

DYLAN WILLIAM'S TEACHER QUALITY INSTITUTE

Embedding Formative Assessment

ADELAIDE

**Thursday 8 and Friday 9
OCTOBER 2015**

MELBOURNE

**Monday 12 and Tuesday 13
OCTOBER 2015**

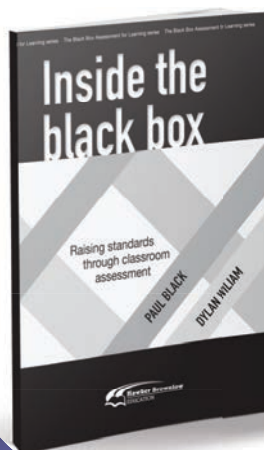
SYDNEY

**Thursday 15 and Friday 16
OCTOBER 2015**

"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 William has changed my teaching and leadership for the better."

—*Jennifer Poynter*
primary teacher, Tasmania

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.

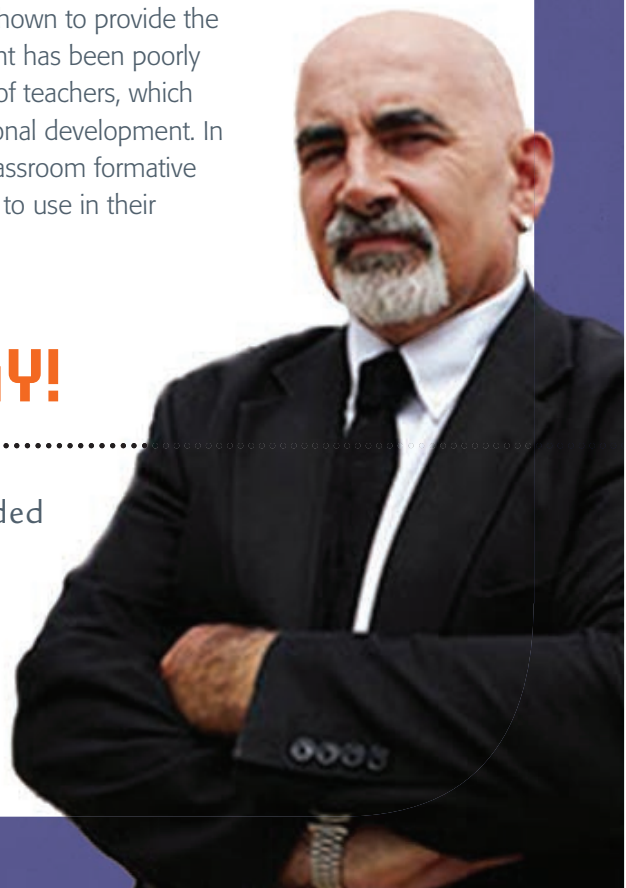


REGISTER TODAY!

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Inside the Black Box book included in registration

 **03 8558 2456**

 **www.hbpls.com.au**



DAY ONE

Session One: 9.00am–11.00am

Why is getting good schools so hard?

Improving educational achievement is an economic priority. 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 on 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: 11.30am–1.00pm

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 one hand, and reducing learning to a series of routine tasks on the other.

Session Three: 1.45pm–4.00pm

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” and the defining characteristics of effective diagnostic questions.

DAY TWO

Session One: 9.00am–11.00am

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 give, 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 these effective day-to-day feedback practices can be integrated into a classroom grading system that can be used both formatively and summatively.

Session Two: 11.30am–1.00pm

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 learning, and this session provides a number of practical techniques for teachers to increase student 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: 1.45pm–4.00pm

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



info@hbpls.com.au

DYLAN WILIAM



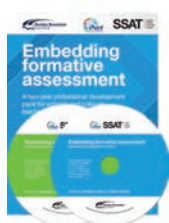
Dylan (EdD) is Emeritus Professor of Educational Assessment at the Institute of Education, University of London where he was Deputy Director from 2006 to 2010. In a varied career, he has taught in urban public schools, directed a large-scale testing program, served a number of roles in university administration and more recently pursued a research programme focused on the use of assessment to support learning (sometimes called formative assessment).

Alongside Paul Black he was the co-author of a major review of the research evidence on formative assessment published in 1998 and has subsequently worked with many groups of teachers, in both the UK and the USA, on developing formative assessment practices.

SUPPORTING RESOURCES



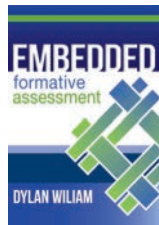
GLA1284 GLA1369 GLA1291 GLA1321 GLA1352 GLA1307 GLA1314 GLA1383 GLA1338 GLA1345 GLA1376



Embedding Formative Assessment Professional Development Pack

Code: SAT8899

\$544.50



Embedded Formative Assessment

Code: SOT8112

\$35.95

\$10.95 ea

Also available as:

Inside the Black Box Set of 11

Code: GLA1280 Price: \$110.00



Redesigning Schooling - 3: Principled curriculum design

Code: SAT5107

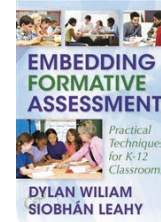
\$25.95



Redesigning Schooling - 8: Principled assessment design

Code: SAT5190

\$25.95



Embedding Formative Assessment: Practical Techniques for K-12 Classrooms

Code: LSM4971

\$35.95



12th Annual

Thinking & Learning

Conference

MELBOURNE
CAULFIELD RACECOURSE

22-25

May 2015

Keynote Presenters



Dylan WILIAM



David SOUSA



Bruce WELLMAN



Anthony MUHAMMAD

REGISTRATION FORM

INSTITUTE SELECTION

- ADELAIDE BRISBANE
 MELBOURNE DARWIN
 SYDNEY

INVESTMENT

- INDIVIDUAL:** \$700 per person (inc. GST)
TEAM: \$630 per person (inc. GST)
(5 or more registrants)

DATES

BRISBANE

- Date:** Monday 4 and Tuesday 5 May 2015
Time: 9:00am – 4:00pm
Venue: Brisbane Technology Park
Clunies Ross Court, Eight Mile Plains, QLD

DARWIN

- Date:** Monday 11 and Tuesday 12 May 2015
Time: 9:00am – 4:00pm
Venue: Skycity, Gilruth Avenue, Darwin, NT

ADELAIDE

- Date:** Thursday 8 and Friday 9 October 2015
Time: 9:00am – 4:00pm
Venue: TBA

MELBOURNE

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SYDNEY

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SCHOOL / ORGANISATION

FL1383

School/Institution: _____

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Mobile: _____

Email: _____

Dietary Requirements: _____

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REGISTRANT 3

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Position: _____

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Dietary Requirements: _____

REGISTRANT 4

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

CHEQUE

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



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