

14th Annual  
**Hawker Brownlow**  
**Thinking &  
Learning**  
Conference

**PETE HALL**

**FRIDAY 19 MAY**

**Getting the Most Out of Every Teacher  
Session 1**

**MELBOURNE**



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# PETE HALL

Pete Hall is a dynamic educator, speaker and author. Pete served five years as a teacher, two years as an assistant principal and 12 years as a principal. He worked exclusively in Title I schools, including Anderson Elementary School, a turnaround school in Reno, Nevada. For his tenacious and courageous leadership, Hall has been honoured with ASCD's Outstanding Young Educator Award (2004), Nevada's Martin Luther King Jr. Award (2005) and Phi Delta Kappan's Emerging Leaders Award (2009), among others. He was appointed to the Nevada Governor's Commission on Excellence in Education in 2005 and was selected to sit on the National Education Association's Great Public Schools Indicators Advisory Panel in 2010.



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## PETE HALL

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AUTHOR \* SPEAKER \* CONSULTANT \* MOTIVATIONAL COACH  
FORMER TEACHER AND SCHOOL ADMINISTRATOR

After a teaching career that spanned preK-8 over three states, Mr. Hall served 12 years as a principal in three Title I schools: Anderson Elementary in the Washoe County (Reno, NV) School District, and Sheridan Elementary and Shaw Middle in the Spokane (WA) Public Schools. Under his leadership, Anderson ES was the only Title I school in the State of Nevada to earn “High Achieving” designation; Sheridan ES earned accolades from the Washington State Office of the Superintendent for its growth and achievement; and Shaw MS earned a Career & Life Readiness Award from the State of Washington.

Mr. Hall's written works include authoring over a dozen articles on leadership and publishing six books, *The First-Year Principal* (Scarecrow Education, 2004), *Building Teachers' Capacity for Success: A collaborative guide for coaches and school leaders* (Hawker Brownlow Education, 2010), *Lead On! Motivational lessons for school leaders* (Eye On Education, 2011) *Teach, Reflect, Learn: Building your capacity for success in the classroom* (Hawker Brownlow Education, 2015), *Fostering Resilient Learners: Strategies for creating a trauma-sensitive classroom* (Hawker Brownlow Education, 2016), and *The Principal Influence: A framework for building principals' leadership capacity* (Hawker Brownlow Education, 2016). A seventh, tentatively titled *Cultivating a System of Reflective Practice: The definitive guide to building teachers' capacity*, is scheduled for release in 2017.

For his tenacious and courageous leadership, Mr. Hall has been honored with ASCD's Outstanding Young Educator Award (2004), Nevada's Martin Luther King Jr Award (2005), and Phi Delta Kappan's Emerging Leaders Award (2009), among others. He was appointed to the Governor's Commission on Excellence in Education (in Nevada, 2005) and was selected to sit on the National Education Association's Great Public Schools Indicators Advisory Panel (2010-2011). He holds a National Principal Mentor Certificate from NAESP and serves as a trainer and coach for NAESP's PALS mentoring program. He also provides extensive professional development services as an ASCD Faculty member.

Mr. Hall has worked as a personal consultant/mentor/motivational coach for school leaders, teachers, professional athletes, weekend golfers, stand-up comedians, firefighters, business executives, custodians, and more. A current resident of Coeur d'Alene, Idaho, he speaks and consults internationally.

Follow him on Twitter at @EducationHall

### The Not-So-Secret Secret

What does the research say about what successful, effective schools and districts are doing to make their gains? If we are going to focus on the educational growth and development of our students, where do we start? Where do we direct our energy in order to address the first three areas of education's public accountability charge (input, effectiveness, and output)? The answer is startlingly simple: We must improve teacher quality.

Although the teacher quality factor is frequently covered in intellectual conversation regarding student achievement, it remains bizarrely unaddressed in most comprehensive school reform initiatives, in which the search for salvation begins at an online store, a publisher's warehouse, or a vendor exhibit hall. Ideally, that first quest for a solution should have an inward focus. District administrators, school leadership teams, public officials, and anyone else interested in increased student achievement should turn their lens to the most basic element of schooling: the teachers themselves.

Research has long supported the claim that better teachers lead to higher student achievement. One study showed that children assigned to effective teachers for three years in a row scored an average of 49 percentile points higher on standardized assessments than those assigned consecutively to three poor teachers (Jordan, Mendro, & Weersinghe, 1997). A study in Cincinnati, Ohio, found that teachers rated highest also showed the greatest gains in their students' proficiency exams; the opposite was true for teachers with low ratings (Miner, 2005/2006).

Some well-known educational experts have weighed in on the debate. Rick DuFour and Bob Eaker, the architects of the professional learning communities (PLC) concept, state flatly, "Schools are effective because of their teachers" (1998, p. 206). Charlotte Danielson, creator of the indispensable Framework for Professional Practice, echoes the sentiment: "High-level learning by students requires high-level instruction by their teachers" (2007, p. 15). Renowned educational researcher Robert J. Marzano concludes, "Regardless of the research basis, it is clear that effective teachers have a profound influence on student achievement and ineffective teachers do not. In fact, ineffective teachers might actually impede the learning of their students" (2003, p. 75). And Mike Schmoker, never one to beat around the bush, offers us this: "The single greatest determinant of learning is not socioeconomic factors or funding levels. It is instruction" (2006, p. 7).

### The *X* Factor

Imagine, if you will, a garden-variety school classroom. It could be an elementary school or a high school; it could be public or private; it could be charter or magnet; it could be new or established; it could be in a poor or affluent neighborhood. First, turn off the electricity and eliminate all that technology—no computer, no DVDs. Now, remove the books. Take out the desks, the paper, the chairs, and the crayons. Picture the room barren of furniture and materials. How will the students learn? How will they grow and develop as thinkers, understand the concept of onset and rime, and make meaning of the scientific method, the writing process, the Pythagorean theorem, and the role of chlorophyll in photosynthesis?

More than likely, you have a relatively simple, succinct answer to the question of how the students would learn: The students and teacher would find a way to continue their learning by working together. Due to the innate craving to learn and the enthusiasm with which we were all endowed at birth, the paucity of materials provides challenges to overcome, not a complete roadblock. If students so desire, they will continue to learn.

Now, for the final step in this exercise, consider that same classroom. This time, remove the teacher.

No teacher?

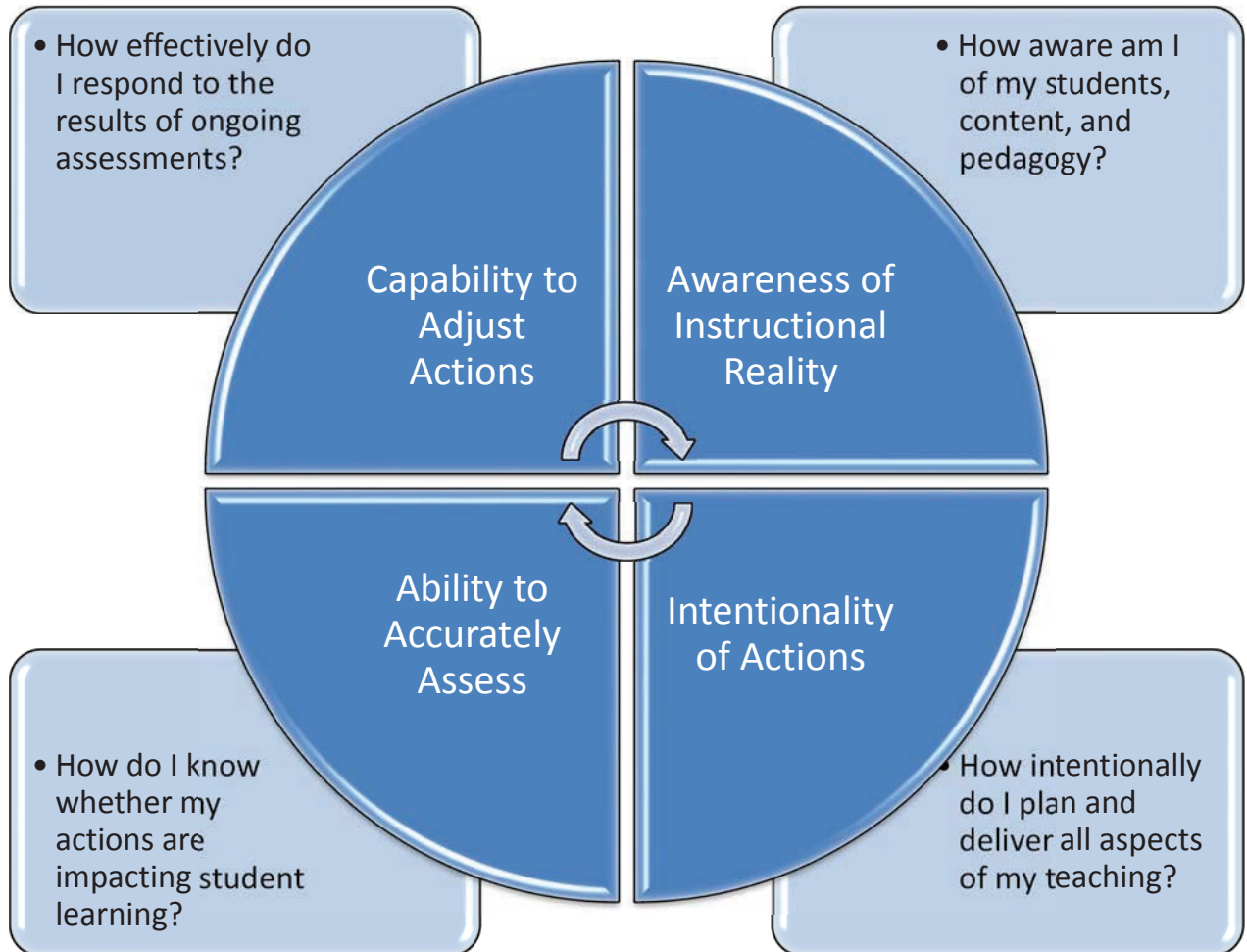
No more learning.

Hurry and put the teacher back in the classroom—a classroom without a teacher isn't just a place in which no learning occurs; it's dangerous.

Silly, isn't it, that it's that obvious, that simple, and that elemental. We're not overstating the point when we say that teachers matter. Good teachers matter. The quality of the teacher is the "*X* factor." Everything in education depends on it.

We're willing to admit that the argument is not new. Witness this 1909 quote from the American Association for the Advancement of Science: "Given a good teacher, and locate him in a cellar, an attic, or a barn, and the strong students of the institution will beat a path to his door. Given a weak teacher and surround him with the finest array of equipment that money can buy, and permit the students to choose, as in the elective courses, and his class room will echo its own emptiness" (p. 787).

## The Reflective Cycle



Source: Hall/Simeral, *Building Your Capacity for Success* (Hawker Brownlow Education, 2015)

The Continuum of Self-Reflection

Unaware Stage				
Capacity-Building Goal: To build deeper awareness of students, content, and pedagogy				
Teacher's Reflective Tendencies	Leadership Roles	Strategic PLC and Teacher-Leadership Support	Transformational Feedback (Directive statements)	Differentiated Coaching Strategies
<ul style="list-style-type: none"> <li>• Demonstrates little or no awareness of instructional reality in the classroom</li> <li>• Engages in little or no self-initiated reflection</li> <li>• Defines problems or challenges inaccurately</li> <li>• Sees surface-level events and classroom elements</li> <li>• Collaborates infrequently with colleagues</li> <li>• Focuses on routine</li> <li>• Exhibits the best of intentions</li> <li>• Expresses confusion about own role in learning</li> <li>• Focus is on the job itself—the act of teaching</li> </ul>	<p><b>Administrator:</b> Director</p> <p><b>Instructional Coach:</b> Unconditional Partner</p>	<ul style="list-style-type: none"> <li>• Assign a specific task during team meetings</li> <li>• Front-load the upcoming content/meeting with an article, video, or 1:1 discussion</li> <li>• Debrief immediately following the meeting to support understanding and next-steps</li> <li>• Facilitate collegial idea-sharing through professional learning protocols</li> <li>• Strategically partner this teacher with a colleague (in particular one in the Action Stage) to build reflective capacity</li> </ul>	<ul style="list-style-type: none"> <li>• When you did this ____, the students did this ____. It worked because ____. Do that again!</li> <li>• I noticed you used ____ and it was effective because ____; use it whenever you want your students to ____.</li> <li>• When you did this ____, the students did this ____. Tomorrow try ____, and tell me what happens.</li> <li>• Your lesson was successful today because ____.</li> <li>• You (or your students) struggled today because ____. Next time that happens, try this: ____, and tell me what happens.</li> <li>• You appear frustrated with ____ and I noticed you ____ several times. Tomorrow, try to take note of how many times you _____. Then let's chat further.</li> <li>• I observed ____, which is not what you/we were going for in that lesson; try ____ to get the lesson back on track. This usually works because ____.</li> </ul>	<ul style="list-style-type: none"> <li>• Make frequent contact, checking in often to talk about goals and progress toward them</li> <li>• Build confidence through short-term goal setting</li> <li>• Celebrate successes immediately</li> <li>• Model a strategy or lesson</li> <li>• Whisper Coach while co-observing another teacher's class</li> <li>• Write lesson plans together</li> <li>• Co-teach a lesson</li> <li>• Debrief a lesson together</li> <li>• Record a lesson, provide clear look-fors, and debrief the video together</li> <li>• Engage through side-by-side reflective journaling</li> </ul>

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The Continuum of Self-Reflection

Conscious Stage				
Capacity-Building Goal: To work with greater intentionality in addressing student needs, content, and pedagogical practices				
Teacher's Reflective Tendencies	Leadership Roles	Strategic PLC and Teacher-Leadership Support	Transformational Feedback (Leading prompts)	Differentiated Coaching Strategies
<ul style="list-style-type: none"> <li>• Demonstrates a consistent "knowing-doing" gap</li> <li>• Reflects when prompted by others</li> <li>• Offers external explanations for problems or challenges</li> <li>• Makes generalizations about observations about classroom reality</li> <li>• Collaborates inconsistently with colleagues</li> <li>• Tends to operate with strong habits and comfortable practices</li> <li>• Becomes easily distracted from goals</li> <li>• Disregards others' ideas</li> <li>• Focus is first on <i>self</i></li> </ul>	<p><b>Administrator:</b> Navigator</p> <p><b>Instructional Coach:</b> Motivator and Strategist</p>	<ul style="list-style-type: none"> <li>• Emphasize the use of data (pre and post) to clarify cause-and-effect relationships</li> <li>• Analyze student work samples as a team</li> <li>• Promote team lesson planning</li> <li>• Facilitate collegial observations to see strategies at work in various settings</li> <li>• Utilize protocols to guide discussion and promote engagement</li> <li>• Strategically partner this teacher with a colleague (in particular one in the Refinement Stage) to grow reflective capacity</li> </ul>	<ul style="list-style-type: none"> <li>• Your goal is _____. How can I help you keep that focus and support your efforts?</li> <li>• I see you were using _____ today. Keep that focus! What worked well today?</li> <li>• Tell me about the purpose of today's activity. What is your evidence of success?</li> <li>• Today, your students were successful at _____. What did you do that directly led to their success?</li> <li>• I noticed _____ today. How might the outcomes change if you tried _____? Give it a shot and let me know how it goes.</li> <li>• Yesterday I observed your students _____; today, they are _____. How do you determine your daily lesson structure?</li> <li>• Tell me more about the planning that went into today's lesson. Why did you select the strategy you chose for this lesson?</li> <li>• How do you use what you know about your students to drive lesson planning each day?</li> <li>• When you did _____ today, I observed several students _____. How will you shift tomorrow's lesson to change the outcomes?</li> <li>• How does this lesson connect to prior and future student learning objectives?</li> <li>• What misconceptions might students have during tomorrow's lesson? How will you address that in your planning?</li> </ul>	<ul style="list-style-type: none"> <li>• Make daily contact, checking in often to talk about goals and progress toward them</li> <li>• Build confidence through short-term goal setting</li> <li>• Celebrate successes immediately</li> <li>• Meet weekly for collaborative planning</li> <li>• Engage through Interactive journaling</li> <li>• Invite participation in small group discussions around common problem of practice</li> <li>• Model a strategy or lesson in the teacher's classroom</li> <li>• Co-plan, co-teach, and debrief a lesson together</li> <li>• Provide opportunities to observe in other classrooms – utilizing clear look-fors</li> <li>• Record a lesson, provide clear look-fors, and debrief the video together</li> </ul>

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**The Continuum of Self-Reflection**

Action Stage			
Capacity-Building Goal: To build on experience and help strengthen expertise through accurate assessment of instructional impact			
Teacher's Reflective Tendencies	Leadership Roles	Strategic PLC and Teacher-Leadership Support	Transformational Feedback (Open-ended prompts)
<ul style="list-style-type: none"> <li>• Commits to taking steps to affect student learning outcomes.</li> <li>• Engages in reflection before and after teaching</li> <li>• Evaluates problems or challenges objectively</li> <li>• Notices trends and themes in student performance and classroom elements</li> <li>• Collaborates on a limited basis with colleagues</li> <li>• Seeks to incorporate research-based concepts and strategies</li> <li>• Gravitates toward a particular structure or strategy</li> <li>• Struggles to identify solutions to long-term problems</li> <li>• Craves feedback from trusted partners</li> <li>• Focuses on the science of teaching</li> </ul>	<p><b>Administrator:</b> Prompter</p> <p><b>Instructional Coach:</b> Mentor</p>	<ul style="list-style-type: none"> <li>• Provide opportunities for all teachers to share methods in team meetings</li> <li>• Engage in healthy debate about the pros and cons of various pedagogical strategies</li> <li>• Maintain a focus on data analysis during team meetings</li> <li>• Incorporate professional learning (new and deeper instructional strategies) as a regular component of team meetings</li> <li>• Strategically partner this teacher with colleagues (in particular those in the Unaware Stage) to build leadership capacity</li> </ul>	<ul style="list-style-type: none"> <li>• What was the purpose of today's activity? Was it successful? How do you know?</li> <li>• Which parts of today's lesson went well? Which parts didn't? Why?</li> <li>• What was the goal of today's lesson? How did you determine that goal?</li> <li>• Today I observed you _____. Did that contribute to your goal? How can you tell?</li> <li>• Why did you choose to _____ today? Was that strategy effective? How do you know?</li> <li>• What other strategy could you have used today to achieve your goals?</li> <li>• How do you predetermine what your evidence of success will be for a lesson?</li> <li>• Do your anecdotal observations of student learning align with more formal assessment data?</li> <li>• If you could teach this lesson again, what would you do differently? Why?</li> <li>• Which students were successful achieving today's learning target? Which students struggled? Why was that so?</li> <li>• What does the student work from today's lesson tell you about _____ as a learner?</li> <li>• What can you tell me about _____ as a learner? How can you find out more?</li> </ul>
			Differentiated Coaching Strategies
			<ul style="list-style-type: none"> <li>• Analyze data together</li> <li>• Analyze student work samples together</li> <li>• Collaboratively engage in diagnosis and action planning based on beliefs of how students learn</li> <li>• Provide research from which to construct meaning</li> <li>• Invite participation in small group discussions around common problem of practice</li> <li>• Foster idea-sharing through collegial observations</li> <li>• Model new strategies in gradual-release model</li> <li>• Record lesson and discuss video analysis</li> <li>• Model open-mindedness toward multiple approaches and perspectives</li> <li>• Encourage participation in professional book club</li> <li>• Interactive journaling</li> </ul>

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The Continuum of Self-Reflection

Refinement Stage				
Capacity-Building Goal: To encourage long-term growth and continued reflection through responsiveness to ongoing assessments				
Teacher's Reflective Tendencies	Leadership Roles	Strategic PLC and Teacher-Leadership Support	Transformational Feedback (Challenging prompts)	Differentiated Coaching Strategies
<ul style="list-style-type: none"> <li>• Accepts responsibility for the success of each student and for ongoing personal growth.</li> <li>• Reflects before, during, and after taking action</li> <li>• Modifies lessons and plans to meet students' varied needs</li> <li>• Dissects lessons and learning to reveal options for improvement</li> <li>• Pursues opportunities to work and learn with colleagues</li> <li>• Maintains a vast repertoire of instructional strategies</li> <li>• Recognizes that there are multiple "right" courses of action</li> <li>• Thinks globally, beyond the classroom</li> <li>• Focuses on the art of teaching</li> </ul>	<p><b>Administrator:</b> Challenger</p> <p><b>Instructional Coach:</b> Collaborator</p>	<ul style="list-style-type: none"> <li>• Assign and/or encourage formal leadership roles within the team or department structure</li> <li>• Encourage sharing and modeling of the thinking behind this teacher's decisions and actions in the classroom during team meetings</li> <li>• Encourage leadership of a team action-research project</li> <li>• Strategically partner this teacher with colleagues (in particular those in the Conscious Stage) to build their reflective capacity</li> </ul>	<ul style="list-style-type: none"> <li>• Today your students did ___ and you immediately responded with ___. How did you plan to address that misconception?</li> <li>• In the middle of today's lesson, you abruptly changed course. What led to that decision? Was it a successful move? How do you know?</li> <li>• How do you know when students are learning in the middle of a lesson? What do you look for?</li> <li>• How do you identify specific learning styles of the students in your room?</li> <li>• Explain the thinking that went into planning a lesson like this. How do you know which strategies to select? How do you decide which activities to choose?</li> <li>• To what extent are you collaborating with your colleagues to plan and deliver your lessons? How can you become more intentional in partnering with your teammates?</li> <li>• Your lesson today reminded me of a recent article I read in <i>Educational Leadership</i>. I'll put a copy in your box – I would love to hear your thoughts.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze data and student work samples together</li> <li>• Analyze school-wide data together</li> <li>• Stimulate discussions of personal vision and educational philosophy</li> <li>• Serve as devil's advocate to challenge thinking</li> <li>• Record lesson and discuss video analysis</li> <li>• Facilitate idea-sharing through collegial observations</li> <li>• Encourage leadership of small group discussions around common problem of practice</li> <li>• Encourage book club facilitation or leadership</li> <li>• Arrange for student-teacher hosting opportunities</li> <li>• Encourage conference participation and publication submission</li> <li>• Interactive journaling</li> </ul>

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### Continuum Teacher Profiles

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#### Mrs. C

At the beginning of the year, you share your expectations with staff that they all differentiate their instruction and link reading strategies into every content area. Mrs C, who teaches U.S. History, is eager and excited to get started, after attending a workshop on D.I. over the summer and creating a bank of reading strategies.

Your early conversations with Mrs C and opportunities to sit in on some team meetings indicate that she is progressing toward her goal. She relates that she is differentiating for students with varying reading abilities. When you enter her classroom for some informal observations, you notice the majority of her lessons are delivered via lecture, and when students get to work they're usually in pairs and addressing questions in the textbook.

Mrs C tells you she's partnered the students intentionally, but the other strategies she's learned really won't fit with the classes you observed because of the complexity of the content, some of the behavior issues she has this year, and the pace that she has to go in order to cover the curriculum. When you offer a couple of suggestions for her practice, she says, "I'm doing that here and there, but it hasn't really been working too well this year. But we're making progress."

1. In what stage on the Continuum of Self-Reflection do you believe Mrs C is currently operating?

2. What evidence do you have to support that hypothesis?

**Mrs. W**

This summer, Mrs W attended a 3-day workshop on brain research and associated strategies to improve student learning. She came back gung-ho, calling a department meeting at her house at which her team talked about the science of neural pathways and sensory imaging while sharing bbq'd ribs.

As the school year started, Mrs W kept the momentum going by hosting after-school workshops and discussions about this topic. Gradually, however, the attendance withered as other demands consumed her colleagues' time. Mrs W became frustrated and retreated to her own classroom to focus on ensuring that every lesson met the charge of brain-friendly design.

During your observations in the classroom, you were impressed with Mrs W's ideas, the variety of lessons, and the tenacity with which she approached her classroom instruction. She begged for feedback from you, requesting ideas to support some of her students that weren't showing the degree of growth she had been expecting. As the year progressed, she began to question herself and wonder if what she was doing was indeed working, and lamented more than once that her teammates weren't on board with her in this venture. She continued to provide articles on brain-based strategies to her teammates, placing them in their mailbox every month or so.

1. In what stage on the Continuum of Self-Reflection do you believe Mrs W is currently operating?

2. What evidence do you have to support that hypothesis?

**Mr. D**

Every morning when you arrive at work, Mr D is already on his second cup of coffee and has been in the staff workroom for an hour. He is likely the hardest-working member of the staff, putting in long hours, volunteering for multiple committees, and seems to have fantastic relationships with students – they're always decorating his room for birthdays, requesting his classes, and joking around in the hallways. A veteran educator, Mr D is described by colleagues who say, "Yup, that's Mr D."

Mr D attends team meetings, often brings donuts, and is the group secretary, keeping copious notes and emailing them right away. When you sit down with him to set an instructional goal, he deflects the conversation to the activities he's leading and the structure of his advisory class. Eventually, he suggests a goal of "becoming more efficient loading grades into the computer."

In the classroom, Mr D follows the teacher guide-book with military precision. He assigns tasks and keeps a log of missing assignments that students must report to a lunchtime study-hall to complete. His students' test scores lag behind those of his colleagues in the building, but he shrugs, "I taught it and they did the work; I can't explain why they didn't do well on the test. They're good kids."

1. In what stage on the Continuum of Self-Reflection do you believe Mr D is currently operating?

2. What evidence do you have to support that hypothesis?

**Mr. M**

During staff meetings and collaborative sessions, Mr M is known for phrasing his contributions in student-centered language. He attributes much of the success his students have on the state assessments and end-of-course exams to their work ethic, their dedication, and ability to solve problems cooperatively. At times, his colleagues wonder if he just keeps getting “the high groups.”

Mr M considers school-wide initiatives thoughtfully. He seeks a balance between administrators’ pushes and the students’ needs. He is willing to take on additional responsibilities, but with a careful eye on how they’ll impact his class, the team, and the entire school community. You sometimes wonder if Mr M doesn’t overthink some issues in his quest to achieve educational perfection.

For a larger guy, Mr M uses a pretty soft-spoken approach in his classroom. Midway through the year, your observations reveal that he uses a variety of instructional strategies, he spends considerable time meeting with small groups of students and conferring with individuals while the rest of the class is engaged in productive work. When he does gather the class’ attention, it’s usually to provide a key reminder or to reveal that he’s identified a misconception that several students have displayed – and he asks the class to seek an explanation for the correction. Verily, his class seems to run itself.

1. In what stage on the Continuum of Self-Reflection do you believe Mr M is currently operating?
2. What evidence do you have to support that hypothesis?

# NOW WHAT?

Name: \_\_\_\_\_ Today's date: \_\_\_\_\_

Directions: You've just completed a fabulous, informative, and inspirational workshop. Armed with new information and practical strategies, **WHAT ARE YOUR GOALS FOR IMPLEMENTING THESE APPROACHES** to increase your effectiveness in your professional responsibilities? For the overarching SMART goal, write at least two specific Action Steps that you **WILL** attempt.

My SMART Goal: By \_\_\_\_\_, \_\_\_\_\_

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WHY did I set this goal? \_\_\_\_\_

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HOW will I accomplish it?

Action Step #1: \_\_\_\_\_

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Action Step #2: \_\_\_\_\_

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Action Step #3: \_\_\_\_\_

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WHO will support me (and in what manner)? \_\_\_\_\_

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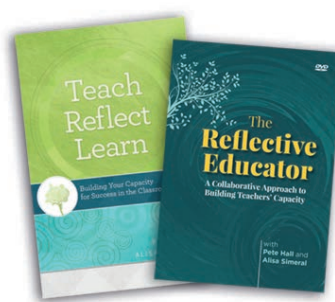
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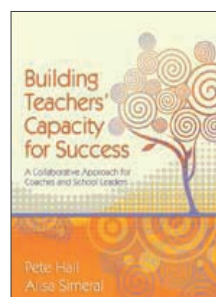
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	109002	Building Teachers' Capacity for Success: A Collaborative Approach for Coaches and School Leaders	\$32.95
	116014	Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom	\$39.95
	EYE3986	Lead On!: Motivational Lessons for School Leaders	\$37.95
	117087	Leadership Bundle	\$99.95
	115040	Teach, Reflect, Learn: Building Your Capacity for Success in the Classroom	\$39.95
	116026	The Principal Influence: A Framework for Developing Leadership Capacity in Principals	\$45.95
	115000	The Reflective Educator Bundle	\$275.00
	616027	The Reflective Educator DVD: A Collaborative Approach to Building Teachers' Capacity	\$250.00
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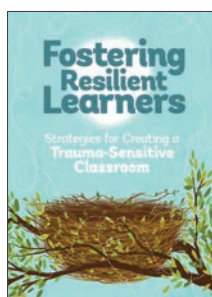
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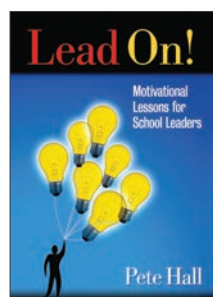
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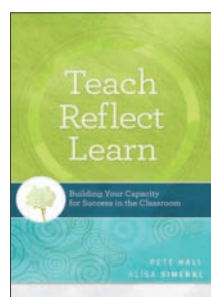
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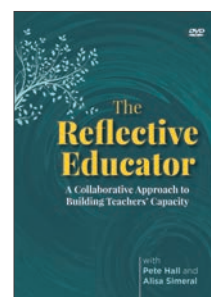
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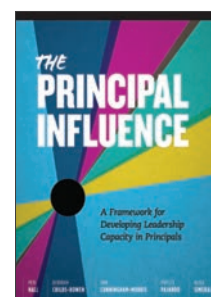
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