

13th Annual

# Thinking & Learning

## Conferences

## GAYLE GREGORY



Gayle Gregory is an internationally known consultant who specialises in brain-compatible learning and differentiated instruction and assessment. She is the author and coauthor of numerous publications for teachers and school leaders. Gayle's extensive experience includes teaching positions at primary and secondary schools, community colleges and universities. She has also held district leadership roles, including curriculum coordinator and staff development director. Gayle has collaborated with instructional leadership teams across North America, focusing on data analysis, using assessment – both formative and summative – and differentiating instruction based on readiness, learning profiles and interests.

### 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

#### **Finding Each Student's Sweet Spot: Optimising engagement and learning**

Each learner's brain is uniquely wired! Recognising that all students learn differently is paramount to helping them succeed in our classrooms. In this interactive session participants will learn how to reveal each student's 'sweet spot' for learning. This is done by surveying prior knowledge, discovering learning preferences and determining how success was achieved in the past, not to 'label' students but to maximise their success.

## FRIDAY 20 MAY 2016 CONTINUED...

### SESSION 2: 11.00AM - 1.00PM

#### The Motivated Brain: Improving student attention, engagement and perseverance

Neuroscientists searching for the elusive 'X factor' for motivation have made fascinating new discoveries about the brain and its natural tendency to impel us to seek out and eagerly anticipate the things we need. Find out how to activate this natural capacity in your classroom to propel student motivation and engagement to heights greater than you ever have before. Renowned educator Gayle Gregory takes you on a tour of the brain's 'seeking system' and explains the learning conditions and teaching practices that encourage it to thrive.

### SESSION 3: 2.00PM - 4.00PM

#### Challenging More Able Learners

All students have the right to challenging classroom environments and competent teachers who reach and teach them at their level. Classrooms have a diverse group of students who have different backgrounds, experiences and worldviews. Students who learn (or already have learned) content and skills more quickly should not be asked to participate in all the same activities as those who are still developing those concepts and skills. How do we move these students to successful intelligence where they have opportunities to take their knowledge and skills to a practical, analytical and creative application? Learn strategies to engage and pre-assess learners as well as instructional strategies to challenge and intrigue more able learners.

## SATURDAY 21 MAY 2016

### SESSION 1: 8.30AM - 10.30AM

#### Know Thy Impact: Why feedback matters

Learn why John Hattie's meta-analysis research reveals that feedback is a powerful influence on developing assessment-capable learners. Discover four types of feedback and why it is essential to match the type of feedback to the diverse skill levels of learners. Leave with a variety of tools to improve student learning through specific, appropriate and just-in-time feedback that feeds forward.

### SESSION 2: 11.00AM - 1.00PM

#### Engagement 2.0: Cultivating effort, perseverance and passion

Learn strategies to foster sustainable student engagement. Teachers need to create brain-friendly environments, design relevant, meaningful curriculum and understand every student's unique challenge level. Students need opportunities to work hard, develop coping skills and deal with failures.

### SESSION 3: 2.00PM - 4.00PM

#### From Knowledge to Action: Creating Visible Learning classrooms and schools

Teachers make a difference in a Visible Learning classroom, school and in the lives of Visible Learners. John Hattie's research has generated a preponderance of strategies that have a powerful influence and impact on student learning. Learn how to cluster highly effective strategies to add interest, vitality and student engagement that leads to greater student learning.

## SUNDAY 22 MAY 2016

### SESSION 1: 8.30AM - 10.30AM

#### Data-driven Instruction for Differentiated Learning

When considering the diversity of learners in our classrooms today and the quest to leave no child behind, it is essential that we consider available data to tailor learning in response to students' abilities, interests and learning styles. In this session participants will learn how to collect data, to assess the classroom climate and know the learner better.

### SESSION 2: 11.00AM - 1.00PM

#### Growing Even Smarter Brains: How expectation is everything

Using Carol Dweck's 'Mindsets' work and linking an understanding of neural plasticity, educators can design strategies that will help each student give his or her best effort and even increase intelligence. Research from educational neuroscience assures us that with perseverance and effort, you can grow even smarter brains! Learn strategies and techniques that will help students develop a Growth Mindset that keeps them from giving up!

SESSION 3: 2.00PM - 4.00PM

## Think BIG, Start Small: How to differentiate instruction in a brain-friendly classroom

Discover strategies that will help you provide a positive learning environment that reflects how brains learn best. Consider brain research that shows how stress, anxiety and climate can help or hinder learning. Build up your repertoire of practical differentiated strategies to engage, explore and extend targeted standards and skills using brain-compatible strategies that address contemporary learners.

# GAYLE GREGORY RESOURCES



### Data Driven Differentiation in the Standards-Based Classroom, 2nd Edition

Lin Kuzmich, Gayle Gregory • 9781760013516

When it comes to meeting the rigorous new standards of the Common Core curriculum, knowing how to collect, analyse and use data makes all the difference. Fully updated to support the Common

Core and other key standards, this informative book both supports and builds on the best-selling Differentiated Instructional Strategies: One Size Doesn't Fit All. Veteran educators Gayle H. Gregory and Lin Kuzmich provide user-friendly techniques for gathering qualitative and quantitative information, helping you tailor instruction and assessment for diverse learners. This resource is ideal for classroom teachers, curriculum developers, instructional leaders and district administrators.

**CO3516 • \$38.95**



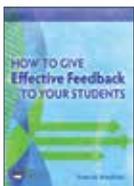
### Teacher Teams That Get Results (Multimedia Kit): A Multimedia Kit for Professional Development

Lin Kuzmich • 9781742395036

This complete multimedia kit comprises the acclaimed book Teacher Teams That Get

Results, by Gayle Gregory and Lin Kuzmich; The Facilitators Guide to Teacher Teams That Get Results; the 47-minute DVD presentation; and the CD-ROM copy of The Facilitators Guide to Teacher Teams That Get Results, with blank worksheets that can be used by teachers in their own endeavours. Taken together, this comprehensive multimedia presentation offers staff developers, at all levels, the necessary materials to help principals and teachers develop results-oriented professional learning communities. Facilitators can illustrate how focused teams promote professional relationships, collaboration, student engagement and achievement.

**CO3094 • \$200.00**



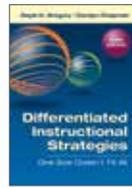
### How to Give Effective Feedback to Your Students

Susan Brookhart • 9781741708325

A teacher's feedback on student schoolwork can be a powerful force for learning, and here at last is a guide that helps you give the right feedback for all kinds of assignments, in every year level and subject area. This book covers every possible aspect of

feedback, from what work best, when and how often to give it, and how to use oral, written and visual feedback. It describes important elements of feedback content (focus, comparison, function, valence, clarity, specificity and tone) and strategy, all designed to help you tailor your feedback to different kinds of learners, including successful students, struggling students and English language learners.

**108019 • \$21.95**



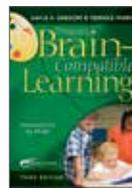
### Differentiated Instructional Strategies: One Size Doesn't Fit All, Third Edition

Gayle Gregory, Carolyn Chapman • 9781742397337

If you're in need of a single resource to put differentiated instruction immediately into practice, then follow the lead of 100,000+ teachers and look to Differentiated Instructional Strategies: One Size

Doesn't Fit All, Third Edition. Across two editions this resource has remained unmatched in its simplicity and practicality, and the same is just as true with this new edition. But with new strategies, updates throughout, a Common Core lesson-planning template and a larger format, the third edition is an even richer resource.

**CO7337 • \$36.95**



### Designing Brain-Compatible Learning, 3rd Edition

Terence Parry, Gayle Gregory • 9781741705348

This revised edition synthesises the latest brain research into a powerful set of teaching tools and strategies for integrating thinking skills, cooperative learning, graphic organisers and authentic assessment into any classroom. The

new edition features: step-by-step strategies for teaching concepts, skills and content to all age groups and learning styles; a newly expanded section on standards-based lesson design and lesson planning; charts, diagrams and other visual tools to reinforce learning; a collection of new planning templates and graphic organisers; an extended glossary and updated bibliography. This comprehensive guide for teachers and instructional leaders provides in-depth coverage of instructional planning at its best.

**CO5347 • \$59.95**



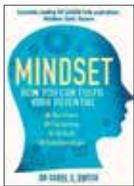
### Feedback: The Hinge That Joins Teaching and Learning

Jane Pollock • 9781743301173

Jane E. Pollock, coauthor of Classroom Instruction That Works, expands on the bestseller's feedback strategy in this ground breaking work. While feedback is not a new concept, what is new is using it the way children use computer apps – to

set goals, track their progress and self-regulate their own learning. With only a slight shift in teaching strategy, this no-cost technique: informs teachers while students are learning, not after; engages and motivates learners; teaches 21st-century skills; helps students understand and meet standards.

**CO1173 • \$21.95**



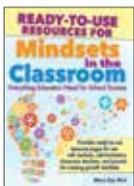
### **Mindset: How You Can Fulfill Your Potential**

**Carol S Dweck • 9781780332000**

World-renowned Stanford University psychologist Carol Dweck, in decades of research on achievement and success, has discovered a truly groundbreaking idea—the power of our mindset. Dweck explains why

it's not just our abilities and talent that bring us success—but whether we approach them with a fixed or growth mindset. She makes clear why praising intelligence and ability doesn't foster self-esteem and lead to accomplishment, but may actually jeopardize success. With the right mindset, we can motivate our kids and help them to raise their grades, as well as reach our own goals—personal and professional.

**BKD2000 • \$24.95**



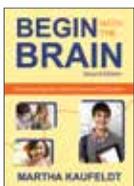
### **Ready-to-Use Resources for Mindsets in the Classroom: Everything Educators Need for Classroom Success**

**Mary Cay Ricci • 9781760017071**

Ready-to-Use Resources for Mindsets in the Classroom provides educators with tools they need to help students change their thinking

about their abilities and potential. The book features ready-to-use, interactive tools for students, teachers, parents, administrators and professional development educators. Parent resources include a sample parent web page and several growth mindset parent education tools. Other resources include: mindset observation forms, student and teacher “look fors”, lists of books that contribute to growth mindset thinking, critical thinking strategy write-ups and samples, and a unique study guide for the original book that includes book study models from actual schools.

**PRU7071 • \$39.95**



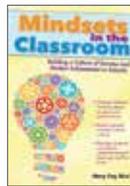
### **Begin With the Brain: Orchestrating the Learner-Centered Classroom, Second Edition**

**Martha Kaufeldt • 9781742395531**

Seasoned educator Martha Kaufeldt helps teachers understand current findings in neuroscience research and apply them to all aspects of their

classroom practice, from behaviour management to curriculum design. Using what we know about optimal learning conditions for the brain, this ready-to-go resource provides practical guidance to new and experienced teachers on how to create a learner-centred classroom, including: setting up a classroom; establishing routines and procedures; fostering students' intellectual curiosity; reducing learned helplessness in students, developing students' respect for one another's cultural and educational backgrounds; and building a classroom community. This guide will help maximise instruction by making it brain-compatible.

**CO5531 • \$49.95**



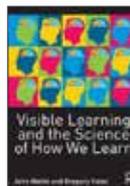
### **Mindsets in the Classroom: Building a Culture of Success and Student Achievement in School**

**Mary Cay Ricci • 9781760017064**

Mindsets in the Classroom provides educators with ideas for ways to build a growth mindset school culture, wherein students are challenged to change

their thinking about their abilities and potential. The book includes a planning template, step-by-step description of a growth mindset culture and “look-fors” for adopting a differentiated, responsive instruction model teachers can use immediately in their classrooms. It also highlights the importance of critical thinking and teaching students to learn from failure. The book includes a sample professional development plan and ideas for communicating the mindset concept to parents. With this book's easy-to-follow advice, tasks and strategies, teachers can grow a love of learning in their students.

**PRU7064 • \$34.95**



### **Visible Learning and the Science of How We Learn**

**John Hattie • 9780415704991**

Visible Learning and the Science of How We Learn explains the major principles and strategies of learning, outlining why it can be so hard sometimes, and yet easy on other occasions.

Aimed at teachers and students, it is written in an accessible and engaging style and can be read cover to cover, or used on a chapter-by-chapter basis for essay writing or staff development. The book is structured in three parts – ‘learning within classrooms’, ‘learning foundations’, which explains the cognitive building blocks of knowledge acquisition and ‘know thyself’ which explores, confidence and self-knowledge.

**BKD4991 • \$49.95**