

14th Annual  
**Hawker Brownlow**

# Thinking & Learning Conference

**TOM HIERCK**

**SATURDAY 20 MAY**

**Failing Forward – Creating a  
Safe Learning Environment**

**Session 2**

**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. 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.

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## Failing Forward – Creating a Safe Learning Environment

### Crucial First Questions

Why do teachers assess?

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What are effective schools doing to achieve significant results in student learning?

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### My School Ranking (1 is high, 5 is low)

Guaranteed and viable curriculum \_\_\_\_\_

Challenging goals and effective feedback \_\_\_\_\_

Parent and community involvement \_\_\_\_\_

Safe and orderly environment \_\_\_\_\_

Collegiality and professionalism \_\_\_\_\_

### Hattie's Effect Size

Rank from 1 to 7 (highest to lowest) the effect size of the following practices:

- Class size \_\_\_\_\_
- Homework \_\_\_\_\_
- Feedback \_\_\_\_\_
- Retention \_\_\_\_\_
- Parent involvement \_\_\_\_\_
- Student expectations \_\_\_\_\_
- Formative evaluations \_\_\_\_\_

Did you identify any as having a negative effect?

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All of the assessments we administer:

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Now go back and **rank** each assessment as a 1, 2, or 3 in terms of having an **actual** impact on instruction and student learning, with a 1 having the greatest impact.

What characteristics do your number-1 ranked assessments share?

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**Five Roadblocks to Effective Item Writing**

(Popham, *Test Better, Teach Better*, 2003)

- Unclear directions
- Ambiguous statements
- Unintentional clues
- Complex phrasing
- Difficult vocabulary

**Selected Response or Constructed Response**

Reasons for or against selected response:

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Reasons for or against constructed response:

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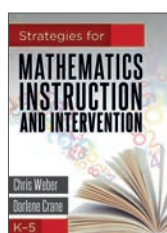




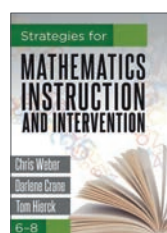
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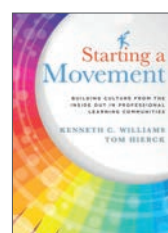
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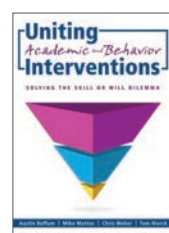
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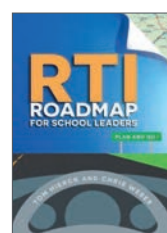
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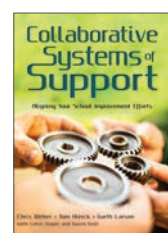
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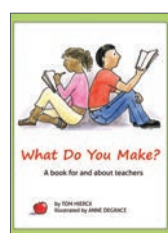
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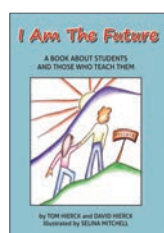
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