

Gavin Grift

With experience as a teacher, assistant principal and educational coach, Gavin Grift's passion, commitment and style have made him an in-demand presenter of keynotes, seminars and in-school support days. As a speaker, Gavin connects with national and international audiences on topics ranging from Cognitive Coaching and quality teacher practice to professional learning communities (PLCs) and learning-centred leadership.



Gavin is the author of numerous articles and books, including *Assessing the Whole Child* (2007), *Teachers as Architects of Learning* (2013) and *Transformative Talk: Cognitive Coaches Share Their Stories* (2014). He has helped lead the establishment of a PLC network within Australian schools and also serves as a training associate for Thinking Collaborative, the home of both Cognitive Coaching and Adaptive Schools.

SCHEDULE

FRIDAY 18 MAY 2018	Session 1: The Power of Professional Learning Communities
FRIDAY 18 MAY 2018	Session 2: Collaborative Teams That Transform Schools: The Next Steps in PLCs
FRIDAY 18 MAY 2018	Session 3: 5 Commitments for Leading a PLC
SUNDAY 20 MAY 2018	Session 1: Teachers as Architects of Learning: Effective Strategies for Learning Focused Teachers
SUNDAY 20 MAY 2018	Session 2: Becoming an Exceptional Coach
SUNDAY 20 MAY 2018	Session 3: Strengthen Your Use of Explicit Instruction

FRIDAY 18 MAY

SESSION 1

The Power of Professional Learning Communities

A lot is written and spoken about in terms of professional learning communities (PLCs). In this session, Gavin will outline, from the field of both research and practice, six fundamental questions and characteristics that set PLCs aside from more traditional models of schooling, and help to build staff understanding of what it means to work in a PLC while incorporating strategies with a relentless focus on learning.

SESSION 2

Collaborative Teams That Transform Schools

The core of a professional learning community is the network of collaborative teams – the groups of teachers who work together to improve student learning. Collaborative teams have the potential to transform major aspects of teaching and learning. Learn how to transition from teachers who work in isolation to teachers who work in collaboration, and from stakeholders who think in terms of “my responsibility” to stakeholders who think in terms of “our responsibility”.

SESSION 3

5 Commitments for Leading a PLC

Dive beneath the surface of professional learning communities (PLCs) to explore the critical commitments that leaders must make in order to truly transform school culture and get the results that students deserve. Gavin will provide insights, tips and techniques to help you understand how to use the differences among your staff in a way to support the success of teams. Walk away with the critical strategies necessary to challenge the status quo of your school in your efforts to build teams that improve student achievement.

SUNDAY 20 MAY

SESSION 1

Teachers as Architects of Learning: Effective Strategies for Learning-Focused Teachers

In this session, participants will learn how to apply key considerations for creating a successful learning experience to their own teaching practice. High leverage strategies for learning will be outlined to enable teachers to specifically make better use of time, develop safe and supportive classrooms, use successful questioning approaches and know how to use feedback to affect teacher and student learning.

SESSION 2

Becoming an Exceptional Coach

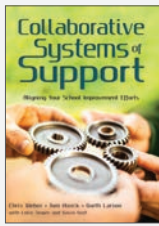
Teaching is a complex activity, as is coaching teachers. But it has proven to be one of the most promising approaches to eliciting genuine pedagogical change. Teachers who think at higher levels produce students who are higher achieving, more cooperative and better problem solvers. It is the invisible skills of teaching that produce superior instruction. Discover how cognitive coaching capitalises and enhances teachers' cognitive processes and can improve your capability for coaching others to be successful in their work.

SESSION 3

Strengthen Your Use of Explicit Instruction

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. In this highly sought-after session, teachers will discover how to improve their use of explicit instruction in the classroom through experiencing it firsthand.

RESOURCES



Collaborative Systems of Support

Chris Weber, Tom Hierck, Garth Larson, Colin Sloper, Gavin Grift • 9781760017897

Inspired by Professional Learning Communities, Response to Intervention and Multi-Tiered Systems of Support, the authors draw from their collective extensive background in the field to support educators in ensuring high levels of learning for all students. Collaborative Systems of Support has the potential to revolutionise the way we think about teaching and learning.

HB7897 • \$35.95

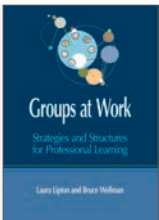


Transformative Collaboration: Five Commitments for Leading a Professional Learning Community

Jones, Sloper, Flanagan, Wills, Harris, Lipscombe, Grift • 9781760017477

The authors of this book have cumulatively supported over 1000 schools to cultivate the collaborative culture required to meet the academic and social needs of every student. Transformative Collaboration: Five Commitments for Leading a Professional Learning Community is the outcome of this experience, and takes you beneath the surface of the school as professional learning community (PLC) to explore the critical commitments that leaders must make to truly transform school culture and get the results students deserve.

HB7477 • \$39.95



Groups at Work: Strategies and Structures for Professional Learning

Laura Lipton, Bruce Wellman • 9781760017385

A practical guide to structuring productive groups, providing strategies for conducting time-efficient, task focused meetings. Thoughtful application of this toolbox will change the dynamic of your meetings resulting in greater satisfaction, stronger relationships and higher quality collaborative work. This indispensable resource for developing skilful groups includes

more than 78 field-tested strategies for structuring time-efficient, task-focused meetings and work sessions.

MRV7385 • \$42.95



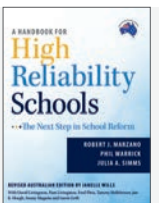
Teachers as Architects of Learning

Gavin Grift, Clare Major • 9781743308806

Teachers as Architects of Learning provides the reader with the chance to become an architect for successful learning by introducing platforms to support the construction of a successful learning experience. Encouraging educators to raise their consciousness of how they can best support learning within the context in which they work, regardless of the level or subject that they teach. It takes key educational learning theory and synthesises 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



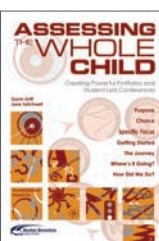
A Handbook for High Reliability Schools

Magaña, Pleis, Wills, Hoegh, Simms, Pamela and David Livingstone, Warrick, Marzano, Heflebower, Grift • 9781760012779

Dr Robert 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

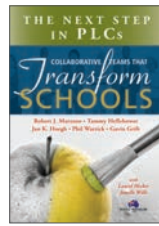


Assessing the Whole Child

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.

HB0426 • \$59.95



Collaborative Teams That Transform Schools: The Next Step in PLCs

Hecker, Wills, Hoegh, Warrick, Marzano, Heflebower, Grift • 9781760017484

This book offers F-12 teachers and school leaders a practical, comprehensive model for building successful professional learning communities (PLCs). Authors Robert J. Marzano, Tammy Heflebower, Jan K. Hoegh, Phil Warrick and Gavin Grift, with contributors Laurel Hecker and Janelle Wills, draw from

extensive research and experience to present a clear and compelling look at the future of PLCs. Beginning with essential theory, the authors then detail the practical steps that collaborative teams can take to transform their schools.

MRL7484 • \$35.95



Securing Learning Success: Improving Student Outcomes Series, Volume One

Gavin Grift • 9781760560256

More than any other time in education, schools are being asked to address the challenges of ensuring we leave no students behind in their pursuit for success - regardless of their background, previous achievements and dispositions. Sometimes the challenge in seeking resource support in schools is not a shortage of information but knowing which information is most relevant to their school improvement efforts. Securing Learning Success looks closely at

some of the important factors leaders and teachers require to put learning first.

HB0256 • \$39.95



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.

HB1734 • \$35.95



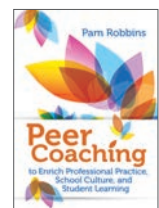
Cognitive Coaching: Developing Self-Directed Leaders and Learners, 3rd Edition

Robert Garmston, Jane Ellison, Carolee Hayes, Arthur Costa • 9781760013646

In this greatly expanded and extensively updated edition of a widely popular resource you see how teachers' individual and collective capacities for continuing self-improvement are strengthened over time through Cognitive Coaching. You gain essential skills, protocols, guidance, research and resources to use when

implementing Cognitive Coaching principles and values in your own school setting.

CG3646 • \$75.95

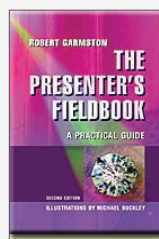


Peer Coaching to Enrich Professional Practice, School Culture, and Student Learning

Pam Robbins • 9781760016111

How can educators work together more effectively to improve professional practice in a way that enhances student performance? The answer involves combining collaborative activities and peer coaching. This book describes how any school can implement these proven practices and experience positive changes in teaching, school culture and learning.

115014 • \$36.95



The Presenter's Fieldbook: A Practical Guide, 2nd Edition

Robert Garmston • 9781929024889

This is a practical, hands-on resource full of ideas and success-proven strategies will not only put you at ease when you're the focus of attention, but actually help you improve the effectiveness of your presentations. You'll refer to this self-help guide over and over again as you learn to present, strengthen your presentation skills, or improve the effectiveness of your instruction. The many step-by-step guidelines help you organize your presentation (everything from designing the room layout to ordering the events

and information), customize your presentation, and make it right on target for your audience.

CGP4889 • \$59.95