

# Professor Dylan Wiliam

Professor Dylan Wiliam is emeritus professor of educational assessment at University College London. In a varied career, he has taught in urban public schools, directed a large-scale testing program, served a number of roles in university administration, authored numerous books, and pursued a research program focused on supporting teachers to develop their use of assessment in support of learning. As one of the United Kingdom's leading experts on assessment, Dylan has an extensive history of research and consultation in this area.



## APPEARING AT

**BRISBANE CONFERENCE**  
**FRIDAY 12 MAY 2017**  
**SATURDAY 13 MAY 2017**

**12 AND 13 MAY, 2017**

Embedding Formative Assessment Institute  
 Leadership for Teacher Learning Institute

**SYDNEY CONFERENCE**  
**MONDAY 15 MAY 2017**  
**TUESDAY 16 MAY 2017**

**15 AND 16 MAY, 2017**

Embedding Formative Assessment Institute  
 Leadership for Teacher Learning Institute

**MELBOURNE CONFERENCE**  
**THURSDAY 18 MAY 2017**  
**FRIDAY 19 MAY 2017**  
**SATURDAY 20 MAY 2017**

**18 – 20 MAY, 2017**

Embedding Formative Assessment Institute  
 Leadership for Teacher Learning Institute  
 Overcoming a 'Mile Wide, Inch Deep' Approach to Curriculum:  
 Principled Curriculum Design  
 Principled Assessment Design: Serving to Improve Learning  
 Assessment Literacy: The Meaning and Consequences of  
 Educational Assessments

**SATURDAY 20 MAY 2017**  
**SATURDAY 20 MAY 2017**

**ADELAIDE CONFERENCE**  
**MONDAY 22 MAY 2017**  
**TUESDAY 23 MAY 2017**

**22 AND 23 MAY, 2017**

Embedding Formative Assessment Institute  
 Leadership for Teacher Learning Institute

**PERTH CONFERENCE**  
**THURSDAY 25 MAY 2017**  
**FRIDAY 26 MAY 2017**

**25 AND 26 MAY, 2017**

Leadership for Teacher Learning Institute  
 Embedding Formative Assessment Institute

# BRISBANE

**FRIDAY 12 MAY**

## **Embedding Formative Assessment – ONE-DAY INSTITUTE**

There is now a large and growing evidence base showing that helping teachers develop their use of minute-to-minute and day-by-day assessment is one of the most powerful ways to improve student learning. But adopting formative assessment involves far more than adding a few “quick fixes” to teachers’ classroom repertoires. It involves a fundamental shift in focus, from what the teacher is putting into the process to what the students are getting out of it. In this interactive one-day workshop, participants will learn

- why we need to increase educational achievement, what’s been tried and why it hasn’t worked
- why formative assessment needs to be the priority for every school
- what formative assessment is (and isn’t)
- practical techniques for implementing formative assessment.

**SATURDAY 13 MAY**

## **Leadership for Teacher Learning – ONE-DAY INSTITUTE**

There is a “knowing–doing” gap in education. The problem is not that we do not know how to improve schools. The problem is implementing what is known to work in more classrooms. This is why approaches based on “sharing good practice” have been relatively ineffective. Teachers do not lack knowledge – rather they lack support in putting into practice changes in what they do in their classrooms, and this requires time. This is a particular problem in education because almost everything that teachers do in classrooms benefits their students. We cannot therefore create extra time by stopping teachers doing bad things – they aren’t doing any. The essence of effective teacher leadership is stopping people doing good things, to give them time to do even better things. In this interactive workshop, participants will learn how leaders can support teachers in improving their classroom practice through an understanding of the research on habit change. Participants will also learn about the best ways of organising teacher learning, how to monitor whether progress is being made, and how to make sure teacher learning is a priority.

# SYDNEY

**MONDAY 15 MAY**

See Brisbane, Day 1 - Embedding Formative Assessment – One-Day Institute

**TUESDAY 16 MAY**

See Brisbane, Day 2 - Leadership for Teacher Learning – One-Day Institute

# MELBOURNE

**THURSDAY 18 MAY**

See Brisbane, Day 1 - Embedding Formative Assessment – One-Day Institute

**FRIDAY 19 MAY**

See Brisbane, Day 2 - Leadership for Teacher Learning – One-Day Institute



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# SATURDAY 20 MAY

## SESSION 1: 8.30AM - 10.30AM

### Overcoming a “Mile Wide, Inch Deep” Approach to Curriculum: Principled Curriculum Design

Denis Lawton defined curriculum as “a selection from culture” but how are we to make the selection, and who gets to decide? In the absence of a clear set of guiding principles for the design of a curriculum, curriculum development becomes a kind of inflationary spiral in which people agree to other people’s preferences provided their own are also accepted. The result is too often a curriculum that is, in the words of William Schmidt, “a mile wide and an inch deep”. This session will present participants with a number of principles for curriculum design, and participants will have the opportunities to discuss the relevance of these principles for their own institutions.

## SESSION 2: 11.00AM - 1.00PM

### Principled Assessment Design: Serving to Improve Learning

Assessment is a good servant but a bad master; a school’s assessment system should therefore be designed to assess the school’s curriculum rather than having to design the curriculum to fit the school’s assessment system. Since each school’s curriculum will be designed to meet local needs there cannot be a one-size fits all assessment system. There are however a number of principles that should govern the design of any assessment system. In this session, participants will learn how to use a principled approach to the design of a whole-school assessment system, ensuring that the assessment serves to improve learning as well as measure it.

## SESSION 3: 2.00PM - 4.00PM

### Assessment Literacy: The Meaning and Consequences of Educational Assessments

Assessment literacy – an understanding of both the meanings and the consequences of educational assessments – is an essential component of teacher expertise, but there is little agreement about the term’s meaning. In this session, participants will learn about what makes some assessments better than others, why student progress measures are almost entirely useless, why most tests will never produce useful diagnostic information on students and why most school assessment systems do not do the things they are intended to do.

# ADELAIDE

## MONDAY 22 MAY

See Brisbane, Day 1 - Embedding Formative Assessment – One-Day Institute

## TUESDAY 23 MAY

See Brisbane, Day 2 - Leadership for Teacher Learning – One-Day Institute

# PERTH

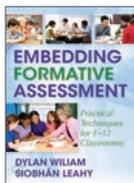
## THURSDAY 25 MAY

See Brisbane, Day 2 - Leadership for Teacher Learning – One-Day Institute

## FRIDAY 26 MAY

See Brisbane, Day 1 - Embedding Formative Assessment – One-Day Institute

# RESOURCES



## Embedding Formative Assessment: Practical Techniques for F-12 Classrooms

Siobhan Leahy, Dylan Wiliam • 9781760014971

Dylan Wiliam and Siobhan Leahy deliver a clear, practical guide for teachers, centred on five key strategies for improving teacher practice and student achievement. The authors provide an overview of each strategy and a number of very practical formative assessment techniques for

implementing them in classrooms.

LSM4971 • \$35.95



## Embedding Formative Assessment Professional Development Pack

Siobhan Leahy, Dylan Wiliam • 9781743308899

Written by Professor Dylan Wiliam and Siobhan Leahy, Embedding Formative Assessment is a two-year professional development pack for schools and colleges that contains all the materials needed for two years of research-based professional development. This pack is based on the premise that all teachers can improve their

practice by developing their use of assessment for learning (AfL) through membership of a teacher learning community (TLC).

SAT8899 • \$544.50



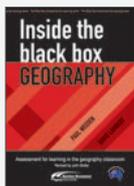
## Working Inside The Black Box

Paul Black, Christine Harrison, Bethan Marshall, Dylan Wiliam • 9781760011291

Working inside the Black Box takes a more practical slant, offering practical ideas and advice for the improvement of classroom assessment through the key formative assessment methods. The philosophy of the "Black Box" series is that formative assessment is considerably more

than the sum of a series of handy tips and techniques; rather, it is about creating a learning culture within the classroom that enables the student to become an independent and effective learner.

GLA1291 • \$10.95



## Inside the Black Box: Geography

Paul Weeden, David Lambert • 9781760011345

Geography students must develop process skills for investigation as well as communication skills to question and discuss their findings. Formative assessment fits well into this learning setting, since its purpose is for teachers to sift student responses in class discussion and activity and make professional judgements about the next steps in learning.

GLA1345 • \$10.95



## Inside the Black Box: Design and Digital Technologies

Jusy Moreland, Alister Jones, David Barlex • 9781760011383

This book attempts to blend what we know about the power of formative assessment with a restatement of the educational purpose of Design and Technologies and Digital Technologies. This booklet offers advice to

teachers on how to interact more effectively with technology students on a day-to-day basis.

GLA1383 • \$10.95

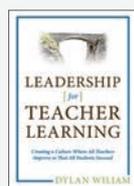


## Inside the Black Box: Science

Christine Harrison, Paul Black • 9781760011338

Science provides the means by which learners can interact with the world around them and develop ideas about the phenomena they experience. To be able to learn science in this way, students need help in developing process skills to investigate, and communication skills to question and discuss findings. The specific aim of Inside the Black Box: Science is the improvement of science education, so ideas are put in the context of the aims and expectations of science teaching.

GLA1338 • \$10.95

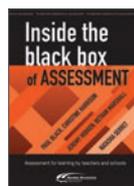


## Leadership for Teacher Learning: Creating a Culture Where All Teachers Improve so That All Students Succeed

Dylan Wiliam • 9781760018306

Leadership for Teacher Learning explores the correlation between teacher quality and student achievement. Drawing from evidence-based research findings, Dylan Wiliam clearly and concisely explains how formative assessment, when applied properly, helps create a structured and rigorous learning environment that increases student achievement.

LSM8306 • \$39.95



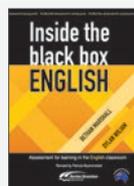
## Inside The Black Box of Assessment

Paul Black, Christine Harrison, Jeremy Hodgen, Bethan Marshall, Natasha Serret • 9781760011369

Inside the Black Box of Assessment helps you to develop the quality of your summative assessments, offering easy-to-read advice for teachers on how to implement the key techniques within formative assessment questioning, feedback, and peer- and self- assessment. Previous

booklets in the series have targeted teachers of particular curriculum subjects. However, Inside the Black Box of Assessment is different in that its aim is to help all teachers and schools develop the quality of their own summative assessments.

GLA1369 • \$10.95



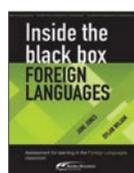
## Inside the Black Box: English

Bethan Marshall, Dylan Wiliam • 9781760011314

This book offers an opportunity to reconsider established teaching strategies such as classroom dialogue and peer- and self-assessment in the light of the research findings on formative assessment, and to use them more rigorously and consistently as a means of helping students to progress.

Examining the principles of learning that underpin formative assessment and goes on to consider how these might be applied in the classroom.

GLA1314 • \$10.95



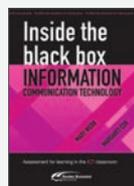
## Inside the Black Box: Foreign Languages

Jane Jones, Dylan Wiliam • 9781760011376

Inside the Black Box: Foreign Languages offers advice to foreign languages teachers on developing assessment practices that improve learning, backed by rigorous evidence that the assessment for learning method is effective and feasible in real classrooms. Formative assessment fits

naturally into the foreign languages setting since teachers can collect and sift data that arises in classroom interactions and activities.

GLA1376 • \$10.95



## Inside the Black Box: ICT

Mary Webb, Margaret Cox • 9781760011352

In this book, the authors offer advice to ICT teachers on how to use formative assessment to interact more effectively with students and promote learning. Using these methods, teachers can gauge what students already know, while assessing learners' analytical skills and how

they approach a design task.

GLA1352 • \$10.95



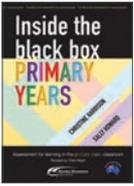
## Inside the Black Box

Paul Black, Dylan Wiliam • 9781760011284

This revised Australian edition of Paul Black and Dylan Wiliam's Inside the Black Box aims to help our nation's educators improve their assessment practice by offering easy-to-read advice on how to implement the key techniques within formative assessment – questioning, feedback, and peer-

and self-assessment. The philosophy of the "Black Box" series is that formative assessment is considerably more than the sum of a series of handy tips and techniques; rather, it is about creating a learning culture within the classroom that enables the student to become an independent learner.

GLA1284 • \$10.95

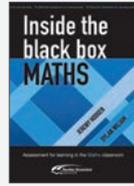


### Inside the Black Box: Primary Years

Christine Harrison, Sally Howard • 9781760011307

An up-to-date guide to assessment for learning focused on helping Australian primary teachers to acquire and develop effective assessment practice. The booklet offers guidance on how to develop a community of learning that builds on collaborative practice between children, offering recommendations grounded in both research findings and in the authors' experience of working with many teachers, schools and local authorities over the last decade.

GLA1307 • \$10.95



### Inside the Black Box: Maths

Jeremy Hodgen, Dylan Wiliam • 9781760011321

Inside the Black Box: Maths outlines the principles of formative assessment and how they can be applied in the maths classroom. The recommendations made in Inside the Black Box: Maths gain particular strength from the fact that they are grounded in the main findings of many decades of research into the principles that govern effective learning and the factors that help support the motivation and self-esteem of learners.

GLA1321 • \$10.95



### Inside the Black Box Series Set of 11

GLA1280 • \$110.00

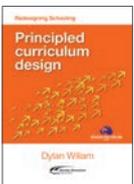


### Redesigning Schooling: Principled assessment design

Dylan Wiliam • 9781760015190

In this challenging booklet, Dylan Wiliam argues forcefully that schools must develop their own way of assessing children's progress. He guides us through a nuanced way of thinking about assessment that should underpin the design of any model: knowing the limitations of types of assessment and the impact these have on the inferences you make; defining what you will assess and the purpose for which you will use the data; how you will collect, share and record it; and, critically, how you can design assessment systems that first and foremost support teaching and learning.

SAT5190 • \$15.95



### Redesigning Schooling: Principled curriculum design

Dylan Wiliam • 9781760015107

Although education is changing fast, the world is changing faster. Professor Wiliam explains what this means in terms of curriculum in our schools and outlines seven suggested principles of curriculum design. This booklet aims to help schools make curriculum development a planned and collegial process, and one that builds on the expertise of others.

SAT5107 • \$15.95

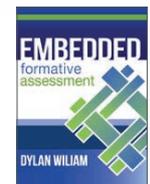


### Ahead of the Curve

Dylan Wiliam • 9781741708288

This book brings the ideas and recommendations of internationally renowned education leaders into one resource for educators working to help their students achieve at ever-higher levels. Each chapter contributes to a sound conceptual framework and offers specific, practical strategies for assessment. From involving students in the assessment process, to ensuring accuracy, to applying assessments to English language learners and special needs students, you will find compelling insights and proven strategies.

SOT8281 • \$50.00



### Embedded Formative Assessment

Dylan Wiliam • 9781742398112

This book 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.

SOT8112 • \$35.95



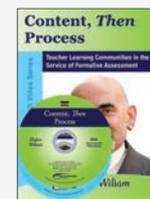
### Redesigning Schooling Series Complete Set

Tom Middlehurst, Guy Claxton, Dylan Wiliam, Chris Smith, Bill Lucas • SAT5085

Redesigning Schooling is a six-part series designed to help identify the big questions in education, look at lessons from other systems and shape the

debate on how we can make our education system world class. With Redesigning Schooling, educators are urged to consider best practice in six areas of schooling: teaching and learning; student impact; parental engagement; curriculum design; assessment design; and collaboration between schools.

SAT5085 • \$90.00

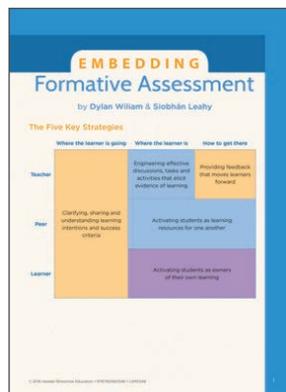


### Content, Then Process: Teacher Learning Communities in the Service of Formative Assessment DVD

Dylan Wiliam • 9781743302446

Teacher quality is the most significant variable in school improvement, and of all the things teachers can do to improve the quality of their teaching, formative assessment has been shown to provide the greatest impact. In Content, Then Process: Teacher Learning Communities in the Service of Formative Assessment (from the 2009 Annual Conference on Standards and Assessment in Las Vegas, Nevada), Dr Wiliam outlines a model to shift towards more formative assessment-based teaching practices by first addressing content (what needs to be changed) and then addressing the process to approach that change.

SOT2446 • \$150.00



### Embedding Formative Assessment Quick Reference Guide

Dylan Wiliam, Siobhan Leahy • 9781760560546

This 8 page, full-colour glossy quick reference guide clearly illustrates how teachers, peers and learners can use Dr Dylan Wiliam's five key formative assessment strategies to determine where learners are, where they're going and how to get there. The guide includes at-a-glance question shells and alternatives to teacher questions to keep all students engaged in their learning.

LSM0546 • \$15.00