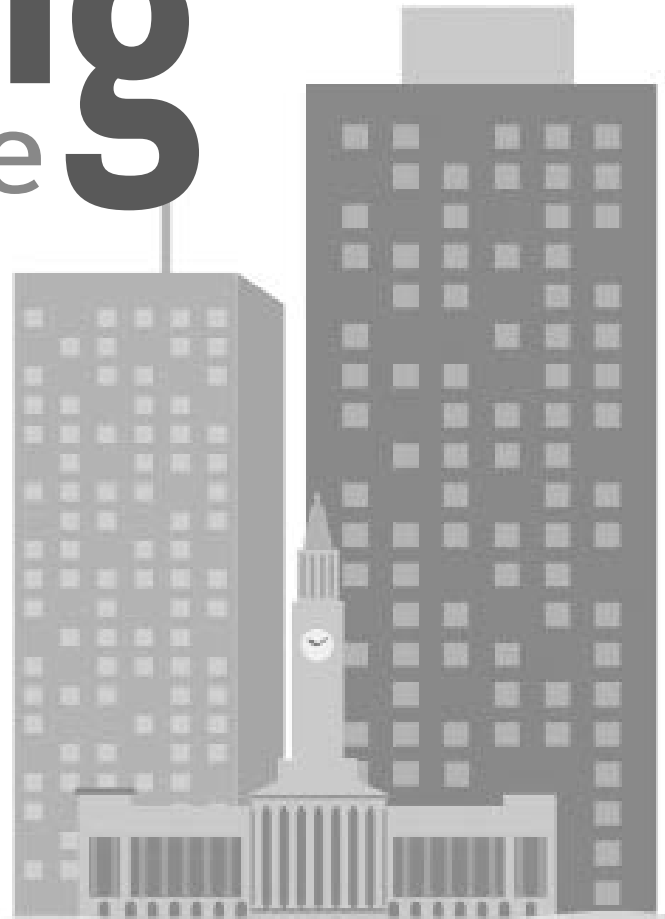


Thinking & Learning Conference

**Tom
Hierck**
Session Handouts



DAY ONE

Saturday 14 May 2016

BRISBANE

HILTON HOTEL BRISBANE

Conference Schedule

DAY ONE – Saturday 14 May

CONFERENCE OPENING	8.15 a.m.
SESSION ONE	8.30 a.m. – 10.30 a.m.
MORNING TEA	10.30 a.m. – 11.00 a.m.
SESSION TWO	11.00 a.m. – 1.00 p.m.
LUNCH	1.00 p.m. – 2.00 p.m.
SESSION THREE	2.00 p.m. – 4.00 p.m.

DAY TWO – Sunday 15 May

SESSION ONE	8.30 a.m. – 10.30 a.m.
MORNING TEA	10.30 a.m. – 11.00 a.m.
SESSION TWO	11.00 a.m. – 1.00 p.m.
LUNCH	1.00 p.m. – 2.00 p.m.
SESSION THREE	2.00 p.m. – 4.00 p.m.

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P.O. Box 580, Moorabbin, Victoria 3189, Australia
Phone: (03) 8558 2444 Fax: (03) 8558 2400
Toll Free Ph: 1800 334 603 Fax: 1800 150 445
Website: www.hbe.com.au
Email: orders@hbe.com.au

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Presenters

Gavin Grift

Gavin is executive director of Hawker Brownlow Professional Learning Solutions. With experience as a teacher, assistant principal and educational coach, Gavin's passion, commitment and style have made him an in-demand presenter of keynotes, seminars and in-school support days. As a speaker, Gavin connects with national and international audiences on topics ranging from Cognitive Coaching and quality teacher practice to professional learning communities and learning-centred leadership.



Dr Tammy Heflebower

Tammy (EdD) is senior scholar at Marzano Research in Colorado. Previously, Tammy has served as a classroom teacher, building-level leader, district leader, regional professional development director and national trainer. She has also been an adjunct professor of curriculum, instruction and assessment at several universities.



Tom Hierck

Tom Hierck has been an educator since 1983, in a career that has spanned all year levels and included many roles in public education. His experiences as a teacher, school leader, department of education project leader and executive director have provided a unique context for his education philosophy. Tom is a compelling presenter, infusing his message of hope with strategies pulled from the real world.



Eric Sheninger

Eric Sheninger is a senior fellow and thought leader on digital leadership with the International Center for Leadership in Education. Prior to this, he was the award-winning principal of New Milford High School in New Jersey. As an innovative educator, bestselling author and sought-after speaker, Eric's work focuses on leading and learning in the digital age as a model for moving schools forward. This has led to the formation of the Pillars of Digital Leadership, a framework for all educators to initiate sustainable change that transforms school culture.



Dr Janelle Wills

Janelle (PhD) is the director of Marzano Institute Australia. She is the lead training associate for High Reliability Schools, The Art & Science of Teaching and other Marzano topics. Personally trained by Dr Robert Marzano, Janelle specialises in long-term school improvement. With over 30 years of teaching and leadership experience across all sectors of schooling, she has a strong commitment to continued learning that enables her to remain both informed and innovative in her approach.



A message from Hawker Brownlow Education

We hope that you have found these conference papers and the accompanying sessions useful. Please be aware that the contents of these papers are the intellectual property of the speaker and no reproduction for any purpose is authorised. We urge you to take care of this booklet. Replacement copies will not be made available either during or after this conference.

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Session 1

The Heart of Education

Education is about people working and learning together. It is about building relationships with the students and adults in an effort to create a learning community. The way we interact with one another will set the tone for everything else we do in school. This presentation is about building trust in relationships. It is based on the premise that we make a difference in the lives of students by creating a positive school climate that is conducive to collaborative learning for all. It is one thing to say that we should be part of a learning community, but it is another thing to translate that into action.

What Am I Prepared To Do Differently?

What Resonates With Me?	Things I Plan To Start Doing

Start, Stop, and Continue List

Desired Result:

--

Behaviors to *Start*:

1	
2	
3	
4	
5	

Behaviors to *Stop*:

1	
2	
3	
4	
5	

Behaviors to *Continue*:

1	
2	
3	
4	
5	

Checking for Authentic Alignment

	Question	Evidence
	Are we aligned around the urgency to shift the way we think and act?	
	Are we aligned around our WHY guiding mantra?	
	Are we aligned around the compelling vision (EYE) for our ideal school?	
	Are we aligned around ALL 5 Essential PLC Elements we expect people to take to bring our mantra to life?	
	Are we aligned around the specific responsibilities of our leadership team?	
	Are we aligned around how we agree to hold ourselves accountable?	
	Are we aligned around our strategic plan for the NOW (aligned storytelling, feedback, celebration)?	
	Have we planned and calendared experiences in which we expect people to engage?	

A number of themes are foundational to schools. I've listed four below to prompt your thinking and allow you to generate your own thoughts and questions during our conversations. The ideas listed below are provided to simply "get your intellectual juices flowing" and we can build further dialogue off of them.

1. "There are no throwaway kids or designated failures . . . just students at different stages of learning." Do you and your team support this assertion with your actions in your classroom, school, or district?
2. Students learn very little academically if their social- emotional needs are not met first. Reflect on how creating a safe, caring classroom environment can support academic learning and contribute to positive behavior in students.
3. Creating and managing effective relationships is a core skill required by all educators. Reflect on your ability in this core skill. What do you do well, and in what areas might you improve?
4. Do you and your team strive to make students feel connected to school? Consider how this might help students both behaviorally and academically.

PERSONAL AND COLLECTIVE COMMITMENTS AS A RESULT OF THIS WORKSHOP/INSERVICE PRESENTATION

I will personally commit to implementing this strategy/idea I heard today:

I will measure my effectiveness by:

I plan to see results from my action by this date

My accountability partner
is _____

I will encourage my collaborative team to **make a collective commitment**
to
implement this strategy/idea I heard today:

As a result of our action, we expect to see the following results in student
achievement:

Used with permission from Ginny Mahlke



Session 2

Start with 'Why'

If we truly aim to have a culture that embraces 'learning for all', we must first begin with building effective relationships with all members of a school community. Building our collective commitment starts with the 'why'. Connecting the overarching mission with the behaviours, decisions, feedback and actions of all staff members requires meaningful, collaborative conversations. It also requires a focal point to connect the work.

Authentic Alignment

Authentic Alignment is the process by which schools:

- **Explore** core beliefs and **develop** your guiding school mantra.
- **Envision** and **create** a **description** of the school you seek to become.
- **Reconnect** with the moral imperative of your **collective commitment** to the Five Essential Elements of a PLC.
- **Systematically integrate** the mantra, vision, and commitments into existing school structures.

The four stages of creating a **Culture of Authentic Alignment**:

1. The WHY
2. The EYE
3. The HOW
4. The NOW

Four Stages of Authentic Alignment	
The WHY	Schools identify their fundamental purpose, and develop their guiding school mantra.
The EYE	Schools envision and create a description of the school they seek to become.
The HOW	Schools connect with the moral imperative of your collective commitment to the Five Essential Elements of a PLC.
The NOW	Schools systematically integrate mantra, vision, and commitments into existing structures.

The WHY is the **process** of exploring your schools core beliefs, habits and assumptions. The goal is to get clear on your school's fundamental purpose. The end product of the **WHY** is the development of your school's guiding mantra. A mantra is akin to a motto, albeit more fundamental to a school's internal purpose than simply a slogan. It's concise, repeatable, and core to a school's existence. The mantra is easily understood, easy around which to rally, and represents the unwavering core values that drive your daily work. Your school's mantra encapsulates the answers to questions like:

- What do we believe?
- What do we want to achieve?
- Why do we go to work each day?
- Why does our school exist?

The EYE is the **process** by which you develop a clear, compelling vision of the school you want to become. Schools need to develop a detailed description of what they want to become.

- What does our school look like when it's a GREAT place for students?
- What does our school look like when it's a GREAT place for teachers?
- What does our school look like when it's a GREAT place for parents?

The **HOW** is **process** by which schools connect with **moral imperative** of they make **collective commitments** to the Five Essential Elements of a PLC. Those five elements are:

1. A Focus On Learning
2. The Collaborative Culture
3. Clearly Defining What Every Student Needs To Learn
4. Constantly Measuring Effectiveness
5. Systematically Responding When Students Do/Do Not Learn

The **NOW** is the **process** of systematically embedding the **WHY** (beliefs), the **EYE** (vision) and the **HOW** (collective commitments) into existing school structures. Three practices will ensure that the work of actualizing these deeply held cultural beliefs remains at the front and center in everything a school does. These three practices are:

1. Aligned feedback
2. Aligned storytelling
3. Aligned celebration

The EYE

"Take up one idea. Make that one idea your life—think of it, dream of it, live on that idea. Let the brain, muscles, nerves, every part of your body, be full of that idea, and just leave every other idea alone. This is the way to success."

The Swami Vivekananda

The EYE is the **process** by which schools **envision** and develop a clear, compelling picture of the school they want to become. What will your school look like when it's a GREAT place for students?

- What does our school look like when it's a GREAT place for students?
- What does our school look like when it's a GREAT place for staff?
- What does our school look like when it's a GREAT place for parents?

In 3 Years, What Do We Want Our Ideal School To:

Look Like	Sound Like	Feel Like

For clarifying the EYE for Your School or District, ask:

1. Can you describe the school we are trying to create?
2. What would our school look like if it were a great place for students? What would it look like if it were a great place for teachers?
3. It is five years from now, and we have achieved our vision as a school. In what ways are we different? Describe what is going on in terms of practices, procedures, relationships, results, and climate
4. Imagine we have been given sixty seconds on the nightly news to clarify the vision of our school or district to the community. What do we want to say?
5. Decades from now, if they build a statue to remember your school, in one sentence, what will the plaque say?

Point to the future and describe, in clear terms, the school you imagine that doesn't yet exist. If others volunteer to help build that future then, and only then, do you become a leader.



Session 3

Academics, Behaviour and Assessment

The notion that academics can be taught while behaviour needs to be managed needs to be altered. Improving behaviour leads to improving academic results. The best hope for schools to make significant academic gains resides not in getting our most able students an additional per cent or two in their results, but instead resides in closing the gap for our struggling learners.

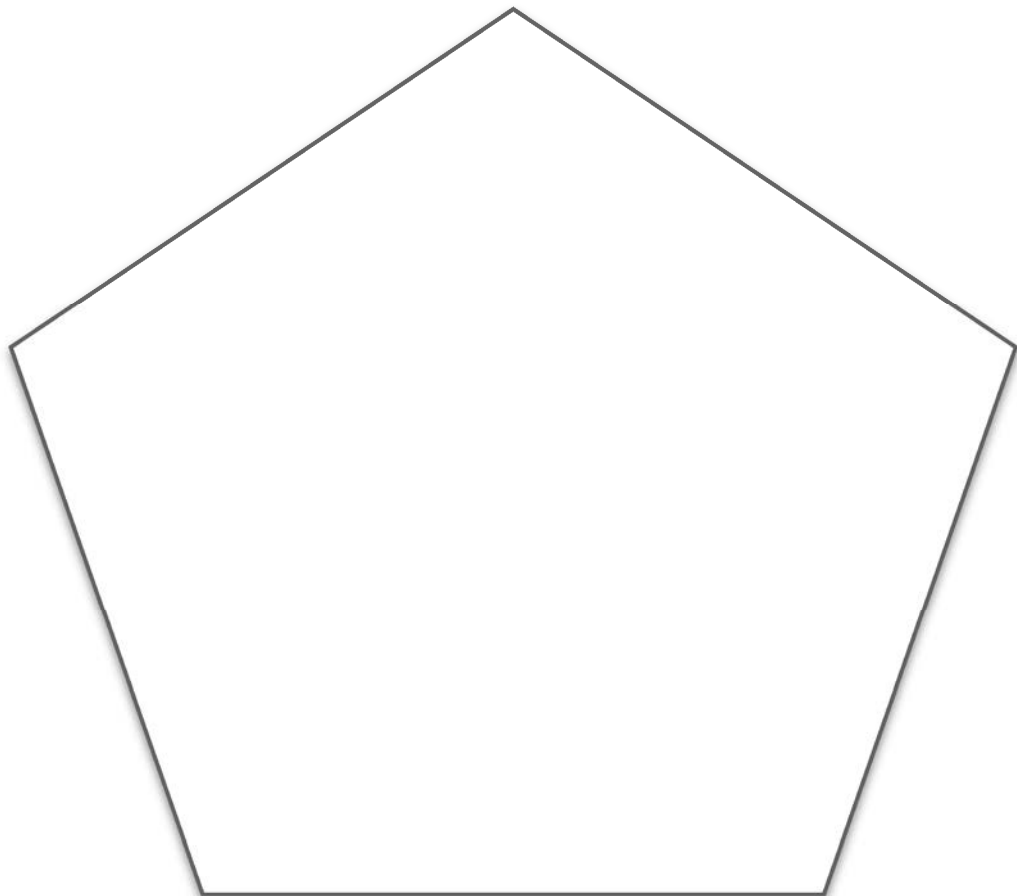
The Real Estate Test

“When discussing community building in staff development sessions, we often refer to the real estate test. At some point in time, the house beside you will come up for sale. If the option were yours, who would you want to buy that house and become your neighbor?” (p. 6)

Page numbers refer to the Solution Tree book *Pyramid Behavior of Interventions: Seven Keys to a Positive Learning Environment* by Hierck, Coleman, and Weber (2011).

1. Think of a challenging student in your school or your class.
2. List some behaviors or attributes of that student that cause you concern.
3. Project forward 20 years. Without any change or intervention, how might those behaviors or attributes present themselves when this student has become an adult?
4. How might he or she behave as an adult?
5. Now, imagine this student has grown up and moved into a house on your street. What would be your concerns as a neighbor?

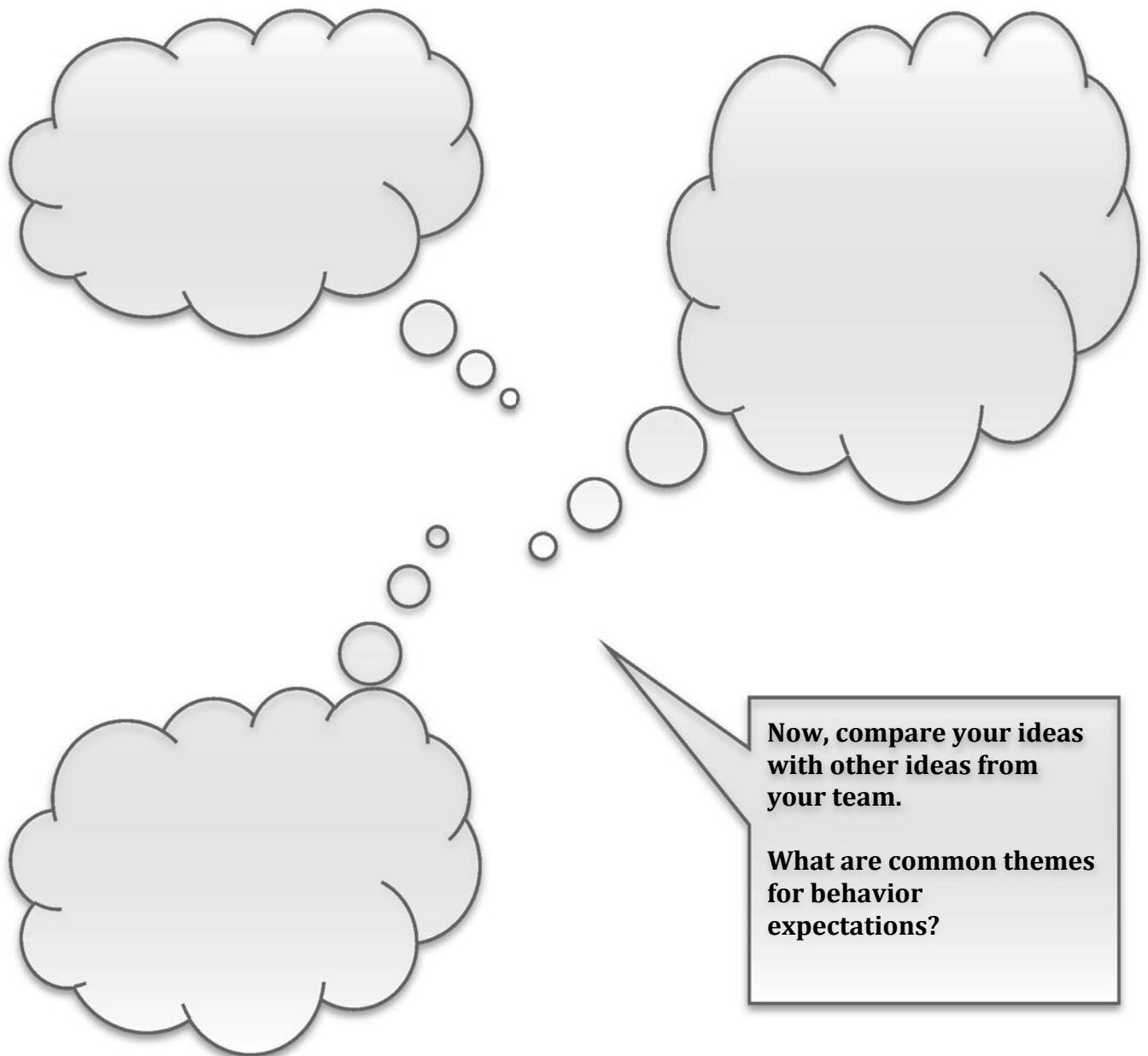
List the behaviors, attributes, and concerns here:



Behavior Big Ideas (pp. 33–36)

“In every school where we have helped implement the seven keys to a positive schoolwide climate, students and staff have been able to repeat and explain the common rules. In one school with a behavior matrix, all students and staff could explain that the common rules were to *“be respectful, be responsible, and be safe.”* These common expectations are more than just rules; they create the vision of the end we have in mind. They reflect our core values in a few simple statements that everyone can remember and reference” (pp. 33–34).

On your own, list **three big ideas** you have for behavior expectations. What do you **most** want to see demonstrated by your students?



What We Do Not Want!

Quickly brainstorm a list of behaviors at your school that you see as problems. If possible, identify the location where that problem behavior often occurs. For example: Running ... in the main hall. Try to be as *specific* as possible.

Problem Behavior	Typical Location

Compare your list with the list of a partner or teammate. What are the most common behaviors and locations?

Common Behaviors	Common Locations

Flip It: What We *Do* Want!

Now flip it. Take those problem behaviors and locations from the previous activity and reword them from a positive, proactive perspective. Describe what it is you **do** want to see.

Name the Location	Describe, Specifically, What the Behavior Should Look Like

Are there other areas and behaviors you're thinking of now? Add to your list. Continue to focus on the positive.

Name the Location	Describe, Specifically, What the Behavior Should Look Like

Classroom Managed vs. Office Managed

Suggest what types of behavior will be managed by classroom teachers, and which will be managed by office administrators. Be prepared to discuss this!

Classroom Managed	Office Managed

Reinforcement and Consequences (pp. 44–51)



Positive Reinforcers	Consequences
Inventory all the ways in which the school currently positively reinforces appropriate, desired student behaviors.	Inventory all the ways in which the school currently provides consequences in response to inappropriate, undesired student behaviors.

Feel free to extend these lists on another piece of paper.

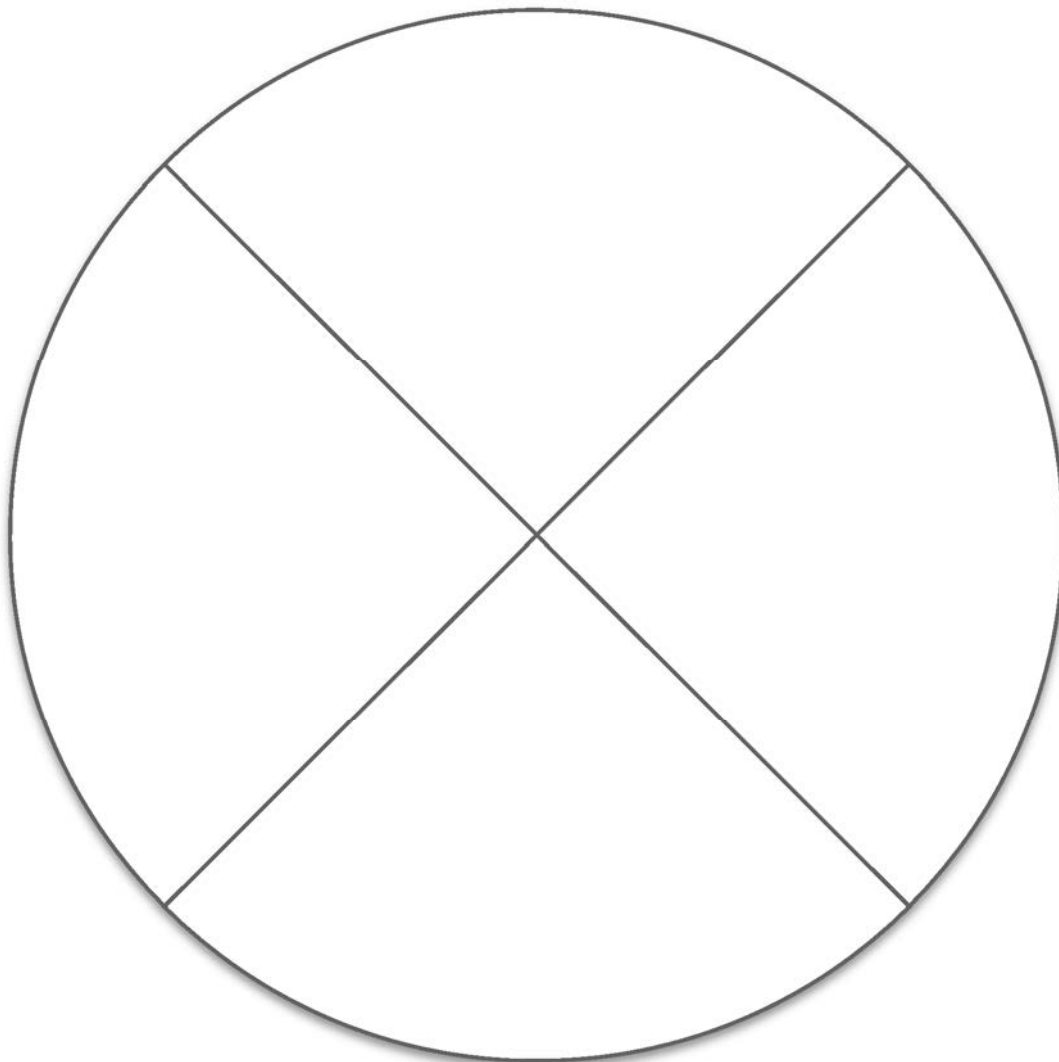
Proactive Positive Actions (pp. 47–49)

4:1 Positives Challenge

“The 4:1 positives challenge encourages adults in the building to provide at least four positive interactions to a student for any one negative interaction they have with that student. These interactions range from small and informal to large and formal. There is no single correct way to do it, but it is critical to provide more positive than negative interactions. Positives may be verbal and tangible, such as ‘caught being good’ cards, but they should be liberally given” (p. 47).

Some Real-Life Examples: Ours and Yours

Using a placemat activity, share in your group some examples of strategies you have used to acknowledge and reinforce positive behavior or actions.



How We Talk to Kids

“Hopefully any lapses in inappropriate adult behavior are few. If we value the ability of our students to keep their cool and solve problems in peaceful ways, then we must demonstrate those qualities. Yelling, ranting, and belittling are not acceptable behaviors for students or teachers. If our students are to learn how to get along with people who have diverse backgrounds and different points of view, then we must let them see us being cooperative consensus builders and creative problem solvers.

“Acting in this way lets students see that we truly believe in the expectations we promote. Our actions show them that we value the skills and behaviors that we teach. The way we treat each other creates the climate for all other efforts throughout the school. It sets the tone for the school community and is at the heart of any school improvement effort” (p. 56).

Have a conversation about the kinds of things you expect to hear when adults are talking to students. As well, have the tougher conversation about the kinds of things you would **not** accept hearing from adults when talking to students.

Differentiated Supports (pp. 63–69)

Brainstorm a list of supports and interventions that *already exist* in your school for students who demonstrate problem behavior.

Now, consider what *additional supports and interventions* you might add, especially considering students in **green, yellow, and red** zones.

Looking at the ABCs of Behavior Assessment in the chart below, read the following description of student misbehavior and complete the flowchart.



Lucas had a history of violent outbursts and severe learning disabilities. While he was able to do well in some areas, his cognitive limitations caused him a great deal of frustration. This academic frustration, mixed with immature social skills, caused Lucas to escalate to violence often. As he moved to higher grades, with greater academic pressures, his frustration, anger and violence increased in intensity and frequency. He hurt himself or others regularly.

On one of Lucas' more difficult days, an angry rock-throwing incident escalated to kicking and punching any student or staff member in his path. He was out of control. A trained behavioral teacher and the principal had no option but to physically restrain Lucas for the safety of himself and others. He was kicking, attempting to bite, spitting in their faces and swearing a blue streak. They carefully corralled him into a quiet hallway and contained him with minimal physical force.

It took a long time for Lucas to deescalate. As the adults waited for the angry energy to subside, they tried to talk Lucas down. Throughout this de-escalation phase, Lucas continued to call the two adults horribly foul names, but he did eventually calm down.

ABC Analysis Example

(See *PBI*, pp. 59–63.)

A Antecedent	B Behavior	C Consequence
What are the antecedents (triggers) that may have caused the behavior? <i>Julia realizes that the teacher will call on her to answer out loud, and she knows she can't answer correctly.</i>	What is the behavior being analyzed? <i>Julia pushes her books off her desk and covers her head with her hoodie.</i>	What are the consequences of the behavior for the student? <i>Julia avoids work she finds difficult. She avoids letting peers see that she can't do the work.</i>

Sample completed ABC Analysis Form: *PBI*, p. 63

Describe a student behavior (**B**) that concerns you.

Suggest some possible antecedents (**A**) or triggers for that behavior.

Suggest some possible consequences (**C**). These are positives or negatives that reinforce the behavior. Ask: What does the student *get* or *avoid* by doing that behavior?

Teacher Impact (pp. 2-4)

“Everyone seems to have at least one teacher that they remember fondly as having made a difference in their lives. Can you remember one? Stop for a moment and think about one of those high-impact teachers. What qualities did he or she possess? What did that teacher do to make a connection with you? How did that teacher make your learning meaningful? What impact did he or she have on your life?” (p. 3)

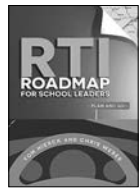
Negative: List the traits or characteristics of a teacher who had a *negative* impact on you as a student.

Positive: List the traits or characteristics of a teacher who had a *positive* impact on you as a student.

TOM HIERCK RESOURCES



Tom Hierck has been an educator since 1983, in a career that has spanned all year levels and included many roles in public education. His experiences as a teacher, school leader, department of education project leader and executive director have provided a unique context for his education philosophy. Tom is a compelling presenter, infusing his message of hope with strategies culled from the real world. He understands that educators face unprecedented challenges and knows which strategies will best serve learning communities. Tom has presented to schools across North America and internationally, imparting a message of celebration for educators seeking to make a difference in the lives of students.

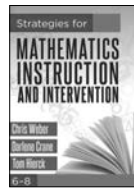


RTI Roadmap for School Leaders: Plan and Go

Tom Hierck, Chris Weber • 9781935588474

RTI is about using the knowledge, skills and attributes of all members of a learning organisation to positively impact the life chances of all students. RTI Roadmap for School Leaders is the definitive planning tool for every leader to confidently adopt and implement RTI as the de facto improvement model for their school. School leaders need to know how to begin or improve their RTI practices.

BKD8474 • \$45.95



Strategies for Mathematics Instruction and Intervention, 6-8

Tom Hierck, Darlene Crane, Chris Weber • 9781936763337

Build a solid mathematics program by emphasising prioritised learning goals and integrating RTI into your curriculum. Prepare students to move forward in mathematics learning and ensure their continued growth in critical thinking and problem solving. With this book, you'll discover an RTI model that provides the mathematics instruction, assessment and intervention strategies necessary to meet the complex, diverse needs of students.

BKD3338 • \$42.95



Uniting Academic & Behavior Interventions: Solving the Skill or Will Dilemma

Tom Hierck, Chris Weber, Austin Buffum, Mike Mattos • 9781936764891

In Uniting Academic and Behavior Interventions: Solving the Skill or Will Dilemma, authors Austin Buffum, Mike Mattos, Chris Weber and Tom Hierck delve into the fray. They highlight teachers' responsibility to educate all students and the need for united and simultaneous academic intervention and behaviour intervention for students at risk.

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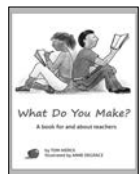


Starting a Movement: Building Culture From the Inside Out in Professional Learning Communities

Kenneth Williams, Tom Hierck • 9781936764662

Infuse energy back into the practices of your PLC. Explore the authors, four-stage authentic alignment model, which will take you through the Why, Eye, How, and Now of transforming your school's culture. Through this inspiring guide, you'll discover how to bridge the gulf between principles and practice to cultivate an empowering environment that is committed to a cycle of continuous improvement.

BKD4662 • \$41.95



What Do You Make? A Book for and About Teachers

Tom Hierck • 9781760015152

This book aims to inspire teachers and remind them of the connection they make to kids and how important this connection is. Every student needs a significant adult in school. As teachers, we have the best opportunity to fill this role. Teachers do make a difference.

HB5152 • \$9.95



What Do You Make? A Book for and About Teachers (Set of 5)

Tom Hierck • HB5001

This book aims to inspire teachers and remind them of the connection they make to kids and how important this connection is. Every student needs a significant adult in school. As teachers, we have the best opportunity to fill this role. Teachers do make a difference.

HB5001 • \$39.95



I Am The Future: A Book About Students and Those Who Teach Them

David Hierck, Tom Hierck • 9781760015077

Being an educator is hard work. It demands the very best people, and the very best from those people. It requires change that reflects the changes all around us. It requires consistency borne out of doing the right thing for the right outcomes. Mostly, it requires listening and responding to the needs of students. It's important that we keep as our primary focus that every day, in every class, in every school, our future appears before us. I Am the Future is a book about students and those who teach them.

HB5077 • \$9.95



I Am The Future: A Book About Students and Those Who Teach Them (Set of 5)

Being an educator is hard work. It's important that we keep as our primary focus that every day, in every class, in every school, our future appears before us. I Am the Future is a book about students and those who teach them. It reminds teachers that teaching is hard work, and will help them keep what is most important in mind as they approach each day: their students.

HB5002 • \$39.95

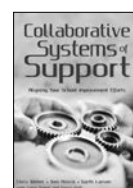


RTI Is a Verb

Tom Hierck, Chris Weber • 9781760012977

This book shows 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. The authors provide concrete recommendations and resources to allow educators to translate response to intervention from research to practice, from ideas to reality.

CO2977 • \$36.95



Collaborative System of Support

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

Collaborative Systems of Support has the potential to revolutionise the way we think about teaching and learning. It outlines how when we fluently and comprehensively address the core support, more support and specialised support needed for differentiated, individualised and personalised learning, it is possible to meet the needs of every single student who we serve in our schools.

HB7897 • \$35.95

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