ANNE TWEED

Dr Anne Tweed supports schools, districts and state departments with PD activities that develop highly qualified teachers. Anne is a former president of the US National Science Teachers Association and is now a Principal Consultant at McREL International. She has spent 30 years teaching secondary school science, including environmental science, biology, chemistry, earth science and marine science. In addition to writing several books and articles.

Thinking & Learning Conference

Hawker Brownlow EDUCATION

Friday 23rd - Monday 26th May 2014

Saturday 24 May 2014

Session 1: Designing Effective Science and Maths Instruction in Primary Classrooms

Strand: Teaching Practice — Audience: Primary Teachers & Leaders

What are the characteristics of effective, high-quality science instruction? What are the strategies that teachers can use to help students understand the science ideas? How can inquiry-based and problem-based instructional strategies help students learn? This session will address these questions and reveal what researchers have found by looking inside primary maths and science classrooms.

Session 2: Designing Effective Science and Maths Instruction in Secondary Classrooms

Strand: Teaching Practice — Audience: Secondary Teachers & Leaders

What are the characteristics of effective, high-quality science instruction? What are the strategies that teachers can use to help students understand the science ideas? How can inquiry-based and problem-based instructional strategies help students learn? And how can teachers engage their students so that they want to learn? This session will address these questions and reveal what researchers have found by looking inside secondary maths and science classrooms.

Session 3: Using a Formative Assessment Process in Maths and Science Classrooms

Strand: Assessment, Differentiated Instruction, Teaching Practice — Audience: Teachers & Leaders

Using a formative assessment process will help teachers gather evidence of student learning that can be used to inform instruction and provide feedback that meets student learning needs. Based on the findings of Paul Black, Dylan Wiliam and Margaret Heritage, you will have the opportunity to learn about a feedback process and formative assessment strategies that will close the learning gap of your students.

Sunday 25 May 2014

Session 1: Using a Formative Assessment Process in Maths and Science Classrooms (Repeat)

Strand: Assessment, Differentiated Instruction, Teaching Practice — Audience: Teachers & Leaders

Using a formative assessment process will help teachers gather evidence of student learning that can be used to inform instruction and provide feedback that meets student learning needs. Based on the findings of Paul Black, Dylan Wiliam and Margaret Heritage, you will have the opportunity to learn about a feedback process and formative assessment strategies that will close the learning gap of your students.

Session 2: Constructing Maths and Science Understanding Using Visual Tools

Strand: Teaching Practice — Audience: Teachers & Leaders

One significant strategy to help students make sense of science and maths concepts is to use non-linguistic representations. Research indicates that development of visual representations enhances student understanding of content. Participants will learn more about graphic organisers, models, thinking maps, pictures and other strategies that help students understand content.

Session 3: Addressing Student Misconceptions (Preconceptions) in Maths and Science Classrooms

Strand: Innovation, Teaching Practice — Audience: Teachers & Leaders

Students can provide the right word, definition or formula, yet still hold misconceptions. If “correct” answers can result in insufficient evidence of understanding, then how can teachers reveal and address student misconceptions to determine if students really understand maths and science concepts? Learn more about an instructional process (conceptual change model) that teachers can use to address misconceptions!

Monday 26 May 2014

Session 1: Addressing Student Misconceptions (Preconceptions) in Maths and Science Classrooms (Repeat)

Strand: Innovation, Teaching Practice — Audience: Teachers & Leaders

Students can provide the right word, definition or formula, yet still hold misconceptions. If “correct” answers can result in insufficient evidence of understanding, then how can teachers reveal and address student misconceptions to determine if students really understand maths and science concepts? Learn more about an instructional process (conceptual change model) that teachers can use to address misconceptions!

Session 2: Mathematical and Scientific Discourse in the Classroom

Strand: Teaching Practice — Audience: Teachers & Leaders

To learn maths and science concepts, students need to talk about their ideas to clarify their thinking. Learn how to use questioning strategies to get students to discuss in class and make sense of their learning experiences. Participants will practise using question stems provided that lead to focused conversations in both maths and science classrooms. Informal strategies for cooperative learning focused on student discourse will also be shared.

Session 3: Designing High-Quality Secondary Science Units Aligned to the National Curriculum

Strand: Curriculum Planning, Teaching Practice — Audience: Secondary Teachers & Leaders

To plan for implementing the national curriculum in secondary science classrooms, learn about an ongoing collaboration between schools in western Melbourne as they developed curriculum maps for years 7-10 that are vertically and horizontally aligned to the National Curriculum. The units have been piloted and provide guidance to teachers about the learning goals, learning targets and performance expectations that align with the new National Curriculum.

RESOURCES

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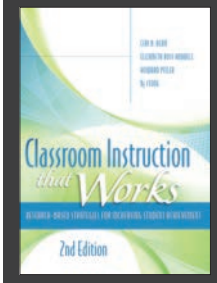

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This second edition helps you take your classroom practice to a higher level of effectiveness. Explore new research explaining the impact each of the nine teaching strategies has on student achievement and effect sizes. Learn new insights about how and why some strategies work more effectively than others. And discover how all nine instructional strategies relate to essential skills for 21st century learners. Plus, a completely rethought Instructional Planning Guide makes it easier for you to know when to emphasise each of the instructional strategies.

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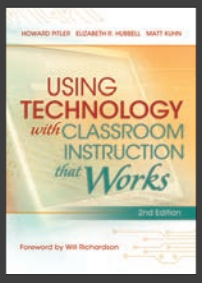

Using Technology with Classroom Instruction That Works, 2nd Edition

McRel, Matt Kuhn, Howard Pitler, Elizabeth Hubbell • 9781743306239

Using Technology with Classroom Instruction That Works answered some vital questions about 21st century teaching and learning: What are the best ways to incorporate technology into the curriculum? How does a teacher ensure that technology use will enhance instruction rather than distract from it? Each strategy-focused chapter features examples across year levels and subject areas drawn from real-life lesson plans and projects—of teachers integrating relevant technology in the classroom in ways that are engaging and inspiring to students.

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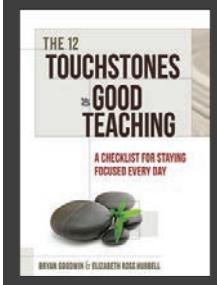

The 12 Touchstones of Good Teaching: A Checklist for Staying Focused Every Day

Bryan Goodwin & Elizabeth Ross Hubbell • 9781760011406

Goodwin and Hubbell present 12 daily touchstones—simple and specific things any teacher can do every day—to keep classroom practice focused on the hallmarks of effective instruction and in line with three essential imperatives for teaching: Be demanding: Align teaching with high expectations for learning. Be supportive: Provide a nurturing learning environment. Be intentional: Know why you're doing what you're doing.

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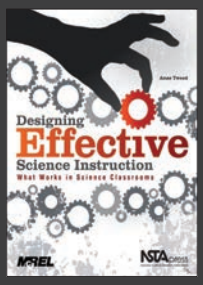
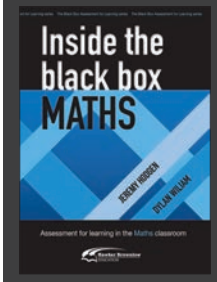


Designing Effective Science Instruction: What Works In Science Classrooms

Anne Tweed • 9781760010782

Designing Effective Science Instruction helps you reflect on what is working well with your current approach to designing lessons and provides recommendations for improving existing lessons or creating effective new ones, all while exploring the characteristics of high-quality science lessons. Whether you are a novice or veteran teacher, the self assessments and suggestions in this book offer guidance that encourages you to refine what you do to become a more effective science teacher.

NST0782 • $39.95



Inside the Black Box: Maths

Jeremy Hodgen, Dylan Wiliam • 9781760011321

Inside the Black Box: Maths gains particular strength from the fact that its grounded in the main findings of many decades of research into the principles that govern effective learning. This research is put into the context of the aims and expectations of mathematics teaching, and the authors outline their findings on ways of practising formative assessment that have been found to be both workable and productive with mathematics teachers, including classroom dialogue, feedback and marking, and peer- and self-assessment.

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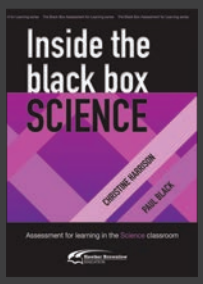

Inside the Black Box: Science

Paul Joseph Black, Christine Harrison • 9781760011338

Science provides the means by which learners can interact with the world around them. The specific aim of Inside the Black Box: Science is the improvement of science education, so ideas are put in the context of the aims and expectations of science teaching. The book sets out in detail the research findings on four main ways of practising formative assessment found to be both workable and productive with teachers of science, and it shows teachers how to develop formative work within a science faculty in a school.

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