

Myron Dueck

Myron Dueck is a vice-principal, teacher and author in SD 67 in British Columbia, Canada. He has previously taught in Manitoba and the South Island of New Zealand. Over the past 17 years of teaching, Myron has experience in a variety of subjects ranging from grades 4 to 12. Myron Dueck has spent the last 17 years in education. His teaching experiences range from grades 4 through 12 in three different jurisdictions – Manitoba, British Columbia and the South Island of New Zealand. The vast majority of Myron's teaching and administrative experience is in the public schooling system, but his resume does include four years in an independent school in BC.



SCHEDULE

FRIDAY 18 MAY 2018

Session 1: Empowerment and Engagement: Unlocking the learning Vault

FRIDAY 18 MAY 2018

Session 2: Unleashing Creativity in the Classroom: Widening the Window for All

FRIDAY 18 MAY 2018

Session 3: Harnessing the Power of Technology and Innovation to Achieve Authentic Learning Experiences

SATURDAY 19 MAY 2018

Session 1: From Purpose to Practice: Building an Effective Assessment Plan - Part 1

SATURDAY 19 MAY 2018

Session 2: From Purpose to Practice: Building an Effective Assessment Plan - Part 2

SATURDAY 19 MAY 2018

Session 3: Leading through Uncharted Waters: Developing Assessment for Literacy

SUNDAY 20 MAY 2018

Session 1: Empowered in the 21st Century: Why our Focus Must Switch from Content to Competencies and How it Can Be Done

SUNDAY 20 MAY 2018

Session 2: Poverty, Pressure and Parents: How Assessment Decisions Can Make Things Better ... or Worse

SUNDAY 20 MAY 2018

Session 3: How and Why Assessment Changes Positively Impact Students at Both Ends of the Spectrum ... and Those in Between

FRIDAY 18 MAY

SESSION 1

Empowerment and Engagement: Unlocking the Learning Vault

When someone truly desires to challenge, question, participate, overcome and inquire, it is likely that learning will occur. In this session Myron Dueck will address some leading theories around engagement and will cover a few of the most important portals to piquing human interest in learning. Engagement can occur when any one of the following portals exist: ownership, relevance, relationships, expertise and exploration/inquiry. The tools that educators have at their fingertips centre on assessment and instruction.

SESSION 2

Unleashing Creativity in the Classroom: Widening the Window for All

Creativity and technological innovation are essential tools for empowerment, but educators who wish to embrace change in the classroom will face inevitable challenges. Teachers who want to foster creativity in the classroom may worry about losing control and credibility, and can often struggle to assess information that falls outside the norm. Both instruction and assessment can be enhanced through harnessing creativity, and students can demonstrate understanding in variety of ways. This session will explore the power of technological innovation and creativity. Participants in this session will see firsthand how instruction and assessments can be adapted in order to assess understanding in whatever form it may be displayed.

SESSION 3

Harnessing the Power of Technology and Innovation to Achieve Authentic Learning Experiences

Innovation and technology permeates our lives, but educators often feel uncomfortable with the "new" because they have come to rely on traditional methods that seem safe, trusted and familiar. As the technological landscape changes to include iPads, Twitter, social media, animation and other digital technologies, teachers can use technology to engage and enhance the educational experience. Participants in this session will see many examples of the effective use of technology in the classroom, as well as consideration given to the assessment dialogue that accompanies it.

SATURDAY 19 MAY

SESSION 1 & 2

From Purpose to Practice: Building an Effective Assessment Plan (Parts 1 & 2)

Educators spend time assessing and reporting, and at times the separate elements can feel disconnected. This two-part session will dig deep into four key elements of an assessment plan. The purpose of assessment will be examined so we have a clear sense that *why* we would do something will pave the way to figuring out *how*. Careful consideration will be given to building clear, student-friendly learning targets that use curricular content to build 21st-century global skills. Various methods to achieving ongoing assessment will be highlighted, and the session will conclude with examining the power of student self-reporting.

SESSION 3

Leading through Uncharted Waters: Developing Assessment for Literacy

Being a "lead learner" can be difficult at the best of times, and possibly all the more so when classroom changes are considered by people that are not regularly in the classroom. In this session, Myron Dueck will share his experiences in helping to plan, organise and chair his district assessment team, and share the plans and templates used to initiate these conversations. This session will include concepts and ideas that need to be taken into account when moving schools forward in assessment conversations.

Continued...

SUNDAY 20 MAY

SESSION 1

Empowered in the 21st Century: *Why Our Focus Must Switch from Content to Competencies and How It Can Be Done*

Until quite recently, cramming content and memorisation were cornerstones to educational success. But global education is shifting towards competencies such as communication, problem-solving, critical thinking and creativity. We need to recalibrate our approach to education to empower our students to be agents in their own learning. Thankfully the shift to competencies in both instruction and assessment can be subtle and efficient. Join this session to examine why we need this change and examples of how it can be done across the curricular areas.

SESSION 2

Poverty, Pressure and Parents: *How Assessment Decisions Can Make Things Better ... or Worse*

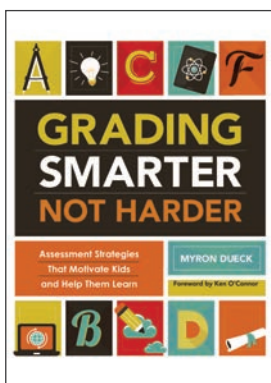
Explore how changes to traditional assessment structures can help students overcome the hurdles imposed by poverty, the pressure of activities and academics, and other complexities. Poverty is a reality in countless communities and classrooms, and too often the policies and practices in the classroom further exacerbate the challenges faced by economically disadvantaged students. Other students take on an array of activities and responsibilities from clubs and sports to humanitarian efforts, only to struggle under an immense strain to perform at a top level.

SESSION 3

How and Why Assessment Changes Positively Affect Students at Both Ends of the Spectrum ... and Those in Between

In this session, Myron will highlight how the implementation of a number of non-traditional assessment methods can benefit all students, especially those at the extreme ends of the spectrum. He will provide concrete steps and templates to explain how he built his student-monitored retesting system and its impact on empowering learners. Myron will demonstrate how clear project learning targets and alternative assessment routines can help build positive relationships with all students.

RESOURCES

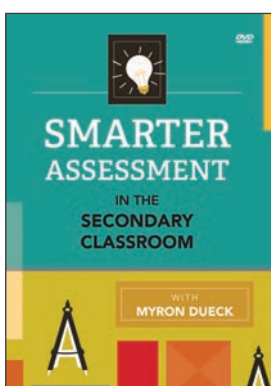


Grading Smarter, Not Harder: Assessment Strategies That Motivate Kids And Help Them Learn

Myron Dueck • 9781760014063

In this lively and eye-opening book, educator Myron Dueck reveals how many of the assessment policies that teachers adopt can actually prove detrimental to student motivation and achievement and shows how we can tailor policies to address what really matters: student understanding of content. *Grading Smarter, Not Harder* is brimming with reproducible forms, templates, and real-life examples of grading solutions developed to allow students every opportunity to demonstrate their learning. Written with abundant humor and heart, this book is a must-read for all teachers who want their grades to contribute to, rather than hinder, their students' success.

114003 • \$32.95



Smarter Assessment in the Secondary Classroom (DVD)

Myron Dueck • 9781760019648

In this video, author and educator Myron Dueck explains how assessment and grading policies can be tailored to focus on what really matters: student understanding of content. You'll visit a variety of secondary classrooms where teachers are using Dueck's practical strategies to assess and grade smarter, not harder. Rather than grading every assignment regardless of its purpose, the teachers organise lessons according to learning goals and identify clear levels of performance to keep the focus on learning. *Smarter Assessment in the Secondary Classroom* shows how well-planned and well-executed assessment and grading policies can contribute to, rather than impede, student achievement.

616045 • \$345.00