



Thinking & Learning Events

JANELLE WILLS



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.

Wednesday 20 May 2015

Session One | 8:30 am– 10:30 am

Becoming a Reflective Teacher

In an era of increased accountability, self-evaluation and self-reflection practices can empower teachers to chart their own path to improvement. In this session, participants will learn what teachers can do by themselves, for themselves. Janelle will help you to uncover why classroom autonomy and collaboration go hand-in-hand when it comes to effective teaching and student success.

Session Two | 11:00 am– 1:00 pm

The Art and Science of Gifted Education

The Art and Science of Teaching is an instructional framework developed by Dr Robert J. Marzano 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. How does this framework, adopted by many schools nationally and internationally, support gifted students in the classroom? This session draws the links between the 41 instructional elements within the Art and Science of Teaching framework and best practices in the field of gifted education.

Session Three | 2:00 pm– 4:00 pm

The Art and Science of Feedback!

Feedback has been shown to have a significant and positive impact on student learning. This session explores the characteristics of effective feedback, outlines practical strategies for giving feedback and offers ways to prepare students to receive feedback.

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

The Difference That Makes a Difference: Helping Twice Exceptional Children Thrive

Gifted students with learning disabilities have learning characteristics that set them apart from their peers. They face the daily confusion of completing some tasks to a high level while struggling with others. This session sheds light on the myriad of issues faced by these students and how, when their particular learning characteristics are recognised and met, they can experience academic and emotional success.

Session Two | 11:30 am– 1:00 pm

The Art and Science of Gifted Education

The Art and Science of Teaching is an instructional framework developed by Dr Robert J. Marzano that ensures the balance of research-based data with the need to understand the strengths and weaknesses of individual students. This session draws on the links between the 41 instructional elements within The Art and Science of Teaching framework and best practices in the field of gifted education.

Session Three | 2:00 pm– 3:30 pm

Self-Efficacy: The Power Within

Children's beliefs about their own abilities are critical influencers in their success or failure in all undertakings, particularly in school. This session will focus specifically upon the effects of self-efficacy in this belief system and how self-efficacy can be fostered through effective feedback and formative assessment practices.

Saturday 23 May 2015 and Sunday 24 May 2015

THE ART & SCIENCE OF TEACHING Institute

Tammy Heflebower & Janelle Wills

Great teachers are made, not born. Even small improvements in teacher effectiveness can influence student achievement.

National and international research shows unequivocally that quality teaching has the greatest in-school impact on student learning than any other factor. Consequently, the Australian Institute for Teaching and School Leadership's Teacher Performance and Development Framework (AITSL, 2010) urges schools to focus on improving teaching practices in order to raise student achievement. Such a culture of self-improvement is a key tenet of *The Art and Science of Teaching*, in which teachers are provided with clear guidelines as to what constitutes effective practice.

The Art and Science of Teaching (Marzano, 2007) is a research-based framework for understanding the nature of effective teaching. Ten instructional design questions from that framework are organised into three broad categories: (1) Lesson segments involving routine events, (2) Lesson segments addressing content and (3) Lesson segments enacted on the spot.

Within these categories, each design question is divided into individual elements that describe specific classroom strategies and behaviours. These elements align with the AITSL standard descriptors and provide teachers with evidence-based strategies for demonstrating the standards. Dr Tammy Heflebower and Dr Janelle Wills present an interactive and engaging two-day institute that introduces and explains the instructional framework from *The Art and Science of Teaching* developed by Dr Robert J. Marzano. Participants will learn the 10 design questions to ask when planning a unit of instruction, the three segments of each lesson to prepare and the 41 elements of effective teaching to master, with specific attention to engagement.



Monday 25 May 2015

Session One | 9:30 am– 11:00 am

The Art and Science of Feedback!

Feedback has been shown to have a significant impact on student learning. Explore the characteristics of effective feedback, outline practical strategies for giving feedback and the ways to prepare students to receive feedback.

Session Two | 11:30 am– 1:00 pm

Becoming a Reflective Teacher

In an era of increased accountability, self-evaluation and self-reflection practices can empower teachers to chart their own path to improvement. Participants will learn what teachers can do by themselves, for themselves. Janelle will help you to uncover why classroom autonomy and collaboration go hand-in-hand when it comes to effective teaching and student success.

Session Three | 2:00 pm– 3:30 pm

The Art and Science of Gifted Education

Repeat Session from Friday 22 May; Session Two

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

Sessions One to Three | 8:30 am– 4:00 pm

The Art and Science of Teaching (Tammy HEFLEBOWER & Janelle WILLS)

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Dr Tammy Heflebower and Dr Janelle Wills present an interactive, engaging workshop that introduces and explains the instructional framework from *The Art and Science of Teaching* developed by Dr Robert J. Marzano. Participants will learn the 10 design questions to ask when planning a unit of instruction, the three segments of each lesson to prepare and the 41 elements of effective teaching to master, with specific attention on engagement.

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

Sessions One to Three | 8:30 am– 4:00 pm

The Art and Science of Teaching (Tammy HEFLEBOWER & Janelle WILLS)

Great teachers are made, not born. Even small improvements in teacher effectiveness can influence student achievement. National and international research shows unequivocally that quality teaching has the greatest in-school impact on student learning over any other factor. Consequently, the Australian Institute for Teaching and School Leadership's *Teacher Performance and Development Framework* (AITSL, 2010) urges schools to focus on improving teaching practices in order to raise student achievement. Such a culture of self-improvement is a key tenet of *The Art and Science of Teaching*, in which teachers are provided with clear guidelines as to what constitutes effective practice. Ten instructional design questions from that framework are organised into three broad categories: lesson segments involving routine events, lesson segments addressing content and lesson segments enacted on the spot. When introduced as a school-wide instructional framework, The Art and Science of Teaching framework provides a common language of instruction for teachers from F–12, enabling collegial dialogue and reflective practices. It provides school leaders with an effective tool for giving precise feedback and coaching support to teachers.

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Sunday 31 May 2015

Session One | 8:30 am– 10:30 am

The Art and Science of Feedback!

Feedback has been shown to have a significant and positive impact on student learning. This session explores the characteristics of effective feedback, outlines practical strategies for giving feedback and offers ways to prepare students to receive feedback.

Session Two | 11:00 am– 1:00 pm

The Art and Science of Gifted Education

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Session Three | 2:00 pm– 4:00 pm

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JANELLE WILLS

Janelle (EdD) is the Director of The Marzano Institute Australia. She is the lead training associate for High Reliability Schools, The Art and Science of Teaching and other Marzano topics. Personally trained by Dr Robert J. Marzano and with over 30 years of teaching and leadership experience across the three sectors of schooling, Janelle has a strong commitment to continued learning and remains both informed and innovative in her approaches.

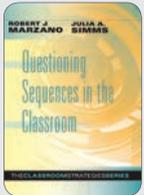


ADELAIDE
19–20 May

MELBOURNE
22–25 May

SYDNEY
27–28 May

BRISBANE
30–31 May



Questioning Sequences in the Classroom: The Classroom Strategies Series

Robert J. Marzano, Julia Simms • 9781760012496

Questioning Sequences in the Classroom responds to the debate surrounding the effectiveness of higher-order and lower-order questioning. This thorough guide encourages teachers to ask targeted, specific questions to help students successfully meet learning goals. Using a four-phase questioning sequence, Robert J. Marzano and Julia A. Simms illustrate how to use questioning to reinforce what students

learn, spark their curiosity and ultimately increase achievement, while providing teachers with valuable assessment data. Part of "The Classroom Strategies" series, it follows the series format, summarising key research and translating it into recommendations for classroom practice.

MRL2496 • \$29.95

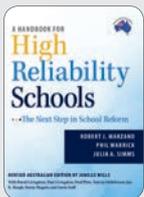


Essentials for Achieving Rigour Series: Identifying Critical Content: Classroom Techniques to Help Students Know What is Important

Deana Senn, Amber Rutherford, Robert J. Marzano • 9781760012786

This book explores explicit techniques for mastering a crucial strategy of instructional practice: teaching students the skill of identifying critical content. It includes: explicit steps for implementation, recommendations for monitoring if students are able to identify critical content, adaptations for students with specific needs, examples and non-examples from classroom practice, and common mistakes and ways to avoid them.

LSM2786 • \$19.95



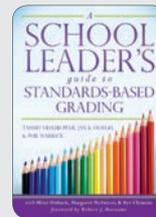
A Handbook for High Reliability Schools

Robert J. Marzano, Phil Warrick, Julia Simms • 9781760012779

Usher in the new era of school reform with *A Handbook for High Reliability Schools*. In this invaluable manual for whole-school improvement, Dr Robert J. Marzano and his co-authors help you to transform your school into an organisation that takes proactive steps to prevent failure and ensure student success. Using a research-based five-level hierarchy along with leading and lagging indicators, you'll learn to assess, monitor and confirm the effectiveness of your school.

This revised Australian edition of *A Handbook for High Reliability Schools* has been adapted by Dr Janelle Wills, director of the Marzano Institute Australia, to align with Australian educational policies and practices.

MRL2779 • \$29.95

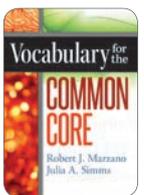


A School Leaders Guide to Standards- Based Grading

Tammy Heflebower, Jan Hoegh, Phil Warrick • 9781760012861

A School Leader's Guide to Standards-Based Grading, by Tammy Heflebower, Jan K. Hoegh and Phil Warrick, with Mitzi Hoback, Margaret McInteer and Bev Clemens, offers a reliable framework for analysing student learning and providing students and stakeholders with effective feedback on student progress. This guide not only articulates significant research supporting standards-based grading as an accurate, precise and effective way to report academic strengths and weaknesses but also shares applicable anecdotes from educators implementing its components.

MRL2861 • \$27.95

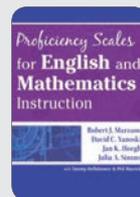


Vocabulary for the Common Core

Robert J. Marzano, Julia Simms • 9781760011222

The Common Core State Standards (CCSS) present unique demands on students to learn vocabulary and teachers to teach it. Authors Robert J. Marzano and Julia A. Simms address the need for CCSS-aligned vocabulary instruction in their three-part resource *Vocabulary for the Common Core*. They guide teachers and teams toward the creation of a successful vocabulary program while highlighting both general academic and domain-specific terms from the mathematics and English language arts standards. Marzano and Simms show P–12 educators how to achieve success for all students. *Vocabulary for the Common Core* is the ideal resource for teachers who wish to connect with curriculum standards on a deeper level.

MRL1222 • \$39.95



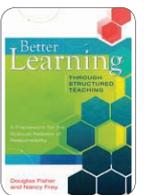
Proficiency Scales for English and Mathematics Instruction

Robert J. Marzano, David Yanoski, Jan Hoegh, Julia Simms • 9781760012878

From *The Art & Science of Teaching to High Reliability Schools*, proficiency scales are a core feature of leading educational researcher Dr Robert J. Marzano's acclaimed school improvement frameworks.

Whether you are actively engaged in implementing a Marzano Institute initiative in your school or simply need guidance when it comes to measuring student learning, *Proficiency Scales for English and Mathematics Instruction* can help. Designed to supplement your existing practice, it contains over 110 proficiency scales that will bring new rigour and focus to your teaching and assessment practice.

MRL2878 • \$38.95



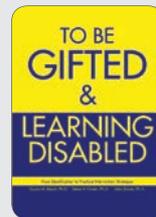
Better Learning Through Structured Teaching

Douglas Fisher, Nancy Frey • 9781741706802

Describes how teachers can help students develop stronger learning skills by ensuring that instruction moves from modelling and guided practice to collaborative learning and, finally, to independent tasks. You'll find out how to use the four components of this approach (Focus Lessons, Guided Instruction, Collaborative Learning and Independent Tasks) to help meet critical challenges, including differentiating instruction and making effective use of class time. Two experienced teachers describe

a purposeful classroom structure that relies on four phases: focus lessons, guided instruction with small groups, collaborative learning and independent work that draws on students' prior knowledge.

108010 • \$25.95



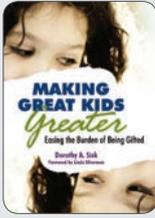
To Be Gifted and Learning Disabled

Susa Baum, Steve Owen, John Dixon • 9781864010008

From definitions to practical intervention strategies, this remarkable book covers everything a classroom or enrichment teacher requires to begin addressing the needs of a very special group of youngsters – the gifted learning-disabled (GLD). Get help identifying GLD students in your classroom with definitions and characteristics of GLD students. Numerous examples and success stories to inspire you and help you to unlock your students' potential. This book includes: strategies for improving poor organisational skills, strategies for students with limited

reading skills, strategies for managing behaviour and various program strategies discussed that have been successfully used.

3978 • \$43.45



Making Great Kids Greater

Dorothy Sisk • 9781760012861

Gifted students often develop faster intellectually than socially and emotionally, resulting in feelings of isolation or inadequacy. This book provides educators with a window into the world of the gifted child, discusses how to develop the talents of gifted children with consideration for their unique needs, and suggests ways to help great kids become greater. Written by gifted education expert Dorothy A. Sisk, this practical resource offers techniques, strategies and lessons to help gifted students bridge the gap between their cognitive and

social-emotional development.

CO9171 • \$35.95

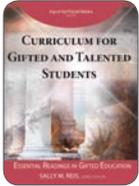


ASCD Arias Publication: Self-Regulated Learning for Academic Success

Carrie Germeroth, Crystal Day-Hess • 9781760011697

Self-regulated learning can be taught in every content area and at every year level. *Self-Regulated Learning for Academic Success: How Do I Help Students Manage Their Thoughts, Behaviors, and Emotions?* presents instructional strategies and specific ideas you can implement in your classroom today to put all your students on the path to positive, empowered learning and greater academic success.

SF114041 • \$15.00



Curriculum for Gifted and Talented Students

Sally Reis • 9781760011116

Curriculum for Gifted and Talented Students is the expert guide to the major issues, the chief trends and the most effective models and solutions for gifted and talented curriculum. Designed in a no-nonsense fashion with the busy educator in mind, *Curriculum for Gifted and Talented Students* presents the areas of the most significance, most interest and most debate in gifted education today. This ready-reference offers the guidance, the pragmatic application and the insight of top authorities, empowering decision makers with all the tools they need to shape a successful and enriching curriculum for gifted students.

CO1116 • \$39.95

