

14th Annual
Hawker Brownlow

Thinking & Learning Conference

TOM HIERCK

THURSDAY 18 MAY

**Learning for All: Not Some!
Session 3**

MELBOURNE



☎ 03 8558 2444

🌐 www.hbconf.com.au

🖨 03 8558 2400

✉ conferences@hbe.com.au

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. His dynamic presentations explore the importance of positive learning environments and the role of assessment in improving student learning. 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 to create positive school cultures and build effective relationships that facilitate learning for all students.

A message from Hawker Brownlow Education

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

Published in Australia by



This handout was created by Hawker Brownlow Education for the proceedings of the Hawker Brownlow 14th Annual Thinking & Learning Conference. All rights are reserved by Hawker Brownlow Education. It is a violation of copyright law to duplicate or distribute copies of this handout by any means for any purposes without prior permission in writing from Hawker Brownlow Education. Professors and workshop presenters must first secure written permission for any duplication rights. For copyright questions, permission requests, or information regarding professional development contact:

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

© 2017 Hawker Brownlow Education
Printed in Australia

CODE: MELTHK0103
0517

Collaborative Systems of Support

Learning for All



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 21st 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
- RTI²

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.

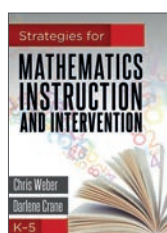
The Consequence...

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.

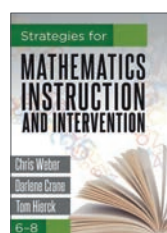
Available from Hawker Brownlow Education

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

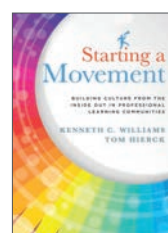
Qty	Code	Title	Price
	SOT0478	Starting a Movement: Building Culture From the Inside Out in Professional Learning Communities	\$41.95
	SOT0522	Strategies for Mathematics Instruction and Intervention, 6–8	\$42.95
	SOT0515	Strategies for Mathematics Instruction and Intervention, K–5	\$42.95
	SOT0539	Uniting 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
Total (plus freight) \$			



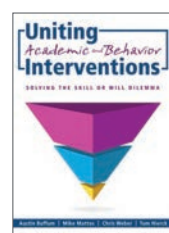
SOT0515



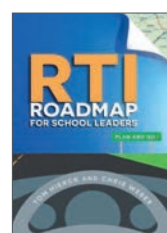
SOT0522



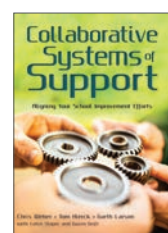
SOT0478



SOT0539



BKD8474



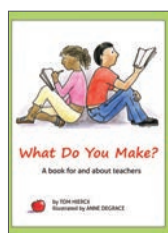
HB7897



SOT0508



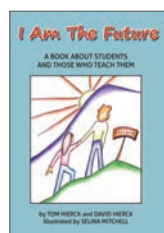
SOT2301



HB5152



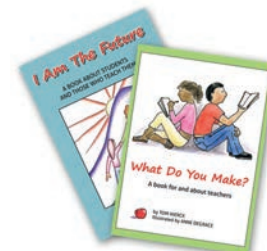
HB5001



HB5077



HB5002



HB5000

Attention Order Number

Name of School

Address

..... StateP/Code.....

Country

Email:

Yes, I would like to receive emails from Hawker Brownlow Education about future workshops, conferences and the latest publications.

Terms of Trade

- Prices are quoted in Australian dollars (\$AUD) and include GST
- All prices are subject to change without notice.
- For New Zealand customers, at the time of invoice, we will convert the amount into New Zealand dollars (\$NZD) so that you can pay by cheque or credit card in New Zealand dollars (\$NZD).
- Full money-back guarantee.
- We do realise it is difficult to order sight unseen. To assist you in your selection, please visit our website <www.hbe.com.au>. Go to 'Browse Books' and most titles will give you the option to view the first few pages of the book. Click 'View Contents' on your selected book page.
- We will supply our books on approval, and if they do not suit your requirements we will accept undamaged returns for full credit or refund. Posters are for firm sale only and will not be sent on approval. Please be aware that delivery and return postage is the responsibility of the customer.
- Freight costs are determined at Australia Post rates, with a minimum delivery charge of \$9.50 within Australia and \$15.00 for New Zealand for each order.
- Please provide your street address for delivery purposes.

To place an order, request a catalogue or find out more about our resources:

Call
1800 334 603
(03) 8558 2444

Fax
1800 150 445
(03) 8558 2400

Online
www.hbe.com.au

Mail
Hawker Brownlow Education
PO Box 580,
Moorabbin, VIC 3189

Do you want to know all about the latest professional development events in your area? Be the first to find out about new releases from world-renowned and local authors with the HBE e-newsletter! Upcoming titles will feature authentic assessment and digital media, along with a strong focus on success in mathematics and literacy. Sign up to our FREE e-newsletter at www.hbe.com.au.

Online 'On Account' ordering now available!

If you have a pre-existing account with Hawker Brownlow Education, you can now order online and pay using that account.