



Thinking & Learning Events

GAVIN GRIFT



PERTH

Saturday 16 - Sunday 17 May 2015

There is a keynote session each morning and then all breakout sessions for this conference are 2 hours in length

Saturday 16 May 2015

Session One | 8:30 am– 10:30 am

Teachers as Architects of Learning: 12 Considerations for Constructing a Successful Learning Experience

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. This session will outline 12 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.

Session Two | 11:00 am– 1:00 pm

Teachers as Architects of Learning: Becoming More Deliberate in Your Practice

Teachers who place learning at the heart of their practice do whatever it takes to ensure their students achieve success. In this session, Gavin will lead participants through a process for understanding how the educational beliefs they hold can impact what they do in the classroom. By becoming more aware of the role different learning theories have on their classroom instruction, participants will discover how to become more deliberate in their capacity to develop as teachers and as architects of learning.

Session Three | 2:00 pm– 4:00pm

Teachers as Architects of Learning: How to Strengthen Your Use of Explicit Instruction

"Learning is not attained by chance; it must be sought for with ardour and attended to with diligence." Abigail Adams

Ask a room full of educators how they would define explicit instruction and you will typically get a range of different responses. In this session, participants will develop a shared understanding of what explicit instruction is and how it has a significant impact on the teaching and learning process. Benefits will be shared as participants reflect on their own teaching through the introduction of four key elements to explicit instruction.

Sunday 17 May 2015

Session One | 8:30 am– 10:30 am

Becoming a Professional Learning Community

Whether you are just beginning to build a PLC or need to regroup for your next steps, this session provides a working knowledge based on the three Big Ideas that drive a PLC. Build staff understanding of what it means to work in a PLC and incorporate strategies for staff to explore what it means to have a relentless focus on learning.

Session Two | 11:00 am– 1:00 pm

The What and the How of Norms and Protocols

Enhancing professional dialogue is essential to the work of Professional Learning Teams. The development, implementation and commitment to norms and protocols ensure higher levels of relational trust and focus on the work that makes a difference to student achievement. In this session, participants will understand the difference between norms that govern team meetings and the protocols required for centring conversation on learning. Participants will be given the opportunity to construct norms, practise protocols and develop SMART goals that ensure teams take a collective responsibility to student learning.

Session Three | 2:00 pm– 4:00pm

The Power of Coaching in Schools

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 – that produce superior instruction. Discover how Cognitive Coaching capitalises upon and enhances teachers' cognitive processes.

ADELAIDE

Tuesday 19 – Wednesday 20 May 2015

Breakout sessions are 2 hours in length.
There will be a brief welcome on day one to introduce all presenters.

Tuesday 19 May 2015

Session One | 8:30 am– 10:30 am

Teachers as Architects of Learning: 12 Considerations for Constructing a Successful Learning Experience

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. This session will outline 12 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.

Session Two | 11:00 am– 1:00 pm

Teachers as Architects of Learning: How to Strengthen Your Use of Explicit Instruction

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Session Three | 2:00 pm– 4:00 pm

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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

Becoming a Professional Learning Community

Whether you are just beginning to build a PLC or need to regroup for your next steps, this session provides a working knowledge based on the three big ideas that drive a PLC. Build staff understanding of what it means to work in a PLC and incorporate strategies with a relentless focus on learning.

Session Two | 11:30 am– 1:00 pm

Creating a Culture of Collaboration

Address the core factors of a school's wellbeing: do staff, students, parents and the community feel the school is safe and is collaboration used to enhance student learning? The Professional Learning Communities process can successfully implement a variety of indicators for Level 1 of the High Reliability Schools framework. Gavin will outline the main concepts and characteristics of effective PLCs.

Session Three | 2:00 pm– 3:30 pm

The What and the How of Norms and Protocols

Professional dialogue is essential to the work of Professional Learning Teams. The development and commitment to norms and protocols ensure higher levels of relational trust and work that makes a difference to student achievement. Understand the difference between norms that govern team meetings and the protocols required for centring conversation on learning. Participants will be given the opportunity to construct norms and practice protocols and develop SMART goals that ensure teams take a collective responsibility to student learning.

Saturday 23 May 2015

Session One | 9:30 am– 11:00 am

Teachers as Architects of Learning: 12 Considerations for Constructing a Successful Learning Experience

Gavin will outline the 12 considerations for constructing a successful learning experience for every student. The session is based on key educational learning theory and is designed to give educators key insights into their own practice.

Saturday 23 May 2015 (continued)

Session Two | 11:30 am– 1:00 pm

Teachers as Architects of Learning: Becoming More Deliberate in Your Practice

Teachers who place learning at the heart of their practice do whatever it takes to ensure their students achieve. Gavin will help participants understand how the educational beliefs teachers hold can impact their actions in the classroom. By becoming more aware of the role different learning theories have on their classroom instruction, participants will discover how to become more deliberate in their capacity to develop as teachers and as architects of learning.

Session Three | 2:00 pm– 3:30 pm

Teachers as Architects of Learning: How to Strengthen Your Use of Explicit Instruction

"Learning is not attained by chance; it must be sought for with ardour and attended to with diligence." Abigail Adams

In this session, participants will develop a shared understanding of what explicit instruction is and how it has a significant impact on the teaching and learning process. Benefits will be shared as participants reflect on their own teaching through the introduction of four key elements of explicit instruction.

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

Becoming a Professional Learning Community

Whether you are just beginning to build a PLC or need to regroup for your next steps, this session 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 PLC and incorporate strategies for staff to form a relentless focus on learning.

Session Two | 11:00 am– 1:00 pm

Teachers as Architects of Learning: How to Strengthen Your Use of Explicit Instruction

"Learning is not attained by chance; it must be sought for with ardour and attended to with diligence." Abigail Adams

Ask a room full of educators how they would define explicit instruction and you will typically get a range of different responses. In this session, participants will develop a shared understanding of what explicit instruction is and how the inclusion of this has a significant impact on the teaching and learning process. Benefits will be shared as participants reflect on their own teaching through the introduction of four key elements of explicit instruction.

Session Three | 2:00 pm– 4:00 pm

The Power of Coaching in Schools

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 – that produce superior instruction. Discover how Cognitive Coaching capitalises upon and enhances teachers' cognitive processes.



GAVIN GRIFT

Gavin 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, collaboration and learning-centred leadership. Gavin's recent book is *Teachers as Architects of Learning*.



PERTH
16–17 May

ADELAIDE
19–20 May

MELBOURNE
22–25 May

BRISBANE
30–31 May



Protocols for Professional Learning

Lois Brown Easton • 9781742392837

Use this handy guide to get your Professional Learning Community (PLC) engaged, energised and ready to implement formative assessment. Everything you need to organise and run your PLC – including agendas, schedules, handouts and background readings – is included. With enough materials for seven sessions in total, you can focus your PLC on all of the critical issues related to formative assessment. Easy-to-use charts, checklists and templates support every step of getting started and

keeping your PLC on track.

109037 • \$15.95



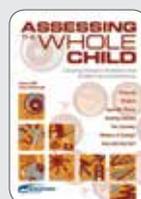
Transformative Talk

Gavin Grift • 9781760011734

Transformative Talk: Cognitive Coaches Share Their Stories is designed to assist aspirant Cognitive Coaches in developing their coaching capabilities. It draws upon the insights and experiences of Cognitive Coaching training associates and agency trainers who are “walking the talk” in their own lives and careers. With contributions from coaching professionals as well as a foreword by Cognitive Coaching founders Arthur L. Costa and Robert Garmston, *Transformative Talk*

supports you in your ongoing goal to build both your identity and capacity as a mediator of thinking.

HB1734 • \$35.95

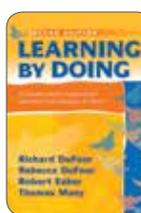


Assessing the Whole Child + CD

Gavin Grift, Jane Satchwell • 9781741700428

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, 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

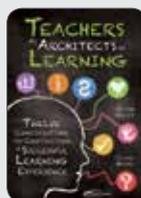


Learning by Doing, 2nd Edition

Richard & Rebecca DuFour, Robert Eaker, Thomas Many • 9781742397177

Learning by Doing 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 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 • \$35.00



Teachers as Architects of Learning

Gavin Grift, Clare Major • 9781743308806

The core business for every school, teacher and student is learning; any discussion outside of this is simply a distraction. *Teachers as Architects of Learning* provides the reader with the chance to become an architect for successful learning, introducing platforms to support the construction of a successful learning experience. The book encourages educators to raise their consciousness of how they can best support learning, regardless of the level or subject that they teach,

taking key educational learning theory and synthesising 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.

HB8806 • \$35.95

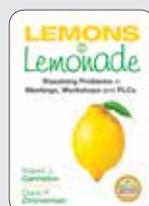


Collaborative Teams in PLCs at Work: A Multimedia Kit

This invaluable kit contains the *Learning by Doing Handbook for Professional Learning Communities at Work*, helping educators close the knowing-doing gap as they transform their schools into professional learning communities (PLCs). Hand in hand with this is the *Facilitator's Guide*, which contains a hands on training guide, a

CD-ROM and DVD showing a short video of exactly what collaborative teams in professional learning communities do. Also included is unscripted footage of real meetings, interspersed with key points from PLC print resources, brings the concept of collaboration to life.

SOT4863 • \$200.00

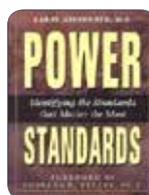


Lemons to Lemonade

Robert Garmston, Diane Zimmerman • 9781760011628

Writing for educators who want to use 21st-century technologies to help deliver relevant classroom instruction, Susan Brooks-Young examines inexpensive hardware already used by many students, explores free Web 2.0 tools such as social networking and virtual worlds, and sheds light on both common objections and changing points of view about using mobile technologies for instructional support.

CO1628 • \$21.95



Power Standards

Larry Ainsworth

Power Standards is a step-by-step, practical manual that explains how educators can distinguish the Power Standards – standards absolutely essential for student success – from those that are “nice to know”. Standards have become a critical focus for schools and, in striving to cover everything, educators admit to teaching many standards only superficially. In addition, educators often consider all standards equal, when in fact certain standards are more important than others. 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



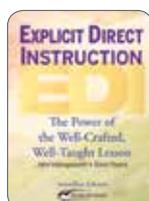
Whatever It Takes

Richard DuFour, Rebecca DuFour, Robert Eaker, Gayle Karhanck • 9781741708684

What happens when, despite our best efforts in the classroom, a student does not learn? In traditional schools, the response to this question has been left to individual classroom teachers. A Professional Learning Community will not leave this critical question to each teacher to resolve. A PLC will create a school-wide system of interventions that provides all students with additional time and support

when they experience difficulty in their learning. *Whatever It Takes* is full of specific strategies to make an immediate impact in helping schools transition from theory to action!

SOT8680 • \$39.95



Explicit Direct Instruction (EDI)

John Hollingsworth, Silvia Ybarra • 9781741709230

Direct Instruction helps teachers deliver effective lessons that can significantly improve achievement for all learners, including English language learners and students with special needs. This teacher-friendly book combines educational theory, brain research and data analysis to present a step-by-step guide for implementing the EDI method in diverse classrooms. 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