

Hawker Brownlow Education
5th Annual Thinking and Learning Conference

20 classrooms@work

08 teachers make the difference

Conference Dates

Tuesday 13th May – Thursday 15th May 2008

Pre-Conference Workshops

Monday 12th May 2008

The Heath, Caulfield Racecourse, Melbourne

Eric Jensen

Marcia Tate

Jay McTighe

Spencer Kagan

Kay Burke

Rich Allen

Laurie Kagan

Greg Cameron

Ian Harris

Karen Boyes

Daisy McTighe

Rhonda Briscoe

Kate Story

Marg Sneddon

Gavin Grift

Jane Satchwell



session details

Understanding by Design Institute

2008 Understanding by Design Institute – Dr Jay McTighe

A highlight of the 2008 Classrooms@Work Conference will be a four-day Understanding by Design Institute. This Institute will comprise of two, two-day workshops with the Introductory Curriculum Design Workshop commencing on Monday 12th May, which is a pre-Conference Day. The second workshop, the Intermediate Curriculum Design Workshop, will commence on Wednesday 14th May. The number of participants at each workshop is limited to 240. Early registration is strongly advised.

Jay McTighe



Biography

Dr Jay McTighe brings to the 2008 conference a wealth of experience developed during a rich and varied career in education. Jay has experience as a classroom teacher, resource specialist and program coordinator and has an extensive background in staff development. He is known worldwide for his work with Understanding by Design and is the author of numerous journal articles and books. He is co-author, with Grant Wiggins, of the best-selling books *Understanding by Design* and *Understanding by Design Professional Development Workbook*; both published in Australia by Hawker Brownlow Education.

Sessions

Understanding by Design Introductory Curriculum Design Workshop – 12th–13th May 2008

What do we want students to understand and be able to do? What 'enduring' knowledge is worth understanding? What is 'understanding' and how does it differ from 'knowing'? How will we know that students truly understand and can apply their knowledge in a meaningful way? How might we design our courses and units to emphasise understanding rather than 'coverage'?

In this introductory workshop these questions will be explored through a series of thought-provoking exercises and design experiences. Since understanding is enhanced through application, participants will use the tools and templates of Understanding by Design to create or refine a unit of study.

More specifically, participants will:

- review a 'backward design' model for the development of curriculum, assessment and instruction
- use essential questions to frame curriculum and focus on 'big ideas'
- examine various assessment methods to use in assessing the degree of student understanding
- explore six 'facets' of understanding and the GRASPS format of assessing understanding
- apply selected design tools to create design performances of understanding based on the six 'facets'
- preview internet-based resources to support UbD curriculum design.

Note to Participants

This workshop involves curriculum design so participants should bring materials such as content standards, textbooks, resource materials, assessments, scoring rubrics etc. to support their design work. Participants should bring their own copy of the book *Understanding by Design: Professional Development Workbook* (Hawker Brownlow Education, 2006).

Participants should bring laptop computers where possible. Power will be available on-site but additional power boards and extension cords will be useful.

Who Should Attend?

Educators at all levels.

Understanding by Design Intermediate Curriculum Design Workshop – 14th–15th May 2008

This workshop is designed for educators who are familiar with Understanding by Design. It will build on the Introductory Curriculum Design Workshop and address the following questions: How can 'backward design' help build a more coherent curriculum at the course and program levels? How does 'backward design' apply to planning school initiatives? How do we evaluate student performance in consistent ways? How do we teach for understanding? What is effective curriculum design? How might we work 'smarter' not 'harder' in curriculum planning?

Since understanding is enhanced through application, participants will use the tools and templates of Understanding by Design to create or refine a unit of study, a course plan or a staff development topic.

More specifically, participants will:

- apply backward design to 'macro' curriculum development at the course and program levels
- apply backward design to school initiatives
- examine recurring cornerstone assessment tasks to provide evidence of increasing understanding over time
- design rubrics for evaluating performance of understanding
- apply the W.H.E.R.E.T.O. framework to design engaging and effective instruction
- use a structured Peer Review Process for giving and receiving feedback on UbD curriculum designs.

Note to participants

Participants should bring materials such as content standards, textbooks, resource materials, assessments, scoring rubrics etc. to support their design work.

Participants should bring laptop computers where possible. Power will be available on-site but additional power boards and extension cords will be useful.

Who should attend?

Educators at all levels who are familiar with UbD or have attended the 2006 or 2007 UbD workshops at previous Hawker Brownlow Education conferences.

Eric Jensen



Biography

Eric Jensen is an international trainer specialising in the brain and learning. A leader in the brain-based movement, he has trained more educators and presenters worldwide in this field than anyone else. He is also a former teacher and the author of over twenty books on learning and the brain, including his best-selling title, *Brain-Based Learning*. Eric remains deeply committed to making a positive, significant and lasting difference in the way the world learns.

Sessions

Seven Discoveries that Could Revolutionise Education

In the last ten years, we have learned more about the brain than we have in the previous fifty. But what applies to education? This forward-thinking session explores the cutting edge discoveries that do have 'real world implication' for all educators. Participants will learn the latest from the cutting edge of brain research. Discover why the brain is the next significant area for educators. Find out what's new in the future for educators. Learn specific strategies you can use to improve student achievement immediately.

Teaching with the Brain in Mind

This workshop provides specific and practical brain-compatible strategies for all educators. Participants will discover what it takes for students to acquire complex learning and achieve their best, and learn the essential rules for how our brain works.

Tools for Engagement

Students learn better when they are actively engaged. Their brain chemistry changes and their attention levels are raised. Participants will learn the magic of state changes, the secrets of 'not' lecturing and the 15 easiest ways to be more active with your class. This workshop is highly practical, very energising and will give participants a wealth of specific classroom tested ideas.

Different Brains, Different Learners – How to Reach the Hard to Reach

This practical and comprehensive workshop connects the latest brain research with strategies to identify and cope with the most common learning disorders occurring in today's classrooms such as oppositional disorder (OPD), attention-deficit disorder (ADD), dyslexia, hyperactivity, attention deficit/hyperactivity disorder (ADHD), auditory-processing deficits and more. Participants will discover how-to strategies for turning a borderline student into a confident achiever.

Marcia Tate



Biography

Dr Marcia Tate is the Executive Director of the educational consulting firm Developing Minds Inc. During her 30-year career Marcia has been a classroom teacher, reading specialist and staff development director. As an educational

consultant she has taught over 150,000 teachers, administrators, parents, and business and community leaders throughout the world. This is her first time in Australia. Marcia is considered to be one of the most dynamic presenters in America and her workshops have been referred to as both professionally and personally life changing!

Sessions

Worksheets Don't Grow Dendrites – 20 Instructional Strategies that Engage the Brain

Experience 20 instructional strategies based on brain research and learning style theory that maximise memory and minimise forgetting. Discover how to increase learning for students when strategies such as drawing, metaphor, music and storytelling are used to teach curriculum objectives. Participants will:

- experience 20 brain-compatible strategies for delivering effective lessons
- learn how to design a brain-compatible classroom environment
- develop teaching plans that adhere to brain research and incorporate at least three of the 20 strategies.

Shouting Won't Grow Dendrites – Pro-active Planning for Successful Classroom Management

In this workshop, participants will learn how to create a brain-compatible classroom environment that will alleviate behavioural problems and allow the delivery of engaging lessons. Participants will learn to:

- identify the characteristics of a proactive classroom manager
- create a classroom environment conducive to learning
- develop instructional activities that foster student engagement
- develop a management plan with rituals, celebrations and consequences
- gain confidence in dealing with the most difficult behaviour challenges. This is the workshop teachers in the United States referred to as being both professionally and personally life changing!

Teacher Expectation and Student Achievement

Participants will learn 15 ways to communicate their high expectations to all students. These include involving all students in the lesson, standing in close proximity to them, and determining who they can call on, who they take a personal interest in and who they ask higher level questions of. These interactions assist teachers in increasing academic achievement and reducing behaviour problems.

Engage the Brain – Graphic Organisers and Other Visual Strategies

These three practical, hands-on workshops will give participants tools to plan lessons that correlate the way the brain learns best for ALL students regardless of their learning style or special challenges. Drawing on classroom-tested, research-based experience these workshops offer a variety of content-specific activities that incorporate graphic organisers and other visuals that reinforce student learning.

Engage the Brain: Strategies for the Primary Years
Engage the Brain: English in the Middle Years
Engage the Brain: Maths in the Middle Years

Spencer Kagan

Biography

Dr Spencer Kagan is an internationally acclaimed researcher, presenter and author of over 80 books, chapters and scientific journal articles. He is the principal author of the single most comprehensive books for educators in the fields of cooperative learning, multiple intelligences, classroom discipline and classroom energisers. Spencer is in high demand internationally as a keynote speaker and workshop presenter and has worked in over twenty countries.

Sessions

Cooperative Learning, Yes! Group Work, No!

Cooperative learning consistently produces gains; group work does not. Learn why Think-Pair-Share is only group work and how to create successful cooperative learning.

Five Principles of Brain-Friendly Instruction

Experience simple brain-based Kagan Structures like Travelling Heads Together and Kinesthetic Symbols to use in any lesson to align your teaching with how the brain best learns.

Brain-Friendly Instructional Strategies

Take off; Touch Down nourishes the brain. Sage-N-Scribe puts the amygdala to rest. Learn why, and how to use these revolutionary brain-friendly structures.

Energise Adults and Transform Relations through Cooperative Meetings

Educational leaders experience simple structures to transform any meeting. Improve relations in your subject department, school or region with collaborative decision making, creative problem solving structures like Sum-the-Ranks; Jot Thoughts and Three-Step Interview.

Effective Strategies for the Five Memory Systems (Part 1) – Listen Right! Simulations!

These strategies are guaranteed to enhance attention and retention. Come and learn different strategies to engage each of the five distinct memory systems.

Effective Strategies for the Five Memory Systems (Part 2) – Impress your Students (and Yourself) with 100% Retention!

Teach your students total recall methods like the Flashcard Game and Number Rhyme Mnemonics.

Thinking Skills in EVERY Lesson!

Learn how to engage your students and develop a range of thinking skills using simple Kagan structures and manipulatives including Q-Dice and Spinners; Brainstorming and Similarity Groups.

Make Character Education Part of Every Lesson!

Develop 15 character virtues as part of every lesson with Structures for Character – Master Team Statements, Split and Folded Line Ups and Circle the Sage.

Kagan Structures for EQ

Develop the five dimensions of Emotional Intelligence effortlessly with Easy-to-Implement Kagan Structures. Master and use the Kagan Emotion Matrix.



Rich Allen

Biography

Rich Allen holds a PhD in Educational Psychology and is President of Education Illustrated, an international consulting company that trains teachers and trainers worldwide. He is a former maths teacher, best-selling author, off-Broadway actor and recording artist. His work has touched more than 50,000 people across five continents, including many schools and universities, as well as the top management of such prominent companies as IBM, DuPont, L'Oreal, AT&T, PricewaterhouseCoopers and Porsche.

Sessions

Dynamic Teaching Strategies

This workshop will utilise a unique, dynamic approach to instruction consistent with the philosophies being introduced. Key elements of the methodology include high levels of humour, music, energy, activity and audience interaction. These components are woven throughout the presentation of the critical concepts and techniques. Participants can expect to be physically engaged and mentally stimulated throughout this high-powered session.

Outstanding Results – Every Student, Every Test, Exam and Term Paper, Every Time!

Simply put, to succeed at school students need to be able to perform well in tests, term papers and exams. In our current educational climate, whether we like it or not, results matter – A LOT! Yet what makes the most difference in student success are the strategies that are employed to teach them the content. This session will both describe – and demonstrate – some unique, powerful and creative approaches to learning that are being used successfully with today's students. Be prepared to be startled and amazed!

Classrooms that ROCK!

Music has recently become an integral component of many successful classrooms as an instructional tool for creating effective and dynamic learning cultures. This creative and dynamic session will provide a hands-on overview of the numerous ways in which music can influence student success. Learn how to influence the brain's chemistry to boost attention, understanding and recall of key concepts as well as create a non-threatening, collaborative classroom climate.

Sticky Learning – Making Material Memorable

Helping students remember the vast quantities of information they are learning every day is the goal of every teacher. Learn how to isolate the key concepts students need to know from a given area of instruction, and subsequently teach it to them in a way which significantly increases their ability to retain it so they can easily recall and use it as needed.



session details

Kay Burke

Biography

Dr Kay Burke's educational experience includes serving as an award-winning classroom teacher, school administrator and university instructor. For the past 17 years Kay has facilitated professional development workshops throughout the United States, Canada and Australia. She is the author of a number of best-selling books including her latest, *From Standards to Rubrics in Six Steps: Tools for Assessing Student Learning* (Hawker Brownlow Education, 2006).



Sessions

Rubrics are our Friends! – Expectations for Quality Work

Learn how to create user-friendly rubrics correlated to learning goals to help students know what a quality project, performance or portfolio looks like. Discover the power of analytical, or 'teaching', rubrics and experience the excitement of creating authentic assessments that provide students with specific feedback to meet and exceed learning goals.

Checklists – The Scaffolding Students Need to Succeed

Criteria Checklists are the roadmaps students need to help them begin a project or performance, organise their efforts to produce quality work and complete complex tasks. They provide the scaffolding to teach each step of the process that leads to a quality product or performance.

Performance Tasks – Authentic Learning for Real Kids

Performance task units present relevant problem scenarios that require students to work in teams, utilise problem-solving skills and create quality performance and products. Learn how to develop integrated units that target multiple learning goals, differentiate the products and processes, produce portfolios to showcase their work, motivate all students to want to learn and prepare them to become successful.

Successful Classroom Management – What To Do With The Kid Who...?

Learn how differentiated management strategies address the unique behaviour patterns of students who may be 'marching to the beat of a different drummer'. Learn how to deal with students who don't work well with others, dominate the class, withdraw from interactions or disrupt the learning process. Practise developing a repertoire of techniques to address minor disturbances as well as serious behaviour problems.

Formative Assessment – Students@Work

Learn how to design motivating formative assessments such as logs, journals, graphic organisers, quizzes, interviews and metacognitive strategies to assess students' process and progress towards meeting the goals. Formative assessments provide specific feedback to help students improve their work and help teachers modify their instruction to achieve better results on summative evaluations.

Managing the Interactive Classroom – Setting the Climate for Classrooms@Work

To manage today's interactive classrooms teachers need to develop objective tools to assess students' social skills,

behaviours, dispositions and attitudes. Checklists and rubrics provide feedback to help individual students and teams develop efficient work habits, self-assess their interpersonal skills, accept responsibility for their own behaviours and practise appropriate cooperative interactions.

Laurie Kagan

Biography

Laurie Kagan's presentations are high energy events in which participants discover the power of simple instructional strategies to use as part of any lesson. Laurie is the author of twelve popular books and is in demand as a presenter worldwide. She translates a deep understanding of theory and methods into practical, teacher-friendly strategies and presentations.



Sessions

Kagan Multiple Intelligences Structures for Success

Teach to student's strengths; develop their weak areas; celebrate their diversity – all at once with Kagan MI Structures! Learn Same-Different and Window Paning.

Cooperative Learning – Six Keys to Success

Leave out any of the six keys and Cooperative Learning is broken! Learn the six keys and how to put them in place easily with structures like Rally Coach and Reservoir Room.

Boost Retention with Kagan Mastery Structures

Showdown transforms worksheet practice into exciting tutoring, coaching and celebrating. Motivate and engage students with structures such as Numbered Heads Together and Quiz Quiz Trade.

Marvellous Manipulatives

Discover how to introduce a range of learning manipulatives into your classroom that are guaranteed to boost engagement and retention. Discover the power of the learning chips and cubes; experience Fan-N-Pick and Jigsaw Problem Solving!

The Dynamic Trainer

If you're working with other teachers this workshop will teach you how to become a dynamic trainer. Participants will explore structures like Placemat Consensus to transform any training into an unforgettable experience. Experience the power of Stroll Pair Share and Give One, Get One!

Motivate Your Class – Go Beyond Your Dreams through Proven Classbuilding and Teambuilding Structures

Energise and motivate your students by releasing the most powerful forces possible: Peer Encouragement and Peer Support. Examine Picking Stickies and Find-the-Fiction to create the full inclusion classroom.

Music, Movement and More

Release to the power of music and movement to spark the creative genius in every student. Participants will learn to build Lyrical Lessons and have students create Formations to boost academic achievement.

Silly Sports and Goofy Games (Part 1)

Wild and wacky energisers to transform any classroom. The 'hit' workshop of the 2007 Schools@Work Conference back by popular demand!

Silly Sports and Goofy Games (Part 2)

Experience new Silly Sports and Goofy Games. Great for any classroom. Guaranteed: you will leave the conference glowing with motivation and energy.

Greg Cameron

Biography

Greg Cameron is the Senior Director at McREL (Mid-continent Research for Education and Learning) in Denver, Colorado. He has presented workshops on the work of McREL throughout the US and in many overseas countries. Before joining McREL, Greg was a school principal and is the co-author of a number of books published by ASCD and McREL.



Sessions

Classroom Instruction that Works

Participants in this whole-day workshop will be introduced to the nine categories of instructional strategies most likely to improve student learning. You will also be introduced to ideas for identifying similarities and differences and for summarising and note taking of research based categories of instructional strategies that will lead to improved student learning.

What Works in Schools

Based on McREL's research and reported by Robert Marzano in *What Works in Schools* (Hawker Brownlow Education, 2004) this whole-day workshop will provide an overview of the eleven practices that have a significant correlation to increased student learning. You will learn how to develop a truly guaranteed and viable curriculum and how to enhance a student's background knowledge, strengthen their vocabulary and to apply instructional strategies that help all students meet high expectations for learning.

Dimensions of Learning

Participants in this whole-day workshop will receive an in-depth understanding of the Dimensions of Learning framework which is based on the premise that five types, or dimensions, of thinking are essential to successful learning. The dimensions are: Positive attitudes and perceptions about learning; Thinking involved in acquiring and integrating knowledge; Thinking involved in extending and refining knowledge; Thinking involved in using knowledge meaning fully; and Productive Habits of Mind. The workshop will also include a discussion of the links to *Classroom Instruction that Works* (Hawker Brownlow Education, 2004).

Ian Harris

Biography

Ian Harris is a director of Model Learning, a leading edge and innovative educational UK training company specialising in the teaching and application of visual thinking tools across the education sector. A teacher of many years' experience, Ian still regularly works with student groups as part of the Model Learning program.



Sessions

Model Mapping – Mapping in the 21st Century

This workshop introduces Model Mapping, the 21st century alternative to mind mapping. Discover three new insights that enable expert mappers to enhance current practice and novice mappers to proceed with confidence. Participants will learn practical techniques to teach and apply Model Mapping such as: systemic methods to build and use Model Maps; how to develop the capacity to go beyond word association, thought showering and spider-type activities and how to integrate Model Mapping with other classroom strategies proven to raise student achievement.

Visual Tools – New Ways to Exploit Visual Tools to Increase Learning and Raise Attainment

Participants in this workshop will deepen their understanding of why students fail and explore how Visual Tools can help them to succeed. Learn techniques to simplify content; focus attention and analyse texts; and develop frameworks for speaking and listening.

Tools for Leadership

Whether you currently have leadership responsibilities or are aspiring to leadership this workshop is for you! Tools for Leadership introduces additional tools to help you communicate powerfully; think together; lead and manage change; and build and share a vision. To receive the most benefit from this workshop participants should have a working understanding of mapping and visual tools.

Karen Boyes

Biography

Karen is an accredited Habits of Mind trainer and has spent the last ten years researching, developing and designing effective professional development courses. She has 18 years' experience in education and is a highly skilled, enthusiastic and dynamic presenter.



Sessions

Developing 21st Century Learners and Thinkers

There are six important considerations for teaching in the 21st Century. They are: resist the temptation to 'tell'; stop teaching decontextualised content; stop giving students the final product of our thinking; make a shift in our thinking – problems first, teaching second; progressively withdraw from helping students and re-evaluate evaluation.

tion. This workshop will cover the above six areas, from Tom McCain, and relate them to developing your students as thinkers.

What Has Happened to Creativity? – Are You Actually Making a Difference?

This presentation will examine the role of creativity, why it is important, how to develop your own creative talents and how to prepare students for the 21st century workplace by developing their creative abilities.

The Fish Philosophy

The Fish Philosophy is a set of simple, interconnected principles that can be tailored to enhance our professional and personal lives. Old wisdom for a new day! In this workshop participants will be introduced to these principles and discover how to make positive changes to relationships at work and in private living. For the classroom the Fish Philosophy demonstrates how meaningful learning occurs when the learner is directly linked to, and involved with, the content being presented.

Daisy McTighe

Biography

Daisy has over 16 years' experience as a classroom art teacher and has made numerous presentations to visual art teachers on curriculum development, instructional planning and assessment in the Visual Arts.



Sessions

Understanding by Design and 'The Arts'

This hands-on workshop is for arts educators of all levels. Participants will learn how to employ UbD principles and practices to design lessons, instruction and assessment. Participants should bring an existing unit they would like to enhance, or an idea for a new unit and materials such as content standards, resource materials etc to support their design work.

Nurturing Critical and Creative Thinking in the Arts

Participants in this hands-on workshop will learn instructional strategies that expand students' creative skills in the visual arts and identify characteristics of teachers and teaching approaches that support creative thinking. A sketchbook and drawing pencils will be required.

The Sketchbook Journal – Artistic Thinking Made Visual

Participants will explore how the sketchbook journal can be used to practise technical skills, serve as a record for thinking and planning works of art and record reflections.

Rhonda Briscoe

Biography

Rhonda has had over thirty years' experience in teaching, counselling and training at all levels of education from primary to tertiary both in Australia and overseas.



Sessions

Raise Reading Comprehension with CARS and STARS

This workshop introduces Comprehensive Assessment Reading Strategies (CARS) and Strategies to Achieve Reading Success (STARS). Participants will learn 12 strategies for reading success and improving reading comprehension which are guaranteed to improve AIMS English and Writing Assessments Test scores.

Raise Mathematical Standards with CAMS and STAMS

This workshop introduces Comprehensive Assessment of Mathematical Strategies (CAMS) and Strategies to Achieve Mathematical Success (STAMS). Participants will learn 12 strategies for maths success which are guaranteed to raise national AIMS Test scores.

Brigance – An Essential Assessment Tool for the Early Years

This workshop introduces the Brigance Early Years Development Screens designed for use by classroom teachers. Learn how this accurate, easy-to-use assessment tool identifies children who may have learning delays, disabilities or giftedness, provides individualised instruction and ongoing diagnostic assessment.

Kate Story & Marg Sneddon

Biography

Kate and Marg have taught at all levels of education and have extensive experience in providing professional development to teachers across Australia and in New York.

Sessions

Teach Them How – Reshaping the Reading and Writing Classroom

This workshop presents an innovative approach to teaching literacy in the middle years. Discover how to cultivate the reading and writing personalities of your students and develop their potential as strategic readers and writers. Everything you need to ensure your students can read, write AND think.

Gavin Grift & Jane Satchwell

Biography

Gavin and Jane are teachers with international experience who conduct seminars, workshops and training days, with educators of all levels, to improve teaching and learning.

Sessions

Digital Portfolios – Assessing the Whole Child

This workshop demonstrates how portfolios and student-led conferences support authentic assessment of the 'whole child'. A step-by-step approach is used to understand the context, develop the content and celebrate the results of the use of portfolios and their integral role within powerful student-led conferences.

Session overview

Monday 12th May

8:30 am - 4:00 pm

Pre-Conference Day – Whole-Day Workshops

Jay McTighe UbD – Introductory Curriculum Design Workshop (Day 1)
What do we want students to understand and be able to do? What 'enduring' knowledge is worth understanding? What is 'understanding' and how does it differ from 'knowing'? How will we know that students truly understand and can apply their knowledge in a meaningful way? How might we design our courses and units to emphasise understanding rather than 'coverage'? In this introductory workshop these questions will be explored through a series of thought-provoking exercises and design experiences. Since understanding is enhanced through application participants will use the tools and templates of Understanding by Design to create or refine a unit of study. See page 2 for more details on the Understanding by Design Institute.

Spencer Kagan Win-Win Discipline
Win-Win Discipline is differentiated discipline. Different students are disruptive for different reasons, so a strategy that works well with one won't work with another. Learn how to identify the seven causes of disruptive behaviour and effective strategies tailored to each. Through Win-Win Discipline students learn non-disruptive ways to meet their needs so they win, the class wins and you win!

Karen Boyes Habits of Mind – Leadership Day
This day is a whole-day extension workshop for teachers currently using and leading others with the Habits of Mind. Participants will receive a deeper understanding of the pathway of development, investigate creating a culture of mindfulness and take away practical ways to extend thinking in the classroom through Habits of Mind.

Conference Opening

8:00 am – Tuesday 13th May

Promenade Level

Tuesday 13th May

8:30 am - 10:30 am – Session 1

- Jay McTighe** UbD – Introductory Curriculum Design Workshop (Day 2)
Marcia Tate Worksheets Don't Grow Dendrites – 20 Instructional Strategies that Engage the Brain (Part 1)
Eric Jensen Seven Discoveries that Could Revolutionise Education
Spencer Kagan Cooperative Learning, Yes! Group Work, No!
Kay Burke Performance Tasks – Authentic Learning for Real Kids
Laurie Kagan Kagan Multiple Intelligences Structures for Success
Ian Harris Model Mapping – Mapping in the 21st Century
Greg Cameron Classroom Instruction that Works (Part 1)
Rich Allen Dynamic Teaching Strategies (Part 1)
Kate Story & Marg Sneddon Teach Them How – Reshaping the Reading and Writing Classroom (Part 1)

11:00 am - 1:00 pm – Session 2

- Jay McTighe** UbD – Introductory Curriculum Design Workshop (Day 2)
Marcia Tate Worksheets Don't Grow Dendrites – 20 Instructional Strategies that Engage the Brain (Part 2)
Eric Jensen Teaching with the Brain in Mind (Part 1)
Spencer Kagan Five Principles of Brain-Friendly Instruction
Kay Burke Checklists – The Scaffolding Students Need to Succeed
Laurie Kagan Cooperative Learning – Six Keys to Success
Ian Harris Visual Tools – New Ways to Exploit Visual Tools to Increase Learning and Raise Attainment
Greg Cameron Classroom Instruction that Works (Part 2)
Rich Allen Dynamic Teaching Strategies (Part 2)
Kate Story & Marg Sneddon Teach Them How – Reshaping the Reading and Writing Classroom (Part 2)

2:00 pm - 4:00 pm – Session 3

- Jay McTighe** UbD – Introductory Curriculum Design Workshop (Day 2)
Marcia Tate Engage the Brain – Graphic Organisers and Other Visual Strategies for the Primary Years
Eric Jensen Teaching with the Brain in Mind (Part 2)
Spencer Kagan Brain-Friendly Instructional Strategies
Kay Burke Rubrics are our Friends! – Expectations for Quality Work
Laurie Kagan Boost Retention with Kagan Mastery Structures
Ian Harris Tools for Leadership
Greg Cameron Classroom Instruction that Works (Part 3)
Rich Allen Classrooms that ROCK!
Gavin Grift & Jane Satchwell Digital Portfolios – Assessing the Whole Child

Session Overview

Wednesday 14th May

8:30 am - 10:30 am – Session 1

Jay McTighe	UbD – Intermediate Curriculum Design Workshop (Day 1)
Marcia Tate	Shouting Won't Grow Dendrites – Pro-active Planning for Successful Classroom Management (Part 1)
Eric Jensen	Tools for Engagement (Part 1)
Spencer Kagan	Effective Strategies for the Five Memory Systems (Part 1)
Kay Burke	Performance Tasks – Authentic Learning for Real Kids (Repeat)
Laurie Kagan	Marvellous Manipulatives
Ian Harris	Model Mapping – Mapping in the 21st Century (Repeat)
Greg Cameron	What Works in Schools (Part 1)
Rich Allen	Outstanding Results: Every Student, Every Test, Exam, Term Paper, Every Time (Part 1)
Rhonda Briscoe	Raise Reading Comprehension with CARS and STARS

11:00 am - 1:00 pm – Session 2

Jay McTighe	UbD – Intermediate Curriculum Design Workshop (Day 1)
Marcia Tate	Shouting Won't Grow Dendrites – Pro-active Planning for Successful Classroom Management (Part 2)
Eric Jensen	Tools for Engagement (Part 2)
Spencer Kagan	Effective Strategies for the Five Memory Systems (Part 2)
Kay Burke	Checklists – The Scaffolding Students Need to Succeed (Repeat)
Laurie Kagan	The Dynamic Trainer
Ian Harris	Visual Tools – New Ways to Exploit Visual Tools to Increase Learning and Raise Attainment (Repeat)
Greg Cameron	What Works in Schools (Part 2)
Rich Allen	Outstanding Results: Every Student, Every Test, Exam, Term paper, Every Time (Part 2)
Rhonda Briscoe	Brigance – An Essential Assessment Tool for the Early Years

2:00 pm - 4:00 pm – Session 3

Jay McTighe	UbD – Intermediate Curriculum Design Workshop (Day 1)
Marcia Tate	Engage the Brain – Graphic Organisers and Other Visual Strategies for English in the Middle Years
Eric Jensen	Tools for Engagement (Part 3)
Spencer Kagan	Energise Adults and Transform Relations through Cooperative Meetings
Kay Burke	Rubrics are our Friends! – Expectations for Quality Work (Repeat)
Laurie Kagan	Motivate Your Class – Go Beyond Your Dreams through Proven Classbuilding and Teambuilding Structures
Ian Harris	Tools for Leadership (Repeat)
Greg Cameron	What Works in Schools (Part 3)
Rich Allen	Sticky Learning – Making Material Memorable
Rhonda Briscoe	Raise Mathematical Standards with CAMS and STAMS

Thursday 15th May

8:30 am - 10:30 am – Session 1

Jay McTighe	UbD – Intermediate Curriculum Design Workshop (Day 2)
Marcia Tate	Teacher Expectation and Student Achievement (Part 1)
Eric Jensen	Different Brains, Different Learners – How to Reach the Hard to Reach (Part 1)
Spencer Kagan	Thinking Skills in EVERY Lesson!
Kay Burke	Successful Classroom Management – What To Do With The Kid Who...?
Laurie Kagan	Music, Movement and More
Ian Harris	Model Mapping – Mapping in the 21st Century (Repeat)
Greg Cameron	Dimensions of Learning (Part 1)
Karen Boyes	Developing 21st Century Learners and Thinkers
Daisy McTighe	Understanding by Design and 'The Arts'

11:00 am - 1:00 pm – Session 2

Jay McTighe	UbD – Intermediate Curriculum Design Workshop (Day 2)
Marcia Tate	Teacher Expectation and Student Achievement (Part 2)
Eric Jensen	Different Brains, Different Learners – How to Reach the Hard to Reach (Part 2)
Spencer Kagan	Make Character Education Part of Every Lesson
Kay Burke	Managing the Interactive Classroom – Setting the Climate for Classrooms@Work
Laurie Kagan	Silly Sports and Goofy Games (Part 1)
Ian Harris	Visual Tools – New Ways to Exploit Visual Tools to Increase Learning and Raise Attainment (Repeat)
Greg Cameron	Dimensions of Learning (Part 2)
Karen Boyes	What Has Happened to Creativity? – Are you Actually Making a Difference?
Daisy McTighe	Nurturing Critical and Creative Thinking in the Arts

2:00 pm - 4:00 pm – Session 3

Jay McTighe	UbD – Intermediate Curriculum Design Workshop (Day 2)
Marcia Tate	Engage the Brain – Graphic Organisers and Other Visual Strategies for Maths in the Middle Years
Eric Jensen	Different Brains, Different Learners – How to Reach the Hard to Reach (Part 3)
Spencer Kagan	Kagan Structures for EQ
Kay Burke	Formative Assessment – Students@Work
Laurie Kagan	Silly Sports and Goofy Games (Part 2)
Ian Harris	Tools for Leadership (Repeat)
Greg Cameron	Dimensions of Learning (Part 3)
Karen Boyes	The Fish Philosophy
Daisy McTighe	The Sketchbook Journal – Artistic Thinking Made Visual

Conference Registration Form

List your preferences (1–3) for sessions 1,2 and 3 on each day/s you are attending. Please ensure all postal and contact details are completed in full. Conference Shared Packages are available for up to four participants from one institution. Individual admission name badges will be supplied.

Registration

- Pre-Conference Day with Karen Boyes – Mon 12th May \$295.00
- Pre-Conference Day with Spencer Kagan – Mon 12th May \$295.00
- Three-day Conference (Individual) – Tue 13th – Thurs 15th May \$695.00
- Four-day Conference (Individual) – Mon 12th – Thurs 15th May \$990.00
- Three-day Conference (Shared) – Tue 13th – Thurs 15 May \$750.00
- Four-day Conference (Shared) – Mon 12th – Thurs 15th May \$1050.00
- One-day Conference – Tues 13th May \$295.00
- One-day Conference – Wed 14th May \$295.00
- One-day Conference – Thurs 15th May \$295.00

Understanding by Design Institute

- UbD – Introduction – Mon 12th – Tue 13th May \$550.00
- UbD – Intermediate – Wed 14th – Thurs 15th May \$550.00
- UbD – Four-day package – Mon 12th – Thurs 15th May \$995.00

Early Bird Special Offer

Register **on or before 29th February 2008.**

- Three-day Conference (Individual) \$650.00
- Three-day Conference (Shared) \$700.00
- Four-day Conference (Individual) \$945.00
- Four-day Conference (Shared) \$1000.00

Name (Individual):
(Shared Registration)

Name 1: (12 May)
Name 2: (13 May)
Name 3: (14 May)
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Registration includes: Morning tea, lunch and conference materials.

Confirmation of registration will be emailed to each participant. Additional discounts are available for four or more registrations from the same school/institution.

Contact: conferences@hbe.com.au for further information.

Cancellation Policy: Cancellations on, or before, 31st March 2008 will receive a full refund, less \$100.00 administration fee. Cancellations after 31st March 2008 are not eligible for a refund. Cancellations must be in writing. However, registration may be transferred.

Please note: Places for this conference are strictly limited! Payment secures your registration. In the event that one or more of the advertised speakers is unable to attend Hawker Brownlow Education reserves the right to provide replacement speakers.

All prices are quoted in \$AUD and include GST. ABN: 70 495 007 372

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	Speaker	Session Title	Pref 1-3
Tues 13th – Session 1	Jay McTighe	UbD – Introductory Curriculum Design Workshop (Day 2)	
	Marcia Tate	Worksheets Don't Grow Dendrites (Part 1)	
	Eric Jensen	Seven Discoveries That Could Revolutionise Education	
	Spencer Kagan	Cooperative Learning, Yes! Group Work, No!	
	Kay Burke	Performance Tasks – Authentic Learning for Real Kids	
	Laurie Kagan	Kagan Multiple Intelligences Structures for Success	
Tues 13th – Session 2	Ian Harris	Model Mapping – Mapping in the 21st Century	
	Greg Cameron	Classroom Instruction that Works (Part 1)	
	Rich Allen	Dynamic Teaching Strategies (Part 1)	
	Story & Sneddon	Teach Them How (Part 1)	
	Jay McTighe	UbD – Introductory Curriculum Design Workshop (Day 2)	
	Marcia Tate	Worksheets Don't Grow Dendrites (Part 2)	
Tues 13th – Session 3	Eric Jensen	Teaching With the Brain in Mind (Part 1)	
	Spencer Kagan	Five Principles of Brain-Friendly Instruction	
	Kay Burke	Checklists	
	Laurie Kagan	Cooperative Learning – Six Keys to Success	
	Ian Harris	Visual Tools	
	Greg Cameron	Classroom Instruction that Works (Part 2)	
Tues 14th – Session 1	Rich Allen	Dynamic Teaching Strategies (Part 2)	
	Story & Sneddon	Teach Them How (Part 2)	
	Jay McTighe	UbD – Introductory Curriculum Design Workshop (Day 2)	
	Marcia Tate	Engage the Brain – Primary Years	
	Eric Jensen	Teaching With the Brain in Mind (Part 2)	
	Spencer Kagan	Brain-Friendly Instructional Strategies	
Tues 14th – Session 2	Kay Burke	Rubrics are our Friends! – Expectations for Quality Work	
	Laurie Kagan	Boost Retention with Kagan Mastery Structures	
	Ian Harris	Tools for Leadership	
	Greg Cameron	Classroom Instruction that Works (Part 3)	
	Rich Allen	Classrooms that ROCK!	
	Griff & Satchwell	Digital Portfolios – Assessing the Whole Child	
Wed 14th – Session 1	Jay McTighe	UbD – Intermediate Curriculum Design Workshop (Day 1)	
	Marcia Tate	Shouting Won't Grow Dendrites (Part 1)	
	Eric Jensen	Tools for Engagement (Part 1)	
	Spencer Kagan	Effective Strategies for the Five Memory Systems (Part 1)	
	Kay Burke	Performance Tasks – Authentic Learning for Real Kids (Repeat)	
	Laurie Kagan	Marvellous Manipulatives	
Wed 14th – Session 2	Ian Harris	Model Mapping – Mapping in the 21st Century (Repeat)	
	Greg Cameron	What Works in Schools (Part 1)	
	Rich Allen	Outstanding Results (Part 1)	
	Rhonda Briscoe	Raise Reading Comprehension with CARS and STARS	
	Jay McTighe	UbD – Intermediate Curriculum Design Workshop (Day 1)	
	Marcia Tate	Shouting Won't Grow Dendrites (Part 2)	
Wed 14th – Session 3	Eric Jensen	Tools for Engagement (Part 2)	
	Spencer Kagan	Effective Strategies for the Five Memory Systems (Part 2)	
	Kay Burke	Checklists (Repeat)	
	Laurie Kagan	The Dynamic Trainer	
	Ian Harris	Visual Tools (Repeat)	
	Greg Cameron	What Works in Schools (Part 2)	
Thurs 15th – Session 1	Rich Allen	Outstanding Results (Part 2)	
	Rhonda Briscoe	Brigance – An Essential Assessment Tool for the Early Years	
	Jay McTighe	UbD – Intermediate Curriculum Design Workshop (Day 1)	
	Marcia Tate	Engage the Brain – English in the Middle Years	
	Eric Jensen	Tools for Engagement (Part 3)	
	Spencer Kagan	Energise Adults and Transform Relations through Cooperative ...	
Thurs 15th – Session 2	Kay Burke	Rubrics are our Friends! (Repeat)	
	Laurie Kagan	Motivate Your Class	
	Ian Harris	Tools for Leadership (Repeat)	
	Greg Cameron	What Works in Schools (Part 3)	
	Rich Allen	Sticky Learning – Making Material Memorable	
	Rhonda Briscoe	Raise Mathematical Standards with CAMS and STAMS	
Thurs 15th – Session 3	Jay McTighe	UbD – Intermediate Curriculum Design Workshop (Day 2)	
	Marcia Tate	Teacher Expectation and Student Achievement (Part 1)	
	Eric Jensen	Different Brains, Different Learners (Part 1)	
	Spencer Kagan	Thinking Skills in EVERY Lesson!	
	Kay Burke	Successful Classroom Management	
	Laurie Kagan	Music, Movement and More	
Thurs 15th – Session 1	Ian Harris	Model Mapping – Mapping in the 21st Century (Repeat)	
	Greg Cameron	Dimensions of Learning (Part 1)	
	Karen Boyes	Developing 21st Century Learners and Thinkers	
	Daisy McTighe	Understanding by Design and 'The Arts'	
	Jay McTighe	UbD – Intermediate Curriculum Design Workshop (Day 2)	
	Marcia Tate	Teacher Expectation and Student Achievement (Part 2)	
Thurs 15th – Session 2	Eric Jensen	Different Brains, Different Learners (Part 2)	
	Spencer Kagan	Make Character Education Part of Every Lesson	
	Kay Burke	Managing the Interactive Classroom	
	Laurie Kagan	Silly Sports and Goofy Games (Part 1)	
	Ian Harris	Visual Tools (Repeat)	
	Greg Cameron	Dimensions of Learning (Part 2)	
Thurs 15th – Session 3	Karen Boyes	What Has Happened to Creativity?	
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