

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

www.hbconf.com.au

MYRON DUECK

FRIDAY 18 MAY

Session 3

**Harnessing the Power of Technology and Innovation
to Achieve Authentic Learning Experiences**

MELBOURNE

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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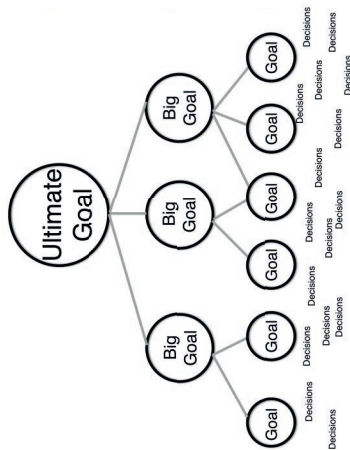
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HARNESSING THE POWER OF TECHNOLOGY & INNOVATION TO ACHIEVE AUTHENTIC LEARNING EXPERIENCES

HBE 2018

Friday May 18 Session 3
2:00-4:00notes

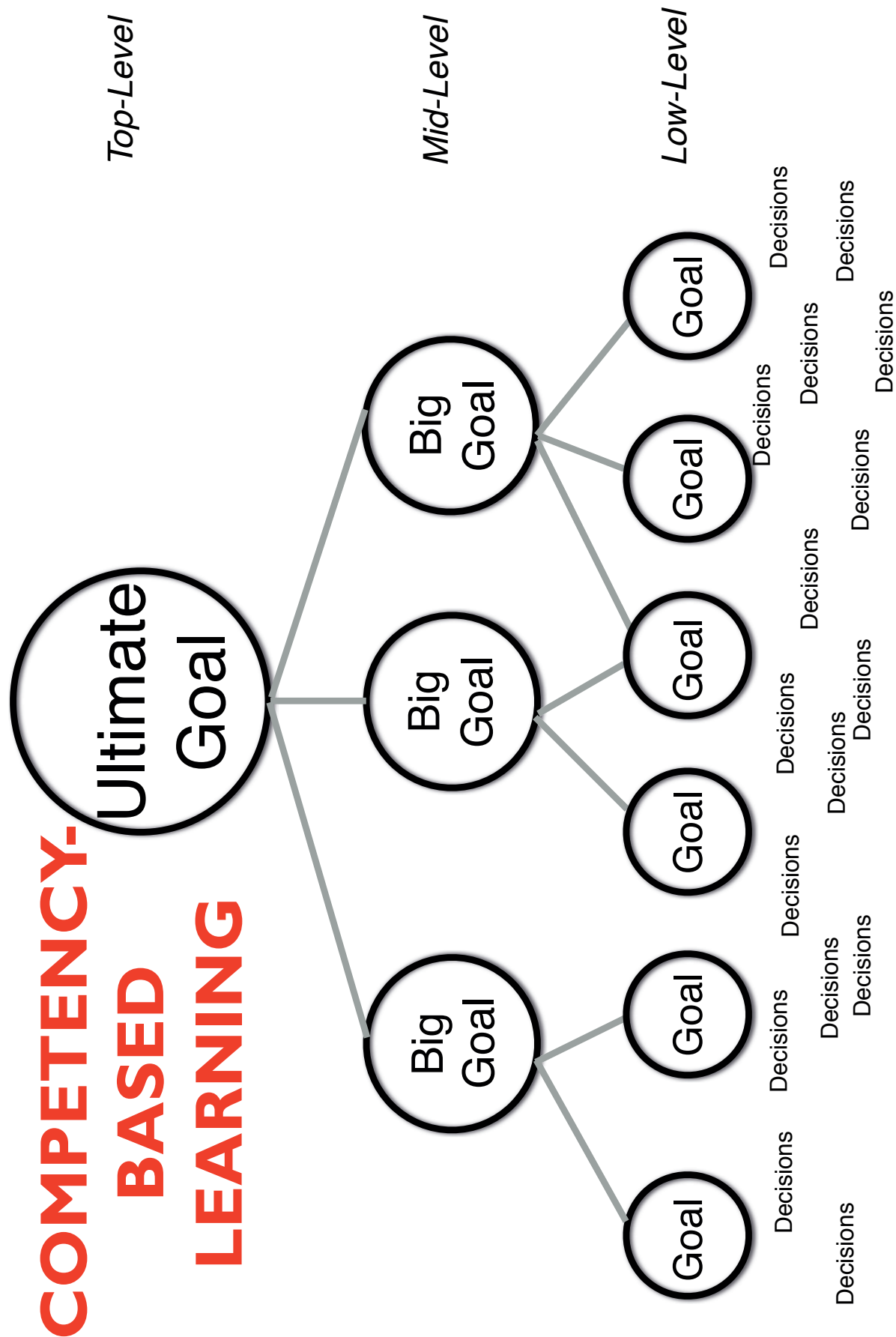
Authentic Learning Experiences


 iPad

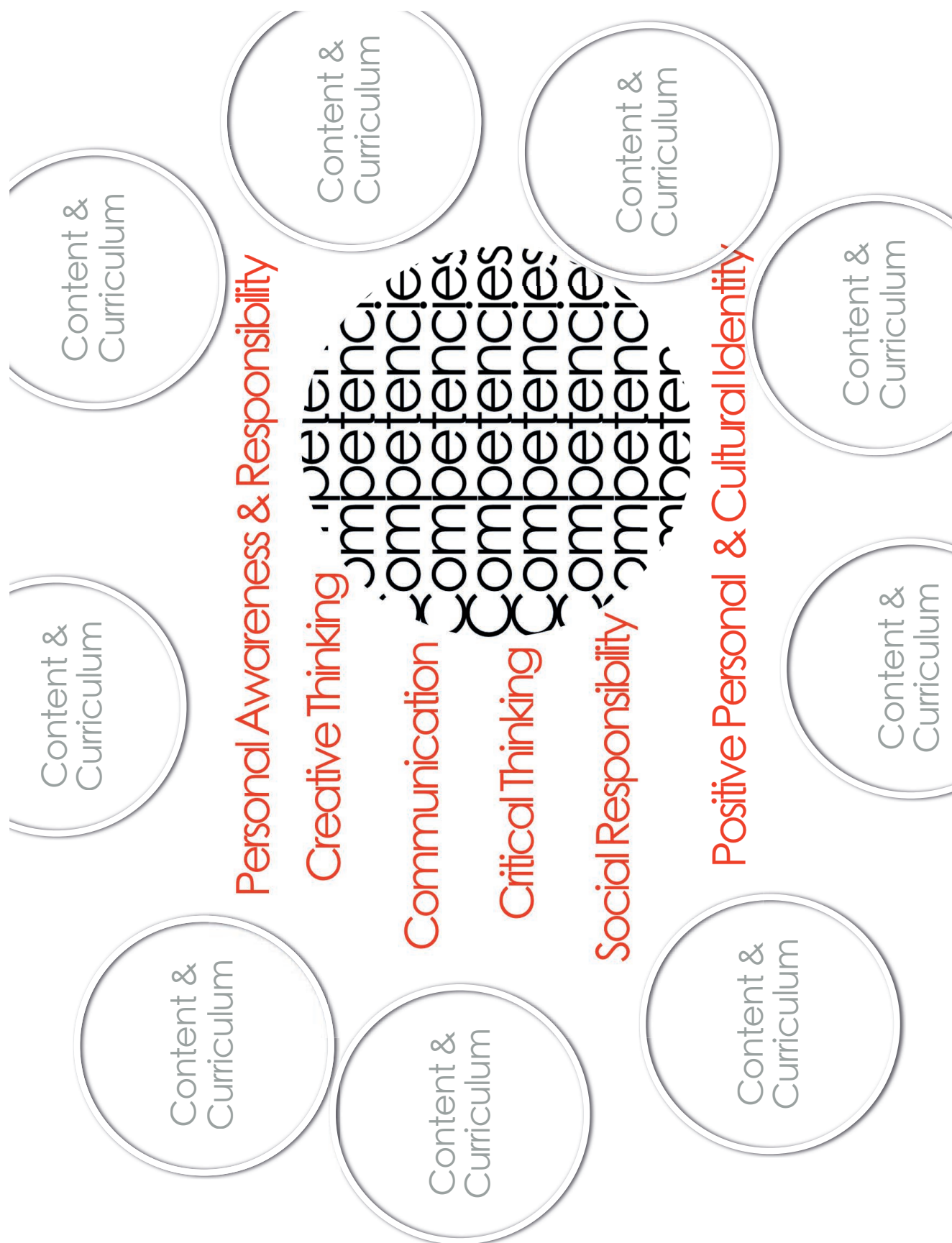

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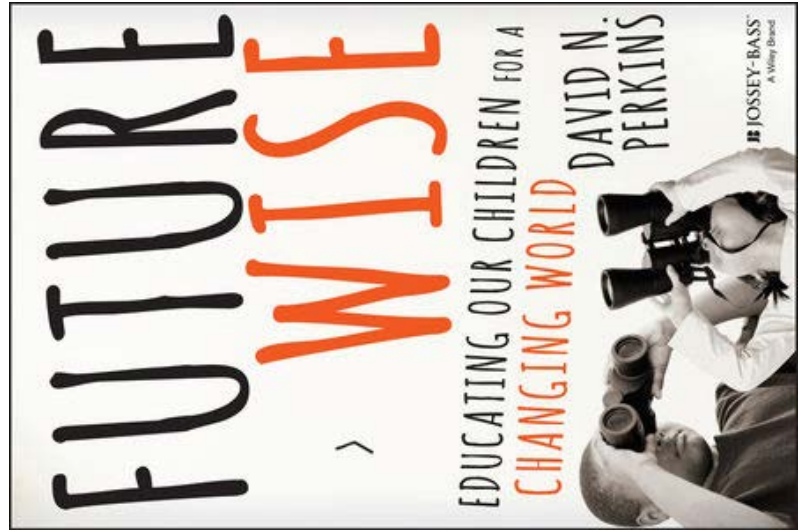
Adapted from Grit: The Power of Passion and Perseverance (Duckworth)



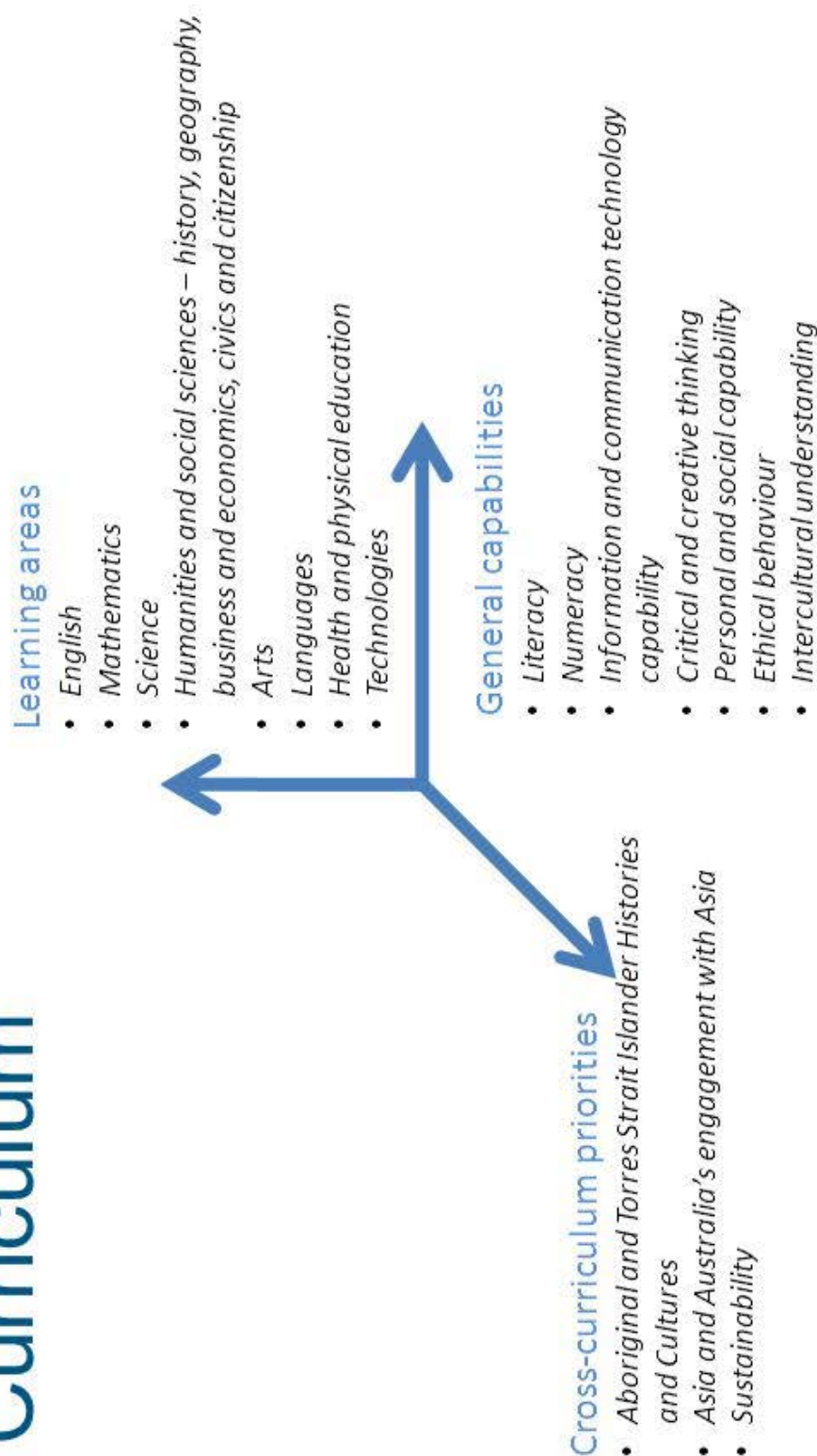
Widen the window for students to demonstrate deeper understanding.

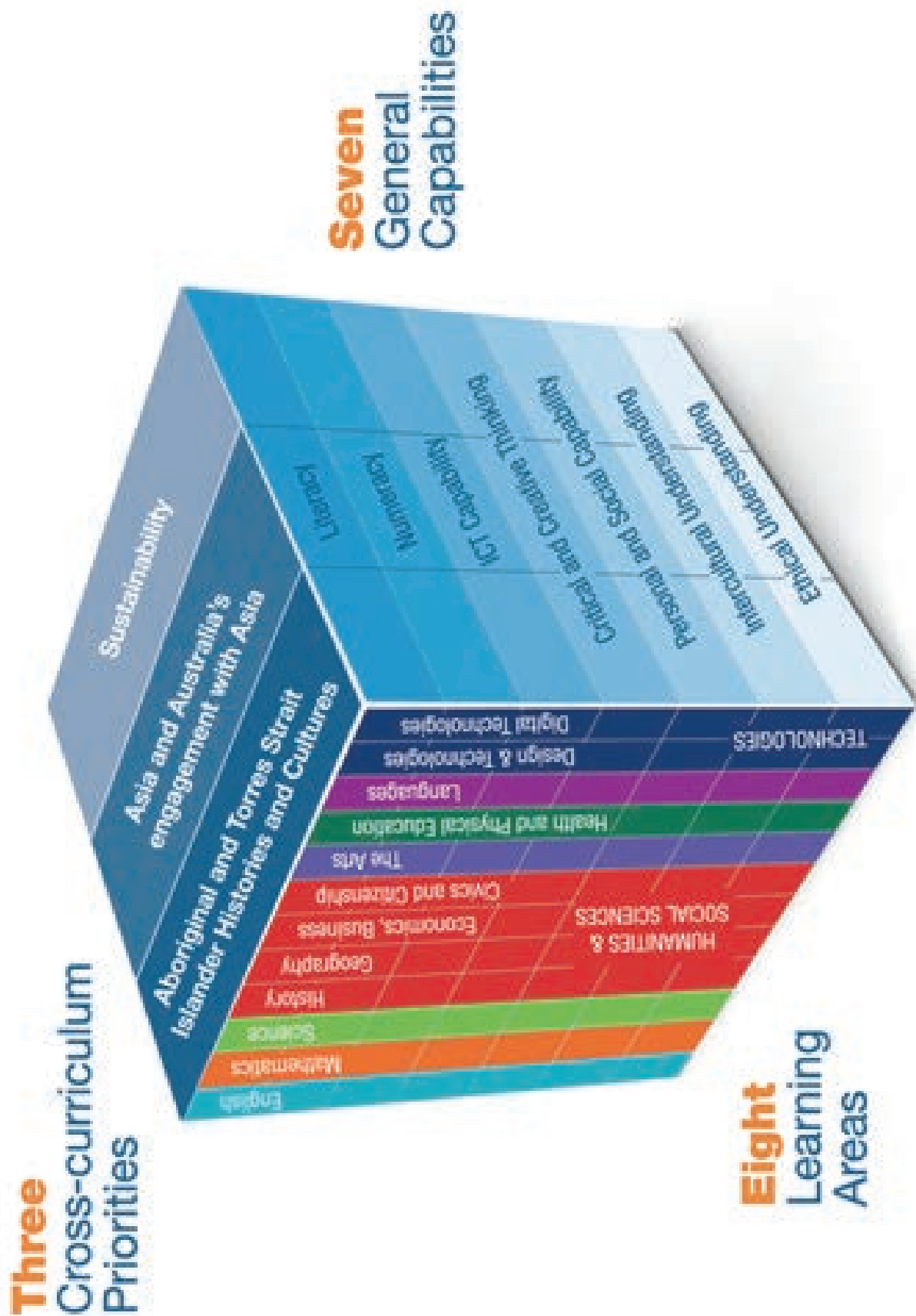
Develop life-long skills and competencies.

Teach to the Unknown

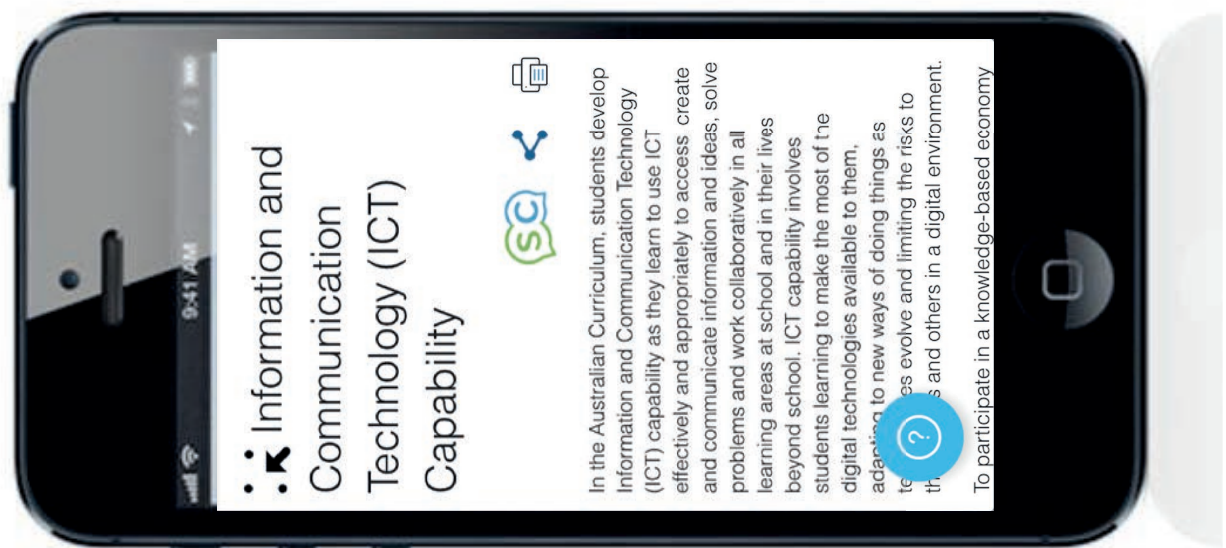


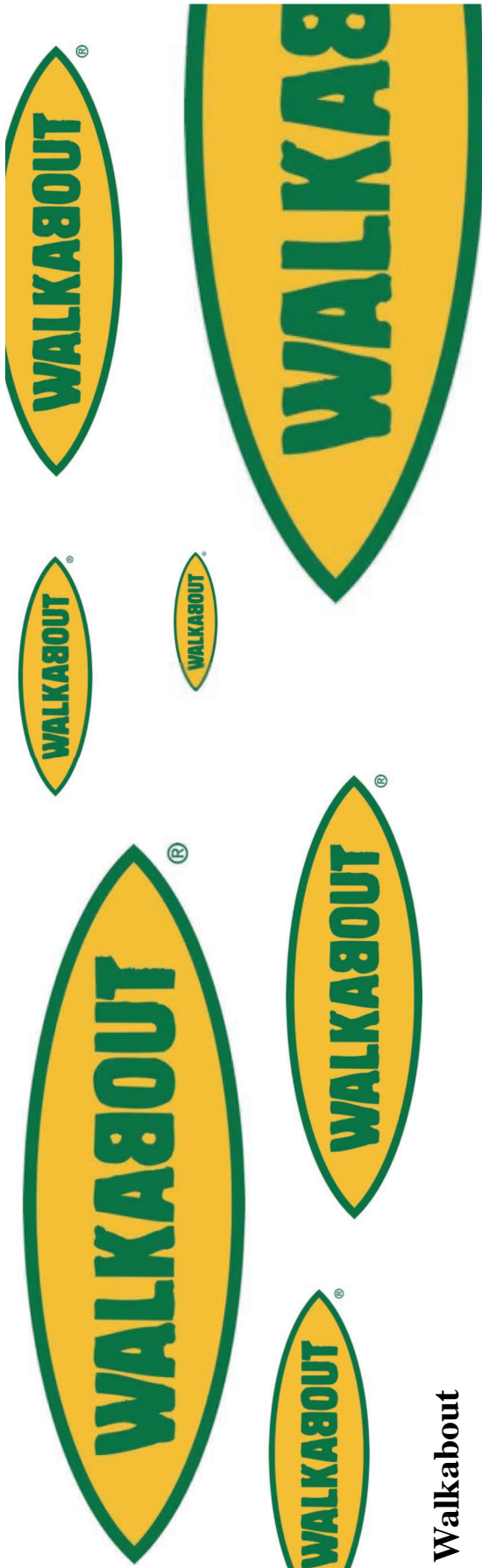
Dimensions of the Australian Curriculum





In the Australian Curriculum, students develop Information and Communication Technology (ICT) capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school and in their lives beyond school. ICT capability involves students learning to make the most of the digital technologies available to them, **adapting** to new ways of doing things as **technologies** evolve and limiting the risks to **themselves** and others in a digital environment.





Walkabout

- A. Please select TWO of the nine quotes / statements below
 - B. Take a picture from our community that reflects an idea imbedded within the quote.
 - C. When we return to the classroom – email the image to your my67 email.
 - D. Use the Chromebooks or a personal device to write a 200-250 word response per quote.
 - E. Ensure you reference the image and quote in your writing. Be clear how they connect. Include topics from our course to enhance connections.
 - F. Your document should include your name, the quote, image and your response
1. Pollution knows no borders
 2. “Sustainability has become a predominant way of approaching global economic development and environmental change”
 3. “We do not inherit the land...and the sea...from our forefathers. We borrow it from our children.”
 4. “Population growth is the primary source of environmental damage.”
 5. Urbanization and industrialization have had extremely degrading impacts on the environment
 6. The most prominent view of nature in Western culture is derived from Judeo-Christian tradition, which is founded on a belief that humans should dominate nature
 7. The future will either be green or not at all.
 8. “Nature and society constitute a complex relationship. It is our view that nature is both a physical realm and a social creation.”
 9. When we realize we can make a buck cleaning up the environment, it will be done!

Geography 12 – Walkabout

Victoria R.

Quote #3: “We do not inherit the land... and the sea... from our forefathers. We borrow it from our children”



The above image shows the love and connection between a mother and her child, although the image relates to the concept of mothers fighting for their children in times of war and conflict it can closely relate to this quote, as it shows that we live through and for our children. The importance of environmental conservation is just that, living with the hope of conserving land, beauty and prosperity for generations that follow. Many millennials are choosing not to have children, due to the current state of the world and their fear of climate change horrors. This speaks great lengths for our population and the hope young people have in the future of the planet. Our current society has lost touch of the basics: our connection to nature and the habits of agricultural preparation/living off the land... we are in a state of disconnect from the great outdoors and due to a lack of fresh air, nature's rhythmic sounds or it's wholesome nutrients, we are becoming a generation of apathetic introverts. Family is what unites us all, we are all Mother Earth's children and we have a responsibility to take care of our old, sick mother. The importance of teaching our children about the environment and all the interesting ways it works, is what will ultimately solve a lot of the world's problems. 23% of the world's population lives in cities, and it is only estimated to increase dramatically over the course of the next 50 years. The more people in cities, the less appreciation for nature. The more people working in tall skyscrapers worrying about the economy, the less families enjoying life by the lake. We need to step back and consider what we value in our lives, how we take care of our mothers and what kind of a world we will be leaving behind for our children. We have the knowledge and the power, all that's left is to take responsibility.

Quote #5: "Urbanization and industrialization have had extremely degrading impacts on the environment"



The above image is the perfect display of how the industrialization of our food system and the way we look at garbage has affected our behaviour/appreciation for the biological world. The paper and plastic from this cup seems like nothing to us, so much so we just throw it on the ground without consideration of how it affects animals, vegetation or can pollute our water ways and air. The large golden arcs speak for themselves, when we know perfectly well that McDonalds is a cheap corporation running our world into the ground (literally, as we see obesity rates sky rocket and health concerns towards food and consumption hitting all-time highs). The idea of a \$6 burger and fountain pop beverage sounds great when living on a budget, as most are, this is a flaw in the system... as the poor can't afford healthy, organic options. The idea of fast food is all around gross: we idle in a car pumping fossil fuels in the atmosphere, as we await our beef burger made only with the upmost bearable hormones and extremely high levels of water usage, as we talk to someone making minimum wage in a province run by a government working for those at the top. Yes, the system is flawed. The worst part and frankly the most important to remember is the issues surrounding society's impact on the issues. We are all aware, we all see the garbage, we all heard about the girl who found a deep-fried chicken foot amongst her chicken nuggets... yet we ignore the issues and decide "if everyone is doing it, my impact doesn't really matter". Due to urbanization of forest areas, we tend to look at the wildlife in our community differently. The deer are pests (not those who walk among us, wondering why the hell we hit them with cars on their way to their watering hole), we build fences high enough to block our neighbours faces (because privacy is important and why on earth would be build amicable connection with the other humans living around us), we disconnect ourselves from the system in which we eat, transport and work (who wants to know the process and resources in which it took to get their steak to their plate). These changes have affected the way we industrialize as well; everything is made faster and cheaper. Everything is exploited to save westerners time and money. The urbanization and industrialization of the world has destroyed our love and passion for the environment, it has isolated us from mother earth and has become the leading cause of climate change. But hey, how's the economy???

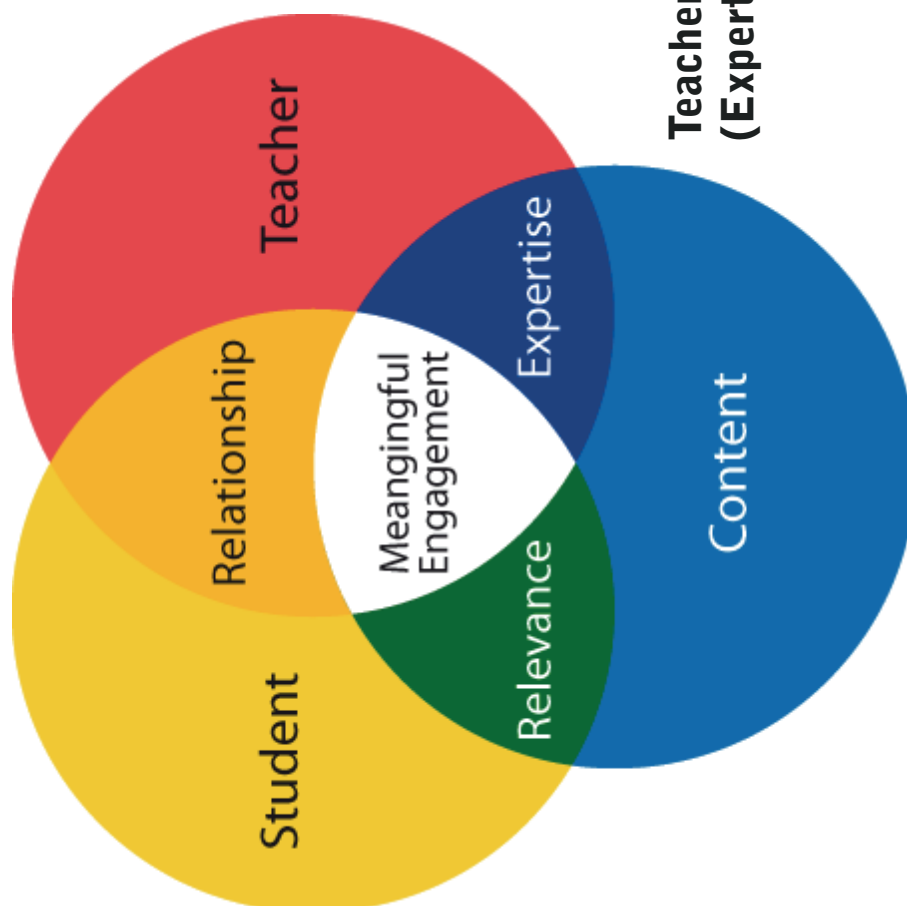
Thank you for the stellar year Mr. Reid!!!!!!

“The future will either be green or not at all.”



The photo above, a stop sign, shows the general approach we need to have towards climate change deniers and corporatists who resist movement towards green culture. We cannot afford to remain stagnant when it comes to the environment, as it is closely tied to humanity. In the future, we will see some serious changes to the geopolitical scene resulting from climate change, that western nations are not prepared for. We are already in the midst of the largest refugee crisis in recorded history, much of that caused by famine brought on by climate change; this will only accelerate. Soon, it will become completely unviable to live on much of the earth's surface due to limited access to water. Cities like Las Vegas, Salt Lake City, and Sacramento in central America will see prices of utilities sky rocket due to lack of access, while nations throughout Africa and the middle east will see wars fought over water. And that's just our struggle with fresh water. Salt water will be a completely different battle. Sea levels are already rising due to changes in average temperature. Soon, low lying areas of the world like Florida, Holland, Denmark might find themselves dealing with severe flooding in the coming decades, while many island nations will probably end up submerged, resulting in entire nations fleeing to the mainland. All this is to say, change needs to happen now regarding how we view industry, water usage, and consumerism, lest we face the consequences.

Student-Teacher (Relationship).



**Teacher - Content
(Expertise).**

**Student - Content
(Relevance)**

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.



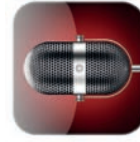
3. Students or teacher digitally record the solution (record drawing only).



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:

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

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

Science 4 Major Project Planning Sheet**Unit: Life Science: Ecosystems**

Student: _____

Date: _____

Focus: _____

Delivery method: _____

<i>What I am learning...</i>	<i>How I will show I have learned it...</i>	
Learning Outcome	Medium/Method	Details and/or elements covered
<input type="checkbox"/> Give examples of changes in an organism's environment that are beneficial to it and some that are harmful.		
<input type="checkbox"/> Explain how animals meet their needs by using behaviors in response to information received from the environment.		
<input type="checkbox"/> Explain how humans can adapt their behavior to live in changing habitats (e.g., recycling wastes, establishing rain gardens, planting native species to prevent flooding and erosion).		
<input type="checkbox"/> Explain how differences among animals of the same population sometimes give individuals an advantage in surviving and reproducing in changing habitats.		

Teacher initials to approve plan: _____

Unit: _____ Major Project Planning Sheet

Student: _____ Date: _____

Focus: _____ Delivery method: _____

<i>What I am learning...</i>	<i>How I will show I have learned it...</i>	
Learning Outcome	Medium/Method	Details and/or elements covered
Standard:		
<input type="checkbox"/> Determine...		
<input type="checkbox"/> Understand...		
<input type="checkbox"/> Recognize...		
<input type="checkbox"/> Analyze...		
<input type="checkbox"/> Compare...		
<input type="checkbox"/> Contrast...		

Teacher initials to approve plan: _____

Unit: Literary text CCSS English 11 Major Project Planning

Student: _____ Date: _____

Focus: _____ Delivery method: _____

<i>What I am learning...</i>	<i>How I will show I have learned it...</i>	
Learning Outcome	Medium/Method	Details and/or elements covered
Standard 2: Students will comprehend, respond to, and analyze a wide variety of literary texts		
<input type="checkbox"/> Determine the implicit and explicit assumptions and beliefs in a text		
<input type="checkbox"/> Understand and identify literary devices (i.e. satire, tone, imagery)		
<input type="checkbox"/> Recognize literary movements, genres and sub-genre		
<input type="checkbox"/> Analyze gender and cultural expectations and their effects on thematic and stylistic qualities of literature produced by men and women in different times and different cultures.		
<input type="checkbox"/> Understand the basic appeals to reason, emotion, and ethics.		

Teacher initials to approve plan: _____

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

Video Analysis Project

Basketball Skills

There are few tools available to athletes and coaches as beneficial as video analysis. Nothing makes such a profound impression as seeing yourself through an objective lens. With that in mind, here is your term project.

Assignment

Using the “Coach’s Eye” app on an iPhone or iPad, arrange to have someone record 8-10 short clips of your play during a game (consider 30 second clips). After viewing the clip, “analyze” one or two targeted aspects of your play first using the coaches’ eye program itself and then as a short written assignment. Follow these steps:

1. Identify two aspects of your play on which to focus (movement without the ball on offence, on-ball defence, off-ball defence, ball handling with head up, post play, boxing out, etc...). Try and target what you perceive to be aspects of your game you are looking to improve.
2. Arrange for someone to get video footage. Make sure to tell them what you would like them to film (8-10 specific clips).
3. If you need to borrow an iPad, see Mr. Terris to arrange sign-out (these must be returned first thing the following morning so make sure to pick a game where you have time afterwards to do the analysis).
4. View clips after the game and choose two that you will work best for your targeted analysis.
5. Using the “analyze” option, view clips several times and think about the positive and constructively critical comments you might make.
6. Record your voice (be aware of surrounding noise) over of your game footage. You can pause and use slow motion to illustrate the points you want to make. You can add drawings to add to the point you are trying to make.
7. Complete a written analysis divided with the following heading (underline the headings!!):

Introduction

Identify the two focus points for your analysis. Explain briefly why you’ve chosen to focus on these areas. What are your expectations of what you might see?

Observations

What observations did you make regarding your play (positive and/or constructive criticism)?

Conclusions

What specific goals do you have to improve these areas of your game? Did you notice any other specific areas of your game that need to be addressed? How did the process help you?

8. Email me your finished video and written analysis!!

Video Analysis	Comments and drawing demonstrate are thoughtful and constructive. It is obvious process was taken seriously and with an “eye” to improve play.	/12
Written Analysis	Reflections demonstrate a clear understanding of strengths and/or areas to improve. There is an obvious understanding of targeted areas for improvement.	/12

- This clip demonstrates some of the tools available on Coach’s Eye: <http://www.youtube.com/watch?v=kex7LZyO17c>
- Here’s how to use the drawing tools: http://www.youtube.com/watch?v=fUyL_0j8ZSQ
- Here’s how to use the scrubbing tool: <http://www.youtube.com/watch?v=SJ49qXGz2As>
- Here’s how to share your finished product: http://www.youtube.com/watch?v=le_XwyIWZ74

Biology 12

Name:

QR Code Scavenger Hunt: Circulation Review

Here are the clues to the locations of the QR codes:

Location A

1. The vein that leaves the liver
2. Artery that brings blood to the heart tissue
3. Artery that takes blood to the head
4. The artery that takes blood to the intestines

Location B

1. Thrombin promotes the conversion of this into fibrin
2. Blood pressure when the ventricles contract
3. Division between the ventricles

Location C

1. Another name for erythrocytes
2. The deposit of plaque which leads to hardening of the vessels
3. Recognition protein on a cell meant to show immune system it belongs
4. Veins lie near to these to help with circulation
5. Prevents back flow of blood in vessels

Location D

1. Valves separating ventricles and arteries
2. Low blood pressure vessels
3. Can override nodes to regulate heart rate
4. High pressure, elastic vessels
5. Node responsible for cardiac cycle
6. Term for high blood pressure
7. Middle tissue of the heart

Location E

1. The pressure of the ventricles when at rest
2. White blood cells
3. Inner tissue layer of the heart
4. Bridge between arteries and veins
5. Used to assist AV node in ventricular contraction

Biology 12

Name:

Place the answers from page one in the blanks below. The letters in the brackets will spell out the location or the person who has the next QR code.

Location A

1. () _ _ _ _ _
2. _ _ _ _ _ ()
3. _ _ _ _ _ ()
4. _ _ _ _ _ () _ _ _

Location B

1. _ _ _ _ _ () _ _
2. _ () _ _ _ _ _
3. _ _ _ _ _ ()

Location C

1. _ _ _ _ _ () _ _ _ _
2. _ () _ _ _ _ _
3. () _ _ _ _ _
4. () _ _ _ _ _
5. _ () _ _ _ _

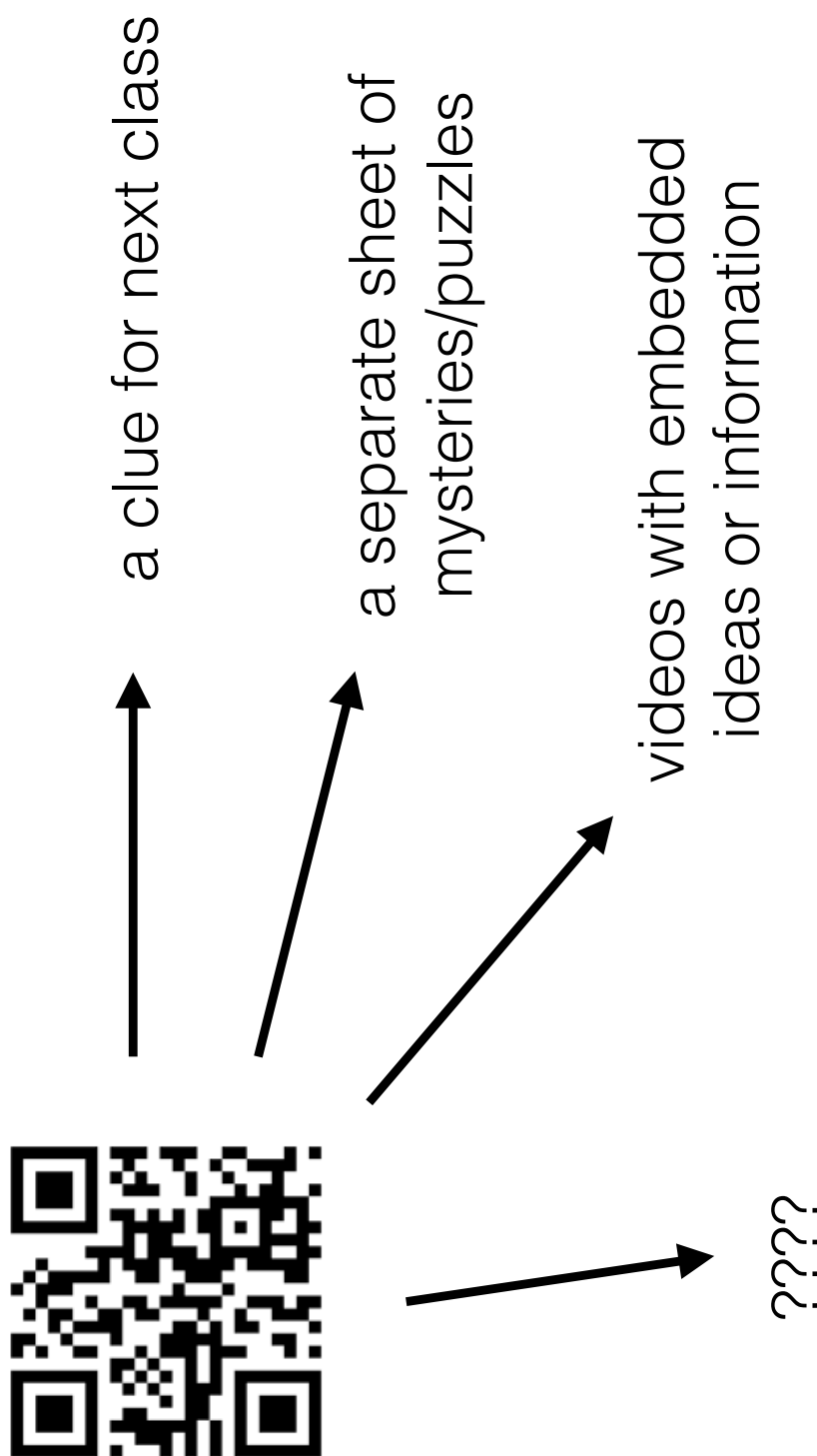
Location D

1. _ _ _ _ _ () _ _ _ _
2. _ _ () _
3. _ _ _ _ _ _ _ _ _ () _ _ _ _ _
4. _ () _ _ _ _
5. _ _ _ _ _ () _ _ _ _ _
6. _ _ _ _ _ () _ _ _ _ _
7. _ () _ _ _ _ _

Location E

1. () _ _ _ _ _
2. _ _ _ () _ _ _ _ _
3. () _ _ _ _ _
4. () _ _ _ _ _
5. _ _ _ _ _ () _ _ _ _ _

What to do with the QR Code?





WHAT DO YOU WANT KIDS TO DO WITH TECHNOLOGY?

WRONG ANSWERS	RIGHT ANSWERS
• MAKE PREZIS	• RAISE AWARENESS
• START BLOGS	• START CONVERSATIONS
• CREATE WORDLES	• FIND ANSWERS (TO THEIR QUESTIONS)
• PUBLISH ANIMOTOS	• JOIN PARTNERS
• DESIGN FLIPCHARTS	• CHANGE MINDS
• PRODUCE VIDEOS	• MAKE A DIFFERENCE
• Post to EDMODO	• TAKE ACTION
• USE WHITEBOARD	• DRIVE CHANGE
• DEVELOP APPS	

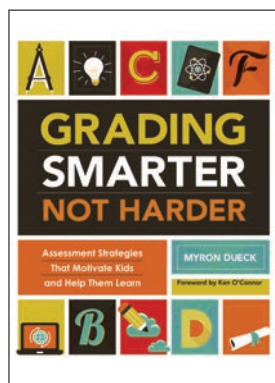
TECHNOLOGY IS A TOOL, NOT A LEARNING OUTCOME.

[illegible]

[illegible]

Available from Hawker Brownlow Education

Qty	Code	Title	Price
	114003	Grading Smarter, Not Harder: Assessment Strategies That Motivate Kids And Help Them Learn	\$32.95
	616045	Smarter Assessment in the Secondary Classroom (DVD)	\$345.00
Total (plus freight) \$			

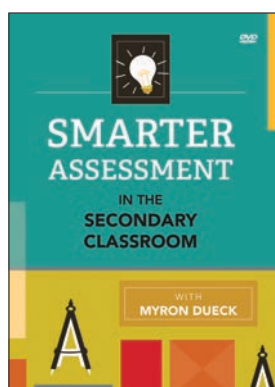


Grading Smarter, Not Harder: Assessment Strategies That Motivate Kids And Help Them Learn

Myron Dueck • 781760014063

In this lively and eye-opening book, educator Myron Dueck reveals how many of the assessment policies that teachers adopt can actually prove detrimental to student motivation and achievement and shows how we can tailor policies to address what really matters: student understanding of content. Grading Smarter, Not Harder is brimming with reproducible forms, templates, and real-life examples of grading solutions developed to allow students every opportunity to demonstrate their learning. Written with abundant humor and heart, this book is a must-read for all teachers who want their grades to contribute to, rather than hinder, their students' success.

114003 • \$32.95



Smarter Assessment in the Secondary Classroom (DVD)

Myron Dueck • 9781760019648

In this video, author and educator Myron Dueck explains how assessment and grading policies can be tailored to focus on what really matters: student understanding of content. You'll visit a variety of secondary classrooms where teachers are using Dueck's practical strategies to assess and grade smarter, not harder. Rather than grading every assignment regardless of its purpose, the teachers organise lessons according to learning goals and identify clear levels of performance to keep the focus on learning. Smarter Assessment in the Secondary Classroom shows how well-planned and well-executed assessment and grading policies can contribute to, rather than impede, student achievement.

616045 • \$345.00

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