

## FRIDAY 18

8.00 am

OFFICIAL OPENING


**8.30 am – 10.30 am**

Session One

<b>CONYERS</b>	Innovating Minds: Keys to Cultivating Creativity
<b>DUECK</b>	Empowerment and Engagement: Unlocking the Learning Vault
<b>FOGARTY</b>	Embracing Student Feedback: The Breakfast of Champions
<b>GRIFT</b>	The Power of Professional Learning Communities
<b>HALL</b>	Growing As a Superb Teacher!
<b>PETE</b>	Differentiation Revisited: It's about Knowing Your Kids
<b>STAMBAUGH</b>	When Students Don't Perform to Their Potential: Underachievement and What We Can Do about It
 <b>WILIAM</b>	Embedding Formative Assessment 1-Day Institute
<b>WILSON</b>	Creating Practically Optimistic Classrooms


**11.00 am – 1.00 pm**

Session Two

<b>CONYERS</b>	Unleashing the Power of Teacher Wellbeing – Part 1
<b>DUECK</b>	Unleashing Creativity in the Classroom – Widening the Window for All
<b>FOGARTY</b>	Metacognitive: Discover The Power of Reflective Thinking
<b>GRIFT</b>	Collaborative Teams That Transform Schools
<b>HALL</b>	Creating a Culture of Reflective Practice – Part 1
<b>PETE</b>	PBL: Begin with Questions That Matter
<b>STAMBAUGH</b>	Bored No More: Strategies for Managing and Differentiating Instruction for Gifted and Advanced Students in the Regular Classroom – Part 1
 <b>WILIAM</b>	Embedding Formative Assessment 1-Day Institute
<b>WILSON</b>	Positive Mindsets for Struggling Students

**2.00 pm – 4.00 pm**

Session Three

<b>CONYERS</b>	Unleashing the Power of Teacher Wellbeing – Part 2
<b>DUECK</b>	Harnessing the Power of Technology and Innovation to Achieve Authentic Learning Experiences
<b>FOGARTY</b>	PBL Inquiry Learning: Creating Stakeholders and Scenarios
<b>GRIFT</b>	5 Commitments for Leading a PLC
<b>HALL</b>	Creating a Culture of Reflective Practice – Part 2
<b>PETE</b>	The New Science of Developing Expertise
<b>STAMBAUGH</b>	Bored No More: Strategies for Managing and Differentiating Instruction for Gifted and Advanced Students in the Regular Classroom – Part 2
 <b>WILIAM</b>	Embedding Formative Assessment 1-Day Institute
<b>WILSON</b>	Making Lessons Stick

## SATURDAY 19

8.30 am – 10.30 am		Session One
<b>CONYERS</b>		Leading with the Brain in Mind - Part 1
<b>DUECK</b>		From Purpose to Practice – Building an Effective Assessment Plan - Part 1
<b>FOGARTY</b>		Peer Tutoring That Works: Begin with Pairs
<b>HALL</b>		Differentiated Instructional Leadership - Part 1
<b>HEWES &amp; HEWES</b>		Discover Project-Based Learning in F–12: Learn to Use PBL Strategies in Your Classroom – Part 1
<b>HIERCK</b>		Where Passion Meets Purpose: Moving from Believe to Achieve
<b>STAMBAUGH</b>		Thinking Outside the Box: Creative Thinking in the Classroom
 <b>WILIAM</b>		Leadership for Teacher Learning 1-Day Institute
<b>WILSON</b>		Strategies for Engaging the Brain's Attention
11.00 am – 1.00 pm		Session Two
<b>CONYERS</b>		Leading with the Brain in Mind - Part 2
<b>DUECK</b>		From Purpose to Practice – Building an Effective Assessment Plan - Part 2
<b>FOGARTY</b>		Collaborative Learning: Invite, Ignite, Excite
<b>HALL</b>		Differentiated Instructional Leadership – Part 2
<b>HEWES &amp; HEWES</b>		Create Project-Based Learning in F–12: Create Lessons for your PBL Classroom - Part 2
<b>HIERCK</b>		Learning for ALL Means Learning for ALL
<b>STAMBAUGH</b>		Scaffolding Instruction to Promote Critical Thinking and Textual Analysis in Reading
 <b>WILIAM</b>		Leadership for Teacher Learning 1-Day Institute
<b>WILSON</b>		Strategies for Differentiating Reading Instruction
2.00 pm – 4.00 pm		Session Three
<b>CONYERS</b>		Innovating Minds: Keys to Cultivating Creativity (Repeat)
<b>DUECK</b>		Leading through Uncharted Waters: Developing an Assessment for Literacy
<b>FOGARTY</b>		Write and Read! Read to Write! The Right to be Literate
<b>HALL</b>		Reclaiming Your Day! Time Management Strategies for School Leaders
<b>HEWES &amp; HEWES</b>		Share Project-Based Learning in F–12: Successfully Implement PBL in your Classroom – Part 3
<b>HIERCK</b>		Target-Based Assessment in Collaborative Teams
<b>STAMBAUGH</b>		When Students Don't Perform to Their Potential: Underachievement and What We Can Do about It (Repeat)
 <b>WILIAM</b>		Leadership for Teacher Learning 1-Day Institute
<b>WILSON</b>		Flourishing Learning in the Early and Primary Years

### SUNDAY 20

8.30 am – 10.30 am		Session One
<b>ANDERSON</b>		The Agile Learner: Develop Learning Agility in Our Students
<b>CONYERS &amp; WILSON</b>		Making Learning Meaningful in Your Classroom
<b>DUECK</b>		Empowered in the 21st Century: Why Our Focus Must Switch from Content to Competencies and How It Can Be Done
<b>FOGARTY &amp; PETE</b>		Teaching and Learning: Teacher Leaders as Sage and Guide
<b>GRIFT</b>		Teachers as Architects of Learning: Effective Strategies for Learning-Focused Teachers
<b>HALL</b>		Feedback That Feeds Our Teachers
<b>HIERCK</b>		Moving from Compliance to Commitment: Authentic Alignment
<b>STAMBAUGH</b>		Just Think about It: Teaching Critical Thinking Processes Across Content Domains
<b>WILIAM</b>		Overcoming a “Mile Wide, Inch Deep” Approach to Curriculum: Principled Curriculum Design
11.00 am – 1.00 pm		Session Two
<b>ANDERSON</b>		4 Rules about Talent: Developing a Growth Mindset While Achieving Growth
<b>CONYERS &amp; WILSON</b>		Metacognition and Cognitive Strategies: Teaching Students to Drive Their Brains – Part 1
<b>DUECK</b>		Poverty, Pressure and Parents: How Assessment Decisions Can Make Things Better or Worse
<b>FOGARTY &amp; PETE</b>		Teacher Collaboration: Beginning Professional Conversations
<b>GRIFT</b>		Becoming an Exceptional Coach
<b>HALL</b>		Creating a Culture of Reflective Practice – Part 1 (Repeat)
<b>HIERCK</b>		Collaborative Systems of Support
<b>STAMBAUGH</b>		Simple Models for Asking Complex Questions in English, Social Science and Humanities Classrooms
<b>WILIAM</b>		Principled Assessment Design: Serving to Improve Learning
2.00 pm – 4.00 pm		Session Three
<b>ANDERSON</b>		Making Mindsets Work!
<b>CONYERS &amp; WILSON</b>		Metacognition and Cognitive Strategies: Teaching Students to Drive Their Brains – Part 2
<b>DUECK</b>		How and Why Assessment Changes Positively Affect Students at Both Ends of the Spectrum and Those in Between
<b>FOGARTY &amp; PETE</b>		The Art and Science of Transfer
<b>GRIFT</b>		Strengthen Your Use of Explicit Instruction
<b>HALL</b>		Creating a Culture of Reflective Practice – Part 2 (Repeat)
<b>HIERCK</b>		RTI is a Verb
<b>STAMBAUGH</b>		Designing Concept-Based Curriculum to Integrate Instruction within and across Content Domains
<b>WILIAM</b>		Assessment Literacy: The Meaning and Consequences of Educational Assessments