

The Delta Kappa Gamma Society International



Passion for Learning: The Essence of Growth

2006 - 2010 Program Manual

The Delta Kappa Gamma Society International

Presents

The 2006-2010 Program Manual

Passion for Learning: The Essence of Growth

Created by

The 2004-2006 International Program of Work Committees

Program of Work

Personal Growth and Services

Professional Affairs

Research

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PASSION FOR LEARNING: THE ESSENCE OF GROWTH

The Delta Kappa Gamma Society International, an organization of key women educators, is pleased to offer the 2006-1010 program manual based on the theme **Passion for Learning—The Essence of Growth**.

In this overview you will find the following:

- Purposes of this Manual
- Explanation of the theme
- Description of the contents of the manual
- Organization of each segment
- Options for using the manual
- Sample program form
- Society Mission Statement and Purposes
- Identification of Society program themes: 1929-2010
- Table of Contents for the entire manual

PURPOSES OF THIS PROGRAM MANUAL

This program manual (and accompanying CD) is designed to

- Offer programs for the personal and professional development of women and education
- Support the purposes of the Society
- Provide research on cutting-edge issues facing women educators and education

EXPLANATION OF THE THEME

Real leaders lead from the core—the center of who they are when they connect to their **passion** and **purpose**. A passion for learning embraces the interplay between the **science** of teaching and learning and the **art** of teaching and learning—the way we transform ourselves and others to reach our potential through imagination, creativity, knowledge, mentoring, and inspiration.

What is passion? Where does the passion for learning originate? How can the passion for learning lead to excellence? Where is it leading us? How do we know about learning and knowing? What can sustain or hamper the working together of different ways of learning and different ways of knowing, both locally and globally?

The great French writer, Honoré de Balzac, says that passion is universal humanity. Without it, religion, history, romance and art would be useless.

“Passion is the first step to achievement,” according to John C. Maxwell. Your desire determines your destiny. Think of great leaders, and you will be struck by their passion: Rosa Parks for fairness, Gandhi for human rights, Dr. Annie Webb Blanton for women’s educational rights, Winston Churchill for freedom, Martin Luther King, Jr., for equality, Bill Gates for technology.

Passion changes you. If you follow your passion—instead of others’ perceptions—you can’t help becoming a more dedicated, productive person, increasing your ability to impact others. In the end, your passion will have more influence than your personality.

Socrates on Passion for Learning

It is said that a dispassionate young man approached the Greek philosopher Socrates and casually stated, “O great Socrates, I come to you for knowledge.” The philosopher took the young man down to the sea, waded in with him, and then dunked him under the water for thirty seconds. When he let the young man up for air, Socrates asked him to repeat what he wanted.

“Knowledge, O great one,” he sputtered. Socrates put him under the water again, only that time a little longer. After repeated dunkings and responses, the philosopher asked, “What do you want?” The young man finally gasped, “Air, I want air!”

“Good,” answered Socrates. “Now, when you want knowledge as much as you wanted air, you have it.”

Passion makes the impossible possible; human beings are so made that whenever anything fires the soul, impossibilities vanish. A fire in the heart lifts everything in your life. That’s why passionate leaders are so effective. A leader with great passion and few skills always outperforms a leader with great skills and no passion.

And when learning is joyful and meaningful, students—no matter what age—develop purpose and passion.

DESCRIPTION OF THE CONTENTS OF THE MANUAL

This program manual offers five passions for learning, teaching, and sharing: Passion for Creativity; Passion for the Arts; Passion for Inclusion; Passion for Leading and Professionalism; Passion for Mentoring and Advocacy. Additionally, the *Program Resource Guide: Empowerment for Excellence* is included in condensed form.

A suggested form for planning chapter programs is found on page vi of this overview.

ORGANIZATION OF EACH SEGMENT



Overview: The overview at the beginning of each section provides the research, rationale, and other relevant information on the topic. The symbol of the open book with stars will introduce the overview.

★ **A Menu of Programs:** With one's use of creativity, imagination, and inclusion, these program ideas can be developed into detailed personal, professional, or organizational programs. You will recognize the program ideas by the star logo.



Sample Programs: These suggested programs are designed using the format on page vi of this overview. The book logo signals the complete sample programs.

Resources: Both print and non print resources are provided; they appear at the end of each section.

HOW TO USE THE PROGRAM MANUAL—PURPOSES AND OPTIONS

Purposes

- Use the different segments for a yearly thematic approach or for special interest and study sessions
- Plan programs that will encourage the involvement of all members
- Offer and receive professional development training and performance improvement

- Train other members in the use of the program manual including the topics, presentation methods, sample programs, and resources available to produce outstanding programs

Options

1. For complete and detailed programs:
 - Go to the sections near the end of the section marked with a book logo for detailed programs
2. For program ideas:
 - Go to the sections marked with stars
 - Identify topics from the table of contents of each section
 - Read the overview for additional program ideas
 - Share handouts and emails of relevant information from the overviews
 - Ask your members to brainstorm program topics for each segment
3. For customized programs:
 - Go to the accompanying CD to cut and paste ideas from different sections
 - Ask the members to develop customized programs for the members
4. For thematic programs:
 - Have members divide into special interest groups (SIGs), for example, one for mentoring, one for leading, one for inclusion, one for creativity, one for the arts, and so forth.
 - Invite each special interest group to plan the program for one meeting per year.

The authors of this program manual invite you to ...

Unite, Initiate, Raise, Inform, Explore, Inquire, Investigate, Survey, Search, Develop, Assess, Look Into, Probe, Sift Through, Expand, Amplify, Elaborate, Enlarge, Unfold, Evolve, Acquire, Form, Diagnose, Distinguish, Pinpoint, Recognize, Ignite, Spark, and Punch Up

...as you use the 2006-2010 program manual. **It is now yours.**



Sample Program Form

1. **Program Date**
2. **Program Topic**
3. **Program Title**
4. **Program Purposes**
5. **Program Summary**
6. **Program Facilitators**
7. **Program Plan:** As appropriate, the following components will ensure inclusion and different presentation methods.
 - Focus activity
 - Process questions
 - Small-group and large-group discussion
 - Questions for discussion
 - Ideas to use
8. **Additional Program Components**
 - Music and Arts
 - Technology
 - Public Relations
 - Others
9. **Program Evaluation**
10. **Optional Information**

SOCIETY MISSION STATEMENT AND PURPOSES

Mission Statement

The Delta Kappa Gamma Society International promotes professional and personal growth in women educators and excellence in education.

Purposes

The Purposes of The Delta Kappa Gamma Society International shall be:

1. To unite women educators of the world in a genuine spiritual fellowship
2. To honor women who have given or who evidence a potential for distinctive service in any field of education
3. To advance the professional interest and position of women in education
4. To initiate, endorse, and support desirable legislation or other suitable endeavors in the interests of education and of women educators
5. To endow scholarships to aid outstanding women educators in pursuing graduate study and to grant fellowships to women educators from other countries
6. To stimulate the personal and professional growth of members and to encourage their participation in appropriate programs of action
7. To inform the members of current economic, social, political and educational issues so that they may participate effectively in a world society.

SOCIETY PROGRAMS SINCE 1929

Since its inception in 1929, the Society has focused on cutting-edge programs that support its Purposes and mission. Here is a retrospective of the program themes from 1929-2010.

Yearly Plans: 1929-1939

1929-1930	The Study of the Teachers' Retirement Fund
1930-1931	Continue study of Retirement Fund; Study the Teacher Tenure System

- 1931-1932 Strengthen Chapter Programs; Follow Minimal Regulations for Yearbooks; Study Women Educators of their own State, particularly those of early days
- 1932-1933 Study of the following questions: What are the principles underlying the support of education in a democracy? What is the responsibility for public education?
- 1934-1935 Study the principles underlying the support of education in a democracy; the responsibility of government for public education
- 1935-1936 Consideration of Teaching and its Function with Respect to a Philosophy of Education: What shall be the objectives of Education? How shall the education aim at being supported? What is the most effective organization to attain these objectives?
- 1936-1937 What is a sound philosophy of education as a component part of the whole theory of democracy as contemplated in the American system of government? What, if any, improvements are needed in the methods of national, state or local support of education in your state? What, if any, revision or modifications of your school laws are needed?
- 1937-1938 The improvement of education – its interpretation; the study of financing public education
- 1938-1939 Study of the status of the teaching profession as compared with other lines of work; “Discrimination against the married women teacher” and “scrapping teachers”

Five-year Plan: 1939-1944

- 1939-1940 Study in all local areas of the selection of candidates for all teacher-training institutions
- 1940-1941 Unjust discrimination
- 1941-1942 Tenure and Retirement
- 1942-1943 Leadership in international crisis
- 1943-1944 Enrichment of women teachers’ personal lives

Five-year Plan: 1944-1949

- 1944-1945 Education and post-war problems
- 1945-1946 Deeper understanding of international and intercultural relations
- 1946-1947 The teacher’s services to her public
- 1947-1948 The teacher’s personal life
- 1948-1949 Recruitment

Five-year Plan: 1949-1954

- 1949-1950 Teacher Welfare – a means of promoting education efficiency
- 1950-1951 Teacher Improvement – a means of maintaining efficiency
- 1951-1952 Educational Legislation – a base of educational support

- 1952-1953 Intercultural Appreciation – a means of furthering harmonious human relationships
- 1953-1954 International Relations – a means of building world peace

Five-year Plan: 1954-1959: Leadership – A Responsibility of Key Women

Teachers: Training for Leadership

- 1954-1955 Selective Recruitment: Facing a Grave Shortage of Good Teachers
- 1955-1956 Professional Growth: Living a Productive Life
- 1956-1957 Legislation: Securing Laws that Project and Insure Progress
- 1957-1958 Teacher Welfare: Building a Unified Profession and Securing Public Understanding
- 1958-1959 Uniting Women Educators of the World in a Spiritual Fellowship

Four-year Plan: 1954-1963: Opening Doors on Tomorrow’s World

- 1959-1960 Strengthening our education program
- 1960-1961 Understanding unfamiliar cultures
- 1961-1962 Developing human resources
- 1962-1963 Advancing with Women Leaders of the Modern World

Four-year Plan 1963-1967: New Dimensions – New Goals

- 1963-1964.1 “Cultures in Change”: Changing Patterns in our culture; changing Patterns in other cultures
- 1964-1965.1 “Nature and Nurture of Creativity”: Creative individuals – Their value to a society; the nurture of creativity
- 1965-1966.1 “The Nature and Nurture of Creativity” : Creative Individuals – Their value to a Society
- 1966-1967 The Nurture of Creativity

Four-year Plan 1967-1971: The Critical Analysis of Values: A Basis for Action

- 1967-1968 “The Study of Personal Values”: The Discovery of Personal Values We hold
- 1968-1969 Discovery of which forces are Operating to Protect, Conserve and Transmit Values held in our Communities
- 1969-1970 “The Identification and Comparison of Value Patterns as they Affect Our Culture”: Identification of Commonly Expressed Statements of Value in the Moral, Social, Political Areas and Comparison of Avowed Values with the Practicing Values of our Culture
- 1970-1971 Comparison of our Value Patterns with Those of Other Cultures and Changes Being Made to Improve the Quality of Living

Four-year Plan 1971-1975: Changing Times: Challenge or Dilemma

- 1971-1972 Women and Changing Times
- 1972-1973 Culture in Changing Times

1973-1974 Continuing Education for Changing Times
1974-1975 The Woman Educator in Changing Times

Three-year Plan 1975-1978: Positive Leadership for Purposeful Action

1975-1976 Emerging Awareness
1976-1977 Focus on Commitment
1977-1978 From Challenge to Achievement

1978-1979 50th Anniversary Honor the Past, Celebrate the Future

Three-year Plan 1979-1982: Women Educators: Architects of the Future

1979-1980 Blueprint for Action; Planning for Action in Education
1980-1981 Selection of Design; Designing Quality Living
1981-1982 Laying the Cornerstone; Research the Future for Women

Four-Year Plan 1982-1986: Women Educators: Architects of the Future – Developing Global Perspective

1982-1983 Explore a Framework for the Future
1983-1984 Educate for Living in a Changing World
1984-1985 Express the Aspirations of a Global Society
1985-1986 Endow Generations with a Unique Heritage

Four-Year Plan 1986-1990: The Evolving Learning Environment: Problems, Promises, Prospects

- Educational Support, Both Economic and Political
- Educator's Roles
- Human Values in a Dehumanizing Environment
- Families

Three-Year Plan 1991-1994: Leadership for Education in the 21st Century

- Fostering a More Caring World
- Forecasting and Creating Constructive Change
- Advancing Professionalism
- Enriching our Delta Kappa Gamma Heritage

Four-Year Plan 1994-1998: Education for the 21st Century: Key Issues – Leadership, Literacy, Legislation

Four-Year Plan 1998-2002: Education in a Global Community: Collaborate, Communicate, Commit for an Optimal Future
Ten Key Issues: Values, Technology, Student Population,

Structure of Education, Safe Environment, Parent Education/
Involvement, Funding, Curriculum, Critical Thinking,
Communication

Four-Year Plan 2002-2006: Empowerment for Excellence

Possible Program Topics: Continuing Education, Curriculum
Issues, Health / Fitness / Safety, Partnerships in Education,
Technology, Women's Issues

Four-Year Plan 2006-2010: Passion for Learning: the Essence of Growth

- Passion for Creativity and Imagination
- Passion for the Arts
- Passion for Inclusion and Getting to Know You
- Passion for Leading and Professionalism
- Passion for Mentoring and Advocacy

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