

14th Annual
Hawker Brownlow

Thinking & Learning Conference

TOM HIERCK

SATURDAY 20 MAY

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

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.

A message from Hawker Brownlow Education

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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



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.

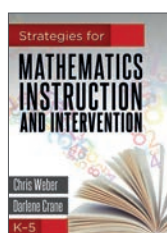
The Consequence...

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.

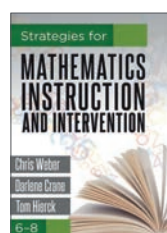
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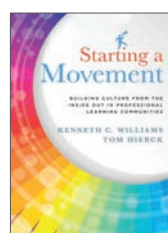
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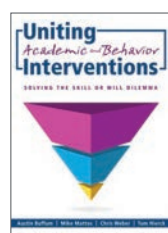
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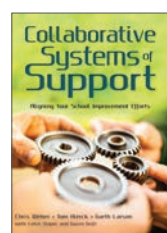
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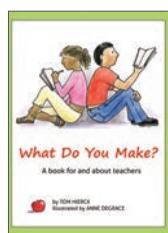
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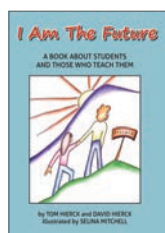
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