

Professional Development Programmes

— *Upcoming Workshops in 2021*

Our Presenters:



James Nottingham

June 2021



Lane Clark

June 2021



Carolyn Coil

November 2021



Peter De Witt

November 2021



Dylan William

November 2021

Workshop Delivery Mode: Online via Zoom

Register early to qualify for additional 10% early bird discount.

For more information, please visit www.illumien.asia .

ABOUT PRESENTER



Mr James Nottingham

Dates: 01, 04, 22, 25 June 2021
Delivery Mode: Online via Zoom

TESTIMONIAL:

“James Nottingham is one of the most talked about names in school development in the world today. His main message is focused on the development of pupils, not their achievement.”

Education World 2014

James Nottingham is the creator of The Learning Pit; author of 9 books; founder of Challenging Learning; and employer of 30 staff in 6 countries. He has been a teacher’s aide, teacher and leader across the 3-19 age range, as well as director of an award-winning social regeneration project in north east England. He is a sought-after keynote speaker, regularly headlining national and international conferences. He has been on many speaking tours with John Hattie, Carol Dweck and others, and is described by Skolvärlden (Swedish Teaching Union) as “one of the most talked about names in the world of school development”. Recently, he was listed among the Future 500 – “a definitive list of the UK’s most forward thinking and creative innovators.”

1. GUIDING STUDENTS THROUGH THE LEARNING PIT

Presenter: **Mr James Nottingham**

Date: **01 June 2021, Tue**

Time: **2.00pm to 4.00pm SGT**

Registration Fee :

Nett Fee

First 2 participants: S\$85.00 per pax

Next 2 participants: *S\$70.00 per pax

Subsequently: *S\$55.00 per pax

*Early Bird: Register on or before 19 Feb 2021
for additional 10% discount*

Registration Closing: 21 May 2021

[CLICK HERE TO REGISTER](#)

**The discounted tier fee only applies to participants from the SAME organisation registering for the SAME session.*

OVERVIEW

James Nottingham created The Learning Pit to encourage his students to step out of their comfort zone and seek challenges that will deepen their learning. Today, the model is used around the world to enhance students' language of learning, metacognition, resilience and curiosity. It also helps teachers identify when to move students from surface-to deep-learning, as well as providing a framework for effective questioning. Participants will get to:

- Understand how the Learning Pit can be used to encourage learners of all ages to step out of their comfort zone and take on more challenges.
- Know when to support, when to challenge, when to confuse and when to engage students so that they move from surface to deep learning.
- Learn how to teach students to use "Pit Tools" so that they grow their independence, resilience and self-efficacy.

Further Reading: [The Learning Challenge](#) by James Nottingham

Target Audience: Teachers (all grades), Instructional Coaches, Allied Educators, School Leaders, Key Personnel

2. SEVEN STEPS TO MAXIMISING THE IMPACT OF FEEDBACK

Presenter: **Mr James Nottingham**

Date: **04 June 2021, Fri**

Time: **2.00pm to 4.00pm SGT**

Registration Fee :

Nett Fee

First 2 participants: S\$85.00 per pax

Next 2 participants: *S\$70.00 per pax

Subsequently: *S\$55.00 per pax

*Early Bird: Register on or before 19 Feb 2021
for additional 10% discount*

Registration Closing: 21 May 2021

[CLICK HERE TO REGISTER](#)

**The discounted tier fee only applies to participants from the SAME organisation registering for the SAME session.*

OVERVIEW

Feedback is one of the most significant influences on student learning. At least, that is what research by Hattie, Wiliam, Lysakowski, Walberg, and others suggests. Yet, it is also one of the most variable: more than a third of the studies show a negative outcome on student learning. Added to that, 80% of the verbal feedback that students receive during the day comes from other students, and most of it is wrong. Imagine if we could address these problems and get the effect of feedback right more of the time! This workshop with James Nottingham will point you in the right direction! Participants will get to:

- Understand why the impact of feedback often isn't as powerful as expected and what can be done to correct the situation.
- Learn how to expertly use James Nottingham's Seven Steps to Feedback Success.
- Understand the best routines for maximising the positive effects of feedback.
- Be able to adapt the use of grading to turn it from a negative effect to a positive effect on student learning.

Further reading: [Challenging Learning Through Feedback](#) by James & Jill Nottingham

Target Audience: Teachers (all grades), Instructional Coaches, Allied Educators, School Leaders, Key Personnel

3. USING GROWTH MINDSET TO ENHANCE STUDENTS' LEARNING FOCUS

Presenter: **Mr James Nottingham**

Date: **22 June 2021, Tue**

Time: **2.00pm to 4.00pm SGT**

Registration Fee :

Nett Fee

First 2 participants: S\$85.00 per pax

Next 2 participants: *S\$70.00 per pax

Subsequently: *S\$55.00 per pax

*Early Bird: Register on or before 12 Mar 2021
for additional 10% discount*

Registration Closing: 11 Jun 2021

[CLICK HERE TO REGISTER](#)

**The discounted tier fee only applies to participants from the SAME organisation registering for the SAME session.*

OVERVIEW

Thousands of teachers around the world have introduced growth mindset to their students in the expectation that it will enhance learning and build resilience. However, the two meta-analyses examining the impact of growth mindset show a disappointingly-low effect (0.1 to 0.19, less than half of the typical effect). The main cause of this is that too many schools have a performance-focus and are therefore unable to make the most of growth mindset; indeed, growth mindset might be contradictory and therefore an unhelpful distraction in these circumstances.

However, as a vehicle for creating and enhancing a learning-focused environment, growth mindset can have a very significant effect. Drawing on his many speaking tours with Carol Dweck, as well as his deep understanding of the mindset research, James Nottingham will show you how to take the best steps towards a learning-focus that uses growth mindset to maximum effect. Participants will get to:

- Understand the real messages about Growth Mindset (rather than the urban myths).
- Learn the best strategies for building a Growth Mindset culture so that all people (staff and students) benefit.
- Identify the links between Growth Mindset, Failure, Mistakes and James Nottingham's Learning Pit.

Further reading: [Challenging Mindset](#) by James Nottingham & Bosse Larsson

Target Audience: Teachers (all grades), Instructional Coaches, Allied Educators, School Leaders, Key Personnel

4. DEEPENING LEARNING *OVERVIEW* BY ENHANCING CLASSROOM TALK

Presenter: **Mr James Nottingham**

Date: **25 June 2021, Fri**

Time: **2.00pm to 4.00pm SGT**

Registration Fee :

Nett Fee

First 2 participants: **S\$85.00 per pax**

Next 2 participants: ***S\$70.00 per pax**

Subsequently: ***S\$55.00 per pax**

Early Bird: Register on or before 12 Mar 2021

for additional 10% discount

Registration Closing: 11 Jun 2021

[CLICK HERE TO REGISTER](#)

Dialogue can lead to significant gains in learning (Effect size 0.82, from Murphy, Wilkinson, Soter & Hennessey, 2009). However, classroom talk is all too often dominated by teachers: Gad Yair found that teachers talk 70-80% of lesson time; that the amount they talk increases as the year level rises and the numbers of students in each class decrease! (Yair, 2000). During times of remote learning things rarely improved; in fact, in some cases, it worsened still.

So, this session will show exactly how to engage students in dialogue – whether online or in the classroom. It will cover strategies that create interaction and engagement with learning, providing opportunities for students to move from surface-level knowledge to deeper understanding. Participants will get to:

- Learn how dialogue engages and motivates learners of all ages so that they understand key concepts more rigorously.
- Understand how to make lessons more active, meaningful, challenging and collaborative.
- Be able to facilitate high quality dialogue that encourage students to take more ownership of their learning, share their thinking and form reasoned - and reasonable - opinions.
- Know how to create the right conditions for truly exploratory dialogue to flourish, encouraging learners to become more open, more collaborative and more reflective.

Further reading: [Challenging Learning Through Dialogue](#) by James Nottingham, Jill Nottingham and Martin Renton

Target Audience: Teachers (all grades), Instructional Coaches, Allied Educators, School Leaders, Key Personnel

**The discounted tier fee only applies to participants from the SAME organisation registering for the SAME session.*

ABOUT PRESENTER

lane clark 



Ms Lane Clark

Dates: 21 & 23 June 2021

Delivery Mode: Online via Zoom

TESTIMONIAL:

“Another great session providing a real insight into the things we need to know and act upon in our teaching. Lane is such an engaging presenter who is a real master of her content.”

**David P., Principal,
Academy of Singapore Teachers, Singapore**

Lane Clark has a well-earned reputation as an expert in enabling and empowering teachers and schools to design and deliver rigorous, engaging curriculum through powerful teaching and learning strategies.

Over the last twenty plus years, Lane has worked with more than 125 000 educators, in 20 countries, across five continents with the majority of her work being with schools across Australia, New Zealand and the UK as well as working with networks of International Schools in the Middle East, Hong Kong and Taiwan. Lane’s extensive work with Education Departments and schools around the world means that she has an incredibly broad and deep understanding of the different curricula used around the globe.

Lane’s Deep Thinking for Deep Learning approach to curriculum design, implementation and assessment, focuses on teaching learners HOW to LEARN and HOW to THINK. Curriculum is contextualised in authentic learning opportunities that invite learners to USE curriculum knowledge and skills to solve problems, meet challenges or make products that will make a difference in their lives and also in the lives of others. Through the use of visible and explicit tools, strategies and frameworks, students are engaged, enabled and empowered to take responsible and rigorous agency over their thinking and learning.

5. DEEP THINKING FOR DEEP LEARNING

Presenter: Ms Lane Clark

Date: 21 June 2021, Mon

Time: 8.30am to 12.30pm SGT

Registration Fee :

Nett Fee

First 2 participants: S\$140.00 per pax

Next 2 participants: *S\$120.00 per pax

Subsequently: *S\$95.00 per pax

*Early Bird: Register on or before 05 Mar 2021
for additional 10% discount*

Registration Closing: 04 Jun 2021

[CLICK HERE TO REGISTER](#)

**The discounted tier fee only applies to participants from the SAME organisation registering for the SAME session.*

OVERVIEW

Deep learning is driven by deep thinking...What knowledge and skills do teachers need in order to make deep learning happen? It's not simply about using thinking tools with our learners, it about understanding how the brain processes information and then facilitating that all important process by selecting, framing and sequencing thinking tools into the learning process - in the right place AND at the right time.

The infusion of thinking into classroom pedagogical practice is paramount because quality learning is dependent on quality thinking. In this webinar with Lane, you will develop your knowledge and understanding of deep thinking, so that you can enable and empower your learners to develop theirs! Participants will get to:

- discover how the brain processes information; explore what hinders information processing; and learn what you can do to facilitate this all important process with your learners
- develop knowledge and understanding of the 'acquiring and integrating' and 'extending and refining' phases of the learning process
- explore specific strategies and tools to determine a learner's foundational schema so that it can be strategically built upon
- develop new skills for deliberately aiding learners in the acquisition and integration of new learning
- develop knowledge and understanding of depth vs breadth of thinking; explore how to frame graphic organisers to deliberately guide processing in order to deepen a learner's thinking and therefore learning

Target Audience: Teachers (all grades), Instructional Coaches, Allied Educators, School Leaders, Key Personnel

6. LEARNING HOW TO LEARN — TOWARDS A 'KNOWLEDGE BUILDING' PEDAGOGY

Presenter: **Ms Lane Clark**

Date: **23 June 2021, Wed**

Time: **8.30am to 12.30pm SGT**

Registration Fee :

Nett Fee

First 2 participants: S\$140.00 per pax

Next 2 participants: *S\$120.00 per pax

Subsequently: *S\$95.00 per pax

Early Bird: Register on or before 05 Mar 2021 for additional 10% discount

Registration Closing: 04 Jun 2021

[CLICK HERE TO REGISTER](#)

**The discounted tier fee only applies to participants from the SAME organisation registering for the SAME session.*

OVERVIEW

If it is our goal to develop 'a vibrant and successful knowledge economy'; to see our students truly engaged in their learning, enabled and empowered to both learn about established knowledge but as importantly, 'create knowledge' and 'improve knowledge'; if we are keen to see our learners skilled and ready to substantively participate and actively contribute to their world, we need to re-think what we are doing, and how we are doing what we are doing, in schools. We need to teach our kids how to learn through a comprehensive learning process that mirrors the way in which learning occurs in the outside world so that they can take responsibility for, and control of, their own learning. We need to ensure that intellectual rigor, depth of knowledge and understanding, authentic, relevant, engaging and purposeful curriculum are our priorities. We need to change the way learning is planned, designed, implemented, assessed and evaluated. We need to transcend our current vision of teaching and learning for our kids and transform our practice! In this webinar, participants will get to:

- explore what it means to teach your learners HOW to learn through an explicit process that mirrors the way learning occurs in the 'real world' AND promotes knowledge building and knowledge creation
- explore what it means to engage learners in authentic, personally relevant, rigorous learning that address curriculum mandates and adds value to their life and the lives of others
- explore a planning process that will enable and empower you to design truly authentic, relevant, rigorous and engaging instruction that address curriculum mandates, seamlessly infuses 21C skills and teaches your learners HOW to learn

Target Audience: Teachers (all grades), Instructional Coaches, Allied Educators, School Leaders, Key Personnel

ABOUT PRESENTER

EducationWeek®



Dr Peter DeWitt

Dates: 15 - 18 November 2021
Delivery Mode: Online via Zoom

TESTIMONIAL:

“Peter is among the best communicators. See his Ed Week blog for evidence of this.”

John Hattie

Peter DeWitt (Ed.D) is a former K-5 teacher (11 years) and principal (8 years). He runs workshops and provides keynotes nationally and internationally focusing on leadership, coaching and fostering inclusive school climates. Within North America, his work has been adopted at the university and state level, and he works with numerous districts, school boards, regional and state organizations where he trains leadership teams and coaches building leaders.

Peter is the author of several books including Collaborative Leadership: 6 Influences That Matter Most (Corwin Press/Learning Forward) and School Climate: Leading with Collective Efficacy (Corwin Press/Ontario Principals Council. 2017), Coach It Further: Using the Art of Coaching to Improve School Leadership (Corwin Press. 2018), and Instructional Leadership: Creating Practice Out Of Theory (Corwin Press. 2019).

His articles have appeared in education journals at the state, national and international level, and he has presented at forums, conferences, and panel discussions at state, national and international conferences. Some of the highlights has been to present for the National Association of Elementary School Principals (NAESP), ASCD and NBC's Education Nation.

7. COLLABORATIVE LEADERSHIP: 6 INFLUENCES THAT MATTER MOST

Presenter: **Dr Peter DeWitt**

Date: **15 November 2021, Mon**

Time: **9.00am to 11.00am SGT**

Registration Fee :

Nett Fee

First 2 participants: **S\$85.00 per pax**

Next 2 participants: ***S\$70.00 per pax**

Subsequently: ***S\$55.00 per pax**

*Early Bird: Register on or before 30 Jul 2021
for additional 10% discount*

Registration Closing: 29 Oct 2021

[CLICK HERE TO REGISTER](#)

**The discounted tier fee only applies to participants from the SAME organisation registering for the SAME session.*

OVERVIEW

Whether we are teacher leaders, instructional coaches or school leaders there needs to be a focus on student, as well as, adult learning and impact. Collaborative leadership: 6 Influences That Matter Most focuses on how leaders can use 6 of John Hattie's high effect influences on learning to foster growth in their teachers and put the focus on learning for students. Participants will get to:

- understand the importance of, and research behind, collaboration as a school leader
- learn how collective teacher efficacy is a way to minimize within school variance among teachers
- learn how there are at least 6 influences to increase your success as a collaborative leader
- walk out with numerous practical actions to use in their classroom or school regardless of whether they are a teacher, school, district or division leader.

Target Audience: Zonal Directors, Cluster Superintendents, School Leaders, Instructional Coaches, Key Personnel

8. INSTRUCTIONAL LEADERSHIP: CREATING PRACTICE FROM THEORY

Presenter: **Dr Peter DeWitt**

Date: **16 November 2021, Tue**

Time: **9.00am to 11.00am SGT**

Registration Fee :

Nett Fee

First 2 participants: **S\$85.00 per pax**

Next 2 participants: ***S\$70.00 per pax**

Subsequently: ***S\$55.00 per pax**

*Early Bird: Register on or before 30 Jul 2021
for additional 10% discount*

Registration Closing: 29 Oct 2021

[CLICK HERE TO REGISTER](#)

**The discounted tier fee only applies to participants from the SAME organisation registering for the SAME session.*

OVERVIEW

Instructional leadership is one of the most researched forms of leadership, but very little practical insight into how to implement it exists, and many leaders struggle to put it into practice. When COVID-19 hit in 2020 instructional leadership became much more difficult to implement because leaders were separated remotely from teachers and students. DeWitt, Ed.D. will take the research behind instructional leadership, as well as the research he did with hundreds of teacher and students during the pandemic, and dive deeper into six areas that he found is crucial to practices that lead to instructional leadership.

That deeper dive involves breaking instructional leadership into six distinct parts, which are implementation, focus 4 learning, instructional strategies, student engagement, efficacy, and evaluation of impact. Leaders need to understand these six areas of instructional leadership, but also need to be provided with time to consider practical ways to implement each one, which also includes understanding implementation science. This session will help meet that need.

Target Audience: Zonal Directors, Cluster Superintendents, School Leaders, Instructional Coaches, Key Personnel

9. COACH IT FURTHER: USING THE ART OF COACHING TO IMPROVE SCHOOL LEADERSHIP

Presenter: **Dr Peter DeWitt**

Date: **17 November 2021, Wed**

Time: **9.00am to 11.00am SGT**

Registration Fee :

Nett Fee

First 2 participants: **S\$85.00 per pax**

Next 2 participants: ***S\$70.00 per pax**

Subsequently: ***S\$55.00 per pax**

*Early Bird: Register on or before 30 Jul 2021
for additional 10% discount*

Registration Closing: 29 Oct 2021

[CLICK HERE TO REGISTER](#)

**The discounted tier fee only applies to participants from the SAME organisation registering for the SAME session.*

OVERVIEW

Why do we need coaches? Too often we are being asked to do more with less, and that puts us at the risk of losing sight of our moral purpose. A coach can help us focus on a goal that will impact the school community in many ways, and during the process that we can learn how to coach others around us to help build stronger school leadership. Leadership author, consultant and coach Peter DeWitt, Ed.D. will guide participants through the coaching process and help them learn how to coach others using a unique case study approach. Participants will get to:

- learn why leadership coaching can be a powerful method to help leaders become more successful.
- learn four areas that all leaders who were surveyed want to focus on.
- learn the necessary elements of leadership coaching, both on the part of the coach and the leader.
- understand why leadership self-efficacy is important and why it is so difficult to raise it.
- learn how collective efficacy plays an important role in the growth of a leader.
- learn practical tips on how to have deeper conversations with leaders.

Target Audience: Zonal Directors, Cluster Superintendents, School Leaders, Instructional Coaches, Key Personnel

10. SCHOOL CLIMATE: LEADING WITH COLLECTIVE EFFICACY

Presenter: **Dr Peter DeWitt**

Date: **18 November 2021, Thu**

Time: **9.00am to 11.00am SGT**

Registration Fee :

Nett Fee

First 2 participants: **S\$85.00 per pax**

Next 2 participants: ***S\$70.00 per pax**

Subsequently: ***S\$55.00 per pax**

*Early Bird: Register on or before 30 Jul 2021
for additional 10% discount*

Registration Closing: 29 Oct 2021

[CLICK HERE TO REGISTER](#)

**The discounted tier fee only applies to participants from the SAME organisation registering for the SAME session.*

OVERVIEW

School climate is a multi-layered topic. It involves all of the complexities of meeting the academic and social-emotional needs of students, as well as how to get the adults in the school to focus on both. In this presentation, Peter DeWitt, Ed.D. will cover topics such as self-efficacy, collective efficacy, surface to deep level learning, trauma, marginalized populations, and how leaders can create a space where all of those issues cannot just be solved, but how the potential of all students can be maximized. Participants will get to:

- learn what school climate means, and why it's so complicated to change it
- learn the research behind collaboration and why we need to challenge each other's thinking
- learn about self-efficacy and how it impacts student learning
- learn how to increase student self-efficacy through academic and social-emotional learning
- learn how to foster an inclusive school climate that engages minoritized populations
- learn how collective teacher efficacy is a way to minimize within school variance among teachers
- learn how to increase their own self-efficacy as leaders
- walk out with numerous practical actions to use in their classroom or school regardless of whether they are a teacher, school, district or division leader.

Target Audience: Zonal Directors, Cluster Superintendents, School Leaders, Instructional Coaches, Key Personnel

ABOUT PRESENTER



Professor Carolyn Coil

Dates: 09 November 2021

Delivery Mode: Online via Zoom

TESTIMONIAL:

"Fantastic presentation. Great tools to take away and use for those unmotivated students."

Carolyn is an internationally known speaker, author, trainer, consultant and educator. An enthusiastic, motivating and energetic speaker, she has worked in the field of education for more than 40 years. Carolyn is known for her energy, enthusiasm, practical knowledge and down-to-earth presentation style.

She works with teachers, parents and administrators offering realistic and user-friendly strategies for raising student achievement, motivating underachievers, dealing with children with overexcitabilities, differentiating curriculum, teaching critical and creative thinking, and assessing student performance. Carolyn has taught graduate-level education courses since 1989.

11. MOTIVATING UNDERACHIEVERS: STRATEGIES FOR 21ST CENTURY SUCCESS

Presenter: **Professor Carolyn Coil**

Date: **09 November 2021, Tue**

Time: **8.30am to 10.30am SGT**

Registration Fee :

Nett Fee

First 2 participants: S\$85.00 per pax

Next 2 participants: *S\$70.00 per pax

Subsequently: *S\$55.00 per pax

*Early Bird: Register on or before 03 Sep 2021
for additional 10% discount*

Registration Closing: 30 Oct 2021

[CLICK HERE TO REGISTER](#)

**The discounted tier fee only applies to participants from the SAME organisation registering for the SAME session.*

OVERVIEW

Frustrated by students who have potential to achieve but for a variety of reasons do not? This workshop focuses on these students...our underachievers. We will examine the causes of underachievement, and explore numerous practical strategies that can be used by teachers, counselors, and parents to help and encourage underachieving students.

Underachievement is usually degenerative. Signs begin in the early grades and the effects are cumulative as the child grows older. Grades 5-8 are generally the greatest time of underachievement. We will explore a number of reasons for underachievement and then turn to answering the question of how we can help these students.

Suggested strategies are practical and can be implemented in any school setting. These strategies encompass six steps that can lead your students to higher achievement:

- Increasing self-confidence
- Setting short and long term goals
- Persisting through times of stress, disappointment or failure
- Managing time and developing organizational skills
- Improving study skills
- Learning how to take tests and other assessments

Recommended books by Carolyn Coil available as e-books from Pieces of Learning, Inc. www.piecesoflearning.com

Target Audience: Teachers (all grades), Instructional Coaches, Allied Educators, School Leaders, Key Personnel

ABOUT PRESENTER



Professor Emeritus Dylan Wiliam

Dates: 12 to 19 November 2021
Delivery Mode: Online via Zoom

TESTIMONIAL:

“Ever since hearing him speak at one of the first U.S. ResearchED Conferences, Dylan Wiliam has been on my radar screen.”

Robert Pondiscio,
External Affairs Vice President,
Thomas B. Fordham Institute, US

Dylan Wiliam is Emeritus Professor of Educational Assessment at University College London.

After a first degree in mathematics and physics, and one year teaching in a private school, he taught in inner-city schools in London for seven years.

In 1984 he joined Chelsea College, University of London, which later merged with King's College London. From 1996 to 2001 he was the Dean of the School of Education at King's, and from 2001 to 2003, Assistant Principal of the College. In 2003 he moved to the USA, as Senior Research Director at the Educational Testing Service in Princeton, NJ. From 2006 to 2010 he was Deputy Director of the Institute of Education, University of London.

Over the last 15 years, his academic work has focused on the use of assessment to support learning (sometimes called formative assessment). He now works with groups of teachers all over the world on developing formative assessment practices.

12. EMBEDDING FORMATIVE ASSESSMENT *(Five Sessions)*

Presenter: **Prof Dylan Wiliam**

Dates: **12, 15, 16, 17, 18 Nov 2021**

Time: **8.00am to 9.00am SGT**

Registration Fee (*Full Course Package*):

Nett Fee

First 2 participants: **S\$295.00 per pax**

Next 2 participants: ***S\$245.00 per pax**

Subsequently: ***S\$195.00 per pax**

*Early Bird: Register on or before 06 Aug 2021
for additional 10% discount*

Registration Closing: 30 Oct 2021

[CLICK HERE TO REGISTER](#)

**The discounted tier fee only applies to participants from the SAME organisation registering for the SAME session.*

OVERVIEW

There is now a large and growing evidence base that helping teachers develop their use of minute-to-minute and day-by-day assessment is one of, if not the most powerful ways to improve student learning. However, adopting formative assessment, or assessment for learning as it is sometimes called, involves far more than adding a few “quick fixes” to teachers’ classroom repertoires. It involves a fundamental shift in focus, from what the teacher is putting in to the process to what the students are getting out of it. In this series of five 90-minute online workshops, participants will learn:

- What formative assessment is (and isn't)
- Practical techniques for implementing formative assessment in classrooms – 3 sessions
- How to sustain the development of formative assessment with teacher learning communities

Target Audience: Teachers (all grades), Instructional Coaches, Allied Educators, School Leaders, Key Personnel

12a. FORMATIVE ASSESSMENT: WHAT IT IS AND WHAT IT ISN'T — WHEN IT WORKS AND WHEN IT DOESN'T

Presenter: **Prof Dylan Wiliam**

Date: **12 November 2021, Fri**

Time: **8.00am to 9.00am SGT**

Registration Fee (*Individual Session*):

Nett Fee

First 2 participants: **S\$65.00 per pax**

Next 2 participants: ***S\$55.00 per pax**

Subsequently: ***S\$45.00 per pax**

Early Bird: Register on or before 06 Aug 2021 for additional 10% discount

Registration Closing: 30 Oct 2021

[CLICK HERE TO REGISTER](#)

**The discounted tier fee only applies to participants from the SAME organisation registering for the SAME session.*

EMBEDDING FORMATIVE ASSESSMENT — *SESSION ONE*

A number of studies have shown that helping teachers develop their use of formative assessment can have significant impact on the achievement of their students. However, these studies are today often cited in support of formative assessment practices that bear no relation to those that the research shows make a difference. In this session, participants will learn to distinguish between different kinds of formative assessments (including benchmark, interim, and common formative assessments) and, more importantly, know when to use which to make the most difference to student learning.

Target Audience: Teachers (all grades), Instructional Coaches, Allied Educators, School Leaders, Key Personnel

12b. ELICITING EVIDENCE —THE STARTING POINT FOR GOOD FEEDBACK

Presenter: **Prof Dylan Wiliam**

Date: **15 November 2021, Mon**

Time: **8.00am to 9.00am SGT**

Registration Fee (*Individual Session*):

Nett Fee

First 2 participants: **S\$65.00 per pax**

Next 2 participants: ***S\$55.00 per pax**

Subsequently: ***S\$45.00 per pax**

*Early Bird: Register on or before 06 Aug 2021
for additional 10% discount*

Registration Closing: 30 Oct 2021

[CLICK HERE TO REGISTER](#)

**The discounted tier fee only applies to participants from the SAME organisation registering for the SAME session.*

EMBEDDING FORMATIVE ASSESSMENT — *SESSION TWO*

Questioning, and a range of related techniques for eliciting evidence about student achievement, is a staple in classrooms all over the world, but in most classrooms, the greater part of the “intellectual heavy lifting” is performed by the teacher, with students delegated to a supporting role, or even, in many cases, “absent without leave.” In this session, participants will learn about a range of classroom techniques to improve questioning, including how to create, and capitalize upon, more “teachable moments” and the defining characteristics of effective diagnostic questions.

Target Audience: Teachers (all grades), Instructional Coaches, Allied Educators, School Leaders, Key Personnel

12c. PROVIDING FEEDBACK THAT MOVES LEARNING FORWARD

Presenter: **Prof Dylan Wiliam**

Date: **16 November 2021, Tue**

Time: **8.00am to 9.00am SGT**

Registration Fee (*Individual Session*):

Nett Fee

First 2 participants: S\$65.00 per pax

Next 2 participants: *S\$55.00 per pax

Subsequently: *S\$45.00 per pax

*Early Bird: Register on or before 06 Aug 2021
for additional 10% discount*

Registration Closing: 30 Oct 2021

[CLICK HERE TO REGISTER](#)

**The discounted tier fee only applies to participants from the SAME organisation registering for the SAME session.*

EMBEDDING FORMATIVE ASSESSMENT — *SESSION THREE*

Feedback can have huge impact on learning, but most of the feedback received by students in schools is, at best, useless, and can, in many situations, actually lower student achievement. In this session, participants will learn about different kinds of feedback, the eight possible kinds of responses that students can make, and why only two of them will actually improve learning. As well as learning about a number of ready-to-use classroom techniques for providing effective feedback, participants will also learn how effective day-to-day feedback practices can be integrated into a classroom grading system that can be used both formatively and summatively.

Target Audience: Teachers (all grades), Instructional Coaches, Allied Educators, School Leaders, Key Personnel

12d. FORMATIVE ASSESSMENT — THE LEARNER'S ROLE

Presenter: **Prof Dylan Wiliam**
Date: **17 November 2021, Wed**
Time: **8.00am to 9.00am SGT**
Registration Fee (*Individual Session*):

Nett Fee

First 2 participants: S\$65.00 per pax
Next 2 participants: *S\$55.00 per pax
Subsequently: *S\$45.00 per pax

*Early Bird: Register on or before 06 Aug 2021
for additional 10% discount*

Registration Closing: 30 Oct 2021

[CLICK HERE TO REGISTER](#)

EMBEDDING FORMATIVE ASSESSMENT — *SESSION FOUR*

Although the teacher has a key role in the creation of effective learning environments, ultimately, learning is optimized only when students come to “own” their own learning. This session provides participants with a number of practical techniques for teachers to increase learner involvement in the direction, pace and structure of their own learning, including ways of sharing learning intentions and success criteria, peer assessment and self-assessment.

Target Audience: Teachers (all grades), Instructional Coaches, Allied Educators, School Leaders, Key Personnel

**The discounted tier fee only applies to participants from the SAME organisation registering for the SAME session.*

12e. SUPPORTING PROFESSIONAL DEVELOPMENT WITH TEACHER LEARNING COMMUNITIES

Presenter: **Prof Dylan Wiliam**

Date: **18 November 2021, Thu**

Time: **8.00am to 9.00am SGT**

Registration Fee (*Individual Session*):

Nett Fee

First 2 participants: **S\$65.00 per pax**

Next 2 participants: ***S\$55.00 per pax**

Subsequently: ***S\$45.00 per pax**

*Early Bird: Register on or before 06 Aug 2021
for additional 10% discount*

Registration Closing: 30 Oct 2021

[CLICK HERE TO REGISTER](#)

**The discounted tier fee only applies to participants from
the SAME organisation registering for the SAME session.*

EMBEDDING FORMATIVE ASSESSMENT

— SESSION FIVE

Teacher professional development has been a national priority in most developed countries for well over twenty years, and yet the results have been modest at best. Although the reasons for the failure of teacher professional development to increase student achievement are complex, the most significant factor appears to be that they have mis-diagnosed the problem. Teacher quality is assumed to be a matter of knowledge, and sessions of professional development have been focused on giving teachers the knowledge they are assumed to lack. Such sessions have been largely unsuccessful in increasing student achievement because the “problem” is not lack of knowledge—it is how to change practice. In this session, participants will learn about five key elements of effective professional development (choice, flexibility, incrementalism, accountability, and support), and how these can be enacted with building-based teacher learning communities.

Target Audience: Teachers (all grades), Instructional Coaches, Allied Educators, School Leaders, Key Personnel

13. PRINCIPLED CURRICULUM DESIGN

OVERVIEW

Presenter: **Prof Dylan Wiliam**

Date: **19 November 2021, Fri**

Time: **8.00am to 9.00am SGT**

Registration Fee :

Nett Fee

First 2 participants: **S\$65.00 per pax**

Next 2 participants: ***S\$55.00 per pax**

Subsequently: ***S\$45.00 per pax**

*Early Bird: Register on or before 06 Aug 2021
for additional 10% discount*

Registration Closing: 05 Nov 2021

[CLICK HERE TO REGISTER](#)

Denis Lawton defined curriculum as “a selection from culture” but how are we to make the selection, and who gets to decide? In the absence of a clear set of guiding principles for the design of a curriculum, curriculum development becomes a kind of inflationary spiral in which people agree to other people’s preferences provided their own are also accepted. The result is too often a curriculum that is, in the words of William Schmidt, “a mile wide and an inch deep”. This session will present participants with a number of principles for curriculum design.

Target Audience: School Leaders, Key Personnel, Curriculum Development/Planning Officers

**The discounted tier fee only applies to participants from the SAME organisation registering for the SAME session.*



Illumien Asia works at the forefront of innovation in education providing pioneering, challenging and effective training solutions in teaching. We use the best and most renowned trainers to help teachers improve their ways of thinking and approaches to teaching.

GET IN TOUCH

We'd love to hear from you



*Address: 141 Cecil Street, #08-07, Tung Ann
Association Building, Singapore 069541*



+65 8318 9406



Email: admin@illumien.asia