PROFESSIONAL LEARNING GUIDE 2023

TAILORED PROFESSIONAL LEARNING SOLUTIONS

Books & resources • Webinars & events • In-school & online services
Hawker Brownlow Education, a Solution Tree company, is Australasia’s leading provider of educational resources, events and professional development services. Since 1985, we have empowered F–12 teachers and educational professionals with the tools and skills they need to improve classrooms and ensure learning for all.

Professional learning never stops

Work with Hawker Brownlow Education to lead a strong improvement agenda grounded in evidence from research and practice. Our professional learning books and resources, events and in-school support focus on practices that are most directly related to schoolwide improvements and most likely to improve outcomes for students.

<table>
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<th>Books and resources</th>
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<tr>
<td>We are Australasia’s leading provider of educational resources and teaching tools. Our catalogue covers a comprehensive spectrum of educational and professional learning topics, including differentiation, classroom management and behaviour, professional learning communities, twenty-first century skills, leadership and literacy.</td>
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<td>At our professional learning webinars and events, you will discover practical strategies, ideas and tools to improve your professional practice, ensuring extraordinary results in the classroom. Our events, either in-person or online, bring together renowned experts presenting relevant and timely content - national professional and curriculum standards are rigorously considered in the planning of all events.</td>
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<td>Our approach to professional learning is driven by one thing: ensuring learning for all. Hawker Brownlow Education will help you transform your school to achieve greater success through tailored professional learning. Whether it’s for one day or one year, all our professional learning is grounded in evidence from research and practice and facilitated by our expert associates and authors.</td>
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- Response to Intervention at Work™

## HIGH RELIABILITY TEACHERS
- High Reliability Teacher
- High Reliability Schools™
- The New Art and Science of Teaching
- Academic Vocabulary
- Developing Proficiency Scales
- Guaranteed and Viable Curriculum

## ROYAL RESOURCES
- Fast and Effective Assessment and Feedback
- Using and Leading with Data in Schools
- Cognitive Coaching™
- Teachers as Architects of Learning
- Differentiation
- Understanding by Design®
- A Framework for Understanding Poverty
- Bridges Out of Poverty
- Creative Actions
- Thinking Protocols for Learning
- Professional Learning Associates
- Thinking and Learning Conference
- Thinking & Learning Direct Impact Sessions
- Global PD
ABOUT OUR PROFESSIONAL LEARNING SERVICES

Partner with Hawker Brownlow Education to deliver quality professional learning facilitated by our expert team of associates and authors. Whether your scope is for a one-day workshop or an ongoing, multi-year professional learning program, we offer a professional learning service that will help you reach your goals in key topic areas.

Workshops and interactive webinars

Personalised professional learning.
Develop skills and strategies tailored to your school’s unique implementation needs and questions. Receive targeted advice, strategies, tools, and techniques that equip your staff with solutions that impact student learning.

In-school Coaching Support

A guide for your school improvement journey.
Provides schools with access to expert practitioners who can facilitate high levels of dialogue with teams of educators to clarify, analyse, explore and plan the range of possibilities available to achieve the individual school’s implementation goals and priorities. Support includes personalised coaching, critical friend, and mentoring.

Long-term Services

Support transformative, lasting improvement.
Long-term services map out a comprehensive plan for success. Our team will work with you to define your needs, your goals, and your non-negotiables. We can work within your budget and timeline to show you how to integrate diverse resources—on-site professional learning, interactive webinars, books and videos, coaching, and more—into a cohesive plan.

Network Programs

Come together as a network to work as a learning community.
Network programs provide a solid foundation for school leadership teams to establish and drive a strong improvement agenda for the school grounded in evidence from research and practice. This program requires a minimum of five schools working together.

Keynotes

Revitalise your school improvement efforts.
Kick off a series of breakout sessions with an energising keynote on a targeted topic or lay the foundation for a new professional learning initiative. Keynotes are typically 90 minutes in length.
WHAT EDUCATORS SAY ABOUT OUR PROFESSIONAL LEARNING

‘It was very valuable to have a highly engaged whole-staff workshop. It linked what we’ve been doing with tangible steps and ideas on the way forward.’

Secondary teacher, Rose Bay High School, Hobart TAS

‘Highly engaging, relevant and practical. It will enhance what I’m already doing, not give me something else to do!’

Senior leader, Catholic Education Office, Wollongong NSW

‘Our PLC journey has meant that we are continuously developing strong core instruction – building the capacity of teachers to ensure all students learn at high levels. Critical to our school’s PLC journey has been learning from key Hawker Brownlow and Solution Tree practitioners. These practitioners have great credibility. They know the theory and they have practised it successfully at the ground level.’

Kevin Williams, Principal, St Mary’s Catholic Primary School, Toukley NSW

YOUR PROFESSIONAL LEARNING CAN BE SUPPORTED BY OUR WIDE RANGE OF BOOKS AND RESOURCES. WE CAN RECOMMEND RESOURCES BEST SUITED TO YOUR NEEDS.
Building a PLC is increasingly recognised as the most powerful strategy for sustained, substantive school improvement.
PROFESSIONAL LEARNING COMMUNITIES AT WORK®

What is Professional Learning Communities (PLC) at Work?
The PLC at Work process is increasingly recognised as the most powerful strategy for sustained, substantive school improvement. It provides educators and their teams with the knowledge and tools needed to implement collaborative processes that genuinely bring high levels of learning to all students.

PLC at Work is not a program; it is a process that embeds continuous learning in the everyday work of educational professionals.

The PLC at Work process supports schools to align their efforts through a relentless focus on learning, a collaborative culture and a results orientation. The process operates under the assumption that the key to improved learning for students is continuous job-embedded learning for educators through the work they do in collaborative teams.

The three big ideas of PLC at Work:

1. **A FOCUS ON LEARNING**
   The fundamental purpose of the school is to ensure learning for all.

2. **A COLLABORATIVE CULTURE AND COLLECTIVE RESPONSIBILITY**
   To ensure learning for all, educators must work collaboratively and take collective responsibility for the success of each student.

3. **A RESULTS ORIENTATION**
   To measure the goal of learning for all, educators in a PLC focus on results as evidence of student learning.

The Four Critical Questions

1. **WHAT DO WE WANT STUDENTS TO KNOW?**
2. **HOW WILL WE KNOW IF OUR STUDENTS ARE LEARNING?**
3. **HOW WILL WE RESPOND IF OUR STUDENTS ARE NOT LEARNING?**
4. **HOW WILL WE ENRICH AND EXTEND THE LEARNING FOR STUDENTS WHO ARE ALREADY PROFICIENT?**
PLC AT WORK RESOURCES

Learning by doing
A handbook for Professional Learning Communities at Work®, revised third edition
Rewritten for the Australian context, this is the bestselling guide for action that helps educators close the knowing–doing gap as they transform their schools into PLCs. Explore new strategies, tools and tips from leading authorities on school improvement.

SOT5473

Transformative collaboration
Five commitments for leading a professional learning community
Global research and personal experience coalesce to inspire educators to take the next steps in the PLC journey. Written by Australian experts for the local context, this book will help leaders understand what it means to truly lead a PLC.

HB7477

Collaborative teams that transform schools
The next step in PLCs
This groundbreaking book offers F–12 teachers and school leaders a practical, comprehensive model for building successful PLCs, drawn from extensive research and experience.

MRL7484

Revisiting Professional Learning Communities at Work
New insights for improving schools
The sequel to the foundational text that started it all, this book merges research and practice to examine how schools at all levels can use the PLC concept to improve learning.

SOT2592

Professional learning communities – voices from the field
A complete professional learning resource for schools
This multimedia resource presents a series of in-depth interviews with teachers, leaders and stakeholders as they discuss the big ideas of PLCs and the difference their implementation has made in their schools.

HB5985

Building a Professional Learning Community at Work
A guide to the first year
This term-by-term guide provides answers to the real-world questions that arise during that first critical year of building a PLC. Discover how to transform the big ideas of a PLC into reality.

SOT7085

Collaborative teams that work
The definitive guide to cycles of learning in a PLC
With Collaborative teams that work, PLC experts Colin Sloper and Gavin Grift take the confusion out of the collaborative process for school leaders and educators to bring clarity and focus to your team meetings and create real results for the students you serve.

HB6104
Workshop / Interactive Webinars
- Develop clarity of understanding of key PLC concepts, ideas and language
- Discover the cultural and structural shifts required to embed the PLC at Work® process
- Uncover the reasons the PLC process is critical to sustained system, school and team improvement
- Gain a clear understanding of four critical questions and how they can be utilised to drive genuine collective responsibility for learning amongst staff
- Learn tips and strategies for shifting teachers’ beliefs and mindsets to ones that are underpinned by “high levels of learning for all”
- Uncover the critical elements needed to transform collaboration in your school through examining what PLCs are and what they are not
- Explore ways to start or enhance your PLC journey

In-school / Online Coaching Support
Our expert PLC Coaches work with leadership teams, collaborative teams and individual teachers to embed the key cultural and structural elements of the process for their school context. This includes helping them to focus on the work that makes a bigger difference for students and teacher learning

PLC at Work® Coaching Academy
Our PLC experts provide a six-day intensive professional learning experience that leaves leadership teams with a new skill set, a multitude of processes, and an action plan for embedding the PLC at Work principles back in their school.

PLC at Work® Network Program
Work as a network of schools (minimum of five) to embed the PLC at Work® process in and across schools. Our PLC experts provide you with all the knowledge, skills and tools you need to transform your collaborative processes whilst learning from other schools also going through a journey of ‘learning by doing’.

Suggested format
- One or two days (for a thorough overview of all session outcomes two days is recommended).
- Multiple one-day sessions to go deeper with individual components of the process.
- One or two-day sessions specific to the needs of the school in relation to their PLC journey

Who should attend?
All educators, including (but not limited to) system leaders, principals/assistant principals, middle and emerging leaders, classroom teachers and support staff.

Find out more at hbe.com.au, or contact us to discuss your needs at info@hbe.com.au.

Bring our PLC at Work experts to your school
COLLABORATIVE TEAMS THAT TRANSFORM SCHOOLS

A practical and comprehensive model for implementing high-performing PLCs

The core of a PLC is a network of collaborative teams – the groups of teachers who work together to improve student learning. Collaborative teams that transform schools offers F–12 teachers, leaders and administrators a practical, comprehensive model for implementing high-performing PLCs.

The PLC process emphasises collaboration, critical inquiry and improved learning, and has been proven to significantly benefit teachers, students and school leaders at all levels. Rather than work in isolation, teachers work in collaboration to ensure students don’t ‘slip through the cracks’.

The collaborative teams that transform schools framework builds on the four key questions of a PLC at Work and adds two other significant questions for teams to consider:

1. What is it we want our students to know?
2. How will we know if our students are learning?
3. How will we respond when students do not learn?
4. How will we enrich and extend the learning for students who are proficient?
5. How will we increase our instructional competence?
6. How will we coordinate our efforts as a school?

Our specialists can help you address each of the six questions and provide you with proven strategies for increasing team effectiveness to transform your school into a highly effective PLC.

Workshops

Learn how to transform the work of collaborative teams through applying evidence-based approaches to curriculum, assessment, instruction, teacher development and leadership. Participants will explore:

- School-wide and team norms and how to apply them
- Key considerations when working with team members to build productive collaboration
- How to develop a Guaranteed and Viable Curriculum
- Key insights into using data and formative assessment as key levers for change
- How to use SMART Goals to build genuine collective responsibility
- How PLCs develop teachers in their professional practice – what to focus on and what to avoid
- Key responsibilities needed to contribute to the leadership of PLCs

Interactive webinars

Tailored sessions to focus on specific aspects of the framework to meet the needs of the school

In-school Coaching Support

Our experts can work with teams of educators to clarify, analyse, explore and plan the range of possibilities available to achieve the school’s implementation goals and priorities.
Progress Reports
The progress report draws upon the latest research into the practices of successful professional learning communities (PLCs) to evaluate advances made and challenges faced during a school’s journey towards becoming a PLC. The report captures relevant data from the school, reviews of schoolwide products and artefacts as well as interviews with leadership and teaching staff on-site to highlight progress and recommendations for future actions.

Suggested format
- Two consecutive days for a thorough overview of all session outcomes.
- Multiple one-day sessions to go deeper with individual session outcomes.

Who should attend?
All educators, including (but not limited to) classroom teachers, principals/assistant principals, and instructional coaches

COLLABORATIVE TEAMS RESOURCES

Collaborative teams that transform schools
The next step in PLCs
This groundbreaking book offers F–12 teachers and school leaders a practical, comprehensive model for building successful PLCs. Drawn from research and experience, it presents a clear and compelling look at the future of PLCs.
MRL7484

Transformative collaboration
Five commitments for leading a professional learning community
Global research and personal experience coalesce to inspire educators to take the next steps in the PLC journey. Written by Australian experts for the local context, this book will help leaders understand what it means to truly lead a PLC.
HB7477

Collaborative teams that work
The definitive guide to cycles of learning in a PLC
With Collaborative teams that work, PLC experts Colin Sloper and Gavin Grift take the confusion out of the collaborative process for school leaders and educators to bring clarity and focus to your team meetings and create real results for the students you serve.
HB6104

The New Art and Science of Teaching
This greatly expanded volume is based on fifty years of research and observation. Robert J Marzano explores specific classroom strategies educators can implement for optimal student learning.
SOT2922

Professional Learning Communities at Work® and High Reliability Schools™
Cultures of continuous learning
This brings ideas and recommendations of renowned leaders in education into one resource for educators working to help students achieve at ever-higher levels. Readers will study each level of the HRS model and the ways in which successful implementation of the model improves education. Then, readers will see that level of the model at work in a PLC.
SOT1017

Bring our Collaborative Teams That Transform Schools experts to your school

Julie Canham
Joanne Casey
Janelle Dickman
Gavin Grift
Janelle McGann
Janelle Wills
TRANSFORMATIVE COLLABORATION: FIVE COMMITMENTS FOR LEADING A PLC

Discover what is needed to lead change in your school

There is consensus among the world’s leading educational researchers that a collaborative approach to practice is the best way for schools to achieve results and improve learning. Our authors and in-school specialists can help you gain a deep understanding of what collaborative schools are, what’s required to lead transformational change, how to grow relational trust and what structures and protocols are required to support high-performance collaboration.

Workshop

- Consider the five commitments leaders embrace with the goal of becoming a high-performing PLC
- Learn how to create conditions where teachers can work collaboratively on all matters related to learning.
- Discover how to realign school structures and cultures to be ‘learning centred’
- Investigate approaches and strategies for increasing the professional dialogue amongst the stakeholders that student learning improvement depends upon.
- Walk away with the key thinking and actions required to lead the PLC process in your school

Interactive webinars

Tailored sessions to meet the specific needs of the school leadership team

In-school Coaching Support

Our experts can work with the school leadership team to support the school’s implementation goals and priorities.

Suggested format

- Two consecutive days for a thorough overview of all session outcomes.
- Multiple one-day sessions to go deeper with individual session outcomes.

Who should attend?

School leadership teams

Bring our Transformative Collaboration experts to your school

Find out more at hbe.com.au, or contact us to discuss your needs at info@hbe.com.au.
TRANSFORMATIVE COLLABORATION RESOURCES

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Five commitments for leading a professional learning community
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Learning by doing
A handbook for Professional Learning Communities at Work®, revised third edition
Rewritten for the Australian context, this is the bestselling guide for action that helps educators close the knowing–doing gap as they transform their schools into PLCs. Explore new strategies, tools and tips from the leading authorities on effective school improvement.

Five Ways of Being
What Learning Leaders think, do and say every day
Through 32 evidence-based strategies, readers are empowered to embrace the Five Ways of Being and improve their ability to genuinely lead learning in others.

Collaborative teams that transform schools
The next step in PLCs
This groundbreaking book offers F–12 teachers and school leaders a practical, comprehensive model for building successful PLCs, drawn from extensive research and experience.

Concise answers to frequently asked questions
About Professional Learning Communities at Work®, revised edition
This quick-reference guide clearly answers the questions educators most frequently have as teams undergo PLC implementation. It provides answers to common questions in the following categories: the four pillars of a strong PLC foundation – mission, vision, values and goals; the move from a culture of isolation to a culture of collaboration; and the four critical questions of a PLC.

Collaborative teams that work
The definitive guide to cycles of learning in a PLC
With Collaborative teams that work, PLC experts Colin Sloper and Gavin Grift take the confusion out of the collaborative process for school leaders and educators to bring clarity and focus to your team meetings and create real results for the students you serve.
COLLABORATIVE TEAMS THAT WORK

Collaborative Teams that Work outlines the 12 essential actions of a cycle of learning carried out by highly successful collaborative teams that have embraced the four critical questions of PLC at Work®. Implemented through each cycle of learning (unit of work), these actions provide teams with a roadmap to ensure students and teachers benefit from the learning their collaborative efforts bring.

Collaborative Teams that Work and the associated 12 actions ensure that the work of the team continually enhances individual and collective teaching practice through job-embedded action research. The 12 key actions that underpin this work guarantee that each meeting becomes a focused professional learning experience for every team member, supporting and enhancing their shared responsibility for the learning of the students they serve.

Workshop

In this workshop key information and tips are shared to create a bridge between the PLC research and what it looks like in schools. Participants will learn about the 12 evidence-based actions collaborative teams must take to truly transform both teacher and student learning. Attendees leave the day with a blueprint for collaborative teams to use in their ongoing efforts to transform learning for students and teachers back in school.

Outcomes

- Learn the actions required for teams to address the critical PLC questions.
- Discover the true work and focus of high-performing collaborative teams.
- Investigate 12 actions and their associated tasks and apply them to your current work as teams.
- Equip yourself with a clear process for planning and conducting collaborative team meetings that honour the work that will bring about increased results.
- Develop insights into how to overcome the common challenges associated with working as a collaborative team.

Interactive webinars

Tailored sessions to focus on specific aspects of the collaborative team process to meet the needs of the school or a general overview of the process.

In School Support

Collaborative Teams Observation Program – A highly structured and defined process for observing collaborative teams in action in order to provide them with specific feedback that supports their current reality and shapes their future direction.

Suggested format

- One or two days (for a thorough overview of all session outcomes two days is recommended).
- Multiple one-day sessions to go deeper with individual components of the process.
- One or two-day sessions specific to the needs of the school in relation to their collaborative team process.

Who should attend?

All educators, including (but not limited to) school based collaborative teams, principals/assistant principals, team leaders, classroom teachers and support staff.

Bring our Collaborative Teams That Work expert to your school
COLLABORATIVE TEAMS THAT WORK RESOURCES

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HB7477

Learning by doing
A handbook for Professional Learning Communities at Work®, revised third edition
Rewritten for the Australian context, this is the bestselling guide for action that helps educators close the knowing–doing gap as they transform their schools into PLCs. Explore new strategies, tools and tips from the leading authorities on effective school improvement.

SOTS473

Collaborative Systems of Support: Learning for All
In Collaborative Systems of Support the authors provide schools, leaders and educators with the opportunity to address these challenges both practically and ethically. Inspired by the promise of PLCs, RTI and Multi-Tiered Systems of Support, the authors draw on their collective background in the field to propose a collaborative and systematic process.

HB7897

Collaborative teams that transform schools
The next step in PLCs
This groundbreaking book offers F–12 teachers and school leaders a practical, comprehensive model for building successful PLCs, drawn from extensive research and experience.

MRL7484

Concise answers to frequently asked questions
About Professional Learning Communities at Work®, revised edition
This quick-reference guide clearly answers the questions educators most frequently have as teams undergo PLC implementation. It provides answers to common questions in the following categories: the four pillars of a strong PLC foundation – mission, vision, values and goals; the move from a culture of isolation to a culture of collaboration; and the four critical questions of a PLC.

SOT0461
Every student can succeed in school
Response to Intervention (RTI) makes it possible to provide every child with the support to thrive in school

RTI at Work – also known as a multi-tiered system of support (MTSS) – is a systematic process that helps ensure all students receive the time and support needed to learn at high levels. This is an ongoing commitment for schools and a different way of thinking to traditional models of schooling.

The vision of RTI at Work is for collaborative teams to work together to identify what’s most essential for students to learn, develop common assessments that measure learning and provide targeted support to learners who need it.

Built on the foundation of the PLC at Work framework, RTI at Work is the best answer we know to the third and fourth critical questions of PLC at Work: How will we respond when students do not learn? and How will we enrich and extend the learning for students who are proficient?

The 4 Cs of RTI at Work

The essential principles that guide the actions of educators as they implement the RTI process are:

1. **Collective responsibility:**
   A shared belief that the primary responsibility of each member of the school is to ensure high levels of learning for every student.

2. **Concentrated instruction:**
   A systematic process of identifying essential knowledge and skills that all students must master to learn at high levels and determining the specific learning needs of each student to get there.

3. **Convergent assessment:**
   An ongoing process to collectively analyse evidence to determine the specific learning needs of each student and the effectiveness of the instruction the student receives in meeting these needs.

4. **Certain access:**
   A systematic process that guarantees every student will receive the time and support needed to learn at high levels.
The inverted pyramid

The RTI at Work inverted pyramid is designed to continually focus a school’s collective attention and resources to a single point: the individual child.

- Tier 1: Core Program
  - A coherent and viable core curriculum that embeds ongoing monitoring for all students

- Tier 2: Supplemental Program
  - Immediate and targeted interventions systematically applied and monitored for any students not achieving

- Tier 3: Intensive Supports
  - Intensive interventions focused on closing gaps

Workshop

- Learn about the essential elements of RTI at Work™ needed to create a focused RTI model that works
- Refine RTI processes or overcome RTI challenges
- Discover practical strategies to build intervention and enrichment into the school day

Interactive webinars

Tailored sessions to focus on specific aspects of the RTI at Work™ process to meet the needs of the school.

In-school Coaching Support

Our experts can work with teams of educators to clarify, analyse, explore and plan the range of possibilities available to achieve the school’s RTI at Work™ implementation goals and priorities.

Suggested format

- One-day session for an overview of the essential elements of RTI at Work™
- Two consecutive days for a thorough overview of all session outcomes.
- Multiple one-day sessions to go deeper with individual session outcomes.

Who should attend?

All educators, including (but not limited to) classroom teachers, principals/assistant principals, and instructional coaches

Bring our RTI at Work experts to your school

Information is correct at time of publication. For the latest information, visit hbe.com.au.
RESOURCES

Pyramid of behavior interventions
Seven keys to a positive learning environment
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.

SOT2301

RTI in secondary schools
Response to intervention (RTI) is likely to restructure secondary schools in a profound and fundamental way. This book explores actual implementation experiences to help readers identify concerns, and it suggests solutions for the complex challenges that will need to be addressed during the RTI implementation process.

SOT0701

Uniting academic and behavior interventions
Solving the skill or will dilemma
Explore a step-by-step process for determining, targeting and observing academic and behaviour interventions that ensure students’ long-term success.

SOT0539

Best practices at Tier 1 series
Daily differentiation for effective instruction
Discover proven RTI strategies to enhance core instruction in Years F–5 and 6–12 including differentiating instruction, engaging students, increasing success and avoiding additional interventions.

SOT0607 (Primary)
SOT0591 (Secondary)

It’s about time series
Planning interventions and extensions
Learn how to design, use and respond to common formative assessments in order to become more assessment literate and informed on how to develop strategies to help all students.

SOT1307 (Primary)
SOT1994 (Secondary)

Simplifying response to intervention
Four essential guiding principles
Change how you think about RTI and learn how to create an effective model that begins with quality instruction in every classroom.

SOT0428

Targeting behavior and academic interventions
A process to diagnose and coordinate student supports
This book is the complete package for implementing RTI at Work by using the pro-solve process, designed to address student behavioural and academic challenges.

SOT7491

Taking action
A handbook for RTI at Work™
This guide covers every element of what it takes to build a successful RTI at Work program. The authors share step-by-step actions for implementing the essential elements and how to encourage and support educators in this work.

SOT5886

Uniting academic and behavior interventions
Solving the skill or will dilemma
Explore a step-by-step process for determining, targeting and observing academic and behaviour interventions that ensure students’ long-term success.

SOT0539

It’s about time series
Planning interventions and extensions
Learn how to design, use and respond to common formative assessments in order to become more assessment literate and informed on how to develop strategies to help all students.

SOT1307 (Primary)
SOT1994 (Secondary)
Teaching and learning solutions based on 50 years of research

- High Reliability Teacher
- High Reliability Schools
- The New Art and Science of Teaching
- Academic vocabulary
- Proficiency scales
- Guaranteed and viable curriculum

HIGH RELIABILITY TEACHER RESOURCES

The New Art and Science of Teaching
This greatly expanded volume is based on fifty years of research and observation. Robert J Marzano explores specific classroom strategies educators can implement for optimal student learning.

SOT2922

Improving Teacher Development and Evaluation
A Guide for Leaders, Coaches, and Teachers
This timely resource introduces new research-based processes for supporting teacher growth and reliably evaluating performance. The expert authors provide a background on teacher development and evaluation and make a strong case for the need to reconceptualise both systems.

MRL9594

Engage with our High Reliability Teacher expert

Janelle Wills
The Marzano Resources High Reliability Teacher (HRT) program encourages and celebrates teacher effectiveness. The multileveled HRT certification process recognises the advancement of a teacher's pedagogical skills and knowledge in three specific areas:

- Effective Use of Instructional Strategies
- Student Learning
- Valid and Rigorous Feedback

Course overview

The HRT program includes three levels of certification and four online courses:

Level 1, Course 1: Foundation of Instructional Strategies

Learning Outcomes:

- Understand and implement a framework of instruction
- Create unit lesson plans and daily lesson plans aligned to the framework of instruction
- Complete a self-assessment and create growth goals
- Administer student pre- and post-surveys aligned to growth goals
- Engage in deliberate practice with growth goals
- Implement a student self-actualisation project or a project that connects students to something greater than themselves

Level 1, Course 2: Reflection of Instructional Strategies

Learning Outcomes:

- Provide evidence of effective instruction by submitting and reflecting on video recordings of your instruction
- Create unit lesson plans and daily lesson plans aligned to the model of instruction
- Provide self-assessment scores for video recorded lessons
- Compare self-assessment scores to certification reviewer scores
- Explain how teacher actions are impacting student learning

Please note: Levels 1 and 2 may be completed simultaneously. Some educators prefer this option as the data gathered for Level 1 supports the work in Level 2

Level 2, Course 3: Student Learning

Level 3, Course 4: Valid and Rigorous Feedback

HRT empowers educators to:

- Focus on continuous improvement.
- Grow professionally in instruction, assessment, and feedback.
- Improve student achievement.
- Develop expertise.

Who should participate in the HRT certification process?

HRT is most beneficial for practising teachers who have classroom experience. In addition, participants should be open to implementing Dr. Robert J. Marzano’s The New Art and Science of Teaching instructional framework in their classrooms.

What are the benefits of participating in the HRT program?

- Receive detailed feedback regarding your instruction
- Increase your competence in instructional practice
- Become a teacher leader
- Further your understanding of assessment literacy

Does HRT align with the AITSL Standards?

Yes, in particularly Professional Knowledge and Professional Practice

Does HRT replace Lead or High Accomplished Teacher accreditation through AITSL?

No, however the evidence collected, and activities completed could contribute to the process.
A vision for highly effective F–12 education based on decades of research by Dr Robert J Marzano

Dr Robert J Marzano’s vision for F–12 education is simple: the vast majority of schools can be highly effective in enhancing student learning. To show how, he created the Marzano High Reliability Schools™ framework – a comprehensive improvement model for schools.

The Marzano High Reliability Schools™ framework does not add a new initiative to school efforts. Many schools are already implementing a wide range of effective initiatives, and many educators are already practising research-based strategies. The HRS framework does not replace professional learning communities, the Art and Science of Teaching framework, teacher evaluation and development, sound curriculum, vocabulary instruction, instruction in critical thinking and reasoning skills or formative assessment. Instead, this framework shows how best practices work together and provides indicators to empower regions, networks and schools to measure their progress on attaining five increasing levels of reliability:

1. **Level 1: Safe and collaborative culture**
2. **Level 2: Effective teaching in every classroom**
3. **Level 3: Guaranteed and viable curriculum**
4. **Level 4: Standards-referenced reporting**
5. **Level 5: Competency-based education**

Using the framework and indicators, schools can drive permanent, positive, and significant impacts on student achievement by synthesising multiple complex initiatives into one harmonious system.

**Workshop**

Our experts and authors can support you and your staff every step of the way as you work to achieve all five levels of reliability and drive significant improvements in both academic and social and emotional learning achievement.

- Learn why the HRS framework is a powerful solution for school improvement.
- Discover ways to use collaborative teams to address common issues regarding curriculum, assessment, instruction, and achievement of all students.

**Interactive webinars**

Tailored sessions to focus on specific levels of the HRS framework to meet the individual needs of the school.
Certification
Schools can apply for HRS certification at one or more levels. For schools that have attained one or more levels of reliability, Marzano Resources offers formal certification to share with their community and stakeholders. Certification is determined by Marzano Resources analysts on the basis of HRS surveys, data collection, and analysis. Schools use certification as a way to celebrate and officially document the work they have accomplished. Included with certification:

- An HRS award certificate
- A Marzano Resources press release
- A digital HRS logo to use on the school’s website and social media accounts
- The school’s logo featured on the Marzano Resources website

Suggested format

- A one-day overview engages participants in reflecting on their own schools through the lens of high reliability and how HRS is a data-driven leadership process.
- A series of one-day sessions to address specific levels of the HRS framework.

Who should attend?
Teacher leaders and school leadership teams engaged in strategic planning for school improvement.

HIGH RELIABILITY SCHOOLS RESOURCES

A handbook for High Reliability Schools
The next step in school reform
This invaluable manual for whole-school improvement helps educators to transform their school into a proactive organisation that ensures student success.
MRL2779

Leading a High Reliability School
Discover how school leaders, using professional learning communities as a foundation, can transform their schools into High Reliability Schools.
SOT7361

Professional Learning Communities at Work® and High Reliability Schools™
Cultures of continuous learning
This book brings ideas and recommendations of renowned leaders in education into one resource for educators working to help students achieve at ever-higher levels. Readers will study each level of the HRS model and the ways in which successful implementation of the model improves education. Then, readers will see that level of the model at work in a PLC.
SOT1017

Bring our High Reliability Schools experts to your school

Steve Boyle  Joanne Casey  Janelle Wills
A powerful framework for substantive change based on fifty years of research and observation

The New Art and Science of Teaching is a well-researched instructional framework that comprehensively addresses the most alterable effect on student achievement – quality instruction. The New Art and Science of Teaching focuses on student outcomes obtained by teachers’ instructional actions. The premise is that teachers who implement instructional strategies will, in turn, help students use mental processes that successively enhance the learning. In other words, it’s not enough to merely use an instructional strategy; it is more important to ensure it has the desired learning effect for students.

The New Art and Science of Teaching framework

The New Art and Science of Teaching framework is ideal for novice and experienced educators alike. It focuses on student outcomes and highlights how to optimise learning by ensuring students receive meaningful feedback, are engaged in effective content instruction and have their basic psychological needs met.

These categories form a road map for F–12 teachers’ lesson and unit planning. Within ten design areas across these categories, The New Art and Science of Teaching explores forty-three types of instructional strategies that contain more than 330 specific classroom strategies educators can implement for optimal student learning.

Workshop

- Gain an awareness of the research related to the elements of The New Art and Science of Teaching.
- Learn the instructional framework components
- Experience many of the 43 elements through modelled instructional strategies.
- Use reflective guides as a means of enhancing instructional practices.
- Examine how eight systems changes support the implementation of The New Art and Science of Teaching.

Interactive webinars

Tailored sessions to focus on specific aspects of the framework to meet the needs of the school

In-school Coaching Support

Our experts can work with teams of educators to clarify, analyse, explore and plan the range of possibilities available to achieve the school’s NASOT implementation goals and priorities.
Teacher Development Network Program
Work as a network of schools (minimum of five schools) to develop reflective practices amongst teacher collaborative teams to improve classroom instruction and explore a common language to share and evaluate evidence about what has been effective in improving student learning.

Suggested format
- Two consecutive days for a thorough overview of all session outcomes.
- Multiple one-day sessions to go deeper with individual session outcomes.
- One or two-day sessions for a comparison training for teachers or leaders previously trained in The Art and Science of Teaching.

Who should attend?
All educators, including (but not limited to) classroom teachers, principals/assistant principals, and instructional coaches

Bring our The New Art and Science of Teaching experts to your school

THE NEW ART AND SCIENCE OF TEACHING RESOURCES

The New Art and Science of Teaching
This greatly expanded volume is based on fifty years of research and observation. Robert J Marzano explores specific classroom strategies educators can implement for optimal student learning.

SOT2922

The Handbook for The New Art and Science of Teaching
The handbook helps teachers unpack The New Art and Science of Teaching framework and discover examples that illustrate specific instructional strategies.

SOT8733

The New Art and Science of Teaching Quick Reference Guide
This quick reference guide is in two sections. The first section is for when planning units of instruction or reflecting on practice. The second section can be used by teachers to monitor the effectiveness of how they have applied each element.

HB3226

The New Art and Science of Teaching Complete Kit
SOT2923
ACADEMIC VOCABULARY

Help build the link between vocabulary and content in the classroom

Research shows that when teachers and schools take a systematic approach to helping students identify and learn essential vocabulary of a given subject area, student comprehension and achievement rises. When engaging with this work you will be introduced to a method to determine which academic vocabulary terms are most essential and learn a six-step process for direct instruction in subject-specific vocabulary.

The six-step method encourages students to learn critical academic vocabulary by connecting terms to prior knowledge using linguistic and non-linguistic means. Games and activities further encourage the refinement and deepening of their understanding.

The six-step process of academic vocabulary

1. Provide a description, explanation or example of the new item.
2. Ask students to restate the description, explanation or example in their own words.
3. Ask students to construct a picture, symbol or graphic representing the term.
4. Engage students in activities that help them add to their knowledge of terms.
5. Periodically ask students to discuss the terms with one another.
6. Involve students periodically in games that allow them to play with terms.

Workshop

Develop a comprehensive schoolwide or systemic approach to direct instruction of academic terms and ensure your teaching strategies and approaches provide students with the greatest chance to succeed.

- Learn how to design a schoolwide plan for comprehensive vocabulary instruction
- Learn a research-based six-step process for teaching new terms

Bring our Academic Vocabulary experts to your school

Janelle Wills
Joanne Casey
ACADEMIC VOCABULARY RESOURCES

Vocabulary for the Common Core
This book guides teachers and teams towards the creation of a successful vocabulary program while highlighting both general academic and domain-specific terms from the mathematics and English language arts standards. Marzano and Simms show F–12 educators how to achieve success for all students.

Vocabulary Games for the Classroom
Get your students excited about vocabulary learning with these thirteen fun games designed for students at all levels. This revised Australian edition offers sample questions, suggestions and examples to help you teach each game.

Building Academic Vocabulary Teacher’s Manual
Building Academic Vocabulary: Teacher’s Manual will help educators guide students in using tools and activities that will deepen their understanding of critical academic vocabulary. It contains a method to help teachers and schools determine which vocabulary terms are most essential for their needs; a six-step process for direct instruction in subject area vocabulary; and a ‘how to’ for using student notebooks.

Suggested Formats
- One-day workshop working with teacher teams

Who should attend?
All educators, including (but not limited to) classroom teachers, principals/assistant principals, and instructional coaches.

Find out more at hbe.com.au, or contact us to discuss your needs at info@hbe.com.au.
DEVELOPING PROFICIENCY SCALES

Lay the foundation for effective teaching – and measure its impact

Clear, specific learning goals lay the foundation for effective teaching. A proficiency scale organises identified learning goals as a sequence of information and skills – from a simpler learning goal, to the target learning goal, to a more complex learning goal. Essentially, proficiency scales articulate learning progressions for each prioritised standard. Learning progressions describe how students’ understanding of a topic develops over time.

Although the proficiency scale is a tool for teachers as they teach, assess and provide feedback to students, it is also a tool that students can use directly. A student-friendly version of the proficiency scale communicates clearly to students what they are expected to know and how they are progressing in their learning.

Our in-school specialists can help you learn a process for prioritising standards, assisting you to distinguish between true learning goals and classroom activities or assignments. Understand the difference between declarative and procedural knowledge and learn how to translate broad standards into specific learning goals.

Workshop

- Understand the process for developing proficiency scales to align curriculum, instruction, and assessment so that clear learning progressions can be created and monitored.
- Learn how a student-friendly version of a proficiency scale can be used to clearly communicate to students what they are expected to learn

In-school Coaching Support

Our experts can work alongside teams of educators to develop proficiency scales.

Suggested Formats

- One-day workshop to overview the process for identifying the essential content and the development of proficiency scales for prioritised standards. This style of workshop is best for school leaders called upon to lead the process in their own schools, year levels or departments.
- One-day workshop for the whole school to learn the process for developing proficiency scales for prioritised standards. Teacher teams then work together to develop proficiency scales.

Who should attend?

All educators, including (but not limited to) classroom teachers, principals/assistant principals, Heads of Department and instructional coaches.
A school leader’s guide to standards-based grading
This guide not only articulates significant research supporting standards-based grading as an accurate, precise, and effective way to report academic strengths and weaknesses but also shares applicable anecdotes from educators implementing its components.
MRL2861

A teacher’s guide to standards-based learning
The authors of this book explain the research and theory behind standards-based learning and help F–12 teachers and leaders make the important paradigm shifts necessary to transform their curriculum, instruction, assessment and feedback practices. They provide numerous tools and examples to guide teachers in implementing a successful system of standards-based learning.
MRL8894

The new taxonomy of educational objectives, second edition
A must-have resource for all directors of curriculum and instruction, directors of staff development, principals and teachers. This field-tested and proven reference contains the most current research on the nature of knowledge and cognition and a reflection of the movement to standards-based education. This essential guide offers specific applications for designing and classifying educational objectives, creating assessments, redesigning learning standards, formulating curriculum and outlining a thinking-skills curriculum.
MRL2399

Proficiency scales for science standards
A framework for science instruction and assessment
This two-part resource provides educators with an understanding of the Next Generation Science Standards and guidance on how to effectively apply them. Over one hundred ready-to-use proficiency scales created from the NGSS to help teachers assess students’ progress and create their own proficiency scales for the Australian Curriculum.
MRL7378

A handbook for developing and using proficiency scales in the classroom
In A Handbook for Developing and Using Proficiency Scales in the Classroom, author Jan K Hoegh outlines how F–12 teachers can effectively create and utilise proficiency scales during instruction to improve teaching and learning.
MRL0676

Formative assessment & standards-based grading
The classroom strategies series
Learn everything you need to know to implement an integrated system of assessment and grading that will enhance your teaching and your students’ learning. Robert J Marzano details the specific benefits of formative assessment – assessment that is used during instruction rather than at the end of a course or unit. He explains how to design and interpret three different types of formative assessments, how to track student progress, and how to assign meaningful grade.
MRL4916

Bring our Developing Proficiency scales experts to your school

Find out more at hbe.com.au, or contact us to discuss your needs at info@hbe.com.au.
The work of collaborative teams – developing a focused and agreed curriculum

Ensuring high levels of learning for all students is the driving force behind most school improvement agendas. This requires that schools develop a sharp focus on what is essential for every student to learn in every grade, every subject and every unit – in other words, what is guaranteed? Next, is it viable – how can leaders ensure teachers have adequate time and resources to effectively teach the focused and agreed curriculum? A guaranteed and viable curriculum can only be created, implemented and sustained through collaborative effort, making this task ideal work for collaborative teams.

Workshop

- Learn the process for identifying priority content from relevant curriculum documents to answer the question – What is essential?
- Learn a process for creating a list of essential academic terms and phrases within content areas to use in direct instruction to implement a comprehensive vocabulary program.

Interactive webinars

Tailored sessions to focus on specific aspects of the development of the guaranteed and viable curriculum or proficiency scales to meet the needs of teacher teams.

In-school Coaching Support

Our experts can work with teams of educators to refine the guaranteed and viable curriculum and continue the process of aligning curriculum, instruction, and assessment.

Guaranteed and Viable Curriculum Network Program

Work as a network of schools (minimum of 5 schools) to identify essential content and co-develop proficiency scales for prioritised standards.

Suggested Formats

- One-day workshop to overview the process for identifying the essential content and the development of proficiency scales for prioritised standards. This style of workshop is best for school leaders called upon to lead the process in their own schools, year levels or departments.
- One-day workshop for the whole school to focus on identifying the essential content from curriculum documents. Teacher teams are led through the process of prioritisation and then spend time in their teams coming to a common agreement on the guaranteed and viable curriculum – including essential academic vocabulary.

Who should attend?

All educators, including (but not limited to) classroom teachers, principals/assistant principals, Heads of Department and instructional coaches.

Find out more at hbe.com.au, or contact us to discuss your needs at info@hbe.com.au.
A school leader’s guide to standards-based grading
This guide not only articulates significant research supporting standards-based grading as an accurate, precise and effective way to report academic strengths and weaknesses but also shares applicable anecdotes from educators implementing its components.

MRL2861

A handbook for High Reliability Schools
The next step in school reform
This invaluable manual for whole-school improvement helps educators to transform their school into a proactive organisation that ensures student success.

MRL2779

Leading a High Reliability School
Discover how school leaders, using professional learning communities as a foundation, can transform their schools into High Reliability Schools.

SOT7361

Collaborative teams that transform schools
The next step in PLCs
This groundbreaking book offers F–12 teachers and school leaders a practical, comprehensive model for building successful PLCs, drawn from extensive research and experience.

MRL7484
Balance meaningful feedback with the demands of the classroom

Providing helpful feedback and creating meaningful assessment tasks while keeping up with correction and managing a successful work–life balance is one of the biggest challenges of teaching. You will investigate how to balance these demands through fast, formative strategies for providing feedback and assessing student performance in the time-poor environment of the everyday classroom.

Fast and effective assessment and feedback workshop

Discover practical, real-world tips, techniques and strategies that will improve the speed and quality of your assessment in the classroom and prove sustainable in the long term. In a fast and effective assessment and feedback workshop, you will explore:

- Strategies for accelerating the speed at which you mark work
- Strategies for giving and receiving feedback so that student mistakes can be addressed quickly in class rather than through laborious written correction
- Methods for reducing the volume and extent of your correction
- Techniques for encouraging students to take a more active role in the feedback process and to more readily act on your assessment advice so that your time spent marking has maximum impact.

Suggested formats
- Workshop
- In-school coaching support

RESOURCES

Fast and Effective Assessment
Glen Pearsall shares dozens of classroom-tested strategies that lessen teachers’ workload while increasing students’ class participation and improving their understanding. Drawing from his own experience as a teacher and coach, Pearsall offers practical, real-world advice in the form of techniques that are both effective and sustainable in the everyday classroom.

Classroom Dynamics
In Classroom dynamics, Glen Pearsall offers educators an array of practical strategies that they can immediately implement in the everyday classroom. Readers will explore techniques for dealing with a wide range of issues from how to address low-level off-task behaviour in a positive manner through to the more serious challenge of learning how to pivot around arguments and de-escalate serious conflicts.

The Literature Toolbox
The next step in PLCs
Whether you are planning to study a new text, looking for a fresh approach to teach an old favourite or simply seeking strategies to provide more variety in your teaching, this is an invaluable guide for all English teachers. The literature toolbox features over fifty activities for exploring text. Easy to implement and rigorously road-tested in real classrooms, these practical strategies foster engagement, deepen inquiry, and model fluent and sophisticated essay writing.
USING AND LEADING WITH DATA IN SCHOOLS

Discover the power data can bring to your classrooms and change management

Teachers and leaders know that data can be a powerful aid in driving student learning and change in schools but are often left without guidance when it comes to which data to collect, how to analyse it and when and where to use it.

Our data in schools professional learning services will demonstrate how understanding and using data effectively can not only transform classrooms but transform entire schools communities.

Based on Dr Selena Fisk’s two best-selling books Using and analysing data in Australian schools and Leading data-informed change in schools, we will bring specific, classroom-tested strategies and tips straight to your school, featuring real examples taken from common data sources — as well as incorporating data from your own students.

Suggested formats
- Workshop
- In-school coaching support

RESOURCES

Using and analysing data in Australian schools

Why, how and what

Using and analysing data in Australian schools demonstrates how understanding and using data effectively can change not only the way you see your students but also how they see themselves. This practical guide will show you how to bring all those letters and numbers to life and create a classroom culture where quality feedback, growth mindsets and principles of positive psychology can work together to transform the lowest achievers into rising stars. This resource is packed with specific, classroom-tested strategies and tips for implementing them in any classroom, featuring real examples taken from common data sources such as NAPLAN bands, stanines and GPAs. Steps for developing data protocols, facilitating data-informed conversations and conducting teacher-team discussions are also included.

HB6739

Leading data-informed change in schools

Leading data-informed change in schools offers teacher team leaders, principals and administrators a practical guide on how to collect, analyse and use data to help school communities and the students they serve flourish. This invaluable resource introduces a ten-step process for leading data-informed change comprising measurable steps for action supported by connections to relevant literature and practical examples showing what the process looks like in schools. Fisk also introduces the twelve key elements required for a leader to prime the environment or build a culture that will enable them to lead data-informed change.

HB5381

HB5381

Bring our Data In Schools expert to your school

Selena Fisk

hbe.com.au | +61 3 8558 2444 | info@hbe.com.au
Cognitive CoachingSM is a coaching methodology developed by educational researchers and practitioners Art Costa and Robert Garmston for educators in schools. Thinking Collaborative is the American-based legal body that owns and manages Cognitive CoachingSM.

The Cognitive CoachingSM methodology increases and develops cognitive (thinking) processes with the intention to transform the effectiveness of decision-making, mental models (the way we see the world), thoughts and perceptions, and to make analysis and reflection on practice a routine activity.

Cognitive CoachingSM is based on a set of strategies, a way of thinking and a way of working that invites self and others to shape and reshape their thinking and problem-solving capacities.

In other words, Cognitive CoachingSM enables people to increase their ability to modify themselves with the intended outcome of increased self-directedness.

Cognitive CoachingSM assists teachers in integrating, extending and applying new learning and improved practice through a process of continual inquiry and reflection on practice.

One-day overview workshop

- Introduced to the methodology
- Examine interpersonal skills and tools required for effective coaching
- Explore ways a school can start to build a coaching culture

Who should attend?

All educators, including (but not limited to) classroom teachers, principals/assistant principals, and instructional coaches.

RESOURCES

Cognitive Coaching
Developing self-directed leaders and learners
Strengthen individual and collective capacities for continuing self-improvement through Cognitive Coaching. Gain the essential skills, protocols, guidance and resources to implement Cognitive Coaching in a school setting.

CG3646

Transformative talk
Cognitive coaches share their stories
Information, insights and strategies to help you unleash the power of Cognitive Coaching for the students and colleagues you work with.

HB1734

Cognitive Coaching seminars foundation training learning guide, twelfth edition
This new edition is designed to accompany and support a seminar intended to develop participants’ understanding, skillfulness, capacities and identity as a mediator who can, in turn, produce self-directed persons with the cognitive capacity for high performance both independently and as members of a community. It is intended to accompany and stimulate a series of experiences for educators who provide staff development, who are coaches or who are learning to serve in helping capacities.

CFA59730

Cognitive CoachingSM desktop guide
This product was first suggested by a participant in the Cognitive Coaching foundation seminar when she described how her learning might best be supported. The desktop guide is a tabbed fingertip reference which provides hands-on tips for all three maps, including sample questions.

CG4428
# COGNITIVE COACHING FOUNDATION SEMINAR

The Cognitive Coaching foundation seminar is an eight-day training seminar, generally conducted over an eighteen to twenty-four-month period and presented as four two-day blocks. It can be delivered in flexible formats depending on your organisation’s needs.

At the completion of the full eight-day seminar, participants are eligible for certification as a Cognitive Coach through Thinking Collaborative, the managers of Cognitive Coaching.

<table>
<thead>
<tr>
<th>Day</th>
<th>Topics</th>
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| **Day 1** | • Understanding of the essence of Cognitive Coaching  
• Increased consciousness and craftsmanship in applying interpersonal communication skills to develop trust and rapport  
• Understanding of the power of a structured professional conversation |
| **Day 2** | • Internalised Planning Conversation Map  
• Expanded and refined skills and repertoire of coaching tools  
• Understanding of four capabilities for refining coaching skills |
| **Day 3** | • Understanding of the Reflecting Conversation Map  
• Using the essential coaching pattern of pausing, paraphrasing, pausing, and posing questions  
• Increased consciousness and skills in asking mediative questions |
| **Day 4** | • Internalised Reflecting Conversation Map  
• Awareness of how to navigate support functions  
• Understanding of the role of data in mediating thinking |
| **Day 5** | • Integration of the maps and tools from Days 1–4  
• Understanding of own and others’ filters of perception |
| **Day 6** | • Detection and mediation of cognitive shift  
• Refined mediation skills and coaching capabilities  
• Coaching skills to mediate self-directed learning in others when they are struggling with a problem |
| **Day 7** | • Fluency with the tool cluster of pacing  
• Enhanced personal acuity, ways of attending, listening, and responding  
• Refined coaching skills in crafting meditative questions |
| **Day 8** | • Internalised Problem-Resolving Map  
• Fluency with the tool cluster of leading  
• Integrated maps and tools of Cognitive Coaching |

**Suggested Formats**

The Foundation Seminar is generally presented as four two-day blocks. However customers can contact us to discuss other options. Participants are only eligible for certification as a Cognitive Coach through Thinking Collaborative on completion of the full eight-day training.

**Bring our Cognitive Coaching expert to your school**

Find out more at [hbe.com.au](http://hbe.com.au), or contact us to discuss your needs at [info@hbe.com.au](mailto:info@hbe.com.au).
TEACHERS AS ARCHITECTS OF LEARNING

Transforming teacher development culture in schools

Based on the book *Teachers as architects of learning*, this work outlines twelve evidence-based constructs for learning, including up to one hundred strategies and approaches for teachers to use. The aim of this work is to assist teachers in becoming students of their own practice by committing to deliberate practice, eliciting support from colleagues and monitoring the impact of their teaching. It is designed to honour what the teacher currently does well while at the same time supporting them to discover blind spots in their practice that can be improved. The ultimate outcome is increased reflective practice among teachers and success in learning for students.

Workshop

- Discover what shapes your teaching identity and how this relates to your development as a teacher.
- Investigate the difference between embedded, visible and deliberate practice and what that means to your own development as a teacher.
- Learn how to apply twelve constructs to create successful learning experiences including how to:
  - Make effective use of time
  - Develop safe and supportive classrooms
  - Use successful questioning approaches
  - Make the most of student feedback
  - Connect meaningfully to a student’s lifeworld - the thinking, experiences, knowledge and skills a student brings to their learning from their life outside of school/class.
  - Strengthen use of explicit instruction

Interactive Webinars

Tailored sessions to focus on specific aspects from Teachers as Architects at Work as identified by the school/team

Conference Keynotes/Breakouts

These may focus on specific areas such as:

- The Identity of Learning Architects
- How to Strengthen your Use of Explicit Instruction
- Effective Strategies for Learning-Focused Teachers

Suggested workshop format

- One or two days (for a thorough overview of all session outcomes two days is recommended).

Who should attend?

All educators, including (but not limited to) classroom teachers, principals and assistant principals, and instructional coaches.

Bring our *Teachers as Architects of Learning* experts to your school

Find out more at hbe.com.au, or contact us to discuss your needs at info@hbe.com.au.
TEACHERS AS ARCHITECTS OF LEARNING

Intensive action learning program (three days)
Teacher teams work together over three non-consecutive days through a process of self-discovery, commitment and action. Through a process of action learning they identify, practice, refine and measure the impact of their own deliberate teaching practice while learning how to assist someone else in the development of their own.

Lead facilitator program
Our authors/experts will work with your staff to lead the Teachers as Architects professional learning approach in your system or school. All successful participants will be certified to use the program approaches and materials to develop their own teacher development culture in their school.

Who should attend?
All educators, including (but not limited to) leadership teams, middle leaders, classroom teachers, instructional coaches and mentors, team teachers

RESOURCES

Teachers as architects of learning
Twelve constructs to design and configure successful learning
The revised and updated second edition of the bestselling title, Teachers as architects of learning supports teachers to develop ideas, consider approaches and, in general, increase levels of consciousness about what they do, why they do it and how they might do it differently. The book enables teachers to develop their own blueprint for teaching through the exploration of twelve learning constructs and one hundred strategies. The authors draw from extensive personal experiences, research from the field and the reflections of teachers themselves to serve as a catalyst for thinking about their own practice in a way that lets learning lead. The second edition is a must-have book for any educator committed to the development of their own or others’ practice.

HB8806

Teachers as architects of learning, learning guide
Twelve constructs to design and configure successful learning
The Teachers as architects of learning learning guide supports educators as they explore the twelve learning constructs found in the bestselling Teachers as architects of learning. This supplementary workbook provides teachers with opportunities to reflect on their practice, share with their colleagues and try out some of the many effective strategies for creating successful learning experiences.

HB6166

Find out more at hbe.com.au, or contact us to discuss your needs at info@hbe.com.au.
Meeting the learning needs of all students in the classroom

HBE’s professional development services are designed to help educators translate the research of Dr Carol Ann Tomlinson into practice and implement strategies that cater to the different ways that students learn.

**Workshops**
- develop a framework for thinking about quality differentiation
- Increase understanding of quality classroom practice regarding learning environment, curriculum, formative assessment, instruction and classroom management
- increase competence and confidence in planning for differentiation
- create pre- or formative assessments that align with learning goals
- apply specific instructional strategies to address student readiness and interest

**In-school Coaching Support**
Our experts can work alongside teams of educators to develop and refine strategies and practices to cater for the learning needs of all students.

**Webinars**
A 60–90-minute webinar based on the principles of Differentiated Instruction tailored to group, school or system needs

**Keynote**
Keynotes can focus on one or more themes from the work of Differentiated Instruction as a springboard to further learning.

**Suggested Formats**
- One-day workshop to overview that explains the principles of differentiation based on educational neuroscience. Participants learn to effectively attend to individual and small group needs while moving the whole class ahead in knowledge, understanding and skill.
- Two-day workshop that examines the basic principles of differentiation in light of educational neuroscience research and uses these principles to make curricular, instructional and assessment choices. Participants examine how each of these elements can be designed for maximum student growth and how they work together to increase learning.
- Multiple one-day sessions to go deeper with individual session outcomes.

**Who should attend?**
All educators, including (but not limited to) classroom teachers, principals/assistant principals, and instructional coaches.

**RESOURCES**

**The differentiated classroom**
*Responding to the needs of all learners, second edition*
Today’s classroom is more diverse that ever, with a teaching profession under pressure to perform. This guide helps teachers meet classroom challenges through effective differentiated instruction.

108029

**Leading and Managing a Differentiated Classroom**
Step-by-step guidelines, checklists and a Teacher’s Toolkit with ready-made classroom activities ensure that you master the nuts and bolts of managing a student-centred classroom. This book focuses on what it means for a teacher to effectively lead a differentiated classroom as well as the mechanics of managing a differentiated classroom.

108011
A framework for structuring curriculum and improving assessment and instruction in the classroom

Understanding by Design (UbD) is an internationally recognised framework for improving student achievement. It focuses on the importance of the teacher as a designer of student learning. Its key ideas are: (1) a focus on teaching and assessing for understanding and learning transfer; and (2) designing curriculum backwards from that focus.

UbD is guided by the joining together of evidence from two streams: theoretical research in cognitive psychology and the results of student achievement studies. The framework offers a three-stage backward design process aligning curriculum goals, essential questions, skills and understandings with assessment and powerful learning experiences and instruction.

Workshop
- Use essential questions to frame curriculum and focus on ‘big ideas’
- Translate the Australian Curriculum into a teachable curriculum
- Engage learners in meaningful application of learning through authentic tasks
- Use six facets of understanding and apply selected design tools to create higher levels of performance for students

In-school Coaching Support
Refine and embed Understanding by Design® to transform curriculum and teaching across a school or system. Our training associates work with schools and teams to deepen understandings and refine practices based on specific needs.

Webinars
A 60–90-minute interactive video session based on the principles of Understanding by Design®.

Keynotes
Keynotes can focus on one or more themes from the work of Understanding by Design® as a springboard to further learning.

Suggested Formats
- One-day introductory workshop that provides educators with tools and templates specific to the Understanding by Design® model.
- Two consecutive days for a thorough overview of all session outcomes.
- Multiple one-day sessions to go deeper with individual session outcomes.

Who should attend?
All educators, including (but not limited to) classroom teachers, principals/assistant principals, and instructional coaches.

RESOURCES

Understanding by Design, 2nd Edition
Combining provocative ideas, thoughtful analysis and tested approaches, Understanding by Design answers these questions and offers teacher-designers a clear path to the creation of curriculum that ensures better learning and more stimulating experience for students and teachers alike.

Understanding by Design: Professional Development Workbook
The Workbook is a guide for UbD workshops and undergraduate and graduate courses, as well as further independent exploration. It provides a valuable resource to educators in developing curricula and assessments with a focus on developing and deepening students’ understanding of important ideas.
A FRAMEWORK FOR UNDERSTANDING POVERTY

Provides tools for educators working with children from varied economic realities. It gives practical strategies for improving relationships with and the learning opportunities of students.

There is a focus on communication that brings new understandings of the language and communication styles we need to use to build meaningful and respectful relationships with students and parents.

In an educational setting, both teaching and learning can be challenging. For students to achieve, educators must understand their ‘hidden rules’. Rules that because they are hidden, prove to be a major stumbling block for students from vulnerable economic backgrounds.

Education has moved to embrace the impacts of trauma and teachers now have a deeper understanding of the science of learning. This work broadens peoples understanding of what underpins many important initiatives. New understandings provided by the work augment these directions in current education.

A Framework for Understanding Poverty has been embraced by schools and school networks across Australia as a way to bring about collaboration and shared understanding within their unique communities.

Workshop
- Presents “ten actions to educate” for classroom teachers to practice to improve learning and help students to connect, each action gives practical strategies that classroom teachers can use. These “actions” make learning accessible and are a boon to classroom practice.
- Advises school leaders and teachers on how to be well informed on the economic reality of the community in which they work.
- Opens up discussions because of a deeper understanding of what is meant by resources and resourceful behaviours. This strength based approach invites educators to discuss the resources that each child brings.
- Learn practical strategies for improving relationships with, and the learning opportunities of, students who are socially and/or financially vulnerable.

Train the Trainer
- Participants are permitted to present Framework for Understanding Poverty through a limited license agreement for users employed by a Permitted Institution only.
- “Permitted Institutions” includes only the individual school campus, or other institution/agency that is the trainer’s principal employer at the time of Certification or for which they principally act as an independent contractor at the time of Certification.

Who should attend?
This training is open ONLY to people who have recently completed a whole day workshop
Primary and Secondary principals, year level coordinators, curriculum coordinators, classroom teachers, school welfare staff, school nurses, school support staff and teacher aides.

Bring our Framework for Understanding Poverty experts to your school

A Framework for Understanding Poverty
A cognitive approach
Middle-class understanding of people in poverty are often ill-suited for connecting with those people. This resource, now in its sixth edition, helps individuals respond to the challenge of poverty and support those in need.

AHA8931

A Framework for Understanding Poverty
Ten actions to educate students workbook
This breakthrough book gives you practical, real-world support and guidance to improve your effectiveness in working with people from all socio-economic backgrounds. The workbook serves as a training manual in the seminars.

AHA6727

Colleen Delaney
Kath Herbert
Annette Moes
Bridges Out of Poverty is based on the work of Dr Ruby Payne, Philip De Vol and Terri Dreussi Smith on making sustainable communities... building resources for individuals, institutions and communities.

In order to provide the best possible services for those who are experiencing poverty, practitioners need to develop specific capabilities and an understanding of the barriers created by a life in which people are just surviving.

Bridges workshops provide a new lens for practitioners working with people who are economically vulnerable.

Often, the experience of poverty leads to an erosion of resources such as literacy, support systems, emotional responses, appropriate role models as well as being robbed of a sense of having control over the future.

This amounts to far more than just a lack of financial resources and has profound implications for the way in which we provide responsive services to those experiencing poverty.

Bridges Out of Poverty works across agencies and sectors such as, health, justice and community services to provide new understandings of poverty, based on individual environments, relationships and resources.

Workshop
This training introduces a triple lens to view poverty through… the individual, the institutional and the community.

- Creates a mental model for various economic realities and resultant behaviour
- Identifies and practices the skills of making and maintaining relationships within the client life cycle
- Understandings about household dynamics and profiles specific issues in your community
- Interrogates the poverty research continuum into the causes of poverty
- Develops understanding of the hidden rules of economic groups, the unspoken cues and habits
- Distinguishes between the different registers of language to build communication that connects people
- Analyses the nine resources model and identifies methods to build social capital Establishes the key concepts that underlie bridges out of poverty and how to apply them within your community
- Provides examples of collaborative models for “bridges” institutions and the getting ahead program

Train the Trainer
- Permitted to present Bridges Out of Poverty through a limited license agreement for users employed by a Permitted Institution only.
- “Permitted Institutions” includes only the individual school campus, or other institution/agency that is the trainer’s principal employer at the time of Certification or for which they principally act as an independent contractor at the time of Certification.

Who should attend?
This training is open ONLY to people who have recently completed a two day Bridges Out of Poverty workshop.

Social, legal and health professionals whose daily work connects them with the lives of economically vulnerable people.

Bring our Bridges out of Poverty experts to your school

Bridges out of poverty
Strategies for professionals and communities
Fifth Edition
Bridges out of poverty champions alliances of support and helps individuals and communities that are ready to break free of poverty. Rather than create reliance, Bridges out of poverty communities create new understanding, skills, resources and motivation

AHA3974

Training Supplement for Bridges Out of Poverty
Strategies for Professionals and Communities, Third Edition with New Features
The workbook Bridges Out of Poverty serves as a training manual in the seminars and includes chapters on relationship building, mentoring, redesigning programs, and community collaboration.

AHA2151
CREATIVE ACTIONS

The human capacity for creativity - the ability to conceive, analyse and develop new and effective solutions to problems in every aspect of our lives – is now an essential part of global education. In these workshops we explain how schools and teachers can, through sustainable, incremental change, integrate creativity into their curriculum to meet the demands of the 21st century. We illustrate theories with practical examples of creativity in action from classrooms around the world, providing evidence that creativity can, and must, be embedded in the Future of Education. We help teachers and school leaders build their creative capacities and those of their students. Our student workshops provide students with a toolkit of creativity to build their skills as independent learners.

Key takeaways:
- Creativity is a science. Creativity can be taught, learned and assessed
- Components of creativity can positively impact academic outcomes
- Creativity is critical to student metacognition, wellbeing, and development
- Creativity is different in each subject and best integrated at the subject level

Creative Actions for Education Leaders
Through attending this four-hour workshop education leaders will:
- be introduced to the systems model of creativity
- create a school-wide map of implementation for creative competencies
- create integrated assessment resources of subject based creative competencies for their school's individual context

Creative Actions for Classroom Teachers
These two-hour workshops are designed to meet the specific needs of subject departments, learning areas or stages of learning.

Classroom teachers will:
- be introduced to the systems model of creativity
- create subject specific resources to teach with creativity and for creativity using an evidence-based approach
- create integrated assessment resources of subject based creative competencies for their school's individual context

Creative Actions for Students
These workshops are designed specifically for students.

Students will:
- understand the systems model of creativity as applied to developing the skills of an independent learner
- develop a tool kit of creative competencies
- create personalised learning strategies for information transfer, consolidation and retrieval in each of their subjects

Suggested formats
- One-hour workshop per year level for years 9 and 10; two-hour workshop per year level for years 11 and 12.

Bring our Creative Actions expert to your school

Creative Actions
Embedding Creative Competencies in Every Classroom
We believe that schools can significantly improve the creative competencies of both teachers and students by leveraging assets they already have, learning a few new things and striving for sensible and sustainable incremental change. In other words – slow food creativity rather than fast food creativity. We also believe that teachers can learn a lot from each other. Our experience in schools shows us that teachers are willing and able to face the challenges and opportunities in building their competencies as creative educators, despite some of the barriers they are facing.

HB3578

Tim Patston
THINKING PROTOCOLS FOR LEARNING

Your guide to fostering critical and creative thinking and increasing student engagement

As students navigate the complexities and challenges of a rapidly changing world, it is vital to ensure they are able to adapt, interact, persevere, act ethically and – most importantly – think. However, thinking and relational skills are not innate skills. They must be explicitly taught.

Based on the book, Thinking Protocols for Learning, these workshops bring together easy-to-use, research-based strategies for teaching thinking skills, designing group activities, and promoting a collaborative classroom environment. Begin using these ideas and watch students flourish as they learn to question, explore multiple answers, and consider multiple perspectives.

Workshops and interactive webinars:
- Understand the development and applications of metacognition.
- Learn how to teach various thinking skills, including critical, creative, and ethical thinking.
- Facilitate strong group dialogue among students.
- Explore problem solving and problem posing in order to encourage thinking-skill usage among students.
- Embed practical strategies for teaching critical thinking skills into everyday classwork.

Conference Breakouts:
- Developing Metacognition: The gift that keeps on giving
- Facilitating Purposeful Classroom Dialogue
- Teaching Critical and Creative Thinking
- Problem Solving and Problem Posing

Suggested format:
- One day workshop or series of sessions tailored to the needs of your school or context.

Bring our Thinking Protocols for Learning experts to your school

Thinking Protocols for Learning
Thinking protocols for learning empowers readers to implement deliberate practice and intentional application of protocols and provides strategies for the promotion of different types of thinking. These are not time fillers or isolated activities; they integrate instruction for crucial skills into the existing curriculum for more effective engagement. Educators often struggle to find a resource that addresses all of the key types of thinking. This book is a response to that need, drawing on and concisely synthesising ideas and approaches from many different areas and authors. Thinking protocols for learning is an essential resource that gives educators the tools to prepare students for the future.

HB9921
PROFESSIONAL LEARNING ASSOCIATES

Steve Boyle
Steve Boyle comes from a strong background in Educational Leadership at both an individual school and at a systems level. Through these experiences, Steve has built a strong commitment and understanding of how leadership can impact to enhance student learning. He continues to support leadership development and provide an understanding and approach to how to build and implement effective, sustainable leadership.

**Professional learning areas**: Collaborative teams that transform schools; High Reliability Schools (certification); PLC at Work

Julie Canham
Julie Canham has been a teacher, Literacy Coach, Regional School Improvement Officer, Deputy Principal and Principal for the past 20 years. Julie has worked as an educational consultant supporting system educational leaders, school leaders and leadership teams in the effective development and delivery of a range of professional learning programs, with a focus on building individual staff capacity and high performing teams.

**Professional learning areas**: Collaborative teams that transform schools; PLC at Work; RTI at Work

Joanne Casey
Joanne Casey understands that schools are complex environments that require flexible but research-based approaches to achieving improved outcomes for those they serve. This means that a “one size fits all” approach does not align with her values or beliefs. As an educator with 30 years of experience working across three sectors (Catholic, Independent and State) of education, Joanne has taught in primary, secondary and tertiary contexts. She is an experienced presenter with a passion for all aspects of teaching and learning.

**Professional learning areas**: Academic vocabulary; Collaborative teams that transform schools; Developing proficiency scales; Guaranteed and viable curriculum; High Reliability Schools; The New Art and Science of Teaching

Colleen Delaney
Colleen Delaney is both a Health Educator and Registered Nurse providing health services and wellbeing programs across health settings, community development, and in tertiary, secondary and primary sectors of education. Colleen holds a Bachelor of Nursing, Certificate IV in Training and Assessment and is trained in Life Coaching, Positive Psychology and the Berry Street Education Model. Colleen is passionate about the Bridges framework and brings with her a unique set of skills and experiences built over a lifetime. Few people have a capacity to empathise and empower using the Bridges model in the way she has been able, with many appreciative participants sharing their life changing stories.

**Professional learning areas**: Bridges Out of Poverty; Framework for Understanding Poverty

Janelle Dickman
Drawing both inspiration and practical approaches from the text, ‘Learning by Doing’, Janelle Dickman has worked collaboratively with the leadership team at Helensvale State High School to successfully implemented the four big ideas of the PLC at Work® process, and to challenge the status quo of Queensland’s second largest state high school. Intentional collaboration has been the core driver of school improvement at Helensvale where educators and students achieve outstanding results. Janelle offers insights and tips from her school’s journey to assist yours.

**Professional learning areas**: Collaborative teams that transform schools; PLC at Work; RTI at Work

Selena Fisk
Selena Fisk, EdD, has 15 years teaching experience in both state and private schools in Queensland, Australia, and in comprehensive schools in South London, England. She earned her Doctor of Education degree from the Queensland University of Technology in 2017 and has held a range of leadership roles in her career, including learning area-specific leadership and whole-school curriculum and pedagogy. In 2017, Selena started her data consultancy practice, Aasha for Schools, to help teachers and school leaders see the inherent good that data can bring, as well as the benefits of using data to develop thriving learning communities.

**Professional learning areas**: Using and leading with data in schools

Gavin Grift
Gavin Grift’s passion, commitment, humour and highly engaging style have made him one of Australia’s most in-demand presenters. Through his work, Gavin connects with national and international audiences on how to cultivate authentic collaboration, build success in others and genuinely commit to reflective practice. His belief in the development of defined professional autonomy for educators both challenge and connect the head and heart of his audiences. Gavin has held numerous educational leadership positions including serving as a Cluster Educator, Leading Teacher, Assistant Principal and Director of Professional Learning.

**Professional learning areas**: Cognitive Coaching; Collaborative teams that transform schools; Collaborative Teams That Work; Guaranteed and viable curriculum; High Reliability Schools; PLC at Work; Teachers as architects of learning; Transformative collaboration
Kath Herbert

Kath Herbert has been a professional educator since 1975. She has experience in primary, secondary and tertiary sectors of education in diverse settings and has managed projects and research in community development. Kath is an international and national associate, delivering Dr Ruby Payne’s acclaimed workshops, “Understanding Poverty” and “Bridges Out of Poverty,” and has been doing so since 2002. Her experience working in several sectors of the community and a range of education settings ensures she delivers the work within an Australian context providing a strong, practical focus.

**Professional learning areas:** A framework for understanding poverty; Bridges out of poverty

Janelle McGann

Janelle is a global educator with over 25 years’ experience in public and private schools in Australia, Ireland and the US. As a teacher, leader, consultant and lecturer, Janelle understands the demands of a changing educational landscape for teachers and leaders. Janelle facilitates workshops and institutes with teachers and leaders, harnessing her wealth of experience from working at middle school, senior school and tertiary levels. She has a passionate interest in learning – supporting teachers and leaders in developing systems that nurture the human spirit of individuals and organisations and the students they serve.

**Professional learning areas:** Collaborative teams that transform schools; Differentiated instruction; Teachers as architects of learning; Understanding by Design

Annette Moes

Annette Moes is an experienced educator with extensive classroom teaching and leadership roles in schools and corporate areas within Queensland. Annette works with schools, communities and families to build their capacity to understand and implement strategies around how backgrounds, current situation and future thinking can influence how they feel and act. Her work has included more than 30 years’ experience working in both rural and remote and low socio-economic communities and schools across all year levels from K-12.

**Professional learning areas:** A framework for understanding poverty

Tim Patston

Dr Tim Patston has been involved in creativity in his professions as an educator, researcher and performer. Tim was the inaugural Coordinator of Creativity and Innovation at Geelong Grammar School. His framework of creative education was recognised as one of the top ten innovations in Victorian education by the HundrEd organisation of Finland.

**Professional learning areas:** Creative Actions

Glen Pearsall

Glen Pearsall works throughout Australia as an educational consultant, specialising in feedback and assessment, workload reduction for teachers, and instructional practice. He has a particular interest in the work of graduate and preservice teachers and has worked as a research fellow and tutorial leader at the Centre for Youth Research, University of Melbourne, Australia. He is the author of the best-selling And Gladly Teach, Classroom Dynamics, and The Literature Toolbox and co-author of Literature for Life and Work Right.

**Professional learning areas:** Fast and effective assessment and feedback

Janelle Wills

Dr Janelle Wills works extensively with educators, school systems and regions to implement research-based strategies known to impact student achievement. With over 30 years of teaching and leadership experience, Janelle maintains a strong commitment to continued learning. Throughout her career she has been able to link theory to practice resulting in the development of significant initiatives both within schools, and across a diverse range of schools at a sector level. Her initiatives have been recognised with State and National awards.

**Professional learning areas:** Academic vocabulary; Collaborative teams that transform schools; Developing proficiency scales; Guaranteed and viable curriculum; High Reliability Schools; Improving Teacher Development and Evaluation; The New Art and Science of Teaching; Thinking Protocols for Learning; Transformative collaboration
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Off to a great start: The best ways to support beginning teachers

**TOPIC AREAS:** Teacher development; Leadership; Coaching

Effectively supporting beginning teachers is crucial for both retention and developing expertise in relation to student achievement. During this interactive direct impact session, Dr Tina H Boogren will guide leaders, coaches and mentors in supporting beginning teachers by exploring and discussing research-based mentoring strategies that can be incorporated immediately.

Using data as an aid to provide targeted teaching and learning experiences for students

**TOPIC AREAS:** Data; Leadership; Assessment

In this session, teachers will consider the types of data that they have available and discover how they can use historical standardised and in-school data to plan targeted activities to maximise student learning. They will also explore ways of using formative tasks to collect evidence of learning during a teaching period and reflect on how they might adjust their practice accordingly. This session is best suited to teachers looking for ways to make the most of the data that they have and further enhance their knowledge of student skill and understanding to inform their practice.

Responding to the needs of all learners in the differentiated classroom

**TOPIC AREAS:** Differentiation; Assessment; Curriculum

Differentiation is not a set of strategies. Rather, it is a way of thinking about teaching and learning. It is a developmental process that unfolds, with practice and reflection, over time. Students in our classrooms come with a broad range of academic readiness, interests and approaches to learning. In this session, teachers will consider assessment processes that allow students voice and choice; learn how to differentiate tasks for all students, including those needing additional support or challenge; discover strategies to monitor progress through persistent formative assessment; and explore tailoring instruction to help every student develop the knowledge and skills necessary for growth.

Promoting purposeful dialogue to build student agency

**TOPIC AREAS:** Thinking; Collaborative learning; Metacognition

Given that dialogue is a curriculum requirement and research indicates its effectiveness for learning, why does teacher talk still dominate the classroom? The reality is that implementing a dialogue-centred approach that ensures all students are fully engaged in deeper levels of thinking, exchanging ideas and meaning making is much simpler in theory than it is in practice. This direct impact session addresses these issues with practical strategies for teaching thinking skills, designing group activities and promoting a collaborative classroom environment that can be used across learning areas and year levels.

Five powerful ways to capture the heads and hearts of your colleagues

**TOPIC AREAS:** Leadership; Teaching practice; Professional development

Influencing others, advocating for change and supporting colleagues through change are three of the biggest challenges school leaders face. This direct impact session shows Learning Leaders why and explores how five critical mindsets can help them overcome these obstacles. Gavin engages participants in the theory, thinking and practice essential for Learning Leaders to truly transform the way they see their own leadership and help others do the same. Drawing from the bestselling book *Five Ways of Being: What Learning Leaders think, do and say every day*, participants will gain practical, evidence-based strategies, improved leadership skills and a renewed sense of clarity and confidence.
The **75-minute Direct Impact Sessions** provide meaningful and effective professional learning no matter where you are or what time you have available. Delivered by leading experts, each session provides insights, inspiration and practical strategies to address the pressing challenges you face in your school today. Best of all, you can access the learning at any time for up to 60 days after content activation.

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