



Hawker Brownlow
Education a Solution Tree company

THE NEW Art and Science OF TEACHING

WORKSHOP

OCTOBER 12–13

Pullman Hotel | Brisbane

 IN PERSON —&— LIVE ONLINE 

OVERVIEW

This two-day workshop provides a unique opportunity for educators to either become familiar with the New Art and Science of Teaching instructional framework or dig deeper into specific aspects of the framework.

The New Art and Science of Teaching has a long history dating back to the 1980s, when Dr Robert Marzano and colleagues synthesised the research and theory that became the foundation for the Art and Science of Teaching instructional framework. Since that time the framework has been updated, now taking a stronger student-outcomes perspective while representing the current knowledge of effective teaching. The premise is that teachers who implement high-probability 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's more important to ensure the instructional strategy has the desired learning effect for students.

This workshop will be held in Brisbane, streaming live to registered attendees across Australia and New Zealand.

Topics include:

- how to develop metacognitive behaviours
- how to establish a focused and agreed curriculum through a process of prioritisation
- tracking student progress with proficiency scales
- strategies to engage learners
- protocols to enable meaningful dialogue in the classroom
- evidence-based approaches to help students deepen and apply their knowledge.

Day 1

8.15–9.00 am	Registration Tea and coffee	
9.00–11.00 am	Welcome Setting the scene	
	Overview of the New Art and Science of Teaching	Joanne Casey <i>Grand Windsor ballroom</i>
	The role of metacognition in learning	Janelle Wills <i>Presidential ballroom</i>
	A process of prioritisation	
11.00–11.30 am	Morning tea	
11.30 am – 1.15 pm	Breakout sessions	
	An introduction to proficiency scales (Design Area 1)	Joanne Casey <i>Grand Windsor ballroom</i>
	Unleashing the power of proficiency scales	Janelle Wills <i>Presidential ballroom</i>
1.15–2.00 pm	Lunch	
2.00–3.45 pm	Breakout sessions	
	Conducting direct instruction lessons (Design Area 3)	Joanne Casey <i>Grand Windsor ballroom</i>
	Developing metacognitive skills (all design areas)	Janelle Wills <i>Presidential ballroom</i>

Day 2

8.15–9.00 am	Registration Tea and coffee	
9.00–11.00 am	Breakout sessions (with 15 minutes to reconnect at the beginning of each session)	
	Teaching academic vocabulary	Joanne Casey <i>Grand Windsor ballroom</i>
	Conducting practising and deepening lessons (Design Area 4)	Janelle Wills <i>Presidential ballroom</i>
11.00–11.30 am	Morning tea	
11.30 am – 1.15 pm	Breakout sessions	
	Conducting knowledge application lessons (Design Area 5)	Joanne Casey <i>Grand Windsor ballroom</i>
	Organising students to interact for purposeful dialogue (Design Area 6)	Janelle Wills <i>Presidential ballroom</i>
1.15–2.00 pm	Lunch	
2.00–3.45 pm	Breakout sessions	
	Implementing rules and procedures and relationship building (Design Areas 8, 9 and 10)	Joanne Casey <i>Grand Windsor ballroom</i>
	Using engagement strategies (Design Area 7)	Janelle Wills <i>Presidential ballroom</i>

DAY ONE

SETTING THE SCENE FOR THE NEW ART AND SCIENCE OF TEACHING FRAMEWORK

9.00–11.00 am

This session sets the scene for the two days of professional learning. Janelle and Joanne will provide an overview of the three overarching categories in the New Art and Science of Teaching framework and explore the ten design questions for teacher planning and forty-three elements of evidence-based approaches to effective teaching. The underpinning research and theory behind the framework will be highlighted along with key messages regarding its use and implementation.

The second part of this session will focus on the important role metacognition plays in improving learning and engagement. The term has been bandied about in our educational jargon for decades, but what does it actually mean? Why is it so important, and most importantly how do you develop these vital skills in students with the New Art and Science of Teaching?

Finally, Janelle and Joanne will address one of our greatest challenges: the overcrowded curriculum. Participants will be introduced to a process for prioritising curriculum standards and content. This process facilitates the establishment of a guaranteed and viable curriculum by teams of teachers.

BREAKOUT 1

11.30 am – 1.15 pm

An introduction to proficiency scales (Design Area 1): Providing and communicating clear learning goals

JOANNE CASEY

This session is specifically designed for those participants who are new to the instructional framework. Participants will be introduced to the process of developing proficiency scales and consider how these can be used to track and monitor student learning.

Unleashing the power of proficiency scales

JANELLE WILLS

Designed for participants already familiar with proficiency-scale development, this session will quickly review the process for developing scales and then focus on how they can be used as a powerful tool to align curriculum, instruction, quality assessment and feedback practices.

BREAKOUT 2

2.00–3.45 pm

Conducting direct instruction lessons (Design Area 3)

JOANNE CASEY

Participants will consider three important elements: chunking content, processing content, and recording and representing content. Practical strategies along with research and theory will be introduced.

Developing metacognitive skills (all design areas)

JANELLE WILLS

In this session participants will learn strategies for helping students develop metacognitive skills in general and specific academic areas. The important link between self-efficacy, metacognition and learning will be explored along with practical ways to enhance self-efficacy and student motivation.

DAY TWO

RECONNECTING

Meeting in their chosen breakout room for the first session of Day 2, participants will begin by reconnecting with the key messages of Day 1 and preparing with renewed focus for Day 2.

BREAKOUT 1

9.00–11.00 am

Teaching academic vocabulary

JOANNE CASEY

In this session participants will learn a process for creating a list of essential academic and content-specific terms and phrases to use in direct instruction in a range of curriculum areas. They will gain practical suggestions for improving vocabulary instruction at all levels and learn a six-step process for effective vocabulary instruction.

Conducting practising and deepening lessons (Design Area 4)

JANELLE WILLS

Through interactive and practical strategies, participants will explore ways for students to deepen their understanding and develop fluency in skills and processes when content is no longer new. Specifically, participants will explore and experience strategies for examining similarities and differences, and examining errors in reasoning.

BREAKOUT 2

11.30 am – 1.15 pm

Conducting knowledge application lessons (Design Area 5)

JOANNE CASEY

Participants in this session will look at strategies for engaging students in cognitively complex tasks and learn a process for supporting students to generate and defend claims.

Organising students to interact (Design Area 6)

JANELLE WILLS

Given that research indicates the effectiveness of dialogue for learning and that it is a curriculum requirement, why is it that teacher talk still predominates in classroom practice? The answer is simple: the approach in practice, rather than theory, is difficult. This session addresses these issues with practical strategies that can be implemented across learning areas and year levels. Participants will engage with protocols for structuring and scaffolding group dialogue so that discussions don't stall, deteriorate into negative dialogue or waste valuable instructional time by not producing a meaningful outcome.

BREAKOUT 3

2.00–3.45 pm

Implementing rules and procedures and relationship building (Design Areas 8, 9 and 10)

JOANNE CASEY

In this session, participants will explore a range of practical strategies for creating a classroom environment that is orderly and safe, where students feel a sense of belonging and value.

Using engagement strategies (Design Area 7)

JANELLE WILLS

Engagement is a crucial component of deepening students' knowledge. The goal of this design area is for students to be paying attention, energised, intrigued and inspired. The strategies in this session will help teachers achieve just that.