



Thinking & Learning Events

COLIN SLOPER



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

Sunday 24 May 2015

Session One | 9:30 am – 11:00 am

Leading a Professional Learning Community – Making it Happen

Moving beyond the theory of what a Professional Learning Community is, this session provides participants with the tools and practical strategies needed to ensure that a robust Professional Learning Community can thrive. During this session, participants will learn about key technical and organisation processes they can use to support the transformation of their school as a PLC. Learn examples of ways to build the leadership capabilities of key staff and to maintain the momentum for continued school improvement.

Session Two | 11:30 am – 1:00 pm

Principal as a PLC Leader: The “How to” of Creating a Learning-Centred School

Ensuring a school's focus remains on learning is a key challenge for all leaders and teachers in a Professional Learning Community. Countless tasks compete for our attention and time, interruptions distract us and “good ideas” conspire to shift our focus. The use of long and short term SMART goals, Professional Learning Team meetings, Common Formative Assessment tasks and data analysis can assist us in ensuring our focus as leaders and teachers remains on learning at all times. In this session, participants will develop a deeper knowledge of these key elements to ensure a focus on learning.

Session Three | 2:00 pm – 3:30 pm

Building and Maintaining a Response to Intervention

In a PLC, the belief is that all students can and must learn critical skills and knowledge. To ensure this is achieved, the amount of time devoted to learning and the range of support given to students must vary. Establishing a school-wide response to intervention is key in allowing time and support, but it can be difficult to maintain. In this session, participants will develop their understanding and technical skills to establish a successful and robust whole-school systematic response to intervention, which supports learning for all students.

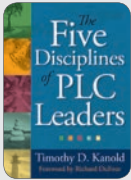
COLIN SLOPER

Colin has been Principal of Pakenham Springs Primary School for the last 22 years. His leadership as resulted in the school becoming the first recognised model of a Professional Learning Community in Australia. He has specialised in growing new schools by building a collaboration culture throughout the school community, achieving substantial results. Colin's focus is on improving student learning and increasing teacher capabilities to work in a learning-focused educational environment.



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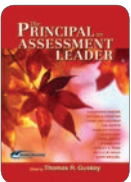


The Five Disciplines of PLC Leaders

Timothy Kanold • 9781742391861

Just as it takes discipline to successfully run a marathon or to master a musical instrument, effective leadership in a Professional Learning Community (PLC) requires practice, patience and skill. In *The Five Disciplines of PLC Leaders*, Timothy D. Kanold provides a complete, focused system for developing PLC leadership. By engaging with and pursuing the five core disciplines of PLC leadership, readers will: clarify their own vision for the PLC and align daily practices with their goals, develop the skills to balance competing priorities and forge common purpose among diverse stakeholders, learn how to foster networks of commitment within the community, and discover strategies for cultivating individual and team autonomy within a culture of accountability.

SOT1861 • \$32.95



The Principal as Assessment Leader

Susan Brooks-Young • 9781742393216

Explore the importance of effective classroom assessment for student achievement and offers ideas to model and spark positive change. Insights from expert practitioners will help schools make the shift to best-practice assessment for systemic improvements in student learning. The contributors' perspectives, based in research and practical experience, demonstrate how formative assessment and overall school improvement can be achieved through building teacher literacy, providing targeted professional development, acquiring and using appropriate technology, creating a balanced assessment system, developing a culture of collective inquiry, using curriculum mapping, forming positive assessment relationships and more.

SOT3216 • \$42.95

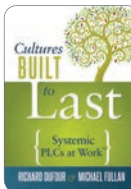


Good to Great: Why Some Companies Make the Leap...And Others Don't

Jim Collins • 9780066620992

Using tough benchmarks, Collins and his research team identified a set of elite companies that made the leap to great results and sustained those results for at least 15 years. After the leap, the good-to-great companies generated cumulative stock returns that beat the general stock market by an average of seven times in 15 years. The research team contrasted the good-to-great companies with a carefully selected set of comparison companies that failed to make the leap from good to great. Collins and his research discovered the key determinants of greatness – why some companies make the leap and others don't. The findings of the "Good to Great" study will surprise many readers and shed light on virtually every area of management strategy and practice.

BKD0992 • \$35.95

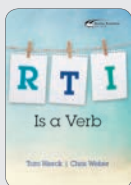


Cultures Built to Last

Richard DuFour, Michael Fullan • 9781760010447

In *Cultures Built to Last – Systemic PLCs at Work*, two of the most prominent educational thinkers team up to take professional learning communities to the next level. Richard DuFour and Michael Fullan recast the PLC process from just another positive innovation for individual schools to the central instrument for changing the culture of the education system: district-, state- and nation-wide. When the PLC process drives an entire system, the people within the organisation develop a sense of identity that goes beyond their own classroom.

SOT0447 • \$17.95



RTI Is a Verb

Tom Hierck, Chris Weber • 9781760012977

Response to intervention (RTI) is about assessing how all students respond to instruction. This book goes beyond the why and what of RTI to show you how to translate this good idea into a plan of action for your school. It offers concrete recommendations and resources, including interventions emphasising university and career readiness; practical strategies for screening, progress monitoring and diagnostics; and sample approaches to specific interventions across the curriculum. Throughout this book, the authors provide concrete recommendations and resources to allow educators to translate response to intervention from research to practice, from ideas to reality.

CO2977 • \$36.95

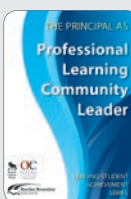


Enhancing RTI

Douglas Fisher, Nancy Frey • 9781742397955

Douglas Fisher and Nancy Frey introduce you to a strengthened model of RTI that emphasises formative assessment and refining core instruction rather than relying only on multiple layers of intervention. While guiding you through the steps of creating and implementing this improved approach, the authors address and increase your knowledge of the principles of high-quality RTI. To help you implement the new RTI model, this guide includes instructional planning tools, sample improvement plans and interventions, assessment rubrics and pacing guides.

110037 • \$29.95



The Principal as Professional Learning Community Leader

Ontario Principals' Council • 9781741709162

Featuring professional development modules and case studies that can be adapted to any school context, *The Principal as Professional Learning Community Leader* is an invaluable companion for school leaders at any level. Schools with professional learning communities (PLCs) benefit from significantly improved student achievement and a greater sense of shared purpose. This resource, part of the "Leading Student Achievement" series, provides principals with practical support to lead the development of PLCs in their schools.

CO9164 • \$37.95