



Thinking & Learning Events

TAMMY HEFLEBOWER



MELBOURNE

Friday 22 - Monday 25 May 2015

There is a keynote session each morning and then all breakout sessions for this conference are 1.5 hours in length

Friday 22 May 2015

Session One | 9:30 am– 11:00 am

Building Academic Vocabulary

Implement a comprehensive vocabulary program. Build a system that ensures students can engage complex texts, content-area concepts and academic discussions. Learn a process for creating a list of essential academic terms and phrases within content areas to use in direct instruction. Integrate engaging and motivational techniques such as games, technology and graphic organisers.

Session Two | 11:30 am– 1:00 pm

Using Questioning Sequences to Enhance Student Achievement

Effective questioning is one of the most important instructional tools teachers use. During the standard era, educators developed a bias toward higher order questions. Yet recent research encourages the use of questioning sequences to better enhance student engagement and achievement. Learn to ask targeted questions to improve students' reasoning skills. The four-phase questioning sequence helps students make claims and build sound arguments and evidence to support their points. Coordinate sequences to elicit students' prior knowledge and prompt the discovery of new information. This session is for all year levels and content areas.

Session Three | 2:00 pm– 3:30 pm

Developing Proficiency Scales

Proficiency scales help teachers identify and communicate clear progressions of learning based on the specific standards they are teaching. They also help teachers assess student progress toward meeting or exceeding these standards. Participants will learn the Marzano method for creating proficiency scales. *Please bring a unit of work or lesson, as you will be engaged in a learning-by-doing session to build a scale for use in your classroom.*

Saturday 23 May 2015 and Sunday 24 May 2015

THE ART & SCIENCE OF TEACHING Institute

Tammy Heflebower & Janelle Wills

Great teachers are made, not born. Even small improvements in teacher effectiveness can influence student achievement.

National and international research shows unequivocally that quality teaching has the greatest in-school impact on student learning than any other factor. Consequently, the Australian Institute for Teaching and School Leadership's Teacher Performance and Development Framework (AITSL, 2010) urges schools to focus on improving teaching practices in order to raise student achievement. Such a culture of self-improvement is a key tenet of *The Art and Science of Teaching*, in which teachers are provided with clear guidelines as to what constitutes effective practice.

The Art and Science of Teaching (Marzano, 2007) is a research-based framework for understanding the nature of effective teaching. Ten instructional design questions from that framework are organised into three broad categories: (1) Lesson segments involving routine events, (2) Lesson segments addressing content and (3) Lesson segments enacted on the spot.

Within these categories, each design question is divided into individual elements that describe specific classroom strategies and behaviours. These elements align with the AITSL standard descriptors and provide teachers with evidence-based strategies for demonstrating the standards. Dr Tammy Heflebower and Dr Janelle Wills present an interactive and engaging two-day institute that introduces and explains the instructional framework from *The Art and Science of Teaching* developed by Dr Robert J. Marzano. Participants will learn the 10 design questions to ask when planning a unit of instruction, the three segments of each lesson to prepare and the 41 elements of effective teaching to master, with specific attention to engagement.

SYDNEY

Wednesday 27 - Thursday 28 May 2015

There is a keynote session each morning and
then all breakout sessions for this conference are 2 hours in length

Wednesday 27 May 2015

Session One | 8:30 am– 10:30 am

Building a High Reliability School

Take the next step in school reform. The Marzano High Reliability Schools™ (HRS) model is the product of over 40 years of educational research and development. This session will introduce teachers and leaders to the five levels of high reliability schools and explain concrete steps to improve student achievement. Learn about the leading and lagging indicators and critical commitments for each level and receive tools and resources to help them achieve high reliability status.

Session Two | 11:00 am– 1:00 pm

Essential Formative Assessment Practices

Formative assessment refers to anything the teacher and student do to gather evidence on what has been learnt so future, additional learning will occur. In order to optimise formative assessment, four essential practices must be understood and implemented. This session will provide detail regarding these four practices and will focus on the role of proficiency scales in the formative assessment process. Participants will walk away with new insights into assessment for learning!

Session Three | 2:00 pm– 4:00pm

Creating a Highly Engaged Classroom

Student engagement happens as a result of a teacher's careful planning and execution of specific strategies. This session will provide an in-depth understanding of how to generate high levels of student attention and engagement. Using these strategies, every teacher can create a classroom environment where engagement is the norm, not the exception.

 **Thursday 28 May 2015**

Sessions One to Three | 8:30 am– 4:00 pm

The Art and Science of Teaching (Tammy HEFLEBOWER & Janelle WILLS)

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Dr Tammy Heflebower and Dr Janelle Wills present an interactive, engaging workshop that introduces and explains the instructional framework from *The Art and Science of Teaching* developed by Dr Robert J. Marzano. Participants will learn the 10 design questions to ask when planning a unit of instruction, the three segments of each lesson to prepare and the 41 elements of effective teaching to master, with specific attention on engagement.

BRISBANE

Saturday 30 – Sunday 31 May 2015

Breakout sessions are 2 hours in length.

There will be a brief welcome on day one to introduce all presenters.

 **Saturday 30 May 2015**

Sessions One to Three | 8:30 am– 4:00 pm

The Art and Science of Teaching (Tammy HEFLEBOWER & Janelle WILLS)

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Session Two | 11:00 am– 1:00 pm

Engaging Students in Cognitive Complex Tasks

What can teachers do to help students engage deeper with important concepts? Focus specifically on seven elements from The Art and Science of Teaching framework that, in concert, will provide examples and processes that can be used in any content area to help students engage in critical thinking applications. Be introduced to specific processes and construct ideas for how some of the processes might be applied in their specific content and classroom.

Session Three | 2:00 pm– 4:00 pm

Building Academic Vocabulary

Implement a comprehensive vocabulary program. Build a system of excellence that ensures students can understand complex texts, engage deeply with content-area concepts and participate in academic discussions. Learn a process for creating a list of essential academic terms and phrases within content areas to use in direct instruction. Gain practical suggestions for improving vocabulary instruction at all levels. Integrate engaging and motivational techniques such as games, technology and graphic organisers.



TAMMY HEFLEBOWER

Tammy (EdD) is Senior Scholar at Marzano Research Laboratory in Englewood, Colorado. She is a consultant with experience in urban, rural and suburban regions throughout North America. Tammy has served as a classroom teacher, building-level leader, district leader, regional professional development director and adjunct professor.



MELBOURNE

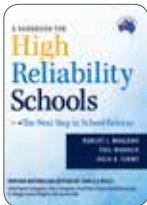
22–25 May

SYDNEY

27–28 May

BRISBANE

30–31 May



A Handbook for High Reliability Schools

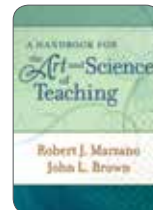
Robert J. Marzano, Phil Warrick, Julia Simms • 9781760012779

Usher in the new era of school reform with *A Handbook for High Reliability Schools*. In this invaluable manual for whole-school improvement, Dr Robert J. Marzano and his co-authors help you to transform your school into an organisation that takes proactive steps to prevent failure and ensure student success. Using a research-based five-level hierarchy along with leading and lagging indicators, you'll learn to assess, monitor and confirm the effectiveness of your school.

This revised Australian edition of *A Handbook for High Reliability*

Schools has been adapted by Dr Janelle Wills, director of the Marzano Institute Australia, to align with Australian educational policies and practices.

MRL2779 • \$29.95



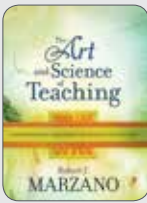
A Handbook for The Art & Science of Teaching

Robert J. Marzano, John Brown • 9781742391472

Implementing the action steps from the *The Art and Science of Teaching* is much easier when you use this in-depth resource for workshops, professional learning communities, teacher training and self-help. Hundreds of samples, guidelines, checklists and activities help teachers in all year levels and subjects become instant experts on Marzano's breakthrough framework for effective instruction. A series of 25 modules equips any teacher with a logical planning sequence to ensure you: establish learning goals and track progress, help students

interact with new knowledge and develop effective relationships.

108049 • \$22.95



The Art & Science of Teaching

Robert J. Marzano • 9781741705102

Author Robert J. Marzano presents a model for ensuring quality teaching that balances the necessity of research-based data with the equally vital need to understand the strengths and weaknesses of individual students. Filled with charts, rubrics and organisers, this methodical, user-friendly guide will help teachers examine and develop their knowledge and skills, so they can achieve that dynamic fusion of art and science that results in exceptional teaching and outstanding student achievement.

107001 • \$20.95



Formative Assessment & Standards-Based Grading

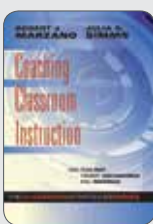
Robert J. Marzano • 9781742394916

Learn everything you need to know to implement an integrated system of assessment and grading that will enhance your teaching and your students' learning. Dr Robert J. Marzano details the specific benefits of formative assessment – assessment that is used during instruction rather than at the end of a course or unit. Marzano explains how to design and interpret three different types of formative assessments, how to track student progress, and how to assign meaningful grades,

even if a school or district continues to use a traditional grading system.

MRL4916 • \$35.95

The Classroom Strategies Series



Coaching Classroom Instruction

Robert J. Marzano, Julia Simms • 9781743306741

Coaching Classroom Instruction demonstrates the importance of coaching an essential component in effective teaching. This book includes 280 research-based classroom strategies, organised under 41 elements of effective teaching, to help coaches move teachers through the five levels of Marzano's teacher progress scale. Contains additional resources for the text, including reproducible copies of the comprehension questions from the guide, 41 web-only resources taken from Marzano's website that supplement the lessons found in the text,

and a list of additional resources for reflective practice.

MRL6741 • \$39.95



Teaching & Assessing 21st Century Skills

Robert J. Marzano, Tammy Heflebower • 9781742392325

As the 21st century unfolds, P–12 teachers and administrators must lead the cultural shift required to ensure their students can survive and thrive in the changing world. *Teaching & Assessing 21st Century Skills* presents a model of instruction and assessment based on a combination of cognitive skills (to succeed academically) and conative skills (to succeed interpersonally) – necessary skills for living and working in the highly varied and quickly changing knowledge economy of the 21st century.

MRL2325 • \$39.95



Becoming a Reflective Teacher

Robert J. Marzano, Tammy Heflebower • 9781743305249

Becoming a Reflective Teacher demonstrates the importance of reflective practice – an essential component in developing expertise in teaching. Robert J. Marzano and his colleagues present research- and theory-based strategies that combine a model of effective instruction with goal setting, focused practice, focused feedback, and observations and discussions of teaching to improve the instructional practices of all P–12 educators. A detailed compendium of over 270 ready-to-use

strategies organised under 41 elements of effective teaching, along with reproducible self-assessment scales for each element.

MRL5249 • \$39.95



The Highly Engaged Classroom

Robert J. Marzano, Debra Pickering • 9781742397634

Student engagement is a central aspect of effective teaching. This text offers an in depth understanding of how to generate high levels of student attention and engagement to maximize learning potential. *The Highly Engaged Classroom* includes real classroom examples and strategies for achieving high engagement based on comprehensive research. Strategies range from capturing attention by connecting lessons to students' interests, to incorporating physical movement to lift

energy or to further understanding.

MRL7634 • \$35.95