



Thinking & Learning Events

BRUCE WELLMAN



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

Being Growth Agents, NOT Change Agents

Define and enhance the colleague-to-colleague support relationship by developing skills that promote adult learning and change in practice. Learn how to balance three functions of learning-focused relationships: offering support, creating challenge and facilitating professional vision to promote teacher growth and development.

Session Two | 11:30 am - 1:00 pm

Got Data, Now What?

This interactive session explores and applies a three-phase Collaborative Learning Cycle that guides collective inquiry. Participants investigate strategies that reduce defensiveness and create shared responsibility for student learning. Learn how to apply a variety of structures to help individuals and groups construct meaning as they interact with data and each other.

Session Three | 2:00 pm - 3:30 pm

Leading Successful Teams

Explore three stances of group leadership: *presenting* shared information within a structured group setting, *collaborating* by joining the conversation, regardless of role or expertise and *facilitating* product planning, problem-solving and decision-making sessions. Learn specific strategies for each stance, methods for flexing between the three and ways to signal role change when this occurs.



Saturday 23 May 2015

Session One | 8:30 am– 11:00 am

Making Meetings Matter: How to Be Time Effective and Time Efficient

Expand personal facilitation skills for conducting productive work sessions with adult groups. Bruce will demonstrate how to effectively apply processes to balance task focus and enhance relationships among group members, supporting problem-solving, planning and decision-making.

Session Two | 11:30 am– 1:00 pm

The Adaptive School – Developing Strong, Collaborative Culture

Adaptive Schools is a practical set of ideas and tools used to turn collaborative groups into effective problem solvers who enhance student learning. Learn about research findings on professional communities in schools and the why, what and how of becoming adaptive. Understand how to apply structures for collaborative conversations.

Session Three | 2:00 pm– 3:30 pm

Got Data, Now What?

Repeat Session from Friday 22 May; Session Two.



Sunday 24 May 2015

Session One | 8:30 am– 11:00 am

Teacher Feedback: What Works!

Connect student learning and agreed-upon teaching standards to the feedback you offer your teachers as you jointly examine student and classroom performance and outcomes. Learn to apply verbal and non-verbal structures and tools for framing productive conversations that use data to analyse professional practice and determine areas for growth.

Session Two | 11:30 am– 1:00 pm

Making Meetings Matter: How to Be Time Effective and Time Efficient

Repeat Session, Saturday 23 May; Session One

Session Three | 2:00 pm– 3:30 pm

Lenses and Language: From Novice to Expert Practice

This session offers descriptors and definitions of expert teaching practice and the stages of how it develops. Drawing on the emerging research on expertise in various arenas, we will explore ways in which high levels of thinking and craft develop in educational practitioners. We will examine five lenses for examining and reflecting upon expert teaching practice.



Monday 25 May 2015

KEYNOTE: Community Doesn't Just Happen

Developing professional communities in schools doesn't happen by chance. Productive and engaging group work arises from purposeful structures, effective processes and skillful facilitation. Bruce explores the essential elements of effective learning communities and predictable tensions that emerge during group work. It also offers approaches for increasing the collective intelligence of working groups.

Monday 25 May 2015 (continued)

Session One | 8:30 am– 11:00 am

Engaging and Extending Student Thinking

Develop teaching methods that focus and stretch students' abilities to organise, analyse and apply information and ideas. Learn how to embed content-specific thinking processes within lesson and unit designs.

Session Two | 11:30 am– 1:00 pm

Developing Strategic Thinkers, Readers and Writers

Analyse the skills of literate learners by examining the developmental stages of strategic thinking in learning to read and write. Learn methods for implementing reading and writing skills during content-area instruction.

Session Three | 2:00 pm– 3:30 pm

Talking to Learn: Structuring Engaging Classroom Conversations to Support Student Learning

Increase yours and your students' skills for engaging in meaningful classroom discourse. Enhance the power of teacher questions and learn scaffolds for teaching questioning skills to students. Learn the difference between the tools for teaching classroom dialogue and discussion skills.

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

Thursday 28 May 2015

Session One | 8:30 am– 10:30 am

Being Growth Agents, NOT Change Agents

Define and enhance the colleague-to-colleague support relationship by developing skills to respectfully promote adult learning and work through resistance to changes in practice. Learn how to balance three functions of learning-focused relationships: offering support, creating challenge and facilitating professional vision to promote teacher growth and development.

Session Two | 11:00 am– 1:00 pm

Got Data, Now What?

This session explores and applies a three-phase Collaborative Learning Cycle that guides productive collective inquiry. Participants investigate strategies and structures that reduce defensiveness and create shared responsibility for student learning. Learn how to apply a variety of interactive structures to help individuals and groups construct meaning as they interact with data and each other. Develop strategies for interpreting, analysing and applying data to the work of school improvement.

Session Three | 2:00 pm– 4:00 pm

Leading Successful Teams

Explore three stances of group leadership: *presenting* shared information within a structured group setting, *collaborating* by joining the conversation, regardless of role or expertise and *facilitating* product planning, problem-solving and decision-making sessions. Learn specific strategies for each stance, methods for skillfully flexing between the three stances and ways to signal role change when this occurs.

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

Session One | 8:30 am– 10:30 am

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Sunday 31 May 2015

Session One | 8:30 am– 10:30 am

Making Meetings Matter: How to Be Time Effective and Time Efficient

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BRUCE WELLMAN

Bruce (M Ed) is a prominent consultant who has served as a classroom teacher, curriculum coordinator and staff developer in Oberlin, Ohio and Concord, Massachusetts public schools. He has been honoured by the Education Writers Association and National Staff Development Council and has written for numerous publications on organisation.



MELBOURNE

22–25 May

SYDNEY

27–28 May

BRISBANE

30–31 May

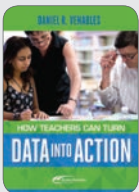


5th Edition Adaptive Schools Syllabus: Learning Guide

Robert Garmston • 9781741707847

The Adaptive School is about developing strong schools in which collaborative faculties are capable of meeting the certain challenges of today and the uncertain challenges of tomorrow. This book provides leaders with the tools they need to build meaningful collaborative groups within the professional community.

CFAS7847 • \$44.95



How Teachers Can Turn Data into Action

Daniel Venables • 9781760012748

Reviewing data can be time-consuming, and the work of translating data into real change can seem overwhelming. Tapping more than 30 years' experience as an award-winning teacher and a trainer of PLC coaches, Daniel R. Venables, soothes the trepidation of even the biggest "dataphobes" in this essential resource. Field-tested and fine-tuned with professional learning communities, the Data-Action Model is a teacher-friendly, systematic process for reviewing and responding to data in cycles of two to nine weeks. With easy-to-use templates and protocols to focus and deepen data conversations, this indispensable guide delineates exactly what should be accomplished in each team meeting to translate data into practice. In the modern sea of data, this book is your life preserver.

114007 • \$27.95



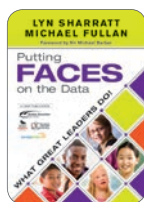
Got Data? Now What?

Bruce Wellman, Laura Lipton • 9781743303344

Data can elicit powerful conversations about practice, but only if they are the right data and used strategically. *Got Data? Now What?* offers the strategies and tools necessary to identify what's relevant and transform struggling groups into powerful communities of learners.

With this resource, group leaders can guide their teams in data-driven problem solving and decision making to improve student learning. Authors Laura Lipton and Bruce Wellman provide: a guided tour of data terms and practices, relevant anecdotes that illustrate healthy data use and collaboration and end-of-chapter exercises for individual and group reflection.

SOT3344 • \$25.95

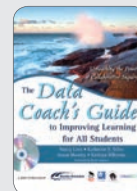


Putting FACES on the Data:

Lyn Sharratt, Michael Fullan • 9781743301180

Students are people not data. Assessment data can bury you or give you focused information on how to reach every student. *Putting FACES on the Data* shows how to develop a common language for sharing all students progress with all teachers and leaders and how to use ongoing assessment to inform instruction. This reader-friendly guide helps you set goals, adjust lessons, identify students' strengths and weaknesses and implement interventions. Included is a self-assessment framework for implementing improvement at region and state levels. By focusing on connecting all the dots between students and data, you can accomplish the ultimate goal of helping them learn.

CO1180 • \$27.95



The Data Coach's Guide to Improving Learning for All Students

Nanacy Love, Katherine Stiles, Susan Mundry, Kathryn DiRanna • 9781743307007

How can data coaches create a collaborative culture in which data is used continuously and effectively to improve teaching and learning? *The Data Coach's Guide to Improving Learning for All Students* provides detailed guidance for helping schools move away from unproductive data practices and toward examining data as a catalyst for systematic and continuous improvement in instruction and student learning. This culturally responsive resource benefits staff developers, teachers and administrators interested in creating change through effective data practices, and includes a CD-ROM keyed to the book, with templates, handouts, PowerPoint slides, resources, and sample goals and agendas.

CO7007 • \$55.00