

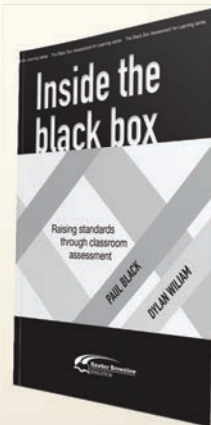
Dylan Wiliam's Quality Teaching Institutes 2014

BRISBANE 30 & 31 January
SYDNEY 10 & 11 February
CANBERRA 12 & 13 February
MELBOURNE 14 February

Improving educational achievement is a priority for every country, and this depends on improving the quality of the teachers already working in our schools. Of all the things teachers can do to improve the quality of their teaching, classroom formative assessment has been shown to provide the greatest impact. In the past, however, classroom formative assessment has been poorly implemented because it requires changes in the day-to-day practice of teachers, which demands new kinds of teacher learning and new models of professional development. In these workshops, participants will learn about the five strategies of classroom formative assessment, a number of “application-ready” techniques for teachers to use in their classrooms and how to support teachers in changing their practice.

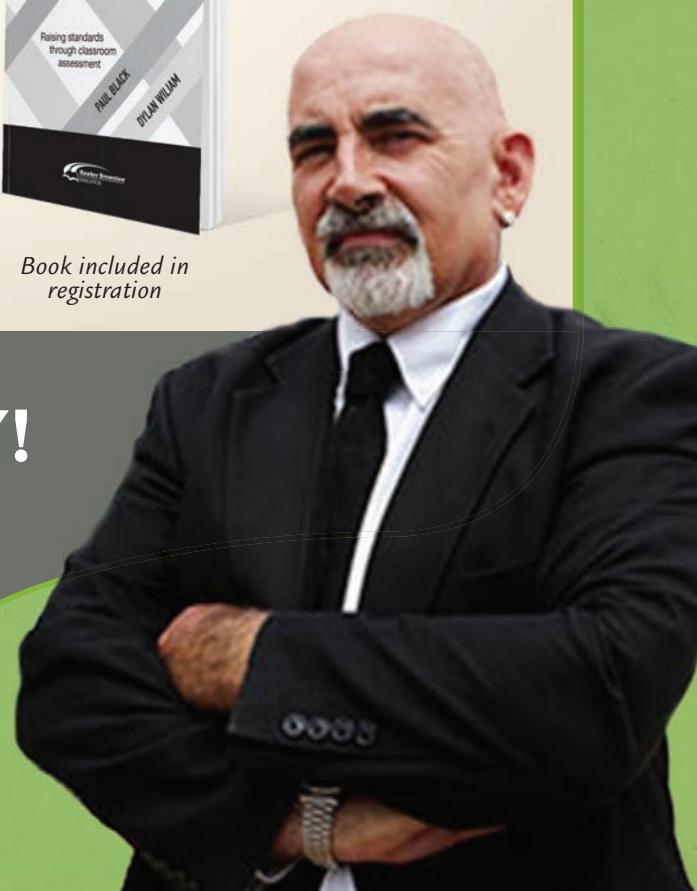
“The quality of presentation was absolutely fantastic. The best presenter I have seen in the 20 years of my career. The relevance of the information was spot on. Dylan Wiliam has changed my teaching and leadership for the better.”

– Jennifer Poynter,
Primary School Teacher, Tasmania



Book included in registration

REGISTER TODAY!



..... Assessment for Learning Institute

.....
➤ Brisbane 30 & 31 January
➤ Sydney 10 & 11 February

Day One

Session One

Why is getting good schools so hard?

Higher levels of education lead to reduced health costs and increased economic growth. Participants will learn why previous attempts to improve educational achievement have been largely unsuccessful and what needs to be done to improve educational outcomes at a large scale.

Formative assessment: What it is and what it isn't – when it works and when it doesn't

A number of studies have shown that helping teachers develop their use of formative assessment can have a significant impact on the achievement of their students. Participants will learn how to distinguish between different kinds of formative assessment and, more importantly, which approaches make the most difference to student learning.

Session Two

Sharing learning intentions

The idea that students learn more when they know where they are going is both obvious and profound. In this session, participants will learn why sharing learning intentions with students can be a powerful strategy in improving student achievement but is fraught with difficulties. Specifically, helping learners understand where they are going requires steering a careful path between providing vaguely ambitious aims on the one hand and reducing learning to a series of routine tasks on the other.

Session Three

Eliciting evidence: The starting point for good feedback

Questioning, and a range of related techniques for eliciting evidence about student achievement, is a staple in classrooms all over the world, but in most classrooms the greater part of the “intellectual heavy lifting” is performed by the teacher, with the students delegated to a supporting role, or even, in many cases, “absent without leave”. In this session, participants will learn about a range of classroom techniques to improve questioning, including how to create and capitalise upon more “teachable moments”, as well as the defining characteristics of effective diagnostic questions.

Day Two

Session One

Providing feedback that moves learning forward

Feedback can have a huge impact on learning, but most of the feedback received by students in schools is, at best, useless, and can, in many situations, actually lower student achievement. In this session, participants will learn about different kinds of feedback, the eight possible kinds of responses that students can make and why only two of them will actually improve learning. As well as learning about a number of ready-to-use classroom techniques for providing effective feedback, participants will also learn how effective day-to-day feedback practices can be integrated into a classroom grading system that can be used both formatively and summatively.

Session Two

Activating students as learners and as resources for others

Although the teacher has a key role in the creation of effective learning environments, ultimately, learning is optimised only when students come to “own” their own learning, and this session provides a number of practical techniques for teachers to increase learner involvement in the direction, pace and structure of their own learning. In addition, participants will learn why peer tutoring and peer assessment are essential to good classroom teaching, and how this can be developed.

Session Three

Leadership for teacher learning


Since teacher quality is the most critical variable in most education systems, educational improvement comes down to improving teacher quality. The most important job of leaders, therefore, is to foster the professional growth of those they lead. In this session, participants will learn about the nature of teacher expertise, what kinds of frameworks work best in supporting teacher learning and how these can be developed and sustained in every school.

Supporting professional development with teacher learning communities

Participants will learn about the research underlying the development of teacher learning communities, what kinds of resources are necessary to sustain them and how ownership of such communities can be transferred to the members.



For more information contact
Hawker Brownlow Professional Learning Solutions

 03 8558 2456

 www.hbpls.com.au

 info@hbpls.com.au

Leading Whole School

..... Transformation with Assessment for Learning

Day One

› Canberra

12 & 13 February

Session One

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Day Two

Session One

What makes effective teacher learning

If we are to help teachers improve, we have to understand the nature of teacher expertise and how teachers learn. While some teacher learning does involve knowing “things”, most teacher knowledge is implicit – knowing “how” rather than knowing “that”. Improving teaching is therefore as much about changing habits as it is about learning new ideas. In this session, participants will find out what research says about the best ways to change habits and how these can be applied to design effective teacher learning.

Session Two

Supporting professional development with teacher learning communities

Participants will learn about the research underlying the development of teacher learning communities, what kinds of resources are necessary to sustain them and how ownership of such communities can be transferred to the members.

Session Three

How do we know that it is working and what doesn't get done

Knowing what needs to be done is not enough. To secure effective teacher learning, leaders need to be clear about how to prioritise among conflicting demands to create time for teachers to learn and, in particular, to be clear about what doesn't get done. In this final session, participants will also learn about how they can evaluate the changes taking place in their schools as teachers begin to develop their use of classroom formative assessment, and the best ways to deal with problems and obstacles.

Assessment for Learning

› Melbourne 14 February

Session One

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A number of studies have shown that helping teachers develop their use of formative assessment can have a significant impact on the achievement of their students. Participants will learn how to distinguish between different kinds of formative assessment and, more importantly, which approaches make the most difference to student learning.

Session Two

Strategies and techniques of formative assessment (part 1)

In these two sessions, participants will learn about the five “key strategies” of classroom formative assessment – strategies that have each been shown to have significant impact on student achievement and, in combination, provide a way of radically transforming and improving student learning. Participants will also learn how these key strategies can be implemented by all teachers through the use of a range of practical techniques – validated practices that can be adapted by teachers to suit their own classroom practice while, at the same time, remaining faithful to the original research.

Session Three

Strategies and techniques of formative assessment (part 2)

Participants will learn about the research underlying the development of teacher learning communities, what kinds of resources are necessary to sustain them and how ownership of such communities can be transferred to the members.

BRISBANE, SYDNEY, CANBERRA INSTITUTES

INDIVIDUAL: \$660 per person (inc. GST)
TEAM: \$600 per person (inc. GST)
 (5 or more registrants)

MELBOURNE INSTITUTE

INDIVIDUAL: \$330 per person (inc. GST)
TEAM: \$300 per person (inc. GST)
 (5 or more registrants)

DATES

BRISBANE

Date: Thursday 30th & Friday 31st January 2014
Time: 9:00am – 4:00pm
Venue: Hillstone St Lucia Golf Club
 Carawa St, St Lucia

SYDNEY

Date: Monday 10th & Tuesday 11th February 2014
Time: 9:00am – 4:00pm
Venue: Waterview Bicentennial Park
 Bicentennial Drive, Bicentennial Park

CANBERRA

Date: Wednesday 12th & Thursday 13th February 2014
Time: 9:00am – 4:00pm
Venue: Thoroughbred Park (Canberra Racecourse)
 Randwick Road, Lyneham

MELBOURNE

Date: Friday 14th February 2014
Time: 9:00am – 4:00pm
Venue: Pullman Albert Park
 65 Queens Rd, Albert Park

INSTITUTE SELECTION

Assessment for Learning Institute

- Brisbane - 30 & 31 January
 Sydney - 10 & 11 February
 Melbourne - 14 February

Leading Whole School Transformation Institute

- Canberra - 12 & 13 February



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Email: info@hbpls.com.au • **Ph:** + 61 3 8558 2456
W: www.hbpls.com.au • **ABN:** 74 140 155 111

SCHOOL / ORGANISATION

School/Institution: _____

Address: _____

State: _____ Postcode: _____

Phone B.H. (____) _____

Fax: (____) _____

Email Address for Invoice: _____

REGISTRANT 1

Name: _____

Position: _____

Mobile: _____

Email: _____

Dietary Requirements: _____

REGISTRANT 2

Name: _____

Position: _____

Mobile: _____

Email: _____

Dietary Requirements: _____

REGISTRANT 3

Name: _____

Position: _____

Mobile: _____

Email: _____

Dietary Requirements: _____

REGISTRANT 4

Name: _____

Position: _____

Mobile: _____

Email: _____

Dietary Requirements: _____

REGISTRANT 5

Name: _____

Position: _____

Mobile: _____

Email: _____

Dietary Requirements: _____

METHOD OF PAYMENT:

INVOICE

- Please Invoice School/Institution (Official purchase order must be supplied)

Purchase Order Number: _____

CREDIT CARD

- School/Organisation Credit Card Personal Credit Card

- Visa Mastercard Amex (4% Surcharge)

Card Number:

Amount: \$ _____ Expiry Date: _____ Signature: _____

CHEQUE

- Cheque – Please make cheque payable to Hawker Brownlow Professional Learning Solutions