AGENDA - PROGRAMME

#VLWORLD2019

Day 1 – Tuesday, 12 March 2019

08.00–9.00 Registration and Refreshments

09.00–09.15 Dr Pauline Stephen: Chair's Welcome

09.15-09.45

Ken Muir: GTCS Address
- How GTCS is supporting Scottish learners
- Evidence and impact
- How Visible Learning blends with the Scottish vision

09.45–10.30

Professor John Hattie: The Attributes of Teaching as a Profession
- Advanced learning 2019
- Outline key attributes of teaching
- Evaluative thinking
- Developing teaching expertise

10.30–11.00 Morning Break

11.00–12.00

Shirley Clarke: Formative Feedback
- Key features of effective feedback
- When feedback is needed
- What to focus on to be most effective?

Dr Julie Smith Overview of Visible Learning^{plus}
- Visible Learning 2019
- School impact change model
- Visible Learning research

Wendy Delf: Evaluating Our Impact
- Developing assessment capable learners
- Gain a deeper understanding of what makes a difference
- Teacher clarity, effective feedback and pupil voice

Peter DeWitt: Collaborative Leadership
- The Big 6 influences
- Practical actions to use in your setting
- Collaboration tools such as the flipped model

Kathryn Cunich: Data for Impact
- Teacher/learner – friendly data
- How to avoid a numbers-only cult
- How collaborative expertise thrives when teachers plan around data

Dr Mary Little, Rachel Hazel & Katie Hazel: Supporting New Teachers
- How to use Visible Learning for literacy

Ali Abbas: Mental Resilience in Staff and Students
- Mental toughness and the 4 Cs

Craig Biddick: Collaborative Efficacy
- Practitioner enquiry tool
- Collaborative efficacy: building a language of learning
- Collaborative practitioner enquiry focusing on formative assessment

Marcel Boggarts & Eveline Busch: Implementing VL from District to School
- Take-away model to check progress
- The secrets of implementation

12.00–13.00 Lunch

13.00–13.45

Shirley Clarke and Professor John Hattie
- Unpick the latest evidence
- The most powerful practice
- Common mistakes

14.00–15.00

Professor Michael Fullan: Leading with Coherence – A Framework for Success
- Embed a coherence framework
- How to secure accountability
- Every day practice and focus

Dominique Smith: Teacher/Student Relationships
- How to establish teacher credibility
- Healthy relationships in practice
- How to engage students in deeper learning based on trust

Sarah Philp: Visible Learning in Scotland
- Linking schools, clusters and LAs
- How VL brings How Good Is Our School? (4) to life
- How VL can join the dots

Jenni Donohoo: Collective Efficacy – 6 Enabling Conditions
- Taxonomy of teacher collaboration
- Meaningful involvement for teachers
- How to measure existing efficacy

Dr Taryn Moir: Implementation Science – What it is and Why it's Important
- Causes of poor implementation
- How to succeed at change initiatives

Professor Janet Clinton: Making Teaching Visible
- How surface to deep level learning can maximise outcomes

Dr Sarah McGeown: Improving Children's Reading: Connecting Research and Practice
- Resources to support children's reading

Mark Burns: Developing Effective Learning for Teachers
- Clarity on barriers preventing effective collaboration
- Advice on improving teacher quality
- Key ingredients for effective teacher CPD

Louise Moir: Visible Learning as a Vehicle for Cluster Collaboration
- Key VL attributes for clusters
- Rationale for a collaborative learning culture
- The context influence unpicked
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15.00–15.30 Afternoon Break

15.30–16.30
Professor John Hattie, Shirley Clarke and Professor Michael Fullan
- Top habits of effective learners
- How to lead the change you want to see
- Nuances for stunning practice

Dr Doug Fisher & Nancy Frey Assessment-capable Learners
- Assessment capability explained
- How to develop key traits
- Practical approaches for assessment-capable learners

Jenni Donohoo: Understanding Collective Teacher Efficacy
- The link between collective efficacy and achievement
- Four sources that shape collective efficacy beliefs

Martin Morgan: Feedback that Makes Learning Visible
- Understanding the instruction feedback model
- Feedback improving student learning
- Latest research into practice

Jay Berckley Visible Correlates of the Aha! Moments in Learning
- NEW practical classroom model
- Top tips for what doesn't work
- Best practices for discovery

Richard Cole: In the Learning Pit
- Creating a culture of evaluation

Gavin Sinnott & Ann-Marie Hainsworth: Implementing Visible Learning at School Level

Kara Vandas & Professor John Almarode: Clarity for Learning
- The 5 essential practices
- Sharing clarity for learning
- Putting practices into action

Dr Ray Smith: Building Collaborative Expertise: Critical Conversations About Impact
- The why, what and how of collective efficacy and collaborative expertise
- Required key qualities
- How to apply to your own practice

16.40–17.30
Professor Michael Fullan Nuance: Why Some Leaders Succeed and Others Fail
- 6 key practices great leaders adopt
- Global case studies and research
- How to avoid the leader traps
- Embed a coherence framework
- Secure accountability in everyday practice

(Timetable subject to change)

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Day 2 – Wednesday, 13 March 2019

08.15–09.15 Registration and Refreshments

09.15–09.30 **Dr Pauline Stephen: Chair's Welcome**

09.45–10.30

Professor Viviane Robinson: Reduce Change to Increase Improvement

Dr Pauline Stephen: FAQs Answered by Experts

10.30–11.00 Morning Break

11.00–12.00

Professor John Hattie & Professor Viviane Robinson: How to Make 'What Works' Actually Work in Practice
- The transfer of meta-analysis into schools
- How to have the 'right' debate
- Effective practice in scalable implementation

Jenni Donohoo: Achieving Quality Implementation
- Behaviours that hinder school improvement
- How to tap into collective efficacy for motivation
- Ways to enhance implementation of school improvement

Martin Renton: Questioning and Challenge as Feedback for Learning
- Why feedback is an important part of classroom culture
- The role of questioning and challenge in making feedback more effective
- Encouraging challenge with students

David Cameron: Messing with the Dichotomies – Using Evidence that Matters
- Challenge certainties and polarities in the education debate
- Analysis of what really makes impact

Steve Ingle: Academic Resilience
- The what, why and how of academic resilience
- How to develop 'self-belief'
- Practical actions to bring academic resilience to all

Jill Harland & Joanna Davies: Using a Coaching Ethos
- How one school used coaching to embed VL
- Key leader techniques unpicked
- Effective use of impact studies
  (Primary Only)

Clare Turner-Elks Communicating High Expectations Through Success Criteria and Modelling
- How to clarify process success criteria
- Techniques to model success
- Examples of successful classroom activities
  (Secondary Only)

Patricia Robertson, Liz Ruddy & Kirsteen Doherty Visible Learning in Inverclyde
- How to develop a dialogic approach to Visible Learning
- Authority support for collaboration and consistency

12.00–13.00 Lunch

13.00–14.00

Professor Viviane Robinson Student-centred Leadership
- The research behind the facts
- How leaders can increase their impact
- A model for examining your impact

Professor John Almarode 3 Steps to Deeper Learning
- Habits of deep-level thinkers
- Practices that promote rigour and depth
- How to apply SOLO to student thinking

Laura Kearney Developing Metacognition
- Cognitive vs metacognitive
- What teachers can do in practice
- The keys to unlock metacognition

Dr Doug Fisher & Nancy Frey Visible Learning for Literacy
- Clarity of which phase approaches work
- Practical approaches for each phase
- See literacy acquisition in a new light

Ainsley Rose Developing Assessmentcapable Visible Learners
- Learners' key characteristics explained
- The journey from pupil to assessment-capable learner
- Practical planning for your school

Johnny Ball: Wonders Beyond Numbers
- BBC legend inspires maths
- How understanding the history of maths unlocks learning
- Big ideas for the classroom

Rob Powell: Learning by Questions - The Power of Live Feedback
- Learn about the power of good questions, differentiated through depth, not topic
- Tablet technology to enhance feedback
- How to reduce planning and marking

Katy Hegarty & Graeme Johnston: Building a Culture of Learning
- Whole education group reading strategies
- Whole education group thinking strategies

14.00-14.20 Afternoon Break

14.20-15.20

Dr Robert Marzano: Use Classroom Assessments as a Vehicle for School Effectiveness
- Model of student growth through assessment
- How to gather reliable evidence
- Leadership actions for transformation

Peter DeWitt School Climate: Leading with Collective Efficacy
- Understand climate and its resistance to change
- Challenge thinking on your school climate
- The Early Warning System and how to create one for your school

Martin Morgan: Clarity in the Classroom
- The 7 key elements of teacher clarity
- NEW models and exemplars
- Clarity in intent and feedback

Professor John Almarode: How we learn
- The five key principles
- Practices to apply the five principles
- Learning opportunities in the classroom

Jodie Mills, Kara Vandas & Ainsley Rose: Building Leadership Efficacy – From Vision to Action
- Practical strategies to put the four sources of efficacy into action
- Evidence-gathering samples
- Importance of building principals and leadership teams

Sophie Murphy & Professor Janet Clinton Effective Classroom Questioning and Discourse
- How to plan for effective questioning and discourse
- Techniques for deep learning
- The discourse research unpacked

Alan Yellup OBE Every Person Matters
- Framework for effective learning
- Model for sustainable leadership
- Power vs influence in the leader toolbox

Dr Marjolein Meinen & Eveline Busch Visible Learning at a Dutch School for Learners with SEN
- One SEN school's journey mapped
- Amazing outcomes for learners
- Replicable model to take away

15.30–16.30

Professor John Hattie
- Scalability: how to achieve more with less
- The Big 2: scalability and implementation
- Cargo cults and snake oil in the system
- How to work with what attracts, not what distracts

(Timetable subject to change)