



Global
Education
Academy®

Unlock a world of full potential

*“Unlock a world
of full potential”*

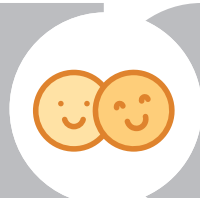
WHO ARE WE?

Evidence-based learning



Australia's leading research-based learning centre

Making a difference every day



We have made a difference to thousands of students' lives

Partnership



We partner with parents to unlock their children's full potential

Unique method



Using our unique method we guarantee improvement

Unique curriculum



Our curriculum covers the Australian Maths & English syllabi, developed based on Cognitive Load Theory, and is taught in a small group dynamic

Passionate team



Highly qualified and experienced teachers ensure an optimal learning environment

Award-winning



Recognised as leaders in the industry by receiving local and national awards

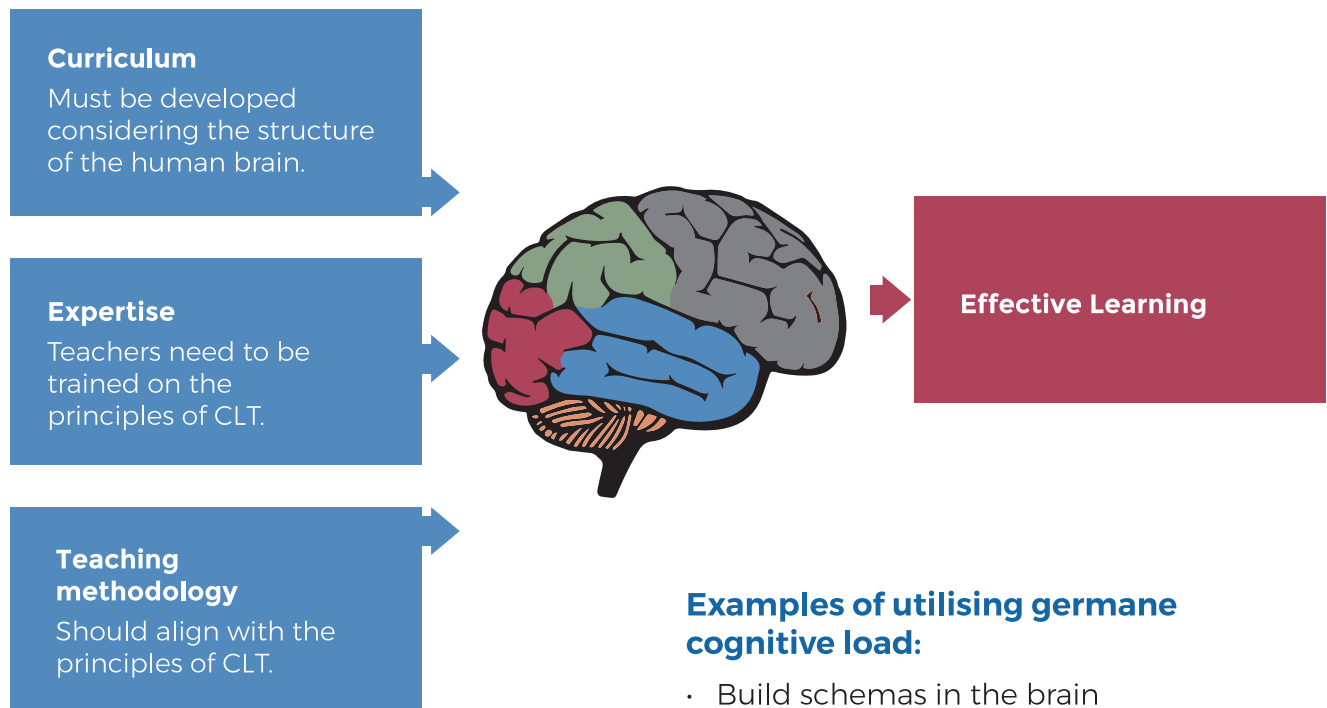
Business for good



Every enrolment contributes towards school fees to enable girls in Uganda and Sierra Leone to attend school
We offer full scholarships to local at-risk children and hold regular fundraisers among others

THE THEORY BEHIND GEA

Cognitive Load Theory (CLT)



Main principles of CLT:

- Reduces **extraneous** cognitive load
- Reduces **intrinsic** cognitive load
- Utilises **germane** cognitive load

Examples of reducing extraneous cognitive load:

- Give lots of worked-out examples
- Give fading-out scaffolding
- Be mindful of the split attention effect when teaching
- Be mindful of redundancy effect
- Integrate diagrams, yet do not duplicate information in different presentations

Examples of utilising germane cognitive load:

- Build schemas in the brain
- Make students aware of what they are learning and how they are going to use it later

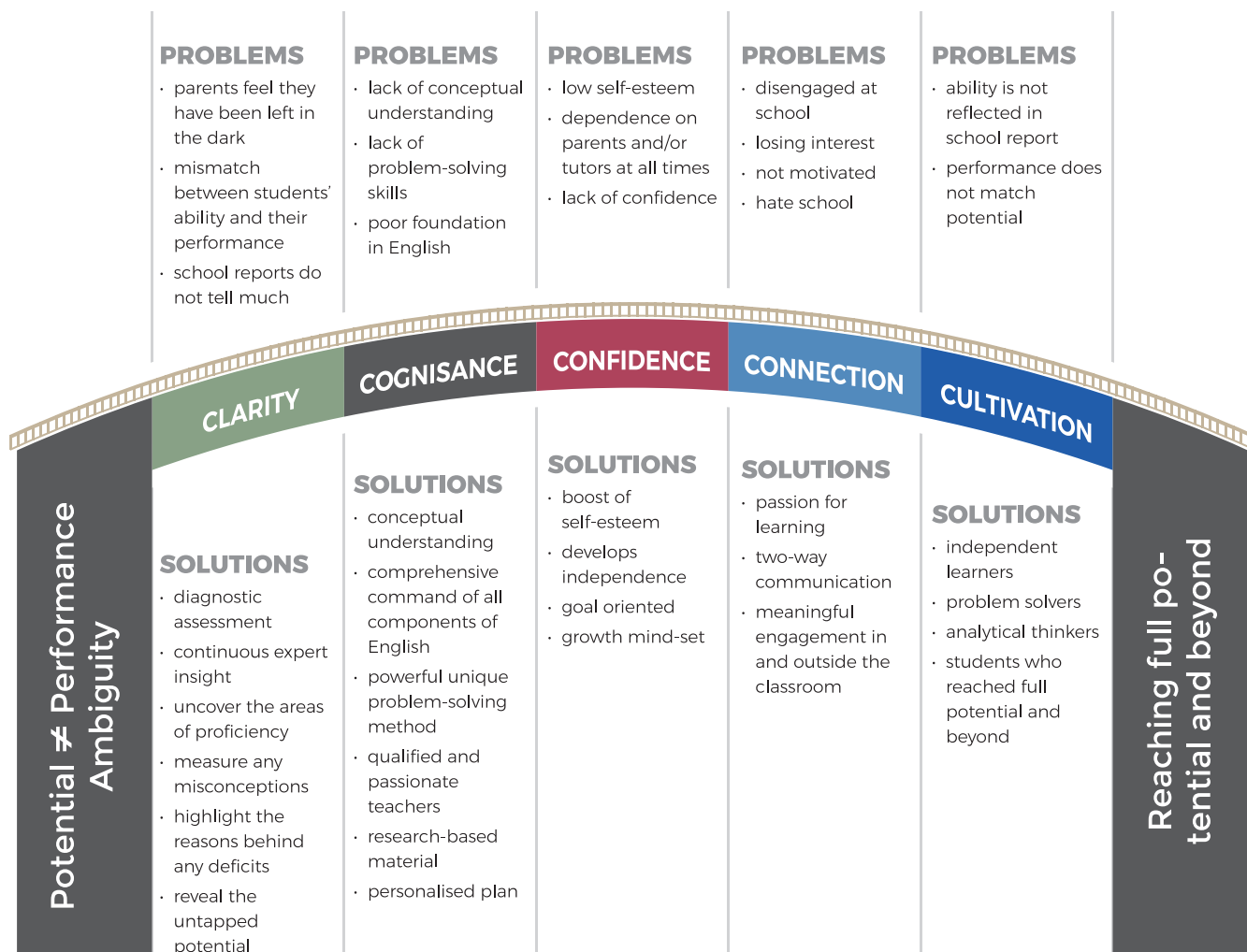
What are the types of cognitive load that prevent us from learning effectively?

- **Extraneous:** results from the way the new material is presented
- **Intrinsic:** results from the complexity of the concept taught
- **Germane:** results from the effort to learn new schemas

Examples of reducing intrinsic cognitive load:

- Splitting a big task into many smaller tasks
- Linking to informal knowledge
- Linking to prior knowledge
- Establishing schemas
- Developing pre-skills

We Will Get You There



"A goal without a plan is just a wish."

-Antoine de Saint -Exupéry

5-C METHOD



Clarity

Clarity is power.

Many parents feel they are left in the dark when it comes to their children's performance and ability. Or there is a mismatch between their ability and their performance as shown by the school report. School reports do not say much. In addition, it is almost impossible to get to meet the school teacher more than twice a year. Yet, when you meet them, the feedback given is quite general with no direction for a future focus or plan.

To provide the clarity every parent needs, we conduct different types of assessments: Diagnostic, Formative, Summative and Benchmark assessments. In addition, our curriculum is communicated with parents who get to see what their child learns with us.

Cognisance

Following the clarity stage, the focus is on

- conceptual understanding – to create independent learners and critical thinkers.
- problem-solving skills – using our unique, evidence-proven method that takes students through the four stages of problem-solving: Understand, Plan, Solve and Learn (UPSLTM).
- comprehensive command of all components of English.
- intensive coverage of the Maths and English curriculum – which aims to teach students more than they learn at school in a more thorough, comprehensive and passionate way.
- teaching – our teachers are qualified, experienced and trained in Cognitive Load Theory. They are experts in their field.
- research-based material – all our material is developed by us in accordance with cognitive load theory. This theory takes the structure of the human brain into consideration.

Confidence

A confident child

- believes in their own ability to do things;
- has a genuine sense of their own worth;
- takes responsibility for their actions;
- is not afraid of making mistakes.

Self-confidence comes from a sense of competence. When children are empowered with problem-solving skills, a solid foundation in Maths and English, and are encouraged to make mistakes and learn from them, they enjoy learning and become more competent.

Our students learn how to set goals and work towards them. They are also more likely to become independent learners. Hence, they develop a sense of leadership and become responsible for their actions and outcomes. This works like magic. It is every parent's dream.

Connection

Connection at GEA is at more than one level.

At one level connection refers to the students' engagement in the classroom and in the real world. At GEA this is guaranteed by the critical selection of only the most enthusiastic and passionate teachers who are able to achieve this outcome.

The GEA textbooks also allow for students to have discussions in class and to engage with the material and with each other. It is proven by research that these activities help to promote their connection between abstract concepts to the real world, thus strengthening their conceptual understanding. Students thus become connected and engaged in and outside the classroom.

All our students practise mindfulness to be engaged, present and focused. It also helps them destress.

Furthermore, our teachers and head teacher meet with parents to discuss their child's performance, ongoing improvement and how to cater for each individual's needs.

The whole team at GEA is approachable; we have clear communication and we are transparent.

When it comes to OC, Selective and Scholarship applications, we have a team of experts who help parents with the right school choice and application, to maximise the chance of achieving entries into these schools.

Cultivation

This is where all things come together.

Parents who have clarity and students who are confident, connected and engaged, and are empowered with a solid foundation in mathematics and English, and most importantly problem-solving skills, inevitably not only reach their full potential, but also expand it and reach beyond it. Students will be equipped with a love for learning and life-long skills.

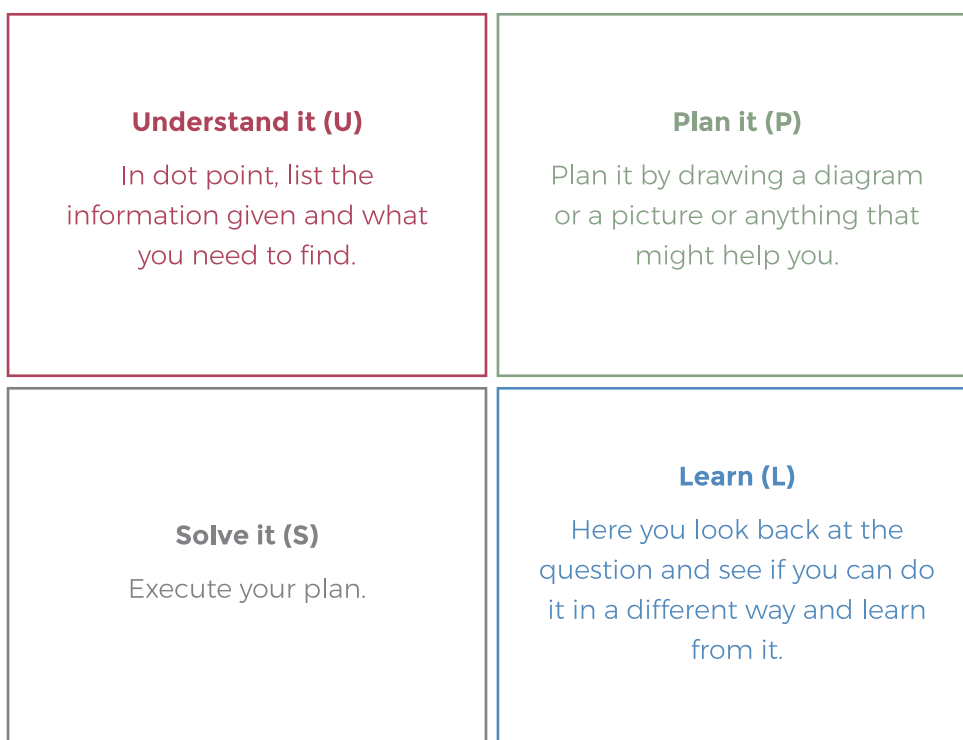
OUR UNIQUE PROBLEM SOLVING STRATEGY

THE UPSL™ STRATEGY

The UPSL™ strategy has been developed by Dr Majeda Awawdeh based on her research. Dr Majeda used the principles of Cognitive Load Theory to simplify the steps involved in solving a word problem. She created a template to help students perform the steps effectively. The steps are straightforward and easy to grasp.

- Understand it (U)
- Plan it (P)
- Solve it (S)
- Look back and learn from it (L)

This is the template that is provided with maths questions. Students need to use the template to automate the steps.



"I cannot teach anybody anything, I can only make them think."

- Socrates

Mindfulness at GEA

Helping Your Child Cope with Stress Using Mindfulness

Research shows that children are experiencing stress at levels that can affect their academic performance and their mental health. Here at GEA, we believe that helping students succeed during high-stress times, such as sitting for entrance tests or the HSC, includes caring for the child's mental and emotional wellbeing, as well as their academic success. Mindfulness is one tool we practise. It aligns with our 4th C, connection and is exercised on a daily basis.

What is Mindfulness

Mindfulness activities promote what is often referred to as "presence"; being fully present in the moment. As well as improving health and well-being, mindfulness can have a positive impact on children's academic performance. A calm and clear mind retains information more effectively.



"Truth is not something outside to be discovered, it is something inside to be realised."

- Osho

OUR TEAM

All the staff at Global Education Academy are highly qualified and experienced. We all follow and teach Cognitive Load Theory principles in teaching. We at Global Education Academy are very proud of our professional and dedicated team.

Dr Majeda Awawdeh - Founder & Managing Director

Dr Majeda Awawdeh has completed a PhD at the University of New South Wales (UNSW) in Mathematics Education and Cognitive Load Theory. She also holds a Bachelors Degree in Mathematics and Computer Sciences, a Bachelors degree in Education, and a Masters Degree (with high distinction) in Mathematics Education. She has five years of broad experience in writing, managing and developing ICAS Mathematics tests at the University of New South Wales.



“Be the change you want to see in the world.”

- Mahatma Gandhi

Denise Moss - Head Teacher

Denise has over 35 years' experience as a Primary School teacher and has taught at an International School which followed the British Cambridge system (IB). She's also held several positions including Head of Department and Deputy School Principal for many years.



“Children must be taught how to think, not what to think.” - Margaret Mead

David Spencer - Maths Teacher (High School)

David began his career in engineering, computer science and corporate education and has followed his interest in education by teaching Mathematics since 1985. He also has experience as a numeracy coordinator in a primary school. David has taught HSC Mathematics from General to Extension and has taught support classes for Maths students with learning difficulties. David is a member of the Mathematical Association of NSW (MANSW).



“Education is our passport to the future, for tomorrow belongs to the people who prepared for it today” - Malcom X

“The greatest sign of success for a teacher is to be able to say; the children are now working as if i did not exist.”

-Maria Montessori

Patricia Dinkelmann – Primary School Teacher

Patricia has taught English, Maths and Music full-time since 1983 and has been tutoring individuals and groups for the last 6 years. She loves working with children and helping them to become the best individuals they can be and believes a good education, which teaches one to think independently, is absolutely essential for success in life.

“Tell me and I forget. Teach me and I remember. Involve me and I learn.” – (Ancient Chinese proverb)



Brian White – English Teacher (High School)

Brian has had 10 years' experience as a selective high school English teacher and taught all levels from Year seven to the HSC. He has also had experience in marking both NAPLAN and the HSC. As a passionate educator, Brian believes that the learning environment should always be stimulating and engaging.

“What we learn with pleasure we never forget.”
- Alfred Mercier, 19th Century writer and doctor.



Caroline Graham – Primary School Teacher

Caroline is a trained teacher, with more than 17 years' experience in the primary sector, and a member of the NSW Institute of Teachers. She has worked in mainstream and bilingual schools. Her teaching has covered all year groups in primary school with an emphasis on helping to meet the needs of students in Maths and English. She has also worked with students with specific needs and gifted students.

“I don't have all the answers to questions that the students may ask but I will always try to find the correct one, no matter how long it takes. Keep going; 'no' is not an option and 'can't' is not in my vocabulary.”



And many more.

“The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.”

-William Arthur Ward

AWARDS

2020 Telstra Business Women's Awards Winner

New South Wales
Small Business



#telstrabizwomen



ethnic
business
awards





Global
Education
Academy®

Unlock a world of full potential

How close are you to unlocking your child's full potential?

These statements were carefully developed by Dr Majeda Awawdeh to reveal how close parents/guardians are to unlocking their child's full potential.

THE FULL POTENTIAL SCORECARD

Give yourself **1 point** for each **YES**.

		Yes	No
1.	I am 100% clear on my child's potential.		
2.	I believe that my child's school report reflects their true potential.		
3.	My child constantly achieves above average in both maths and English.		
4.	My child is highly equipped with problem-solving skills.		
5.	My child's actions show a confident child.		
6.	My child is independent when doing homework and studying for exams.		
7.	My child never expresses boredom or frustration about school.		
8.	My child is always happy to get out of bed and go to school.		
9.	I believe my child has reached their full potential.		
10.	I am completely satisfied with my child's school and what they deliver.		

TOTAL _____

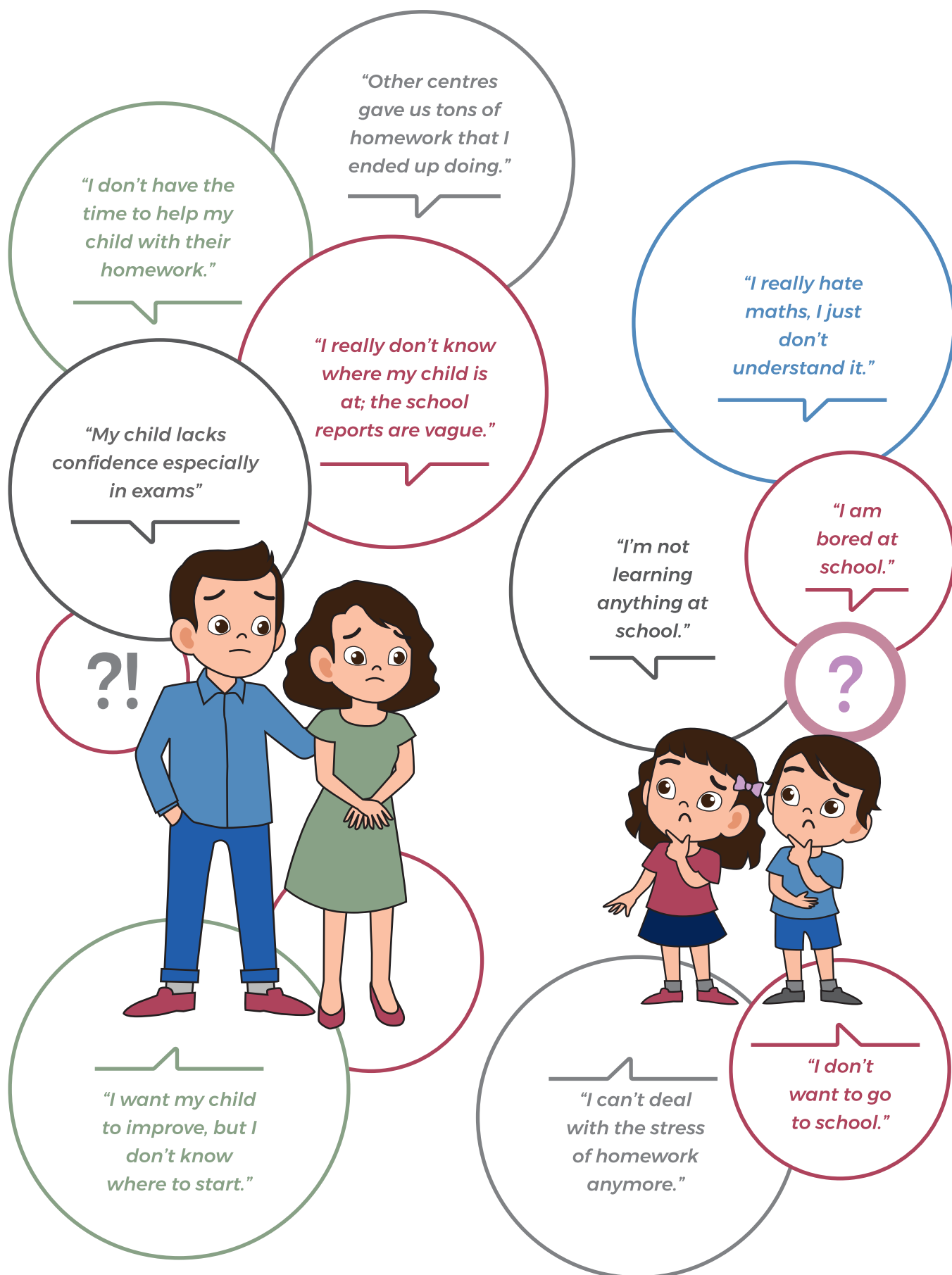
How did you go? _____

0-3 = It looks like your child has fallen behind. There are serious gaps in their learning. Do not postpone it any longer as it is likely to get worse. Time is valuable. Take the first step to give them the future they deserve.

4-7 = It looks like your child is falling behind. There are some gaps in their learning. You should take action now to avoid further deterioration. Take the first step to give them the future they deserve.

8-10 = Your child is doing well, but there is still some room for improvement. Take the first step to unlock their full potential.

We hear you



SUCCESS STORIES

"Dear Dr Majeda and the GEA Team, thank you so much for all the guidance and support provided to Chloe in preparing for the selective school exam. Our experience at GEA was exceptional! Your attention to detail and passion to teach, allows the children to reach their potential. Chloe was challenged and stimulated with the course content which enhanced her confidence when undertaking the exam. We were exhilarated when we opened her results to see an offer for our first choice and a score of 220.14! That precise moment of knowing "she made it" in between the screaming, laughing and crying will be a cherished family memory! We look forward to continuing with GEA as you have become an extension of Chloe's academic journey and her personal growth!"

*- Effie Polyzogopoulos
parent of Chloe, Selective*

"Our daughter Alexandria has been undergoing tutoring with GEA since the beginning of year. During this period of time, it's my pleasure to say we have witnessed many positive changes. Alexandria's confidence has soared and the way she processes and articulates information is impressive. Global Education Academy was able to unlock Alexandria's keys to learning and equip her with the necessary skills to be an independent student. She loves school now and has developed a thirst for knowledge and will become a lifelong learner as a result."

*- Tony and Sasha Fogg
parents of Alex, Year 5*

"Good afternoon Global Education Academy, my son Anu had made it to North Sydney Boys. He achieved a score of 237 in his selective test. Much appreciated, all GEA team had worked hard for this result! You made a huge difference to our life."

*- Pramod Kusuma
parent of Anu, Selective*

"I cannot recommend Global Education Academy highly enough. Two of my children attend GEA. The elder child is enjoying being extended beyond his school curriculum and enjoying being able to reach his potential. His younger brother, in the space of 6 months, has progressed from being at least a year behind in reading and comprehension to achieving at an age appropriate level. I never thought I'd see the day that he was keeping up with his classmates at school, but GEA has made it possible. I cannot thank the staff enough. All of the staff are congenial, professional and obviously enjoy their work. They make learning fun and my boys love attending. They have bent over backwards to be flexible with days and times for tutoring so that my younger son's sporting commitments can be accommodated. I am not at all surprised that the owner and founder of GEA, Dr Majeda Awawdeh, was the winner of the Australian Small Business award in 2017. She has built an outstanding academy."

- Catherine Clements

"Global Education Academy has been absolutely amazing for my daughter. Less than one term into the Primary School Tutoring program, major improvements were noticed by the school teacher through school assessments and my daughter's confidence in her own abilities started to show. Changing to the Specialised Tutoring branch produced significant overall improvements in class assessments and dramatic increases in grades. She even has fun at Global Education Academy and looks forward to her weekly classes. Whether you are considering school tutoring or specialised tutoring, I recommend Global Education Academy - both you and your child will thoroughly enjoy the experience."

- Kent Unwin

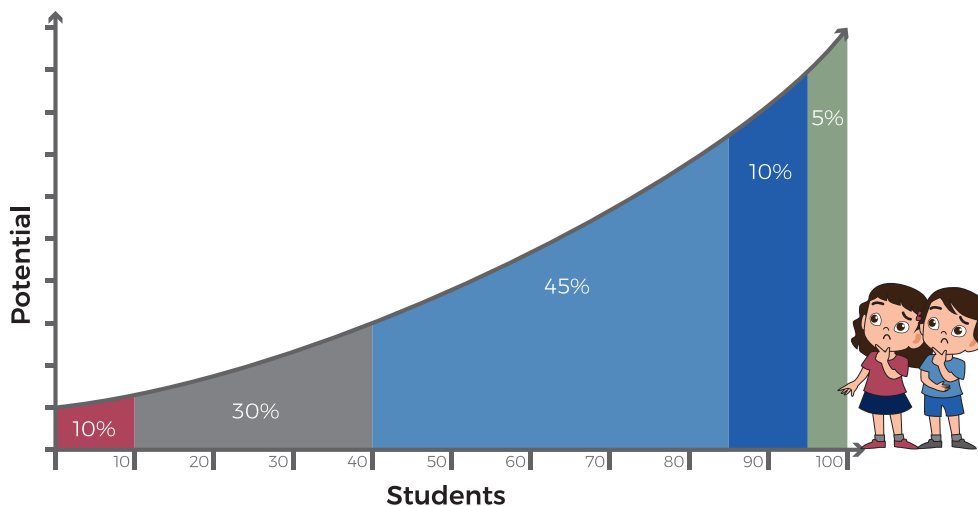
Where Does Your Child Stand?

Let us shed some **clarity** on your child's ability and performance.

Performance ≠ Potential

Do you know the difference?

Do you know where your child stands?



Value Metric	Stage	% of students	Explanation
E	Below Foundation	10%	There are serious gaps in their learning. They are disengaged at school, feel frustrated and may develop behavioural issues.
D	Foundation	30%	There are serious gaps in their learning. They have been falling behind for a long time. They have slipped under the radar for a while. Not getting much out of school.
C	Average	45%	Your child is falling behind. There are major gaps in their learning. They are losing confidence and becoming disengaged. Average is not good enough for the 21st century.
B	High Achieving	10%	Your child is doing well, but there is still some room for improvement. There are opportunities available for them (OC/selective/scholarship)
A	Unlocked Potential	5%	Confident and engaged. High self-esteem. Unlimited opportunities. Great future in front of them.

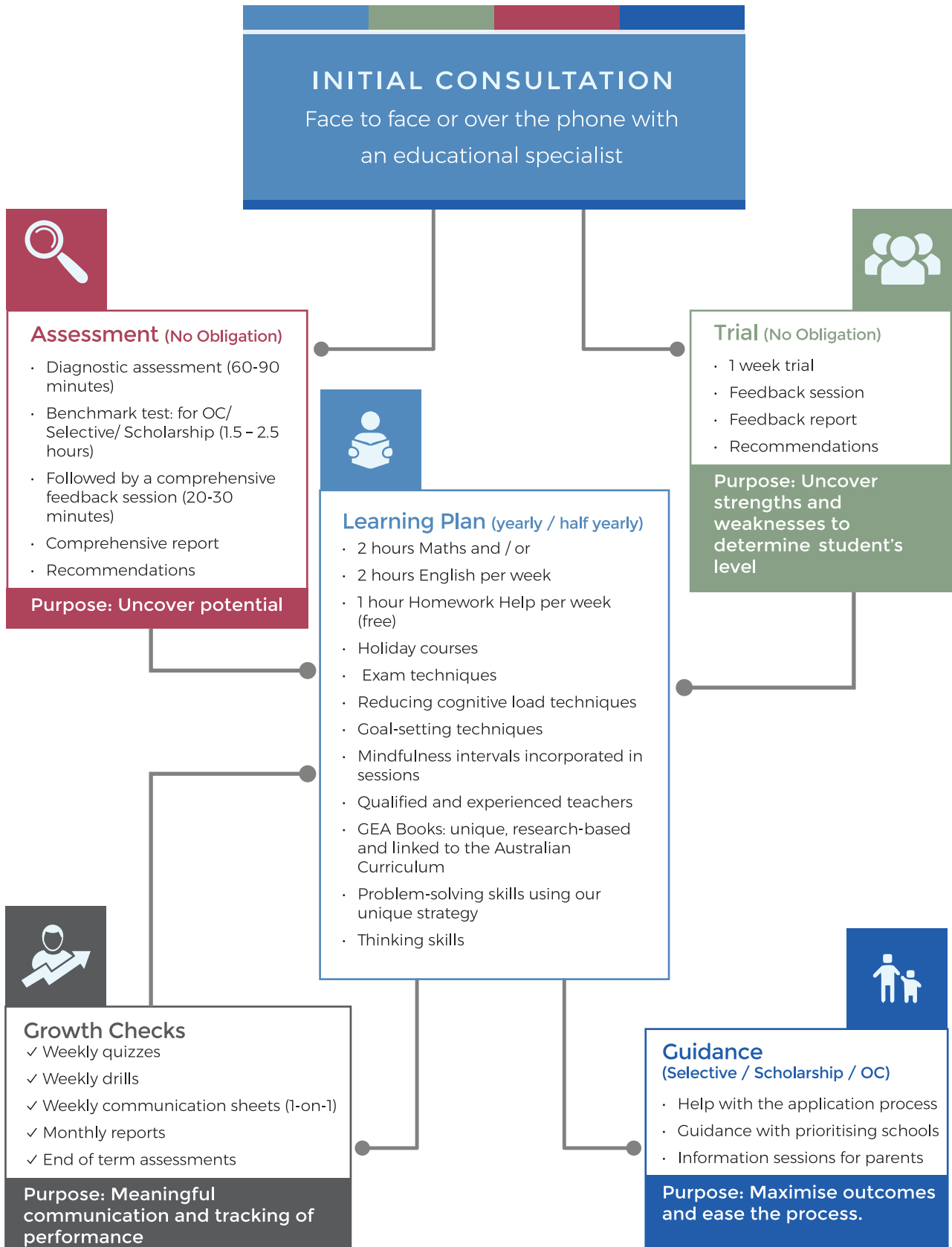
“The way to get started is to quit talking and begin doing.”

- Walt Disney

GEA JOURNEY



'Education is our passport to the future, for tomorrow belongs to the people who prepare for it today'



GENIUS PATHWAY

BUILDING CONFIDENCE


Year 3

FOCUS ON:

- Maths - Conceptual understanding
- Problem solving skills
- English - All components, including writing

YOU WILL SEE:

- Attitude change
- Confidence grows
- Self-esteem boosted
- Development of independent learning skills



LEVEL 4

REALISING POTENTIAL

Year 4 (Term 1 & 2)

FOCUS ON:


- Maths - Higher level concepts
- Problem solving
- English - Reading comprehension
- Thinking Skills: Inductive & deductive reasoning
- Exam techniques
- Setting goals
- Stress/ time management

YOU WILL SEE:

- Skills advancement
- Exam techniques acquired
- Confidence & self-esteem boosted
- Confidence of where the bar is
- Awareness of where the bar is
- Chances to achieve desired goals are maximised

PARENTS:

- We help you with the application process
- We guide you with prioritising schools



OPPORTUNITY CLASS

PASSION TO EXCEL

Year 4 (Term 3 & 4) Year 5 (Term 1)

FOCUS ON:

- Maths - Conceptual understanding
- Problem solving skills
- English - All components, including writing
- Consolidate their conceptual Understanding

YOU WILL SEE:

- Eagerness to extend their learning
- Significant improvement in all areas
- Confident, independent learners



LEVEL 5/6

FULL POTENTIAL REACHED

Year 5 (Term 2, 3 & 4) Year 6 (Term 1)

FOCUS ON:

- Maths - Higher level concepts
- Problem-solving
- English - All components including writing
- Thinking Skills: Inductive & deductive reasoning
- Exam techniques
- Setting goals
- Stress management
- Time management

YOU WILL SEE:

- Eagerness to extend their learning
- Significant improvement in all areas
- Confident, independent learners

PARENTS:

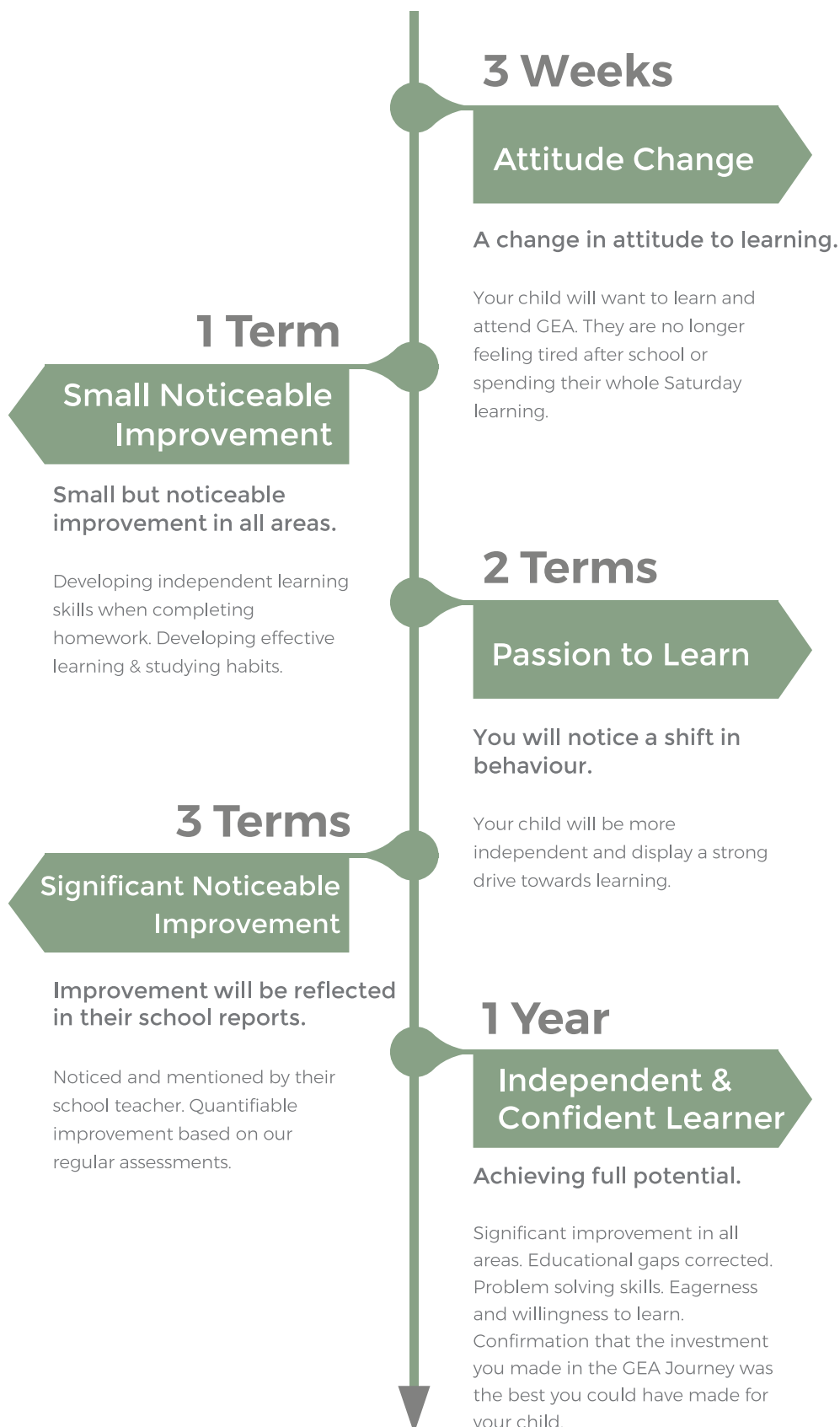
- We help you with the application process
- We guide you with prioritising schools



SELECTIVE / SCHOLARSHIP

THE GEA ROADMAP

What to expect and when.



"All great achievements require time."

- Maya Angelou

Why Do Parents Seek Tutoring?

Parents have their children tutored for a myriad of different reasons. Here are some below:

- Advance their child's performance
- Fill the gaps in their child's learning
- Boost their confidence and self-esteem
- Achieve high goals such as placement in a selective high school
- Achieve placement in an Opportunity Class (OC)
- Gain entry to gifted classes in schools
- Achieve a scholarship to a private school
- Prepare them for high school and empower them with advanced tools
- Prepare them for school and advance them before Kindergarten to give them a head start
- Fill any gaps in their learning due to being away (holiday/sickness)
- Prepare for tests such as NAPLAN or ICAS

The Benefits of Small Groups

To enable our students to benefit the most, our groups have an average of 5 students. Keeping our group sizes small provides the following benefits:

- Provides students with targeted small group instruction that is not available at school
- Provides students with a high degree of individualised assistance to clarify and develop greater understanding of their learning
- Provides students with a supported learning environment in which collaborative group work, working in pairs and as individuals, fosters effective learning behaviour and attitudes, as well as providing the students with exemplary role models
- Creates greater opportunities for students to reach their full potential through goal-setting approaches and through engaging in competitive learning tasks that build their awareness of the levels of skills they need to attain
- Allows students to develop their confidence and self esteem
- Enables students to experience the joys of learning by engaging meaningfully in their targeted courses. The levels of individual attention they receive motivates them to experience success

*"Whether you
think you can or
think you can't,
you're right."*

- Henry Ford

Who Cares about Maths, Anyway?

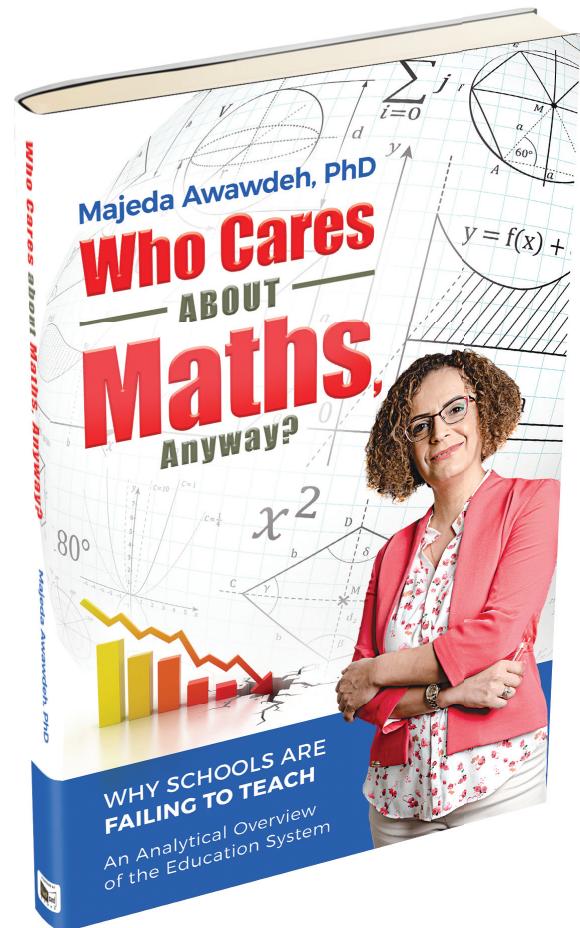
Dr Majeda Awawdeh

WHY SCHOOLS ARE FAILING TO TEACH

An Analytical Overview of the Education System

In *Who Cares about Maths, Anyway?*, Dr Majeda Awawdeh addresses the top issues with Australia's current education system in her honest, analytical overview. Over the course of the book, teachers, students and parents are given the opportunity to explore the deep-seated problems of their current school system, including a lack of teacher training and development, one-size-fits-all curricula and unfocused government funding.

Along with this insightful analysis, Dr Awawdeh introduces a long-term vision that can improve the system for all involved, resulting in the progression of student success and higher ranking worldwide. Individuals looking for in-depth research in the area of the Australian education system will find her book a valuable resource in their quest to solve the problems today's students face.



It is a must-read for all parents.

“As a parent and educator, I want to do more than just highlight the faults of our education system; I hope to shed some light on why it is failing our children.”

- Dr Majeda Awawdeh

Now

Obstacles & Inhibitors

1 Yr

How is your child doing now?	What's in the way?	Where would you like your child to be?
Student Name	Distance	Attitude Change?
Strengths	Price	Independent Learner?
Weaknesses	Availability	Where would you like them to be ranked in class?
Has your child always been achieving at this level?		Entrance into OC, Set high school, Scholarship Offer?
Where would you like your child to be achieving?		

“Some people dream of success while others wake up and work hard at it”
- Napoleon Hill

GEA IS A BUSINESS FOR GOOD

Global Education Academy is a business for good. We sponsor the UN Global Goals; our close-to-heart goals are Quality Education and Gender Equality.

Recognising the lack of education provided to students in Africa, especially girls, GEA wanted to help change this.

Currently, young girls in Sierra Leone and Uganda face many challenges that prevent them from attending school and receiving an education they are completely entitled to. These barriers include:

1. A high chance of childhood marriage
2. Early and/or forced pregnancy, and
3. Poverty

As a result, GEA are proud supporters of One Girl.



THE GLOBAL GOALS
For Sustainable Development



How is GEA involved?

Every student who enrolls at Global Education Academy contributes to paying the fees for two girls in Africa (Sierra Leone and Uganda) to be educated for a whole year.

During the past 12 months, two girls have been given the opportunity to attend school, thanks to the support of GEA.

GEA's Full Scholarship Program:

We work with local schools and charities to offer full scholarships for children suffering domestic violence, family crisis or financial hardship.

Fundraisers:

We hold regular fundraisers and book drives, and donate to organisations such as the St George Family Support Services Inc.

Supporting Local Schools:

We support local schools by sponsoring special days they hold, such as family fun days, cinema nights, trivia nights etc. Some of the schools we have supported recently are Bexley North Public School, Normanhurst West Public School and Hornsby Heights Public School.

PROUDLY SUPPORTING
ONE GIRL

*"Together we are changing the world, one person
at a time."*

*"Unlocking your
child's potential is
what we do best."*

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