

13th Annual

Thinking & Learning

Conferences

COLIN SLOPER

Colin Sloper is a director of the Centre for Professional Learning Communities (CPLC). He has been a teacher, assistant principal and principal in government schools for the past 35 years. In the course of his career, he has been involved in the establishment of five new state government schools, spending the last seven years as principal at Pakenham Springs Primary School in Victoria. Because of his leadership and collaborative work with the school community, Pakenham Springs became the first recognised model of a professional learning community (PLC) in Australia.



APPEARING AT

SYDNEY CONFERENCE	17–18 May
MELBOURNE CONFERENCE	20–22 May
ADELAIDE CONFERENCE	24–25 May

SYDNEY

All sessions for this conference are 2 hours in length

TUESDAY 17 MAY 2016

SESSION 1: 8.30AM - 10.30AM

Professional Learning Communities in Practice

A lot is written and spoken about in terms of PLCs. In this session Colin will outline, from the field of both research and practice, six fundamental questions and characteristics that set PLCs aside from more traditional models of schooling. Build staff understanding of what it means to work in a PLC and incorporate strategies with a relentless focus on learning.

SESSION 2: 11.00AM - 1.00PM

Collaborative Teams That Transform Schools: The Next Steps in PLCs

The core of a PLC is the network of collaborative teams – the groups of teachers who work together to improve student learning. Collaborative teams have the potential to transform major aspects of teaching and learning. Learn how to transition from teachers who work in isolation to teachers who work in collaboration, and from stakeholders who think in terms of my responsibility to stakeholders who think in terms of our responsibility.

TUESDAY 17 MAY 2016 CONTINUED...

SESSION 3: 2.00PM - 4.00PM

Collaborative Teams That Transform Curriculum: The Next Steps in PLCs

Learn how collaborative teams have transformed curriculum during the school's journey to become a PLC. Discover elements of curriculum work that high performing teams focus on including the identification of essential content, creating learning goals, constructing proficiency scales and ensuring student-friendly learning.

WEDNESDAY 18 MAY 2016

SESSION 1: 8.30AM - 10.30AM

Transformative Leadership in a PLC: Cultivating a Collaborative Culture

Transforming a school into a high-performing PLC requires strong and effective leadership. Learn how to make the goals of your school leadership more efficient and effective through the conduit of collaborative teams. Discover the interactions and actions you might take with collaborative teams – as opposed to those with individual educators – to effect genuine change in your school.

SESSION 2: 11.00AM - 1.00PM

Transformative Leadership in a PLC: Tools and Strategies for Success

Moving beyond the theory of what a Professional Learning Community is, this session provides participants with the tools and practical strategies needed to ensure that a robust Professional Learning Community can thrive. During this session, participants will learn about key technical and organisation processes they can use to support the transformation of their school as a PLC.

SESSION 3: 2.00PM - 4.00PM

Transformative Leadership in a PLC: The Learning-Centred Principal

Ensuring a school's focus remains on learning is a key challenge for all leaders and teachers in a Professional Learning Community. Countless tasks compete for our attention and time, interruptions distract us and 'good ideas' conspire to shift our focus. The use of long and short term SMART goals, Professional Learning Team meetings, Common Formative Assessment tasks and data analysis can help ensure focus as leaders and teachers remains on learning at all times. In this session, participants will develop a deeper knowledge of the key elements needed for a leadership focus that impacts learning..

MELBOURNE

All sessions for this conference are 2 hours in length

FRIDAY 20 MAY 2016

SESSION 1: 8.30AM - 10.30AM

Transformative Leadership in a PLC: Cultivating a collaborative culture

Transforming a school into a high-performing PLC requires strong and effective leadership. Learn how to make the goals of your school leadership more efficient and effective through the conduit of collaborative teams. Discover the interactions and actions you might take with collaborative teams – as opposed to those with individual educators – to effect genuine change in your school.

SESSION 2: 11.00AM - 1.00PM

Transformative Leadership in a PLC: Tools and strategies for success

Moving beyond the theory of what a Professional Learning Community (PLC) is, this session provides participants with the tools and practical strategies needed to ensure that a robust Professional Learning Community can thrive. During this session, participants will learn about key technical and organisation processes they can use to support the transformation of their school as a PLC. Learn examples of ways to build the leadership capabilities of key staff and to maintain the momentum for continued school improvement.

FRIDAY 20 MAY 2016 CONTINUED...

SESSION 3: 2.00PM - 4.00PM

Transformative Leadership in a PLC: The learning-centred principal

Ensuring a school's focus remains on learning is a key challenge for all leaders and teachers in a Professional Learning Community. Countless tasks compete for our attention and time, interruptions distract us and 'good ideas' conspire to shift our focus. The use of long and short term SMART goals, Professional Learning Team meetings, Common Formative Assessment tasks and data analysis can assist us in ensuring our focus as leaders and teachers remains on learning at all times. In this session, participants will develop a deeper knowledge of the key elements needed for a leadership focus that impacts learning.

ADELAIDE

All sessions for this conference are 2 hours in length

TUESDAY 24 MAY 2016

SESSION 1: 8.30AM - 10.30AM

Professional Learning Communities in Practice

A lot is written and spoken about in terms of PLCs. In this session Colin will outline, from the field of both research and practice, six fundamental questions and characteristics that set PLCs aside from more traditional models of schooling. Build staff understanding of what it means to work in a PLC and incorporate strategies with a relentless focus on learning.

SESSION 2: 11.00AM - 1.00PM

Collaborative Teams that Transform Schools: The next steps in PLCs

The core of a PLC is the network of collaborative teams – the groups of teachers who work together to improve student learning. Collaborative teams have the potential to transform major aspects of teaching and learning. Learn how to transition from teachers who work in isolation to teachers who work in collaboration, and from stakeholders who think in terms of my responsibility to stakeholders who think in terms of our responsibility.

SESSION 3: 2.00PM - 4.00PM

Collaborative Teams that Transform Curriculum: The next steps in PLCs

Learn how collaborative teams have transformed curriculum during the school's journeys to become a PLC. Discover elements of curriculum work that high performing teams focus on including the identification of essential content, creating learning goals, constructing proficiency scales and ensuring student-friendly learning.

WEDNESDAY 25 MAY 2016

SESSION 1: 8.30AM - 10.30AM

Transformative Leadership in a PLC: Cultivating a collaborative culture

Transforming a school into a high-performing PLC requires strong and effective leadership. Learn how to make the goals of your school leadership more efficient and effective through the conduit of collaborative teams. Discover the interactions and actions you might take with collaborative teams – as opposed to those with individual educators – to effect genuine change in your school.

SESSION 2: 11.00AM - 1.00PM

Transformative Leadership in a PLC: Tools and strategies for success

Moving beyond the theory of what a Professional Learning Community is, this session provides participants with the tools and practical strategies needed to ensure that a robust Professional Learning Community can thrive. During this session, participants will learn about key technical and organisation processes they can use to support the transformation of their school as a PLC.

SESSION 3: 2.00PM - 4.00PM

Transformative Leadership in a PLC: The learning-centred principal

Ensuring a school's focus remains on learning is a key challenge for all leaders and teachers in a Professional Learning Community. Countless tasks compete for our attention and time, interruptions distract us and 'good ideas' conspire to shift our focus. The use of long and short term SMART goals, Professional Learning Team meetings, Common Formative Assessment tasks and data analysis can assist us in ensuring our focus as leaders and teachers remains on learning at all times.

COLIN SLOPER RESOURCES

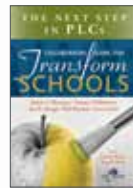


Transformative Collaboration: Five Commitments for Leading a Professional Learning Community

*Michelle Jones, Colin Sloper, Tonia Flanagan,
Janelle Wills, Alma Harris, Kylie Lipscombe, Gavin Grift*
• 9781760017477

The authors of this book have cumulatively supported over 1000 schools to cultivate the collaborative culture required to meet the academic and social needs of every student. Transformative Collaboration: Five Commitments for Leading a Professional Learning Community is the outcome of this experience, and takes you beneath the surface of the school as professional learning community (PLC) to explore the critical commitments that leaders must make to truly transform school culture and get the results students deserve.

HB7477 • \$39.95



Collaborative Teams That Transform Schools: The Next Step in PLCs

*Laurel Hecker, Janelle Wills, Jan Hoegh, Phil Warrick,
Robert Marzano, Tammy Heflebower, Gavin Grift*
• 9781760017484

Collaborative Teams That Transform Schools: The Next Step in PLCs is groundbreaking. It offers teachers and school leaders a practical, comprehensive model for building successful professional learning communities (PLCs), drawing from the extensive research and experience of its authors to present a clear and compelling look at the future of PLCs. Beginning with essential theory, the authors then detail the practical steps that collaborative teams can take to transform their schools. If you are an educator in the process of developing your school as a PLC, this book is an invaluable resource.

MRL7484 • \$35.95



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



Intentional Interruption: Breaking Down Learning Barriers to Transform Professional Practice

Lisa Ain Dack, Steven Katz • 9781743307489

Steven Katz and Lisa Ain Dack explain the secret to getting unstuck: interrupting the status quo of traditional activity-based professional development to help educators embrace permanent changes in thinking and behaviour. They outline a process-grounded in psychological research-for real professional learning that ultimately leads to improved student achievement. Illustrated with concrete, school-based examples drawn from real practice, Intentional Interruption shows how rethinking professional learning can lead to the development of a real and sustainable learning culture in your school.

CO7489 • \$28.95

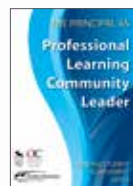


RTI Is a Verb

Tom Hierck, Chris Weber • 9781760012977

Response to intervention (RTI) is about assessing how all students respond to instruction. This book goes beyond the why and what of RTI to show you how to translate this good idea into a plan of action for your school. It offers concrete recommendations and resources, including interventions emphasising university and career readiness; practical strategies for screening, progress monitoring and diagnostics; and sample approaches to specific interventions across the curriculum.

CO2977 • \$36.95



The Principal as Professional Learning Community Leader

Ontario Principals' Council • 9781741709162

Featuring professional development modules and case studies that can be adapted to any school context, The Principal as Professional Learning Community Leader is an invaluable companion for school leaders at any level. Schools with professional learning communities (PLCs) benefit from significantly improved student achievement and a greater sense of shared purpose. This resource, part of the "Leading Student Achievement" series, provides principals with practical support to lead the development of PLCs in their schools.

CO9164 • \$28.95



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