Caulfield Racecourse

Thinking & Learning Conference
23–26 May  MELBOURNE

Innovate!
Educate!
Inspire!

Introducing Dr Robert Marzano’s
Building High Reliability Schools
The Next Step in School Reform

Register Today!

Jennifer Abrams
Donna Cross
Erin Erceg
Douglas Fisher
Nancy Frey
Gavin Gritt
Jan Hoegh
Cath Hogan
Kylie Lipscombe

Marie McLeod
Jay McTighe
Anthony Muhammad
Meg Ormiston
Kathy Perez
Carol Ann Tomlinson
Anne Tweed
Phil Warrick

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Hawker Brownlow Education is the leading publisher of teacher resources for Australian and New Zealand educators. At Hawker Brownlow Education we are passionate about the education of students, and strive to produce outstanding resource materials and events for teachers, leaders, administrators and other professionals in education.

Whether you are a classroom teacher, leading teacher, principal or administrator, the Hawker Brownlow Education – 11th Annual Thinking & Learning Conference offers workshops or whole-day institutes to meet your teaching and learning needs. We select authors and presenters with practical strategies to help improvement from the classroom to the whole school.

**CONFERENCE STRANDS**

- **Assessment**
  Learn everything you need to know about effective assessment and how this can significantly improve student achievement and raise teacher quality. This year’s sessions are packed with practical strategies from expert practitioners for designing, analysing and using assessments effectively in your classroom.

- **Curriculum Planning**
  Create a rigorous and engaging curriculum that focuses on understanding and leads to improved performance. Understanding by Design is a tool for planning, focused on teaching for understanding rather than knowing.

- **Coaching**
  Coaching supports teacher development and puts teacher needs at the heart of professional learning. There are many different coaching models that can be used to fit the unique needs of schools.

- **Differentiated Instruction**
  Teachers need to cater for a range of individual differences and meet the needs of students in any one classroom. Differentiating Instruction is an approach to teaching that advocates active planning for and attention to student differences in classrooms. This year’s sessions will look at creating a differentiated school, integrating UbD and instructional strategies for differentiating your classroom.

- **High Reliability Schools**
  This year’s conference will be the launch of Dr Marzano’s High Reliability Schools Framework. This framework, based on 40 years of educational research, defines five progressive levels of school performance that a school must master to become a high reliability school. Other topics to be covered will be The Art & Science of Teaching, Becoming a Reflective Teacher, Leaders of Learning and much more!

- **Innovation**
  Ensure your students are prepared to step up, both as learners and as the new generation of productive global citizens. Learn teacher-friendly strategies to utilise problem-based learning, clear communication and metacognitive reflection for inspiring and engaging students.

- **Leadership**
  As an educator, you’re used to prioritising competing expectations while equipping your school or region with the right tools to stay on track. But good leadership is more than just staying on track – it’s also anticipating what lies ahead. This year’s sessions offer insight straight from the top, addressing leadership at the regional, school and classroom levels.

- **Professional Learning Communities**
  Professional Learning Communities at Work™ is based on the work of Richard DuFour, Robert Eaker and Rebecca DuFour. Sessions will include creating collaborative teams, transforming your school’s culture and introducing you to the three big ideas and the four critical questions that are essential for creating a PLC in your school.

- **Teaching Practice**
  Teaching Practice refers to instructional strategies that can be used in the classroom to ensure all students learn at high levels. It draws together research, theory and practice. Sessions are by ALL SPEAKERS, as Teaching Practice is the essence of all sessions at the conference.

**KEYNOTE SPEAKERS:**

- **Robert Marzano**
  Building High Reliability Schools – The next step in school reform
  Dr Robert Marzano is cofounder and CEO of Marzano Research Laboratory. A leading researcher in education, international presenter and author of more than 30 books and 150 articles, on topics such as instructional, assessment, leadership, cognition, effective school intervention, his practical translations of research and theory into classroom strategies are world renowned and widely practised by both teachers and administrators.

- **Donna Cross**
  A Friendly School – Creating a climate for student achievement
  Professor Donna Cross is the Director of the Child Health Promotion Research Centre at Edith Cowan University. She has an international profile in school health promotion and intervention research. Her most significant research relates to her work on aggression and bullying among young people in Australia. She is the lead author of Friendly Schools Plus.

- **Phil Warrick**
  Creating a Student-Centred School – Take account of your student’s needs
  Dr Phil Warrick is associate vice president of Marzano Research Laboratory. He was an award-winning administrator for nearly 12 years, most recently as principal of Round Rock High School, Texas and 2005’s Nebraska State High School Principal of the year. Phil has been working in Australia supporting over 400 schools in the implementation of The Art and Science of Teaching.

- **Anthony Muhammad**
  The Will to Lead – Laying the foundation for school improvement
  Dr Anthony Muhammad was a practitioner for nearly 20 years, serving as a teacher, assistant principal and principal. His Transforming School Culture approach explores the root causes of staff resistance to change. Anthony’s tenure as a practitioner using PLCs at Work™ has earned him several awards as both a teacher and a principal.
MEET THE PRESENTERS

Jennifer Abrams
Jennifer is an international educational and communications consultant for schools, universities and non-profits. She trains and coaches teachers, administrators and others on successful instructional practices, new employee support, supervision and evaluation, generational savvy, having hard conversations and effective collaboration skills.

Douglas Fisher
Douglas Fisher, PhD, splits his time between being Professor of Language and Literacy at San Diego State University, teaching literacy, ELL, reading instruction & intervention, doctorate research, and teaching at a local San Diego secondary school. Douglas has received an International Reading Association Celebrate Literacy Award for his work on literacy leadership.

Gavin Grift
Gavin Grift is the Director of Professional Learning for Hawker Brownlow Professional Learning Solutions. With experience as a teacher, assistant principal and educational coach, Gavin connects with audiences on topics ranging from Cognitive Coaching and quality teacher practice to Professional Learning Communities, (PLCs), collaboration and learning-centred leadership. Gavin’s recent book is Teachers as Architects of Learning.

Cath Hogan
Cath Hogan is an experienced teacher and consultant with a background in primary, secondary, special and gifted education. Cath has always been passionate about ensuring the inclusivity of all students both academically and culturally. She currently works as an educational consultant with much of her consultancy centring on PLCs at Work™, collaboration and learning-centred leadership.

Marie McLeod
Marie is associate for A Framework for Understanding Poverty, Bridges Out of Poverty and Getting Ahead in a Just Gettin’ By World. She previously worked with the Department of Human Services as the Manager of Neighbourhood Renewal, an initiative that works with residents and other stakeholders to address disadvantage in 21 locations across Victoria.

Meg Ormiston
Meg has been involved in PD that focuses on changing instructional practice in the classroom for 25 years. Meg marries her passion for technology with a deep curriculum background and over 12 years of experience as a teacher. Meg has served as a curriculum coach, presenter and PD specialist. Meg has authored five books, written numerous articles and collaborated on professional videos.

Anne Tweed
Dr Anne Tweed supports schools, districts and state departments with PD activities that develop highly qualified teachers. Anne is a former president of the US National Science Teachers Association and spent 30 years teaching secondary school science, including environmental science, biology, chemistry, Earth science and marine science, in addition to writing several books and articles.

Carol Ann Tomlinson
Carol Ann Tomlinson, EdD, is Professor of Educational Leadership at Virginia University. Her career in education includes 21 years as a teacher and 12 years as a program administrator. Carol works with educators internationally to help them develop more responsive heterogeneous classrooms. She is a passionate and dedicated advocate of the differentiated classroom.

Erin Erceg
Erin Erceg, PhD, is lead trainer for the Friendly Schools Plus initiative with Hawker Brownlow Professional Learning Solutions. Having spent 12 years with the Child Health Promotion Research Centre at Edith Cowan University in Western Australia, Erin’s most significant roles relate to her work on research on aggression, bullying and cyber-bullying among young people.

Nancy Frey
Nancy Frey is the professor of Literacy in the School of Teacher Education at San Diego State University. She was a special education teacher in the Broward County Public Schools. She later worked for the Florida Department of Education on a state-wide project to support students with disabilities in the general education curriculum.

Jan Hoegh
Jan Hoegh is the associate vice president of Marzano Research Laboratory in Colorado. She has been a classroom teacher, building-level leader, professional development specialist, high school principal and curriculum coordinator during her 27 years in education. Jan also served as assistant director of state-wide assessment for the Nebraska Department of Education.

Kylie Lipscombe
Kylie Lipscombe has fulfilled a range of roles all focusing on teaching and learning and building teacher capacity across both primary and secondary schools. These include regional literacy coach and project officer, assistant principal and educational consultant. She is currently a lecturer at the University of Wollongong and trainer of PLCs at Work™.

Jay McTighe
Jay McTighe brings a wealth of experience developed during a rich and varied career in education. His international reputation grew from his work in Maryland, USA, with thinking skills, instructional strategies, curriculum models and assessment procedures. Jay has coauthored 12 books, including the best-selling Understanding by Design® series with Grant Wiggins.

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Kathy Perez
Kathy has over 30 years of teaching experience. She is an educational consultant, author and speaker, specialising in instructional strategies and creative approaches to literacy and professional development. Kathy integrates state-of-the-art methods and research with practical insights from her own classroom experiences. She is the author of More Than 100 Brain-Friendly Tools and Strategies for Literacy Instruction.

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Dr Marzano’s vision for education is simple: the vast majority of schools can be highly effective in promoting student learning. To show how, he created the High Reliability Schools framework. This framework, based on 40 years of educational research, defines five progressive levels of performance that a school must master to become a high reliability school: a school where all students learn the content and skills they need for success in university, careers and beyond.

In its Australian launch, Dr Marzano, Phil Warrick and Jan Hoegh will be introducing the High Reliability Schools framework. Dr Marzano will provide an introductory keynote, followed by concurrent workshop sessions by himself, Phil and Jan throughout Friday 23 May (with some repeat sessions on Sunday 25 May). Presenters will address leading indicators and samples of practice in each session for the Marzano High Reliability Schools model. Participants will be asked to do some self-assessment of their own situation in regards to this level and will be introduced to the concept of lagging indicators a school might use to measure their progress in this level. Participants will be introduced to the following five levels of the High Reliability Schools.

1. A safe and orderly environment that supports cooperation and collaboration
2. An instructional framework that develops and maintains effective instruction in every classroom
3. A guaranteed and viable curriculum focused on enhancing student learning
4. Standards-referenced reporting of student progress
5. A competency-based system that ensures student mastery of content

How to attend this Institute

The Building High Reliability Schools Institute brings together Dr Robert Marzano, Dr Phil Warrick and Jan Hoegh in sessions across Friday 23 and Sunday 25 May. Participants register for the sessions of their choice (rather than register for the whole institute). Dr Marzano will be presenting a keynote on Friday 23 May (repeated on session 1 on Sunday 25 May), then the presenters will provide workshops on each of the levels of the model. These sessions are not sequential and you may attend, for example, the Levels 4 & 5 session and then attend Levels 1 & 2. Each of the presenters will be repeating their session on Friday 23 May, with a follow up repeat of the session on Sunday 25 May.

Dr Phil Warrick – Building High Reliability Schools: Levels 1 & 2

Phil will be providing an overview of key indicators from Levels 1 & 2. Level 1 in this framework addresses the factors that are considered foundational to any substantive change within a school. Throughout this session, Phil will outline what effective schools do to create a safe environment that supports the building of collaboration and cooperation. Level 2 demonstrates how schools can guarantee quality teaching occurs in every classroom. Phil will outline how The Art & Science of Teaching supports every teacher to utilise effective instructional strategies.

Jan Hoegh – Building High Reliability Schools: Level 3

Jan will be providing an overview of key indicators from Level 3. In this session she will address the extent to which a school’s curriculum provides opportunities to ALL students to learn challenging content, aligned to the Australian National Curriculum. Central to this session is outlining how schools can create an essential and guaranteed curriculum that is truly viable.

Dr Robert Marzano – Building High Reliability Schools: Levels 4 & 5

Dr Marzano will be providing an overview of key indicators from Levels 4 & 5. In this session he will introduce participants to a new vision for school reporting systems: moving from a standards-based reporting system to one that is standards referenced. Dr Marzano will address the extent to which a school can restructure itself to serve the learning needs of students as opposed to the rigidity of schools’ traditional schedules and timetables that may impede student achievement.

The Next Step in School Reform

Presenters

Robert Marzano
Jan Hoegh
Phil Warrick

Learn More about The 11th Annual Thinking & Learning Conference
How can we address required content standards yet remain responsive to the differences and varied needs of our students? How does the “backward design” approach to curriculum planning inform differentiation (and vice versa)? What do we want all students to come to understand? How might we responsibly differentiate student assessments and still obtain valid measures of learning? Can we maintain standards without standardisation? How might a grading and reporting system communicate standards-based achievement honestly and fairly? This institute will explore these questions through a series of thought-provoking exercises and design experiences.

Participants will have the opportunity to apply their learning by designing or refining a differentiated unit of study using the Unit Design Template.

**JAY MCTIGHE AND CAROL ANN TOMLINSON**

**Connecting Content and Kids: Understanding by Design and Differentiation**

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Participants will have the opportunity to apply their learning by designing or refining a differentiated unit of study using the Unit Design Template.

**PHIL WARRICK**

**The Art & Science of Teaching Institute**

Though classroom instructional strategies should clearly be based on sound science and research, knowing when to use them and with whom is more of an art. During this Institute, Phil Warrick (associate vice-president of Marzano Research Laboratory) will share his insights on incorporating quality classroom practices from the perspective of teacher and leader. Phil will guide you through the 10 questions and you will examine and develop your knowledge and skills so you can achieve that dynamic fusion of art and science that results in exceptional teaching and outstanding student achievement. Participants will be armed with practical strategies and concrete plans to implement in their school and classroom that have proven results! The Art & Science of Teaching has been implemented by over 400 schools across Australia.
This year’s conference features a special extended keynote by Dr Marzano on the next step in school reform: High Reliability Schools. This keynote is taking place as session 1.

**Session 1: Robert Marzano**

Building High Reliability Schools – The next step in school reform

Strand: High Reliability Schools, Leadership, Teaching Practice

Audience: Teachers & Leaders

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**Nancy Frey**

Session 2

**Teaching Students to Write Like Detectives – Primary**

Strand: Curriculum Planning, Teaching Practice

Audience: Primary Teachers & Leaders

The national writing standards challenge students to produce writing that is based on their reading, rather than as a stand-alone skill. But simply assigning more writing will not result in more skilled writers. Students need to be carefully taught the conventions and grammar of writing, as well as the kinds of text types they can produce. In this session learn about the new demands of the writing standards, especially their focus on writing that is connected to reading.

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**Gavin Grift**

Session 2

**Professional Learning Teams that WORK! – High impact strategies for your PLT**

Strand: PLCs

Audience: Teachers & Leaders

This session will build staff capacity to work interdependently within high-performing collaborative teams committed to continuous improvement. Participants will learn the difference between collegiality and collaboration, how identify the right people for PLTs, and how to create structures that support the work and how to define effective process and tasks to ensure your collective efforts make a difference.

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**Jan Hoegh**

Session 2

**Building High Reliability Schools (Level 3)**

Strand: Assessment, High Reliability Schools

Audience: Teachers & Leaders

Please see Building High Reliability Schools for details on page 4.

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**Douglas Fisher**

Session 3

**Close Reading and Text-Dependent Questions – Secondary**

Strand: Teaching Practice

Audience: Secondary Teachers & Leaders

Attending to the information presented in the text, while recognising assumptions, background knowledge and biases held by the reader, helps the reader deeply understand what is being read. Close reading is an instructional approach that teaches students to engage in all of these behaviours. As part of close reading, students encounter a text and read that text several times, often for different purposes and based on different questions. In this session for Secondary School teachers, we focus on questions that require repeated close readings in order to be answered.

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**Jennifer Abrams**

Sessions 2 and 3

**Being Generationally Savvy Parts I and II**

Strand: Coaching, Leadership, PLCs

Audience: Teachers & Leaders

Have you noticed you might be looking at teaching and learning a bit differently than your colleagues? Are you seeing communication challenges between colleagues of different ages? Are you becoming aware that more of your colleagues want a life-work balance vs. a work-life balance? The generational filter is coming into play on a daily basis. Who are the four generations of staff in our schools? What are their strengths and needs? What structures and communication protocols should we design to work well with each other? What knowledge do we need to help all of us thrive? This session will provide tools, resources and food for thought on this increasingly intriguing topic.

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Learn More about The 11th Annual Thinking & Learning Conference

Getting Everyone on the Bus: Creating Healthy Cultures Parts I and II
Strand: Leadership, PLCs Audience: Teachers & Leaders

Anthony will examine four broad steps to developing a positive learning environment (aligning philosophies, managing frustration, creating a culture of collaboration and institutionalising a healthy culture) and uncover the components of responsive pedagogy – a skilful and balanced framework of traditional and culturally responsive activities used in the classroom.

Creating Digital Rich Classrooms: Teaching and Learning in a Web 2.0 World
Strand: Innovation, Teaching Practice Audience: Teachers & Leaders

Outside of school, today’s students are accustomed to a high level of interaction and collaboration – with one another and with technology. Inside school, we ask them to power down, assuming that we can help them achieve their fullest potential through traditional methods of teaching. Instead of asking students to power down during class, power up your lesson plans with digital tools. Design and deliver lessons in which technology plays an integral role. Engage students in solving real-world problems while staying true to standards-aligned curricula. This session provides a research base and practical strategies for using web 2.0 tools to create engaging lessons that transform and enrich content.

Building High Reliability Schools (Levels 4 & 5)
Strand: Assessment, High Reliability Schools Audience: Teachers & Leaders

Please see Building High Reliability Schools for details on page 4.

Creating an Inclusive Classroom for ALL Students to Learn!
Strand: Differentiated Instruction, Teaching Practice Audience: Primary Teachers

Flexible grouping and learning centres provide active, engaging participation in a student-centred environment. The centres provide innovative and motivational opportunities for students to practise and extend their skills while facilitating independent learning. Students become responsible for their own learning as they make choices and interact with one another. In this session, learn techniques to engage students productively in learning centres while other groups or individuals are working with the teacher.

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Session 1
The Purposeful Classroom – Secondary
Strand: Teaching Practice  Audience: Secondary Teachers & Leaders

Purpose-driven instruction ensures that students understand learning targets and that meaningful activities are aligned with expectations. This session will explore the components of a purposeful classroom, including a focus on learning goals rather than activities, the role of language expectations, relevance of the goal and how the goal can be assessed.

Session 2
Productive Group Work – Secondary
Strand: Teaching Practice  Audience: Secondary Teachers & Leaders

The power of peer-to-peer learning has been well documented in the research of effective instruction. The most influential theorist on the role of peer-assisted learning is Lev Vygotsky, who believed that all learning is mediated by interactions with others. Therefore, collaboration with peers becomes a necessary part of the learning process of a child. This session will have participants consider the ways in which productive group work compliments instruction in a gradual release of responsibility framework.

Session 3
Formative Assessments
Strand: Assessment  Audience: Teachers & Leaders

Schools and regions have more assessment data than ever before. There is more information about individual students at teachers’ fingertips than could be imagined a decade ago. But what should school systems do? The solution is two-fold. First, we have to understand the components of a feedback system that impacts student understanding. Second, we have to align the multiple measures that are available to use and create a system of data collection, analysis and impact that result in higher levels of student achievement. This session will identify the components of a formative assessment system that includes feed-up, feedback and feed-forward.

Session 2
Teaching Students to Write Like Detectives – Secondary
Strand: Curriculum Planning  Audience: Secondary Teachers & Leaders

The national writing standards challenge students to produce writing that is based on their reading, rather than as a stand-alone skill. But simply assigning more writing will not result in more skilled writers. Rather, students need to be carefully taught the conventions and grammar of writing, as well as the kinds of text types they can produce. These writing text types – narrative, persuasive and informational – require that students understand how they differ according to purpose and audience. This session will focus on writing from sources, and how writing stamina and skill can be purposefully built using an instructional framework that ensures students will be able to write like reporters.

Session 3
Tablet Teaching – Secondary
Strand: Curriculum Planning  Audience: Secondary Teachers & Leaders

How can tablets be integrated into high quality instruction? In this session, we explore the role of tablets in setting purpose, modelling, guided instruction, collaborative learning and independent tasks. The goal for tablet use has to be more than a “battery-operated worksheet” so we focus on the ways in which tablets can facilitate students’ interaction and performance.

Session 1
Essential Formative Assessment Practices
Strand: Assessment  Audience: Teachers & Leaders

Formative assessment refers to anything the teacher and student do to gather evidence about what has been learned so that additional learning will occur. In order to optimise formative assessment, four essential practices must be understood and implemented. This session will provide detail regarding these four practices and will focus on the role of proficiency scales in the formative assessment process. Participants will walk away with new insights into assessment for learning!
Session 3
Formative Assessment Ideas Galore
Strand: Assessment  Audience: Teachers
This session will be fast-paced and action-packed, as participants will receive a plethora of ideas for informal formative assessment. Sometimes a formal check for understanding is not desired or needed. Participants will be presented with strategies for learning about what students have learned when this is the case.

Session 1
Transforming Culture: The Power of PLCs
Strand: Leadership, PLCs  Audience: Teachers & Leaders
The primary responsibility of a leader is to improve productivity. In a Professional Learning Community, that simply means high levels of learning for all students. Effective leadership is the key to developing high-performing PLCs. In this presentation, Dr Anthony Muhammad explores the strategies that inspire, enlighten and push people to do great things for students, as well as identifying those strategies and behaviours that can destroy momentum and productivity.

Session 2
The Four Critical Questions for Authentic Instruction and Assessment
Strand: Assessment, PLCs, Teaching Practice  Audience: Teachers & Leaders
Participants will explore what authentic assessment and instruction looks like within a Professional Learning Community. Anthony will identify and explore key strategies collaborative teams and teachers can draw from to authentically improve student and teacher learning, through the implementation of the four critical questions of a PLC.

Session 3
Data: Moving from Assumption to Facts in School Improvement
Strand: Curriculum Planning, PLCs, Teaching Practice  Audience: Teachers & Leaders
In this session Anthony will identify and provide tips on how to utilise and organise useful forms of data, create school-based “Data Pictures”, make data an authentic part of the school culture, use data for accountability and data-driven decision making, set SMART Goals and provide differentiated data-driven professional development.

Anthony Muhammad

Session 1
Engaging the 21st Century Learner
Strand: Innovation, Teaching Practice  Audience: Secondary Teachers & Leaders
Outside of school students are immersed in multimedia; they are continuously plugged in and connected to the outside world. They are engaged in what they are learning, playing and doing. In school, however, they are required to power down, and can quickly become disengaged with the “traditional” teaching model. Research indicates that these 21st Century learners are different, yet too many of the old methods prevail. This session will explore the importance of social networking and new methods for engaging students through technology.

Session 2
The Digital Leader @ School
Strand: Innovation, Leadership  Audience: Leaders
As the challenges for the school leader mount, it is important not to lose the focus of serving as the instructional leader in the building. The digital leader needs to have a strong technology foundation in order to model and share new discoveries. Today it is much more than how to send email, text or answer voicemail. Web 2.0 tools can help streamline communication, bring the world to your classrooms and create new learning opportunities. Daily personal professional development becomes a reality when new technology tools streamline the process. See how administrators are capitalising on all of these new possibilities.

Session 3
Playing School or Preparing for Life?
Strand: Innovation, Leadership  Audience: Teachers & Leaders
If the purpose of education is to prepare students to be successful when they graduate, we need to look at how different the real world is outside of schools. Today people are hired to tweet on behalf of their employers, utilise social networking tools to spread the company message and multi-task online. Most schools today are blocking and filtering the very experiences our students will have when they enter the workforce. Investigate how to bring these collaborative tools into the classroom to better prepare students for the world beyond it.

Meg Ormiston

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Playing School or Preparing for Life?
Strand: Innovation, Leadership  Audience: Teachers & Leaders
If the purpose of education is to prepare students to be successful when they graduate, we need to look at how different the real world is outside of schools. Today people are hired to tweet on behalf of their employers, utilise social networking tools to spread the company message and multi-task online. Most schools today are blocking and filtering the very experiences our students will have when they enter the workforce. Investigate how to bring these collaborative tools into the classroom to better prepare students for the world beyond it.
SESSIONS AT A GLANCE

**Friday 23rd May**

**Official Opening:** 9.00 am

**Session 1:** 9.30 am – 11.00 am

- **Marzano**  
  Building High Reliability Schools – The next step in school reform
  
  This year’s conference features a special extended keynote by Dr Marzano on the next step in school reform: High Reliability Schools. This keynote is taking place as session 1.

**Session 2:** 11.30 am – 1.00 pm

- **Abrams**  
  Being Generationally Savvy Part I
- **Fisher**  
  Close Reading and Text-Dependent Questions – Primary
- **Frey**  
  Teaching Students to Write Like Detectives – Primary
- **Grift**  
  Professional LEARNING Communities at Work!
- **Hoegh**  
  Building High Reliability Schools (Level 3)
- **Marzano**  
  Building High Reliability Schools (Levels 4 & 5)
- **Muhammad**  
  Getting Everyone on the Bus Part I
- **Ormiston**  
  Creating Digital Rich Classrooms
- **Perez**  
  Creating an Inclusive Classroom for ALL Students to Learn!
- **Tomlinson**  
  Differentiating Instruction Part I
- **Warrick**  
  Building High Reliability Schools (Levels 1 & 2)

**Session 3:** 2.00 pm – 3.30 pm

- **Abrams**  
  Being Generationally Savvy Part II
- **Fisher**  
  Close Reading and Text-Dependent Questions – Secondary
- **Frey**  
  Teaching Students to Write Like Detectives – Secondary
- **Grift**  
  PLTs that Work
- **Hoegh**  
  Building High Reliability Schools (Level 3) (Repeat)
- **Marzano**  
  Building High Reliability Schools (Levels 4 & 5) (Repeat)
- **Muhammad**  
  Getting Everyone on the Bus: Creating Healthy Cultures Part II
- **Ormiston**  
  Teaching in the Digital Age
- **Perez**  
  Teaching to Meet Diverse Needs
- **Tomlinson**  
  Differentiating Instruction Part II
- **Warrick**  
  Building High Reliability Schools (Levels 1 & 2) (Repeat)

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**Saturday 24th May**

**Keynote:** 8.30 am – 9.15 am

- **Warrick**  
  Creating a Student-Centred School – Take account of your student’s needs

**Session 1:** 9.30 am – 11.00 am

- **Abrams**  
  Having Hard Conversations – 1-Day Institute
- **Fisher**  
  The Purposeful Classroom – Secondary
- **Frey**  
  Literacy 2.0
- **Hoegh**  
  Formative Assessment
- **McTighe**  
  Understanding by Design 2-Day Institute – Day 1
- **Muhammad**  
  Transforming Culture: The Power of PLCs
- **Ormiston**  
  Engaging the 21st Century Learner
- **Perez**  
  Motivating Reluctant Learners
- **Tomlinson**  
  Teaching Today’s Students
- **Tweed**  
  Designing Effective Science and Maths Instruction Primary
- **Warrick**  
  The Art & Science of Teaching – 1-Day Institute

**Session 2:** 11.30 am – 1.00 pm

- **Abrams**  
  Having Hard Conversations – 1-Day Institute
- **Fisher**  
  Productive Group Work – Secondary
- **Frey**  
  Teaching Students to Write Like Detectives – Secondary
- **Hoegh**  
  Essential Formative Assessment Practices
- **McTighe**  
  Understanding by Design 2-Day Institute – Day 1
- **Muhammad**  
  The 4 Critical Questions for Instruction and Assessment
- **Ormiston**  
  The Digital Leader @ School
- **Perez**  
  6 Traits for Success
- **Tomlinson**  
  Differentiation and the Brain
- **Tweed**  
  Designing Effective Science and Maths Instruction in Secondary Classrooms
- **Warrick**  
  The Art & Science of Teaching – 1-Day Institute

**Session 3:** 2.00 pm – 3.30 pm

- **Abrams**  
  Having Hard Conversations – 1-Day Institute
- **Fisher**  
  Formative Assessments
- **Frey**  
  Tablet Teaching – Secondary
- **Hoegh**  
  Formative Assessment Ideas Galore
- **McTighe**  
  Understanding by Design 2-Day Institute – Day 1
- **Muhammad**  
  Data: Moving from Assumption to Facts
- **Ormiston**  
  Playing School or Preparing for Life?
- **Perez**  
  Put Pizzazz in Your Lessons
- **Tomlinson**  
  The Differentiated School
- **Tweed**  
  Formative Assessment in Maths and Science Classrooms
- **Warrick**  
  The Art & Science of Teaching – 1-Day Institute
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<td>Muhammad</td>
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<tr>
<td>Erceg</td>
<td>Friendly Schools Plus: The Research</td>
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<td>Guided Instruction</td>
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<td>Frey</td>
<td>The Purposeful Classroom – Primary</td>
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<td>Grift</td>
<td>Teachers as Architects of Learning</td>
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<td>McLeod</td>
<td>Narrowing the Achievement Gap for Under-Resourced Students</td>
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<td>Maths and Technology</td>
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<td>Hogan</td>
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<td>Muhammad</td>
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<td>Ormiston</td>
<td>Reading and Writing Across the Primary Curriculum</td>
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<td>Perez</td>
<td>Leading the Way for Inclusion</td>
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<td>Frey</td>
<td>Teaching Students to Write Like Detectives – Primary (Repeat)</td>
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<td>Grift</td>
<td>STOP TALKING … Start Listening: To Influence is to Understand</td>
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<td>Lipscombe</td>
<td>Collaborate … but on What? Building Successful PLCs</td>
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<td>Revitalise Critical and Inventive Thinking</td>
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In this session participants will examine ways in which evidence from brain science aligns with the nonnegotiable elements of Differentiated Instruction. Classroom scenarios will be used to focus on how teacher decision-making can be enhanced by understanding how the brain learns.
Session 1
How to Engage Student Leadership & The Importance to School Culture
Strand: Friendly Schools, Innovation, Leadership, Teaching Practice
Audience: Teachers & Leaders

Students are likely to lose their motivation and interest, and their performance and behaviour will decline, if the social environment of their school does not fit their needs. This workshop will discuss how authentic student leadership and engagement opportunities at school help students to feel in control of their learning and to feel competent and connected to a respectful school environment. In this session Donna will also examine how student leadership and engagement is fundamental to supporting students’ positive online behaviours.

Session 2
Expectation = Outcomes: The Power of Positive Behavioural Expectations
Strand: Friendly Schools, Innovation, Leadership, Teaching Practice
Audience: Teachers & Leaders

Negative teacher feedback is the most consistent predictor of students’ social behaviour and poor academic performance, especially among higher-risk students. In contrast, high teacher expectations for student performance are predictive of all motivational outcomes in students. This workshop will provide opportunities for the participants to assess the positive behaviours that all members of their school community could strive towards, including innovative peer support skills. It will use Friendly Schools case studies from primary and secondary schools and other research evidence to provide strategies that build consensus and understanding about positive behavioural expectations in both online and offline environments.

Session 3
How to Become a Cyber Friendly School
Strand: Friendly Schools, Innovation, Leadership, Teaching Practice
Audience: Teachers & Leaders

Technology is moving so quickly it is challenging for even digital natives to keep updated with the latest device, fad or popular website. Teacher-student boundaries may also become unclear through informal interactions online with the school community outside of school working hours. This workshop will address actions all members of the school community can take to protect and enhance their digital lives (and reputations) and to minimise possible harms such as cyber-bullying from their interactions in an online environment. It will review national professional standards and will also use evidence from the world-first Cyber Friendly Schools and Cyber Strong Schools research to discuss how technology can be used to build school climate and reduce online harm for the whole-school community.

*The four days at the conference taught me more about teaching & learning than the four years of teacher training at university.*

— Nick Cotsaris, Senior School Leader, SA
Salisbury High School

Donna Cross

Keynote: Donna Cross
Building a Friendly School – Creating a climate for student achievement

Audience: Teachers & Leaders

Donna Cross

Douglas Fisher & Nancy Frey

Session 1
Response to Intervention
Strand: Teaching Practice
Audience: Teachers & Leaders

Pick up any education journal, scan any conference program, even eavesdrop on a conversation between educators and you’re likely to see or hear RTI mentioned. But how can RTI help students and schools improve? In this session the presenters have focused on how students respond to instruction and intervention such that resources are aligned with student success. This requires that we examine quality core instruction (tier 1), supplemental interventions through the strategic use of questions, prompts and cues (tier 2) and intensive interventions that build student confidence and competence (tier 3).

Session 2
Better Learning through Structured Teaching
Strand: Teaching Practice
Audience: Teachers & Leaders

Building student competence requires precision teaching and not prescriptive methods for engaging students. This session focuses on the gradual release of responsibility and provides participants with information about implementation of an instructional framework that ensures student success, including establishing purpose, modelling thinking, guiding instruction, productive group work and independent learning tasks.

Session 3
Checking for Understanding
Strand: Teaching Practice
Audience: Teachers & Leaders

How do you know if students have got it? Simply asking them, “Did that make sense?” does not work. Instead, teachers can use oral language, questions, writing projects and performances, and tests to determine when learning targets have been meet. This session will focus on the various ways that teachers can check for understanding.

Jan Hoegh

Session 1
Technology Enhanced Formative Assessment
Strand: Assessment, Innovation
Audience: Teachers & Leaders

The world of education has been impacted significantly by technology over the past 10 to 15 years. Assessment is not exempt from this impact. This session will highlight technology tools that make assessing student learning innovative and engaging for the learner AND offer the teacher quality information about whether or not learners have mastered critical content.

Session 2
Building High Reliability Schools (Level 3) (Repeat)
Strand: High Reliability Schools, Teaching Practice
Audience: Teachers & Leaders

Repeated session from Friday 23 May.

Session 3
The Highly-Engaged Classroom
Strand: Teaching Practice
Audience: Teachers & Leaders

Student engagement happens as a result of a teacher’s careful planning and execution of specific strategies. This workshop will provide an in-depth understanding of how to generate high levels of student attention and engagement. Using these strategies, every teacher can create a classroom environment where engagement is the norm, not the exception.
Session 1
Building High Reliability Schools: The Next Step in School Reform
Strand: High Reliability Schools, Leadership, Teaching Practice
Audience: Teachers & Leaders
Dr. Marzano’s vision for education is simple: the vast majority of schools can be highly effective in promoting student learning. To show how, he created the High Reliability Schools framework. This framework, based on 40 years of educational research, defines five progressive levels of performance that a school must master to become a high reliability school: a school where all students learn the content and skills they need for success in university, careers and beyond.

Session 2
Becoming a Reflective Teacher
Strand: Teaching Practice
Audience: Teachers & Leaders
Just as successful athletes must identify personal strengths and weaknesses, set goals and engage in focused practice to meet their goals, so must teachers. This session combines a model of effective instruction with goal setting, focused practice, focused feedback, and observations and discussions to improve your instructional practices.

Session 3
Vocabulary Games for the Classroom
Strand: Teaching Practice
Audience: Teachers & Leaders
In this session, participants will learn and experience research-based instructional strategies educators can use to help students practise and deepen their knowledge of content vocabulary.

Session 1
Transforming Culture: The Power of PLCs (Repeat)
Strand: Leadership, PLCs
Audience: Teachers & Leaders
Repeated session from Saturday 24 May.

Session 2
Blueprint for Improving Teaching Practice
Strand: Leadership, PLCs, Teaching Practice
Audience: Teachers & Leaders
In this session, Anthony will outline the key lessons learnt in leading for teaching transformation that truly impact on all students. He will draw from his own experiences as an instructional leader of a Professional Learning Community to outline why, what and how this can be achieved.

Session 3
Elephants in the Room: Confronting Barriers to Collaboration
Strand: Leadership, PLCs, Teaching Practice
Audience: Teachers & Leaders
Collaboration is a new phenomenon in education. Educators have worked in isolation for decades and today’s school requires them to collaborate. This session will explore the essential elements of collaboration and address the barriers that can derail collaborative efforts.

Session 1
One Size Does NOT Fit All: Custom Learning in the Classroom
Strand: Differentiated Instruction
Audience: Teachers & Leaders
Teaching today should be about differentiating. Outside of school, students customise their music, their television viewing, their gaming and their online experience. Inside of school they have to power down and get the same instruction as everyone else in the classroom. We must engage these learners, and technology is the hook to grab their attention and customise their education.

Session 2
Engaging Students in Digital Rich Classrooms
Strand: Innovation, Leadership
Audience: Teachers & Leaders
What does good technology look like in the classroom? There is more to transforming a learning environment than adding equipment. Lessons need to be restructured, professional development has to change and instructors need support. Web 2.0 tools will be featured that are used to personalise teaching and learning across the content areas. This session will help participants understand what a digitally rich classroom looks like and how important this type of environment is to prepare students for the fast-paced world outside of school.

Session 3
Power Googling for Educators
Strand: Innovation
Audience: Teachers & Leaders
Come and see what Google has in store for you today! All the tools presented will be connected to curriculum with specific classroom examples woven throughout. Bring back to the best Google has for your classroom: learn how to create a virtual field trip using Google earth, build 3-D models with Google Sketch-Up, explore the latest developments from Google Labs and much more.

Session 1
Using Strategies to Engage All Learners and Increase Comprehension
Strand: Differentiated Instruction, Teaching Practice
Audience: Teachers
Many students who struggle with reading the text in content areas lack content literacy skills. This session presents over 20 techniques to differentiate your literacy instruction. Struggling readers must have: a chance to read at their instructional and independent reading levels; engaging texts that they want to read; better ways to build their vocabulary; comprehension strategies that help them understand what they have read; decoding strategies that help them get through difficult text and the ability to organise critical information. Lots of instant ideas! Handouts for all!
Lesson Mastery: Top 10 Tools to Transform Teaching!
Strand: Differentiated Instruction, Teaching Practice  Audience: Teachers
In today's highly diverse classroom we need to provide instruction that maximises success for each student while providing the appropriate level of challenge for the struggling student as well as the high-achiever. Ensure that ALL students acquire key concepts and skills we are teaching through varied activities and assignments that account for individual interest and motivation. If you are searching for practical answers to these questions, this is a seminar you won't want to miss!

Assessment of 21st Century Competencies: Fostering Confidence, Curiosity and Cooperation
Strand: Assessment, Innovation, Teaching Practice  Audience: Teachers & Leaders
As the world accelerates, teachers need to be equipped to teach and assess students in the crucial 21st century skills that are required. Learn innovative instructional techniques for assessment of students' 21st century skills. This highly practical session will present recommendations for classroom practice to assess skills students need to succeed for assessment of students' 21st century skills. This highly practical session will present recommendations for classroom practice to assess skills students need to succeed for assessment of students' 21st century skills.

Session 1
Differentiating Instruction for Advanced Learners
Strand: Differentiated Instruction  Audience: Teachers & Leaders
Many misconceptions exist when it comes to teaching gifted and talented students. So what does it mean to teach a highly able student well? In this session participants will learn what good instruction looks like when working with gifted students, including what to avoid and what to consider.

Session 2
Bringing the Kids on Board in a Differentiated Classroom
Strand: Differentiated Instruction  Audience: Teachers & Leaders
This session will examine what it means to "lead people", and then manage details and routines so that differentiated classrooms run effectively, giving teacher and students the opportunity for work targeted at individual and small-group learning needs.

Session 3
Fulfilling the Promise of the Differentiated Classroom: Strategies & Tools for Responsive Teaching
Strand: Differentiated Instruction  Audience: Teachers & Leaders
Teachers who have a broad repertoire of instructional strategies are likely to be both more competent and confident in addressing the range of learning needs students bring to school with them each day. This session offers educators the opportunity to learn about a variety of instructional strategies that support teacher attention to learner variance.

Anne Tweed
Session 1
Using a Formative Assessment Process in Maths and Science Classrooms (Repeat)
Strand: Assessment, Differentiated Instruction, Teaching Practice  Audience: Teachers & Leaders
Repeated session from Saturday 24 May.

Session 2
Constructing Maths and Science Understanding Using Visual Tools
Strand: Teaching Practice  Audience: Teachers & Leaders
One significant strategy to help students make sense of science and maths concepts is to use non-linguistic representations. Research indicates that development of visual representations enhances student understanding of content. Participants will learn more about graphic organisers, models, thinking maps, pictures and other strategies that help students understand content.

Session 3
Addressing Student Misconceptions (Preconceptions) in Maths and Science Classrooms
Strand: Innovation, Teaching Practice  Audience: Teachers & Leaders
Students can provide the right word, definition or formula, yet still hold misconceptions. If "correct" answers can result in insufficient evidence of understanding, then how can teachers reveal and address student misconceptions to determine if students really understand maths and science concepts? Learn more about an instructional process (conceptual change model) that teachers can use to address misconceptions!

Phil Warrick
Session 1
Coaching Classroom Instruction
Strand: Coaching, Teaching Practice  Audience: Teachers & Leaders
This session covers everything from approaches for boosting professional growth to creating macrostrategies that are responsive to student needs. Find advice on how to offer targeted feedback to teachers, empowering them to identify specific steps to improve their knowledge and skill.

Session 2
Leaders of Learning
Strand: Leadership, Teaching Practice  Audience: Leaders
This session will address the concept of instructional leadership at the school level, including teacher leadership. Participants will be introduced to strategies for establishing a collaborative culture of leadership that focuses on student achievement.

Session 3
Building High Reliability Schools (Levels 1 & 2) (Repeat)
Strand: High Reliability Schools, Teaching Practice  Audience: Teachers & Leaders
Repeated session from Friday 23 May.

Get prepared!
Do your pre-reading today!
Visit our online bookshop
Strand: Friendly Schools Audience: Teachers & Leaders

Session 1
Building Capacity in Aspiring Leaders

With Baby Boomer administrators retiring in greater numbers over the next decade, supporting new leaders in our schools is essential to successful succession planning. Experienced leaders need to articulate what legacy they wish to leave behind as well as learn which skills and capacities aspiring leaders need to build and foster. Utilising the work in the area of leadership development, this session will provide rubrics and recommendations for supporting the growth of aspiring leaders.

Session 2
Creating Identity Safe Classrooms for All Students

Creating a sense of belonging for all students in a classroom is essential to learning. What can teachers do to make students feel safe and welcome? What can teachers do to create an environment in which students feel capable and competent? In this session, participants will study the concept of “stereotype threat” through activities and readings and then learn a set of behaviours that are within the teacher’s sphere of control in order to increase identity safety for all students.

Session 3
Collaboration and Leadership Skills

Teachers know how to teach their core subjects, but becoming a department chair, year level leader or professional learning community leader requires a new and different set of skills. In this session participants will discuss the role of teacher leader – how to increase one’s credibility, key listening do’s and don’ts, how to advocate and inquire successfully, and how to give feedback effectively – all to help create a more collaborative and professional culture within departments and schools.

Session 2
Creating a Friendly School Culture – Enhancing Social and Emotional Learning

Bullying occurs in a social context. The most effective means to reduce bullying among young people is to enhance their social and emotional understandings and competencies, utilising the Friendly Schools Plus whole-school approach. In this session we will address the social and emotional learning of young people, through explicit classroom teaching and informally through whole school culture, organisation and structures that reinforce and uphold these essential understandings, skills and competencies.

Session 3
Creating a Friendly School – A Whole-school Approach to Bullying Prevention

In this session participants will be shown a step-by-step process to effectively implement a sustainable whole-school initiative to reduce and prevent bullying in their school. This will include an introduction to toolkits, resources and planning tools to help schools identify what they are already doing well and what they need to build on to enhance their current actions and procedures.

Douglass Fisher

Session 1
Guided Instruction

How teachers respond to an incorrect answer significantly influences students’ eventual understanding. Resolving errors requires an interaction between students and teachers, with the goal of ensuring that students experience success. As part of a gradual release of responsibility framework, there are times when the students and teacher jointly construct meaning and includes: Questions to check for understanding; prompts for cognitive and metacognitive processes; cues to shift attention; and direct explanations and modelling.

Session 2
Text Complexity

Texts are complex in a number of different ways. Understanding what makes a text complex is important in teaching students to understand that text. There are quantitative ways to examine a text that provide general guidelines for the appropriateness for students at a given year level. There are also qualitative ways to examine a text to determine what contributes to the complexity and which areas need instruction. In addition, there are task-related questions that teachers must ask themselves. This session will examine text complexity with the eye toward teaching students how to read increasingly complex texts.

Session 3
Reading and Text-Dependent Questions – Secondary (Repeat)

Repeated session from Friday 23 May.
**Session 1**
The Purposeful Classroom – Primary
Strand: Teaching Practice  Audience: Primary Teachers & Leaders
Purpose-driven instruction ensures that students understand learning targets and that meaningful activities are aligned with expectations. In this session, we explore the components of a purposeful classroom, including a focus on learning goals rather than activities, the role of language expectations, relevance of the goal and how the goal can be assessed.

**Session 2**
Tablet Teaching – Primary
Strand: Innovation, Teaching Practice  Audience: Primary Teachers & Leaders
How can tablets be integrated into high quality instruction? In this session, we explore the role of tablets in setting purpose, modelling, guided instruction, collaborative learning and independent tasks. The goal for tablet use has to be more than a “battery-operated worksheet” so we focus on the ways in which tablets can facilitate students’ interaction and performance.

**Session 3**
Teaching Students to Write Like Detectives – Primary (Repeat)
Strand: Teaching Practice  Audience: Primary Teachers & Leaders
Repeated session from Friday 23 May.

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**Gavin Grift**

**Session 1**
Teachers as Architects of Learning
Strand: Teaching Practice  Audience: Teachers & Leaders
In this session, Gavin will outline how teachers can ensure their decision-making processes are truly learning-centred and explore how to explicitly improve in their own teaching practice. Teachers as Architects of Learning outlines twelve considerations for constructing a successful learning experience for every student. It is based on key educational learning theory and is designed to give educators key insights into their own practice. Considerations explored in depth will include the effective use of time, questioning and setting high expectations for learning.

**Session 2**
The Power of Coaching in Schools
Strand: Coaching  Audience: Teachers & Leaders
Teaching is a complex intellectual activity. Teachers who think at higher levels produce students who are higher achieving, more cooperative and better problem-solvers. It is the invisible skills of teaching, the thinking processes that underlie instructional decisions, which produce superior instruction. Discover in this session how Cognitive Coaching capitalises upon and enhances teachers’ cognitive processes.

**Session 3**
STOP TALKING … Start Listening: To Influence is to Understand
Strand: Coaching  Audience: Teachers & Leaders
“Most people do not listen with the intent to understand; they listen with the intent to reply.” (Stephen R. Covey) This session will provide participants with three rules for engagement to move transactional conversations into transformational ones. Whether you are facilitating a meeting, coaching a teacher, talking with students or engaging in staff dialogue this workshop will assist you in successfully building the capacity of others.
Session 1 and 2
Getting Everyone on the Bus: Creating Healthy Cultures (Repeat)
Strand: Leadership, PLCs
Audience: Teachers & Leaders
Repeated session from Friday 23 May.

Session 3
Elephants in the Room: Confronting Barriers to Collaboration (Repeat)
Strand: Leadership, PLCs, Teaching Practice
Audience: Teachers & Leaders
Repeated session from Sunday 25 May.

Anthony Muhammad

Session 1
Maths and Technology: Practical Strategies for Primary Teachers
Strand: Teaching Practice
Audience: Primary Teachers & Leaders
You will leave this hands-on session with hundreds of new ways to use technology in mathematics classes. This session will explore a variety of resources including free online games, virtual manipulatives, assessment tools and websites filled with practical ways to engage students. Meg will focus on resources and assessments to be used in the classroom.

Session 2
Reading and Writing Across the Primary Curriculum: Empowering Students with Technology
Strand: Innovation, Teaching Practice
Audience: Primary Teachers & Leaders
Empower students of all ages with great ways to infuse reading and writing across the curriculum. This workshop is filled with practical, real strategies to take back to the classroom. Hundreds of websites have been organised into a literacy web that is available to not only workshop participants but also others back at school.

Session 3
Multimedia in the Differentiated Primary Classroom
Strand: Innovation, Teaching Practice
Audience: Primary Teachers & Leaders
Students today are virtually marinating in media, continually engaged and connected. Bring that multimedia into the classroom to reinvigorate the curriculum. Sound clips embedded in lessons, streaming video converted off YouTube, music, speeches and web cams are all part of delivering instruction in the way they learn best. This practical session will have you ready to return to the classroom with specific strategies for change.

Meg Ormiston

Session 1
Closing the Achievement Gap Using Formative Assessments
Strand: Assessment, Differentiated Instruction
Audience: Teachers & Leaders
Continued …

Session 2
Leading the Way for Inclusion: Instructional Adaptations for Student Success
Strand: Differentiated Instruction
Audience: Teachers
Do you work with students who are at risk for reading and writing failure? Do you often wish you could “fix” the learning problems of some of your most needy students? Learn easy-to-use ways to modify existing lessons and assignments to better scaffold and support your students with learning disabilities. Experience dozens of activities, tips, tools and techniques to diversify your instruction for students with special needs.

Session 3
Revitalise Critical and Inventive Thinking for Student Engagement using Thinking Routines
Strand: Innovation, Teaching Practice
Audience: Primary Teachers & Leaders
This session provides numerous tools for student engagement to think critically about course content and become active investigators. Learn creative approaches for teaching students routines that help direct innovative thinking and guide classroom discussion. Move beyond simple responses to extend ideas, think divergently and reason logically. In this interactive workshop, thinking routines will be demonstrated as highly useful skills for 21st century learners.

Anne Tweed

Session 1
Addressing Student Misconceptions (Preconceptions) in Maths and Science Classrooms (Repeat)
Strand: Innovation, Teaching Practice
Audience: Teachers & Leaders
Repeated session from Sunday 25 May.

Session 2
Mathematical and Scientific Discourse in the Classroom
Strand: Teaching Practice
Audience: Teachers & Leaders
To learn maths and science concepts, students need to talk about their ideas to clarify their thinking. Learn how to use questioning strategies to get students to discuss in class and make sense of their learning experiences. Participants will practise using question stems provided that lead to focused conversations in both maths and science classrooms. Informal strategies for cooperative learning focused on student discourse will also be shared.

Session 3
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Strand: Differentiated Instruction
Audience: Teachers
Do you work with students who are at risk for reading and writing failure? Do you often wish you could “fix” the learning problems of some of your most needy students? Learn easy-to-use ways to modify existing lessons and assignments to better scaffold and support your students with learning disabilities. Experience dozens of activities, tips, tools and techniques to diversify your instruction for students with special needs.

Meg Ormiston

Session 1
Closing the Achievement Gap Using Formative Assessments
Strand: Assessment, Differentiated Instruction
Audience: Teachers & Leaders
Continued …

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Kathy Perez

Session 1
Closing the Achievement Gap Using Formative Assessments
Strand: Assessment, Differentiated Instruction
Audience: Teachers & Leaders
Continued …

Session 2
Mathematical and Scientific Discourse in the Classroom
Strand: Teaching Practice
Audience: Teachers & Leaders
To learn maths and science concepts, students need to talk about their ideas to clarify their thinking. Learn how to use questioning strategies to get students to discuss in class and make sense of their learning experiences. Participants will practise using question stems provided that lead to focused conversations in both maths and science classrooms. Informal strategies for cooperative learning focused on student discourse will also be shared.

Session 3
Designing High-Quality Secondary Science Units Aligned to the National Curriculum
Strand: Curriculum Planning, Teaching Practice
Audience: Secondary Teachers & Leaders
To plan for implementing the national curriculum in secondary science classrooms, learn about an ongoing collaboration between schools in western Melbourne as they developed curriculum maps for years 7-10 that are vertically and horizontally aligned to the National Curriculum. The units have been piloted and provide guidance to teachers about the learning goals, learning targets and performance expectations that align with the new National Curriculum.
# Registration Form

**Conference Participant’s Name**

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### FRIDAY 23RD MAY

**Session 1: 9.30 am – 11.00 am**
- Marzano, **Building High Reliability Schools: The Next Step in School Reform**

**Session 2: 11.30 am – 1.00 pm**
- Abrams, **Being Generationally Savvy Part I**
- Fisher, **Close Reading and Text-Dependent Questions – Primary**
- Frey, **Teaching Students to Write Like Detectives – Primary**
- Grift, **Professional LEARNING Communities at Work!**
- Hoegh, **Building High Reliability Schools (Level 3)**
- Marzano, **Building High Reliability Schools (Levels 4 & 5)**
- Muhammad, **Getting Everyone on the Bus Part I**
- Ormiston, **Creating Digital Rich Classrooms**
- Perez, **Creating an Inclusive Classroom for ALL Students to Learn!**
- Tomlinson, **Differentiating Instruction Part I**
- Warrick, **Building High Reliability Schools (Levels 1 & 2)**

**Session 3: 2.00 pm – 3.30 pm**
- Abrams, **Being Generationally Savvy Part II**
- Fisher, **Close Reading and Text-Dependent Questions – Secondary**
- Frey, **Teaching Students to Write Like Detectives – Secondary**
- Grift, **PLCs that Work**
- Hoegh, **Building High Reliability Schools (Level 3) (Repeat)**
- Marzano, **Building High Reliability Schools (Levels 4 & 5) (Repeat)**
- Muhammad, **Getting Everyone on the Bus Part II**
- Ormiston, **Teaching in the Digital Age**
- Perez, **Teaching to Meet Diverse Needs**
- Tomlinson, **Differentiating Instruction Part II**
- Warrick, **Building High Reliability Schools (Levels 1 & 2) (Repeat)**

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### SATURDAY 24TH MAY

**Session 1: 9.30 am – 11.00 am**
- Abrams, **Leading the Way for Inclusion**
- Fisher, **The Purposeful Classroom – Secondary**
- Frey, **Literacy 2.0**
- Hoegh, **Formative Assessment**
- McCuthe, **Understanding by Design 2-Day Institute – Day 1**
- Muhammad, **Transforming Culture: The Power of PLCs**
- Ormiston, **Engaging the 21st Century Learner**
- Perez, **Motivating Reluctant Learners**
- Tomlinson, **Teaching Today’s Students**
- Warrick, **The Art & Science of Teaching 1-Day Institute**

**Session 2: 11.30 am – 1.00 pm**
- Abrams, **Leading the Way for Inclusion**
- Fisher, **The Purposeful Classroom – Secondary**
- Frey, **Teaching Students to Write Like Detectives – Secondary**
- Hoegh, **Formative Assessment**
- McCuthe, **Understanding by Design 2-Day Institute – Day 1**
- Muhammad, **The 4 Critical Questions for Instruction and Assessment**
- Ormiston, **The Digital Leader #8 School**
- Perez, **6 Traits for Success**
- Tomlinson, **Differentiation and the Brain**
- Warrick, **The Art & Science of Teaching 1-Day Institute**

**Session 3: 2.00 pm – 3.30 pm**
- Abrams, **Leading the Way for Inclusion**
- Fisher, **The Purposeful Classroom – Secondary**
- Frey, **Teaching Students to Write Like Detectives – Secondary**
- Hoegh, **Formative Assessment**
- McCuthe, **Understanding by Design 2-Day Institute – Day 1**
- Muhammad, **The 4 Critical Questions for Instruction and Assessment**
- Ormiston, **The Digital Leader #8 School**
- Perez, **6 Traits for Success**
- Tomlinson, **Differentiation and the Brain**
- Warrick, **The Art & Science of Teaching 1-Day Institute**

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### SUNDAY 25TH MAY

**Session 1: 9.30 am – 11.00 am**
- Abrams, **Making Hard Conversations – 1-Day Institute**
- Cross, **How to Engage Student Leadership**
- Fish & Frey, **Response to Intervention**
- Hoegh, **Technology Enhanced Formative Assessment**
- Marzano, **Building High Reliability Schools (Repeat)**
- McCuthe, **Understanding by Design 2-Day Institute – Day 2**
- Mueller, **Using Strategies to Engage All Learners**
- Ormiston, **Engaging Students in Digital Rich Classrooms**
- Perez, **Using Strategies to Engage All Learners**
- Tomlinson, **Differentiating Instruction for Advanced Learners**
- Warrick, **Coaching Classroom Instruction**

**Session 2: 11.30 am – 12.30 pm**
- Abrams, **Leading the Way for Inclusion**
- Cross, **How to Engage Student Leadership**
- Fish & Frey, **Response to Intervention**
- Hoegh, **Technology Enhanced Formative Assessment**
- Marzano, **Building High Reliability Schools (Repeat)**
- McCuthe, **Understanding by Design 2-Day Institute – Day 2**
- Mueller, **Using Strategies to Engage All Learners**
- Ormiston, **Engaging Students in Digital Rich Classrooms**
- Perez, **Using Strategies to Engage All Learners**
- Tomlinson, **Differentiating Instruction for Advanced Learners**
- Warrick, **Coaching Classroom Instruction**

**Session 3: 12.30 pm – 1.30 pm**
- Abrams, **Leading the Way for Inclusion**
- Cross, **How to Engage Student Leadership**
- Fish & Frey, **Response to Intervention**
- Hoegh, **Technology Enhanced Formative Assessment**
- Marzano, **Building High Reliability Schools (Repeat)**
- McCuthe, **Understanding by Design 2-Day Institute – Day 2**
- Mueller, **Using Strategies to Engage All Learners**
- Ormiston, **Engaging Students in Digital Rich Classrooms**
- Perez, **Using Strategies to Engage All Learners**
- Tomlinson, **Differentiating Instruction for Advanced Learners**
- Warrick, **Coaching Classroom Instruction**

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### MONDAY 26TH MAY

**Session 1: 9.30 am – 11.00 am**
- Abrams, **Building Capacity in Aspiring Leaders**
- Cross, **How to Engage Student Leadership**
- Ercag, **Friends Schools Plus: The Research**
- Fish & Frey, **Response to Intervention**
- Hoegh, **Technology Enhanced Formative Assessment**
- Marzano, **Building High Reliability Schools (Repeat)**
- McCuthe, **Understanding by Design 2-Day Institute – Day 2**
- Mueller, **Using Strategies to Engage All Learners**
- Ormiston, **Engaging Students in Digital Rich Classrooms**
- Perez, **Using Strategies to Engage All Learners**
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- Warrick, **Coaching Classroom Instruction**

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- Marzano, **Building High Reliability Schools (Repeat)**
- McCuthe, **Understanding by Design 2-Day Institute – Day 2**
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- Ormiston, **Engaging Students in Digital Rich Classrooms**
- Perez, **Using Strategies to Engage All Learners**
- Tomlinson, **Differentiating Instruction for Advanced Learners**
- Warrick, **Coaching Classroom Instruction**

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**How to Register!**

At the 11th Annual Thinking & Learning conference you have the opportunity to select whether you would like to attend:

- 1- or 2-Day Institutes OR One-and-a-half Hour Sessions

Just:
- **tick off your session preferences**
- **complete your name and school details on the back**
- **scan and email to conferences@hbe.com.au**

Don’t forget to complete your name and school details on the back!
## Registration Form

**Register for Early Bird before 1 March**

- **Tick your preferences for sessions 1, 2 and 3 for each day you are attending.**
- **Group discounts are available for 5 or more people registering together from one institution – Please complete separate registration forms for each registrant.**
- **Shared registration packages are available for up to four (4) participants from one institution – Please complete session preferences for each registrant.**
- **Please ensure all postal, email and contact details are completed in full.**

### Institute Selection

<table>
<thead>
<tr>
<th>Date</th>
<th>No of Days</th>
<th>Presenter</th>
<th>Session</th>
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<tbody>
<tr>
<td>Sat 24 May</td>
<td>1</td>
<td>Abrams</td>
<td>Having Hard Conversations 1-Day Institute</td>
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<tr>
<td>Sat 24 – Sun 25 May</td>
<td>2</td>
<td>McTighe</td>
<td>Understanding by Design 2-Day Institute</td>
</tr>
<tr>
<td>Sat 24 May</td>
<td>1</td>
<td>Warrick</td>
<td>The Art &amp; Science of Teaching 1-Day Institute</td>
</tr>
<tr>
<td>Mon 26 May</td>
<td>1</td>
<td>McTighe &amp; Tomlinson</td>
<td>Connecting Content and Kids: Understanding by Design and Differentiation 1-Day Institute</td>
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Please note: Institutes are full-day sessions.

### Rate per person

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<th>Register before 1 March</th>
<th>Register 1 March onwards</th>
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Please tick registration type: 4 Days [ ] 3 Days [ ] 2 Days [ ] 1 Day [ ]

**Online Method of Payment**

- Visa • Mastercard • School Purchase Order

**Method of Payment**

- Visa [ ] Mastercard [ ]

- Cheque – Please make payable to Hawker Brownlow Education [ ]

- Please invoice school/institution [Official Purchase Order Number must be supplied] Purchase Order Number: ____________________________

- Card number: ____________________________

- Amount: $ ____________________________

- Signature: ____________________________ Expiry date / ____________________________

**Other ways to register:**

- **Phone:** 1800 334 603 or +61 3 8558 2444
- **Email:** conferences@hbe.com.au
- **Fax:** 1800 150 445 or +61 3 8558 2400

**Hawker Brownlow Education**

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