

13th Annual

# Thinking & Learning Conference

**DR JANE KISE**

Saturday 21 May

**Helping Everyone Implement what  
Really Works for Students**

Session 1

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**MELBOURNE**

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# DR JANE KISE

Dr Jane Kise is an educational consultant, specialising in leadership development, team building, coaching, professional learning communities and school staff development for differentiated instruction, especially in mathematics. She is the author or co-author of over 20 books on these subjects. Jane has worked with diverse organisations, including various public and private schools, NASA, the University of Minnesota and numerous other institutions. She is a frequent workshop speaker and has presented at numerous major international conferences. She has taught writing at the university level.



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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](http://www.hbe.com.au)  
Email: [orders@hbe.com.au](mailto:orders@hbe.com.au)

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# Helping Everyone Implement What Works for Students

Jane Kise, EdD

**OUR PREMISE**  
 There are no resistant teachers, but rather, only teachers whose needs during change have not been met.

Putting labels on things is how people find the exit during a fire and make sure they're adding vanilla extract to the cake instead of arsenic.  
 —Alana Massey, medium.com

The human brain loves patterns. Like it or not, we categorize and label. Type can change stereotypes into positive mindsets toward differences

Stuck-up Introvert

Partier Extravert

... all types have the potential for competence but their preferred processes may put them at a temporary disadvantage until they can find a means (or a mentor) to assist them in the transition to the unfamiliar territory of new learning.

Myers, McCaulley, Quenk & Hammer

**Extraversion and Introversion:**  
 Can we ensure that students have the energy they need to learn?

**Sensing and Intuition:**  
 Can we ensure that students have the **INFORMATION** they need to learn?

### Authentic discussions have the following characteristics:

- The topics chosen go beyond "right-answer" thinking to open-ended questions or issues with multiple viewpoints.
- Participants seriously respond to and further develop what others in the group have said.
- Students provide, and expect from others, knowledge that is accurate and relevant to the issue under discussion. Evidence is both relevant and shared in ways appropriate to the discipline.
- Finally, it follows established norms of good reasoning...students are developing reasoning skills, meta-cognition, and more.

### Building Teacher-Student Relationships

What Type Might Say This?  
Which Would Probably Never Say This?

- "Organizing—that's where my nurturing skills come out"
- "They're fresh off the boat—they need to know I am a friend"
- "I don't have time for that touchy-feely stuff"
- "It's my job to teach and their job to learn"
- "I want them to have fun in my class—fun makes for learning"
- "There are 100 of them and only one of me"
- "Don't smile during the first term"

### Helping Everyone...Autonomy, Mastery and Purpose

- **CLARIFY WHY.** What evidence do teachers need that making this change will really help students? (Purpose)
- **STUDY** the initiative. What must be implemented with fidelity? Where is there room for multiple paths? (Autonomy)
- **HYPOTHESIZE.** Who might struggle with implementation and why? (Mastery)
- **ASK.** Find your opposites, get their input, and plan for your needs and theirs!
- **NORM.** Name what is difficult and offer specific support *without* condescension!



### Putting it All Together

Chart 7.2: The Function Pairs and Teaching Styles  
(From Kise and Brucki (2016), *Highschool School Leadership*, page 110)

	Sensing, Thinking	Sensing, Feeling	Intuition, Feeling	Intuition, Thinking
<b>Common educational beliefs</b>	<ul style="list-style-type: none"> <li>• Test and true methods are best</li> <li>• Structure leads to learning</li> <li>• Basic skills come first</li> <li>• Diagnostic assessments are best</li> </ul>	<ul style="list-style-type: none"> <li>• Test and true methods are best</li> <li>• Knowledge and self-esteem lead to learning</li> <li>• Basic skills come first</li> <li>• Practice leads to mastery</li> </ul>	<ul style="list-style-type: none"> <li>• Choice and creativity help students succeed</li> <li>• Interest and engagement lead to learning</li> <li>• Equity provides motivation</li> <li>• Equal is meaningful potential of every student</li> </ul>	<ul style="list-style-type: none"> <li>• Students need to be responsible for work and grades</li> <li>• Curriculum should be both engaging and challenging</li> <li>• Students need to think for themselves</li> <li>• Equal is for students to learn, think and create</li> </ul>
<b>Teacher strengths</b>	<ul style="list-style-type: none"> <li>• Clear expectations</li> <li>• Classroom procedures</li> <li>• Breaking concepts into steps</li> <li>• Managing details such as materials</li> </ul>	<ul style="list-style-type: none"> <li>• Building one-on-one relationships</li> <li>• Encouraging students to help</li> <li>• Finding reliable feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Flexibility</li> <li>• Encouraging, engaging and creating lessons</li> <li>• Adapting, using previous content creatively</li> </ul>	<ul style="list-style-type: none"> <li>• Encouraging students that encourage thinking, creating</li> <li>• Teaching concepts and needs</li> <li>• Encouraging students</li> </ul>

- Choose an initiative
- Clarify, Study, Hypothesize, Ask, Norm

## Dominant Functions and Related Blind Spots

	Strengths	Typical Blind Spots
<b>Extraverted Sensing</b> <b>ESTP, ESFP</b>	<ul style="list-style-type: none"> <li>- Keen awareness of reality</li> <li>- Spotting and solving problems as they arise</li> </ul>	<ul style="list-style-type: none"> <li>- Minimal interest in theories, models</li> <li>- Not giving sufficient attention to long-range planning and outcomes</li> </ul>
<b>Introverted Sensing</b> <b>ISTJ, ISFJ</b>	<ul style="list-style-type: none"> <li>- Accessing information and past experiences for decisions</li> <li>- Trustworthy with commitments and details</li> </ul>	<ul style="list-style-type: none"> <li>- Struggling to plan for an unknown future where the past is irrelevant</li> <li>- May delay or struggle when not all information is known with certainty</li> </ul>
<b>Extraverted Intuition</b> <b>ENTP, ENFP</b>	<ul style="list-style-type: none"> <li>- Creating novel visions and strategies that motivate others</li> <li>- Exploring and synthesizing diverse ideas</li> </ul>	<ul style="list-style-type: none"> <li>- May fail to incorporate realistic limits and boundaries</li> <li>- May overwhelm others with options, change</li> </ul>
<b>Introverted Intuition</b> <b>INTJ, INFJ</b>	<ul style="list-style-type: none"> <li>- Independently envisioning creative ideas for the future</li> <li>- Synthesizing relationships among systems, ideas and people</li> </ul>	<ul style="list-style-type: none"> <li>- May be too independent, not asking for input or help</li> <li>- May pay too little attention to the present moment, reality and details</li> </ul>
<b>Extraverted Thinking</b> <b>ESTJ, ENTJ</b>	<ul style="list-style-type: none"> <li>- Organizing to achieve plans</li> <li>- Finding flaws and dealing directly with problems</li> </ul>	<ul style="list-style-type: none"> <li>- May tend to over-structure or control people and plans</li> <li>- May miss attending to personal or emotional needs of self and others</li> </ul>
<b>Introverted Thinking</b> <b>ISTP, INTP</b>	<ul style="list-style-type: none"> <li>- Perfecting methods, processes, models or theories</li> <li>- Providing independent, critical and logical analysis</li> </ul>	<ul style="list-style-type: none"> <li>- May over-analyze or delay completion while pursuing perfection</li> <li>- May not pay sufficient attention to relationships and feelings of others</li> </ul>
<b>Extraverted Feeling</b> <b>ESFJ, ENFJ</b>	<ul style="list-style-type: none"> <li>- Creating warm, inclusive atmospheres and processes</li> <li>- Organizing to ensure that results are congruent with goals and values</li> </ul>	<ul style="list-style-type: none"> <li>- May put others' needs first too often, and ignore own needs</li> <li>- May over-focus on people and values to the neglect of business needs</li> </ul>
<b>Introverted Feeling</b> <b>ISFP, INFP</b>	<ul style="list-style-type: none"> <li>- Articulating and upholding values while acting on them</li> <li>- Emphasizing harmony, compassion and the importance of each person</li> </ul>	<ul style="list-style-type: none"> <li>- May become entrenched in a position, closed to new perspectives</li> <li>- May ignore one's own needs or avoid conflict</li> </ul>

Adopted from Hirsh and Kise (2009). *Introduction to Type™ and Coaching*. Mountain View, CA: CPP.

Intentional Leadership Coach Certification  
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Table 1: Type Preferences and Coaching Implications

<p><b>Extraverted types may:</b></p> <ul style="list-style-type: none"> <li>• Need to talk, not listen, to understand</li> <li>• Change their minds as they talk</li> <li>• Prefer act-reflect-act patterns of learning; for Extraverts, the doing gives them something to think about</li> <li>• Be stressed by too much lecture/inaction/quiet</li> </ul>	<p><b>Introverted types may:</b></p> <ul style="list-style-type: none"> <li>• Prefer to reflect on materials or experiences in advance</li> <li>• Take on a “deer in the headlights” feeling if the meeting focus changes from what they expect</li> <li>• Prefer a reflect-act-reflect pattern of learning, anticipating or reading about what might happen in advance of trying it</li> <li>• Be stressed by noise, changes without reflective time, being asked to self-disclose too much information</li> </ul>
<p><b>Sensing types may:</b></p> <ul style="list-style-type: none"> <li>• Want immediate applications and relevant examples</li> <li>• Prefer step-by-step implementation strategies and details to take them from what they know to what you want them to do</li> <li>• View theory as beside the point; they want to know what will work in <i>their</i> classroom</li> <li>• Be stressed by removal of what is working with no proof that the change will be better</li> </ul>	<p><b>Intuitive types may:</b></p> <ul style="list-style-type: none"> <li>• Be less interested in isolated skills than in how they fit into overall goals and strategies</li> <li>• View curriculum or instructional practices as a starting place for innovation <i>unless</i> give clear reasons not to deviate from them</li> <li>• Respond more to metaphors or theories than to facts</li> <li>• Be stressed by details, structure, no room for creativity</li> </ul>
<p><b>Thinking types may:</b></p> <ul style="list-style-type: none"> <li>• Want to know a coach is competent; tout your credentials and experience</li> <li>• Need logic and the rationale for changes</li> <li>• Distrust nonspecific praise</li> <li>• Be stressed by displays of emotion, assumption of a personal relationship, lack of fairness or equity</li> </ul>	<p><b>Feeling types may:</b></p> <ul style="list-style-type: none"> <li>• Take problems or critiques personally. Start with concrete positive reinforcement</li> <li>• Be concerned about the impact of practices on the <i>whole</i> person—teachers and students—not just academic achievement</li> <li>• Want students (and coaches) to like them</li> <li>• Be stressed by disharmony, not being listened to, or awareness that the needs of some teachers or students are not being met</li> </ul>
<p><b>Judging types may:</b></p> <ul style="list-style-type: none"> <li>• Find good practices and stick with them.</li> <li>• Have things planned out and resist coaching interventions that interfere</li> <li>• Seem rigid without sufficient attention to their informational and timing needs</li> <li>• Be stressed by changes—they had it all planned!</li> </ul>	<p><b>Perceiving types may:</b></p> <ul style="list-style-type: none"> <li>• Avoid planning very far ahead—things could change! A coach needs flexibility regarding the when’s and what’s of interactions.</li> <li>• Resist deciding quickly about lessons or practices— or may easily change their minds with new information</li> <li>• Be more likely to over or underestimate how long activities will take</li> <li>• Be stressed by closure: something better or more appropriate may be revealed through waiting</li> </ul>

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### Chart 3.1: Behavior Clues and Type Preferences

#### How Do Students Get The Energy To Learn?

##### Extraversion

- May talk louder, move more than Introverted students
- May forget answers in between raising their hand and being called on—they need to talk to think
- May work more efficiently when quiet chatting or group work is allowed
- May say what they're thinking—reactions, feelings, thoughts
- Not bothered by interruptions

##### Introversion

- May prefer reading and writing over discussions
- May prefer to work alone or with partner of choice
- May pause before responding even in one-on-one conversations
- May keep reactions, thoughts, feelings to themselves unless asked
- Annoyed by interruptions

#### What Information Do Students First Attend To?

##### Sensing

- May interrupt as you give directions, asking about things you'd be telling them in a few moments
- May struggle to come up with ideas for projects
- May ask for extra examples, disliking unclear expectations
- May seem to learn better from hands-on learning than from books
- May hesitate to improvise, infer, or proceed on their own

##### Intuition

- May not read directions; may start working before you've finished giving oral directions
- May come up with project ideas that are too big for them to carry out
- May make many careless mistakes
- May ask if they can alter assignments
- May enjoy "unrealistic," imaginative tangents

#### How Do Students Make Decisions?

##### Thinking

- May like to critique things, find the flaw
- May need to be in charge of things
- May shut down if they don't think they can successfully do something (need to feel competent before taking risks)
- Seem to need to have the last word—debate even those in authority
- May be uncomfortable with affection

##### Feeling

- May be visibly upset by sad stories or disrespect in the classroom
- May look out for the underdog
- May shut down if they decide a teacher doesn't like them
- May seek feedback, encouragement, "Teacher, did I do this one right?"
- May view any critique as evidence that someone dislikes them

#### How Do Students Approach Life?

##### Judging

- May rush through work in order to be done, resisting revision
- May lock into formats or ideas too quickly
- May seem to hold selves to schedules, goals, checklists (may be mental, not written)
- May over-value work before play, increasing anxiety by continuing until overly exhausted,
- Dislike unclear expectations

##### Perceiving

- May brainstorm, read and organize without tangible evidence such as notes or schedules
- May underestimate or overestimate how long something will take
- May delay choosing topics, projects or strategies—still searching
- May still be working at the last minute or ask for extensions—surprised at how time has flown
- Too many expectations seem like barriers

From Kise, J. A. G. (2007) *Differentiation through Personality Types: A Framework for Instruction, Assessment, and Classroom Management*. Thousand Oaks, CA: Corwin Press.

## Student-Centered Discussion

**Why:** High-level classroom discussions require students to listen, think, reason, justify, collaborate, explain, synthesize, evaluate and more. All students access rigorous concepts and processes for student at all levels of proficiency.

**What:**

- Authentic discussions have the following characteristics:
  - The topics chosen go beyond “right-answer” thinking to open-ended questions or issues with multiple viewpoints.
  - Participants seriously respond to and further develop what others in the group have said.
  - Students provide, and expect from others, knowledge that is accurate and relevant to the issue under discussion. Evidence is both relevant and shared in ways appropriate to the discipline.
  - Finally, it follows established norms of good reasoning...students are developing reasoning skills, meta-cognition, and more.

**Tips:**

- It can take up to six weeks of deliberate practice—teacher coaching around listening, contributing, respecting, clarifying, justifying, etc.—before students master the skills of high-level conversations. Don’t give up!
- Before expecting student-centered discussion in small groups, ensure whole-class discussions are going well
- Provide wait time (Key Strategy # 2) before and after students answer
- Arrange the room for discussion. Studies show that the quality of discussion decreases when students are seated in rows. Circles, horseshoes, double horseshoes, gatherings in chairs or on the carpet around a whiteboard or other shared focus point, or small-group seating with students shifting to face forward all produce better discussions.
- Avoid right-answer questions. Teachers can look for a response pattern like volleyball with students volleying thoughts amongst themselves, not ping pong with questions from a teacher and answers from a student
- Teach the use of prompts
 

○ I wonder...	○ I would like to add
○ Say more about that...	○ Can anyone build on that idea?
○ Could you rephrase that?	○ I agree and. . .
○ Can you help me understand that?	○ I disagree with . . because

**Research:** Of all the classroom strategies studied, high-level, student-centered conversations have one of the biggest impacts on student learning. Of the 150 different influences on student achievement studied by Hattie (2012), classroom discussion ranked 7<sup>th</sup>, with an effect size of .88.



**DIFFERENTIATED**  
COACHING ASSOCIATES

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## Teacher Moves for Authentic Discussions

- **Prompt** by giving students appropriate sentence-starters. *These gently remind students of some of the phrases they can use to enter the conversation.*
  - o Who agrees? Disagrees? Why?
  - o Who can add to that?
  - o Who has a question?
  - o Who could help us understand that better?
- **Revoice** so student must agree/ disagree: “So you said....?” *This move helps you listen carefully to the student and keeps them involved in justification or explanation. It can also be a tool for checking understanding of any things you restate with better math language.*
- **Ask**, “Who can restate what \_\_\_ said?” *This reinforces that students need to listen more closely. Did they understand what a peer said? Do they have questions?*
- **Return to student** who can’t revoice. *Use this to refocus a student who wasn’t paying attention or to reassure a student that the class won’t move on until everyone gets it.*
- **Check**, “Is that what you said/meant?” *This can refer to something you or another student revoiced, keeping the original speaker involved in dialogue.*
- **Require** precise terms from class, post on board. *You can list terms students should be using on the board before a discussion. Sometimes, though, posting them during the discussion allows for prior knowledge activation in a helpful way..*
- **Pause** before and after student responses. *Pausing before gives more students a chance to reflect. Pausing after lets the speaker rephrase if something occurs to them—and increases student-student interaction, rather than student-teacher.*
- **Think-pair-share** to jump-start or restart discussion. *If you think students should be questioning a worked example on the board, or they aren’t sure why they agree/disagree, have them turn to a partner or their table group to figure out what they should ask or say.*
- **“Learning opportunity,”** Ask class to identify how a misunderstanding arose; norm mistakes as useful. *Establish a norm that the students are responsible not only for identifying mistakes but for reasoning out how the misunderstanding arose. You might pull an example to the front of the class early in a session, saying, “Class, I see several of you taking this approach. Let’s come back together to talk about how it relates to the task.” Or, “Let’s see what we can learn from \_\_\_’s method.”*
- **“I need 10 [12, 20, 5...] hands up”** *If only a few hands go up, or the same students are answering over and over, declare how many hands you want to see before you’ll take an answer. This works well with “Be ready to say if you agree or disagree and why.”*
- **Choose student examples** for discussion that further learning goals. *Roam and carefully choose which examples will be presented. Have the class use prompts to understand each other’s work and to push for clarity and reasoning.*
- **Require reasoning**, ask for agreement, before indicating right/wrong. *Avoid letting tone of your voice, or a habit like repeating incorrect responses as a question, [“22?”] indicate right or wrong answers. Get their reasoning first. And don’t let them say, “That’s what we learned last year” or “I just know.” If the class struggles to articulate the reasoning, have everyone journal about the “why”. Make them use precise definitions or references to theorem or properties instead of opinions.*



### Chart 7.2: The Function Pairs and Teaching Styles

(From Kise and Russell (2008), *Differentiated School Leadership*, page 101)

	<b>Sensing, Thinking</b>	<b>Sensing, Feeling</b>	<b>Intuition, Feeling</b>	<b>Intuition, Thinking</b>
<b>Common educational beliefs</b>	<ul style="list-style-type: none"> <li>• Tried and true methods are best</li> <li>• Structure leads to learning</li> <li>• Basic skills come first</li> <li>• Objective assessments are best</li> </ul>	<ul style="list-style-type: none"> <li>• Tried and true methods are best</li> <li>• Relationships and self-esteem lead to learning</li> <li>• Basic skills come first</li> <li>• Practice leads to mastery</li> </ul>	<ul style="list-style-type: none"> <li>• Choice and creativity help students succeed</li> <li>• Interest and engagement lead to learning</li> <li>• Variety provides motivation</li> <li>• Goal is developing potential of every student</li> </ul>	<ul style="list-style-type: none"> <li>• Students need to be responsible for work and grades</li> <li>• Curriculum should be both engaging and challenging</li> <li>• Students need to think for themselves</li> <li>• Goal is for students to apply theories and concepts</li> </ul>
<b>Teacher strengths</b>	<ul style="list-style-type: none"> <li>• Clear expectations</li> <li>• Classroom procedures</li> <li>• Breaking concepts into steps</li> <li>• Managing details such as grading, attendance, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Building one-on-one relationships</li> <li>• Providing individual help</li> <li>• Finding reliable methods</li> <li>• Creating classroom community</li> </ul>	<ul style="list-style-type: none"> <li>• Flexibility</li> <li>• Creativity, engaging and inviting lessons</li> <li>• Constructivist, inquiry, process-oriented learning</li> <li>• Patience as students work toward mastery</li> </ul>	<ul style="list-style-type: none"> <li>• Rigorous lessons that encourage thinking, creating</li> <li>• Teaching concepts and models</li> <li>• Constructivist inquiry, project-based learning</li> <li>• Helping students think logically, justify</li> </ul>
<b>Evidence of success</b>	Test scores, grades	Classroom harmony, cooperation	Student engagement	Student curiosity, command of theories
<b>Instructional stretch</b>	Constructivist teaching, letting go of procedures	Constructivist teaching, losing control of outcomes	Following set lesson plans	Providing ample time for students to make meaning and understand concepts
<b>Blind spots</b>	<ul style="list-style-type: none"> <li>• May over-structure open-ended problems and tasks</li> <li>• May adhere to timetables even if students need more time</li> </ul>	<ul style="list-style-type: none"> <li>• May over-structure tasks that allow for creativity</li> <li>• May struggle to move from teaching facts to helping students make connections</li> </ul>	<ul style="list-style-type: none"> <li>• May not evaluate whether an engaging activity results in student achievement</li> <li>• May fail to set clear expectations and learning goals</li> </ul>	<ul style="list-style-type: none"> <li>• May ignore role of emotions and relationships in learning</li> <li>• May fail to explain concepts in terms students can understand</li> </ul>
<b>Preferred information:</b>	<ul style="list-style-type: none"> <li>• Data on students they know</li> <li>• Stories, examples, testimonials</li> <li>• Specific, step-by-step instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Data that incorporates student voices</li> <li>• Big-picture overviews and vision</li> <li>• Stories of systemic change</li> </ul>	<ul style="list-style-type: none"> <li>• Data and statistical studies</li> <li>• Expert knowledge</li> <li>• Logical theories and models</li> </ul>	<ul style="list-style-type: none"> <li>• Data from their classroom</li> <li>• Implementation details</li> <li>• Summarized information</li> </ul>

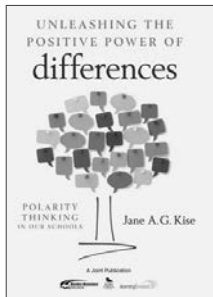




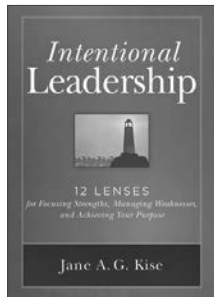
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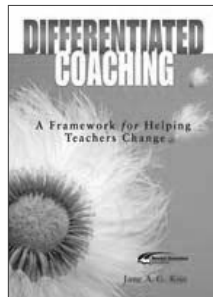
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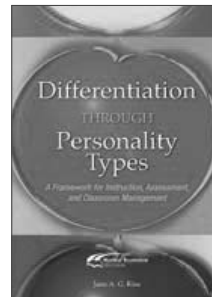
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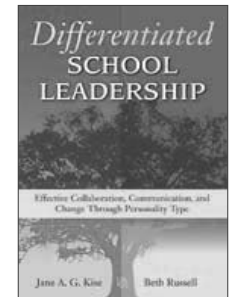
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