

**TUESDAY 23**

**MAY 2017**

Hawker Brownlow

ADELAIDE

# Thinking & Learning Conference



**TOM HIERCK**

Session Handouts



**DAY TWO**

**ADELAIDE**  
THE LAKES RESORT HOTEL



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# Conference Schedule

## DAY ONE – Monday 22 May

<b>CONFERENCE OPENING</b>	<b>8.15 am</b>
<b>SESSION ONE</b>	<b>8.30 am – 10.30 am</b>
<b>MORNING TEA</b>	<b>10.30 am – 11.00 am</b>
<b>SESSION TWO</b>	<b>11.00 am – 1.00 pm</b>
<b>LUNCH</b>	<b>1.00 pm – 2.00 pm</b>
<b>SESSION THREE</b>	<b>2.00 pm – 4.00 pm</b>

## DAY TWO – Tuesday 23 May

<b>SESSION ONE</b>	<b>8.30 am – 10.30 am</b>
<b>MORNING TEA</b>	<b>10.30 am – 11.00 am</b>
<b>SESSION TWO</b>	<b>11.00 am – 1.00 pm</b>
<b>LUNCH</b>	<b>1.00 pm – 2.00 pm</b>
<b>SESSION THREE</b>	<b>2.00 pm – 4.00 pm</b>

# Presenters

## Tom Hierck

**Tom Hierck** has been an educator since 1983, in a career that has included many roles. His experiences as a teacher, school leader, department of education project leader and executive director have provided a unique context for his education philosophy. True to his belief that “every student is a success story waiting to be told”, Tom is passionate about working with teachers and school leaders.



## Professor Dylan Wiliam

**Dylan Wiliam** is professor emeritus of educational assessment at University College London. In a varied career, he has taught in urban public schools, directed a large-scale testing program, served a number of roles in university administration, authored numerous books and pursued a research program focused on supporting teachers to develop their use of assessment in support of learning. Dylan is an experienced international presenter who specialises in introducing educators to the principles and practice of assessment for learning.



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**SESSION 3** (2.00pm–4.00pm)

**Building Your Learning Community – All Hands on Deck .....29**



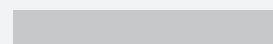
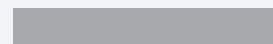




# Session 1

## Overcoming Barriers to Student Achievement in Schools

If educators are prepared to commit to every child, every day, two questions must be addressed: 1. Do we believe all students can learn at high levels? 2. Will we take collective responsibility to make this a reality? In this session, Tom will identify barriers to student achievement and tools, resources and structures to make achievement for ALL a reality.



## What Am I Prepared To Do Differently?

What Resonates With Me?	Things I Plan To Start Doing

# 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 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 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



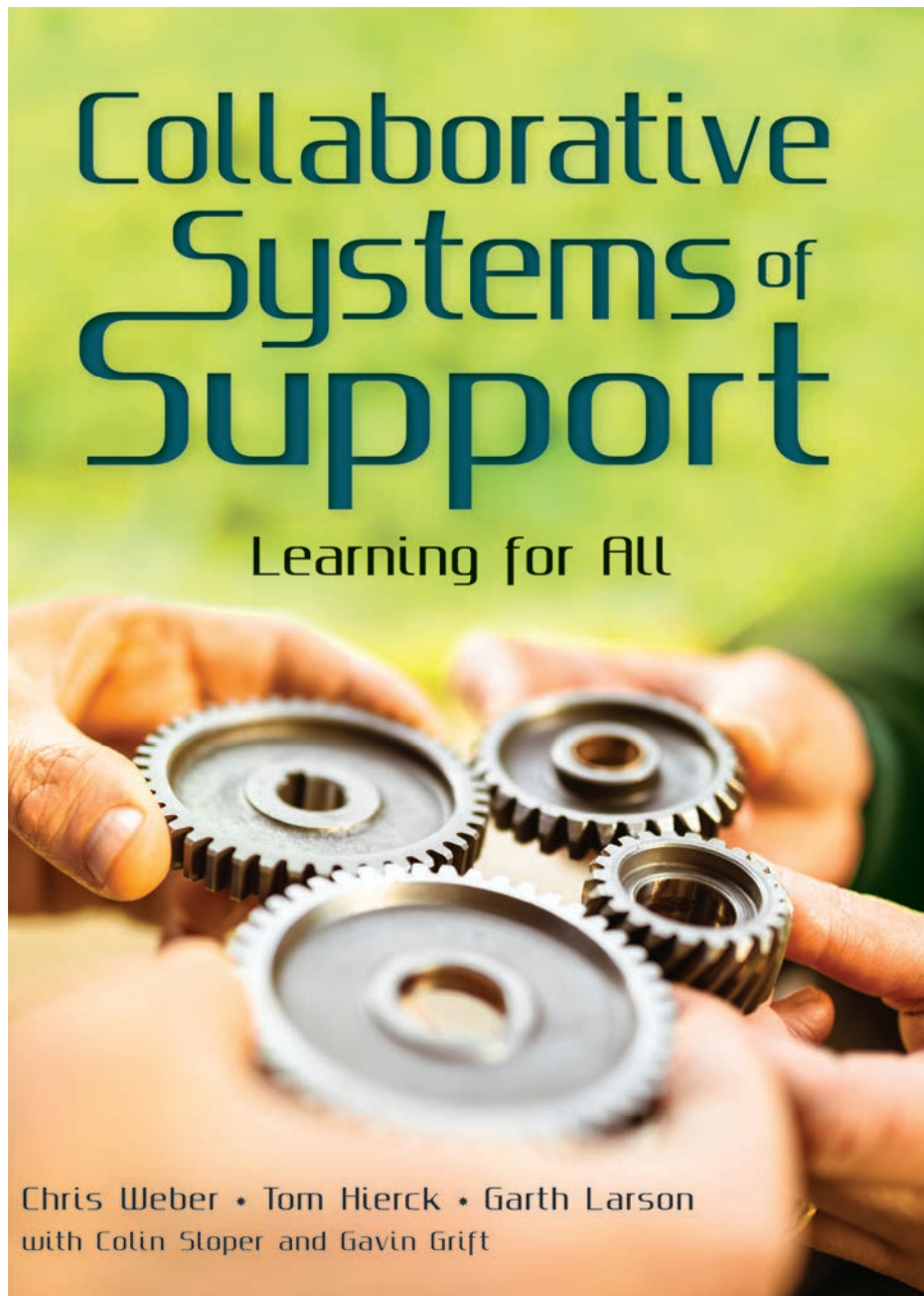


# Session 2

## Learning for All: Not Some!

Collaborative Systems of Support is a proactive, coordinated and systematic approach to providing academic and behavioural supports for all students. What needs can we anticipate? What supports can we prepare? This work is, fundamentally and foundationally, a framework and a way of thinking. In this way, the principles of CSS capture everything we need to do in schools to serve our students better. Participants will be introduced to the framework and the concrete steps that they can take to ensure learning for all: not some.





Chris Weber • Tom Hierck • Garth Larson  
with Colin Sloper and Gavin Grift

# Collaborative Systems of Support



# Collaborative Systems of Supports

***“Given that the curriculum is already crowded, a major political challenge is articulating what to deemphasize in the curriculum – and why – in order to make room for students to deeply master core 21<sup>st</sup> century skills.”***

*Dede, 2009, p. 3*

What current realities are requiring educators to transform our schools to ensure that ***all*** students are future ready?

# Why Collaborative Systems of Supports

## *Research & policy, but...*

- Collaboration and RTI
- The blessing and curse of acronyms
- The critical importance of behaviors
- All means all
- Co-ordination and integration
- RTI<sup>2</sup>

# The System

- Leadership, Co-ordination, and Communication
- Core Supports: Differentiated Teaching and Learning for All
- More Supports: Individualized, Timely, and Targeted
- Specialized Supports: Highly Personalized and Proximal



Assessment of learning

Assessment for learning

Assessment as learning



- Which students?
- What specific needs?
- What targeted supports?

Diagnose  
Before  
You  
Prescribe



- Which staff?
- What goals?
- What monitoring tools?
- How to coordinate?

Time / period	Monday	Tuesday	Wednesday	Thursday	Friday

# CORE Support

## Collaboration

- Shifting mindset in our teams
- Creating team norms
- Creating flexible time to ensure collaboration



# CORE Support

*I believe we can change the world if we start listening to one another again. Simple, honest, human conversation. Not mediation, negotiation, problem-solving, debate, or public meetings. Simple, truthful conversations where we each have a chance to speak, we each feel heard, and we each listen well.- Margaret Wheatley as referenced in Knight, 2015, p 1*

# CORE Support

## Guaranteed essential instruction for both academic and behaviors

- All students receiving access
- Differentiated classroom practices and supports for all students that is scaffolded and changes from year to year
- Prioritizing and unwrapping our academic and behavior standards
- The creation of proficiency scales/targets



# CORE Support is Differentiated

*Teachers in differentiated classrooms accept and act on the premise that they must be ready to engage students in instruction through different approaches to learning, by appealing to a range of interests, and by using varied rates of instruction along with varied degrees of complexity and different support systems.*

*Tomlinson, (2014). p 3-4*

# Top 10 Must Do's within CSS

- We Must Understand that Culture Eats Strategy for Breakfast
- We Must Prioritize Our Content
- We Must Put the Cart After the Horse
- We Must Understand the Power of Assessments
- We Must Look at the Preponderance of Evidence Within Our Structures





# Top 10 Must Do's within CSS

- We Must Understand that Action Supersedes Theory
- We Must Not Let Documentation Prevent Action
- We Must Value Behavioral Skills as much as Academic Skills in our Collaborative System of Supports
- We Must Provide More Supports for ALL Students, Not Only Those Who Are Struggling
- We Must Commit to High Quality Professional Learning



## Core - A Critical Part of RTI

As long as schools continue with the traditional emphasis of breadth over depth, coverage over mastery, and teaching over learning, we will continue to have students requiring intervention, students receiving failing grades and being retained, and students being identified with a disability who are, in fact, simply being denied a guaranteed, viable curriculum.

## Culture or Climate?

The climate in a school looks at the shared perceptions and attitudes about the school.

The culture looks at the shared beliefs and assumptions about the school's expectations and values.

# Core and Data Teams

When all educators within a collaborative system incorporate the practices of data teams, the gains for students dramatically increase. Data teams follow a specific five-step process to examine student work, apply effective instructional strategies (including interventions), and monitor student learning in response to strategies and interventions:

1. Collect and chart/display the data
2. Analyze data and prioritize needs
3. Establish SMART goals: set, review, and revise
4. Select instructional strategies
5. Determine results indicators

# More Supports

More supports define the need for, and the tools for, designing timely and targeted supports for greater levels of student mastery of academic and behavioral priorities, so that students don't fall behind (or further behind), and so students can reach greater depths of understanding.

# WIN Time

- Those students who have demonstrated mastery of *core* essentials need to be stretched. They may get to work with other “beyond proficient” peers and tackle challenges for which they don’t already know the answers.
- Those students who are right with the teacher on the daily lessons need further practice to cement their understanding of today’s instruction. Relevant, engaging examples that deepen the learning will achieve that outcome.
- Those students who are not yet proficient will need some further scaffolding to connect the learning and move towards proficiency.

# The Consequence...

More support is fundamentally different than the highly specialized supports – more supports serve a different purpose. When students are not responding to the more supports, or when screening identifies significant deficits in foundational prerequisite skills, highly-specialized interventions will be necessary.

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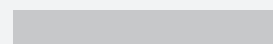




# Session 3

## Building Your Learning Community – All Hands on Deck

We've all heard the adage "It takes a village to raise a child" and that is absolutely critical as we look to have ALL students achieve at high levels and transition to their next step. This session will look at the WHY and the HOW of engaging your entire school community (teachers, students, support staff, administration, parents and the business community) in the essential work of schools.



# The WHY

"We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need to do that. Whether or not we do it must finally depend on how we feel about the fact that we haven't so far."

—Ron Edmonds, Harvard University

**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.

**What is your school's current mission or guiding statement?**

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**What two words would you use to describe your school's culture?**

## Developing Your School's Guiding Mantra

### What is a mantra?

A mantra is a 3 to 5 word statement that clearly defines who your school is, and why you matter to people. A mantra is a powerful, energy infused chant that everyone inside and outside your organization can instantly get his or her heads around.

A mantra is defined as a word, sound or statement repeated frequently to aid in concentration of thought. In Sanskrit, mantra literally means "instrument of thought". In schools, we suggest a mantra is a highly effective organizing principle easily shared by people who care.

Your school's mantra should be created collaboratively, and meet the following criteria:

### Mantra Criteria

#### Memorable

It is vital that your guiding school mantra finds its way into your schools' subconscious, as velcro attaching your mission to your commitments, behaviors and decisions.

#### Simple

In order to be memorable, your guiding school mantra should get one simple idea across in as few words as possible, we recommend 3-5. You can't mean everything to everybody, so just focus on one specific thing. Say ONE thing well.

#### Credible

At the same time, remember that your guiding school mantra won't be worth anything if you not walking your talk. Everything you say and do should align with your guiding school mantra.

#### Positive

It almost goes without saying that your guiding school mantra should take an affirmative tone, stated in terms of what you're seeking, not avoiding.

#### Uniquely Yours

Make sure your guiding school mantra is unmistakably about your school.

Staff members should develop a commitment statement (I message) based on the context of their individual role at the school. Some examples of guiding school mantras and I- messages are provided on the following page.

## Mantra Examples

While your school's mantra is a unifying principle, it's critical that you make personal commitments to that end. Collective mobilization begins with individual responsibility. That's why we've included examples of I-messages below.

Mantra	Mantra in practice (I-message)
<b>We Work As A Village</b>	ALL of us are smarter than one of us. I commit to embrace a true collaborative culture. I will pull my weight as part of my interdependent team.
<b>We believe you can achieve!!</b>	I embrace accountability for our results, and I am constantly asking, " <i>Is there something else I can do?</i> "
<b>Every Child Is My Child</b>	I consider every child my child, and the failure of any one of them is not an option. I am humble enough to ask for help, and think abundantly enough to share resources and best practices.
<b>Tomorrow Depends upon TODAY</b>	I will spend time focusing on factors I can control, and hold my teammates accountable to do the same.
<b>Act as If</b>	I operate each day as if we are already the ideal school we described.

In 3-5 words, what would you suggest for your school's guiding mantra?

! I-Message Commitment

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**For Clarifying Your Fundamental Purpose and Your School's Mantra, Ask:**

1. What is our school's fundamental purpose? What is our school's unshakable sense of mission?
2. What makes our school special and unique?
3. What do we mean when we say that ALL students can learn? Does ALL really mean ALL?
4. Was our school built as a place where teachers come and teach or as a place where students come and learn? What evidence do we have to support our choice?
5. What happens in our school when a student experiences difficulty in learning?
6. What is our school's one non-negotiable that serves as a lens for everything we do? What is our school's North Star?
7. Why did you become an educator?
8. Think of a child you love with every fiber of your being. If you had an opportunity to create a guiding mantra for their school, what would it be?

At the heart of every Great Group is a shared dream. All Great Groups believe that they are on a mission and that they could change the world, make a dent in the universe. They are obsessed with their work. It becomes not a job but a fervent quest. That belief is what brings the necessary cohesion and energy to their work.

(Warren G. Bennis, "The Secrets of Great Groups,"

*Leader to Leader Journal*, No. 3, 1997)

# The HOW

When people begin to act, people begin to hope. When people begin to gain hope, they begin to behave differently. When people behave differently, they experience success. When people experience success, their attitudes change. When a person's attitude changes, it affects others' attitudes. This is the essence of re-culturing schools into professional learning communities.  
(DuFour, DuFour, Eaker, & Many, Learning by Doing, 2010)

The **HOW** is the **process** of **Connect** with the moral imperative of your **collective commitment** to the **Five Essential Elements of a PLC**. The five elements are:

1. **A Focus on Learning**
2. **The Collaborative Culture**
3. **Clearly Define What Every Student Needs To Learn**
4. **Constantly Measure Our Effectiveness**
5. **Systematically Respond When Students Do Not Learn**

It is important to note that the **HOW** consists of *behaviors*, not *beliefs*.

## **Culture of Accountability**

### **Embed to Ensure**

The most effective way to build collective efficacy in this context is to embed experiences and routine practices of the school that will facilitate adults engaging in expected behaviors.

## ***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	

**For clarifying the HOW of your school, ask:**

1. What are the specific commitments we must honor to achieve our WHY and EYE?
2. What are the specific behaviors we can exhibit to make a personal contribution to the success of our school?
3. What commitments are we prepared to make to each other?
4. How will we demonstrate learning for **all**?

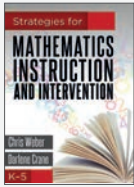






# TOM HIERCK RESOURCES

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.

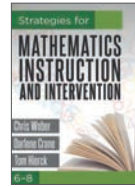


## Strategies for Mathematics Instruction and Intervention, K-5

*Darlene Crane, Chris Weber • 9781760560515*

To start K-5 students on a path to being college and career ready, teachers and teacher leaders must ensure they are mathematically literate. Strategies for Mathematics Instruction and Intervention, K-5 shows mathematics educators how to build a solid mathematics program by emphasising prioritised learning goals and integrating response to intervention (RTI) into the curriculum. Authors Chris Weber and Darlene Crane frame mathematics education within an RTI model to effectively equip teachers with the instruction, assessment and intervention strategies necessary to meet students' complex, diverse needs and ensure their continued growth in critical thinking and problem solving.

**SOT0515 • \$42.95**

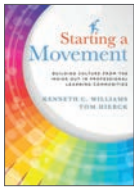


## Strategies for Mathematics Instruction and Intervention, 6-8

*Tom Hierck, Darlene Crane, Chris Weber • 9781760560522*

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.

**SOT0522 • \$42.95**



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

*Kenneth Williams, Tom Hierck • 9781760560478*

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.

**SOT0478 • \$41.95**

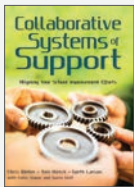


## Uniting Academic & Behavior Interventions: Solving the Skill or Will Dilemma

*Tom Hierck, Chris Weber, Austin Buffum, Mike Mattos • 9781760560539*

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.

**SOT0539 • \$42.95**



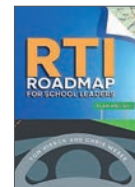
## Collaborative Systems of Support

*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**

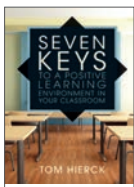


## RTI Roadmap for School Leaders: Plan and Go

*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**

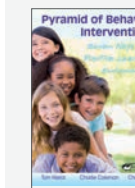


## Seven Keys to a Positive Learning Environment in Your Classroom

*Tom Hierck • 9781760560508*

Seven Keys to a Positive Learning Environment in Your Classroom provides educators with the keys essential to creating a productive classroom. Tom Hierck presents the schoolwide keys from Pyramid of Behavior Interventions: Seven Keys to a Positive Learning Environment through a classroom lens and discusses how teachers can best utilise them with the tools and skills they already have. By fully realising these seven keys, teachers will establish clearer expectations, enhance instruction and assessment practices, and foster quality relationships with students, thereby maximising each student's potential.

**SOT0508 • \$32.95**



## Pyramid of Behavior Interventions: Seven Keys to a Positive Learning Environment

*Tom Hierck, Chris Weber, Charlie Coleman • 9781742392301*

This book asks educators to commit to proactively serving all students and anticipating their needs. The authors transform the research on student behaviour, response to intervention and professional learning communities into practical strategies educators can use to create superior school and classroom climates and cultures in which learning is primed to occur. A three-tiered pyramid of behaviour model provides a continuum of effective schoolwide behaviour support with seven keys to a positive learning environment.

**SOT2301 • \$27.95**



### 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**

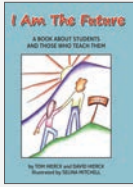


### What Do You Make? A Book for and About Teachers (Set of 5)

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.

**HB5077 • \$9.95**



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

David Hierck, Tom Hierck • HB5002

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**



### I Am The Future + What Do You Make Bundle

David Hierck, Tom Hierck • HB5000

This set contains two of Tom Hierck's timeless resources: I Am the Future and What Do You Make? I Am The Future: A Book About Students and Those Who Teach Them 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. What Do You Make? A Book for and About Teachers 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.

**HB5000 • \$15.95**

## ORDER FORM

Qty	Code	Title	Price
	HB7897	Collaborative Systems of Support: Learning for All	\$35.95
	HB5000	I Am The Future + What Do You Make Bundle	\$15.95
	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
	SOT2301	Pyramid of Behaviour Interventions: Seven Keys to a Positive Learning Environment	\$27.95
	BKD8474	RTI Roadmap for School Leaders: Plan and Go	\$45.95
	SOT0508	Seven Keys to a Positive Learning Environment in Your Classroom	\$32.95
	SOT0478	Starting a Movement: Building Culture From the Inside Out in Professional Learning Communities	\$41.95
	SOT0522	Strategies for Mathematics Instruction and Intervention, 6–8	\$42.95
	SOT0515	Strategies for Mathematics Instruction and Intervention, K–5	\$42.95
	SOT0539	Uniting Academic & Behaviour Interventions: Solving the Skill or Will Dilemma	\$42.95
	HB5152	What Do You Make? A Book For and About Teachers	\$9.95
	HB5001	What Do You Make? A Book For and About Teachers (Set of 5)	\$39.95
<b>Total (plus freight) \$</b>			

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