

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. His recent work has focused on the use of assessment to support learning, which is sometimes called formative assessment. He was the coauthor, with Paul Black, of a major review of the research evidence on formative assessment, and he has worked with many groups of teachers across the globe on developing formative assessment practices.

SCHEDULE

FRIDAY 18 MAY 2018	One-Day Institute: Embedding Formative Assessment Institute
SATURDAY 19 MAY 2018	One-Day Institute: Leadership for Teacher Learning Institute
SUNDAY 20 MAY 2018	Session 1: Overcoming a 'Mile Wide, Inch Deep' Approach to Curriculum: Principled Curriculum Design
SUNDAY 20 MAY 2018	Session 2: Principled Assessment Design: Serving to Improve Learning
SUNDAY 20 MAY 2018	Session 3: Assessment Literacy: The Meaning and Consequences of Educational Assessments

FRIDAY 18 MAY

ONE-DAY INSTITUTE - Embedding Formative Assessment 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. This an interactive one-day workshop and participants should enrol for the whole day.

Due to popular demand, registration for this Institute is essential.

SATURDAY 19 MAY

ONE-DAY INSTITUTE - Leadership for Teacher Learning 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 whole-day 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.

Due to popular demand, registration for this Institute is essential.

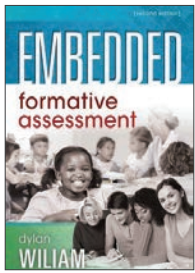
SUNDAY 20 MAY

SESSION 1 - Overcoming a "Mile Wide, Inch Deep" Approach to Curriculum: Principled Curriculum Design

SESSION 2 - Principled Assessment Design: Serving to Improve Learning

SESSION 3 - Assessment Literacy: The Meaning and Consequences of Educational Assessments

RESOURCES



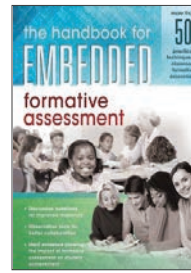
Embedded Formative Assessment, Second Edition

Dylan Wiliam • 9781760565688

Educational achievement carries more importance than ever for students to thrive in the complex, unpredictable world of the 21st century. In this second edition author Dylan Wiliam makes the case for the significant role of formative assessment in increasing teacher quality and student learning. Through a vast body of new research, insights, examples and formative assessment techniques, this rich resource

shows K-12 teachers and administrators how to positively impact student achievement.

SOT5688 • \$39.95

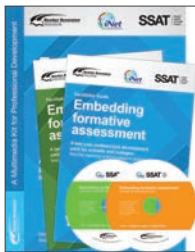


The Handbook for Embedded Formative Assessment

Dylan Wiliam • 9781760565916

Using this resource as a companion to Embedded Formative Assessment, Second Edition or as a stand-alone book, K - 12 teachers will find tried-and-tested classroom techniques, practical how-tos, and engaging exercises to guide implementation.

SOT5916 • \$39.95



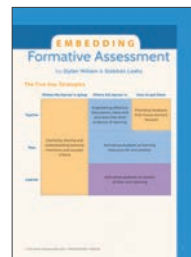
Embedding Formative Assessment Professional Development Pack

Siobhán Leahy, Dylan Wiliam • 9781743308899

Written by Professor Dylan Wiliam and Siobhán 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



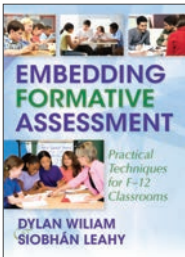
Embedding Formative Assessment Quick Reference Guide

Dylan Wiliam, Siobhán 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



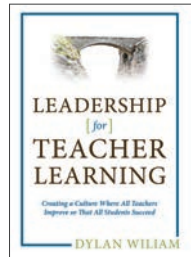
Embedding Formative Assessment: Practical Techniques for F-12 Classrooms

Siobhán Leahy, Dylan Wiliam • 9781760014971

Dylan Wiliam and Siobhán 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



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



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



Inside the Black Box Series Set of 11

GLA1280 • \$110.00