

المؤتمر السنوي الثاني لرعاية وتنمية الطفولة

The Second Annual Conference on Childhood Care and Development

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**Discover, Develop, and
Celebrate
Unlocking Learners'
Passions in Every
Classroom**



This workshop introduces a 4-stage observation strategy to help educators identify learners' passions early and understand how children show interests beyond words.

Teachers will:

1 Observe with intention

2 Support early metacognitive awareness

3 Shift from teaching content to understanding the learner

Through hands-on activities and observation checklists, educators learn how to spot, guide, celebrate, and showcase learner passions effectively.

Workshop Purpose



Do learners have ONE specific learning style?

- Visual?
- Auditory?
- Kinaesthetic?

**YOU'RE NOT A "VISUAL
LEARNER," "AUDITORY
LEARNER," OR "KINESTHETIC
LEARNER."**

**AT LEAST... NOT IN THE WAY
YOU'VE BEEN TOLD.**

**HERE'S WHAT THE NEUROSCIENCE
REALLY SAYS....**

THE POPULAR “LEARNING STYLES” IDEA SOUNDS INTUITIVE...

But neuroscience shows something surprising:

Matching teaching to your preferred style does NOT improve learning.

So why do so many people feel like they have a “type”?



Different modalities do activate different regions (visual cortex, auditory cortex...)

but your brain learns best when...

multiple networks work together.

Not when you limit yourself to one “style.”

LEARNING ≠ PREFERENCE.

Frontal Lobe

Primary Motor Cortex

Premotor Area

Motor Speech Area
(Broca's Area)

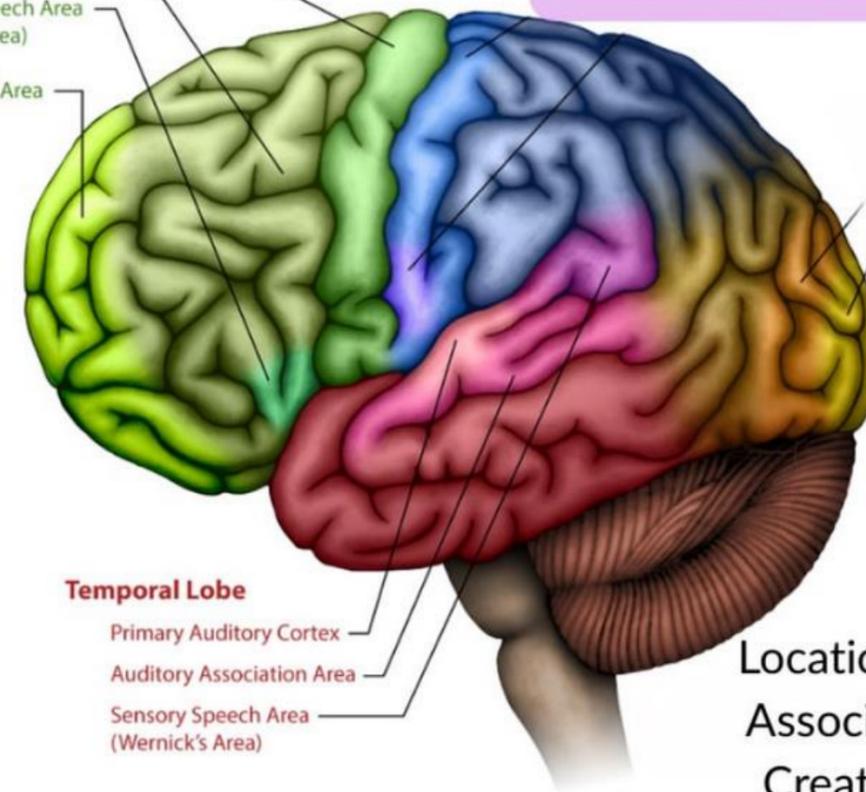
Prefrontal Area

Temporal Lobe

Primary Auditory Cortex

Auditory Association Area

Sensory Speech Area
(Wernick's Area)



Locations of Sensory and Association in the Brain.
Created by BYU-Idaho student, 2013.

Your brain is BUILT to adapt.

Engagement, novelty, and emotional connection matter more than your “style.”



Source: Sebastian Kaulitzki/Shutterstock

Hands-on activities work for everyone, not just “kinesthetic learners.”

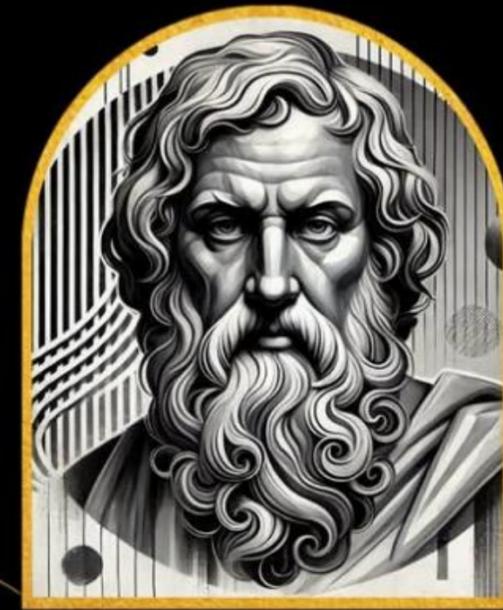
And mixing modalities boosts retention.

PLASTICITY > PREFERENCES.

“Without truly understanding our learners, we cannot meaningfully guide their passions.”

#msshereensuniverse

Philosophy
Fuse



Philosophy
Fuse

PHILOSOPHY FUSE

Do not train a child to learn by force or harshness; but direct them to it by what amuses their minds, so that you may be better able to discover with accuracy the peculiar bent of the genius of each.

PLATO



How well do you feel you truly understand your learners?

What kinds of questions have you asked to get to know them?



Understanding the Learner – The Starting Point

Why It Matters

Understanding the learner shapes how children learn to think about themselves.

- **Ages 0–5 are the fastest period of brain development**
- **Children cannot always verbalise interests**
- **Behaviour, play, and interaction are their language**

The 4-Stage Observation Strategy

How Do We Identify Passions?

This process supports passion discovery and early metacognition.

1. [Uninterrupted Observation](#)
2. [Interrupted Observation](#)
3. [Guided Observation](#)
4. [Strategic Meta-Learning Questions](#)



Stage 1 – Uninterrupted Observation

“Watch Before You Teach”

1. [Adult steps back](#)
2. [No instructions or interference](#)
3. [Children freely choose activities:](#)
 - [Reading](#)
 - [Creative art](#)
 - [Sensory & regulation tools](#)
 - [Building \(blocks/lego\)](#)
 - [Dress-up & role play](#)



What We Observe

Looking For:

- [Independent choices](#)
- [Attention span](#)
- [Movement vs stillness](#)
- [Solo vs social play](#)
- [Emotional responses](#)

✦ Reveals authentic interests and natural learning tendencies.



Stage 2 – Interrupted Observation

“What Happens When the Environment Changes?”

Introduce:

- A new material
- A peer
- A small challenge
- A question or suggestion



What We Observe

Looking For:

01 Flexibility vs resistance

02 Curiosity vs withdrawal

03 Problem-solving strategies

04 Emotional regulation



Stage 3 – Guided Observation

Teacher becomes a facilitator

Provide:

- Scaffolding
- Open-ended prompts
- Quick emotional check-ins



Examples:

- “I wonder what would happen if...”
- “Can you show me another way?”
- “How are you feeling right now?”

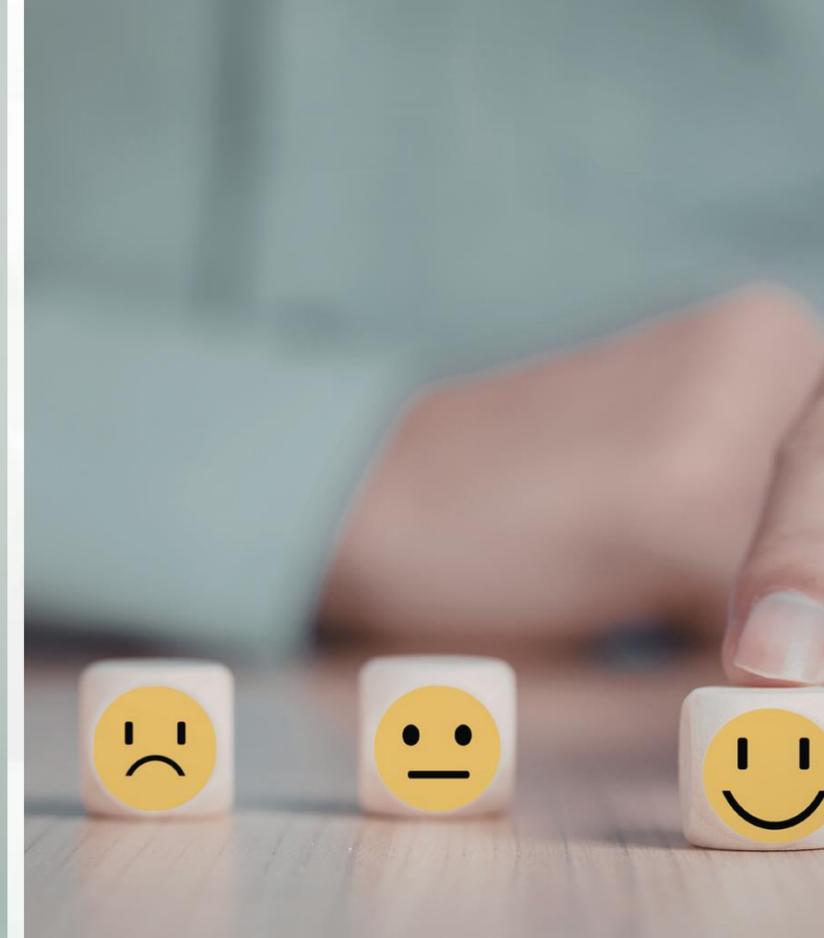
✦ Guidance includes academic and emotional support.

Why Emotional Check-Ins Matter

Emotions influence:

Quick emotional check-ins help children feel seen and supported.

1. Focus
2. Motivation
3. Risk-taking
4. Persistence

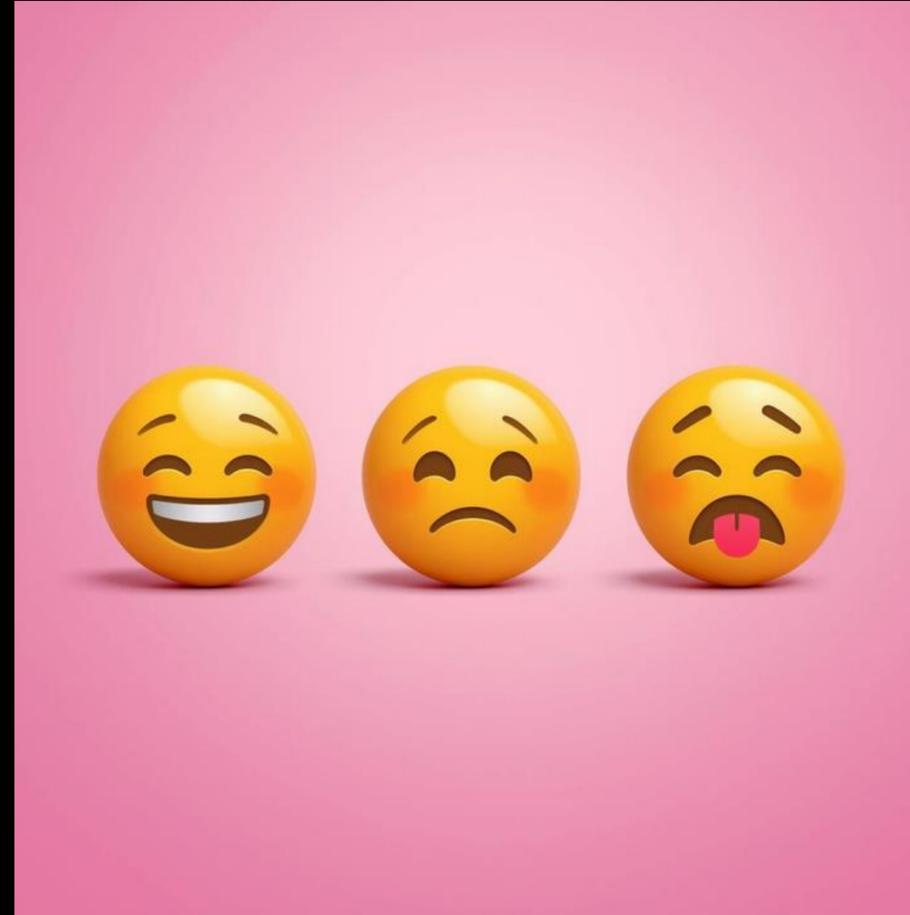


What Do Quick Emotional Check-Ins Look Like?

Fast, Simple, Age-Appropriate

- “Thumbs up, middle, or down?”
- “Show me your face – happy, unsure, or stuck?”
- “Is this feeling easy or tricky?”

 **Builds emotional awareness without interrupting learning.**



Stage 4 – Strategic Meta-Learning Questions Helping Children Notice Their Learning Examples:

1

“How did you make that?”

2

“What was tricky?”

3

“What helped you?”

4

“How did that make you feel?”

5

“Would you like to try it a different way?”

Metacognition – Thinking About Thinking Why Start So Early?

Metacognition = understanding how we think and learn

Brain develops fastest between 0–5 years

Observation + questioning help children:

Reflect on actions

Notice strategies

Understand emotions linked to learning

✚ We are planting the seeds of self-awareness.

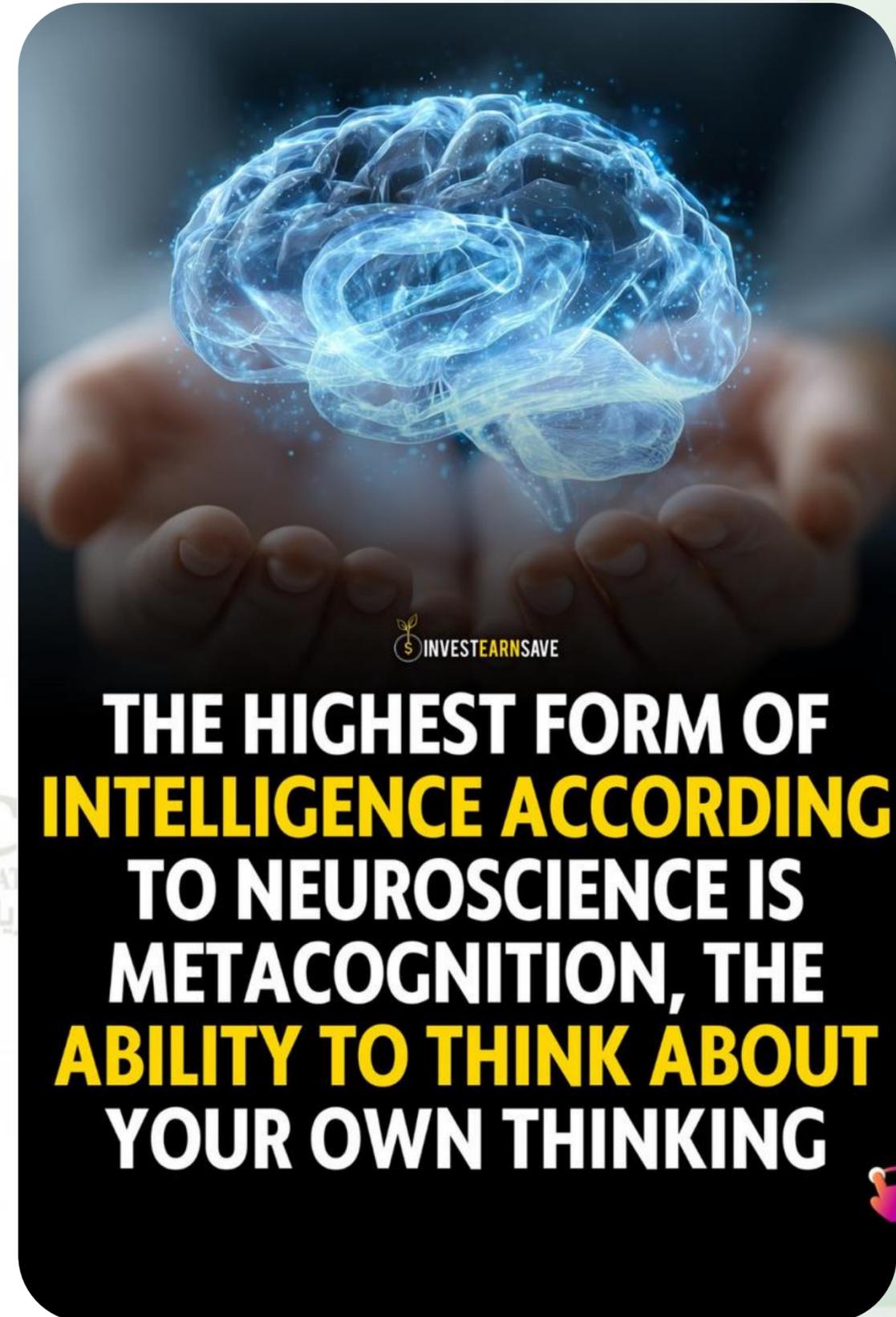


Metacognition

for students



- 🧠 Think about your thinking
- 🎯 Set clear learning goals
- 🔍 Check your understanding
- 💬 Ask yourself questions
- 🌐 Plan before you start
- 🔄 Reflect on what worked
- ⚙️ Adjust your strategy
- 📊 Monitor your progress
- 🔄 Review and revise
- 🌟 Celebrate your growth



INVEST EARN SAVE

THE HIGHEST FORM OF INTELLIGENCE ACCORDING TO NEUROSCIENCE IS METACOGNITION, THE ABILITY TO THINK ABOUT YOUR OWN THINKING

Why This Process Matters Long-Term

Impact on Learners

- Builds early metacognitive habits
- Helps children recognise strengths and interests
- Makes it easier over time to:
Understand preferences
Identify future passions
Make purposeful choices

Children who understand how they learn are better able to discover what they love.



Teacher Hands-On Activity (15 Minutes)

How using this 4 stage observation can help us understand learners
Passions

Showcasing Learners' Passions Why Showcasing Matters?

Builds
confidence

Encourages
ownership

Gives
purpose to
learning

Ways to Showcase Passions

- Exhibitions
- Events
- reading circles
- passion projects
- presentations



Q&A + Reflection

What passion will YOU look for differently after today?

Thank you

*Every child has a passion and a purpose
Our role is not to create it,
but to discover it, nurture it,
and give it a stage.*



