

Brian Pete

Brian comes from a family of educators-college professors, school superintendents, teachers and teachers of teachers. Through his roles as producer of educational videos, publisher of educational resources, and trainer of teachers and leaders, Brian has a rich background in professional development. He brings both a depth of understanding about effective professional development experiences and a technical know-how for practical implementations.

Brian is currently the lead trainer in a major initiative in Singapore for the TILM Ignite Schools. He brings his humour, wit and charm to all of his professional development sessions.



SCHEDULE

FRIDAY 18 MAY 2018	Session 1: Differentiation Revisited: It's About Knowing Your Kids
FRIDAY 18 MAY 2018	Session 2: PBL: Begin with Questions that Matter
FRIDAY 18 MAY 2018	Session 3: The New Science of Developing Expertise
SUNDAY 20 MAY 2018	Session 1: Teaching and Learning: Teacher Leaders as Sage and Guide
SUNDAY 20 MAY 2018	Session 2: Teacher Collaboration: Beginning Professional Conversations
SUNDAY 20 MAY 2018	Session 3: The Art and Science of Transfer

FRIDAY 18 MAY

SESSION 1

Differentiation Revisited: It's about Knowing Your Kids

Know your kids! Experience tells us that the most important element in differentiating instruction is how well the teacher knows the students. Yet, that is not simple to do in a classroom of 25–30 diverse students or rotating classes. But by using various measures, formative and otherwise, we can know our learners well, their readiness to learn, their strengths and weaknesses and their interests and motivations. Then we are tuned into the *what, why and how* to change, modify, accommodate and accelerate the learning.

SESSION 2

PBL: Begin with Questions That Matter

By leading problem-based learning daily lessons with essential questions, students have a thread that ties the learning experiences together for them. Academic questions serve the rich content, while essential questions reach to global, universal and far-reaching lessons. Learn how to transform certain academic questions into essential questions to guide the target learning. Commit to open-ended questions to provoke thinking, create opportunities for transfer to other topics/subjects. Use starters like "how, why and what if..." kinds of questions to get started.

SESSION 3

The New Science of Developing Expertise

By unlocking student talent with new information about how to develop personal expertise using "deliberate practice", teachers can increase student fluency in reading, develop student fluency in basic maths facts and keep students performing at the edge of their potential in writing. Join this session and leave with the key secrets of this new science of expertise.

SUNDAY 20 MAY

(Joint Sessions with Robin Fogarty)

SESSION 1

Teaching and Learning: Teacher Leaders as Sage and Guide

Teachers have 90 seconds to *capture* the students' attention! They must *captivate* the audience with emotion, and *close* with targeted points that recap key information! Learn how to present information with wit, with authority and with ease. Build a fine and full "bag of tricks" to share knowledge with skill and grace, using "stage presence", stories and quotes. Most importantly, know how to make the shift, intermittently to the role of guide on the side, getting participants engaged in the action with tempo and pacing.

SESSION 2

Teacher Collaboration: Beginning Professional Conversations

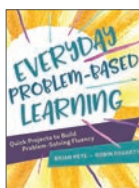
How many times have you been solicited for feedback? The question is why? What is all the fuss about feedback? It is absolutely clear that useful or "actionable" feedback is a critical attribute in learning and continuous improvement. Research indicates that "actionable performance feedback" is a key factor in changing/improving skills such as teaching. Think about professional, trusted colleagues for co-planning, peer tutoring, video feedback talks, coaching actionable feedback and of course, the "back and forth" of effective Professional Learning Communities.

SESSION 3

The Art and Science of Transfer

Making sense of inert knowledge through academic coaching changes the likelihood of teachers transferring new strategies from staffroom training to classroom teaching. Use academic coaching to create rapport, craft a coaching plan and couch expertise and wisdom into a working model by developing skills to judge the need for support. Teachers may want *instructive* coaching or simply need *encouragement* at the right moments. Some are ready to be *empowered* with independence and others are ripe for inspired wisdom to deepen their expertise in their craft.

RESOURCES



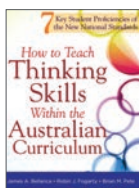
Everyday Problem-Based Learning: Quick Projects to Build Problem-Solving Fluency

9781760566067

In this book, Brian Pete and Robin Fogarty show how you can use problem-based learning as a daily approach to helping students learn authentic and relevant content and skills. They explain how to engage students in each of the seven steps in the problem-based learning model, so students learn how to develop good questions, launch their inquiry, gather information, organise their information, create evidence, present their findings, and assess their learning. Using practical

examples, they also describe how to help students master these seven important thinking skills: develop, analyse, reason, understand, solve, apply, and evaluate.

117057 • \$35.95



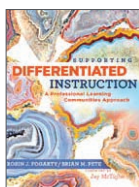
How to Teach Thinking Skills Within the Australian Curriculum

9781743306925

The Australian Curriculum is designed to make F-12 students university and career ready in mathematics, English, history, geography, science and technical subjects. Divided into seven key student proficiencies, How to Teach Thinking Skills Within the Australian Curriculum is a practical guide that prepares teachers to teach to the standards, across all year levels and content areas. Authors James A. Bellanca, Robin J. Fogarty and Brian M. Pete show teachers and educational leaders how

to make simple adjustments to classroom instruction in order to enhance students' critical thinking skills and prepare them for university and the workforce.

SOT6925 • \$32.95



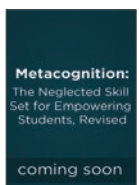
Supporting Differentiated Instruction: A Professional Learning Communities Approach

9781742397962

This book pragmatically approaches the collaborative spirit of professional learning communities (PLCs) and the rigorous work of differentiated classroom instruction, addressing both teaching decisions for professional staff and learning decisions for students. It examines how PLCs provide the decision-making platform to implement instruction that is responsive to varied learning styles and needs. Teachers need plausible methods to put the profound theories

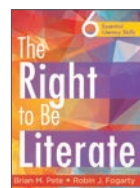
of collaboration and differentiation into classroom practice. This practical guide offers tools and techniques for reflective dialogue in implementing a PLC that supports differentiated instruction, as well as lesson templates and example lessons.

SOT7962 • \$35.95



Megcognition: The Neglected Skill Set for Empowering Students, revised.

COMING SOON!

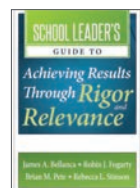


The Right to Be Literate: 6 Essential Literacy Skills

9781760561833

Students of the digital age have access to a voluminous amount of information, and literacy skills are of paramount importance. The Right to Be Literate: 6 Essential Literacy Skills presents F-12 teachers and administrators with research-based support and standards-aligned strategies to develop the six literacy skills students will need to think critically and communicate collaboratively in the 21st century: reading, writing, listening, speaking, viewing and representing. Educators can either read straight through the book to explore all the presented standards-based strategies for widening literacy skills or look for specific strategies they haven't yet tried.

SOT1833 • \$41.25

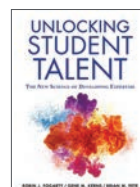


School Leader's Guide to Achieving Results Through Rigour and Relevance

9781760012854

The Common Core State Standards have brought a new set of challenges into the school leader's world. Fortunately, School Leader's Guide to Achieving Results Through Rigor and Relevance confronts it head-on and guides school leaders as they implement the Common Core State Standards into their curriculum, instruction, assessment and professional development activities. Authors James A. Bellanca, Robin J. Fogarty, Brian M. Pete and Rebecca L. Stinson detail effective instructional leadership and innovative practices that will enable school leaders to make Common Core implementation a reality for their schools.

SOT2854 • \$27.95



Unlocking Student Talent: The New Science of Developing Expertise

9781760565992

How do we truly help students achieve their fullest potential? What are the roles of motivation, deliberate practice, and coaching in developing talent and abilities in students? This hands-on guide examines each of these elements in detail providing definitions, relevant research, discussions, examples, and practical steps to take with students in elementary, middle, and high school. The authors examine cutting-edge research on world-class performance and distill information

specifically for educators.

TCP5992 • \$39.95