



Challenging  
**LEARNING**

# Online Professional Learning

With James Nottingham  
& his Challenging Learning team

The Challenging Learning team consists of 30 full-time educational consultants, researchers, and office staff in six countries. Together, they provide the following online learning for PK-12 teachers, leaders, administrators, and support staff:

## **Pit Podcasts (60 mins)**

Free webinars giving an introduction to the Challenging Learning topics of dialogue, feedback, growth mindset, the Learning Pit, collective and self-efficacy, and questioning.

## **Commissioned Events (timed to suit your context)**

You are welcome to book online keynote speeches from James Nottingham; webinars from any of our consultants (in English, Norwegian, or Swedish); and coaching for individuals and small teams.

## **Challenging Learning Webinars (150 mins)**

A series of six in-depth webinars to inspire educators throughout the summer (or winter warmers for our antipodean colleagues). Choose to attend one or two or purchase the whole series to watch at your leisure.

5 mins	Welcome & Overview
60 mins	Research and Key Points
15 mins	Breakout Rooms & Questions Post
5 mins	Comfort Break
50 mins	Classroom Application, plus Response to Questions
15 mins	Summary & Next Steps

**Topic A: Enhancing Classroom Talk to Improve Communication, Confidence & Achievement**

**Topic B: Implementation is Key: How to Ensure Growth Mindset Flourishes Across Your School**

**Topic C: How Positive Attitudes Towards Mistakes and Failure Develop Social & Emotional Learning**

**Topic D: Creating a Culture of Challenge, Efficacy & Engagement**

**Topic E: How To Build a Safe, Engaging & Inviting Learning Culture (Online & On-site)**

**Topic F: Using the SOLO Taxonomy to Narrow Achievement Gaps**

## Challenging Learning Webinars Schedule, October and December 2020

Webinar	Topic	North & South America <i>Timings shown for Los Angeles</i>	Europe & Africa <i>Timings shown for Stockholm</i>	Asia Pacific <i>Timings shown for Sydney</i>	Universal Coordinated Time (UTC)
1	A		Oct 1, 10.00-12.30	Oct 1, 18.00-20.30	Oct 1, 08.00-10.30
2	A	Oct 3, 08.00-10.30	Oct 3, 17.00-19.30		Oct 3, 15.00-17.30
3	B	Oct 15, 08.00-10.30	Oct 15, 17.00-19.30		Oct 15, 15.00-17.30
4	B		Oct 22, 09.00-11.30	Oct 22, 18.00-20.30	Oct 22, 07.00-09.30
5	C		Oct 29, 08.00-10.30	Oct 29, 18.00-20.30	Oct 29, 07.00-09.30
6	C	Nov 3, 09.00-11.30	Nov 3, 18.00-20.30		Nov 3, 17.00-19.30
7	D	Nov 5, 13.00-15.30		Nov 6, 08.00-10.30	Nov 5, 21.00-23.30
8	D	Nov 21, 08.00-10.30	Nov 21, 17.00-19.30		Nov 21, 16.00-18.30
9	E	Nov 30, 15.00-17.30		Dec 1, 10.00-12.30	Nov 30, 23.00-01.30
10	E	Dec 3, 08.00-10.30	Dec 3, 17.00-19.30		Dec 3, 16.00-18.30
11	F	Dec 7, 15.00-17.30		Dec 8, 10.00-12.30	Dec 7, 23.00-01.30
12	F	Dec 9, 08.00-10.30	Dec 9, 17.00-19.30		Dec 9, 16.00-18.30

The Challenging Learning Webinars & Pit Podcasts are presented by James Nottingham, chaired by Carmen Bergmann, and hosted by Sabina Bhugun.



**James Nottingham** is regarded by many as one of the most engaging and thought-provoking presenters in the world of education. He brings rare clarity and insight to research evidence; a breadth and depth of exemplar that connects with the lived lives of educators; and a sense of story and humour that makes learning so much more memorable and sustainable.



**Dr Carmen Bergmann** is the project manager and senior consultant for Challenging Learning in North America. Previously, she was the assistant superintendent for a Regional Office of Education, supporting schools in 30 districts in central Illinois. She has also been a teacher and principal; has a master's degree in administration, a superintendent's certificate, and an EdD in Education Administration Foundations.



**Sabina Bhugun** is the Chief Marketing Officer for Challenging Learning, responsible for identifying the professional learning requirements of teachers and leaders around the world. Experienced in social media management, creative writing, mobile app and website development, Sabina leads our company's online engagement including all webinars and podcasts.



## Topic A

### Enhancing Classroom Talk to Improve Communication, Confidence & Achievement

Classroom talk leads to significant improvements in text comprehension, as well as gains in students' inferential comprehension, critical thinking and reasoning. (Murphy, Wilkinson, Soter & Hennessey, 2009). However, teachers generally dominate conversations, talking for as much as 70-80% of lesson time (Yair, 2000). So, the first steps to improving classroom talk are for teachers to talk less and for students to improve the quality of their contributions.

As such, this webinar will show the best ways to:

1. Reduce teacher talk so that there is more opportunity for student dialogue
2. Create the conditions in which exploratory talk can flourish face-to-face and through remote learning
3. Identify strategies that will make dialogue more active, meaningful, challenging and collaborative

## Topic B

### Implementation is Key: How to Ensure Growth Mindset Flourishes Across Your School

Growth mindset can significantly increase students' willingness to work towards aspirational goals, overcome difficulties, and respond to feedback constructively. However, the two meta-analyses examining growth mindset in schools show disappointingly low effect sizes (0.21 in 2013 and 0.11 in 2019). This is not because of a lack of potential but due to problems with implementation, including over-simplification, conflicting priorities and mixed messages.

Having co-presented with Carol Dweck at more than 30 conferences, James Nottingham will give you a deep insight into:

1. The nuances behind the research and the urban myths to avoid
2. The systems and patterns of behaviour that may need adjusting to avoid conflict with growth mindset
3. The best strategies for building a growth mindset culture so that everyone in the learning community (students, staff & families) benefit

## Topic C

### How Positive Attitudes Towards Mistakes and Failure Develop Social & Emotional Learning

Students who fear failure or hide mistakes generally respond to setbacks negatively, which in turn leads to self-doubt and a lowering of aspirations and goals. (Haimovitz & Dweck, 2016). Whereas, those who are shown how to examine mistakes and learn from failure are more likely to develop humility, adaptation, and resiliency. Knowing this helps educators to encourage intellectual risk taking and create a safe and thoughtful culture of learning.

This webinar will show the best ways to:

1. Enhance lesson design (online & on-site) to create more opportunities for learning from mistakes
2. Adapt systems and patterns of behaviour to teach students how to respond more positively to the possibilities of failure
3. Demonstrate how failure and mistakes can enhance social and emotional learning

## Topic D

### Creating a Culture of Challenge, Efficacy & Engagement

Performance is enhanced when students strive towards specific and challenging goals (Feldman, 1997). The attainment of those goals is also closely related to self-esteem and self-efficacy (Light, 2001). In other words, when we create the conditions in which students engage in challenging tasks, they achieve more, feel better about themselves and boost their sense of potential. So why do so many students avoid challenge? This webinar will explore some of the reasons and identify what we can do to encourage all students to step out of their comfort zone.

This webinar will show the best ways to:

1. Understand why students all-too-often avoid challenging tasks and how to reverse this trend
2. Understand how the Learning Pit® encourages students to willingly step out of their comfort zone
3. Implement the best strategies for enhancing efficacy and engagement through challenge, questioning, and an emphasis on progress

## Topic E

### How To Build a Safe, Engaging & Inviting Learning Culture (Online & On-site)

A school has a 'good culture' when staff live by a set of shared values and students succeed as a result (Bridwell-Mitchell, 2018). Unfortunately, components of a positive culture often get lost amid tangible outcomes such as higher test scores, excellent attendance, and improved graduation rates. Indeed, some commentators even describe culture as a 'soft' target. And yet, the evidence is clear – there is a strong and significant correlation between organisational culture and that organisation's performance, and that culture can be designed and deliberately embedded.

This webinar will show the best ways to:

1. Understand how a learning culture (online & in-person) is shaped by five interwoven elements, each of which staff have the power to influence
2. Implement a set of values about learning that evidence reviews identify as the most significant for student welfare & growth
3. Understand how mental models drive actions and lead to safe, engaging and inviting cultures of learning

## Topic F

### Using the SOLO Taxonomy to Narrow Achievement Gaps

The SOLO Taxonomy (Biggs & Collis, 1982) is "one of the most powerful models for understanding when to move students from surface- to deep-learning" (Hattie, 2013). It aligns to evidence-based practice and helps identify when to move students from 'knowing' to making links and connections between different concepts and ideas. It can also be used to design differentiated learning tasks that, when coupled with attainment-based grouping (rather than ability-grouping), can be effective in narrowing achievement gaps.

This webinar will show the best ways to:

1. Use SOLO to design differentiated learning tasks that enable students to deepen their learning
2. Understand the ways in which SOLO supports students in developing metacognition, self-regulation, self-efficacy, and engagement
3. Recognise and respond to each stage of SOLO so as to deepen learning and close the achievement gap for all students

#### Costs (US Dollars)

##### Individuals

1 Webinar	100 per person
Season Pass	300 per person

##### Teams (5 or more staff)

1 Webinar	50 per person
Season Pass	150 per person

Season pass includes access to all 12 live events plus recordings of all 6 topics.

1 hour of graduate credit available from Lindenwood University (subject to an additional cost of 115 per person) for attending 5 or more webinars.