

# Robin Fogarty

Widely known as “the teacher’s teacher”, Robin Fogarty has taught at all levels from pre-school to university, and has trained educators throughout the world in curriculum, instruction and assessment strategies. She has also served as an administrator, and educational consultant in Europe, America, Asia and Australasia. With a doctorate in curriculum and human resource development, Robin is a widely recognised educational expert who has written and had published a proliferation of educational literature. Furthermore, some of her articles have appeared in *Educational Leadership*, *Phi Delta Kappan*, and the *Journal of Staff Development*.

Robin is known as the teachers’ teacher. She brings a wealth of knowledge and passion to all endeavours, and is often complimented on her lively sense of humour and personable ways. Robin brings her passion and a wealth of knowledge to all endeavours.



## SCHEDULE

FRIDAY 18 MAY 2018	<b>Session 1: Embracing Student Feedback: The Breakfast of Champions</b>
FRIDAY 18 MAY 2018	<b>Session 2: Metacognitive: Discover the Power of Reflective Thinking</b>
FRIDAY 18 MAY 2018	<b>Session 3: PBL Inquiry Learning: Creating Stakeholders and Scenarios</b>
SATURDAY 19 MAY 2018	<b>Session 1: Peer Tutoring Works: Begin with Pairs</b>
SATURDAY 19 MAY 2018	<b>Session 2: Collaborative Learning: Invite, Ignite, Excite</b>
SATURDAY 19 MAY 2018	<b>Session 3: Write to Read! Read to Write! The Right to Be Literate</b>
SUNDAY 20 MAY 2018	<b>Session 1: Teaching and Learning: Teacher Leaders as Sage and Guide</b>
SUNDAY 20 MAY 2018	<b>Session 2: Teacher Collaboration: Beginning Professional Conversations</b>
SUNDAY 20 MAY 2018	<b>Session 3: The Art and Science of Transfer</b>

## FRIDAY 18 MAY

### SESSION 1

#### Embracing Student Feedback: The Breakfast of Champions

Hattie has made clear that telling students what they have done well (positive reinforcement), and what they need to do to improve (corrective work, targets etc.), also includes clarifying goals. High-quality feedback is always given against explicit criteria. Remember: feedback is a two way street. Teachers glean feedback from student work samples and performances, while students get feedback on the *tasks* and the *processes* and their ability to self-regulate their own learning. All these have the capacity to increase achievement. The feedback must be informative, immediate, specific and actionable, rather than evaluative.

### SESSION 2

#### Metacognitive: Discover the Power of Reflective Thinking

Metacognition is a blue-ribbon strategy for increasing student learning. But while teachers know about metacognition, it is often left out of the lesson because of time constraints. Yet, when we teach students reflective strategies, they learn about *how* they learn and that *awareness* gives them *self-control* over that learning. We give them the gift of self-reflection, self-awareness, self-initiative, self-direction, self-assessment and self-regulation ... and the gift of knowing when they know and when they don't know. This is how we prepare youngsters for the challenges of life.

### SESSION 3

#### PBL Inquiry Learning: Creating Stakeholders and Scenarios

Participants will learn how to write compelling, open-ended and content-rich scenarios, and a kick-off event of some sort, to initiate the PBL lesson. Add appropriate roles of stakeholders in the scenarios to provide varied points of view. Then, extrapolate how students will address the given situation from their specific perspectives. Adopt an assessment for self-reflection and self-assessment from the students. Discuss how teachers might collaborate and collect the PBL materials for sharing across year levels and integration across disciplines.

## SATURDAY 19 MAY

### SESSION 1

#### Peer Tutoring Works: Begin with Pairs

Sampling multiple “pair structures” for classroom work and assignments, students will learn how to dialogue, debate, argue and agree to disagree. They become skilful at experiencing differing points of view, finding consensus and practising social skills of attentive listening, weighing in and appreciating the thoughts of others. Two heads are better than one: partners enrich the conversation, embrace ownership and arrive at more balanced and accepted positions. Each pairing experience in the workshop targets a different purpose by the way it is used in that particular setting.

### SESSION 2

#### Collaborative Learning: Invite, Ignite, Excite

Collaboration for both teachers and student has similar benefits. Participants move through a series of teaching and learning strategies that are teacher-tested, tried and true, proven, pedagogical best practices that work as well in the staffroom as in the classroom. This is an opportunity to freshen your teaching repertoire using a selection of strategies based on sound beliefs about teaching and learning: Know the take-away! Who's doing the talking? Less is more! Trust the learner! Coach, don't correct! Discussion in the session is central to these tenets that guide classroom instruction.

### SESSION 3

#### Write to Read! Read to Write! The Right to Be Literate

While not all teachers are reading teachers, all teachers are teachers of literacy. Reading, writing, speaking, listening, viewing and representing are the communication skills of the 21<sup>st</sup> century. Reading to Write, from vocabulary and conceptual language, to expressive fluency exercises to comprehending nuances in tone and tenor, to metaphors, similes and figures of speech, to primary documents and contemporary pieces. Yet, one approach is often overlooked: motivating student reading through their own writing. When writing becomes their reading, the reading is relevant, interesting and understandable.

**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**

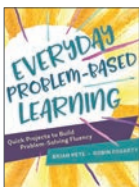
How many times have you been solicited for feedback? The question is why? What is all the fuss about feedback? It is absolutely clear that useful or "actionable" feedback is a critical attribute in learning and continuous improvement. Research indicates that "actionable performance feedback" is a key 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**



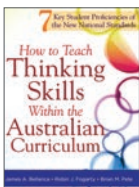
**Everyday Problem-Based Learning: Quick Projects to Build Problem-Solving Fluency**

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



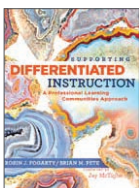
**How to Teach Thinking Skills Within the Australian Curriculum**

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.

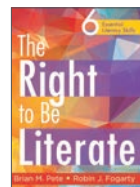
SOT7962 • \$35.95



**Metacognition: The Neglected Skill Set for Empowering Students, revised.**

**COMING SOON!**

HB6005



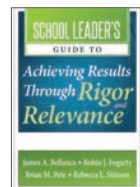
**The Right to Be Literate: 6 Essential Literacy Skills**

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

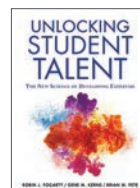


**School Leader's Guide to Achieving Results Through Rigor and Relevance**

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, Brian 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



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