Evidence to IMPLEMENTATION

Every student learning, not by chance but *by design*

August 15-16, 2019 | Melbourne, Vic

Corwin Professional Learning Conference 2019

Strategic Partner ACEL

CORWIN

Maximising Learning and Impact

DATE: AUGUST 15-16, 2019

VENUE: Sofitel Hotel, Melbourne

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Welcome to the Corwin Professional Learning Conference 2019

It is my great pleasure to welcome you to the Corwin Professional Learning Conference in August 2019. We are thrilled to be able to bring you two days of learning and collaboration with some of the most renowned thought leaders and practitioners in the field.

Over the course of this two-day event, each of you will take a deep dive into powerful implementation approaches that are designed to develop students toward becoming their own teachers. Topics will include visible learners, effective feedback practices and agile leadership where the key goal is to have student learning front and center. Our intention during this conference is to provide opportunities for you to think about the impact you have every day on every students in your classroom, your school and your community.

The expertise and experience of our speaker line-up will provide an invaluable resource as you further your own journey into this exciting work.

Our hope is that over the course of this conference, you will have your thinking challenged, your imagination stirred and your sense of mission bolstered by the ideas and stories you hear. We will to provide you with new strategies that you can share with your own school communities in order to start building meaningful relationships that in turn have an enormous impact on student achievement.

I look forward to having you join us in August.

Sincerely,

Chris Devling, Managing Director
Corwin Australia

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I look forward to seeing you at the **Corwin Professional Learning Conference** in August 2019. The theme of the conference is **Evidence into Implementation** and certainly one of the biggest issues at the moment is that this world of schools is awash with data. We have so much evidence and in many cases the days of evidence is almost over. The days of implementing evidence is here and we need to get much smarter about how we collect evidence, how we use evidence, and most important of all which I want to talk in my session, is how we implement and evaluate the evidence to see if it is making a difference not only to the lives of the students but also the teachers and our schools.

Everybody talks about evidence but the downside of it is, just collecting the information, just getting test scores, just getting awash with data, just doing evaluation is not going to be good enough. We really need to look at how we go about implementing, look at case studies where it has been successfully implemented, how schools are using evidence to make a difference to their daily lives, and that's going to be the key in where we go here.

There are hot debates around Australia and the world, at the moment, about evidence and many people are putting their fingers into this particular pie. But how do you know how to do it most effectively, how can you see examples of where it is done most effectively in other schools like ours and how we can get really clever at using the evidence, collecting the right evidence and interpreting it in ways that can make the difference is what this conference is all about! I really look forward to seeing you in Melbourne.

Sincerely,

John Hattie

John Hattie
Award-winning Education Researcher
and Author

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Thursday, August 15 2019

Time	Session
7:00 AM–8:30AM	**Registrations and Book Pre-orders**
8:30 AM–8:35 AM	Acknowledgement of Country
8:35 AM–8:50 AM	Official Opening - Introduction by Corwin
8:50 AM–9:30 AM	Conference Narrative
9:30 AM–10:30 AM	Douglas Fisher Keynote
10:30 AM–10:55 AM	**Morning tea**
10:55 AM–12:15 PM	Shirley Clarke Keynote
12:15 PM–1:15 PM	**Lunch**
1:15 PM–2:30 PM	Simon Breakspear Keynote
2:30 PM–3:45 PM	John Hattie Keynote
3:45 PM–4:00 PM	Closing by Tony Mackay and Book Signing

Friday, August 16 2019

Time	Session
9:00 AM–11:00 AM	**Master Class - Round 1 |** *Simon Breakspear / Doug Fisher / Shirley Clarke*
11:00 AM–11:30 AM	**Morning Tea**
11:30 AM–1:30 PM	**Master Class - Round 2 |** *Simon Breakspear / Doug Fisher / Shirley Clarke*
1:30 PM–2:30 PM	**Lunch**
2:30 PM–4:00 PM	**John Hattie** hosts **Call to Action**

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KEYNOTE SPEAKERS

Prof. John Hattie

Professor John Hattie is an award-winning education researcher and best-selling author with nearly 30 years of experience examining what works best in student learning and achievement.

His research, better known as Visible Learning, is a culmination of nearly 30 years synthesizing more than 1,500 meta-analyses comprising more than 90,000 studies involving over 300 million students around the world. He has presented and keynoted in over 350 international conferences and has received numerous recognitions for his contributions to education. His notable publications include Visible Learning, Visible Learning for Teachers, Visible Learning and the Science of How We Learn, Visible Learning for Mathematics, Grades K-12, and, most recently, 10 Mindframes for Visible Learning.

Shirley Clarke

Shirley Clarke is an internationally known expert on the practical application of the principle of formative assessment. Her career includes teaching and lecturing at the Institute of Education, University of London and directing numerous research projects.

Shirley has recently co-authored a book with Prof. John Hattie titled - 'Visible Learning: Feedback.' Her bestselling books have made assessment and feedback practice relevant and accessible.

Douglas Fisher, Ph.D

Douglas Fisher, Ph.D., is Professor of Educational Leadership at San Diego State University and a teacher leader at Health Sciences High & Middle College. He is a member of the California Reading Hall of Fame and is the recipient of an International Reading Association Celebrate Literacy Award, the Farmer award for excellence in writing from the National Council of Teachers of English, as well as a Christa McAuliffe award for excellence in teacher education.

He has published numerous articles on improving student achievement as well as books, such as Text-Complexity: Raising Rigor in Reading (with Nancy Frey and Diane Lapp), Checking for Understanding (with Nancy Frey) and Common Core English Language Arts in a PLC at Work (with Nancy Frey). He is a board member of the International Reading Association and a past board member of the Literacy Research Association.

Dr Simon Breakspear

Dr Simon Breakspear is known internationally for helping educational leaders navigate complex change, harness research evidence and drive continuous improvement for better learning.

Simon is the Founder and Executive Director of Agile Schools, which equips educator teams with the research, routines and tools they need to drive improvement and innovation. He is also a Visiting Fellow at the University of New South Wales and Research Fellow of the Asia Pacific Centre for Leadership and Change at The Education University of Hong Kong.

Simon holds Bachelors degrees in Psychology and Teaching, a Masters of International and Comparative Education from the University of Oxford and a PhD in education from the University of Cambridge. Simon began his work in education as a high school teacher in Sydney.

SESSIONS

Prof. John Hattie

KEYNOTE - John Hattie

The days of evidence are nigh over
The days of implementing evidence are nigh

We have so much evidence (VL alone is based on over 300m students), and schools are awash with data. The time now is to implement, interpret and use this evidence to enhance the learning lives of students. This presentation outlines the key criteria for selecting the evidence that has the highest probability of making this difference in a particular school or system; discusses models to most effectively implement these interventions; and outlines how to evaluate the impact of both the intervention and the implementation to diagnose 'where to next'. Examples of these ideas in practice will be provided, as will recommendations how to upscale the dissemination and implementation of evidence.

Shirley Clarke

KEYNOTE - Shirley Clarke

The Power of Formative Assessment

Formative assessment continues to be the single most effective way in which to raise achievement. Key research and practical strategies focus around: a learning culture of student self-efficacy; effective questioning; students activated as learning resources for one another; clear learning intentions and co-constructed success criteria and, finally, both in-lesson and post-lesson feedback.

MASTER CLASS - Shirley Clarke

Feedback - Evidence to Implementation

This session links research with practical tried and tested strategies which work for all phases, illustrated by superb video footage which bring them to life. The culture of trust and self-efficacy sets the scene, followed by teaching frameworks which place feedback in a formative assessment setting. Within –lesson feedback has greatest emphasis, activating students as learning resources for each other and modelling success and improvement so that constant review and improvement becomes the norm. Various manageable ways in which post-lesson feedback is being implemented completes the jigsaw of feedback implementation.

Your take-aways:

- A coherent framework for the elements of effective feedback
- Practical strategies for establishing a school and classroom culture of trust and self-efficacy
- Knowledge about the link with cognitive science and ways to ease the cognitive load of our students.
- Examples of effective questions which delve into student's understanding
- How to implement effective on the move feedback and mid lesson learning stops so that all students receive feedback at once
- Examples of peer feedback
- Examples of manageable post- lesson feedback

SESSIONS

Douglas Fisher

KEYNOTE - Doug Fisher

Teacher Clarity

Think about the last time you were engaged in learning something. Perhaps it was for work, perhaps not. When you think about all of the things that helped you learn, what stands out? Was it the intentional actions of a teacher and the opportunity to learn from other students? Was it the design of learning experiences? Was it the flow of those experiences? In reality, it was probably all of the above. Teacher clarity is both a method and a mindset, and it has an impressive effect size of 0.75 (Hattie, 2009). It's teaching that is organized and intentional. It requires that teachers understand what students need to learn, communicate learning intentions to students, develop with students an understanding of success criteria, deliver lessons in relevant and engaging ways, and ensure that assessment drives instruction. The session focuses on nine learning modules takes you systematically through a process that begins and ends with standards:

- Identifying Concepts and Skills
- Sequencing Learning Progressions
- Elaborating Learning Intentions
- Crafting Success Criteria
- Modifying Learning Intentions to Include Language Expectations
- Determining the Relevance of the Learning
- Designing Assessment Opportunities
- Creating Meaningful Learning Experiences
- Establishing Mastery of Standards

Objectives:

- Participants will identify the components of teacher clarity.
- Participants will analyse standards to determine skills and concepts that need to be taught and then sequence learning for students.
- Participants will describe meaningful learning experiences for students to reach expectations.

MASTER CLASS - Doug Fisher

Assessment-Capable Learners

We all know that collective efficacy is the new number one influence on students' learning. And there is good reason for that.

In part, efficacious teachers ensure that their students are assessment-capable, which means that students understand their current level of performance and compare that with the desired level of learning.

Assessment-capable learners and their teachers select direct, dialogic, and independent learning approaches they know will help attain their shared learning goals.

They also seek feedback from others, provide others with feedback, and monitor their learning from acquisition through consolidation to mastery.

SESSIONS

Dr Simon Breakspear

KEYNOTE - Dr. Simon Breakspear

The Human Side of Implementation: Embracing agility to overcome the complexity of evidence-informed improvement

Education leadership teams are working to improve a broad range of valued student outcomes through implementing evidence-informed approaches. Yet, making 'what works' work in our unique local contexts, will require supporting our people with both the beliefs and abilities to transform what they do. The human-side of implementation places focus on the role of the leader in responding to human complexity with higher levels of agility to thrive, despite the inherent uncertainty and ambiguity of improvement processes.

In this compelling and practical keynote presentation, Simon explores how leaders can:

- Examine the human-factors which slow down and derail evidence-informed change
- How to focus on a small number of precise improvement strategies
- Commit to starting small, learning fast, and failing well in order to achieve their intended impact
- Develop teams that seek out and iterate their approach based on formative feedback throughout the implementation journey

MASTER CLASS - Dr. Simon Breakspear

Agile Implementation into Action: Getting beyond good intentions towards meaningful impact

Improving learning and teaching in the complex-relational environments of schools is rarely a simple, linear process. As a consequence, the approaches that we use to lead implementation need to be flexible and responsive. In this practical workshop, leaders will gain a clear understanding of the key strategies and tools that can help them to accelerate their current evidence-informed improvement work, including:

- Analyse why default approaches to leading educational implementation so often fail to improve learning
- How to de-risk change by running rapid prototypes of an initiative and gathering early implementation evidence
- Understanding and overcoming resistance as you spread and sustain improvement
- Adopting a 'developmental evaluation' approach to surface useful evidence to monitor the progress, successes, failures and roadblocks in the improvement journey as it unfolds
- Building the team norms and routines to work through iterative cycles of action, feedback and refinement.

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Win an exclusive *Lunch & Learn* with John Hattie and other Keynote Speakers!

Here is your chance to Meet & Greet John Hattie and other Keynote Speakers over Lunch!

All you have to do is Just Click!

It truly is an opportunity that money can't buy and a chance to interact one on one with experts in their field at the 2019 Corwin Professional Learning Conference.

All you have to do is subscribe to emails to receive communication from Corwin and Sage that can positively impact the progress of students at your school.

You can be one of 20 winners selected at random to attend a luncheon with keynote speakers on August 15, 2019 (10 spots) and August 16, 2019 (10 spots) at the Sofitel Hotel, Melbourne.

CLICK HERE to subscribe and enter the draw for the chance to win!

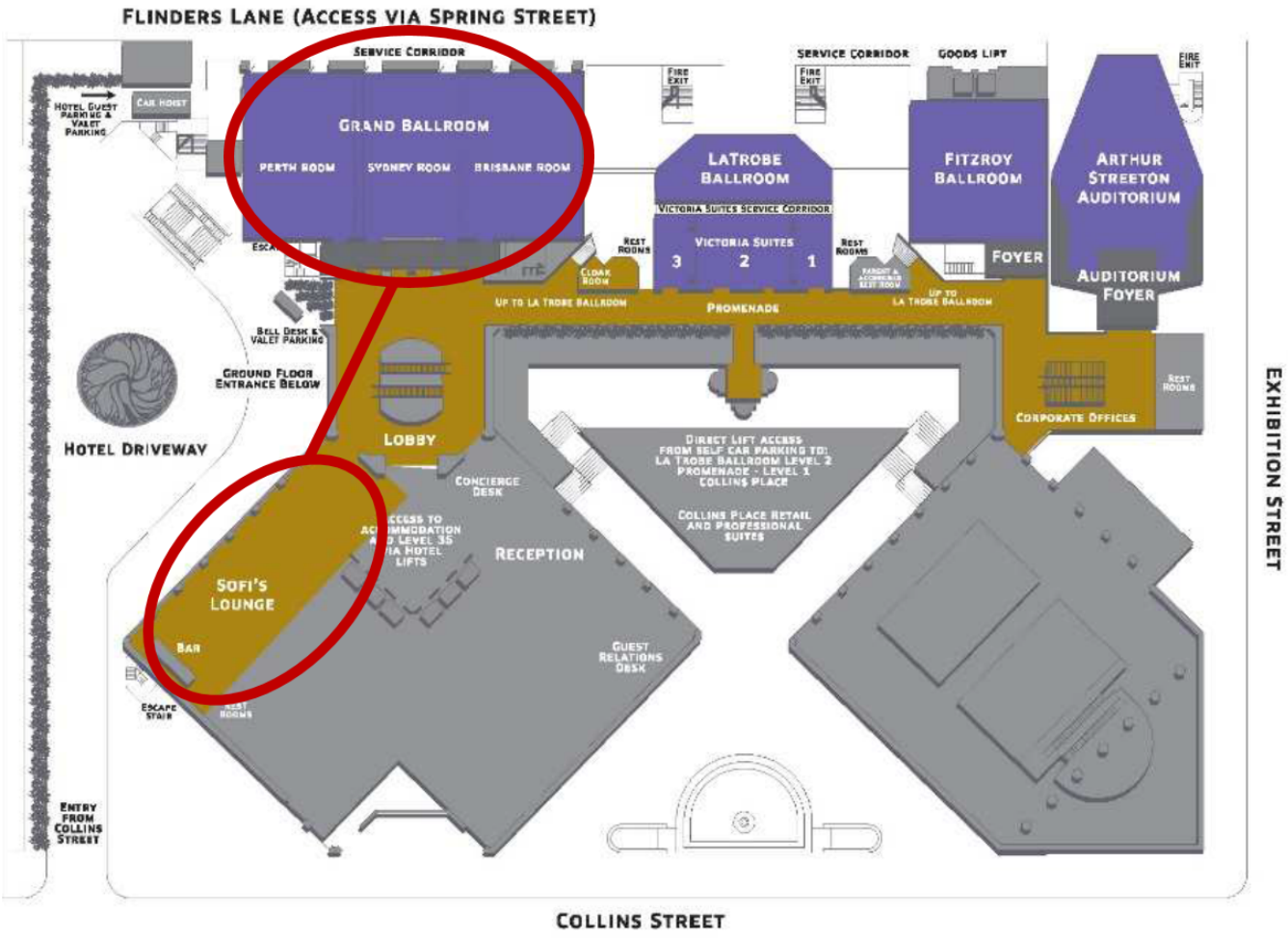
If you have already subscribed, you can still enter the draw for a chance to win by **CLICKING HERE**.

Click QR Code to subscribe and enter the draw

Terms & Conditions apply. Open to AU res 18+ employed as an eligible educator, see terms for full list. Ends: 5pm AEST 28/6/19.Limit1entryp/person.NSWPermitNo.LTPS/18/29640.

LEVEL 1 - SOFITEL HOTEL

DAY 1	LOCATION
Keynotes	Grand Ballroom
Lunch	Sofi's Lounge
Book Signing	Sofi's Lounge
DAY 2	**LOCATION**
Master Classes	Grand Ballroom - SPLIT into Perth | Sydney | Brisbane
Lunch	Sofi's Lounge
John Hattie - CTA	Grand Ballroom



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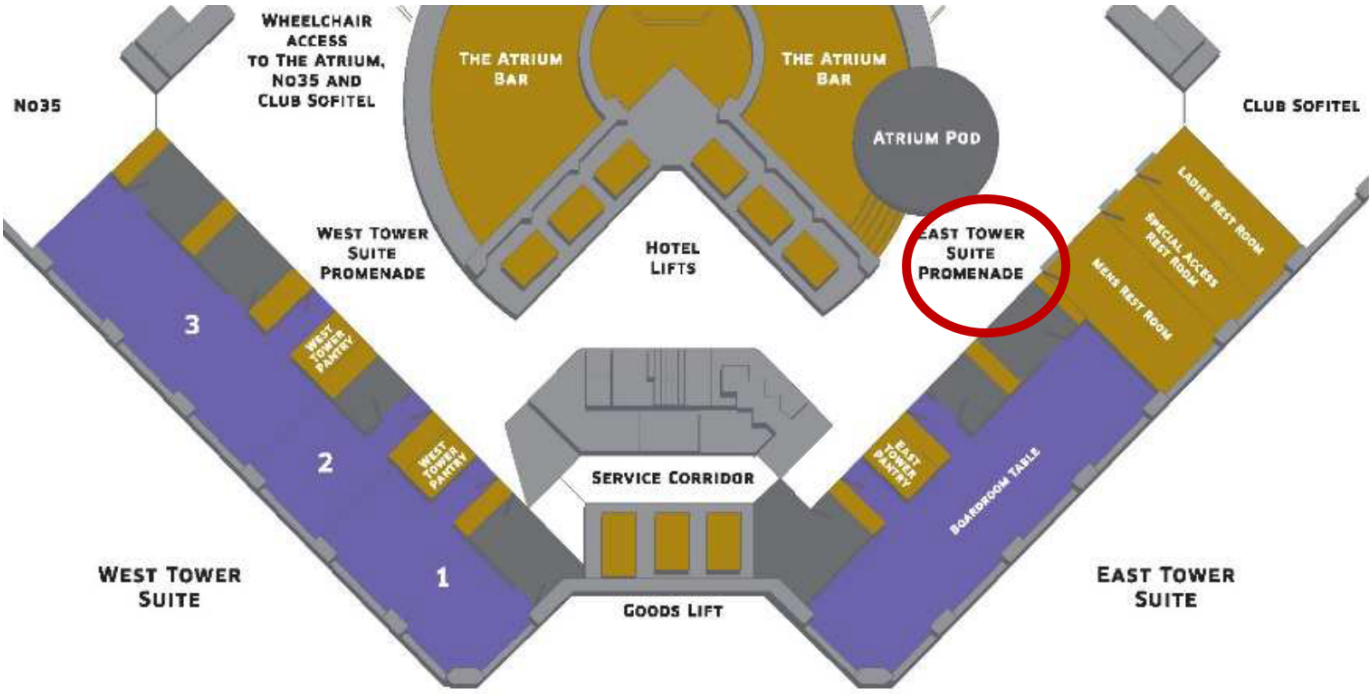
LEVEL 2- SOFITEL HOTEL

DAY 1 and 2	LUNCH & LEARN WITH KEYNOTE SPEAKERS
For competition winners of Lunch & Learn	East Tower Suite



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