

Tom Hierck

Tom Hierck has been an educator since 1983, in a career that has spanned all year levels and included many roles in public education. His experiences as a teacher, school leader, department of education project leader and executive director have provided a unique context for his education philosophy. Tom is a compelling presenter, infusing his message of hope with strategies culled from the real world. He understands that educators face unprecedented challenges and knows which strategies will best serve learning communities. Tom has presented to schools across North America and internationally, imparting a message of celebration for educators seeking to make a difference in the lives of students.



SCHEDULE

SATURDAY 19 MAY 2018

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SUNDAY 20 MAY 2018

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Session 1: Where Passion Meets Purpose: Moving from Believe to Achieve

Session 2: Learning for ALL Means Learning for ALL

Session 3: Target-Based Assessment in Collaborative Teams

Session 1: Moving from Compliance to Commitment: Authentic Alignment

Session 2: Collaborative Systems of Support

Session 3: RTI is a Verb

SATURDAY 19 MAY

SESSION 1

Where Passion Meets Purpose: Moving from Believe to Achieve

If educators are prepared to commit to every child, every day, two questions must be addressed:

- Do we believe all students can learn at high levels?
- Will we take collective responsibility to make this a reality?

SESSION 2

Learning for ALL Means Learning for ALL

If we truly aim to have a culture that embraces “learning for ALL”, we must first begin with building effective relationships with all members of the school community. As Viviane Robinson (2011) states, “Effective educational leadership is not about getting the relationships right and then tackling the difficult work challenges. It is about doing both simultaneously so that relationships are strengthened through hard, collective work of improving teaching and learning”. Building our collective commitment starts with the “Why” and underpinning this critical step is the reason educators become teachers – to make a difference and improve the life chances of every student. It begins with establishing effective relationships with our students.

SESSION 3

Target-Based Assessment in Collaborative Teams

Schools looking to make their reporting practices more meaningful and appropriate are challenged to ensure that any change positively affects student learning. This struggle has led many educators to move from their standards-based approach to a target-based approach. In a target-based system, the most important tier of instruction is designed to reflect both the standards and specific academic and behavioural targets that clearly identify what all students must know and be able to do.

SUNDAY 20 MAY

SESSION 1

Moving from Compliance to Commitment: Authentic Alignment

The most common challenge for schools is how to transition from a culture of compliance to a culture of commitment. How to move from “doing” to “becoming”, from “my kids” to “our kids”. The gap between these two junctures is a critical and often-overlooked aspect of a school’s journey; creating a culture of collective responsibility.

SESSION 2

Collaborative Systems of Support

Collaborative Systems of Support is a proactive, coordinated and systematic approach to providing academic and behavioural supports for all students. What needs can we anticipate? What supports can we prepare? This work is, fundamentally and foundationally, a framework and a way of thinking. In this way, using the principles of Collaborative Systems of Support represents everything we do on behalf of students and staffs in schools.

SESSION 3

RTI is a Verb

Response to Intervention (RTI) is a framework that helps define the time and support that all students need to be successful. In simple terms, RTI may best be understood as a verb. It demands action on the part of every educator on behalf of every student, and a shift in conversation from talking about “my students” to talking about “ALL students”. RTI can be described as the processes and school-wide structures that guide schools in getting started and in coordinating continuous improvement efforts. Tom will walk participants through the process of ensuring that their RTI structures effectively support the needs of ALL students.

RESOURCES



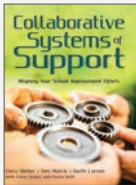
Seven Keys to a Positive Learning Environment in Your Classroom

Tom Hierck • 9781760560508

Seven Keys to a Positive Learning Environment in Your Classroom provides educators with the keys essential to creating a productive classroom. Tom Hierck presents the schoolwide keys from Pyramid of Behavior Interventions: Seven Keys to a Positive Learning Environment through a classroom lens and discusses how teachers can best utilise them with the tools and skills they already have. By fully realising these seven keys, teachers will establish clearer expectations, enhance

instruction and assessment practices, and foster quality relationships with students, thereby maximising each student's potential.

SOT0508 • \$32.95

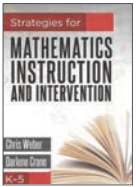


Collaborative Systems of Support

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

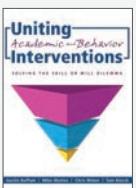


Strategies for Mathematics Instruction and Intervention, K-5

Chris Weber, Darlene Crane • 9781760560515

To start K-5 students on a path to being college and career ready, teachers and teacher leaders must ensure they are mathematically literate. Strategies for Mathematics Instruction and Intervention, K-5 shows mathematics educators how to build a solid mathematics program by emphasising prioritised learning goals and integrating response to intervention (RTI) into the curriculum. Authors Chris Weber and Darlene Crane frame mathematics education within an RTI model to effectively equip teachers with the instruction, assessment and intervention strategies necessary to meet students' complex, diverse needs and ensure their continued growth in critical thinking and problem solving.

SOT0515 • \$42.95



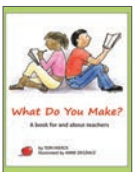
Uniting Academic & Behavior Interventions: Solving the Skill or Will Dilemma

Hierck, Weber, Buffum, Mattos • 9781760560539

The students most at risk of not acquiring the academic skills, dispositions and knowledge necessary for long-term success are those who experience both academic struggles and behaviour problems. Whether behaviour influences academic performance or vice versa is an ongoing discussion that many experts have weighed in on with varying conclusions. In Uniting Academic and Behavior Interventions: Solving the

Skill or Will Dilemma, authors Austin Buffum, Mike Mattos, Chris Weber and Tom Hierck delve into the fray. They highlight teachers' responsibility to educate all students and the need for united and simultaneous academic intervention and behaviour intervention for students at risk.

SOT0539 • \$42.95

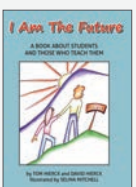


What Do You Make? A Book for and About Teachers

Tom Hierck • 9781760015152

This book aims to inspire teachers and remind them of the connection they make to kids and how important this connection is. Every student needs a significant adult in school. As teachers, we have the best opportunity to fill this role. Teachers do make a difference.

HB5152 • \$9.95



I Am The Future: A Book About Students and Those Who Teach Them

David Hierck, Tom Hierck • 9781760015077

Being an educator is hard work. It demands the very best people, and the very best from those people. It requires change that reflects the changes all around us. It requires consistency borne out of doing the right thing for the right outcomes. Mostly, it requires listening and responding to the needs of students.

HB5077 • \$9.95

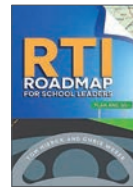


Starting a Movement: Building Culture From the Inside Out in Professional Learning Communities

Kenneth Williams, Tom Hierck • 9781760560478

This book helps to sustain and support the energy and purpose of schools as they transform into professional learning communities (PLCs). The authentic alignment model helps bridge the gulf between principles and practice to cultivate an environment where a PLC soars rather than stalls. Educators will learn to express, clarify and align their beliefs so that they are meaningful to teachers, staff and other stakeholders; create a maximum buy-in among all members of the school community; use the authors' authentic alignment model to help keep their actions aligned to their schools' mission and vision; and reinforce the researched, results-proven PLC within their school culture.

SOT0478 • \$41.95



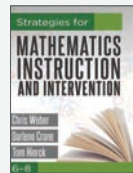
RTI Roadmap for School Leaders: Plan and Go

Tom Hierck, Chris Weber • 9781935588474

Response to Intervention (RTI) is best understood as the practices, processes or routines that impact virtually everything schools and teachers do. RTI is about using the knowledge, skills and attributes of all members of a learning organisation to positively impact the life chances of all students. RTI Roadmap for School Leaders is the definitive planning tool for every leader to confidently adopt and implement RTI as the de facto improvement model for their school. School leaders need

to know how to begin or improve their RTI practices. RTI Roadmap provides just that guidance.

BKD8474 • \$45.95



Strategies for Mathematics Instruction and Intervention, 6-8

Tom Hierck, Darlene Crane, Chris Weber • 9781760560522

Build a solid mathematics program by emphasising prioritised learning goals and integrating RTI into your curriculum. Prepare students to move forward in mathematics learning and ensure their continued growth in critical thinking and problem solving. With this book, you'll discover an RTI model that provides the mathematics instruction, assessment and

intervention strategies necessary to meet the complex, diverse needs of students.

SOT0522 • \$42.95



Pyramid of Behavior Interventions: Seven Keys to a Positive Learning Environment

Chris Weber, Charlie Coleman, Tom Hierck • 9781742392301

Students will experience frustration, confusion and perhaps failure if they do not have clearly articulated routines, structures and expectations for their learning environment. This book asks educators to commit to proactively serving all students and anticipating their needs. The authors transform the research on student behaviour, response to intervention and professional learning communities into practical strategies educators can use to create superior school and classroom climates

and cultures in which learning is primed to occur.

SOT2301 • \$27.95



What Do You Make? A Book for and About Teachers (Set of 5)

Tom Hierck • HB5001

This book aims to inspire teachers and remind them of the connection they make to kids and how important this connection is. Every student needs a significant adult in school. As teachers, we have the best opportunity to fill this role. Teachers do make a difference.

HB5001 • \$39.95



I Am The Future: A Book About Students and Those Who Teach Them (Set of 5)

David Hierck, Tom Hierck • HB5002

It's important that we keep as our primary focus that every day, in every class, in every school, our future appears before us. I Am the Future is a book about students and those who teach them. It reminds teachers that teaching is hard work, and will help them keep what is most important in mind as they approach each day: their students.

HB5002 • \$39.95



I Am The Future + What Do You Make Bundle

David Hierck, Tom Hierck • HB5000

This set contains two of Tom Hierck's timeless resources: I Am the Future and What Do You Make? I Am the Future: A Book About Students and Those Who Teach Them reminds teachers that teaching is hard work, and will help them keep what is most important in mind as they approach each day: their students. What Do You Make? A Book for and About Teachers aims to inspire teachers and remind them of the connection they make to kids and how important this connection is. Every student needs a significant adult in school. As teachers, we have the best opportunity to fill this role. Teachers do make a difference.

HB5000 • \$15.95