

session details

'preparing learners for their future NOT our past!'

£195 (£160 for teams of five or more OR headteacher invited FREE with two teachers registrations)

Wednesday 10th June, 2009

St John's Hotel, Solihull (formerly Renaissance Hotel)
651 Warwick Road, Solihull

'where assessment meets thinking and learning'

£390 (\$350 for teams of three or more)

Thursday 11th June thru Friday 12th June, 2009

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651 Warwick Road, Solihull

registration

registration

PLEASE PHOTOCOPY AND FILL IN A NEW REGISTRATION FOR EACH WORKSHOP

Cheque payable to Ideasys Inc.
(No VAT charged - Canadian Company)
Places held on receipt of enrolment details and confirmed by email on receipt of payment.

Name: _____

School: _____

School Address: _____

School Phone: _____

Participant's Email (required for confirmation): _____

Workshop:

Date:

Venue:

Number of attendees:

Total Cost \$

Three easy ways to register or find out more:-

post: this registration form along with a cheque payable to Ideasys Inc to:
36 Overlane, Almondsbury (nr Bristol) BS32 4BP

email: office@laneclark.ca

phone: 0787 314 3054 or 01454 612 336

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workshop series

'where thinking, learning and assessment meet

JUNE 2009 SESSIONS!

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Lane has been presenting around the world for more than fifteen years now. Her work on assessment, thinking and learning has been a major influence on education across Australia and New Zealand and her workshops are sold-out events wherever she speaks.

Over the past two and a half years, Lane has been working with teachers, whole schools, EAZ's and at the local authority level in the West Midlands area.

As a Local Authority, Lane has both inspired and challenged our work on curriculum innovation, and the way we view assessment and it's relationship to thinking and learning.

Jayne Bennion, Senior Advisor for Curriculum Support and Development
(Birmingham Advisory Support Service)

Lane's seminars and workshops have an immediate and profound effect on classroom practice. Students reap the benefits of this great CPD the next day!

Kevin McCabe, Senior Consultant Headteacher

Working with Lane has broadened and deepened the staff's understanding of the thinking and learning processes AND equipped them with the tools to make learning exciting and relevant while still maintaining pace and challenge. This is outstanding CPD!

Therese Allen, Headteacher, Wychall PS

Lane is available to work with your staff on-site. Email for details and costs



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Preparing Learners For Their Future NOT Our Past!

CHANGE: How is it initiated? How is it sustained?

ABOUT THE FUTURE: What will our learners' post school futures look like?

ABOUT THINKING: What does it mean to think? How is depth and breadth of thinking developed?

ABOUT LEARNING: What does 'real learning' look like and sound like? What is the relationship between 'real learning' and 'in-school learning'?

MOVING FORWARD: How does instructional design need to change in order to prepare learners for their future and NOT our past?

Where Assessment Meets Thinking and Learning

Would you like to design completely objective criteria that guarantees consistent judgments?

Would you like to design criteria that embeds rigour and promotes the development of deep knowledge and deep understanding?

Would you like to create criteria that meets the personalised needs of your learners?

Would you like your learners to independently self assess, evaluate, set, monitor and prove goals against evidence?

Would you like to embed assessment criteria seamlessly into the design of cross curricular, inquiry based, units?

Would you like to better understand the differences between assessment FOR learning and assessment OF learning; and reconcile the inclusion of both into your practice?

If you answered yes to any of these questions then this workshop is for you.

preparing learners for their future NOT our past!

Description

Thinking skills, risk-taking, independence, interdependence, inter/intra personal skills, technology skills, conceptual skills, artistic skills, self assessment and evaluation, experimenting, problem solving, decision making, idea generation and idea action - these are the skills of an autonomous, self regulated learner - these are the critical skills! Recognising this, in an already overcrowded curriculum, how can these outcomes be addressed consistently and comprehensively? For too long, professional learning has focused too heavily on the 'parts'...an in-service session on assessment and evaluation...another on thinking...another on technology integration. Educators are left with more parts and a mandate to 'integrate'. Perhaps 'the whole is greater than the sum of its parts'. Learn how you can design and deliver a comprehensive curriculum that is all encompassing, rigorous, authentic AND student owned. When the whole becomes the focus, the parts infuse seamlessly!

where assessment meets thinking and learning

Description

Researchers and educators world-wide are recognising the need to involve learners in the assessment and evaluation process. Whilst it is certainly useful for teachers and parents to know learners' strengths and weaknesses, it is surely an imperative for learners themselves to know where they are, where they need to be, and how they're going to get there...otherwise, how WILL they get there? Recognising that we are on our way to meeting this challenge...the fact that we require moderation is a symptom...what is the fundamental problem? Perhaps our criteria fails to meet the 'criteria for criteria'. This workshop provides teachers and learners with the road map to designing consistently objective, fair, valid, educative, comprehensive and transparent assessment. This intensive hands-on workshop develops the participants' ability to design criteria for student use that directly links to the standards provided within your curriculum documents. The links between brain research and criteria; thinking and criteria; learning process and criteria; student self-evaluation, goal setting and monitoring, student-written reports, student-led interviews and an approach that empowers learners to develop criteria independently, will be examined and applied, as you begin your journey toward the design of truly effective criteria for teachers and kids!

one day

two day