

session details

'preparing learners for their future NOT our past!'

\$250 (10% discount for bookings taken by March 13th)

Saturday 2nd May, 2009

at Seasons Botanic Gardens Hotel, St Kilda Road, Melbourne

Friday 8th May, 2009

at The Taylor's Lakes Hotel on Melton Highway, Taylor's Lakes

'unpacking vels' workshop

\$450 (10% discount for bookings taken by March 13th)

Thursday 14th May to Friday 15th May, 2009

at The Taylor's Lakes Hotel on Melton Highway, Taylor's Lakes

'real thinking' workshop

\$595 (10% discount for bookings taken by March 13th)

Wednesday 3rd June to Friday 5th June, 2009

at The Taylor's Lakes Hotel on Melton Highway, Taylor's Lakes

registration

PLEASE PHOTOCOPY AND FILL IN A NEW
REGISTRATION FOR EACH WORKSHOP

Cheque payable to Ideasys Inc.

TAX Invoice (No GST charged - Canadian Company) ABN: 90 377 517 075

Places held on receipt of enrolment details and confirmed by email on receipt of payment.

Name _____

School: _____ School phone: _____

School address: _____

Participant's email (required for confirmation) _____

Workshop	<input type="text"/>	Number of attendees	<input type="text"/>
Date	<input type="text"/>	Total Cost	\$ <input type="text"/>
Venue	<input type="text"/>		

Four easy ways to register

post this registration form along with a cheque payable to Ideasys Inc to:

Ground Floor, 566 St Kilda Road, Melbourne, Vic 3004

email us at: office@laneclark.ca

phone through your registration on: 0407 99 81 83

fax this completed form to: (03) 9526 8410

... Probably the most powerful learning you will ever attend

visit us at laneclark.ca

registration



lane clark workshop series

'where thinking, learning and assessment meet'

lane clark

"...the development of deep knowledge and deep understanding can only be achieved by engaging our learners in the thinking process and the learning process. The 'new basics' are used to develop the 'old basics'. It isn't either/or... we must have both!" Lane Clark

Lane Clark has a well earned reputation as an expert in powerful pedagogy and in the design and delivery of engaging curriculum. Her authentic, transdisciplinary approach to learning is founded on teaching students how to learn, how to think and how to use new technologies to enhance their learning. A culture of innovation and enterprise is promoted as the *So What*TM stage of Lane's learning model drives learners to *USE new learning to make a difference in their lives and the lives of others*TM.

As a teacher, Lane has taught in the mainstream throughout the primary and secondary levels; she has also worked with learners from across the ability spectrum and in numerous multi-age settings. As a learning consultant and workshop facilitator, Lane has worked extensively with primary and secondary teachers, district level consultants, faculty of education professors and students, parent groups, school districts, and business groups. Those who have worked with Lane have found her seminars and workshops to be insightful, energising and most important, practical and immediately transferable to the classroom. Lane's reputation as a dynamic and inspiring presenter and facilitator is well earned. Lane has spoken at numerous international conferences and conducted her successful seminar and workshop programs throughout Canada, the United States, the United Kingdom, New Zealand and Australia.

Lane is available to work exclusively with your school or region staff please contact us at office@laneclark.ca for further information about availability and costs in 2009.

workshops

- preparing learners for their future NOT our past!
- 'unpacking vels' workshop
- 'real thinking' workshop

see inside for workshop details

Lane's seminars and workshops meet the VIT's standards and principles for professional learning.

Please go to the Pdi website to check the specific standards and principles that these workshops cover. (www.pdi.vic.edu.au)

Your attendance at these workshops contributes to the hours now required to maintain your teacher registration. All participants will receive certification for their attendance.

workshops and seminars

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!

Why Change - the driving forces

What will our students post-school futures look like? What skills will be needed?

How can the latest brain research inform teaching practice? What does AUTHENTIC learning look like in the real world? How does it differ from classroom learning?

Deep Thinking - introduction to the thinkbox™ thinking framework

What does it mean to think? What are thinking skills? What are thinking tools?

What is the relationship between thinking skills and thinking tools? What is higher order thinking? Is thinking hierarchical? What is the relationship between higher and lower order thinking? How do we help our students develop deep knowledge and deep understanding? What is the relationship between thinking skills, thinking tools and learning process? What does an authentic explicit thinking curriculum look like? How is it designed? How is it delivered?

Authentic Learning - introduction to the think!nQ™ learning framework

What does it mean to learn? What does it mean to design and deliver an authentic teaching and learning program? How can we teach our learners HOW to learn? How can we individualise learning and assessment? How can we infuse information communication technology seamlessly into our programs? How can we promote independence and self regulation while maintaining rigor and deep thinking? How does curriculum design need to change in order to prepare learners for their future NOT our past?

see back for session dates, venues and prices

one day

'real thinking' workshop

(Prerequisite – 1 day seminar OR 2 day 'real assessment' workshop)

Description

Thinking and learning are inextricably linked. When students learn HOW to learn; when they are provided with a wide repertoire of tools to think in a diversity of ways; when they are taught the ways in which thinking tools are layered and framed to ensure rigor and deep thinking, WITHIN the learning process, they become enabled and empowered to stretch their own thinking and learning. This intensive, hands-on workshop invites participants to examine and challenge their understanding of thinking, learning and the relationships that exist between the two. Participants will develop their ability to design authentic learning opportunities that incorporate thinking, latest brain research, multiple intelligences, learning styles and student self-evaluation through an outcomes-based, transdisciplinary approach. The importance of achieving learning outcomes with deep knowledge and understanding will be addressed and participants will develop their ability to assist their students in this critical endeavour. By making thinking skills, tools and frameworks explicit to the learner in the context of learning process, the relationship between thinking and learning becomes evident. Greater ownership of thinking and learning processes will evolve, and learners will learn 'how to think' and 'how to learn' with deep knowledge and understanding!

'Real thinking' outcomes

- develop further knowledge and understanding of thinking skills, strategies and tools, authentic learning process, curriculum and technology integration, curriculum planning and implementation, and assessment and evaluation
- design and deliver outcomes-based, individual learning opportunities which reinforce the process of learning, integrate multiple disciplines, thinking tools and strategies, ICT, and brain based research through an inquiry approach
- develop your organiser literacy; select and sequence graphic organisers to strategically guide your learners to desired outcomes; strategically frame organisers to embed curriculum rigor, thinking and differing levels of depth and breadth
- develop your ability to infuse multiple thinking tools seamlessly within the context of one learning opportunity
- design rubrics for students which directly link to your curriculum standards; are written in 'kid speak', are observable, measurable, specific and individually realistic for your learners
- develop further knowledge and understanding in the areas of brain basics, memory, multiple intelligences and learning styles

see back for session dates, venues and prices

three day

'unpacking vels' workshop

Description

- Would you like to better understand the Victoria Essential Learning Standards Framework?
- Would you like to use the document to design curriculum; and assess and evaluate your students?
- Would you like to organise the entire framework into an 'at a glance' document?
- Would you like to learn how to use the VELs framework to effectively design authentic, rigorous, comprehensive, cross curricular learning units for your students

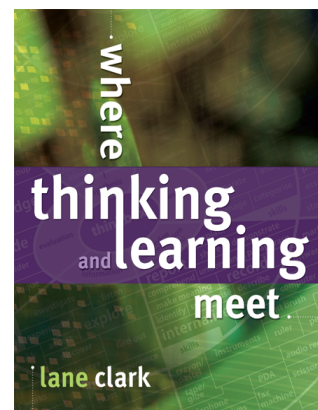
In this workshop you will...

- develop your knowledge and understanding of the relationships between the Strands, Domains and Dimensions of the VELs framework
- develop your knowledge and understanding of the relationships between the Learning Outcomes, Progression Points and Standards outlined in any one Dimension of the Framework
- design your own 'at a glance' document that highlights all components required to effectively design curriculum; assess and evaluate your learners
- develop your ability to recognise any developmental gaps inherent in the Progression Points and Standards and 'fill in the gaps' as required
- develop your ability to recognise the Progression Points that progress based upon 'more content' versus deeper and broader thinking; and make the necessary adjustments to ensure that growth is based on both components
- develop your ability to use the VELs Framework to design authentic, comprehensive, rigorous, cross curricular learning units for your students

see back for session dates, venues and prices

two day

lane clark resources



Lane Clark's new book: where thinking and learning meet

How will we enable and empower our learners to stretch their own thinking and learning?

- When students learn HOW to learn
- When they are provided with tools that allow them to think in a diversity of ways
- When they are taught the ways in which thinking tools are layered and framed to ensure rigour and deep thinking, WITHIN the learning process.

Journey with dynamic presenter Lane Clark, creator of the highly successful 'real thinking' and 'real learning' workshops, as she demonstrates her approach in this inspiring new publication, Where Thinking and Learning Meet.

Where Thinking and Learning Meet examines both the thinking and learning process and explores ways to facilitate a new approach to learning how to learn and how to think in your school. This easy to read and practical guide contains a full description of Lane's learning model and ideas and activities to put into the classroom tomorrow. Finally, the book celebrates the marriage of the thinking process with the learning process and enables the learner to meet their true thinking and learning potential.



thinktank posters
(set of 7 thinking and
learning process posters)



thinkbox™
chart



thinktower™
chart



brain basics
manual + brain basics
package

resources