

Colin Sloper RESOURCES

16-147-10



Colin Sloper is a director of the Centre for Professional Learning Communities (CPLC). He has been a teacher, assistant principal and principal in government schools for the past 35 years. In the course of his career he has been involved in the establishment of five new state government schools, including his time as principal of Pakenham Springs Primary School in Victoria. Because of his leadership and collaborative work with the school community, Pakenham Springs became the first recognised model of a professional learning community (PLC) in Australia.

APPEARING AT

MELBOURNE CONFERENCE

19 May, 2017

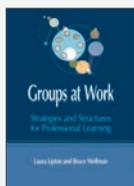


Transformative Collaboration: Five Commitments for Leading a Professional Learning Community

*Michelle Jones, Colin Sloper, Tonia Flanagan,
Janelle Wills, Alma Harris, Kylie Lipscombe, Gavin Grift*
• 9781760017477

The authors of this book have cumulatively supported over 1000 schools to cultivate the collaborative culture required to meet the academic and social needs of every student. Transformative Collaboration: Five Commitments for Leading a Professional Learning Community is the outcome of this experience, and takes you beneath the surface of the school as professional learning community (PLC) to explore the critical commitments that leaders must make to truly transform school culture and get the results students deserve.

HB7477 • \$39.95

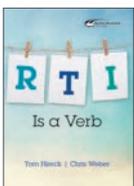


Groups at Work: Strategies and Structures for Professional Learning

Laura Lipton, Bruce Wellman • 9781760017385

Groups at Work: Strategies and Structures for Professional Learning is a practical guide to structuring productive groups, providing strategies for conducting time-efficient, task focused meetings. Thoughtful application of this toolbox will change the dynamic of your meetings resulting in greater satisfaction, stronger relationships and higher quality collaborative work. This indispensable resource for developing skilful groups includes more than 78 field-tested strategies for structuring time-efficient, task-focused meetings and work sessions. Each strategy description includes clear directions for application, including necessary materials, time frames and suggested group size.

MRV7385 • \$42.95

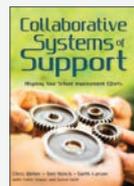


RTI is a Verb

Tom Hierck, Chris Weber • 9781760012977

Response to intervention (RTI) is about assessing how all students respond to instruction. This book goes beyond the why and what of RTI to show you how to translate this good idea into a plan of action for your school. It offers concrete recommendations and resources, including interventions emphasising university and career readiness; practical strategies for screening, progress monitoring and diagnostics; and sample approaches to specific interventions across the curriculum.

CO2977 • \$36.95

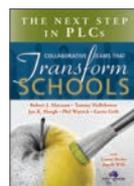


Collaborative Systems of Support

*Chris Weber, Tom Hierck, Garth Larson, Colin Sloper,
Gavin Grift* • 9781760017897

Inspired by Professional Learning Communities, Response to Intervention and Multi-Tiered Systems of Support, the authors draw from their collective extensive background in the field to support educators in ensuring high levels of learning for all students. Collaborative Systems of Support has the potential to revolutionise the way we think about teaching and learning.

HB7897 • \$35.95

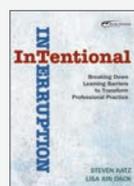


Collaborative Teams That Transform Schools: The Next Step in PLCs

*Laurel Hecker, Janelle Wills, Jan Hoegh, Phil Warrick,
Robert Marzano, Tammy Heflebower, Gavin Grift*
• 9781760017484

Collaborative Teams That Transform Schools: The Next Step in PLCs is groundbreaking. It offers teachers and school leaders a practical, comprehensive model for building successful professional learning communities (PLCs), drawing from the extensive research and experience of its authors to present a clear and compelling look at the future of PLCs.

MRL7484 • \$35.95

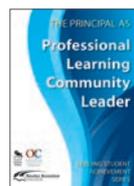


Intentional Interruption

Lisa Ain Dack, Steven Katz • 9781743307489

Steven Katz and Lisa Ain Dack explain the secret to getting unstuck: interrupting the status quo of traditional activity-based professional development to help educators embrace permanent changes in thinking and behaviour. They outline a process-grounded in psychological research-for real professional learning that ultimately leads to improved student achievement.

CO7489 • \$28.95



The Principal as Professional Learning Community Leader

Ontario Principals' Council • 9781741709162

Featuring professional development modules and case studies that can be adapted to any school context, The Principal as Professional Learning Community Leader is an invaluable companion for school leaders at any level. Schools with professional learning communities (PLCs) benefit from significantly improved student achievement and a greater sense of shared purpose.

CO9164 • \$37.95