

# Thinking & Learning

# Direct IMPACT

## SESSIONS

### 75-minute professional learning sessions designed for maximum impact

Education changed in 2020. So did professional learning. That's why we created **Thinking & Learning Direct Impact Sessions**: to provide meaningful and effective professional learning no matter where you are or what time you have available.

Each 75-minute session delivers insights, inspiration and practical strategies to address the pressing challenges you face in your school today. We know that you are busier than ever, which is why you can access your direct impact session at any time for up to 60 days after ordering.

Developed and delivered by leading experts, Hawker Brownlow Education's Thinking & Learning Direct Impact Sessions will improve your professional practice and help you deliver extraordinary results in your classroom.

#### DIRECT IMPACT SESSION TOPIC AREAS

- Assessment
- Beginning teachers
- Coaching
- Curriculum
- Data
- Differentiation
- Leadership
- Teacher development

### Order your direct impact session today

Take a look at each of the direct impact session descriptions below and visit [hbe.com.au/directimpact](https://hbe.com.au/directimpact), email [orders@hbe.com.au](mailto:orders@hbe.com.au) or call **03 8558 2444** to order your sessions. Once you have placed your order, we'll send you your unique activation code via email. You will have 60 days following activation to participate in and complete your direct impact session on your own schedule.

# DIRECT IMPACT SESSION DESCRIPTIONS

## Off to a great start: The best ways to support beginning teachers

**DR TINA H BOOGREN**

**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.

### **LEARNING OUTCOMES:**

- Understand the foundational research and theory of supporting beginning teachers.
- Learn how to establish a solid foundation for mentoring.
- Acquire specific strategies to provide essential physical, emotional, instructional and institutional support.

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

**DR SELENA FISK**

**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 they have and further enhance their knowledge of student skill and understanding to inform their practice.

### **LEARNING OUTCOMES:**

- Reflect on and triangulate the information available.
- Plan targeted teaching and learning activities based on strengths and gaps in the data.
- Identify goals for individuals and small groups within a class.
- Backward-map formative tasks from summative tasks to collect relevant and specific data that can inform teaching practice.

## Responding to the needs of all learners in the differentiated classroom

JANELLE MCGANN

**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.

### LEARNING OUTCOMES:

- Develop a deeper understanding of the concept of differentiation.
- Discover step-by-step models to purposefully plan for the differentiation of instruction, content, process and product.
- Explore the curriculum–assessment–instruction connection.
- Gain some practical tools and strategies to help students develop competence and a sense of autonomy.

## Promoting purposeful dialogue to build student agency

DR JANELLE WILLS

**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.

### LEARNING OUTCOMES:

- Gain confidence in facilitating strong group dialogue among students.
- Understand the development and applications of metacognition.
- Learn how to teach various thinking skills, including critical, creative and ethical thinking.
- Embed practical strategies for teaching critical thinking skills into everyday classwork.

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

GAVIN GRIFT

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.

## LEARNING OUTCOMES:

- Learn more about your current leadership identity and its implications.
- Increase your capacity to be trustworthy, brave, compelling, purposeful and growth focused in your leadership.
- Apply practical strategies to increase your influence and make real, lasting change.

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