

13th Annual

# Thinking & Learning

## Conferences

## BRUCE WELLMAN

Bruce Wellman, a consultant, has served as a classroom teacher, curriculum coordinator and staff developer. He is co-director of MiraVia, a publishing and special development company in the United States. He consults with school systems and professional organisations in North America and around the world, presenting workshops and courses for teachers and administrators on the patterns and practices of learning-focused classrooms, learning-focused conversations for supervisors and mentors, presentation skills, and facilitating and developing collaborative groups.



### APPEARING AT

**MELBOURNE CONFERENCE** 20–22 May

## MELBOURNE

All sessions for this conference are 2 hours in length

### FRIDAY 20 MAY 2016

#### SESSION 1: 8.30AM - 10.30AM

#### Leading Successful Teams

Mindful leaders carefully balance when and how to assert themselves with the team and when and how to integrate themselves with the team. This presentation explores a leadership continuum that flexes between the stances of framing, presenting, collaborating and facilitating when communicating important information and to support teams in generating and processing information.

#### SESSION 2: 11.00AM - 1.00PM

#### Got Data? Now What? Creating and leading cultures of inquiry

Using data to focus the attention and energy in a meeting keeps the interaction learning-focused and child-centred. When groups employ clear structures and well-designed protocols to guide and facilitate their conversations, they increase confidence and success in working with data and one another. This interactive session introduces a three-phase framework that helps teams discover assumptions, motivates data-focused inquiry and develops shared understandings.

## FRIDAY 20 MAY 2016 CONTINUED...

### SESSION 3: 2.00PM - 4.00PM

#### Teacher Feedback: What works?

The focus of the supervisory process is shifting: from fulfilling contractual obligations to promoting opportunities for growth. A fundamental premise undergirds this approach: teacher effectiveness links directly to student learning and skilful supervision links directly to teacher effectiveness. Thus, for administrators, the ability to structure and facilitate powerful learning-focused conversations lies at the heart of both one-to-one and collective work with teachers. Teaching and learning standards provide the 'what' to talk about; learning-focused supervision offers the 'how'.

## SATURDAY 21 MAY 2016

### SESSION 1: 8.30AM - 10.30AM

#### The Facilitators' Toolkit: Verbal and non-verbal resources for focusing and energising the work of teams and groups

Participants will learn practical frameworks and tools for developing and facilitating collaborative, productive and effective team meetings. We will explore ways to support the continual learning of all team members by exploring and practising a repertoire of verbal and non-verbal tools that support and accelerate team development, increase task focus and enhance team member productivity.

### SESSION 2: 11.00AM - 1.00PM

#### Being Growth Agents, NOT Change Agents

Define and enhance the colleague-to-colleague relationship by developing skills that promote adult learning and change in practice. Learn how to balance three functions of learning-focused relationships: offering support, creating challenges and facilitating professional vision to promote teacher development. Participants will explore a continuum of interaction, from coaching to collaboration, from consulting to calibration.

### SESSION 3: 2.00PM - 4.00PM

#### Engaging and Extending Student Thinking

Develop teaching methods that focus and stretch students' abilities to organise, analyse and apply information and ideas. Learn how to embed content-specific thinking processes within lesson and unit designs. There will be a focus on implementing reading and writing skills during content-area instruction. Participants will experience the Pathways Learning Model, which organises teaching for connection-making with practical strategies and tools for supporting student success. Participants will explore the structuring of collaborative student groups.

## SUNDAY 22 MAY 2016

### ONE DAY INSTITUTE

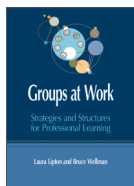
#### Groups at Work Institute

This institute is specially designed for administrators and teacher leaders. It provides practical frameworks and effective strategies for developing and facilitating collaborative groups and conducting productive and satisfying meetings. This institute also offers effective approaches for developing professional communities that interact skillfully to clarify goals, solve problems and make decisions.

You will learn to

- Apply effective principles and formats for designing time efficient, outcome-focused meetings.
- Expand your repertoire of strategies for structuring information processing while monitoring, managing and increasing group member productivity.
- Learn to navigate a continuum of interaction for flexibly leading planning, problem-solving and decision making work sessions.
- Explore ways to accelerate group development and simultaneously orchestrate task focus, process skills development and group member interaction.

# BRUCE WELLMAN RESOURCES

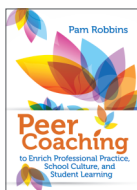


## **Groups at Work: Strategies and Structures for Professional Learning**

*Laura Lipton, Bruce Wellman • 9781760017385*

Groups at Work: Strategies and Structures for Professional Learning is a practical guide to structuring productive groups, providing strategies for conducting time-efficient, task focused meetings. Thoughtful application of this toolbox will change the dynamic of your meetings resulting in greater satisfaction, stronger relationships and higher quality collaborative work. This indispensable resource for developing skilful groups includes more than 78 field-tested strategies for structuring time-efficient, task-focused meetings and work sessions. Each strategy description includes clear directions for application, including necessary materials, time frames and suggested group size.

**MRV7385 • \$42.95**

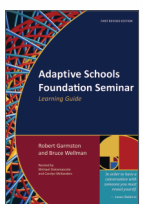


## **Peer Coaching to Enrich Professional Practice, School Culture, and Student Learning**

*Pam Robbins • 9781760016111*

How can educators work together more effectively to improve professional practice in a way that enhances student performance? The answer involves combining collaborative activities and peer coaching. This book describes how any school can implement these proven practices and experience positive changes in teaching, school culture and learning. Robbins explains how to develop a collaborative, learning-focused culture and build trust among colleagues; offers strategies for participating in difficult conversations that yield useful feedback; clarifies how to develop, sustain and evaluate peer coaching efforts; and showcases exemplary peer coaching practices used in real schools. She also includes resources that make it easier to transfer these ideas into any school setting.

**115014 • \$36.95**



## **5th Edition Adaptive Schools Syllabus: Learning Guide**

*Robert Garmston • 9781741707847*

The Adaptive School is about developing strong schools in which collaborative faculties are capable of meeting the certain challenges of today and the uncertain challenges of tomorrow. This book provides leaders with the tools they need to build meaningful collaborative groups within the professional community.

**CFAS7847 • \$44.95**

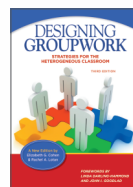


## **Got Data? Now What?**

*Bruce Wellman, Laura Lipton • 9781743303344*

Data can elicit powerful conversations about practice, but only if they are the right data and used strategically. Got Data? Now What? offers the strategies and tools necessary to identify what's relevant and transform struggling groups into powerful communities of learners. With this resource, group leaders can guide their teams in data-driven problem solving and decision making to improve student learning. Authors Laura Lipton and Bruce Wellman provide: a guided tour of data terms and practices, relevant anecdotes that illustrate healthy data use and collaboration and end-of-chapter exercises for individual and group reflection.

**SOT3344 • \$25.95**



## **Designing Groupwork: Strategies for the Heterogeneous Classroom, Third Edition**

*Rachel Lotan, Elizabeth G. Cohen, Linda Darling-Hammond • 9781760014193*

As teachers today work in ever more challenging contexts, groupwork remains a particularly effective pedagogical strategy. Based on years of research and teaching experience, the new edition of this popular book features significant updates on the successful use of cooperative learning to build equitable classrooms. The third edition of Designing Groupwork incorporates current research findings with new material on what makes for a groupworthy task, and it shows how groupwork contributes to growth and development in the language of instruction. Responding to new curriculum standards and assessments across all year levels and subject areas, this edition shows teachers how to organise their classroom so that all students participate actively.

**TCP4193 • \$29.95**