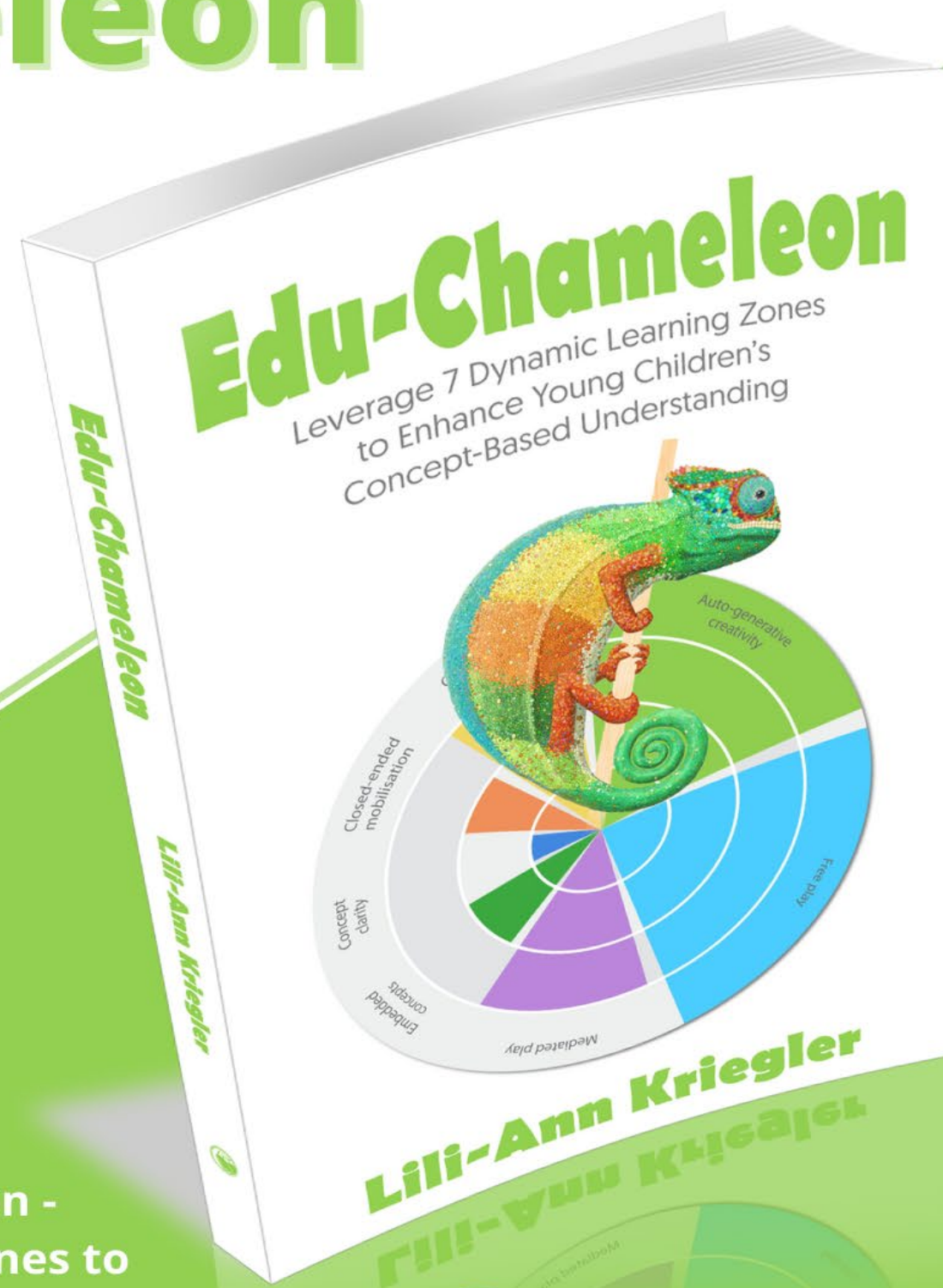


# Edu-Chameleon Diagrams



From the book Edu-Chameleon -  
Leverage 7 Dynamic Learning Zones to  
Enhance Young Children's Concept-Based  
Understanding



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The diagrams in this book relate to the book *Edu-Chameleon – Leverage 7 Dynamic Learning Zones to Enhance Young Children’s Concept-Based Understanding*.

The rationale for this booklet is to make it easier to see and read the diagrams and have access to the colour versions. The full explanations and theory behind the diagrams are not included here, and they need to be viewed in the context of the book.

I hope you find the diagram booklet useful as you navigate the book.

I would love to hear from you. Please write to me at [lili-ann@kriegler-education.com](mailto:lili-ann@kriegler-education.com).

Visit my website for further information about my speaker biography, consultancy opportunities and news updates: [www.kriegler-education.com](http://www.kriegler-education.com)

I believe in educators and in the power of education to transform.

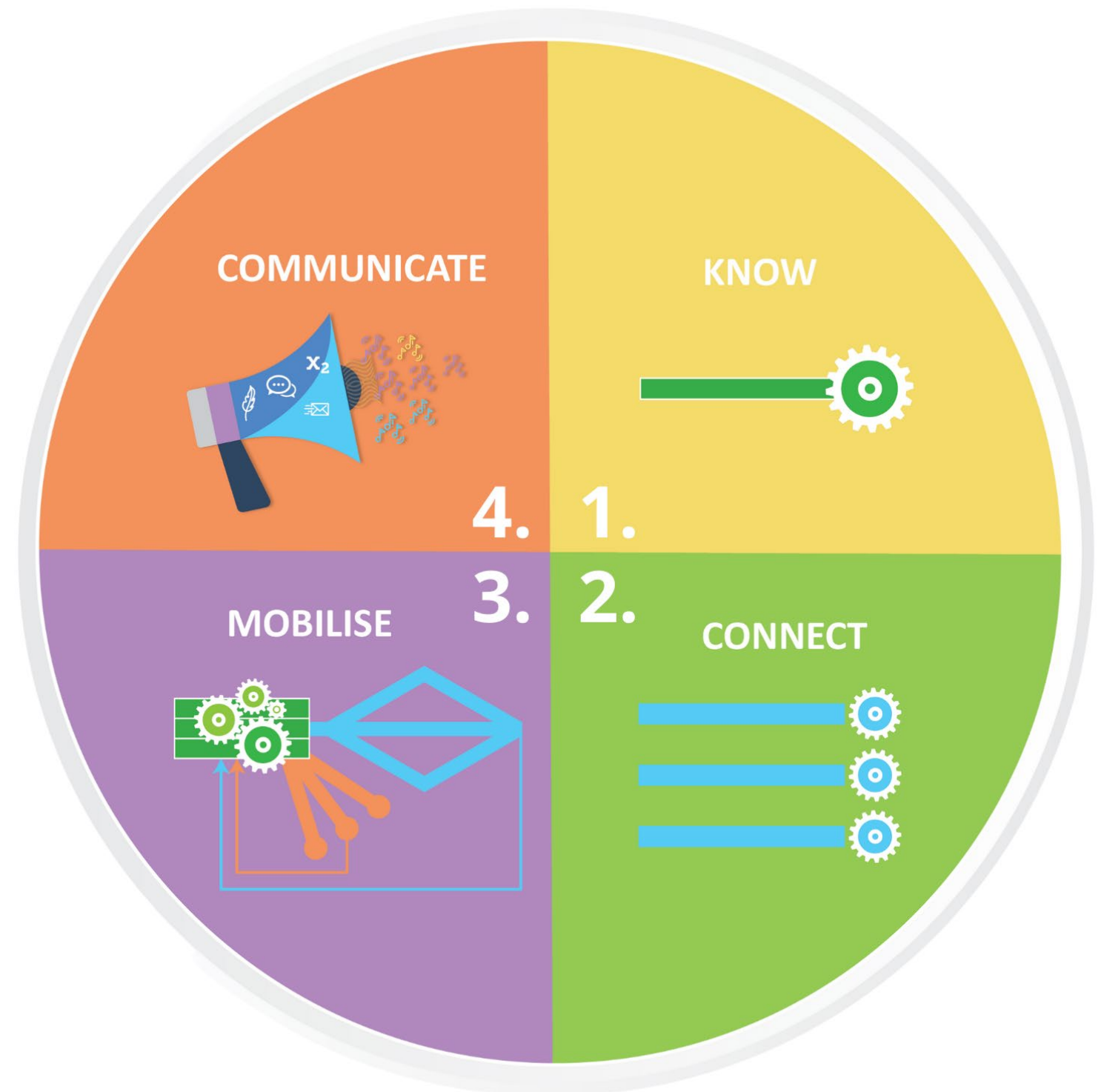
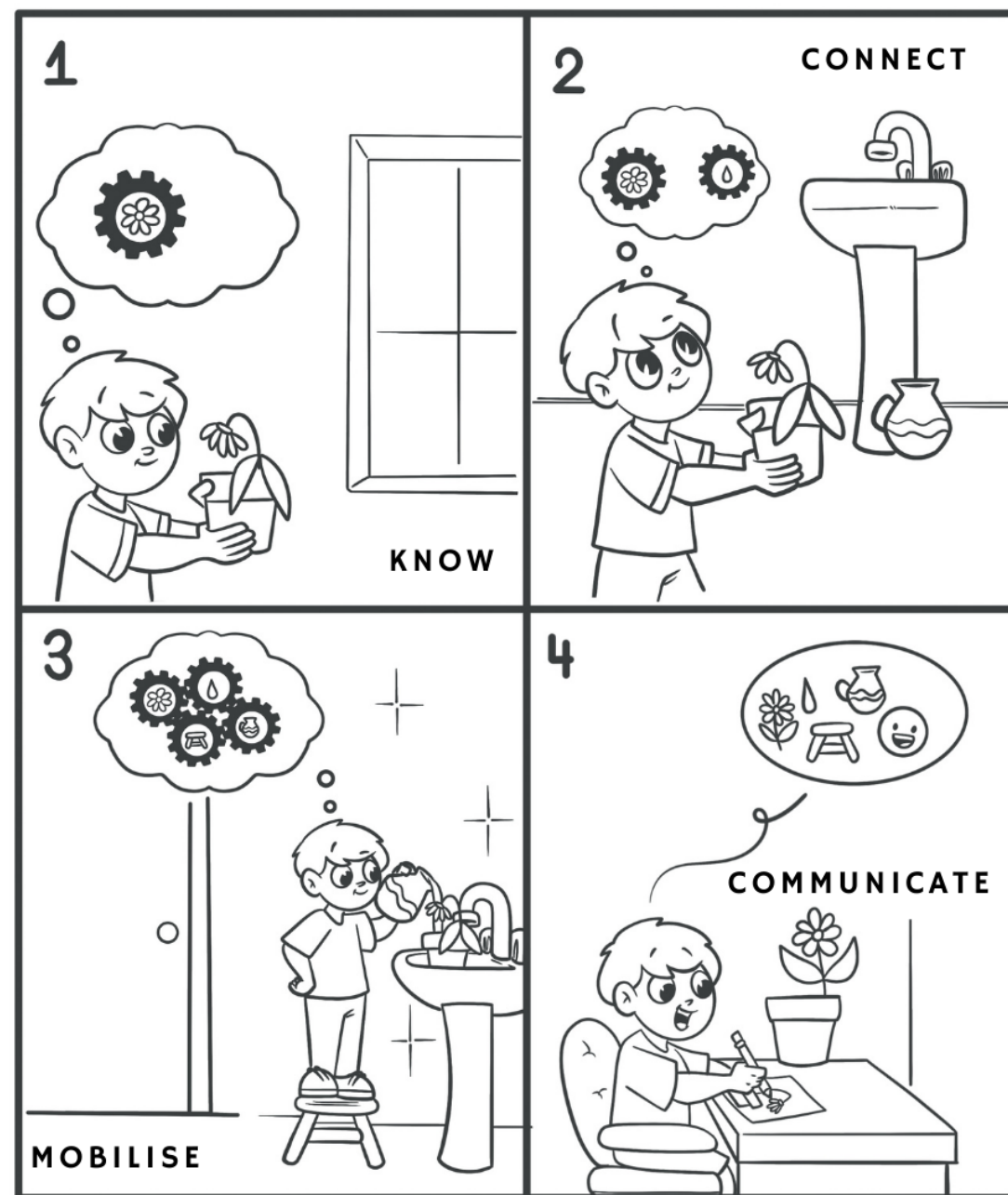
Kindest regards

Lili-Ann

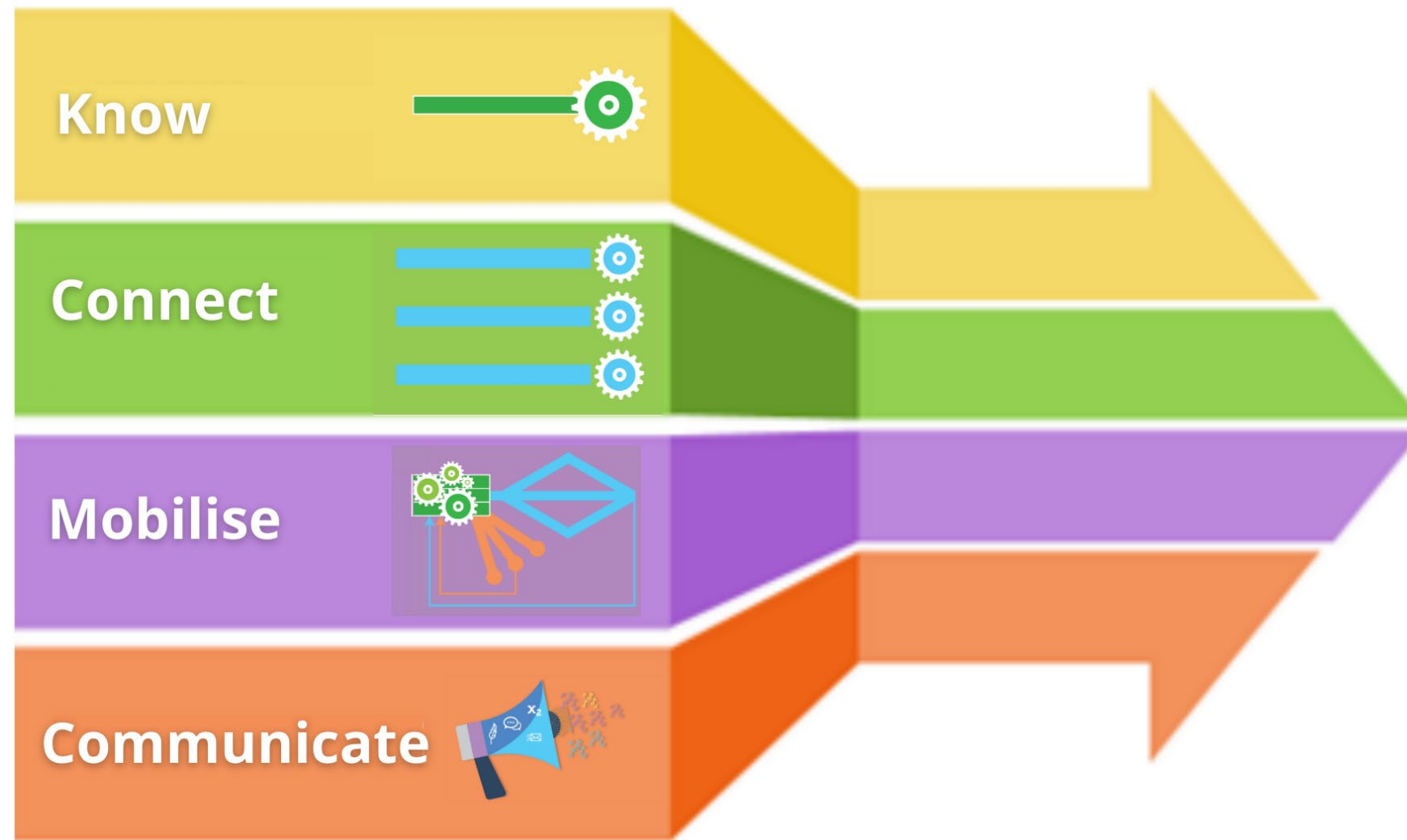


# Foundational Knowledge

Know-Connect-Mobilise-Communicate

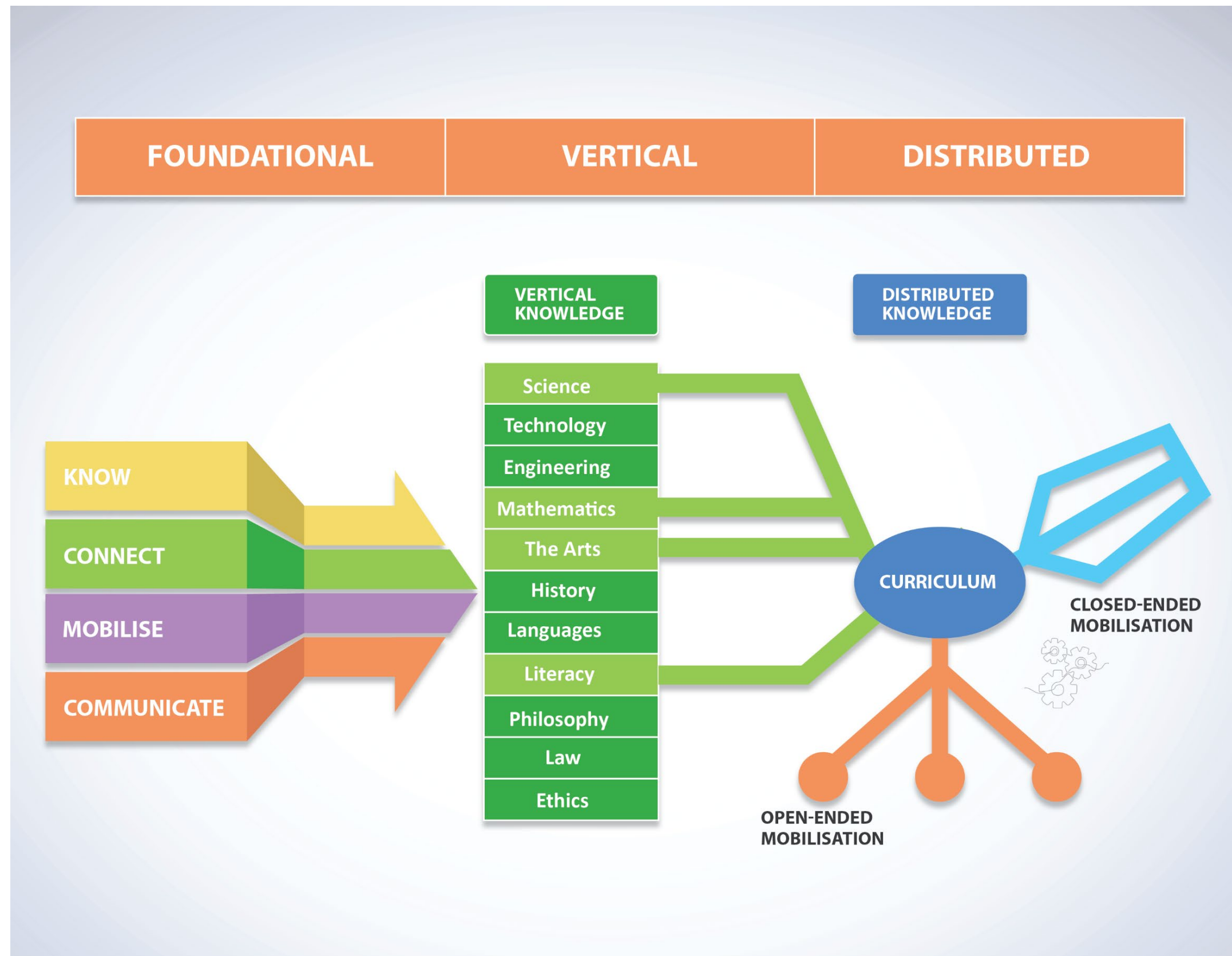






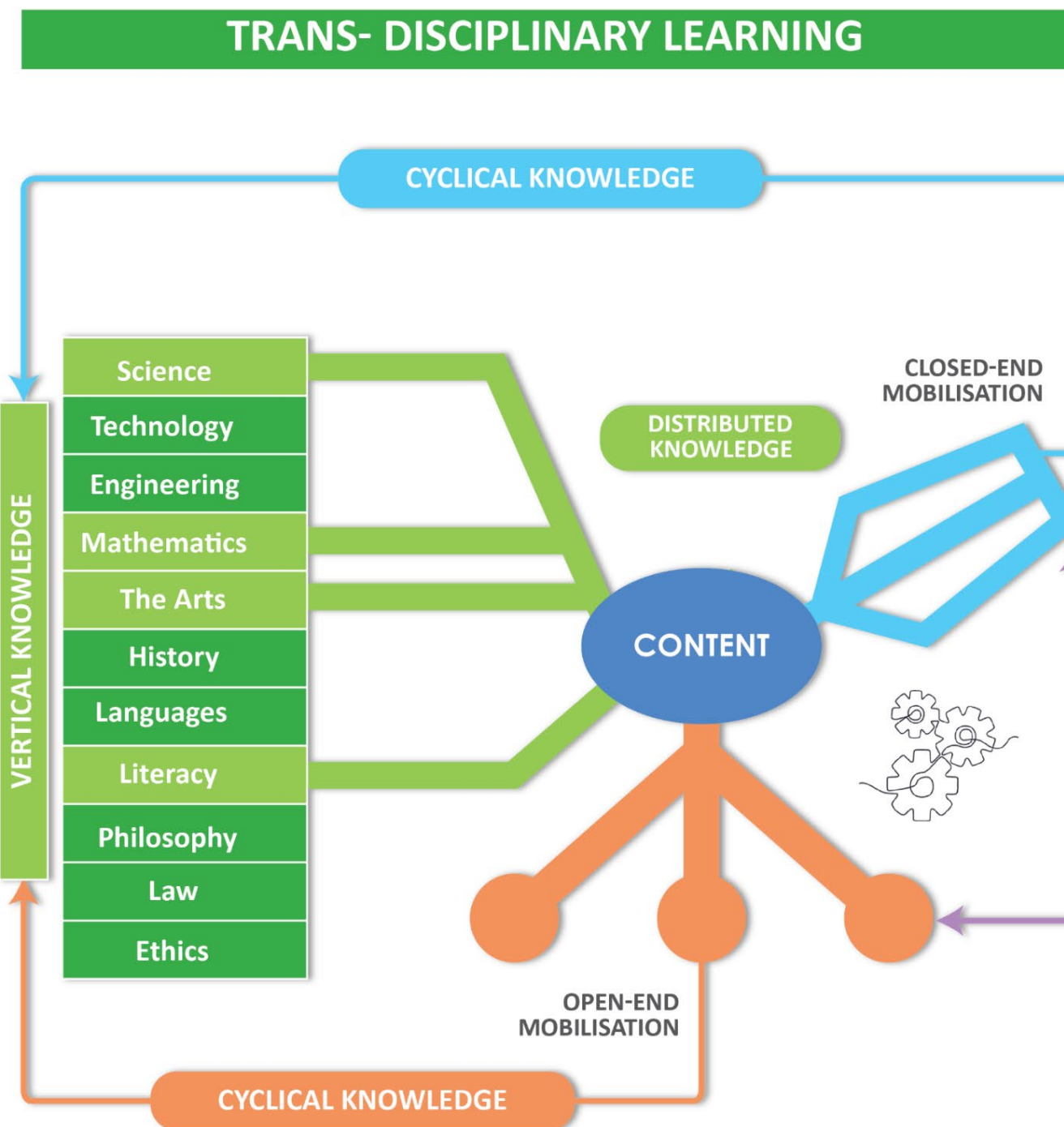
- Foundational knowledge is the basis of all other knowledge
- Foundational knowledge is built in four stages: know, connect, mobilise, communicate
- All four stages combine as we process vertical knowledge and collaborate to develop distributed knowledge

# Foundational, Vertical and Distributed Knowledge

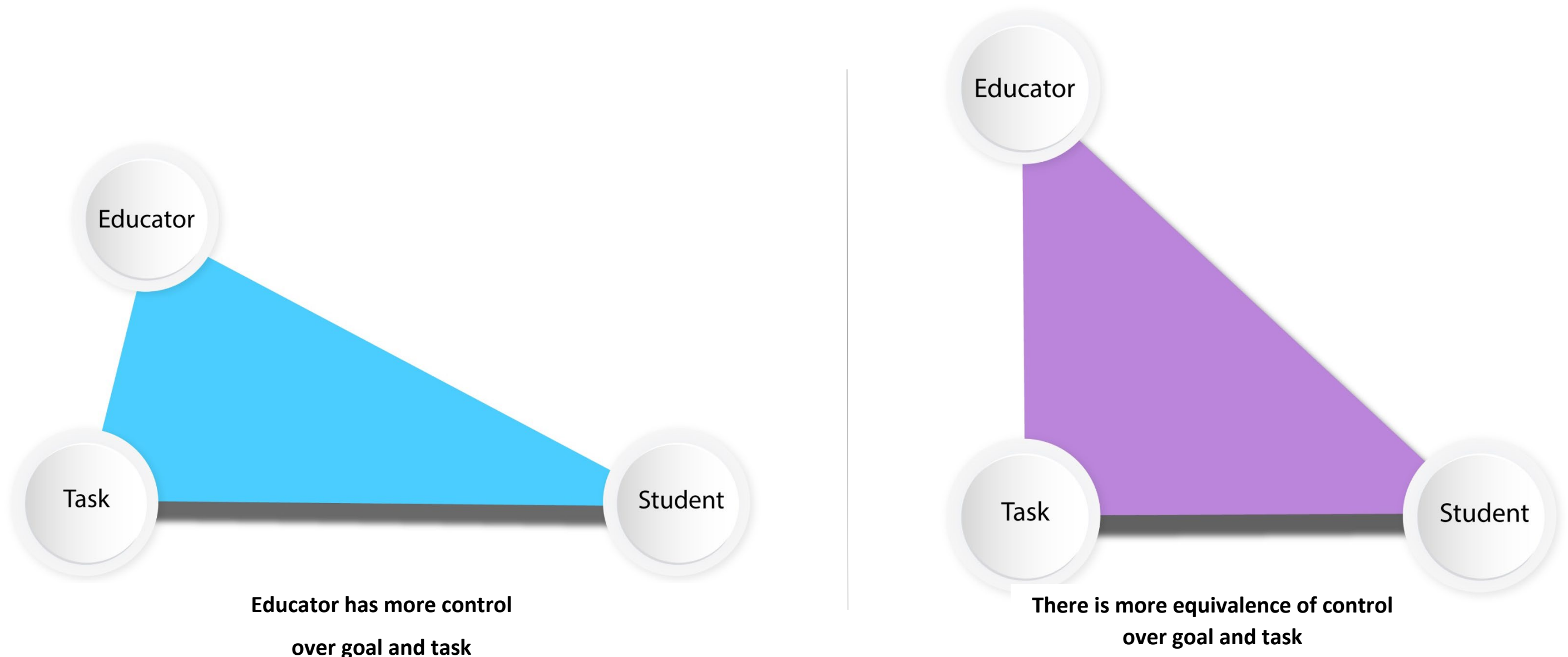


# Trans-disciplinary Knowledge

Trans-disciplinary knowledge is derived from a  
Combination of Disciplines in Vertical Knowledge



## Agency shifts in educational relationships

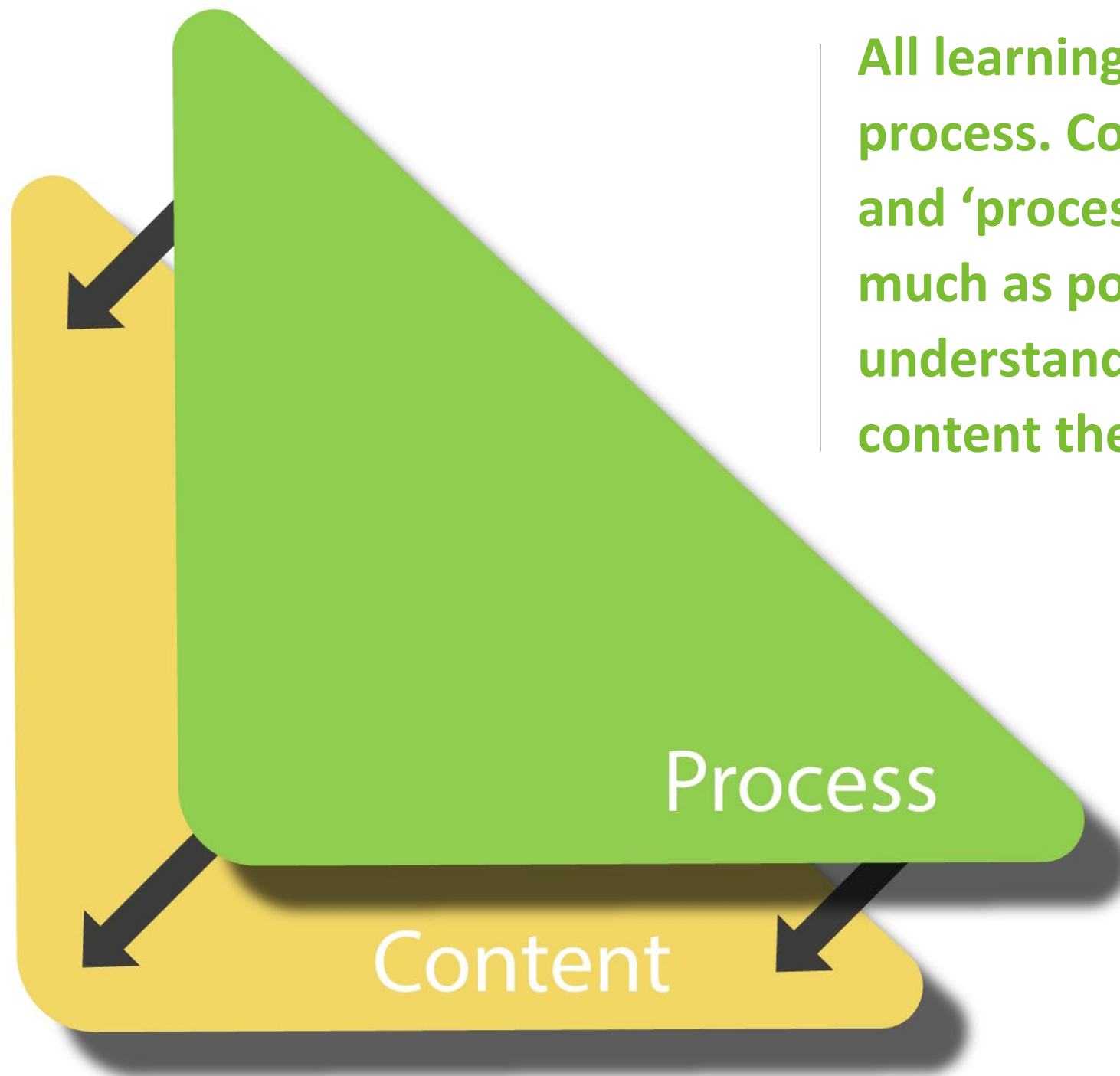


In traditional classrooms, the teacher has control over which tasks will be presented. In other relationships, such as mediational roles, the agency shifts and there is a more equal control between student and educators over intentions and tasks. This shift defines a new relationship. There are multiple ways to interact with students.

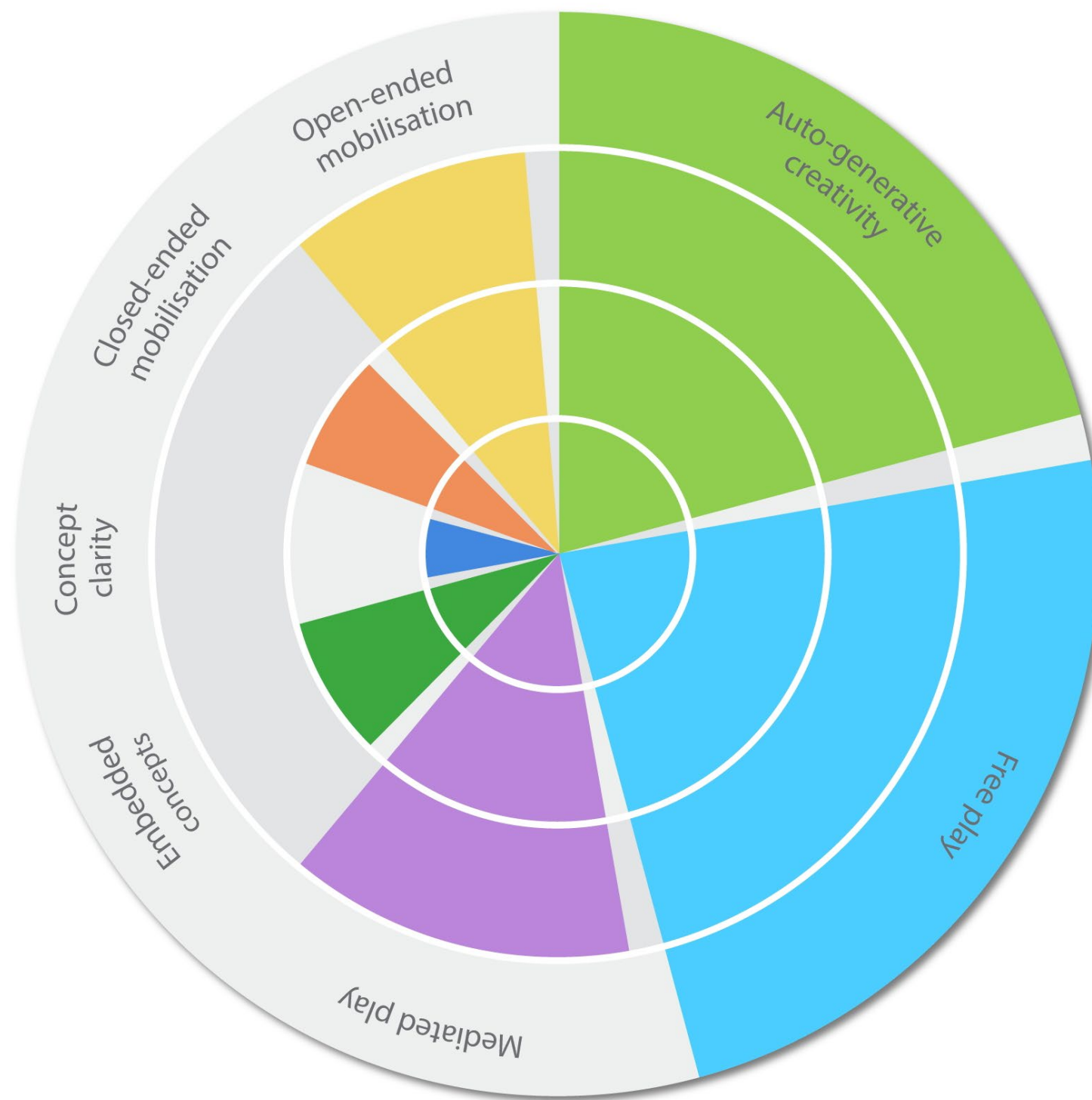


## Content and Process

All learning is divided into content and process. Content is the 'what' of learning and 'process' is the how of learning. As much as possible it is beneficial if students understand *how* they are learning the content they are being asked to assimilate.



# The Agility Wheel



The 'Agility Wheel' is a means of visualising seven different learning zones, each defining a different relationship between the educator and the student.

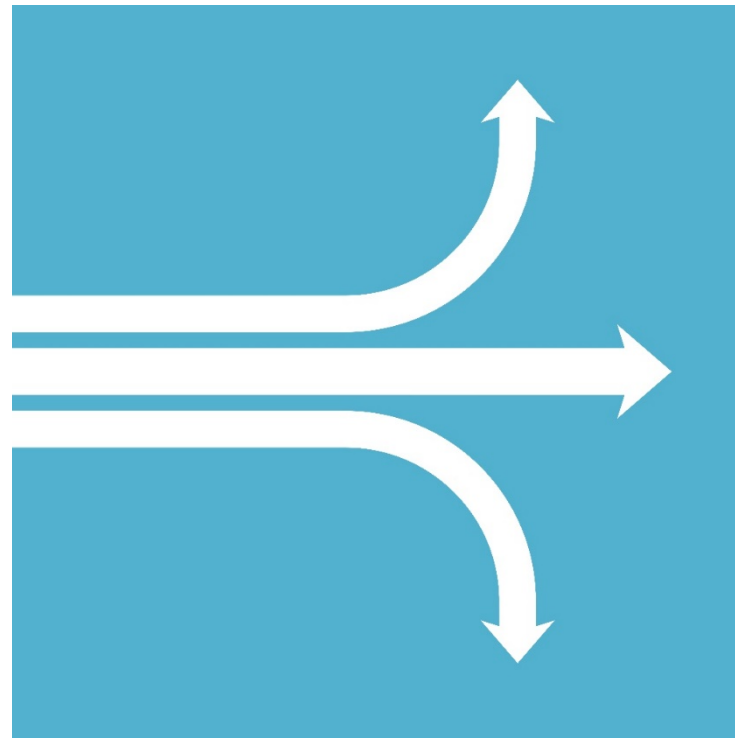
The angle of the section implies a degree of freedom for the student, and the distance from the centre, in four units, depicts the distance of the educator from the student during a task or learning experience.

The learning zones are:

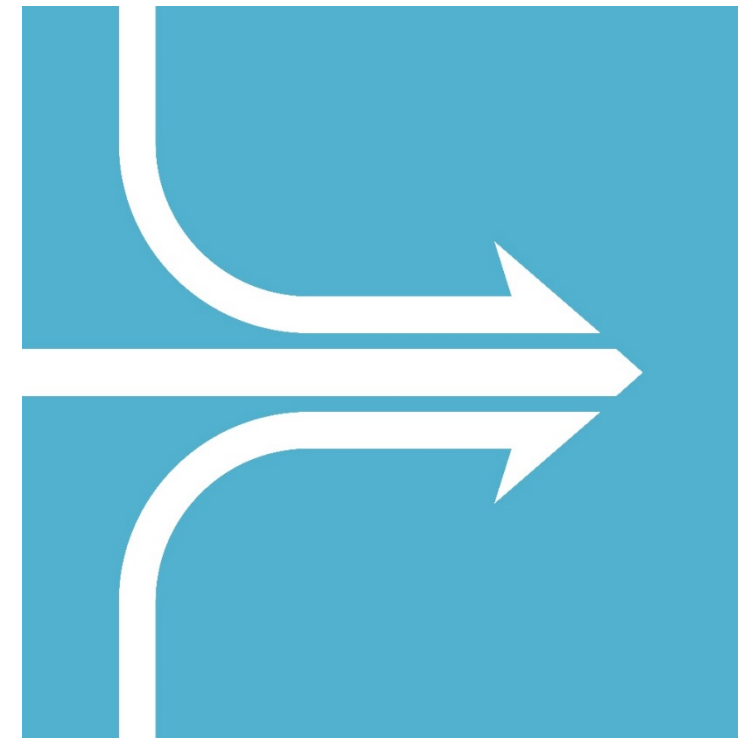
- Free play
- Mediated play
- Embedded concepts
- Clarity of concepts
- Closed-ended mobilisation
- Open-ended mobilisation
- Auto-generative creativity

# Latent Concepts Available in Materials and Activities

Every material or activity has latent concepts. You can focus on the concept the child is surfacing, or you can move the student's focus to the concept you have planned to mobilise.



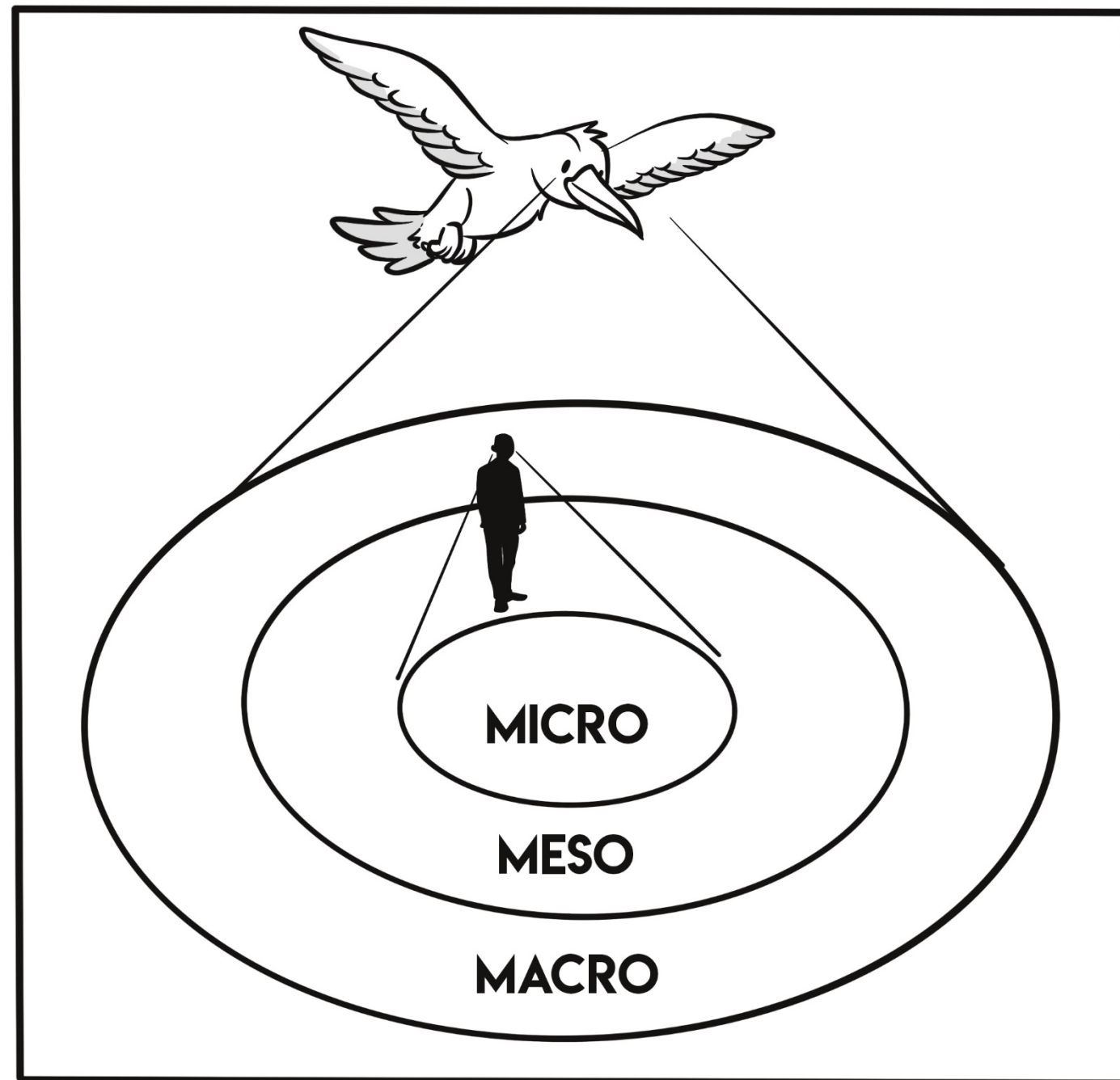
During mediated play, the educator follows the child's intentions and may select one of a variety of concepts to elucidate, depending on what is most relevant to the student's exploration of materials.



During the embedded concepts learning zone, the educator selects specific materials to surface concepts related to curriculum goals. The concepts are still discoverable by students, but they are targeted by the educator.

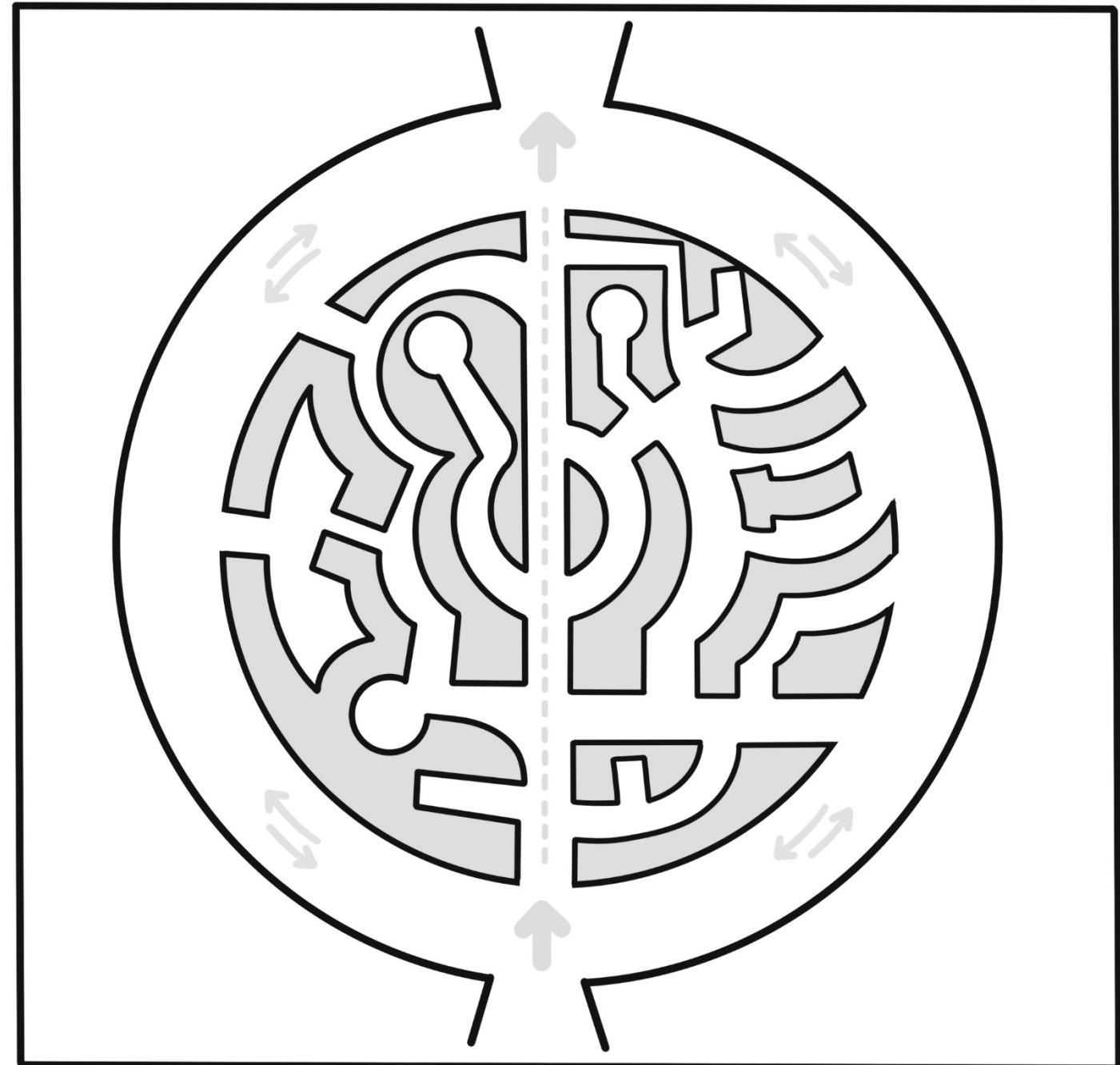
# Four Creative Thinking Images for Your Consideration

**1. The Bird's Eye view thinking tool encourages us to take a higher perspective. To see beyond our micro-environments to engage with what is beyond it.**

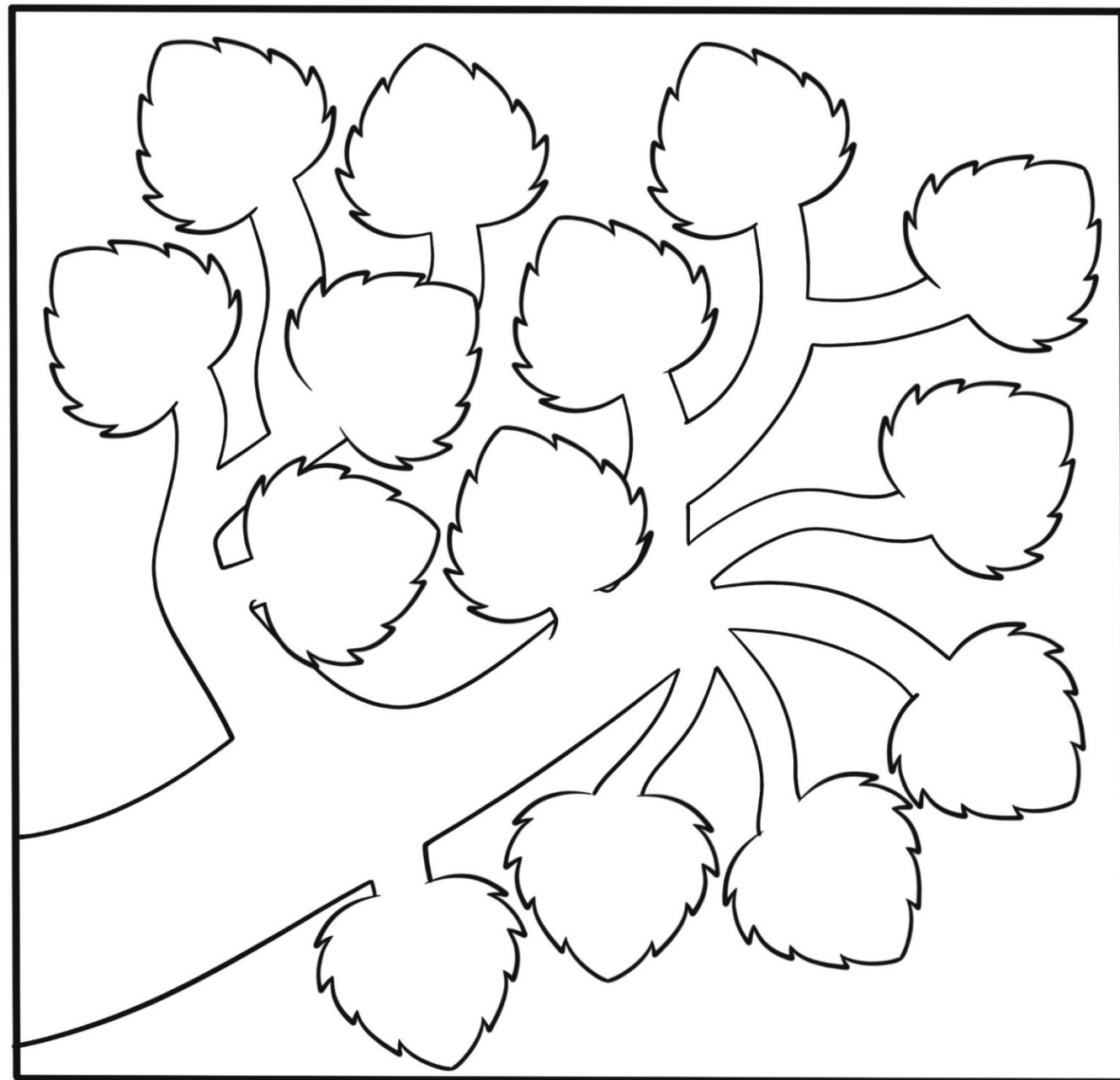




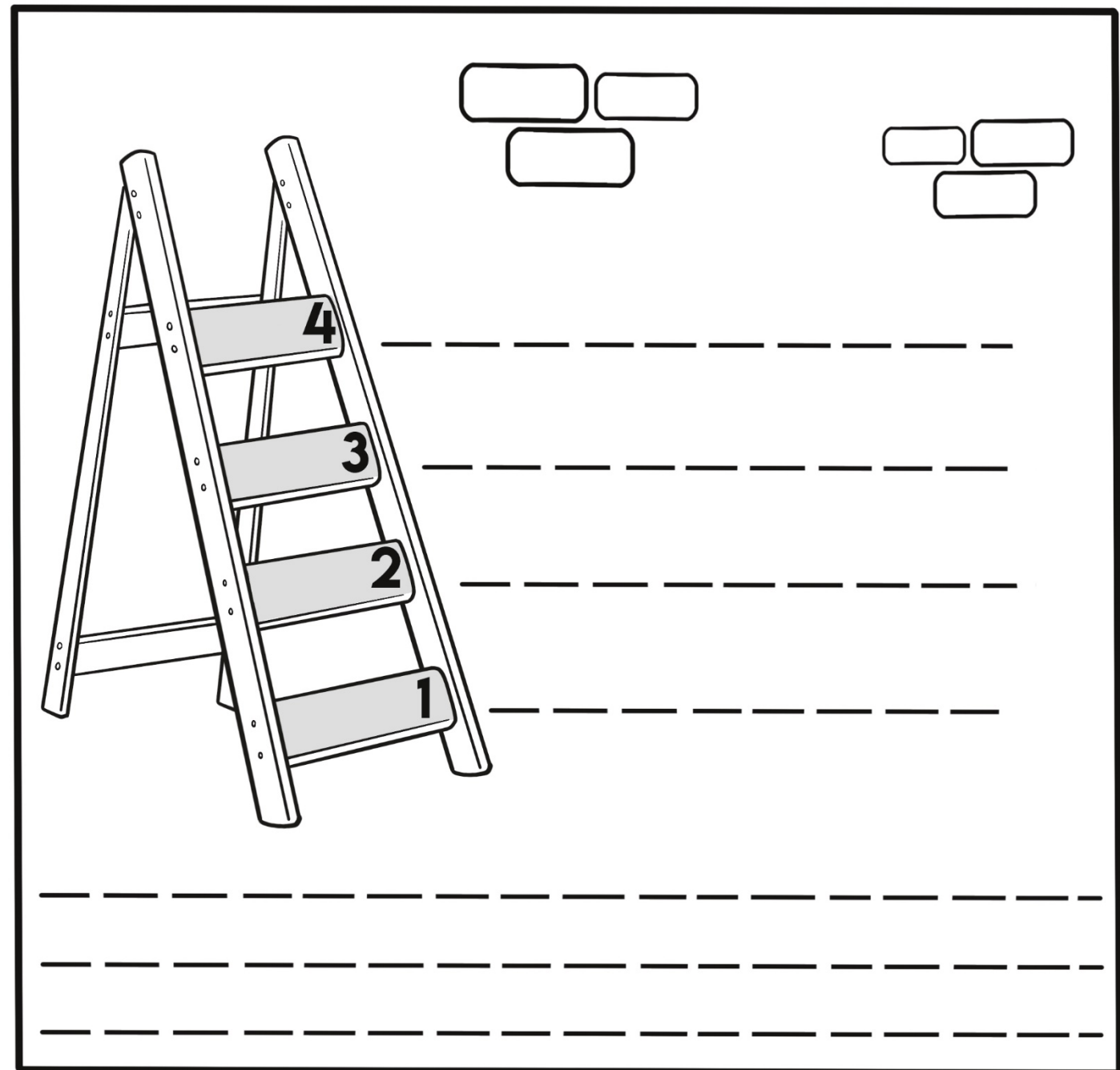
2. The Maze asks us to go into our own mind. In this internal space we have the opportunity to examine options, to make choices that serve us, to explore our relationships to our working environment and to act on our deepest intuitions.



**3. The Branch asks us to see the deeper connections between things. It represents the idea that genuine understanding is based on the relationship of one thing to another.**



4. The Ladder of Aspiration suggests that we would like to become more skilled, more effective and move closer to our own self-actualisation. It invites us to start immediately to put steps in place to move upwards and see what is possible.



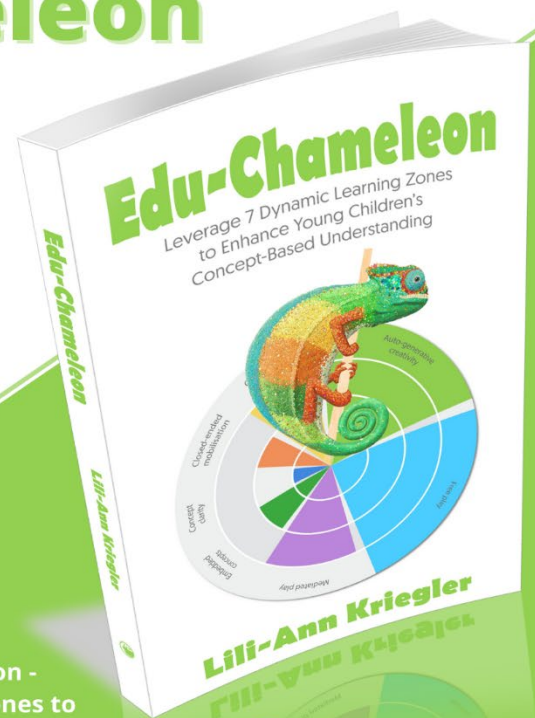




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# Education Transforms

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