc; Activation Phases – a successful process of fun and meaningful practice toward mastery, Integration Phase – synthesizing the learning and making it applicable back on the job)
- Work effectively with a diverse learning population (based on learning styles, multiple intelligences, processing styles, cultures)
- help learners focus on and buy in to the learning
- Demonstrate an understanding of the role of mental models, belief systems in learning and how to work with them•think in new ways about your role in the learning process and be able to develop into the type of facilitator/teacher you want to be
- Use music and the arts to enhance the learning process•use learning tools, games, visuals, and simulations more effectively
- Draw from a large toolbox of new and exciting ways to facilitate learning
- Frame the learning in a way that addresses the learning and processing styles of all learners
- Design and use a variety of tools to help the group focus on the learning (centering and focusing activities, eye-openers or “jolts”)
- Motivate learners by using a variety of tools and activities (Connection Phase)
- Design and present material in many different ways (discovery learning: business simulation, experiential activity, game; creative presentation: sketch, video, floor mind-map, story; experiment, or interactive lecture, concert reading)
- Effectively orchestrate a teach-back and use powerful debriefing possibilities to optimize learning
- Design and use reflection and integration tools
- Design and use activities to focus, to direct the group’s attention, and to energize
- Design and use visual material to support learning
- Use movement to reinforce learning

Tool User

You will be able to

- Introduce, facilitate and debrief a variety of learning activities effectively
- Use language more effectively and intentionally to maximize results
- Use appropriate learning activities for the outcomes desired, taking into consideration: multilevel purpose of the activity, energy and concentration of the group, blending





and weaving of content, and balance of input in keeping with different learner's needs

- Use voice, gesture and space effectively to present, facilitate and create the right mood for learning
- Implement tools to promote positive group dynamics and the personal development of each learner
- Apply the concept of "suggestion" (mental models, beliefs, paradigms - how learners' beliefs about what is possible, about themselves and others can promote or get in the way of learning) to design and facilitate more thoughtfully
- To "read" your target group, to better understand their "barriers to learning"
- Recognize how your beliefs are reflected in your words and non-verbal cues and how your "suggestions" influence learner success
- Develop your "inner facilitator" and become more powerful and effective in what you do
- Use positive suggestion and work with barriers to learning in a way that enables learners to overcome them and develop a more positive learner's mind •Create a safe and stimulating learning environment and hold space for transformation to happen

During the first module, you will also begin to design your own learning cycle in a subject you choose.

Post-Work:

Between the first and second module, you will design an entire learning cycle with your team or alone, be coached through the process and complete several assignments to give you the confidence to design your own programs effectively. In the final five day sessions, you will facilitate parts of your design to the group and receive feedback.

The Practitioner - Phase Two (five days)

This five day session is the second module towards certification. It allows you to add to your toolbox of possibilities to impact learning. It also facilitates your development as a proficient "tool user". You will improve your facilitation skills and your ability to decide which tool to use when and how. You will also have the opportunity to take a look at your role and how you wish to grow as a facilitator, designer and learning consultant.

The program will support you in designing effective learning activities and responding to the needs of your group without comprising the integrity of the design and the effectiveness of the process. You will be able to orchestrate the learning to achieve the best possible results. An understanding of how to blend and weave each activity elegantly makes the end result greater than the component parts.

Since you are the filter for everything that happens, you will have the opportunity to look at your own mental models, your vision and what is getting in the way of your progress, and discover tools to help you become the facilitator, designer, consultant you want to be.

As a result of the interactive, five day program, you will be able to:

- Use the basic design and facilitation principles of Accelerated Learning in any area of learning and development
- Design, set up and maintain a learning environment that supports learning, considering both the physical, mental and emotional aspects that need to be prepared and maintained throughout the session





- take the mental models of the group, organization and individuals into consideration in designing and facilitating and support people in moving beyond limiting beliefs and tapping into their potential
- blend and weave the elements of design to reinforce learning
- address the multi-level needs and learning styles of your target group, getting to the essence of what needs to be mastered
- create powerful metaphors for learning and work with them
- create and tell powerful stories in support of learning
- use positive suggestion, framing and reframing to support each person's development
- use your voice, space in the room and props to deepen learning and create the right energy for learning
- develop and apply powerful learning activities to help learners easily master content and processes
- debrief learning activities in ways that deepen the learning and draw forth both key ideas and build a learner's mind
- use reflective practices in support of learning
- use guided imagery and other visualization activities in support of learning
- receive and give feedback to support learners' further development

Tool User

You will be able to:

- use AL in various contexts and settings from a place of confidence and personal experience (meetings, presentations, diverse content areas, and large group facilitation, etc)
- work effectively with voice, language, space and props to support learning
- use "difficult situations" in your learning programs as opportunities to learn
- take advantage of teachable moments and use everything in a learning program as a way to deepen learning
- enroll others through your leadership message to explore AL design and facilitation and to motivate and increase organizational understanding and buy-in
- coach a novice on the key elements of A.L. and explain the relevance of each element
- use several methods to demonstrate the effectiveness of AL and "sell" it to others
- plan your further development to constantly learn and improve

Level II Certification - The Master Practitioner

Level II Certification has two parts: **course work** and **classroom observations**. The course work consists of 10 modules of two days each.

For Level II certification, attendance in three AL courses is required. By experiencing a variety of courses (the three required courses are in different areas) as a learner/observer and participating in a dialogue before and after with the facilitator, each person's knowledge, understanding and skills can be improved.

One course must be in a subject area that is different from the participant's area of expertise.

A second course may be in a course similar to what the participant teaches, and the third course should be the exact same subject the participant teaches. (For this course, perhaps the participant can actually assist in some way.) *Your Level One Facilitator/Coach will guide your learning with observation criteria and journal assignments.*





To achieve Level II certification, participants must also attend 10 two-day workshops or their equivalent, five of which address the area of interpersonal development and five of which address different areas of specialization or gaps in knowledge and skills. *Your Level One Facilitator/Coach will map out the development plan with you to support you in mastering AL.*

He/She will also introduce the idea of an ongoing journal and explain how you will be using it.

Examples of courses that would fulfill the requirement in the area of interpersonal/ intrapersonal development are:

- suggestion-desuggestion training,
- communications training,
- stress management training,
- relaxation,
- imagery workshops,
- cooperative learning,
- and workshops in such areas as NLP, TA, Gestalt therapy, Psychosynthesis, Dance therapy, Art therapy, Music therapy, Shadow Work, Systems Thinking, etc.

Examples of courses that would fulfill the requirement in the area of technical expertise in AL are:

- use of music,
- art and/or movement in the classroom,
- principles and elements of good teaching,
- drama,
- voice training,
- brain theory,
- edukinesthetics,
- games,
- story telling,
- metaphors,
- improvisation techniques,
- use of technology,
- nutrition and learning, etc.

Before attending specific courses, participants should check with their facilitator/coach or the certification committee to make sure the program of your choice is recognized by IAL. IAL, also DALC, will offer programs at the international conferences and at regional events in the IAL chapters.

At the end of Level Two, you will turn in a video of you teaching your subject matter using a complete cycle of approximately 1-3 hours in length.

Level I certification is required before you can apply for Level II. You also are required to be an IAL member for Level II certification.

Level III Certification - The Trainer

IAL/DGSL Trainer Certification

To be certified as an IAL Trainer of others in AL, it is necessary to fulfill the requirements below. Before attending specific courses, check with your facilitator/coach or the certification committee to make sure the program of your choice is recognized by IAL.





- 2 years experience in facilitation/training/teaching using AL (after the Level I certification)
- Documented experience with various forms of facilitation/coaching/design, i.e.: team meetings, large group presentations, one on one coaching, courses of various lengths, etc.
- Experience with various models of pedagogy, training and teaching approaches, and psychology. (courses, self-study, observation, reading, application)
- Co-facilitation of a 120-hour Level I training
- 200 hours of combined personal growth work (programs in which you, your own “suggestions,” your “inner teacher” are the focus of learning) and observed teaching
- First level/Practitioner Level training in an area of psychology such as: Gestalt, NLP, Psychosynthesis, Dance Therapy, Art Therapy, Music Therapy, Shadow Work, etc.
- Member of IAL, First and Second Level Certification



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