

15th Annual  
Hawker Brownlow  
**Thinking &  
Learning**  
Conference

[www.hbconf.com.au](http://www.hbconf.com.au)

**MYRON DUECK**

**FRIDAY 18 MAY**

**Session 2**

**Unleashing Creativity in the Classroom  
- Widening the Window for All**

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**MELBOURNE**

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# MYRON DUECK

Myron Dueck is a vice-principal, teacher and author in SD 67 in British Columbia, Canada. He has previously taught in Manitoba and the South Island of New Zealand. Over the past 17 years of teaching, Myron has experience in a variety of subjects ranging from grades 4 to 12. Myron Dueck has spent the last 17 years in education. His teaching experiences range from grades 4 through 12 in three different jurisdictions – Manitoba, British Columbia and the South Island of New Zealand. The vast majority of Myron's teaching and administrative experience is in the public schooling system, but his resume does include four years in an independent school in BC.



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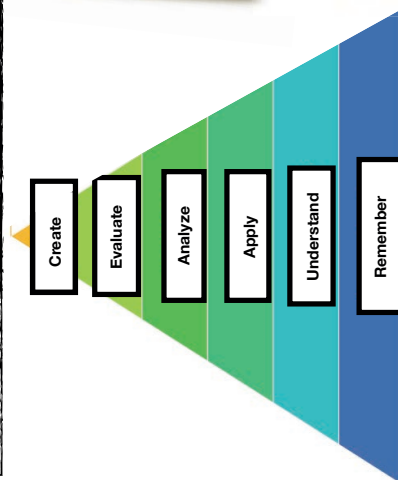
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CODE: MDK0102  
0518

# create

**cre·ate** to bring something into existence  
/krē'āt/ verb



## Authentic Learning Experiences



"Everything we teach should be different from machines"  
Jack Ma

H B E - M e l b o u r n e

May 18, 2018

notes

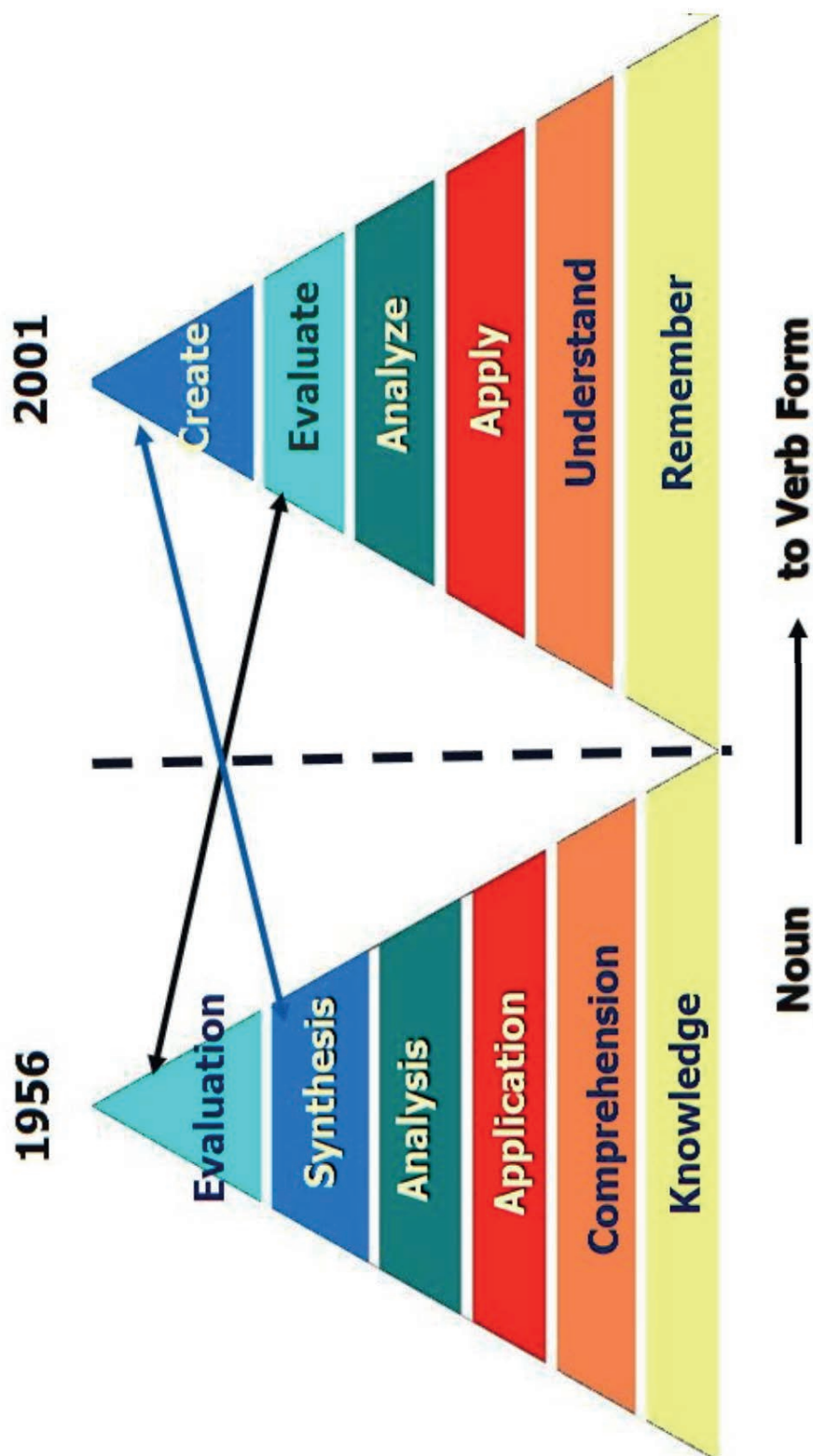
1. Design  
PISA examples → Unit plans → Major Project Planning Sheet

2. Voice  
RSA → animate → iMovie → rap

3. Innovation  
ESPN Match

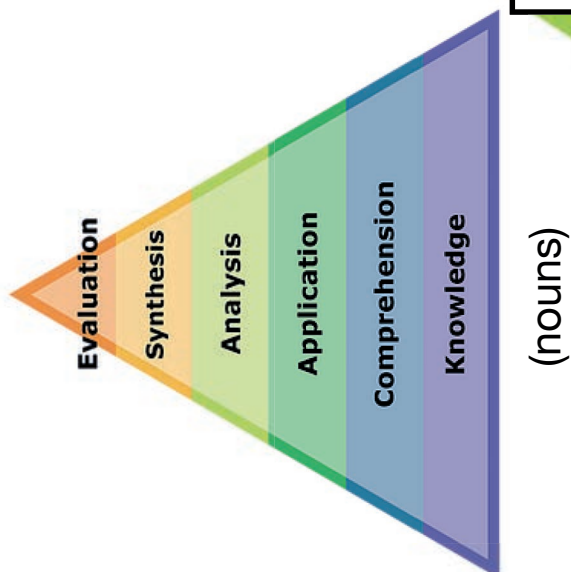


Table 1.1 – Bloom vs. Anderson/Krathwohl

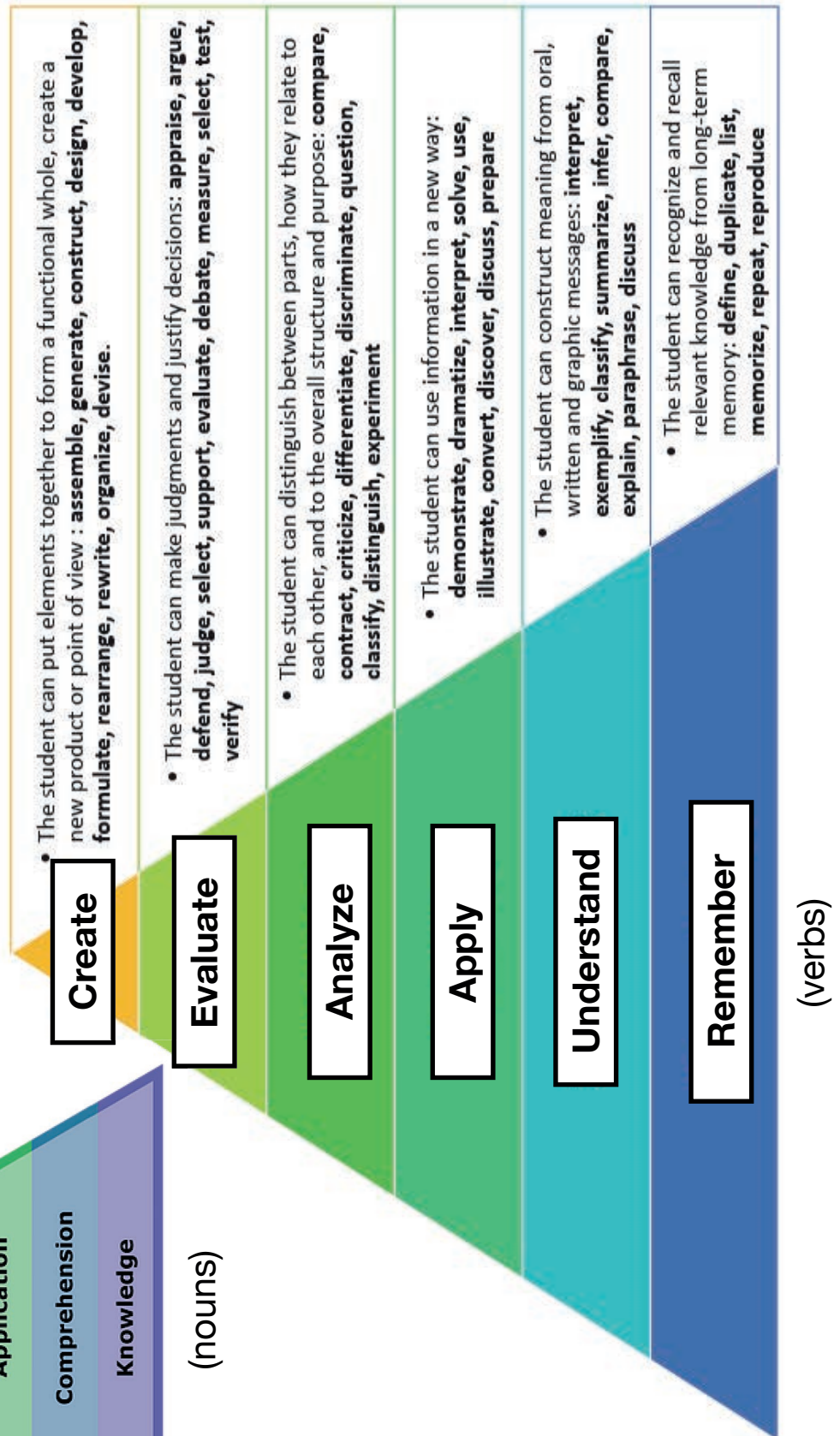


(Diagram 1.1, Wilson, Leslie O. 2001)

## Bloom's Original Taxonomy



## Bloom's Revised Taxonomy

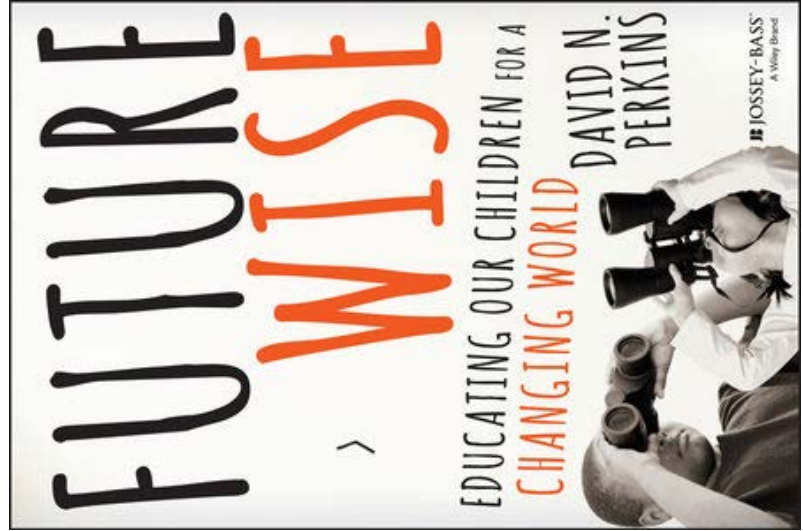




**Widen the window for students to demonstrate deeper understanding.**

**Develop life-long skills and competencies.**

*Teach to the Unknown*



Jack Ma: Founder of Alibaba  
Net worth: 39.2B (2018)

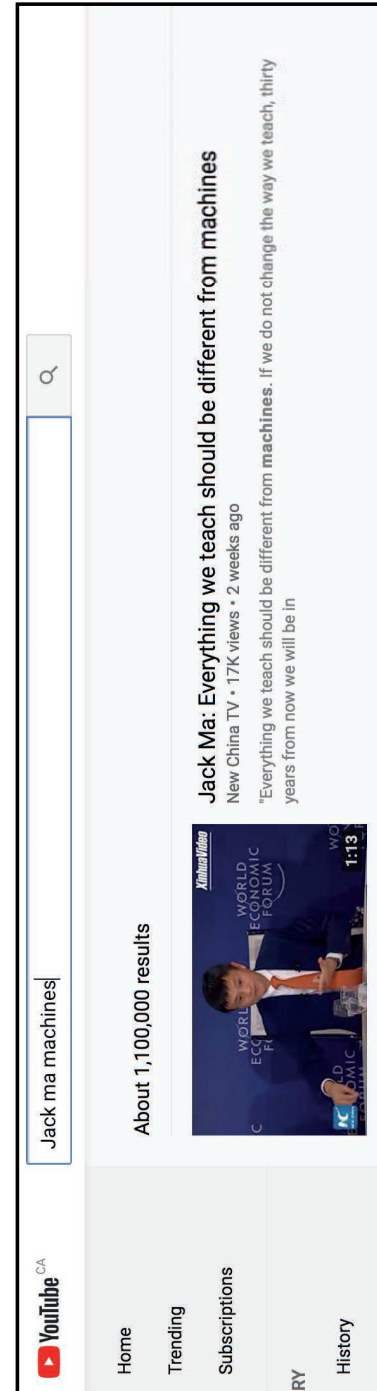
*“Everything we teach should be different from machines.”*

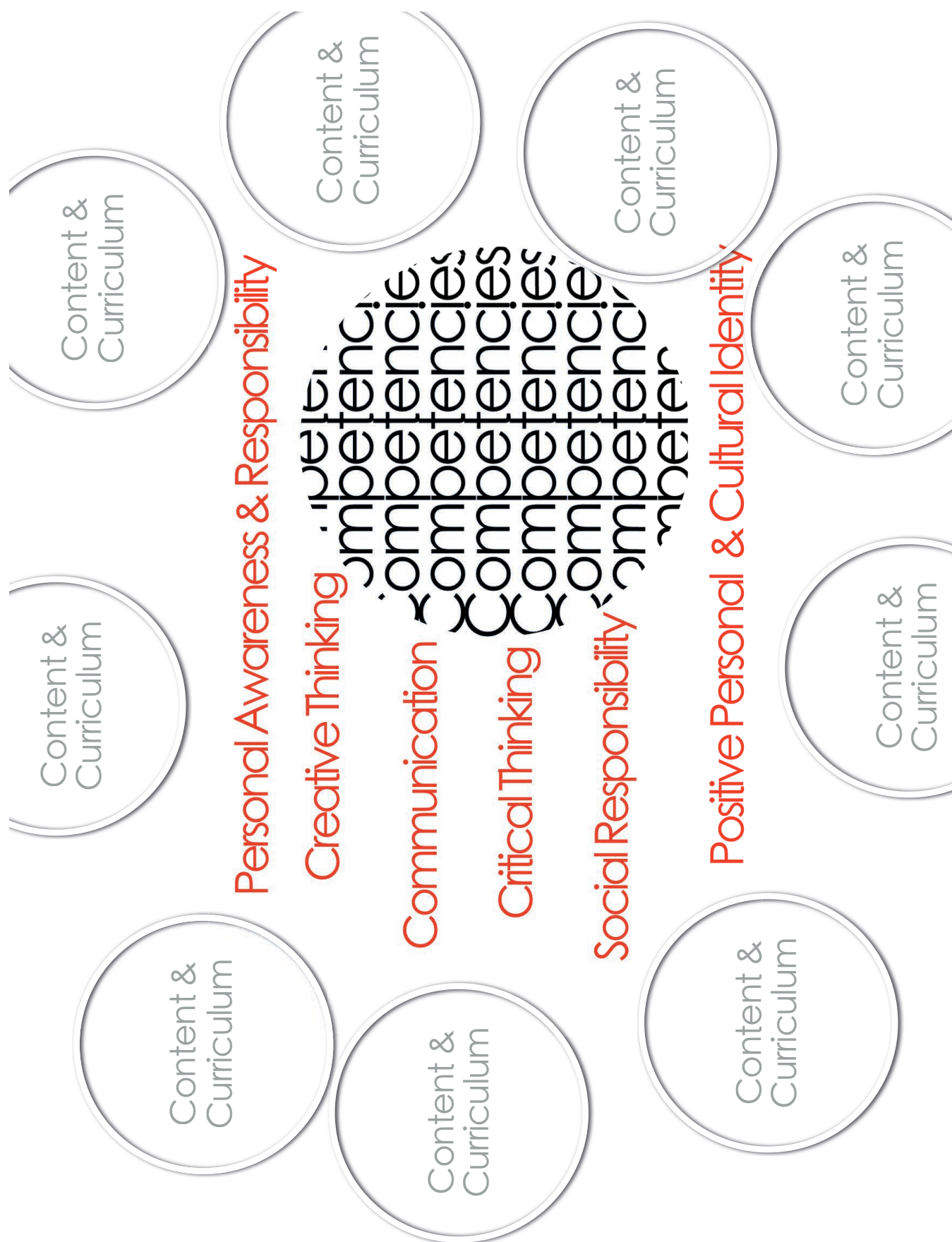


Values  
Beliefs  
Independent Thinking  
Teamwork  
Care for others

‘Soft Parts’

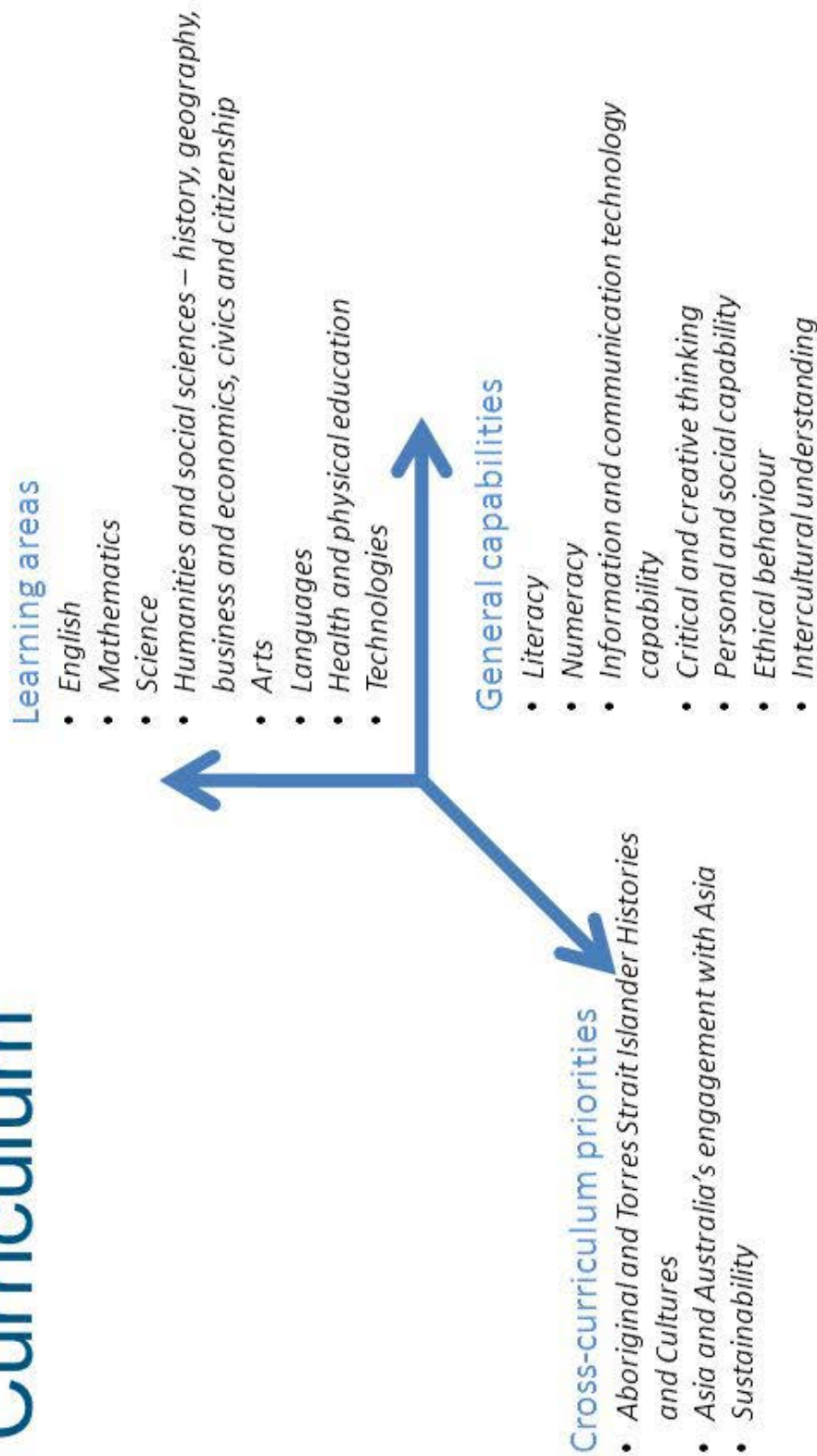
Sports  
Music  
Painting  
Art

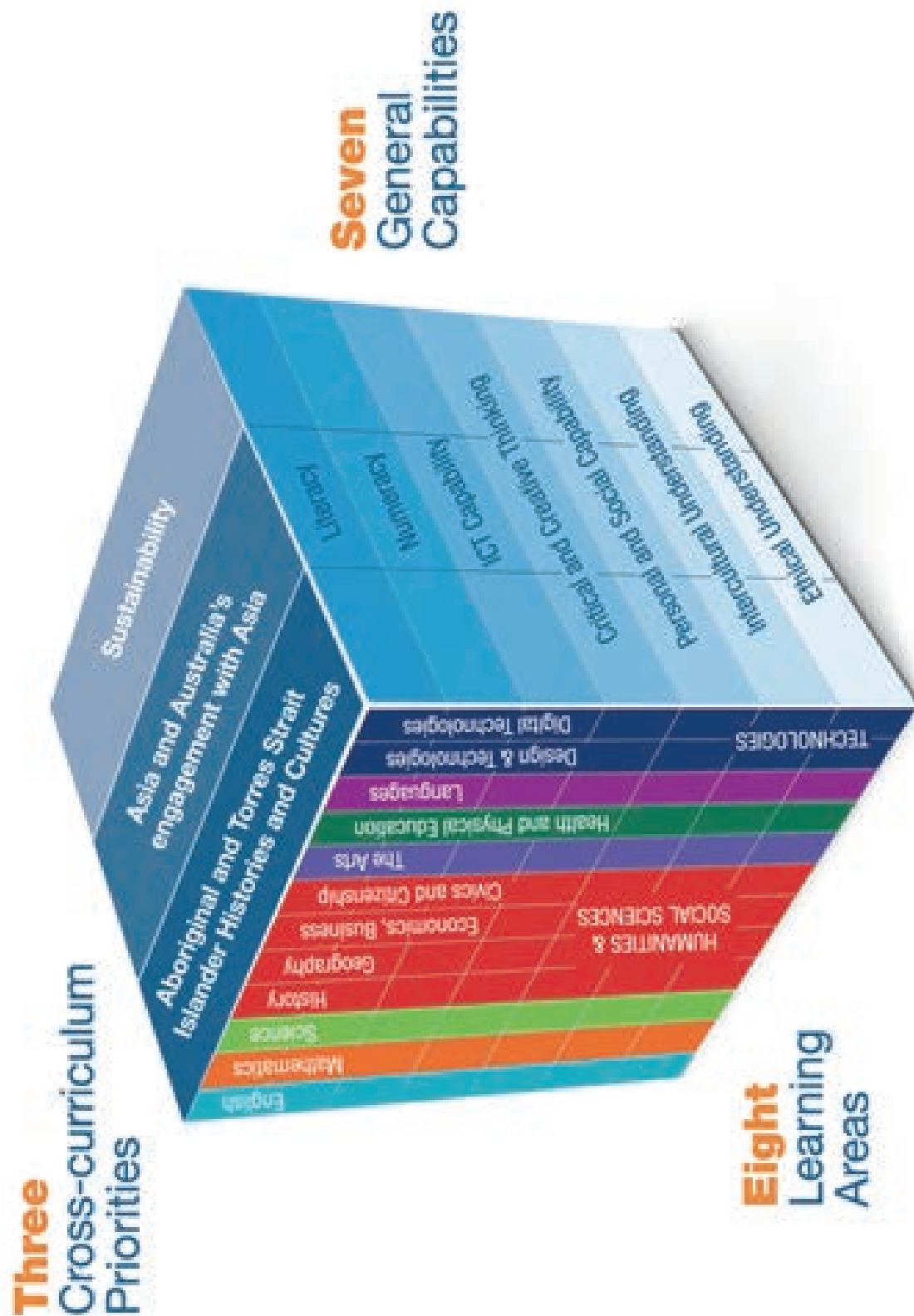






# Dimensions of the Australian Curriculum





## University Feedback...

“We want to move away from content acquisition and move towards skill-based, process-oriented and collaborative learning.” **Dr. Lam - Faculty of Science  
Simon Fraser University**

“We want students to get into the habit of examining their own thinking...to apply what they have learned in novel contexts.”

**Dr. Samuels - Head of Botany  
University of British Columbia**

“ In Academia today exploration, originality, creativity and discovery are particularly valued. You will not distinguish yourself in academia these days by merely knowing a whole lot of information – which is free on the internet. You distinguish yourself by being able to apply this knowledge to new contexts creatively and by uncovering knowledge gaps.

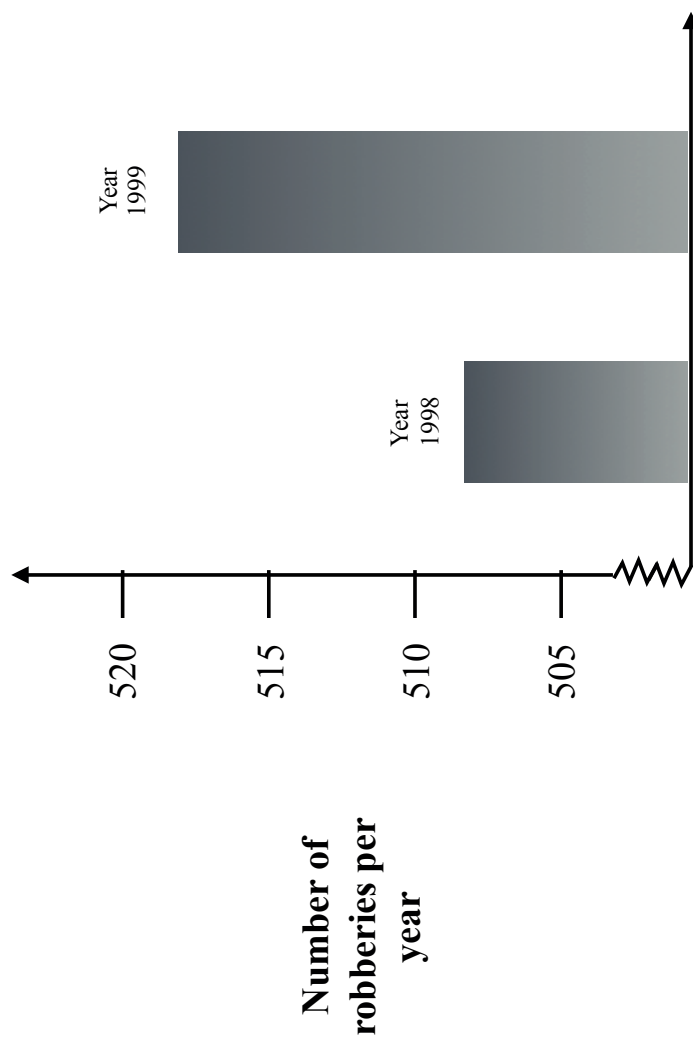
**Florentine Strzelczyk, Professor and  
Department Head - University of Calgary**

“I think, increasingly, anything you learn is going to become obsolete within a decade, and so the most important kind of learning is about how to learn.”

*Quotes compiled by Myron Dueck and Scott Harkness (2015)*

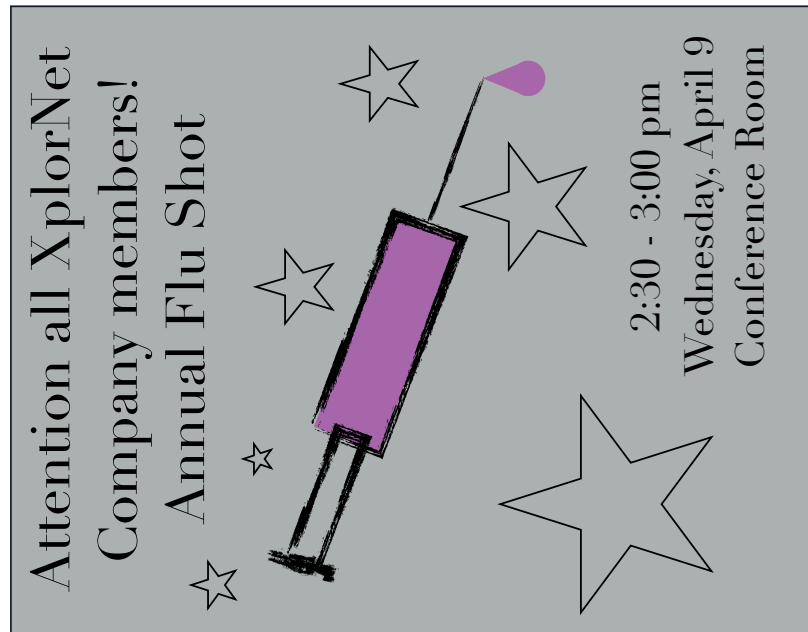
-Lawrence Summers  
former president of Harvard University

*A TV reporter showed this graph and said, “The graph shows that there is a huge increase in the number of robberies from 1998 to 1999.”*



*Do you consider the reporter’s statement to be a reasonable interpretation of the graph? Give an explanation to support your answer.*

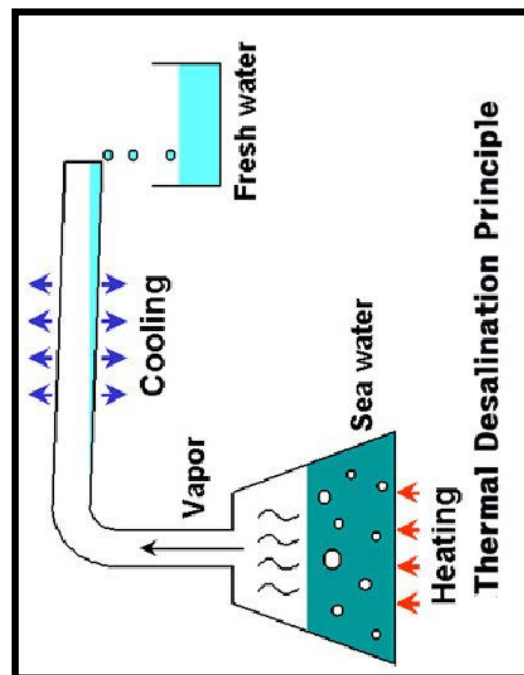
*Fiona wanted the style of this information sheet to be friendly and encouraging. Do you think she succeeded? Explain your answer by referring in detail to the layout, style of writing, pictures or other graphics.*





## Fresh Water from the Sea

Increasingly there are numerous areas around the world that are facing water shortages. With most people in the world living near the ocean, one possible solution is to use salt water to make fresh water. Through a process known as **desalination**, fresh water is created by removing the salt and minerals from seawater. Many large-scale desalination plants require a heat source in order to boil the salt water. When the water boils the vapour rises without the salt and minerals in it. The condensation from this vapour can then be collected and used as fresh water.



Refer to 'Fresh Water from the Sea' on the right. Click on a choice and then type an explanation to answer the question.

A small community situated next to the ocean wants to explore the possibility of getting fresh water through desalination. There are a number of options for the community to find a heat source needed for the process.

Choice 1	Explore all local heat sources such as solar energy and electricity produced by tides.
Choice 2	Research every desalination plant in the world and start using the process that is used the most often.

Which choice would most likely give the community the best chance of success?

- ☐ Choice 1
- ☐ Choice 2

Explain why

## HISTORY 12

NAME: \_\_\_\_\_

## PARIS PEACE CONFERENCE UNIT PLAN

## Student-Friendly Learning Target Statements

- ☐ I know the definition of these terms and how they were factors affecting the Treaty of Versailles:

imperialism  
nationalism  
communism

neo-imperialism  
militarism

capitalism  
self-determination

- ☐ I can identify the countries on a pre-1919 map of Europe **and** a post-1919 map of Europe

- ☐ I can identify major differences between the pre-1919 and post 1919 maps of Europe.

- land lost by Germany, Austria-Hungary & the Ottoman Empire
- newly formed countries of Europe

- ☐ I can explain the importance of these people at the Paris Peace Conference:

- Wilson, Clemenceau, Lloyd-George, Vittorio Orlando

- ☐ I can explain how the following terms applied to Germany in 1919:

**'stab in the back' theory**  
**reparations**  
**Schlieffen Plan**  
**Polish Corridor**  
**'diktat'**

**Sudetenland**  
**'Blank Check'**  
**14 Points**  
**Anschluss**

**self-determination**  
**Article 231 (War Guilt)**  
**Saar**  
**Rhineland**

- ☐ I can explain how the following terms applied to Italy in 1919:

**'stab in the back' theory**  
**14 Points**

**Dalmatian Coast**  
**South Tyrol**

**Italia Irredenta**

- ☐ I can list and describe **Wilson's 14 Points**.

- ☐ I can list the main conditions of the Treaty of Versailles:

- ▶ territorial losses
- ▶ military conditions
- ▶ reparations

- ☐ I can list which conditions of the Treaty of Versailles Germany considered to be unfair.

<p><b>Reasoning Targets</b></p> <p><i>“What I can do with what I know.”</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can evaluate to what extent Wilson’s 14 Points are reflected in the Treaty of Versailles.</li> <li><input type="checkbox"/> I can evaluate to what extent France (and its leader Clemenceau) were satisfied with the Treaty of Versailles.</li> <li><input type="checkbox"/> I can evaluate the extent to which Lloyd George and the British Government were satisfied with the treaty of Versailles.</li> <li><input type="checkbox"/> I can evaluate the role that nationalism and imperialism played in the formation of the Treaty of Versailles.</li> <li><input type="checkbox"/> I can determine and or argue where self-determination <b>was</b> and <b>was not</b> applied to people after 1919.</li> <li><input type="checkbox"/> I can explain how the Treaty of Versailles may have led to increased nationalism in a number of different groups/nations.</li> <li><input type="checkbox"/> I can explain how the Mandate system under the League of Nations angered the Arab people of the Middle East.</li> </ul>
<p><b>Skill Targets</b></p> <p><i>“What I can demonstrate.”</i></p>	<p>Depending on whom I represent at the Paris Peace Conference:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can apply the interests of either Britain, France, or the USA in a PPC group negotiation or</li> <li><input type="checkbox"/> I can argue for self-determination on behalf of a smaller delegation in a PPC group negotiation</li> <li><input type="checkbox"/> I can prepare a 2 minute speech to give to the delegates at the Paris Peace Conference (minorities only)</li> <li><input type="checkbox"/> I can prepare a 1-2 minute speech outlining how either Britain, France or the USA approach one of these key issues: <ul style="list-style-type: none"> <li>▶ war costs and reparations</li> <li>▶ map of Europe and colonies</li> <li>▶ future military strength considerations</li> <li>▶ war guilt and prevention</li> </ul> </li> </ul>
<p><b>Product Targets</b></p> <p><i>“What I can make to show my learning.”</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can write a 1-2 page reflection on the PPC, incorporating the following topics: <ul style="list-style-type: none"> <li>▶ my overall impression of the experience</li> <li>▶ elements I found frustrating and/or successful</li> <li>▶ how it affected my understanding of the difficulties associated with war guilt, colonies, self-determination and the prevention of future wars.</li> </ul> </li> </ul>

Name: \_\_\_\_\_ Block: \_\_\_\_\_

**Beowulf Unit Plans**

as part of the Heroes Unit in College Preparatory English

In this unit, students will be able to complete the following:

Knowledge Targets: Delete any words below that are not on Vocabulary List #1 or #2

I can define the following and utilize them in my analysis:

hero

epic hero

Anglo-Saxon

hero's journey

archetype

Reasoning/Skill Targets:

	I can <i>identify</i> the role of the <b>epic hero archetype</b> , including its influence on <b>character, plot, setting, theme, point of view, tone, and style</b>
	I can <i>explain</i> and <i>classify</i> the <b>traits of the epic hero archetype</b> and <i>apply</i> that knowledge to an analysis of characters in literary works across genres and formats.
	I can <i>identify</i> and <i>explain</i> the <b>hero's journey</b> as it appears in literature and film.
	I can <i>evaluate</i> the influence of historical context on the <b>epic hero</b> and the <b>hero's journey</b> .
	I can <i>compare</i> and <i>evaluate</i> oral, written, or viewed works from various eras and traditions.
	I can <i>create</i> and <i>defend</i> an argument for a character's heroic status.
	I can <i>utilize</i> research skills, word processing, and footnotes to create a product.
	I can <i>identify</i> <b>kennings</b> and <b>alliteration</b> in literary works as well as <i>create</i> my own.

Essential Questions:

- ★ How do heroes reflect the values of a particular culture?
- ★ How do archetypes influence how we perceive others?

This portion of this unit consists of reading various epic hero myths and comparing them to *Beowulf*.

What is my academic goal for this unit?

**Formative Assessments:** Daily Journals; Group Work; In-class work; Discussions; Reading Quizzes**Summative Assessments:** Beowulf Resume; Create an epic-hero project

Academic Reading Calendar for *Beowulf*  
as part of the Heroes/Antiheroes Unit\*

Day 1: November 3/4

Epic Hero Webquest/Hero's Journey Webquest

Record your results in your journals

Read *Beowulf* part I: "The Monster Grendel" and "The Hero's Arrival" textbook pages 20-29

Take notes over descriptions of Beowulf and Grendel

Day 2: November 10-11

Review/discuss reading assignment

Discuss descriptions of Beowulf and Grendel

Academic Success Assignment in journals

Read *Beowulf* "Unferth's Challenge" and "The Battle with Grendel" textbook pages 30-39

Day 3: November 12-13

**Outside Reading Week 4**

Review/discuss reading assignment

Apply epic hero traits to Beowulf

Close reading of the battle with Grendel

kennings Activity

Read *Beowulf* "The Monster's Mother" textbook pages 39-41

Day 4: November 17-18

Discuss Grendel and Grendel's mother as challenges

Describe Beowulf's heroic journey

Read *Beowulf: Part II* textbook pages 42-50

Take notes on elements of epic hero and hero's journey in the reading

Day 5: November 19-20

Discuss Anglo-Saxon culture and Beowulf's role

Discuss Beowulf's hero status

Read excerpt from *The Collected Beowulf* (54-59) taking notes on the way epic hero traits are portrayed in pictures/text

Assign Epic Hero Resume

Day 6: November 21-24

Discuss *The Collected Beowulf* and epic hero traits

Work time for Epic Hero Resume

Day 7: November 25-26-27

Create an Epic Hero assignment (in-class)

Work time for Epic Hero Resume

**Epic Hero Resume and Create an Epic Hero assignments due by 2 p.m. on Wednesday, November 26th**  
**Journals due Wednesday, November 26th by 2 p.m.**

\*Calendar is subject to change at Ms. Gossling's discretion. An announcement will be made in class and via Google Classroom any time there is a calendar change.



**History 12 WWII Unit Major Project Planning Sheet**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Focus: \_\_\_\_\_ Delivery method: \_\_\_\_\_

<i>What I am learning...</i>	<i>How I will show I have learned it...</i>	
<b>Learning Outcome</b>	<b>Medium/Method</b>	<b>Details and/or elements covered</b>
<input type="checkbox"/> Compare the nature of <b>democratic</b> and <b>totalitarian</b> states & their impact on individuals.		
<input type="checkbox"/> Explain the rise to power of Hitler and National Socialism with reference to: <ul style="list-style-type: none"> <li><input type="checkbox"/> Conditions that generated support for Nazism</li> <li><input type="checkbox"/> Hitler's actions and policies</li> </ul>		
<input type="checkbox"/> Identify the <b>causes</b> of the <b>outbreak</b> of World War II in Europe and the Pacific.		
<input type="checkbox"/> Explain the <b>significance</b> of <b>key military events</b> in World War II, including: <ul style="list-style-type: none"> <li><input type="checkbox"/> BATTLE OF BRITAIN</li> <li><input type="checkbox"/> attack on PEARL HARBOUR</li> <li><input type="checkbox"/> EL ALAMEIN</li> <li><input type="checkbox"/> BATTLE OF MIDWAY</li> <li><input type="checkbox"/> BATTLE OF STALINGRAD</li> <li><input type="checkbox"/> NORMANDY LANDINGS</li> <li><input type="checkbox"/> bombing of HIROSHIMA</li> </ul>		
<input type="checkbox"/> Explain how World War II <b>resulted in a realignment</b> of world power.		
<input type="checkbox"/> Describe the <b>impact</b> of <b>"total war."</b>		
<input type="checkbox"/> Describe the significance of <b>technology</b> developed prior to and during World War II.		
<input type="checkbox"/> Assess the impact of <b>mass communications</b> on political and military events prior to and during World War II.		
<input type="checkbox"/> Evaluate the <b>historical significance</b> of the HOLOCAUST.		

**I can produce a letter, newspaper article, monologue or cartoon that reflects the experiences of a young person living in the 13 Colonies at the time of the American Revolution.**

	<b>Expert 6/5</b>	<b>Apprentice 4/3</b>	<b>Novice 2/1</b>
	The student has...	The student has...	The student has...
<b>Fears and concerns of a young person in the late 1700s.</b>	Displayed a solid, in-depth account of the <b>fears and concerns</b> related directly to a <u>variety</u> of <b>key events</b> surrounding the American Revolution.	Displayed a fairly detailed account of the <b>fears and concerns</b> related directly to <u>some</u> <b>key events</b> surrounding the American Revolution.	Displayed a brief understanding of the <b>fears and concerns</b> related to <u>one or two</u> <b>key events</b> surrounding the American Revolution.
<b>Important people in the American Revolution</b>	Highlighted at least <b>three key people</b> of the American Revolution and indicated <u>clearly</u> what they did and why these actions were <b>historically important</b> .	Highlighted at least <b>two key people</b> of the American Revolution and indicated <u>quite clearly</u> what they did and why these actions were <b>historically important</b> .	Highlighted at least <b>one key person</b> of the American Revolution and indicated <u>briefly</u> what they did and why these actions were <b>historically important</b> .
<b>Research/Historical Accuracy</b>	Maintained <b>historical accuracy</b> in <u>all</u> elements of the project including terminology, images and theme.	Maintained <b>historical accuracy</b> in <u>most</u> elements of the project including terminology, images and theme.	Maintained <b>historical accuracy</b> in a <u>few</u> elements of the project including terminology, images and theme.
<b>List of sources</b>	Concluded the project with a <u>complete list</u> of the <b>resources</b> used for this project and ample information as to where they can be found.	Concluded the project with a <u>nearly complete</u> list of the <b>resources</b> used for this project and some information as to where they can be found.	<u>Attempted</u> to conclude the project with a <u>nearly complete</u> list of the <b>resources</b> , but the list is incomplete and lacks numerous critical information items.

# Elementary Version:

**1. Each student group is given a whiteboard and a number problem to solve.**

**2. Group solves it by drawing the solution on the whiteboard.**



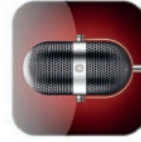
**3. Students or teacher digitally record the solution (record drawing only).**



**4. Dump video into 'movie' software (iMovie)?**



**5. Play back at desired speed and group narrates solution...record narration (Voice Memo?)**



**6. Add file (MP4a) to the project and export as**



**Final Lit Circle Project: RSA Animate****TASK:**

- Create, film and edit an RSA video that outlines the plot of your lit circle novel.
  - o 1 RSA per group of 2-4 members
  - o Post video online, or provide Ms. Stathers with a copy so the class can watch the videos.
- Hand in the attached sheet to demonstrate critical thinking about the novel.
  - o 1 per person

**TOTALS:**

Critical thinking: \_\_\_\_ / 16

RSA: \_\_\_\_ / 8

TOTAL: \_\_\_\_ / 24

**WHAT IS RSA?****RSA STEPS:**

1. Discuss the plot
2. Script and storyboard
3. Practice, practice, practice!
4. Film it
5. Edit it
6. Save it – YouTube or to a flash drive

**MY GROUP:**

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**MY BOOK:** \_\_\_\_\_

**Critical Thinking Component**(1 sheet to be completed *per person*)

NAME: \_\_\_\_\_

BOOK TITLE: \_\_\_\_\_

GROUP MEMBERS:

---

---

---

---

Describe the setting of your novel, using the 5 descriptive writing rules:

(5 marks)

Primary conflict: Man vs. \_\_\_\_\_ (1 mark)

Explain the conflict here:

(1 mark)

Primary social issue in the novel: \_\_\_\_\_ (1 mark)



Explain its significance to the novel:

(1 mark)

--

Did you like this novel? Why or why not?

(1 mark)

--

Select three quotes. Explain each quote's significance to the novel:

(6 marks)

Quote:
Significance:
Quote:
Significance:
Quote:
Significance:

\_\_\_ / 16

\_\_\_ / 16

**Did you...**

State the book title in the RSA?	YES	NO	UNSURE
State the author's name in the RSA?	YES	NO	UNSURE
Thoroughly explain the plot, to the best of your ability in the RSA?	YES	NO	UNSURE
Make the RSA available to Ms. Stathers?	YES	NO	
Work well as a group?	YES	NO	SOMETIMES
Fill out and hand in the critical thinking page?	YES	NO	UNSURE
Self-assess on the rubric below?	YES	NO	
Hand-in this page, and the critical thinking sheets?	YES	NO	

**RSA Rubric – STUDENT SELF - ASSESSMENT**

<i>1 – Not Yet Meeting</i>	<i>2 – Minimally Meeting</i>	<i>3 – Meeting</i>	<i>4 - Mastering</i>
Demonstrates an inaccurate understanding of the novel's plot.	Demonstrates a basic understanding of the novel's plot.	Demonstrates a good understanding of the novel's plot.	Demonstrates an exceptional understanding of the novel's plot.
RSA is unpracticed, nonsensical and disorganized.	RSA is somewhat practiced and thoughtful, and is sometimes disorganized.	RSA is well-practiced, thoughtful and organized.	RSA is practiced to near perfection, thoughtful and effectively organized.

\_\_\_ / 8

**RSA Rubric – TEACHER ASSESSMENT**

<i>1 – Not Yet Meeting</i>	<i>2 – Minimally Meeting</i>	<i>3 – Meeting</i>	<i>4 - Mastering</i>
Demonstrates an inaccurate understanding of the novel's plot.	Demonstrates a basic understanding of the novel's plot.	Demonstrates a good understanding of the novel's plot.	Demonstrates an exceptional understanding of the novel's plot.
RSA is unpracticed, nonsensical and disorganized.	RSA is somewhat practiced and thoughtful, and is sometimes disorganized.	RSA is well-practiced, thoughtful and organized.	RSA is practiced to near perfection, thoughtful and effectively organized.

\_\_\_ / 8

**TOTAL MARKS: \_\_\_ / 24**

Chemistry 11

Unit 3

### Unit 3 – The Physical Properties and Changes of Matter SCAVENGER HUNT!!!!

In GROUPS of 2 or 3, use an iPad or phone to take pictures and label examples of each of the following terms. The same picture can be used for multiple terms

The terms are worth different points. The group with the most points at the end of class will win a yummy glass of iced tea.

If you have the same picture of a term as another group, both teams will fail to get points for that term. So...NO SHARING.

The terms will be discussed and the text questions will be completed during the next class.

Sec 3.1 - Read pages 41 to 48 for the definitions.

Define:

Qualitative	(2 points)	Quantitative	(2 points)
Observation	(1 point)	Interpretation	(5 points)
Description	(1 point)	Data	(1 point)
Experiment	(2 points)	Hypothesis	(15 points)
Theory	(15 points)	Law	(5 points)

Complete questions # 1 – 6 pg 43

Sec 3.2

Define:

Matter	(1 point)	Substance	(1 point)
Physical Property	(5 points)	Chemical Property	(10 points)
Intensive Property	(10 points)	Extensive Property	(5 points)

Complete questions # 13 and 15 pg 45

What are the 3 common states of matter? List the set of properties of each.

There are 4 exotic states of matter (2 million points each)

Define:

Hardness	(2 points)	Malleability	(2 points)
Ductile	(2 points)	Lustre	(2 points)
Viscosity	(2 points)	Diffusion	(2 points)
Vapour	(10 points)	Vapour Pressure	(10 points)

Complete questions # 21, 22, 24 and 25 pg 48

Biology 12

Name:



## DNA Replication Play Dough Project

**Objective:** To create and describe the steps of replication using play dough

**Procedure:**

- Outline the steps of replication on paper/ whiteboard first
- Be sure to include all appropriate vocab
- Create each step of replication
- Using the iPad, take a picture at each main step
- Use an imotion to create a stop-motion video of the replication story
- Explain each step of replication in an appropriate way related to your app

If possible publish your video to YouTube or email your finished project to [sharkness@summer.com](mailto:sharkness@summer.com)

# zeros were replaced by INC

Assign an  
**incomplete**  
in place of a mark.

**No zeros** for  
incomplete  
assignments or missed  
tests/quizzes.

The **entire** course  
grade is replaced by an  
INC until the assignment  
or test is **finished**.

Myron Dueck (c) 2017



# zeros were replaced by a temporary grade

**Version  
struggling learners**

**grade**

the assignment on  
the due date

**No zeros** for  
incomplete  
assignments or  
missed tests/quizzes.

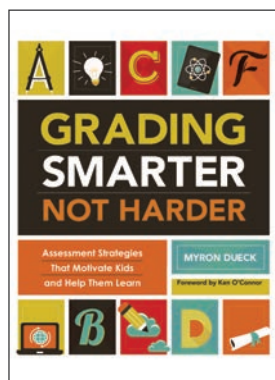
**reassess** the  
assignment when the  
student considers it  
completed (or no time  
remains)

[illegible]

[illegible]

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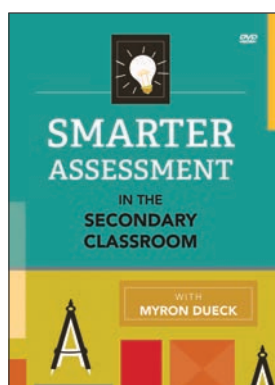


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### Smarter Assessment in the Secondary Classroom (DVD)

Myron Dueck • 9781760019648

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