



GAVIN GRIFT

Gavin Grift is the Director of Professional Learning for Hawker Brownlow Professional Learning Solutions. With experience as a teacher, assistant principal and educational coach, Gavin connects with audiences on topics ranging from Cognitive Coaching and quality teacher practice to Professional Learning Communities, (PLC's), collaboration and learning-centred leadership. Gavin's recent book is *Teachers as Architects of Learning*.

Thinking & Learning Conference



Friday 23rd - Monday 26th May 2014

Friday 23 May 2014

Session 2

Professional LEARNING Communities at Work!

Strand: PLCs

Audience: Teachers & Leaders

Whether you are just beginning to build a PLC, or need to regroup for your next steps, this workshop provides a working knowledge based on the three big ideas that drive a PLC. This session will build staff understanding of what it means to work in a Professional Learning Community and incorporates strategies for staff to explore what it means to have a relentless focus on learning.

Session 3

Professional Learning Teams that WORK! – High impact strategies for your PLT

Strand: PLCs

Audience: Teachers & Leaders

This session will build staff capacity to work interdependently within high-performing collaborative teams committed to continuous improvement. Participants will learn the difference between collegiality and collaboration, how to identify the right people for PLTs, how to create structures that support the work and how to define effective process and tasks to ensure your collective efforts make a difference.

Monday 26 May 2014

Session 1

Teachers as Architects of Learning

Strand: Teaching Practice

Audience: Teachers & Leaders

In this session, Gavin will outline how teachers can ensure their decision-making processes are truly learning-centred and explore how to explicitly improve in their own teaching practice. *Teachers as Architects of Learning* outlines twelve considerations for constructing a successful learning experience for every student. It is based on key educational learning theory and is designed to give educators key insights into their own practice. Considerations explored in depth will include the effective use of time, questioning and setting high expectations for learning.

Session 2

The Power of Coaching in Schools

Strand: Coaching

Audience: Teachers & Leaders

Teaching is a complex intellectual activity. Teachers who think at higher levels produce students who are higher achieving, more cooperative and better problem-solvers. It is the invisible skills of teaching, the thinking processes that underlie instructional decisions, which produce superior instruction. Discover in this session how Cognitive Coaching capitalises upon and enhances teachers' cognitive processes.

Session 3

STOP TALKING ... Start Listening: To Influence is to Understand

Strand: Coaching

Audience: Teachers & Leaders

"Most people do not listen with the intent to understand; they listen with the intent to reply." (Stephen R. Covey) This session will provide participants with three rules for engagement to move transactional conversations into transformational ones. Whether you are facilitating a meeting, coaching a teacher, talking with students or engaging in staff dialogue this workshop will assist you in successfully building the capacity of others.



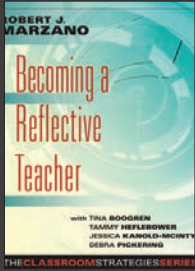
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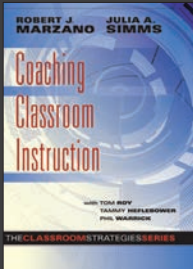


Becoming a Reflective Teacher: The Classroom Strategies Series

Tina Boogren, Jessica Kanold-McIntyre, Debra Pickering, Tammy Heflebower • 9781743305249

Becoming a Reflective Teacher demonstrates the importance of reflective practice 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. This book includes 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.

SOT5249 • \$39.95

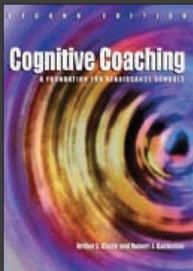


Coaching Classroom Instruction: The Classroom Strategies Series

Tom Roy, Julia Simms, Phil Warrick, Robert Marzano, Tammy Heflebower • 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 forty-one elements of effective teaching, to help coaches move teachers through the five levels of Marzano's teacher progress scale. *Coaching Classroom Instruction* also features a CD-ROM that contains additional resources for the text, including reproducible copies of the comprehension questions from the guide, forty-one web-only resources taken from Robert J Marzano's website that supplement the lessons found in the text, and a list of additional resources for reflective practice.

SOT6741 • \$39.95

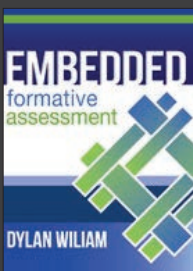


Cognitive Coaching: A Foundation Second Edition (Soft Cover)

Robert Garmston, Arthur Costa • 9781741700664

In this greatly expanded and extensively updated edition of a widely popular resource you see how teachers' individual and collective capacities for continuing self-improvement are strengthened over time through Cognitive Coaching. You gain essential skills, protocols, guidance, research and resources to use when implementing Cognitive Coaching principles and values in your own school setting. Toward the goals of making schools better places where more students succeed and satisfaction in learning and teaching prevail, Costa and Garmston let you know about their own learning, and how new research and practice can support individuals and schools in reaching higher, more satisfying and more holistic performance. Organised into four sections, the book makes the concepts clear!

CG0663 • \$59.95

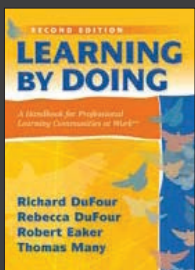


Embedded Formative Assessment

Dylan William • 9781742398112

In this book Dylan William stresses the importance of formative assessment as a key process for increasing teacher quality whilst having the biggest impact on student outcomes. He argues that quality of teachers is the single most important factor in the education system. He looks at some of the popular initiatives that aim to increase student achievement, such as learning styles, and presents research that shows formative assessment practices have a much greater impact on educational achievement than most other reforms. This book offers over fifty practical techniques for classroom formative assessment that every teacher will be able to implement into their regular classroom practice. Formative assessment strategies include classroom questioning, learning intentions, productive feedback and collaborative learning.

SOT8112 • \$35.95



Learning by Doing: A Handbook for Professional Learning Communities at Work, 2nd Edition

Richard DuFour • 9781742397177

Learning by Doing: A Handbook for Professional Learning Communities at Work is the best-selling guide for action that helps educators close the knowing-doing gap as they transform their schools into professional learning communities (PLCs). This second edition responds to the authors' continuous work with educators to update and clarify the PLC implementation process by providing a deeper understanding of common PLC challenges and how to resolve them, revised and expanded charts for tracking PLC progress, protocols for team analysis of student achievement and updated research.

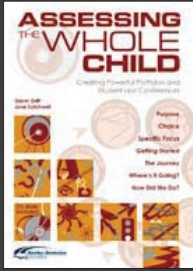
SOT7177 • \$42.95



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Educate!

Inspire!

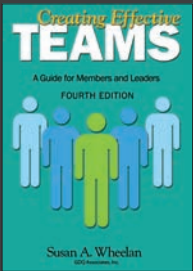


Assessing the Whole Child: Creating Powerful Portfolios and Student Led Conferences + CD

Jane Satchwell, Gavin Grift • 9781741700428

This book demonstrates how portfolios and student led conferences support the authentic assessment of the "whole child". A step-by-step approach is used to understand the context, develop the content and celebrate the results of the use of portfolios and their integral role within powerful student-led conferences. The underlying principle of this process is the use of metacognition in the classroom, which enables students to take genuine responsibility for their learning. A step-by-step process is utilised throughout this book, enabling every classroom teacher to embark on the portfolio to student-led conference journey based on their own individual needs and those of their students and school community.

HB0426 • \$59.95

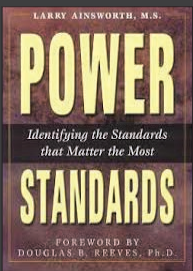


Creating Effective Teams: A Guide for Members and Leaders, 4th Edition

Susan Wheelan • 9781743303559

Creating Effective Teams: A Guide for Members and Leaders, 4th Edition is a practical guide for building and sustaining top-performing teams. Based on many years of consulting experience with teams in the public and private sectors, it describes why teams are important, how they function and what makes them productive. *Creating Effective Teams* covers in depth the four stages of a team – forming, storming, norming and performing – clearly illustrating the developmental nature of teams and describing what happens in each stage. Separate chapters are devoted to the responsibilities of team leaders and team members. Problems that occur frequently in groups are highlighted, followed by what-you-can-do sections that offer specific advice.

SA3559 • \$39.95

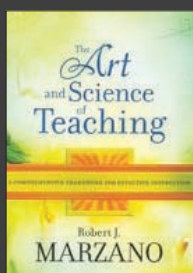


Power Standards: Identifying the Standards that Matter the Most

Larry Ainsworth •

Power Standards is a step-by-step, practical manual that explains how educators can distinguish the Power Standards – standards that are absolutely essential for student success – from those that are 'nice to know'. Standards have become a critical focus for achieving the results that schools are expected to produce. In striving to cover everything, educators admit to teaching many of the standards only superficially. In addition, educators often consider all standards equal, when in fact certain standards are more important than others. Larry Ainsworth shows educators how to create a prioritised subset of their own relevant standards and how to use these Power Standards to guide development of meaningful curriculum and assessment.

BKD5549 • \$39.95

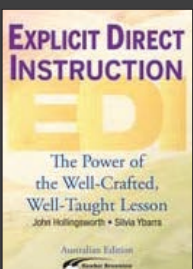


The Art & Science of Teaching: A Comprehensive Framework for Effective Instruction

Robert Marzano • 9781741705102

In *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*, 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



Explicit Direct Instruction (EDI): The Power of the Well-Crafted, Well-Taught Lesson

Silvia Ybarra, John Hollingsworth • 9781741709230

Explicit Direct Instruction (EDI), an approach based on the premise that all children can learn, helps teachers deliver effective lessons that can significantly improve achievement for all learners, including English language learners and students with special needs. In this teacher-friendly book, the authors combine educational theory, brain research and data analysis to present a step-by-step guide for implementing the EDI method in diverse classrooms. Written in an entertaining, easy-to-read style, this resource provides primary and secondary teachers with specific strategies, detailed sample lessons and scenarios that illustrate what EDI techniques look like in the classroom

CO9237 • \$55.95

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TEACHERS ^{As} ARCHITECTS OF LEARNING

Authors: Gavin Grift & Clare Major

The core business for every school, teacher and student is learning, and any discussion outside of this is simply a distraction from that work. The authors of *Teachers as Architects of Learning* provide the reader with the chance to become an architect for successful learning by introducing platforms to support the construction of a successful learning experience.

Readers will also be asked to reflect on their current work so that they can learn from their own experiences. This book encourages educators to raise their consciousness of how they can best support learning within the context in which they work, regardless of the level or subject that they teach.

Teachers as Architects of Learning takes key educational learning theory and synthesises it for the formulation of research-based teaching considerations and explicit strategies. Teachers looking to improve their planning and practice will find this book a great way to move from understanding to action.

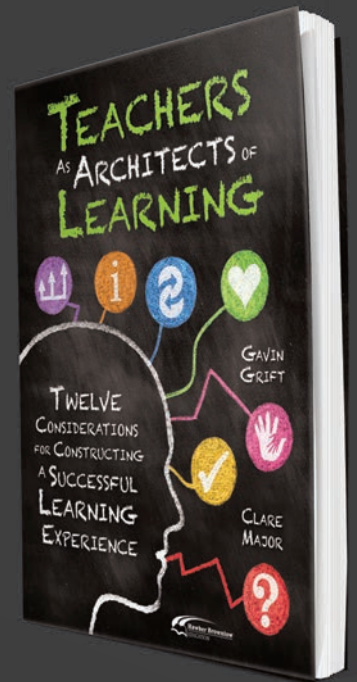
If you are looking to:

- Improve your teaching practice
- Ensure you planning leads to learning success
- Support teachers in growing their practice
- Strengthen the impact of your Professional Learning Teams
- Place learning at the core of your decision making processes
- Incorporate 'high leverage' teaching strategies into your instruction

HB8806

\$35.95

ISBN: 9781743308806



...this book will assist you!

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