

13th Annual

# Thinking & Learning Conference

**TOM HIERCK**

Saturday 21 May

**Assessment for Them, Not to Them:  
Student involvement**

Session 2

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**MELBOURNE**

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# 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 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.



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## A message from Hawker Brownlow Education

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### STRENGTHS, REVIEW, AND FURTHER STUDY

1. To identify your areas of strength, write down the learning target numbers corresponding to the problems you felt confident about **and** got right. Then write a short description of the target or problem.

#### MY STRENGTHS:

Learning Target #	Learning Target or Problem Description

2. Do the same thing for the problems you were unsure of and for the problems on which you made simple mistakes.

#### WHAT I NEED TO REVIEW:

Learning Target #	Learning Target or Problem Description

3. To Determine what you need to study most, write down the learning target numbers corresponding to the marks in the "Further Study" column (problems you got wrong, NOT because of a simple mistakes). Then write a short description of the target or problem.

#### MY HIGHEST PRIORITY FOR STUDYING:

Learning Target #	Learning Target or Problem Description

**STUDENT GOAL-SETTING**

To get better at \_\_\_\_\_, I could...

- 
- 
- 
- 

One thing I am going to start doing is...

- 
- 
- 
- 

I'll start doing this on \_\_\_\_\_ and work on it until \_\_\_\_\_.

Date Date

One way I'll know I'm getting better is ...

Goal	Steps	Evidence
What do I need to get better at?	How do I plan to do this?	What evidence will show I've achieved my goal?
Time Frame: Begin _____ End _____		
Date _____ Signed _____		

Hess' Cognitive Rigor Matrix & Curricular Examples: Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions – M-Sci

	Webb's DOK Level 1 Recall & Reproduction	Webb's DOK Level 2 Skills & Concepts	Webb's DOK Level 3 Strategic Thinking/ Reasoning	Webb's DOK Level 4 Extended Thinking
<b>Revised Bloom's Taxonomy</b>				
<b>Remember</b> Retrieve knowledge from long-term memory, recognize, recall, locate, identify	<ul style="list-style-type: none"> <li>Recall, observe, &amp; recognize facts, principles, properties</li> <li>Recall/ identify conversions among representations or numbers (e.g., customary and metric measures)</li> </ul>	<ul style="list-style-type: none"> <li>Specify and explain relationships (e.g., non-examples/examples; cause-effect)</li> <li>Make and record observations</li> <li>Explain steps followed</li> <li>Summarize results or concepts</li> <li>Make basic inferences or logical predictions from data/observations</li> <li>Use models/diagrams to represent or explain mathematical concepts</li> <li>Make and explain estimates</li> </ul>	<ul style="list-style-type: none"> <li>Use concepts to solve non-routine problems</li> <li>Explain, generalize, or connect ideas using supporting evidence</li> <li>Make and justify conjectures</li> <li>Explain thinking when more than one response is possible</li> <li>Explain phenomena in terms of concepts</li> </ul>	<ul style="list-style-type: none"> <li>Relate mathematical or scientific concepts to other content areas, other domains, or other concepts</li> <li>Develop generalizations of the results obtained and the strategies used (from investigation or readings) and apply them to new problem situations</li> </ul>
<b>Understand</b> Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion (such as from examples given), predict, compare/contrast, match like ideas, explain, construct models	<ul style="list-style-type: none"> <li>Evaluate an expression</li> <li>Locate points on a grid or number on number line</li> <li>Solve a one-step problem</li> <li>Represent math relationships in words, pictures, or symbols</li> <li>Read, write, compare decimals in scientific notation</li> </ul>	<ul style="list-style-type: none"> <li>Select a procedure according to criteria and perform it</li> <li>Solve routine problem applying multiple concepts or decision points</li> <li>Retrieve information from a table, graph, or figure and use it solve a problem requiring multiple steps</li> <li>Translate between tables, graphs, words, and symbolic notations (e.g., graph data from a table)</li> <li>Construct models given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Design investigation for a specific purpose or research question</li> <li>Conduct a designed investigation</li> <li>Use concepts to solve non-routine problems</li> <li>Use &amp; show reasoning, planning, and evidence</li> <li>Translate between problem &amp; symbolic notation when not a direct translation</li> </ul>	<ul style="list-style-type: none"> <li>Select or devise approach among many alternatives to solve a problem</li> <li>Conduct a project that specifies a problem, identifies solution paths, solves the problem, and reports results</li> </ul>
<b>Apply</b> Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task	<ul style="list-style-type: none"> <li>Follow simple procedures (recipe-type directions)</li> <li>Calculate, measure, apply a rule (e.g., rounding)</li> <li>Apply algorithm or formula (e.g., area, perimeter)</li> <li>Solve linear equations</li> <li>Make conversions among representations or numbers, or within and between customary and metric measures</li> </ul>	<ul style="list-style-type: none"> <li>Categorize, classify materials, data, figures based on characteristics</li> <li>Organize or order data</li> <li>Compare/ contrast figures or data</li> <li>Select appropriate figures and organize &amp; display data</li> <li>Interpret data from a simple graph</li> <li>Extend a pattern</li> </ul>	<ul style="list-style-type: none"> <li>Compare information within or across data sets or texts</li> <li>Analyze and draw conclusions from data, citing evidence</li> <li>Generalize a pattern</li> <li>Interpret data from complex graph</li> <li>Analyze similarities/differences between procedures or solutions</li> <li>Cite evidence and develop a logical argument for concepts or solutions</li> <li>Describe, compare, and contrast solution methods</li> <li>Verify reasonableness of results</li> </ul>	<ul style="list-style-type: none"> <li>Analyze multiple sources of evidence</li> <li>analyze complex/abstract themes</li> <li>Gather, analyze, and evaluate information</li> </ul>
<b>Analyze</b> Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct	<ul style="list-style-type: none"> <li>Retrieve information from a table or graph to answer a question</li> <li>Identify whether specific information is contained in graphic representations (e.g., table, graph, T-chart, diagram)</li> <li>Identify a pattern/trend</li> </ul>	<ul style="list-style-type: none"> <li>Generate conjectures or hypotheses based on observations or prior knowledge and experience</li> </ul>	<ul style="list-style-type: none"> <li>Synthesize information within one data set, source, or text</li> <li>Formulate an original problem given a situation</li> <li>Develop a scientific/mathematical model for a complex situation</li> </ul>	<ul style="list-style-type: none"> <li>Synthesize information across multiple sources or texts</li> <li>Design a mathematical model to inform and solve a practical or abstract situation</li> </ul>
<b>Evaluate</b> Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique	<ul style="list-style-type: none"> <li>Brainstorm ideas, concepts, or perspectives related to a topic</li> </ul>			
<b>Create</b> Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, construct, produce				

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**Hess' Cognitive Rigor Matrix & Curricular Examples: Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions - Reading**

<b>Revised Bloom's Taxonomy</b>	<b>Webb's DOK Level 1 Recall &amp; Reproduction</b>	<b>Webb's DOK Level 2 Skills &amp; Concepts</b>	<b>Webb's DOK Level 3 Strategic Thinking/ Reasoning</b>	<b>Webb's DOK Level 4 Extended Thinking</b>
<p><b>Remember</b> Retrieve knowledge from long-term memory, recognize, recall, locate, identify</p>	<ul style="list-style-type: none"> <li>Recall, recognize, or locate basic facts, details, events, or ideas explicit in texts</li> <li>Read words orally in connected text with fluency &amp; accuracy</li> <li>Define terms</li> </ul>	<ul style="list-style-type: none"> <li>Specify, explain, show relationships; explain why, cause-effect</li> <li>Give non-examples/examples</li> <li>Summarize results, concepts, ideas</li> <li>Make basic inferences or logical predictions from data or texts</li> <li>Identify main ideas or accurate generalizations of texts</li> <li>Locate information to support explicit-implicit central ideas</li> </ul>	<ul style="list-style-type: none"> <li>Explain, generalize, or connect ideas using supporting evidence (quote, example, text reference)</li> <li>Identify/ make inferences about explicit or implicit themes</li> <li>Describe how word choice, point of view, or bias may affect the readers' interpretation of a text</li> </ul>	<ul style="list-style-type: none"> <li>Explain how concepts or ideas specifically relate to <i>other</i> content domains or concepts</li> <li>Develop generalizations of the results obtained or strategies used and apply them to new problem situations</li> </ul>
<p><b>Understand</b> Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion), predict, compare/contrast, match like ideas, explain, construct models</p>	<ul style="list-style-type: none"> <li>Identify or describe literary elements (characters, setting, sequence, etc.)</li> <li>Select appropriate words when intended meaning/definition is clearly evident</li> <li>Describe/explain who, what, where, when, or how</li> </ul>	<ul style="list-style-type: none"> <li>Use context to identify the meaning of words/phrases</li> <li>Obtain and interpret information using text features</li> </ul>	<ul style="list-style-type: none"> <li>Apply a concept in a new context</li> </ul>	<ul style="list-style-type: none"> <li>Illustrate how multiple themes (historical, geographic, social) may be interrelated</li> </ul>
<p><b>Apply</b> Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task</p>	<ul style="list-style-type: none"> <li>Use language structure (pre/suffix) or word relationships (synonym/antonym) to determine meaning of words</li> </ul>	<ul style="list-style-type: none"> <li>Use context to identify the meaning of words/phrases</li> <li>Obtain and interpret information using text features</li> </ul>	<ul style="list-style-type: none"> <li>Apply a concept in a new context</li> </ul>	<ul style="list-style-type: none"> <li>Illustrate how multiple themes (historical, geographic, social) may be interrelated</li> </ul>
<p><b>Analyze</b> Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g., for bias or point of view)</p>	<ul style="list-style-type: none"> <li>Identify whether specific information is contained in graphic representations (e.g., map, chart, table, graph, T-chart, diagram) or text features (e.g., headings, subheadings, captions)</li> </ul>	<ul style="list-style-type: none"> <li>Categorize/compare literary elements, terms, facts, details, events</li> <li>Identify use of literary devices</li> <li>Analyze format, organization, &amp; internal text structure (signal words, transitions, semantic cues) of different texts</li> <li>Distinguish: relevant-irrelevant information; fact/opinion</li> <li>Identify characteristic text features; distinguish between texts, genres</li> </ul>	<ul style="list-style-type: none"> <li>Analyze information within data sets or texts</li> <li>Analyze interrelationships among concepts, issues, problems</li> <li>Analyze or interpret author's craft (literary devices, viewpoint, or potential bias) to critique a text</li> <li>Use reasoning, planning, and evidence to support inferences</li> </ul>	<ul style="list-style-type: none"> <li>Analyze multiple sources of evidence, or multiple works by the same author, or across genres, time periods, themes</li> <li>Analyze complex/abstract themes, perspectives, concepts</li> <li>Gather, analyze, and organize multiple information sources</li> <li>Analyze discourse styles</li> </ul>
<p><b>Evaluate</b> Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique</p>		<ul style="list-style-type: none"> <li>Generate conjectures or hypotheses based on observations or prior knowledge and experience</li> </ul>	<ul style="list-style-type: none"> <li>Cite evidence and develop a logical argument for conjectures</li> <li>Describe, compare, and contrast solution methods</li> <li>Verify reasonableness of results</li> <li>Critique conclusions drawn</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate relevancy, accuracy, &amp; completeness of information from multiple sources</li> <li>Draw &amp; justify conclusions</li> <li>Apply understanding in a novel way, provide argument or justification for the application</li> </ul>
<p><b>Create</b> Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, produce</p>		<ul style="list-style-type: none"> <li>Generate conjectures or hypotheses based on observations or prior knowledge and experience</li> </ul>	<ul style="list-style-type: none"> <li>Synthesize information within one source or text</li> <li>Develop a complex model for a given situation</li> <li>Develop an alternative solution</li> </ul>	<ul style="list-style-type: none"> <li>Synthesize information across multiple sources or texts</li> <li>Articulate a new voice, alternate theme, new knowledge or perspective</li> </ul>

**Hess' Cognitive Rigor Matrix & Curricular Examples: Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions - Writing**

Revised Bloom's Taxonomy	Webb's DOK Level 1 Recall & Reproduction	Webb's DOK Level 2 Skills & Concepts	Webb's DOK Level 3 Strategic Thinking/ Reasoning	Webb's DOK Level 4 Extended Thinking
<b>Remember</b> Retrieve knowledge from long-term memory, recognize, recall, locate, identify	<ul style="list-style-type: none"> <li>Describe or define facts, details, terms</li> <li>Select appropriate words to use when intended meaning/definition is clearly evident</li> <li>Write simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>Specify, explain, show relationships; explain why, cause-effect</li> <li>Give non-examples/examples</li> <li>Take notes; organize ideas/data</li> <li>Summarize results, concepts, ideas</li> <li>Identify main ideas or accurate generalizations of texts</li> </ul>	<ul style="list-style-type: none"> <li>Explain, generalize, or connect ideas using supporting evidence (quote, example, text reference)</li> <li>Write multi-paragraph composition for specific purpose, focus, voice, tone, &amp; audience</li> </ul>	
<b>Understand</b> Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion, predict, compare/contrast, match like ideas, explain, construct models	<ul style="list-style-type: none"> <li>Apply rules or use resources to edit specific spelling, grammar, punctuation, conventions, word use</li> <li>Apply basic formats for documenting sources</li> </ul>	<ul style="list-style-type: none"> <li>Use context to identify the meaning of words/phrases</li> <li>Obtain and interpret information using text features</li> <li>Develop a text that may be limited to one paragraph</li> <li>Apply simple organizational structures (paragraph, sentence types), in writing</li> </ul>	<ul style="list-style-type: none"> <li>Revise final draft for meaning or progression of ideas</li> <li>Apply internal consistency of text organization and structure to composing a full composition</li> <li>Apply a concept in a new context</li> <li>Apply word choice, point of view, style to impact readers' interpretation of a text</li> </ul>	<ul style="list-style-type: none"> <li>Explain how concepts or ideas specifically relate to <i>other</i> content domains or concepts</li> <li>Develop generalizations of the results obtained or strategies used and apply them to new problem situations</li> </ul>
<b>Apply</b> Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task	<ul style="list-style-type: none"> <li>Decide which text structure is appropriate to audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Compare literary elements, terms, facts, details, events</li> <li>Analyze format, organization, &amp; internal text structure (signal words, transitions, semantic cues) of different texts</li> <li>Distinguish: relevant-irrelevant information; fact/opinion</li> </ul>	<ul style="list-style-type: none"> <li>Analyze interrelationships among concepts, issues, problems</li> <li>Apply tools of author's craft (literary devices, viewpoint, or potential dialogue) with intent</li> <li>Use reasoning, planning, and evidence to support inferences made</li> </ul>	<ul style="list-style-type: none"> <li>Select or devise an approach among many alternatives to research a novel problem</li> <li>Illustrate how multiple themes (historical, geographic, social) may be interrelated</li> </ul>
<b>Analyze</b> Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g., for bias, point of view)	<ul style="list-style-type: none"> <li>Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique</li> </ul>	<ul style="list-style-type: none"> <li>Generate conjectures or hypotheses based on observations or prior knowledge and experience</li> </ul>	<ul style="list-style-type: none"> <li>Cite evidence and develop a logical argument for conjectures</li> <li>Describe, compare, and contrast solution methods</li> <li>Verify reasonableness of results</li> <li>Justify or critique conclusions</li> </ul>	<ul style="list-style-type: none"> <li>Analyze multiple sources of evidence, or multiple works by the same author, or across genres, or time periods</li> <li>Analyze complex/abstract themes, perspectives, concepts</li> <li>Gather, analyze, and organize multiple information sources</li> </ul>
<b>Evaluate</b> Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique	<ul style="list-style-type: none"> <li>Brainstorm ideas, concepts, problems, or perspectives related to a topic or concept</li> </ul>	<ul style="list-style-type: none"> <li>Develop a complex model for a given situation</li> <li>Develop an alternative solution</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate relevancy, accuracy, &amp; completeness of information from multiple sources</li> <li>Draw &amp; justify conclusions</li> <li>Apply understanding in a novel way, provide argument or justification for the application</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate relevancy, accuracy, &amp; completeness of information from multiple sources</li> <li>Articulate a new voice, alternate theme, new knowledge or perspective</li> </ul>
<b>Create</b> Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, produce				

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# GAS CARD



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Target: \_\_\_\_\_

<p><b>G</b> <b>Glow</b></p>	<ul style="list-style-type: none"> <li>• When you ..., it helped me understand...because...</li> <li>• I thought... was effective because...</li> <li>• I could connect with... because...</li> </ul>	<p><i>Give your partner a "Glow" by recognizing something specific that helped you understand his/her work.</i></p>
<p><b>A</b> <b>Ask</b></p>	<ul style="list-style-type: none"> <li>• What made you decide to...?</li> <li>• Could you clarify what you meant by...?</li> <li>• What did you mean when you said ...?</li> <li>• What would happen if ...?</li> </ul>	<p>"Ask" a question about the topic to assist your partner in self-identifying the next steps on his/her personal learning path.</p>
<p><b>S</b> <b>Shine</b></p>	<ul style="list-style-type: none"> <li>• Next time I think you could try... because...</li> <li>• Instead of... how about...because...</li> <li>• A suggestion I would make for next time would be to...because...</li> </ul>	<p><i>Help your partner's work "Shine" brighter by working together to make it better. Make a suggestion for improvement.</i></p>

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## Socratic Seminar or Class Discussion

In this discussion method, students are required to lead and sustain the discussion. After reading a text or introducing a topic, the teacher poses a question and then the students respond and continue the discussion by asking their own questions, commenting on each other's comments, and offering their own connections and understanding of the text or topic. In the beginning, teachers may give each student three comment cards and one question card. Before the discussion begins, the students may jot down possible comments and a question to add to the discussion. Once they offer a comment or a question, they toss the card in the middle. When they are out of cards, they must wait until each student has played all their cards to enter the discussion again. This allows everyone a chance to participate.

Other considerations:

- Address quality and not so quality questions, giving students examples of both so they understand what kinds of questions engage discussion as well as stop them.
- If the discussion is going so fast and kids aren't connecting each other's responses. Slow it down by having students summarize what the student before them said and then offer their comment or discussion.
- In tracking and observing this type of discussion, a teacher may have a chart with all student names in the first column and what you are hoping to hear from each student in the other columns. As the discussion ensues, the teacher is marking down the extent to which students are engaging in quality discussion:

<b>Student Names</b>	<b>Students words show understanding of the text:</b>	<b>Students questions clearly push on ideas in the text:</b>	<b>Students are building on or questioning other student comments</b>
	3-right on; reflects understanding of the text 2—mostly accurate 1-some key inaccuracies	3—questions help push beyond what's written literally in the text (prediction and inference) 2- questions help students make some connections 1-questions ask students to recall explicit facts in the text	3- comments or questions show students are trying to understand or evaluate other student responses 2- comments or questions ask for clarification 1- comments offer another example of a students connection
Student 1			
Student 2			
Student 3			
Student 4			
Student 5			



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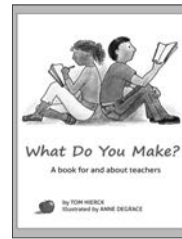
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# RELATED RESOURCES

Available from Hawker Brownlow Education

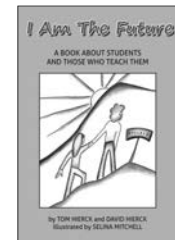
Qty	Code	Title	Price
	HB7897	Collaborative System of Support	\$35.95
	HB5077	I Am The Future: A Book About Students and Those Who Teach Them	\$9.95
	HB5002	I Am The Future: A Book About Students and Those Who Teach Them (Set of 5)	\$39.95
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<b>Total (plus freight) \$</b>			



HB5152



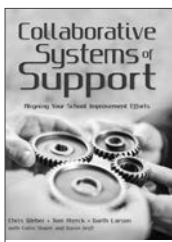
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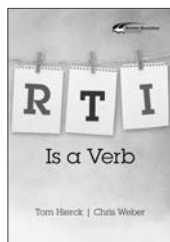
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HB5002



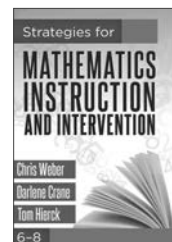
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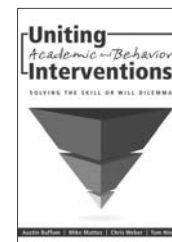
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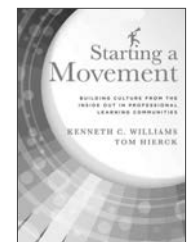
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BKD3338



BKD4891



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