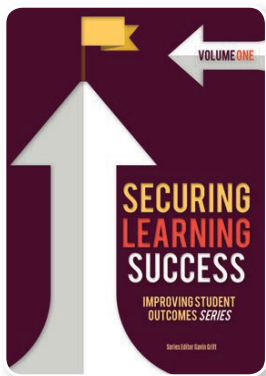


# IMPROVING STUDENT OUTCOMES

Sometimes the challenge in seeking resource support in schools is not a shortage of information but knowing which information is most relevant to school improvement efforts. The Hawker Brownlow Education Improving Student Outcomes series draws on leading research and practical strategies to assist teams or individual leaders in focusing their efforts on student learning. Chapter extracts from renowned international and Australian authors have been compiled to outline improvement priorities based on student, school and community needs.

We are seemingly at a crossroads in education, evident in the public discourse scrutinising the effectiveness of our school system in providing students with the knowledge, skills and understandings that will equip them for a future largely unknown. As we collectively attempt to raise the bar in education, issues that have perhaps always existed become more prevalent and we are learning more about what we can do to address them. This series aims to help schools create and implement better outcomes for students.

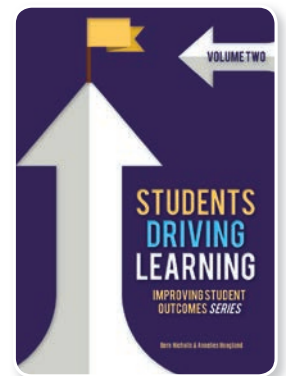


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**Volume One, *Securing Learning Success***, provides stimulus for educators to think about how they might secure learning success for all.

**Volume Two, *Students Driving Learning***, provides pathways for teachers and leaders to think about pedagogies and practices that place students' centre-stage and in the driver's seat of their learning

Readers have the chance to either read this series in its own right or select the areas that meet their own contextual needs. Schools can select and individualise global best-practice strategies to improve, monitor, progress and evaluate student outcomes.



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## BERN NICHOLLS

Bern is a passionate advocate for student empowerment and believes every student needs to be in the driver's seat of their own learning. Through her consultancy work in schools she is committed to providing practical, evidence-based ways for leaders and teachers to genuinely include student voice in the learning journey. Integral to her facilitation is the creation of a safe space of trust, which support leaders and teachers to take time to reflect on their current practice and explore ways of leading and teaching that values the integrity of student voice in the learning equation.

As both teacher and leader, Bern successfully completed a Doctor of Philosophy in Education with Distinction, which focused on gathering student voice data from her students to understand *what really helps them learn*. In 2017 Bern edited the book, *Students Driving Learning*, which contains a chapter on the conditions that enable students to willingly learn.



## ANNELIES HOOGLAND

As an experienced, international school principal and education consultant, Annelies supports leaders to improve learning through leadership development, strategic analysis of data, the use of professional protocols and development of collaborative learning teams through strategies that include authentic student voice. Annelies is a highly effective and engaging presenter who empowers school leaders to develop and pursue a compelling vision to improve learning.

Annelies has successfully supported leaders internationally and across Australia to implement a wide range of practical, research-based processes and strategies that directly build teaching capacity and improve learning for all students. These leadership strategies, developed through her experience as an international school Principal and *leader for learning*, have been captured in the book, *Students Driving Learning* (2017).



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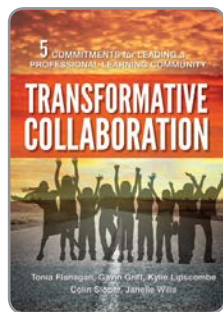


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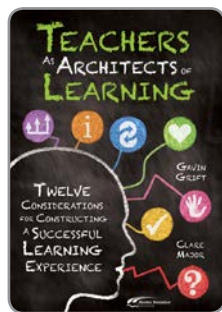


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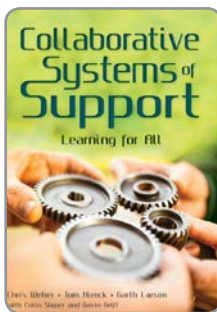
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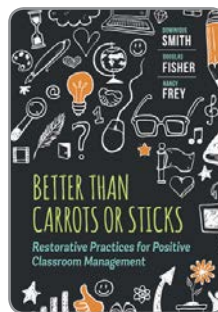
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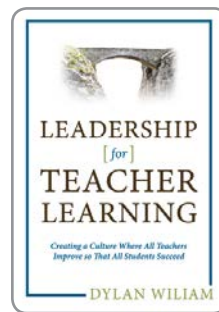
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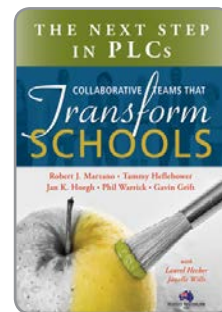
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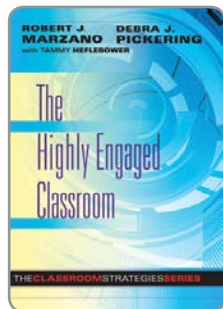
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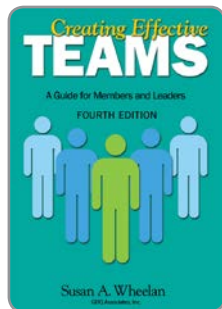
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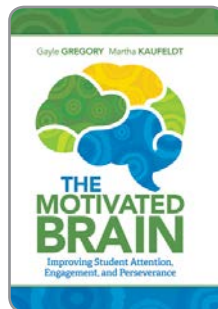
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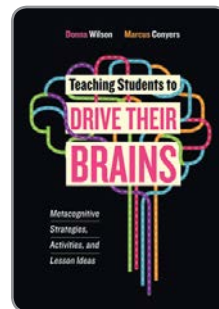
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